

Kindergarten  
Beaverton School District K-5 Elementary Social Sciences



This unit was prepared by Past Present Future Consulting & Media in response to directives and feedback from representatives of the elementary curriculum leaders of Beaverton School District (BSD).

The construction of this curriculum adheres to the requirements and guidance provided by:

- The [Oregon Department of Education K-5 ALT1-Knowledge themes and state standards](#) including requirements and resources for [Tribal History](#) and [Ethnic Studies](#);
- [BSD Social Sciences Program Position Paper](#);
- [BSD learning targets](#) related to state standards;
- The needs of Dual Language and non-Dual Language tracks within the district;
- Research-based [best practices](#) for developmentally appropriate elementary social sciences curriculum design that is culturally relevant and rigorous as outlined by the [National Council of Social Studies](#) and the [C3 Framework](#); and
- [Picture book resource sets](#) purchased by the district in alignment with the district's strategic goals, mission, and vision.

The theme of each grade level highlights an important skill needed to contribute and thrive in a diverse democracy: respecting each other; building a healthy community; expressing ourselves; stewarding resources; recognizing and repairing harm; and governing through rules, rights, and responsibilities. Each grade level offers three inquiries connected to its theme through which students engage with a rich array of primary and secondary sources as well as engaging, interactive activities to learn information that will help them make a claim. In inquiry units, the goal is not that every student answers the essential question in the same way. Instead, students are supported to marshal creative and critical thinking to demonstrate that they are capable of offering a reasoned, well-evidenced justification for their position.

# Kindergarten

## Me & My World: Respecting Each Other / Mi Mundo y Yo: Respetándonos Un@s a Otr@s

### Unit 3: ¿Qué hacemos si la gente no tiene lo que necesita para sobrevivir y prosperar? / What should we do if people don't have what they need to survive and thrive?

<p>Overview</p> <p><a href="#">Unit Intro Video</a></p>	<p>Through this inquiry, students will explore the following ideas:</p> <ul style="list-style-type: none"> <li>• People need food to survive.</li> <li>• People have religious, cultural, and political needs for food in order to thrive.</li> <li>• People meet these needs and the needs of their communities in various ways, such as working jobs to earn income, volunteering, borrowing, and sharing.</li> <li>• Some goods and services are privately owned and some are public for the common good.</li> <li>• People don't always get what they need, for reasons that are often unfair; and people often have more than they need, for reasons that are often unfair (e.g., food insecurity, threats to food sovereignty).</li> <li>• People are taking action to make the world more fair and help everyone's needs to be met.</li> </ul>
<p>Supporting Questions</p>	<ul style="list-style-type: none"> <li>• What do people need to survive and thrive? / ¿Qué necesita la gente para sobrevivir y prosperar?</li> <li>• How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?</li> <li>• Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?</li> </ul>
<p>Vocabulary</p>	<p><a href="#">Unit 1 Glossary/Glosario</a> <a href="#">Unit 2 Glossary/Glosario</a> <a href="#">Unit 3 Glossary / Glosario</a> <a href="#">Resources for teaching vocabulary</a></p>

## Standards & Learning Targets

K.5 Identify forms of US money and explain how money is used.

- I can identify different forms of money and explain how they are used.
- Puedo identificar diferentes formas de dinero y explicar cómo se usa.

K.6 Give examples of different jobs performed in communities.

- I can give examples of different kinds of jobs that people have.
- Puedo dar ejemplos de diferentes tipos de trabajos.

K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing.

- I can name what is my property and what is shared property.
- I can participate in classroom activities, while sharing and taking turns.
- I can demonstrate care for shared spaces and materials.
- Puedo identificar mi propiedad y la propiedad compartida.
- Puedo participar en actividades de grupo compartiendo y tomando turnos.
- Puedo cuidar materiales y espacios compartidos.

K.8 Explain how people earn income and that some jobs earn money while others are volunteer.

- I can explain that people are paid for the work they do.
- I can describe how people volunteer to help the community.
- Puedo explicar que las personas reciben un pago por el trabajo que hacen.
- Puedo describir cómo las personas hacen trabajos voluntarios para ayudar a la comunidad.

K.13 Understand that events happen in a sequential order.

K.16 Understand and create timelines to show basic personal events in sequential order.

- I can create a timeline and show what happened in the beginning, middle and end of events that I experienced.
- Puedo crear una línea del tiempo y mostrar lo que pasó primero, después y al final de algo que yo viví.

	<p>K.14 Identify examples of unfairness or injustice towards individuals or groups and the “changemakers,” who worked to make the world better.</p> <ul style="list-style-type: none"> <li>• I can give examples of changemakers around the world and the situations their work helped to change.</li> <li>• Puedo dar ejemplos de agentes de cambio alrededor del mundo y las situaciones que ayudaron a mejorar con su trabajo.</li> </ul> <p>K.15 Distinguish between past and present.</p> <p>K.18 Compare and contrast past and present events or practices.</p> <ul style="list-style-type: none"> <li>• I can tell the difference between the past and present of _____ (events or practices, people, places, things, etc).</li> <li>• I can explain how something (an event or practice, etc) has changed and has stayed the same throughout the years.</li> <li>• Puedo comparar el pasado y el presente _____ (eventos o prácticas, personas, lugares, cosas, etc).</li> <li>• Puedo explicar cómo algo (un evento o práctica, etc) ha cambiado y ha permanecido igual a través del tiempo.</li> </ul> <p>K.19 Identify possible solutions to injustices that demonstrate fairness and empathy.</p> <ul style="list-style-type: none"> <li>• I can show when something is unjust and take action to find solutions that are fair and empathetic.</li> <li>• I can seek to understand different perspectives when finding possible solutions to an injustice.</li> <li>• Puedo demostrar cuando algo es injusto y actuar para encontrar soluciones justas y empáticas.</li> <li>• Puedo encontrar posibles soluciones a las injusticias tratando de entender otras perspectivas.</li> </ul> <p>K.20 Given context clues, develop a reasonable idea about who, when, where, and why the primary or secondary source was created.</p> <ul style="list-style-type: none"> <li>• I can figure out where a source comes from using clues.</li> <li>• Puedo aprender sobre el origen de una fuente de información usando pistas.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• Check for understanding throughout the unit by using formative assessments.</li> <li>• Summative Assessment / Culminating Activity - Class Action Project &amp; Reflection</li> </ul>
Connections to Dr. Ghody Muhammad’s Framework	

Identity: How will your teaching help students to learn something about themselves and/or others? How will you honor and leverage your students' full linguistic and sociocultural repertoires? / *Identidad: ¿Cómo ayudarás a tus estudiantes a aprender algo acerca de sí mism@s y/o de los demás? ¿Cómo honrarás y fomentarás los repertorios lingüísticos y socioculturales de tus estudiantes?*

Skills: What skills and content learning standards are you teaching? / *Habilidades: ¿Qué habilidades y estándares de contenido estás enseñando?*

Intellect: What will your students become smarter about? / *Intelecto: ¿En qué crecerán intelectualmente tus estudiantes?*

Criticality: How will you engage your students in thinking about power, equity, and anti-oppression in the text, in society and in the world? / *Criticalidad: ¿Cómo harás que tus estudiantes reflexionen y se involucren en el análisis de temas/asuntos de poder, igualdad y anti-opresión en los textos, sociedad y en el mundo?*

Joy: How will the lessons bring joy for students? What experiences can we share with students? \*What family connections can I incorporate? *Alegría: ¿Cómo las lecciones traerán alegría a tus estudiantes? ¿Qué experiencias podemos compartir con l@s alumn@s? \*¿Qué conexiones familiares puedo incorporar?*

## Integration Ideas & Connections

There are natural connections between Social Science and other content areas. You may choose to integrate these across the day (during social science, playful inquiry, during reading/writing workshop, morning meeting, etc.) There are many ways to do this throughout this unit, and some ideas to get started are indicated by the icons below:



Language Arts

Another important consideration are the Habits of Mind and how they may come up as you explore with your students. All of the HoM could connect to many of the lessons, depending on the student and their learning curves.

Be on the lookout for how the Habits of Mind may come up during KIC/SS lessons and how you can elevate them!



## Important Teacher Background

As with each of all of the inquiry units in social studies in the BSD curriculum, these resources and activities were designed to provide opportunities for every student to experience what literacy scholar [Rudine Sims Bishop \(1990\)](#) calls windows and mirrors. For some students, learning about food insecurity, food sovereignty, and other cultural or religious needs as they relate to food is an opportunity to learn about people whose experiences are different from theirs. For others, it is an opportunity to affirm and validate their experiences. As with any inquiry, there will be times when such students will want to share about these personal connections—and times when they do not. Knowing your students and having relationships with their families helps you make wise pedagogical decisions about how best to respond to or spark students' questions. In addition, the more background knowledge you have about the issues and content connected to this inquiry, the better able you will be to navigate dilemmas as they arise and leverage teachable moments in the form of kids' questions, current events, etc. Familiarity with what the standards require Oregon's kindergarten students to learn (e.g., examples of unfairness or injustice) will also help support students in the inquiry and communicate with families about their children's educational experiences. If you are in need of additional professional development as you teach this unit, please reach out to the district for support.

## Unit at a Glance

Unit 3 Question: ¿Qué hacemos si la gente no tiene lo que necesita para sobrevivir y prosperar? / What should we do if people don't have what they need to survive and thrive?			
Supporting Question #1: What do people need to survive and thrive? / ¿Qué necesita la gente para sobrevivir y prosperar?			
Activity		Send home / Lesson prep:	Connections to Explore:
1	Lily Learns about Wants and Needs -read aloud -start class anchor chart with “Questions, Connections, & Information” related to meeting our needs related to food	-Send home: <a href="#">Food Letter to Families / Carta a las familias</a>	-opportunities to play with pretend food and/or clean bottles/boxes for students to “cook” with or to create their own food ceremonies / restaurants. -illustrate pictures of their favorite meal or invent meals and recipes they would want to try -make their own menus including the name of their restaurant, the dishes they serve, and the prices  -play the <a href="#">stick game</a> detailed in this Confederated Tribes of Grand Ronde picture book, <a href="#">Salmon and the Eel</a> . -have yarn, scissors, and cups available for them to <a href="#">make their own baskets</a> .
2	Healthy Plates -explore recommendations for a healthy balanced diet -illustrate a favorite healthy food or dish		
3	First Foods -inquiry into special foods that help people thrive		
Supporting Question 2: How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?			
4	What is Money? -explore pictures of types of money -examine primary source (receipt) -where / how do we get food?	-Teacher: bring piece of produce and receipt	-coin rubbings -have templates of circles or rectangles for them to design their own money. -Having a jar of foreign currency bills and coins for students to explore, sift through and/or make up/ <a href="#">play games</a> or play pretend with

5	<b>Owning, Borrowing and Sharing</b> -examples of owning, borrowing and sharing using the produce you've brought in -share the produce during snack	-Teacher: bring more produce or use same from previous day	
6	<b>Public and Private</b> -examples of what makes something public or private -create class anchor chart with examples and pros/cons of each		
7	<b>Income</b> -examples of jobs -read aloud: Areli is a Dreamer -illustrate / write what students might jobs students might want to have in the future		-have costumes (e.g., hats, vests, etc.) for students to dress up as different kinds of workers with jobs  -draw pictures of what job they hope they have when they grow up
8	<b>Supply Chain</b> -brainstorm and sequence the jobs needed for the produce to be sold at the store -create a supply chain timeline -inquiry into where our food comes from		
9	<b>Cafeteria Tour / Interview</b> -tour or interview part of the school food system -create sequence timelines for something on the school menu		
<b>Supporting Question #3 : Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?</b>			
10	<b>"Buying Lunch for a Family" Simulation</b> -participate in a simulation using "money" where students "shop" for foods for an assigned "family"	-Teacher prep: see <a href="#">simulation instructions</a>	



11	Maddi's Fridge / La nevera de Maddi -read aloud and discussion		
12	Analyzing Historical Photos -follow questions on "Analyze a Photo" to discuss and examine historical photos of food lines at soup kitchens		
13	Portland Information -there are people in our community and world who do not get the food they need to survive -explore hunger rates and food deserts in Portland		
14	Volunteers -stories about volunteers working for food justice		
15	Food Sovereignty -how food grows in natural spaces -impact of human changes on our first foods -how to protect the land and food		
Culminating Activity			
-read alouds about changemakers -explore centers related to taking action, focused on school lunch -action project to do something about ending food insecurity / protecting food sovereignty			

### Home Connection

At the start of this unit, send the [Food Letter to Families / Carta a las familias](#) home to families to give them ample time to do these activities with students if they are able.

## Part 1: Activities 1 - 3

Supporting Question #1: What do people need to survive and thrive? / ¿Qué necesita la gente para sobrevivir y prosperar?

### Teacher Background

Educator Resources:

- [Sacred Foods](#)
- [How Native American Food Is Tied To Sacred Stories](#)
- [Celebrate Oregon's Indigenous Foods](#)

### Activity 1: Lily Learns about Wants and Needs

[Glossary / Glosario](#): Add your own visuals by co-constructing with your students.

Vocab:

Survive / [sobrevivir](#)

Thrive / [prosperar](#)

Books (in book bin):

- *Lily Learns about Wants and Needs*



Resources & Materials:

- Paper for anchor chart
- [Anchor Chart pictures](#)

Start this unit by sharing the essential question with students: What should we do if people don't have what they need to survive? / ¿Qué hacemos si la gente no tiene lo que necesita para sobrevivir y prosperar?

First, refresh their memories about the concept of Needs from Unit 1. You might read (or re-read) [Lily Learns about Wants and Needs](#). You can also look back at the Maslow's Needs at School Survey you completed in the fall, and then explain that for this unit

you will be looking at how people meet their survival needs with a focus on food. Add survive / sobrevivir and thrive / prosperar to the word wall.

Create an anchor chart table with three columns and three rows. Title the columns: Question / Connection / Information — Pregunta / Conexión / Información. Print off Anchor Chart pictures to be the title for each row to represent what food people need, how people get the food they need, and what happens if people don't get the food they need. As students share something to add to the anchor chart, ask them to point where on the table their comment fits. Is it a question about what happens if people don't get what they need? Is it a connection they can make to the nutritious food people need? Etc. If they're not sure, that's okay—have them share what they want and then ask the class to make suggestions about where their comment should go. Write down kids' comments on the anchor chart to record their contributions. NOTE: As this may be their first time using a table, take time to make sure they're understanding that skill as much as the content. Save this anchor chart so you can make connections to students' lives and wonderings throughout the unit through the prepared resources and to inform gathering additional materials or activities to address their curiosity and confusion. Consider keeping it posted so kids can keep adding sticky notes to it throughout the inquiry.

If students have completed the Food Letter to Families / Carta a las familias, have them share their illustrations about what they learned.

**NOTE:** Food was chosen as the topic of focus to intentionally spiral with/scaffold other grades' units, but the supporting questions for this unit could easily fit other survival needs (e.g., water, air) to guide future inquiries with students.

SQ 1: What do people need to survive and thrive? / ¿Qué necesita la gente para sobrevivir y prosperar?

## Activity 2: Healthy Plates

### Vocab:

Nutrition / [nutrición](#)

### Resources & Materials:

- [Glossary / Glosario](#)
- [Healthy Plates](#) charts (English and español available)
- [School Lunches Around The World](#) video and / or [Kids Try 100 Years of Brown Bag Lunches from 1900 to 2000](#)
- [My Favorite Nutritious Food / Comida Nutritiva exit slip](#)

To touch on what constitutes healthy food that helps us survive, have students explore the [Healthy Plates](#) charts (English and español available at the link) to understand what the recommended food is for people to eat each day for a healthy diet. They could use the healthy plate to analyze the lunches served in schools around the world after watching [School Lunches Around The World](#) video (highly visual, so works for DL and non-DL). If helpful, pause the video or print out screen shots of each lunch tray for students to analyze. Another option is [Kids Try 100 Years of Brown Bag Lunches from 1900 to 2000](#), especially to help prep students for a sense of past and present (features kids' comments in English, but the visuals are still useful for DL).

As an exit slip, have students illustrate a picture of their favorite healthy food or meal to eat using the [My Favorite Nutritious Food / Comida Nutritiva exit slip](#). A modification of this exit slip could be their explanation of which one of the school lunches past/present or around the world they would prefer, and why.

**NOTE:** This activity can be linked to the Kindergarten science standards. It also provides an opportunity to remind students about our bodies' unique needs from Unit 1. For example, some people may be severely allergic or intolerant to certain foods that help other people be healthy.

SQ 1: What do people need to survive and thrive? / ¿Qué necesita la gente para sobrevivir y prosperar?

### Activity 3: First Foods

#### Vocab:

First Foods / [primeros alimentos](#)

#### Resources & Materials:

- [First Foods](#) video
- [Celebrate Oregon's Indigenous Foods](#) (guide to set up centers)
- Food packaging / wrappers with Halal, Haram, and Kosher labels
- [Foods To Thrive exit slip](#)
- Additional resources in the options below

To touch on what constitutes food that helps us thrive, have students explore reasons why some foods are very special and even sacred to people for cultural, religious, or political reasons. Our bodies technically don't need some foods to survive, but we do need them to thrive because of what we believe and who we are. If you or the students have other stories to share about what food they need to thrive and why, find resources to bring that into this inquiry; the resources below are important places to start.

**NOTE:** If you think it is helpful, add vocab words like Halal, Haram, Kosher, Vegans, Vegetarians to the word wall.

- Play the [First Foods](#) video for students. Define [First Foods / primeros alimentos](#) and add it to the word wall. Ask them what are "First Foods" for Indigenous People in Oregon? (e.g., berries, roots, salmon, game). Set up four centers where students can touch / taste each of the first foods and learn more about them using [Celebrate Oregon's Indigenous Foods](#) as a guide. Review these materials to select what would work best for your students.
  - Explore salmon as a sacred First Food to many Pacific Northwest Indigenous nations. Options include reading [Tribal Salmon Culture](#) to students and/or playing [First Salmon Ceremony](#) video.
  - In addition, the Siletz Lifeways Curriculum has wonderful activities for early learners to help them understand the importance of these foods (e.g., [Understanding the Seasons and Baskets](#) includes an opportunity to weave their own [baskets](#) for gathering these important foods).
- Have food wrappers and packaging with Halal, Haram, and Kosher labels for students to examine and share what they know

or wonder about those religious dietary restrictions. There are helpful videos for kids to introduce these ideas like [Alif & Aisya Learn About Halal Food \(español\)](#) or [What Is Kosher?](#) and [Kosher Kidz \(español\)](#).

- Another topic is vegetarianism / veganism as a religious and political dietary need for many people around the world. Ask students what they know about vegetarian and vegan diets. If there's a lot of confusion, you could make a sorting activity with play food or pictures of food for what people who are carnivores, pescetarian, vegetarian, and vegans can eat. There are also helpful children's books like [Velma, the Vegan Cow / Velma la vaca vegana](#) and [Tofu Takes Time](#).
- For any of these special/sacred dietary requirements, consider inviting family members of students or community members to talk about why this is so important to them and answer students' questions. Bringing in different (store-bought) foods for students to taste is also an option!

To review as a class, ask what additional words they want to add to the word wall (e.g., vegan, halal, kosher, etc.). As an exit slip, have students illustrate something they learned, a connection they can make, and a question they have using this [Foods To Thrive exit slip](#).

**NOTE:** 2nd Grade Unit 2 focuses more deeply on cultural heritage and has additional resources about food traditions.

## Connections to Explore Workshop

*Activities 1-3*

Vocab: Observe for examples of vocabulary as they come up in students' play / explorations, and share those during reflection.

### Resources & Materials:

- Play food
- Boxes / food containers
- Instructions and supplies for the [stick game](#)
- Supplies for students to [make their own baskets](#)

For play and craft extensions during this portion of the unit, give students opportunities to play with pretend food and/or clean bottles/boxes for students to "cook" with or to create their own food ceremonies / restaurants. They could color pictures of their favorite meal or invent meals and recipes they would want to try. Give kids craft supplies to make their own menus including the name of their restaurant, the dishes they serve, and the prices.

Another option is for students to play the [stick game](#) detailed in this Confederated Tribes of Grand Ronde picture book, [Salmon and the Eel](#). Have yarn, scissors, and cups available for them to [make their own baskets](#).

## Part 2: Activities 4 - 9

Supporting Question 2: How do people get what they need to survive and thrive? / *¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?*

### Activity 4: What is Money?

#### Vocab:

Price / [precio](#)

Money / [dinero](#)

#### Resources & Materials:

- Piece of produce with label and receipt, and/or produce you've grown at home
- [What is Money, Anyway?](#)
- [Pictures of types of money](#)
- Bills / coins / currency from other countries / old credit or debit cards to show the class

Bring in a piece of produce that you plan to eat for lunch that you bought in a store that has some label or other way to know a bit about its origin (e.g., a banana). Also bring the receipt. Ask students where they think the piece of produce came from. Pass it around so they can check it out for clues (e.g., the label). Some students may say that it came from a store, others may say a farm or a specific country. Pass around the receipt or project a picture of it so they can examine it as a primary source document. What information can they glean from the receipt? It's likely they will be able to tell when you bought it, where you bought, the price, etc. This is great early practice for students to analyze primary sources as an important social studies skill.

**NOTE:** As a way to highlight that not all food comes from stores, consider bringing in additional samples of food you've grown at home yourself or from a friend with samples to share (e.g., herbs).

Explain that we're going to take some time to learn about how you got this piece of produce in terms of how you paid for it and where it came from. Ask students if they figured out the price you paid for the produce. Add [price / precio](#) to the word wall. Introduce the idea that people typically (though certainly not always) need money to pay for what they need. So, what is money? Introduce [money / dinero](#) to the Word Wall from the [Glossary / Glosario](#). Print off pictures of bills, coins, credit cards, etc. to add to



the word wall definition (optional [slide deck](#) with pictures of types of money to print and use. You can also add to it or create your own).

The book [What is Money. Anyway?](#) could also be helpful. Have some actual coins and bills available for students to explore, including currency from other countries and defunct credit or debit cards. First introduce each one by displaying it magnified with a projector and having students share what they notice. Students could then explore a collection of coins at tables in small groups.

**NOTE:** Depending on your particular group, many Kindergartners will have little understanding (or many misunderstandings) of the basics about jobs, money and how people meet their needs. Some students will know that you can get food from a grocery store, for example, but not that their caregivers are actually *paying* for that food in the checkout line (especially since so many transactions are now fully electronic or via a credit card/bank card/gift card/food assistance card.) They may know that you can get money from an ATM, grocery store (cash back) or check-cashing venue, but not understand that that money comes out of income that has been earned/received through a job, gift or assistance program and may think instead that whenever you go to the ATM, it just gives you whatever money you need! Now is the time to begin interrogating all of these understandings/ misunderstandings and working to clear them up. There are also great math connections to make in terms of the values of coins, place value, counting, addition, subtraction, etc. Unit 3 for 2nd grade dives much more deeply into money (e.g., credit, saving, etc.).

SQ 2: How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?

### Activity 5: Owning, Borrowing and Sharing

#### Vocab:

Own / [poseer](#)

Borrow / [pedir prestado](#)

Share / [compartir](#)

#### Resources & Materials:

- More produce
- Own Borrow Share page ([English](#) / [español](#))

On the next day, bring in more of the produce that you bought (e.g., more bananas). If you grew some, bring more in of that, too. Explain that you used money to buy the produce, so these are *your* pieces of produce. Technically, you own them. Add [own](#) / [poseer](#) to the word wall. Explain to the students that if someone buys an item with their own money, they own that item and can usually do whatever they would like with it as long as it doesn't endanger anyone or break the law or a family rule. You could decide to let someone borrow what you own or to share it. Add [borrow](#) / [pedir prestado](#) to the word wall.

Ask if a student would like to borrow your produce—it's a strange thing to ask because we typically eat the produce! What would they do with it if they just borrowed it? Kids may have silly ideas and laugh about the suggestions, which is the point! It will help emphasize that borrowers need to return the item in its original condition. Have them brainstorm things that are commonly borrowed. Of course, what makes more sense in this case is to share it. Add [share](#) / [compartir](#) to the word wall. One way to share is to give up something we own for other people to use. Ask them what other ways there are to share? (e.g., everyone uses something that no one owns, kids share their toys so other kids can play with them, etc.).

You could serve portions of the produce so each kid can have some of it. As they snack, have them work on a picture and a sentence for something they or their family owns, something they borrow or loan, and something they share using this Own Borrow Share page ([English](#) / [español](#)).

**NOTE:** In 3rd grade, students will dive much more deeply into philosophies of cooperation/collectivity and competition, the common good and self-interest.

## Connections to Explore Workshop

*Activities 4-5*

Vocab: Observe for examples of vocabulary as they come up in students' play / explorations, and share those during reflection.

Resources & Materials:

- Design your own money paper / markers
- Examples of foreign currency

As a play and crafts extension, students could do coin rubbings or have templates of circles or rectangles for them to design their own money. Having a jar of foreign currency bills and coins is exciting for students to sift through and make up/[play games](#) or play pretend with.

SQ 2: How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?

## Activity 6: Public and Private

### Vocab:

Public / [públic@](#)

Private / [privad@](#)

Steward / [cuidador \(@\)](#)

Guardian / [protector\(@\)](#)

Pro / [pro](#)

Con / [contra](#)

### Resources & Materials:

- Anchor chart
- Public / Private exit slip ([English](#) / [español](#))

Make a T-chart on an anchor chart or the board with “Private”/“Privado” — “Public”/“Público” as the titles for each column. Explain that private ownership is when an individual has control over and responsibility to care for something (i.e., your produce). When something is public, however, that means that it is for the common good—no one person is the owner and there may be no owner at all. It is the collective responsibility of *everyone* to care for it as stewards and guardians. Add [Steward / Cuidadora](#) and [Guardian / protector \(@\)](#) to the word wall.

Start with a few class examples to help them make the distinction. For example, you could explain that there is public and private transportation. If someone owns a car, they get to decide who drives it. They also must pay for repairs and take care of it themselves. It is private. A city bus, however, is public—anyone who can pay the fare can ride it. And the entire community pays a little bit of money to make sure the buses are running well and the drivers can be paid. It is a public service that benefits the entire community.

Another example is a backyard of a house compared with a public park. Ask students to think about the differences between who can play there, who is responsible for taking care of it, etc. If you want to continue brainstorming as a whole class, continue to do so or give students think/pair/share time to brainstorm what they would put in the “private” column (e.g., houses, clothes, cars) and the

“public” column (e.g., wildlife, water, air, public schools, library books, parks, etc.). There will be examples even within the classroom for them to list (e.g., kids’ backpacks or water bottles vs. school supply baskets and the water fountain).

Next, add two additional rows to the T-chart that say “pro” and “con” / “contra”. Define them and add to the word wall. Add these terms to the word wall. Ask students to consider what might be good about something being private and what might be bad—same for public. Have them work in small groups to try to come up with at least one pro and con for each and then share out with the whole class. Record their answers, and do your best to push their thinking to really wrestle with the pros and cons, play devil’s advocate, etc. Have them complete the Public / Private exit slip ([English](#) / [español](#)) with their illustrations and sentences.

**NOTE:** 3rd grade has a unit focused on being good stewards of natural resources. Consider borrowing books from that bin to emphasize this point (e.g., *Somos guardianes del agua* / *We Are Water Protectors*).

SQ 2: How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?

## Teacher Background

Educator Resources:

[Indigenous Foods Resurface in Portland](#)

## Activity 7: Income

Vocab:

Job / [trabajo](#)

Income / [ingreso](#)

Books (in book bin):

- *Areli Is A Dreamer/Areli es una dreamer* by Areli Morales



Resources & Materials:

- [When I Grow Up / Cuando sea grande](#) worksheet

Explain how you used money from your job, also known as income, to buy the produce. Add [job/trabajo](#) and [income/ingreso](#) to the word wall. Clarify that your job is a teacher. If you earn income other ways, share that, too. Students may be interested to know what other jobs you've had or have. You could turn this into a guessing game by describing the work you did in different jobs to have them guess what the job was. Stress that their families work hard to make sure they have enough money to take care of their kids.

In fact, one reason why many of our community's families are here is because of their jobs. Read *Areli Is A Dreamer/Areli es una dreamer*. How did Areli's parents' jobs affect her life? What jobs do they think Areli's parents have? Why do they think they had jobs in a different country? *¿Cómo afectó su vida el trabajo de los padres de Areli? ¿Qué trabajos creen que tienen los padres de Areli? ¿Por qué creen que tenían trabajos en un país diferente?* Students may want to share jobs their family members have, or even invite family members in to share about their jobs.

As an exit slip, have students draw a picture of what job they think they might want to have in the future using the [When I Grow Up / Cuando sea grande](#) worksheet.

**NOTE:** 2nd grade focuses more on wealth and poverty related to other ways beyond jobs that people have money (or don't), and 3rd grade focuses much more on jobs and employment in its focus on how to appreciate the paid and unpaid labor people do, including migrant workers and other jobs related to the food supply chain. This unit in Kinder helps to build a good foundation for those inquiries!

SQ 2: How do people get what they need to survive and thrive? / *¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?*

## Activity 8: Supply Chain

### Vocab:

Sequence / *secuencia*

Supply Chain / *cadena de suministro*

### Resources & Materials:

- See resources linked in descriptions below, to use depending on which activities you choose

Have students brainstorm all the other jobs that made it possible for you to even have the chance to buy that piece of produce. This is a great time to introduce the idea of sequence. Introduce the word sequence/*secuencia* to the word wall and supply chain/*cadena de suministro* as a special kind of sequence important to understand in terms of how people get their food. Write each of their ideas on a separate notecard or sheet of paper to put in order on the board—you may even take a silly picture of you purchasing the produce to place at the far right side of the sequence indicating the end. This will help prep them for understanding timelines read left to right, past to present. Have students then work in backwards order as you build the sequence. Try to have each student offer up a new person involved in the supply chain by starting with the point of sale: Who sold you the piece of produce? Who stocked the piece of produce? Who shipped it there? Who built the roads that it traveled on and the trucks it traveled in? Who boxed it up? Who picked it? Who planted it? / *¿Quién te vendió el producto? ¿Quién almacenó el producto? ¿Quién lo envió allí? ¿Quién construyó las carreteras por las que viajó y los camiones en los que se transportó? ¿Quién lo empacó? ¿Quién lo cosechó? ¿Quién lo plantó?* etc. Challenge the class to come up with a different job that was important for each student. Other options for this activity include:

- A read aloud of *Before We Eat*. The [Farms and Food for Kids: Learn How Food Comes From A Farm to Your Table](#) video may also help with this (English).
- If possible, Zoom with or invite in someone from the opposite end of the supply chain (e.g., the farm worker, farmer, etc.) to visit with the students about how it all begins for them. Before interviewing someone, brainstorm a list of questions with students about what they want to ask the guests, inspired by the concepts and vocab in the unit thus far. At the very least, be sure to ask the special guests what 1) how they are able help people get the food they need to survive and thrive, and 2) what the Kindergarten students can do to make their job easier / *1) cómo pueden ayudar a las personas a obtener los alimentos que necesitan para sobrevivir y prosperar, y 2) qué pueden hacer los estudiantes de jardín de infantes para facilitar su trabajo.*



If a field trip to a farm, dairy, or [decolonized park](#) is possible, that's even better! Of course, student thank you notes are an important step for any field trip or guest speaker and provide another literacy opportunity.

- The Netflix show [Waffles & Mochi / Waffles y Mochi](#) has fantastic episodes about different produce staples that could be an interesting and helpful addition to this part of students' inquiry.

SQ 2: How do people get what they need to survive and thrive? / ¿Cómo obtienen las personas lo que necesitan para sobrevivir y prosperar?

### Activity 9: Cafeteria Tour / Interview

Vocab: No new vocab

#### Resources & Materials:

- [Sequence timeline](#)
- Paper and drawing / writing materials for exit slip

Introduce the idea that there are a lot of workers doing jobs we don't see to make it possible for us to have food at school. Figure out how the students can tour the cafeteria and/or invite a guest speaker who works in some part of the school food system—it could be someone in the school food or custodial service (or perhaps in a less obvious role, such as sourcing/ordering the food, creating menus, etc.), or someone who works in farming, processing, distribution, transportation, food waste, etc. to make these jobs more real for the kids.

Before interviewing or touring, brainstorm a list of questions students want to ask, inspired by the concepts and vocab in the unit thus far (e.g., private, public, sharing, borrowing, owning, income, etc.). At the very least, be sure to ask the special guests 1) how they are able help people get the food they need to survive and thrive, and 2) what the Kindergarten students can do to make their job easier / *1) cómo pueden ayudar a las personas a obtener los alimentos que necesitan para sobrevivir y prosperar, y 2) qué pueden hacer los estudiantes de kinder para facilitar su trabajo.*

As a recap of their tour/interviews or instead of that option, divide students into partners or small groups and assign each group an item from the menu. They could use the [Sequence timeline](#) (or another printable sequence template—many are available online) to keep track of their ideas, starting with illustrating them eating their lunch in the middle of the timeline. In the box below, identify the job and whose job it is (e.g., cafeteria staff serves it to them). First, have them draw a picture of their lunch in the middle circle. Next, give each group the challenge of thinking through what jobs go into making each food item and seeing how many jobs they can come up with for each item to add to the sequence. Students can draw pictures of the various jobs they come up with on small pieces of paper. Then take a further step and consider the folks whose job it is to clean up *after* the food is prepared and eaten, from dishes to trash removal, and then challenge the kids to consider what jobs are involved in any composting or recycling the school does with lunch elements, plus the trash—even the ones that happen *after* it's removed from the school site! The goal here is

just to get the kids to expand their thinking about what sorts of jobs go into the things they take for granted every day, and how there are many more jobs in the world than the ones that might first come to mind. It is also a good chance for students to practice building a very basic timeline.

As an exit slip, have students draw a picture and caption it with 1-2 sentences answering the supporting question: How do people get the food they need to survive and thrive? / *¿Cómo obtienen las personas los alimentos que necesitan para sobrevivir y prosperar?* Encourage them to use a minimum number of the vocab words they have learned thus far. This could be modified to ask students to illustrate something they have learned about how people get the food they need to survive and thrive, and one question they still have.

## Connections to Explore Workshop

Vocab: Observe for examples of vocabulary as they come up in students' play / explorations, and share those during reflection.

### Resources & Materials:

- Costumes
- Paper and crayons or markers for drawing

As a play and crafts extension, have costumes (e.g., hats, vests, etc.) for students to dress up as different kinds of workers with jobs. Students could also draw pictures of what job they hope they have when they grow up.

### Part 3: Activities 10 - 15

Supporting Question #3 : Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

#### Teacher Background

Teacher Resources:

[Kids at the Table: Food Justice](#)

["Teaching Wealthy Children About Economic Inequality"](#) by Swalwell, Oliva and Lambert

[Hunger and food insecurity are not the same. Here's why that matters—and what they mean.](#)

[Hungry to Help: Teaching Children About Hunger | Feeding America](#)

[Teaching About Hunger and Poverty](#)

NOTE: While there are many directions this part of the inquiry could go, at the very least direct students towards learning more about hunger / food insecurity (an example of struggles to survive) and the denial of food sovereignty (an example of struggles to thrive). There are other issues (e.g., food waste) that may interest students to include—as students have questions, connections, curiosities, gather resources and plan additional activities that address them.

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

### Activity 10: "Buying Lunch for a Family" Simulation

#### Vocab:

Hunger / [hambre](#)

Food Insecurity / [inseguridad alimentaria](#)

#### Resources & Materials:

- [Buying Lunch For A Family simulation](#) materials

To recap, how people should get the food they need to survive and thrive is to have jobs that pay them enough money to buy food or grow their own food, or have access to public food sources that are shared with the community. However, it does not always work this way for many people. We will start with the problem of hunger and food insecurity—who experiences it, why, and what people are doing about it. Introduce the terms "Hunger" and "Food Insecurity" from the [Glossary / Glosario](#) and add it to the Word Wall. Run the [Buying Lunch For A Family simulation](#) with time to debrief.

**NOTE:** Debriefing is key to simulations! [This essay](#) by elementary educators Nina Sethi and Gabby Arca provides additional considerations to teachers running simulations with young learners.

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

### Activity 11: Maddi's Fridge / La nevera de Maddi

Vocab: No new vocab

Resources & Materials:

- [\*Maddi's Fridge/La Nevera de Maddi\*](#) by Lois Brandt

As a segue to how this impacts real people, play the read aloud video performed by professional actors of [\*Maddi's Fridge/La Nevera de Maddi\*](#).

Debrief with the students, asking them to make connections to previous learning, pose questions, etc.

As an exit slip, students could write a question they would want to ask Maddi.

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

## Activity 12: Analyzing Historical Photos

### Vocab:

Past / [pasado](#)

### Resources & Materials:

- [Analyze a Photograph | National Archives](#) ([Spanish version](#)) ([PDF version](#) - English)
- [Analyze a Poster | National Archives](#) ([Spanish version](#))

Hunger and food insecurity have been a problem in the past. Define [past/pasado](#) and add it to the word wall. Use [Analyze a Photograph | National Archives](#) for students to analyze the first image as a class and the preceding ones in small groups—or continue to work as a whole class. Historic images of hunger and efforts to address it include:

- [Depression Era Soup Kitchen](#)
- [Depression Era Breadline](#)
- [Soup Kitchen During the Depression | DocsTeach](#)
- [Breadlines. Long line of people waiting to be fed, New York City. | DocsTeach](#)
- [Breadlines. Long line of people waiting to be fed, New York City | DocsTeach](#)

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

### Activity 13: Portland Information

#### Vocab:

Present / [presente](#)

#### Resources & Materials:

- [Feeding America's Interactive Food Insecurity Map](#)
- [People Outline Template](#)
- [The New Face of Hunger](#) from *National Geographic*
- [Are There Food Deserts in Portland, OR?](#)

Just like Maddi, there are people in our community and the world right now who do not get the food they need to survive and thrive—the simulation we did is real life for many people, including people in our school community. Define present/presente and add it to the word wall. Explore real world information about the Portland metro.

- Pull up [Feeding America's Interactive Food Insecurity Map](#) and show the students how it works. Help students notice that different states and counties have different numbers of people who are food insecure, but that there are people in every state and country in the country who are not always able to get enough food to eat. (You may need to fill in some knowledge gaps here around the concept of a Country vs. State vs. County.) Focus on counties surrounding the Portland area and help students understand the percentages (e.g., that almost one out of every ten people where they live doesn't always have enough to eat). It would be helpful to try to make this concept visual for the students. One way would be to create a poster with several rows of gender neutral people outlines ([like these](#), for example) and have students help you to count the figures and circle or otherwise identify every 10th one as food insecure. For a less linear visual, you could also simulate this ratio by having students take turns coming up and dropping pom-poms of all the same color into a jar, but dropping in one of a second color every tenth time to illustrate a person who is food insecure. Then, move to another county to repeat the process. Additional photographs and resources from hunger in the U.S. can be found in [The New Face of Hunger](#) from *National Geographic*.
- Like Jen Oliva did with her students (read more [here](#)), show students maps of where grocery stores are in the Portland metro and have them hypothesize why they are where they are. Overlay that with maps to test their theories, then show them maps



of income and employment using [Are There Food Deserts in Portland, OR?](#)

**NOTE:** You may want to add additional words to the word wall throughout the unit and encourage students to identify what other words they want to add (e.g., food desert).

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

## Teacher Background

Teacher Resources:

[HUNGRY TO HELP](#) (lesson plan from [Feeding America](#))

[Local Food Justice Organizations](#) (Portland)

[Top Free Food Resources in Beaverton, OR - Food Pantries, Food Banks, Soup Kitchens, etc](#)

[Grow Portland Community Gardens](#)

## Activity 14: Volunteers

Vocab:

Volunteer /voluntari@

Resources & Materials:

- [Mohammed's Story](#)
- [Photo essay by Thierry Ndayisaba](#)

Books:

- [Last Stop on Market Street/Última Parada de la Calle Market](#) by Matt de la Peña
- [Saturday at the Food Pantry](#) by Diane O'Neill

Explain that there are many organizations and people who are working on this problem. Many of these people are called volunteers. Define volunteer / voluntari@ and add it to the word wall.

Read [Last Stop on Market Street/Última Parada de la Calle Market](#) and/or [Saturday at the Food Pantry](#) and ask students what connections they can make to the books, what questions they have, etc. In addition, ask what vocab words they want to add to the word wall (e.g., Food Pantry).

Invite guest speakers from organizations or create centers using resources from local food justice organizations like [Outgrowing Hunger](#) (see Educator Resources for more organizations). For example, there are many community gardens in Portland focused on addressing issues of food insecurity and access to healthy foods. Many of these gardens are an important part of refugee communities in the Portland metro. Play [Mohammed's Story](#) to learn more about Mohammed Haji and Sofia Farm. Another resource is this [photo essay by Thierry Ndayisaba](#) about his family's garden.

SQ 3: Who hasn't gotten what they need to survive and thrive, and why? What have they done about it in the past and present? / ¿Quién no ha obtenido lo que necesita para sobrevivir y prosperar y por qué? ¿Qué se ha hecho en el pasado y en el presente?

## Teacher Background

Educator Resources:

[Celilo Falls](#)

[Columbia River Inter-Tribal Fish Commission](#) video

[Protecting First Foods](#)

[In Oregon, partnerships nurture Indigenous first foods in urban centers](#)

[A look inside the First Foods Feast—a Northwest tribal ceremony for spring](#)

[First Foods: A New Day for Old Ways](#)

[Portland State University Indigenous Nations Studies](#)

[Northwest Portland Area Indian Health Board Food Sovereignty Initiatives](#)

[NW Tribal Food Sovereignty Coalition](#)

[Black Foods Sovereignty Coalition](#)

[Celebrate Oregon's Indigenous-Owned Farms and Restaurants](#)

NOTE: 4th Grade students will have the opportunity to learn more about the Fish Wars as a case study in their unit focused on the harms of settlement and efforts to repair them.

## Activity 15: Food Sovereignty

### Vocab:

Food Sovereignty / *soberanía alimentaria*

### Resources & Materials:

- [Ancient Religion of the Columbia River](#) video
- [Native Knowledge 360: Cultural Barriers: Dams](#) - print images
- [First Foods and the Fight to Protect Indigenous Lands](#)
- [Black Foods Sovereignty Coalition](#)

### Books:

- [On the Trapline](#) by David A. Robertson

Play the [Ancient Religion of the Columbia River](#) video. Ask students:

- What threats there are to the river and food it provides for Indigenous People along the Columbia River? *¿Qué amenazas existen para el río y los alimentos que proporciona a los pueblos indígenas a lo largo del río Columbia?*
- Make the connection to stewards and guardians—who are the stewards and guardians of the river, and why do they believe this is their responsibility? / *¿Quiénes son los mayordomos y guardianes del río y por qué creen que es su responsabilidad?*

Pull up [Native Knowledge 360: Cultural Barriers: Dams](#) and project it as you walk through the “pages” of the case study with students. Print off the images for students to study more closely when you get those web pages. Explain what happened, asking students to examine the primary sources and share what they notice and wonder. At the end, debrief by asking students questions like:

- Why was Celilo Falls so important to many Indigenous People? *¿Por qué las cascadas de Celilo eran tan importantes para muchos pueblos indígenas?*
- Who wanted to build a dam, and why? / *¿Quién quería construir una presa y por qué?*
- Who opposed the dam, and why? / *¿Quién se opuso a la represa y por qué?*
- Would you have watched the destruction of the falls? Why or why not? *¿Habrías visto la destrucción de las cataratas? ¿Por qué o por qué no?*
- How did the dam make it harder for Indigenous People to get the food they needed? / *¿Cómo la presa hizo que fuera más difícil para los pueblos indígenas obtener comida?*

- Encourage students to make connections to the activities focused on sacred salmon earlier in the inquiry.

Play the [First Foods and the Fight to Protect Indigenous Lands](#) video. Debrief with students. What connections can they make to other learning in this inquiry? What questions do they have? Of course, inviting someone locally involved with First Foods to speak to the class using the Educator Resources linked above or any of the local Tribal governments would be wonderful (e.g., [Siletz Healthy Traditions project](#)). If this is logistically difficult, have students brainstorm questions to record or email the expert with them writing or recording a message back to them. Consider reading a picture book featuring First Foods like *On the Trapline* (more vetted books [here](#)).

**NOTE:** There is a [Black Foods Sovereignty Coalition](#) also working on sovereignty issues for Black and Brown communities in the Pacific Northwest.

Unit Question: ¿Qué hacemos si la gente no tiene lo que necesita para sobrevivir y prosperar? / What should we do if people don't have what they need to survive and thrive?

## Teacher Background

Teacher Resources:

[Keoni Ching raising money to pay off lunch debt](#)

[An 8-year-old boy paid off the lunch debt for his entire school by selling key chains | CNN](#); [Foundation for Vancouver Public Schools](#)

[MAKING AN IMPACT...Keoni's Keychains](#)

[Free school lunch for all looks to be off the table in Oregon, for now](#)

[HUNGRY TO HELP](#) (lesson plan from [Feeding America](#))

[Yes, your kids can make a difference in the fight against hunger \(VIDEO\) – SheKnows](#)

[Students Against Hunger](#)

[The Case for Free School Lunch](#)

[Free school lunch for all looks to be off the table in Oregon, for now](#)

[Universal Free Meals: Comparing Funding Options to Create Hunger-Free Schools - OREGON](#)

## Culminating Activity

Vocab:

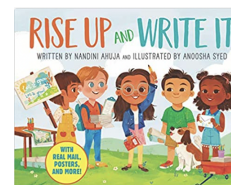
Changemaker / agente de cambio

Books (in book bin):

- [Say Something!/¡Di Algo!](#) by Peter H. Reynolds (DL)
- [Rise Up and Write It!](#) by Nandini Ahuja (non-DL)

Resources & Materials:

- [Joshua, Feeding Those in Need - Citizen Kid by Disney](#)
- [Cayden - Citizen Kid by Disney](#)



- [Jacob, the Triathlete Philanthropist - Citizen Kid by Disney](#)

Explain that even kids can do something about ending food insecurity and supporting food sovereignty. Define [changemaker / agente de cambio](#) and add it to the word wall. Show these videos as examples / inspirations for students to identify what the problem was and what action the changemaker kid took. What did they do? Why was it successful?

- [Joshua, Feeding Those in Need - Citizen Kid by Disney](#)
- [Cayden - Citizen Kid by Disney](#)
- [Jacob, the Triathlete Philanthropist - Citizen Kid by Disney](#)

Read *Rise Up and Write It!* and/or [Say Something!/¡Di Algo!](#), debriefing with students by making a list of all the different kinds of actions people can take when they notice a problem and want to solve it. Another great option for this age group is [Sofia Valdez Future Prez](#) / [Sofía Valdez, Presidente tal vez](#). Provide students with a chance to brainstorm what action they want to take and/or what else they want to learn about as it relates to making sure that people have enough food to survive and thrive. In particular, focus on kids and consider targeting school lunch. Students may need resources and ideas to help them imagine what is even possible. As a whole class or in centers, explore the following ideas:

- One possibility is for them to learn more about Free and Reduced Lunch, and current efforts in Oregon to make sure all kids get food at school. To support their awareness of this issue, they could watch [Vancouver 8-year-old raises \\$4,015 to pay off school lunch debt](#).
- Another option is for kids to analyze the school lunch calendar to find out what options exist for people with dietary restrictions and culturally special foods. What other choices could they advocate for so all students have foods that are reflected? This may require them to conduct a survey of what cultural foods people would like to see, what dietary restrictions people have, etc.
- Kindergarteners could take action against [food waste](#) and educate others in the community. They could interview their family members, people who work in the cafeteria, local restaurant workers, etc and come up with a plan to reduce food waste.
- Assembling bag lunches for people who are food insecure (could work with [local food resources](#)) - students could decorate the bags and put the food inside, maybe even make the sandwiches? Not sure about handing out sandwiches made by 5 year olds from a hygiene stand point, but maybe parent volunteers or older students could help? This would tie in with the family lunch simulation.
- Drive for donations to a food pantry, students could decorate boxes of groceries for a family which would tie into the family lunch simulation. Logistics of getting donations are complicated..

As an action project, students could create a petition, write a letter etc. to send to the school board, local government, state



government, or federal government. Don't hesitate to connect with cafeteria and district-level food staff when they have a draft of a plan in order to help the students find out who the best audience for their action is, what constraints they should consider, etc. Consider connecting the last unit of the writing curriculum in Kindergarten focused on persuasive writing to their action steps.

**NOTE:** As best you can, follow their lead to support the actions they want to take. For example, kindergarteners might like the action behind creating a petition and asking people to sign in, but may be logistically complicated. They can learn as much from an action *not* going well as they can about one that is successful!