# LaGuardia CTL Seminar 2021–2022 Food Inequity, Insecurity, and Justice (FIIJ)

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| **Assignment**  “To Waste or Not to Waste”  A collaborative assignment across three Health Science programs | | | |
| This assignment addresses visual, auditory, and kinesthetic learners by engaging them with content that is necessary in their programs. Students will be able to define food waste and examine the impact of food waste on poverty, hunger, malnutrition, climate, and other natural resources. They will reflect on personal food waste attitudes, beliefs, and behavior. Finally, students will explore and implement strategies to reduce food waste in their homes, communities, and world.  The assignment is intentional in adopting the immersive learning approach. In addition to receiving and learning content, students have a first-hand opportunity to experience how food waste occurs in their homes, and they will be challenged to identify ways to address the problem in the community. | | | |
| **Instructors**:   * Maureen Doyle * Nicolle Fernandes * Justin T. Brown | **Discipline:** Health Science  **Programs:**   * Health & Human Services * Nutrition & Culinary Management * Public and Community Health | **Competencies**  Inquiry & Prob. Solving;  Global Learning; and Integrative Learning. | **Time Frame**  This scaffolded and multi-dimensional assignment is designed to include a class assignment and a campus-wide event. It expands across the semester, and includes both low and mid stakes components (15-20% of the course grade). |
| **Purpose, objectives, format and materials, and assessment** | | | |
| 1. The **purposes** of this assignment are:  * to introduce students to the concept of food waste. * to investigate the role food waste plays in the lives of individuals, their communities, and the world. * to engage in food waste rescue and/or conservation practices leading to making informed/lifelong choices about purchasing, consuming, and recycling food.  1. **Objectives: Students will be able to**  * Define food waste and identify related issues. * Examine the impact of food waste on poverty, hunger and malnutrition, climate, and other natural resources. * Explain food waste as a determinant of health in the lives of individuals and communities. * Integrate knowledge of food insecurity with food waste. * Reflect on personal attitudes, beliefs, and behaviors related to food waste. * Explore and implement strategies to reduce food waste in one’s home, community, and world.  1. **Materials** for a two-part set of activities:   **Part I: Hunger Banquet event.**  The Hunger Banquet’s emphasis is primarily upon raising awareness regarding food inequity, as well as scarcity, for students and other participants. However, despite staggering concerns around food access and restrictive household budgets to cover food costs, a large amount of food waste occurs across the various levels of the society in which we live. | | | |
| **Part II: the Food Waste Exploration**  The key materials needed for this assignment include the following:   1. Pre-Event: **Watch** the short clip from the PBS News Hour: “Americans Waste Up to 40 Percent of the Food They Produce” (<https://www.youtube.com/watch?v=xkxsgG8nbZo>). **Materials**: a device to screen the clip; a device to complete the pre-test on food waste and save results. 2. **Read** “Eight Ways to Take Action on Food Waste” ([Click here](https://ivaluefood.com/resources/take-action/8-ways-to-take-action-on-food-waste/)). **Materials**: online access, word processing capability, and Blackboard access to complete the associated reflection. 3. **Watch** “Just Eat It: A Food Waste Story” (<https://foodwastemovie.com/>): **Materials** include tech support for screening the film during class and tech support for online modalities for students whose courses are not in-person. Film should be screened in the week before the event. 4. **Optional**: Film talk-back and panel: 5. After watching the film, students will discuss the issues raised related to food waste. **Materials:** for small online or in-class breakout discussions and large group shares. 6. Panel/post-discussion students will speak with people who serve as authorities in food waste as well as those who participate in organized food waste prevention activities like dumpster diving and retail food waste aversion programs. Following the moderated large group discussion, students can participate in a mock “dumpster diving” activity, which will require a large scale receptacle and a trip to a local food vendor to observe how to safely participate in food aversion activities. Additional materials, such as gloves, masks, and other protective gear are also necessary. The associated components of this co-curricular activity are a campus-based viewing space, room set-up, and media services equipment, as well as live-streaming for HyFlex asynchronous participation. 7. **Second option**: **Visit** a food rescue site. **Materials:** access to public transportation and coordinated support to set up participation in a food rescue activity. Students will need materials to track and monitor their activities (e.g. journal). 8. **Third option**: **Participate** in a [dumpster drive](https://www.youtube.com/watch?v=3CbkinAkUCw) **Materials**: access to public transportation to participate in an organized dumpster drive at a grocery store and materials to track/monitor their activities (e.g. journal). 9. **Fourth option**: **Write** a letter to the Editor or Government Official - students will need access to word processing software, computer/laptop, and printing capabilities as well as email access - students will complete a brief editorial piece speaking to the importance of food waste as a concern and propose policy review of restrictions placed on retail vendors to provide repurposing of food being disposed of that is not spoiled or pose a health risk. 10. **Fifth option**: **Create** a food waste educational pamphlet and resource guide - students will need access to word processing software, computer/laptop, and printing capabilities as well as email access. 11. **Tracking food waste**: During the holiday season, students will complete a food waste journal and report on their observations. **Materials**: access to a shared Blackboard site or digital space to store private journals which will reflect their learning process. Access to a computer, tablet, or other devices with online capability. complete this. In cross-disciplinary groups, students will create a collaborative blog for communication. 12. **The 30-Day “I Value Food:** **Too Good to Waste Challenge**.” Students will participate in this activity while completing their food tracking journal. **Materials:** access to materials related to the challenge and associated tracking necessities. 13. **Assessment**   The following activities will serve to assess student learning:   1. **Time series-based assessment** of personal food waste to track level of awareness regarding food waste (this stage will be completed prior to the event, after the event, after the completion of the activity, and, finally, after the completion of the 30–day challenge). Each student will submit a comprehensive reflection based on all four assessments. Additionally, pooled data will be presented at the LaGuardia Undergraduate Research Day (LURD). 2. **Reflective writing:** Journal entries will examine personal changes over the course of the semester. 3. **Interactive blog post**: Reflective writing will be summarized and shared through blog posts with cross-disciplinary group members. Blog posts will be used to assess student critical thinking and knowledge about the topic of food waste and the role of experiential learning (completion of the challenge and observational inquiry) on this acquisition process. 4. **Digital story or written paper:** Students will complete a final reflective or a digital story a rubric (designed across the three disciplines) will be created to assess student learning associated with the scaffolded assignment. Students will be trained to assess the results by applying a rubric. Instructors will coordinate with the Center for Teaching and Learning to include student samples as part of the benchmark reading process. | | | |
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| **The Activity: Performing the Objectives**  **What will the students do?** | | | |
| **Step 1**  Understand the problem of food waste:  **Review** the following content to understand the impact of food waste and learn how to address the problem.  **Required**:   * + 1. Review the PBS News Hour clip, “Americans Waste Up to 40 Percent of the Food They Produce” (4:35 minute video). [Click here](https://www.youtube.com/watch?v=xkxsgG8nbZo)     2. **Take the food waste quiz** to learn about how much food you really waste. [Click here](https://ivaluefood.com/quiz.php)     3. **Review** “Eight ways to take action on food waste”. [Click here](https://ivaluefood.com/resources/take-action/8-ways-to-take-action-on-food-waste/)     4. **Attend the campus event**: Film screening of “Just Eat It: A Food Waste Story” [Click here](https://foodwastemovie.com/)   **Step 2**  Engage in an action item (Complete the required and pick one from the options below)  1. **Required:**   * Take the 30-day “I VALUE FOOD: TOO GOOD TO WASTE CHALLENGE” and document your experiences via a journal, blog etc. [Click here](https://challenge.ivaluefood.com/)   This challenge will help participants pinpoint why good food may be going to waste in their homes and help them make easy shifts in how to shop, store and prepare food, reduce waste, and save money.  **2.** Pick one from the following:   1. Volunteer at a local Food Rescue site 2. Participate in a dumpster dive 3. Contact your Legislators and other govt. officials to let them know that food waste is an important issue. 4. Create a food waste educational pamphlet and resource guide 5. Other: your choice; however, check with your instructor for approval.   **Step 3:** Report back to your instructor using the following methods: Journal, blogs, written paper, digital story. | | | |
| **Closure: Student Reflections** | | | |
| * Thumbs up/thumbs down (whole class assessment); * Three things you learned, two questions you have and one thing you liked/or not! * What did we learn today? So what? (How is this important? relevant? useful?) Now what? (Follow up? How does this relate to our course outcomes?) | | | |
| **Accessibility**  The information below will be appropriately communicated to students | | | |
| “This assignment was created using universal design strategies. If you experience barriers to successfully engaging in this assignment, please let me know immediately so that I can make the appropriate adjustments to the assignment in order to better meet your learning needs.”  If you are a student with a disability, or think you may have a disability, you are also welcome to reach out to the Office of Accessibility and the Director, Mr. Jhony Nelson. The Office is located M102 at the Office of Accessibility email is [OSD@lagcc.cuny.edu](mailto:OSD@lagcc.cuny.edu)  From CCNY English Department: Strategies may include:   * Ensuring PDFs and Word documents are screen reader friendly; * Ensuring websites are screen reader friendly and work across multiple platforms; * Ensuring PowerPoints are screen reader friendly and readable to students with vision impairments; * Ensuring videos are closed-captioned; and * Ensuring important information is not relayed to students using only color-coding. | | | |