

Where is food grown in your community?

Activity: A Day in the Life of a Vegetable



Learning Objective: Expose youth to new vegetables through storytelling. **Service Objective:** Invite youth to identify where food is grown in their community and report farms and gardens on the University of California Cooperative Extension on-line map.

Activity Instructions

1. Opening prompts: Ask youth to think about their favorite vegetable.
2. Either individually, in pairs, or small groups (of 3 to 4), have youth think about what it would be like to live a day in the life of their favorite vegetable.
3. Invite youth to use their imagination and create a story about their vegetable. Storytelling comes in many forms and youth can select which they want to use! Some include: short story, poem, song, drawing, story board, poster, speech, film, or dance.
Imagine you are your favorite vegetable, ask yourself:
 - Where do you live? Where do you grow? What do you do everyday?
 - What do you see, hear, and feel? Where do you want to go?
 - What do you want to be when you grow up?
4. Ask youth to share their story with the class.
5. As a class, have youth process and generalize what they've learned. For example, In small groups, have youth discuss where food is grown in their community. Have groups report findings to the entire class.

Taking it Further

- **For young youth:** Invite children to share their story with their families.
- Go for a walk around the school or neighborhood and draw a map of where they find food growing. Have groups present their maps to the class.
- **For older youth:** Ask each group to discuss how vegetables, food, and farms relate to California. For example, the economics and history of food, social and political connections, biology and ecology, health and nutrition.
- Link this activity to the pollinator and water activities. Invite small groups to discuss connections between water, pollinators, and food. Have groups present to the class.

Time: 20-30 minutes

Materials

- Paper
- Writing utensils
- Any other materials to aid in the creative process; for example:
 - Construction paper
 - Markers
 - Poster board or flip chart paper
 - Music

Preparation

None

Connections to the Next Generation

Science Standards: LS2.A: Interdependent relationships in ecosystems. ESS3.C: Human impacts on Earth systems.

On May 8: Be a Scientist!

Ask youth to identify places in their school, neighborhood and community where food is grown. Record answers from youth and submit using the on-line map at beascientist.ucanr.edu. Share with youth what others are reporting from across the entire state!

Adapted from *Serving Up MyPlate*, USDA 2012.



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