

This material is based upon work that is supported by the National Institute of Food and Agriculture, U.S. Department of Agriculture, under agreement number 2024-38640-42989 through the North Central Region SARE program under project number LNC24-505. USDA is an equal opportunity employer and service provider. Any opinions, findings, conclusions, or recommendations expressed in this publication are those of the author(s) and should not be construed to represent any official USDA or U.S. Government determination or policy.

ORIENTATION TO MODULE 1: COMMUNITY LIFT

In this module, students will be introduced to their community food system and community food markets. Module 1 concludes with **Milestone 1**, students interviewing key members of the community food system who, in combination with the students and teacher, comprise the Community LIFT.

Instructor Note

- We recognize every school, class, teacher, and student are unique. Therefore, approach the curriculum at the pace which matches your needs. The lessons are designed to be organized experiences which may take one or more days depending on the pace of the instructor.

Lesson	Summary	Instructor Notes
1	Students are introduced to foundational knowledge about locally integrated food teams (LIFTs), food systems, local food, and food markets.	Module 1 concludes with students visiting the local farmer and a leader within the local food market. Therefore, begin to coordinate these experiences early within the module.
2	Students explore the importance of local food markets and are introduced to two farms in Michigan.	
3	Students explore the timing and location of local foods grown in Michigan and explore the creation of new local food markets.	
4	Students prepare for their engagement with a local food producer and a leader within the local food market.	

Community

Locally Integrated Food Team

Module 1 Community LIFT: Lesson 1

LESSON 1 OBJECTIVES

1. Familiarize students with examples of local food through a food tasting.
2. Engage students in a food-focused self-reflection activity.
3. Introduce students to land-based learning and the LIFT-UP project.
4. Define: food system, local food, and food markets.

MATERIALS NEEDED

1. Local Food Samples and serving materials, such as gloves
2. Worksheet A (one per student)
3. Large, printed term signs -- food system, local food, farm-to-school -- 2 copies of each to make student groups of 3-4
4. Cardstock and markers for name tags

MINDFUL MINUTE (5 min)

Holding a local food sample up for students to see, ask them if they can identify it. Ask if any of them have ever seen this crop growing. Explain that on several days throughout this project, we will try different local foods together. This is about tasting the variety of things that our farmers, producers, and foragers provide and the array of different things that are available. It's also about learning what is available when something is "in season." But the most important part of this activity is just tuning in to your body, to your senses, and the moment. As you taste, see if you can pay attention to little details about the experience of this food without calling it good or bad. Experience it silently. Then, we can talk about what it was like, how you might use it in a recipe, and whether you'd like to eat it again.

ICEBREAKER (10 min)

Fondest Food Memory:

As the instructor, share your fondest memory associated with food. Then, have students think of their fondest memory associated with food. Write these three things on the board and ask students to think about each question.

- A. what is the memory, specific to a recipe, ingredient, or occasion
- B. who is involved in the memory
- C. why the memory is important

Have students break into small groups to discuss. Have each person share and take note of each student's name and food on the board. As a class, locate commonalities across groups. Use these commonalities to talk about the significance of food in our lives.

Tip: if you take a picture of the board, you now have a list of student names and a mnemonic as you learn who is who in the class

Tip: have students make name tags (first name on front and on the back, have them write their fondest food)

INTRODUCTION TO LIFT-UP (5 min)

Introduce the Land-Based Learning Experience:

“Given the significance of food, we are going to spend the next few weeks exploring the food grown, sold, and consumed in our community. As we learn more about these food systems, we will investigate how to increase the sustainability of food grown within our community. This investigation will lead to us developing, evaluating, selecting, and implementing a change within our local food system to increase the sustainability of food in our community. Today, we are starting this journey by building a foundation of knowledge about local food systems.”

ACTIVITIES

1. Foundational Food Systems Concepts (20 - 25 min)

See Worksheet A

Break the class into groups of 3-4 students. Provide each group with a copy of Worksheet A and assign each group one of the three terms to read and discuss. Use large signs from Worksheet A to assign terms.

The group's discussion should answer the following:

- A. Why is this concept important?
- B. How does this concept impact us as students?

Once the groups have finished their discussion, jigsaw readers into groups of three representatives from the original groups (i.e., one person who read about food systems, one who read about local food, and one who read about food markets). Within this new group, have individuals share a summary of the concept, importance, and impact.

Bring the class together as a whole for a debrief of small group discussions, ensuring comprehension of the three topics.

Locally Integrated Food Teams (LIFT) Project
Worksheet A: Foundational Food Systems Concepts

Food System: A food system is a set of related processes that provide food to a community. This includes the growing, harvesting, storing, transporting, processing, packaging, marketing, retailing, and consuming of the product. Some (or all) of these steps in the food system may be within the community, but they also may be part of the global or regional system instead.

Local Food: Food grown in geographic proximity to the location where it is stored, processed, packaged, sold, and consumed. For varying locations, “local food” might mean within a few miles, the community, county, region, or state.

Food Markets: The links that connect food being grown and being purchased for consumption. The number of links between the producer and consumer can be few (e.g., farmer sells their fresh produce to consumers at a local food market) or many (e.g., farmer sells their wheat to a processor who turns it into flour and sells it to a distributor who transports the flour to a processing plant who sells it to a retail store who sells it to the consumer). Food markets are driven by the price of food, which is influenced by the supply (i.e., how much is produced) and demand (i.e., how much of that item consumers want to buy).

Discussion Questions

- Is this concept important?
- How does this concept impact us as students?

Notes from the Group Discussion:

Note. The information provided has been adapted from *the Institute for Agriculture and Trade Policy*.

Food System

Local Food

Food Markets

Community

Locally Integrated Food Team

Module 1 Community LIFT: Lesson 2

LESSON 2 OBJECTIVES

1. Explore the importance of local food markets.
2. Describe two food producers in Michigan.

MATERIALS NEEDED

1. Red Apple
2. Green Apple
3. Worksheet B (one per student)
4. [Michigan Good Food Charter](#)
5. [Food Supply Chain](#)
6. Computers (one per student or group)

ACTIVITIES

1. How Big is a Local Food System? (25 min)

Show students the **red apple** and explain that it came from Washington State. Ask students, “How did this apple get from there to my hand, right now?” Explain that this apple started on a tree and ask a student to come up and represent the next step in the process (a farmer or worker picking the apple). And then the next step in the process, and the next, all the way to the cashier at the grocery store where the consumer hands money for the apple.

Do the process again with the **green apple**, explaining that it was purchased at a farmers’ market from the farm that grew it.

Show [Food Supply Chain](#) graphic.

Tip: You can write these roles on name tag stickers and give one to each student, asking them to put themselves in order based on their role.

National Food System Steps:

- Farm owner
- Farm worker
- Trucking/Transportation (multiple)
- Processing Facility
- Storage Facility/Warehouse
- Grocery Store produce worker
- Grocery Store cashier
- Consumer who purchases/cooks the item
- Waste management picks up apple core or the consumer composts it

Local Food System Steps:

- Farm owner
- Farmworker (at farmers market or farm stand)
- Consumer
- Waste management picks up apple core or the consumer composts it

Note that one process took many steps, and one took fewer steps. Have a group discussion using the following questions:

1. Based on what we just saw, what are some of the differences between a “local food system” and a “global food system”?
2. How is each one different in terms of how much of a dollar the farmer sees?
3. What are the strengths of a local food system? What about weaknesses?
4. What are the strengths of a global food system? What about weaknesses?
5. How do we want to define local for this project? Note that 10 Cents a Meal defines “local” as Michigan, using state boundaries. What other ways might there be to define local?

Explain that at the state level, there is a document that guides policy developed around local food. This is called [Michigan Good Food Charter](#).

Share the following advantages to local food markets from the ***National Farm-to-School Network***:

1. Strengthens knowledge about, and attitudes toward, agriculture, food, nutrition, and the environment.
2. Increases consumption of fruits and vegetables, thereby improving nutrition, reducing hunger, and preventing obesity and obesity-related diseases.
3. Supports economic development across numerous communities sectors and promotes job creation.

4. Increases market opportunities for farmers, fishers, ranchers, food processors and food manufacturers.
5. Decreases the distance between producers and consumers, thus promoting food security while reducing emissions of greenhouse gasses and reliance on oil.

Tip: Could also incorporate Dollar Bill activity after the apple activity

2. Local Food in Michigan (20 min)

See Worksheet B

Have students review two case studies of producers in Michigan’s Upper Peninsula (i.e., Beaverland and Little Parsley) using the information provided on their websites. Students can complete this case study review individually and/or via a facilitated class discussion.

Conclude this experience by guiding a reflection highlighting that these are two examples of farms in Michigan that were purposefully selected due to their characteristics and are not necessarily representative of the broad diversity of farms throughout the state. In the next lesson, students will review a resource that illuminates the agricultural diversity throughout the state.

Tip: You can also use other producers

Locally Integrated Food Teams (LIFT) Project
Worksheet B: Local Food in Michigan

Case Study 1: Beaverland Farms

- Step 1: Navigate to <https://beaverlandfarms.square.site/>
- Step 2: Review the information provided on the website.
- Step 3: Answer the discussion questions provided at the bottom of this sheet.

Case Study 2: Little Parsley Farm

- Step 1: Navigate to <https://www.littleparsleyfarm.com>
- Step 2: Review the information provided on the website.
- Step 3: Answer the discussion questions provided at the bottom of this sheet.

Discussion Question	Beaverland Farms	Little Parsley Farm
Where is the farm located? How many miles is this farm from your school?		
What products are grown on the farm?		
To whom are the products marketed and how are the products marketed?		

Community

Locally Integrated Food Teams

Module 1 Community LIFT, Lesson 3

LESSON 3 OBJECTIVES

1. Identify which foods are grown and consumed locally.
2. Explore food market creation.

MATERIALS NEEDED

1. Worksheets C1 & C2 (1 per Student)
2. [TLD Seasonal Produce Availability](#) (one per student)
3. Link to Putting Michigan Produce on your Menu:
<https://www.canr.msu.edu/foodsystems/uploads/files/mi-produce-institution.pdf>

ACTIVITIES

1. Identification of Michigan Foods (20 min)

See Worksheet C1

Hand out [TLD Seasonal Produce Availability](#) Chart from materials. If there is additional time, navigate to [this link](#) for additional information. Using these resources, ask students to identify crops grown in Michigan and when the crops are available via extended season production, field fresh, and storage.

- Have students identify what local foods are available in Michigan during the school year.
- Have students document these foods on the **left side** of the Venn Diagram in Worksheet C.
- Using personal experience and facilitated discussions about the community, have students also document what foods are eaten within their community on the **right side** of the Venn Diagram in Worksheet C.
- Have students identify Key Foods, which are those foods which appear on **both sides** of the Venn Diagram.

Any discrepancies in information should be discussed as a class referencing the resource, “Putting Michigan Produce on Your Menu,” if needed.

2. Exploring Food Markets (25 min)

Engage students in exploring the case studies of local food market creation (see Worksheet C2). Use the insights gained through these case studies along with the insights from Worksheet C1 to identify potential markets for local food within their local community.

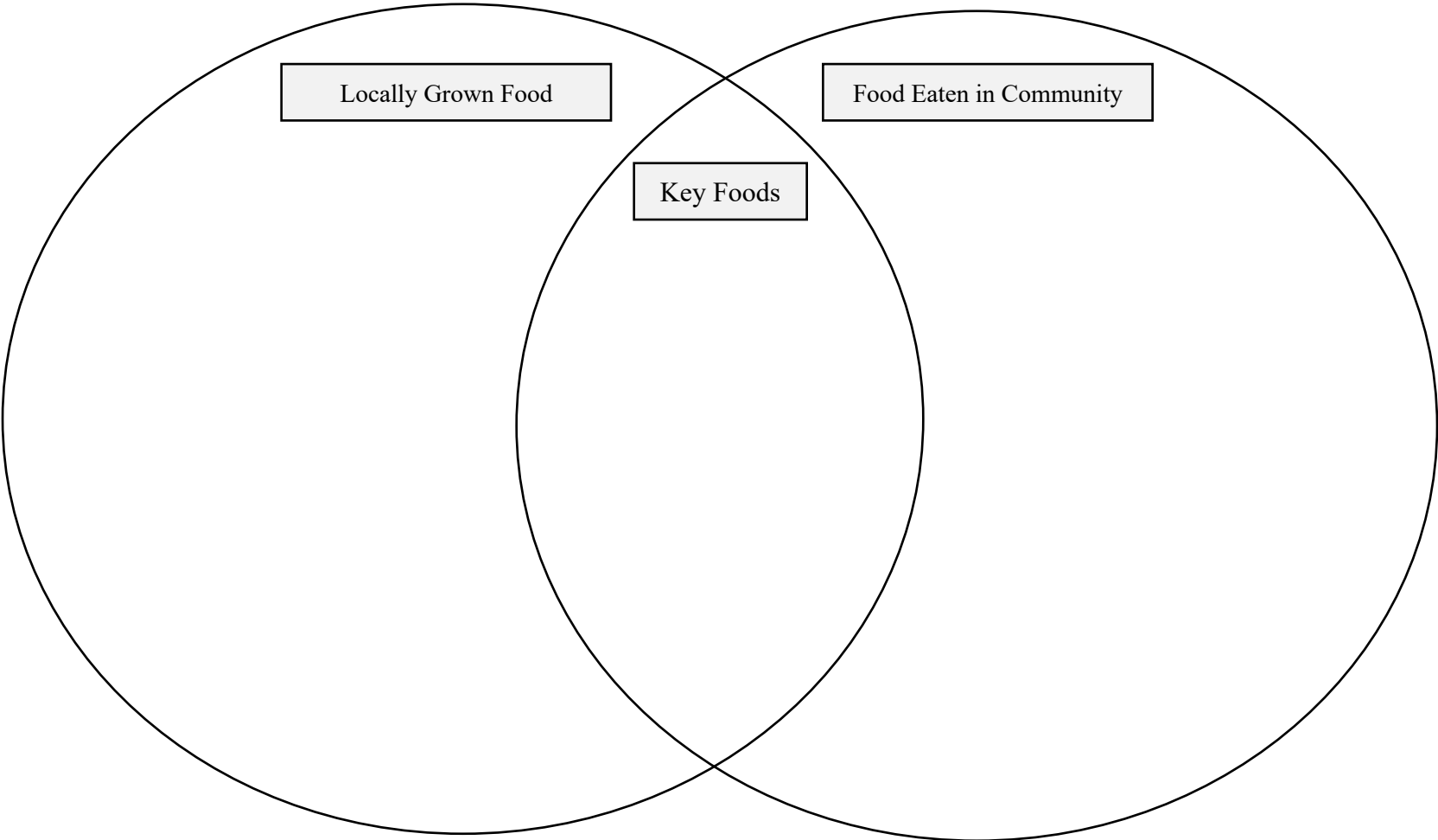
Discussion Questions

1. What are the benefits of each marketing chain for producers and consumers?
2. What are the challenges associated with each marketing chain for producers and consumers?
3. What marketing chain do you think might work best within your community? Explain

Locally Integrated Food Teams (LIFT) Project

Worksheet C1: Identification of Key Foods

Instructions: As you learn more about locally grown food and food eaten in your community, complete this Venn Diagram to identify “key foods,” which are foods that are grown locally *and* eaten in your community.



Locally Integrated Food Teams (LIFT) Project Worksheet C2: Local Food Markets Case Studies

Direct-to-Consumer Marketing

Direct-to-Consumer marketing channels involve producers selling food products directly to consumers. These channels include farmers markets, farm stores and stands, online storefronts, and community supported agriculture (CSA). Because direct-to-consumer channels involve a single transaction between producer and consumer, they allow producers to keep the entirety of the revenue they generate, as opposed to supply chains with one or more intermediaries.

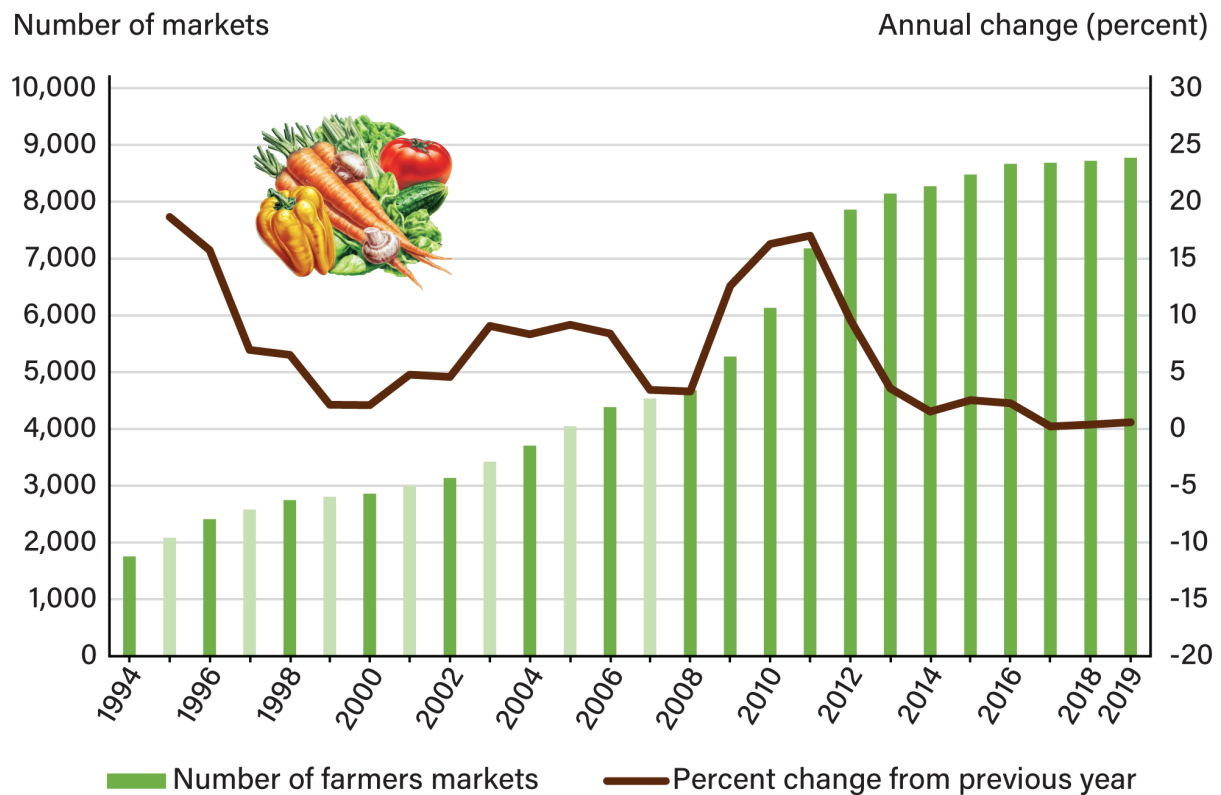
Farmers Markets

The [Farmers Market Coalition](#) describes a farmers markets as ‘a public and recurring assembly of farmers or their representatives selling the food they produced directly to consumers. Farmers markets facilitate personal connections and bonds of mutual benefits between farmers, shoppers, and communities. By cutting out middlemen, farmers receive more of our food dollars, and shoppers receive the freshest and most flavorful food in their area and local economies prosper’.

Farmers markets can broadly be split into two categories. A **producer or grower-only** farmers market requires vendors to sell only products they produce, though this definition will vary slightly across markets, specifically as it relates to value-added products where the ingredients were not directly produced by the vendor. Markets that do not fall into this category do not have an explicit label. Farmers markets have expanded significantly over the last 30 years, from under 2,000 nationally in 1994 to over 8,000 as of 2019. Nationally, the [Farmers Market Coalition](#) has been one of many organizations to document the impact of this growing marketing channel for producers, consumers, and local communities across the country, and has leveraged this information to generate additional support for farmers markets and related programming (such as the [increased use of SNAP/EBT benefits at farmers markets across the country](#)). In Michigan, the [Michigan Farmers Market Association](#) is a statewide agency providing similar services targeted to farmers markets within the state.

U.S. farmers markets, 1994-2019

USDA Economic Research Service
U.S. DEPARTMENT OF AGRICULTURE



Notes: Data from 1994 to 2008 are available only for even-numbered years. Odd-numbered years were estimated by taking the average of the prior and following year, denoted by the lighter green color.

Source: USDA, Economic Research Service using data from USDA, Agricultural Marketing Service, National Agricultural Statistics Service, Farmers Market Surveys and National Farmers Market Directory, accessed July 6, 2022.

Farm Stands/CSA

Farm stands and CSA allow producers to directly sell to consumers outside of a traditional market setting and have seen significant growth in the last decade. While the format of these arrangements vary, a common structure is for individuals or families to purchase a 'farm share' from a producer, entitling them to a portion of the food produced by the farmer (e.g., a weekly delivery of produce, or cuts of meat from animals processed for that season). Given the number and informal nature of CSAs, they lack the supportive organizations found with farmers markets; however, the USDA has historically maintained a [directory](#) of CSAs nationally, while many statewide organizations provide support connecting interested customers with producers, such as the [Michigan CSA Network](#).

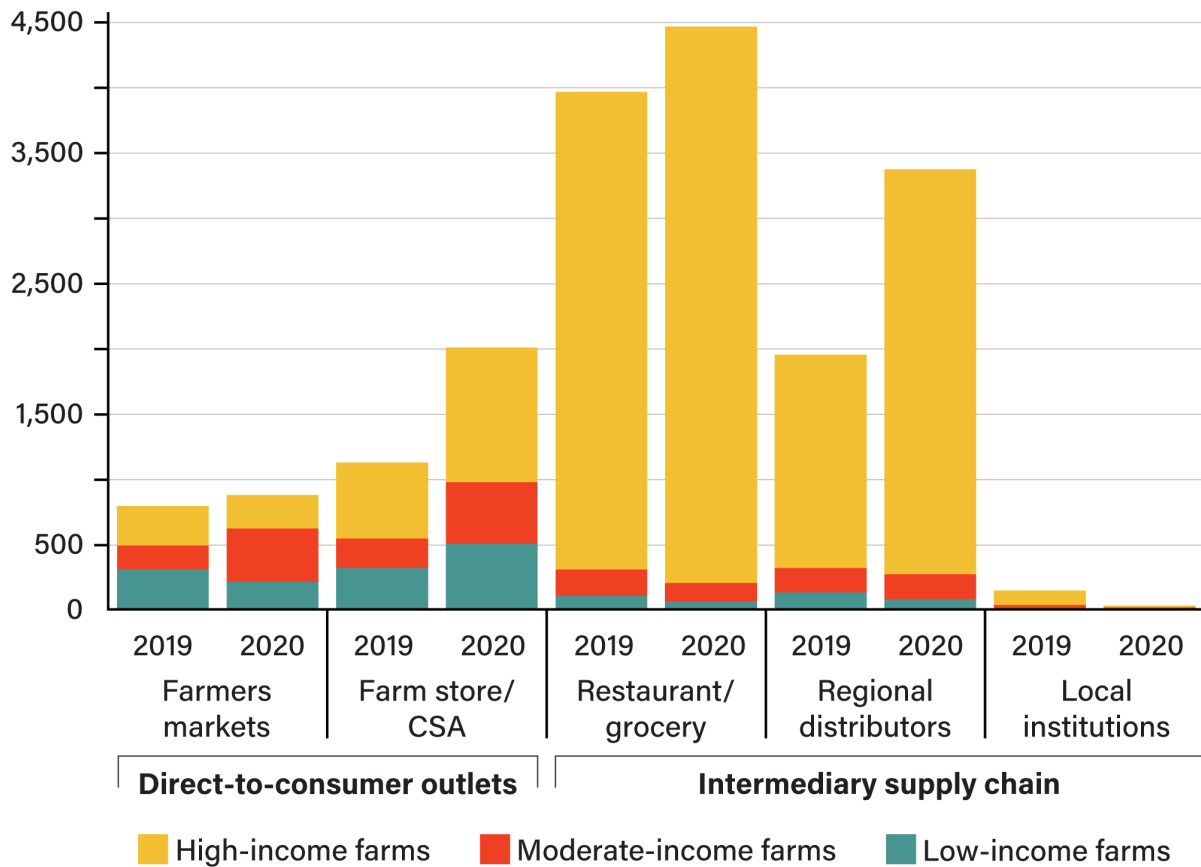
Intermediated Markets

Intermediated marketing channels involve producers selling their food products to a buyer, who then resells the food to the end-user. The ‘intermediary’ buyer in these channels may be a food hub, restaurant, grocery store, or institution such as a hospital or school. In contrast with direct-to-consumer marketing, producers may not be able to keep all of the revenue their food generates (such as when selling directly to a grocery store, which will charge a higher price to consumers than they pay to producers), or they may be constrained by regulations that limit the price they are able to receive for their goods (such as when selling to schools that have legal limits on what they may spend on food). For instance, [MSU Extension](#) recommends that producers reduce their prices by about 30% when selling through intermediated markets to account for these ‘marketing charges’ by the final retailer/institution. However, compared to direct-to-consumer marketing, intermediated markets offer producers access to larger markets, where average order sizes are much larger, as illustrated in the chart below. Intermediated markets also share several similarities with wholesale markets, specifically in the expectations that buyers have of their producers. Entities such as restaurants, grocery stores, and schools purchase most of their products from broadline distributors, which can typically provide unlimited quantities of whatever food products the buyer is interested in on-demand, while also guaranteeing a baseline level of acceptable quality for the products being delivered (e.g., green beans being washed and trimmed prior to delivery). As such, it is typically an expectation that producers interested in selling through intermediated channels be able to provide at least some (if not all) of these same features, which can be an area of challenge for some producers.

Direct sales by farm size and marketing channel, 2019 and 2020

USDA Economic Research Service
U.S. DEPARTMENT OF AGRICULTURE

Dollars (million)



Notes: **CSA** = Community Supported Agriculture. The "Farm store/CSA" category also includes sales from roadside stands, u-pick, and other direct-to-consumer sales. Regional distributors include food hubs and internet aggregators that then sell directly to consumers. Institutions include schools, hospitals, and other businesses providing dining services to consumers. **High-income farms** are those with a gross cash farm income (GCFI) of \$350,000 or more. **Moderate-income farms** are those with GCFI between \$75,000 and \$349,999. **Low-income farms** are those with a GCFI less than \$75,000. Christmas trees and flowers; nursery products; craft items; and processed products, such as jellies, sausages, and hams, are excluded from the analysis of direct sales of commodities. Also, commodities produced under production contracts are excluded from this analysis because the farmer does not own the commodity.

Source: USDA, National Agricultural Statistics Service and USDA, Economic Research Service, 2019 and 2020 Agricultural Resource Management Survey.

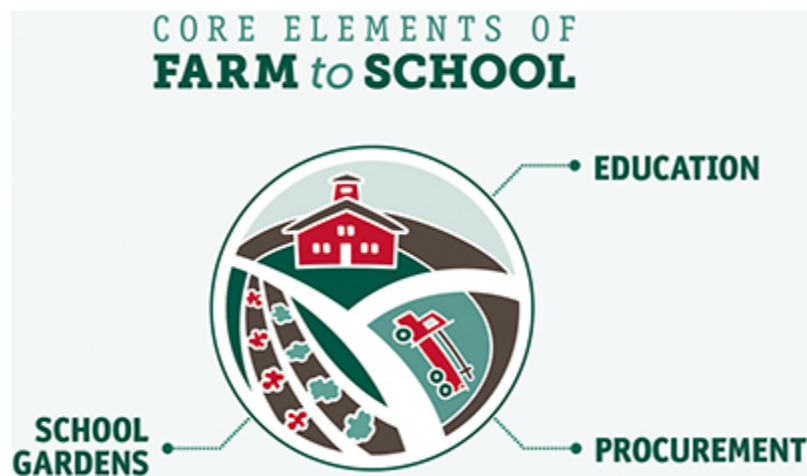
Restaurants and Grocery Retailers

Direct-to-retailer sales make up the largest share of intermediated purchases. This corresponds with growing demand from customers for more local options in retail spaces. Producers in these cases will work directly with key stakeholders such as chefs, product managers or purchasers to negotiate specific products and quantities to be sold. As these purchasing relationships happen on a case-by-case basis, there

are limited centralized resources designed to help producers access these markets, though Food Hubs and Regional Distributors can be a useful way for producers to gain access to these markets.

Farm-to-Institution

Though the smallest in volume, farm-to-institution programs have received significant support at the federal and state levels. The most well-established farm-to-institution channel is farm-to-school. The [National Farm to School Network](#) describes farm-to-school programs as having one (or more) of the following three elements: school gardens, local food procurement, or educational programming integrating education about nutrition and agriculture within local contexts. Farm-to-school programs emerged during the 1990s, when two school districts nationally officially engaged in local food procurement during the 1995 – 1996 school year. Since then, these programs have grown exponentially; according to the [2023 Farm to School Census](#), over 74% of all school districts have at least one element of farm-to-school programming, including over \$1.8B in spending directly on local food.



An emerging market for farm-to-institution programs are emergency food providers, such as food banks. In 2022, the USDA announced the creation of a new initiative designed to support states and tribal organizations in creating new market opportunities for small and mid-sized producers, called the [Local Food Purchasing Agreements](#) (LFPA). This program emerged as a response to challenges faced by global food supply chains during the early stages of the COVID-19 pandemic in 2020-2021. The program distributed over \$900 million to individual states and tribal organizations, each of which developed their own projects for how to invest the funds to best support local agriculture in their communities.

While each applicant was encouraged to develop projects to best meet their local needs, one area of focus for the LFPA was supporting underserved communities, both in production and consumption. Thus, many states and tribes dedicated funds to identifying and recruiting young and beginning farmers, women farmers, and farmers of color to act as producers selling to local institutions and markets. On the institutional side, the LFPA represented the first significant investment in local food spending among food banks and other emergency food providers, which have not traditionally been considered in efforts to build local and regional food systems ([Farm to Food Assistance](#)).

Food Hubs and Regional Distributors

According to the [Michigan Food Hub Network](#), food hubs are ‘are businesses or organizations that foster and manage connections between local farms and buyers to create a healthy, sustainable, local and regional food system. While each food hub operates in a unique way, many share common services including aggregation, storage, processing, subscription, programs, distribution, and marketing.’ While food hubs share some similarities with conventional distributors and aggregators, food hubs typically distinguish themselves in a few key ways:

1. An explicit focus on serving local or regional producers
2. A common focus on supporting small or mid-sized producers, providing them with specific services that might otherwise be unnecessary for larger farms
3. A focus on partnerships with local institutions and businesses, ensuring that supply chains remain localized.

Food hubs can provide several benefits to small and mid-sized producers, specifically in their capacity to aggregate products across multiple farms. This allows small and mid-sized farms to gain access to markets they would struggle to supply individually. However, this also often comes at the cost of charging lower prices for their products than in direct-to-consumer marketing channels, or intermediated markets where the producer sells directly to the end retailer or institution.

Community

Locally Integrated Food Team

Module 1 Community LIFT: Lesson 4

OBJECTIVES

1. Create agreements for engagement in the project.
2. Prepare for respectful engagement with community members involved in the local food system.

Notes: During this phase of the curriculum, students must get exposure to their Community LIFT partners; therefore, schedule visits to the local producer for these days.

Lesson 4 can be three days for the preparation, farm tour/farmer interview, and local food market leader tour/interview.

MATERIALS NEEDED

1. Notecards with student
2. Worksheet E1 (one per student)
3. Worksheet E2 (one per student)

AGREEMENTS (15 min)

To initiate this portion of the curriculum, **facilitate a discussion with students regarding the importance of being respectful when interacting with these professional partners.**

How do we want to treat one another during this project? We will be inviting others to problem solve with us. How can we treat our guests and one another with respect and kindness? What would that look like?

Ideas from students might include “participate” or “be respectful of others' opinions.” You can ask follow-up questions, like “What do you think it looks like to be respectful of other people’s opinions?”

Write student responses on the board and take a picture. These agreements can be written on a large piece of paper and tacked up in the room.

ACTIVITIES (30 min)

To start the deeper investigation stage of this learning journey, we will be preparing to engage directly with LIFT-UP team partners - a local producer (i.e., identified already) and a leader within local food markets.

In preparation, lead a brainstorm with students to develop questions to ask the producer and leader within local food markets.

Tip: Have students write their individual questions on notecards. Then, students can be called on during the interview to read from their notecard.

- Identify with the class which questions they want to ask from the list they generated. Worksheet E1 can be used to brainstorm questions.
 - *Note.* The interviews should include questions which help students fill out the bottom portion of Worksheet E2.
- Teachers can also review students’ interview questions before the interviews take place.
- Identify students will ask which questions.
- Decide which students will be note-takers to record these conversations. They can use the top of Worksheet E2 to take their notes.
 - *Note.* The bottom of Worksheet E2 will be completed in the first lesson of module two.

LESSON/MODULE CONCLUSION: MILESTONE 1

This module concludes with the students engaging with Community LIFT members, a local farmer and a leader within the local food market. Each visit should include the following:

- a. Introductions
- b. Tour of the facilities (farm, local food market)
- c. A question-and-answer session between the students and Community LIFT partner

Locally Integrated Food Teams (LIFT) Project

Worksheet E1: Farm-to-School Assessment

Note. Questions adapted from the *Institute for Agriculture and Trade Policy*.

Name: _____

Local Food Market Leader	Local Food Producer
<ul style="list-style-type: none">● What is your role within the local food market?● Who are other key individuals within our local food market and what role do they play?● How is most food within our local community purchased?● What markets are available for community members to buy locally grown food?● What are barriers consumers experience to purchasing more locally grown foods?● What are barriers producers experience to selling more of their locally grown food within the community?● What would need to change to improve the market for locally grown foods within our community? And, what would need to be overcome to make those changes within our community?● What types of activities can our class support to improve the market for locally grown foods within our community?	<ul style="list-style-type: none">● What products do you grow on the farm?● Who are the consumers for your food products? Do you prefer to sell to local consumers – why or why not?● In what form do the products grown on your farm get marketed (e.g., whole, fresh; fresh pre-cut; canned; frozen; dried)?● When are the products grown on your farm available for purchasing?● Are there additional products you would be interested in growing if there was a market to sell those items? If so, what items would you be interested in producing?● What additional equipment or resources would be required to change the form of the products marketed from your farm?● How many people work on the farm and what are their roles?● What capacity do you have to transport food items – how much can be transported, how long can it be transported, etc.● What is the biggest challenge faced on your farm regarding producing and/or marketing products?● What changes can you (i.e., food producer) envision to increase local food purchasing from the school's cafeteria?● What are common misconceptions individuals have about the food you produce and how could you envision changing these misconceptions?

Locally Integrated Food Teams (LIFT) Project
Worksheet E2: Local Food Market Assessment

Local Food Market Leader		Local Food Producer	
Specific Questions to Ask	Notes	Specific Questions to Ask	Notes
Reflection Prompts		Identified Challenges	Potential Solutions
<ul style="list-style-type: none"> • What information relates specifically to your local food system – reflect on your conversations with the local food market leader, local food producer, as well as the “key foods” analysis. • What were challenges expressed by the local food market leader and/or local food producer? • What opportunities did you identify to enhance the food system based on the conversations and “key foods” analysis? • What are challenges and/or potential solutions that influence multiple food systems? • Based on what we have learned, what is something this team could do to support the local food market? <p><i>Note.</i> Identify challenges that connect to potential solutions which could be implemented on the farm of the producer you spoke with.</p>			

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ORIENTATION TO MODULE 2: IDEA LIFT

In this module, students will reflect on (and continue) their engagement with individuals in the local food system to investigate on-farm interventions which would increase the selected farm’s engagement in the local food market. This module concludes with **Milestone 2** which is the Community LIFT selecting one on-farm intervention to move forward.

Instructor Note

- We recognize every school, class, teacher, and student are unique. Therefore, approach the curriculum at the pace which matches your needs. The lessons are designed to be organized experiences which may take one or more days depending on the pace of the instructor.

Lesson	Summary	Instructor Notes
5	Students reflect on their engagement with individuals in the local food system. Through this reflection, an on-farm problem of focus is selected.	Community LIFT partners and members of the grant team should be actively engaged in the final selection of the on-farm intervention (i.e., the decision should be student-led and stakeholder approved). Therefore, invite these stakeholders to the final class session within this module.
6	Students explore four elements of a local food system, leading to the formation of Idea LIFTs.	
7	Working in Idea LIFTs, students develop and research two on-farm interventions.	
8	Initial interventions are investigated by peers in other Idea LIFTs who note positive and negative elements, proposed improvements, and suggested outcomes for each idea.	
9	Refined ideas are evaluated by the Community	

	LIFTs with the aim of reaching consensus on one idea to move forward.	
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Idea

Locally Integrated Food Team

Module 2 Idea LIFT: Lesson 5

OBJECTIVES

1. Students write a thank you note and prepare a gift for their Community LIFT Partners.
2. Explore on-farm barriers to local food markets.

MATERIALS NEEDED

1. Thank You cards.
2. Items for Community LIFT partners' gift.

ACTIVITIES

1. **Have students write a thank you letter** to the local food producer and local food market leader for sharing their insights during the tour and interview.
2. **Review Interviews:** While students are signing the letter, engage the class in a review of the key ideas shared during the question-and-answer session.

Extension Activity: Pass out one sticky note per student. Ask the students, "Based on the interviews, what is one change you would like to make?" Have students post their sticky notes in the front of the classroom.

3. Have students reflect by filling out the bottom portion of Worksheet E2. Here, they will think through barriers and solutions to local food markets.

At this point, the class should reflect on their responses from the bottom portion of Worksheet E2. The instructor should facilitate a conversation with the whole class about **identifying 1 barrier (i.e., challenge)** they want to address and focus on moving forward. *Note.* The barrier selected should have potential solutions **that can be implemented on the local producer's farm.**

Locally Integrated Food Teams (LIFT) Project
Worksheet E2: Local Food Market Assessment

Local Food Market Leader		Local Food Producer	
Specific Questions to Ask	Notes	Specific Questions to Ask	Notes
Reflection Prompts		Identified Challenges	Potential Solutions
<ul style="list-style-type: none"> • What information relates specifically to your local food system – reflect on your conversations with the local food market leader, local food producer, as well as the “key foods” analysis. • What were challenges expressed by the local food market leader and/or local food producer? • What opportunities did you identify to enhance the food system based on the conversations and “key foods” analysis? • What are challenges and/or potential solutions that influence multiple food systems? • Based on what we have learned, what is something this team could do to support the local food market? <p><i>Note.</i> Identify challenges that connect to potential solutions which could be implemented on the farm of the producer you spoke with.</p>			

Idea

Locally Integrated Food Team

Module 2 Idea LIFT: Lesson 6

OBJECTIVES

1. Describe food production, economics of food, food processing, and marketing/education.
2. Align personal interests to one of the local food dimensions.

MATERIALS NEEDED

1. Worksheet D (one per student)

ACTIVITIES

1. As a class, **walk through the four food systems introduced in Worksheet D**. Within this process, students will share first impressions of each concept and then be introduced to a definition of the food system.
2. **Have students individually create an artistic representation** of the concept to extend their understanding. Time permitting, allow students to share their artistic representations on the board.
3. Based on interests, **have students select one of the four food systems categories they have preference** in which to engage in the remainder of the day. Given these preferences, as the facilitator, create the groups and try to make them as even as possible.

Once selected, have the groups meet and have each individual share with their group *why* that food system is of interest. Henceforth, these groups will be referred to as “Idea LIFTS.”

Locally Integrated Food Teams (LIFT) Project
Worksheet D: Introduction to Food System Categories

Food System Categories	Initial Thoughts	Definition	Representation
	<i>What comes to mind when you first hear this term?</i>		<i>Your drawing to represent this concept.</i>
Food Production		The science, art, or practice of cultivating the soil, producing crops, and raising livestock for human consumption (Institute for Agriculture and Trade Policy).	
Economics of Food		Creation and evaluation of sustainable and secure markets for selling food that obtains a premium price. Examples include wholesale and direct-to-consumer markets.	
Food Processing		The stage in the food system where food is altered from its original state by processes such as cutting, freezing, boiling, canning, etc. A minimally processed product will have much of its inherent nature, such as nutrients or fiber, remaining at the end of the process (Institute for Agriculture and Trade Policy).	
Food Education		The presentation of information designed to inform consumer's food purchasing decisions. Examples include the food pyramid, billboards, and posters.	

Idea

Locally Integrated Food Team

Module 2 Community LIFT: Lesson 7

LESSON 7 OBJECTIVES

1. Identify on-farm solutions to engage in local food markets.
2. Research the costs, anticipated benefits, timeline, and barriers to proposed solutions.

MATERIALS NEEDED

1. Worksheet E2
2. Worksheet F

Note. Given the research nature of this class session, students should have access to computer technology.

ACTIVITIES

1. ***Review Worksheet E2 with the Idea LIFT.***

See Worksheet E2

To start lesson 6, have students assemble within their Idea LIFT and have teams share their potential solutions (documented within Worksheet E2) to the challenge selected by the class.

2. ***Identify 4 Solutions***

See Worksheet F

Students will be working within their Idea LIFTs for the day. Using the work in Worksheet E2 as a starting point (alongside the identification of “key foods” work), **teams will identify two potential on-farm solutions to the selected challenge for increasing farm engagement in local food markets**

Once identified, students will **research their two solutions**. Indicate to students they'll have 30 minutes to conduct their research.

Time permitting, each group should share their selected solution with their peer Idea LIFTs.

Locally Integrated Food Teams (LIFT) Project
Worksheet F: Proposed Solution Investigation

Instructions: As a team, identify two potential solutions to increase the farm’s engagement within the local food market. Then, complete this table by researching more about each of your proposed solutions.

Information	Proposed Solution 1	Proposed Solution 2
Description of Proposed Solution		
Anticipated Benefits of Proposed Solution		
Evaluation Plan: How you will answer, “was this solution effective?”		
Anticipated Costs to Enact Proposed Solution: <i>Estimated Start-Up Costs</i>		
Anticipated Costs to Sustain Proposed Solution: <i>Estimated Continuation Costs</i>		
Barriers to Enact Proposed Solution		

Idea

Locally Integrated Food Team

Module 2 Community LIFT: Lesson 8

OBJECTIVES

1. Evaluate solutions proposed by peer Idea LIFTs.

MATERIALS NEEDED

1. Worksheet G (two per Idea LIFT)
2. Computers (one per student)

LESSON INTRODUCTION (10 min)

Have students share with a partner a story of a time they experienced an idea getting better when more people were given the opportunity to provide input into the idea. Supplement these discussions with a personal example of a time an idea was improved when multiple people were given the opportunity to provide input into the idea.

Conclude that when an idea is refined by multiple perspectives, the idea's impact and quality tend to grow. Additionally, the idea shifts from something individually owned to something collectively owned. Shift into today's activity by indicating our goal is to shift our ideas into something collectively owned by sharing input and insights into each-other's on-farm interventions.

ACTIVITIES (30-40 min)

1. Have each Idea LIFT evaluate four ideas shared by their peer Idea LIFTs (Worksheet F) using Worksheet G. Indicate each idea should be given no less than five minutes consideration but no more than 10 minutes.

Locally Integrated Food Teams (LIFT) Project
Worksheet G: Idea LIFTs Idea Evaluation

	Idea 1	Idea 2	Idea 3	Idea 4
Idea Summary				
Positives				
Negatives				
Proposed Revisions to the Idea				
Recommendation (e.g., we do not support this idea moving forward, we support this idea as revised, we support the idea as presented).				

Idea

Locally Integrated Food Team

Module 2 Community LIFT: Lesson 9

LESSON 9 OBJECTIVES

1. Select one on-farm solution from those proposed and evaluated by Idea LIFTs.

Note. Community LIFT partners and grant team members should be invited to this discussion. The discussion will be student-focused but the producer who runs the farm wherein the proposed solution will be implemented has the final say for what happens on their farm.

MATERIALS NEEDED

1. Worksheet F
2. Worksheet G

OPTIONAL ACTIVITIES

Note. These activities can be integrated before the decision-making day to prepare students for engaging in the decision-making process.

Leverage Points & Thomas Kilmann Conflict Model Activities - Slides 56-65

<https://docs.google.com/document/d/1L8MuyxE8K4RaeVZV-g1vNVPqZBH5F4cP6y2DZG3byl/edit?usp=sharing>

Project leverage points diagram on the board and ask students to place sticky notes where they feel their projects fall on the teeter totter, and to say why they belong there. Discuss what kinds of change students want to see, and at which levels.

Decision Making Activity

Tape up two signs at opposite ends of the room or in a hallway a good distance apart. Ask kids to arrange themselves according to their opinion on these statements: “Adults Should Let Kids Fail Miserably” and “Adults should set things up so kids succeed no matter what.” Where do students end up? Ask a couple at each extreme about why they are standing where they are. Ask students in the middle why they made their decision. Then ask, “What if we all had to agree on this issue so we could move forward?” Introduce process: “Yes, can live with it, block -- why” Determine boundaries for discussion (example, 2 minutes to make a motion, each person can speak 2 times during discussion, then vote...can be different than that).

LESSON INTRODUCTION (3 min)

Welcome back the Community LIFT partners. Do reintroductions, if needed. Provide an overview of the decision-making process for the on-farm intervention ideas collaboratively evaluated.

DECISION MAKING PROCESS (30-40 min)

Note. *This is a proposed decision-making process; however, the group norms within the class may support an alternative approach to making the final decision. Utilize whatever process elevates student voices while also honoring the needs/constraints of the Community LIFT partners.*

1. For each of the eight ideas, share the information included on Worksheet F & G associated with the idea. As a group, seek clarity on the structure of each idea and its financial and practical feasibility.
2. After sharing all ideas, provide a space for the Community LIFT partners to share their input – including which the local producer would support for their farm. All other options will be removed from further conversation. Additionally, members of the grant team will be in attendance and will also eliminate options based on funding parameters and feasibility.
3. Based on the information provided, have the students attempt to reach consensus on which idea to move forward. The Community LIFTs should engage in the discussion only when needed.
 - b. At this stage, ideas can be merged and refined to create a “grand idea” that, if supported by Community LIFT partners, can be selected by consensus.

LESSON/MODULE CONCLUSION: MILESTONE 2

This module concludes with the students and Community LIFT partners agree on an idea – that fits grant parameters - to move forward.

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ORIENTATION TO MODULE 3: INTERVENTION LIFT

In this module, students will develop a mini-grant application to fund their selected on-farm intervention that supports farm engagement in the local food market. Module three will conclude with **Milestone 3**, which is implementing the selected intervention on the farm.

Instructor Note

- We recognize every school, class, teacher, and student are unique. Therefore, approach the curriculum at the pace which matches your needs. The lessons are designed to be organized experiences which may take one or more days depending on the pace of the instructor.

Lesson	Summary	Instructor Notes
10	Students will explore the different aspects of grants, including the structure of a mini-grant application.	This module will not be completed in sequential days given the required breaks between submitting a grant proposal, getting feedback, receiving funding, and implementing the idea. Complete these lessons as the timeline allows.
11	This lesson plan is an organizing document for the grant leadership team to provide feedback to the Community LIFT (i.e., focused on providing feedback to the students) regarding their grant proposal.	

Note. Once the mini grant is funded, the Community LIFT will work with the grant leadership team to complete the intervention. As these are customized to the Community LIFT, no lesson plan materials are provided.

Evaluation LIFT

Locally Integrated Food Teams

Module 3: Intervention LIFT; Lesson 10

LESSON 10 OBJECTIVES

1. Introduce the concept of a grant and the purpose of grants.
2. Describe the structure of a successful mini-grant application.
3. Propose the selected interventions through a mini-grant application.

MATERIALS NEEDED

1. Appendix H (one per student)
2. Computers (one per student)

ACTIVITIES

Introduce Grant Application Process

Introduce the next step in the learning process, applying for funding. In this step, the class will work to construct an application for funding to implement the selected idea. To introduce this, share with students the role grants play in supporting innovative ideas to improve communities.

During this discussion, highlight some grant-funded projects within the school or community that will resonate with students; including having students discuss how these projects have improved their community. Building upon this discussion, indicate the goal of our LIFT project is **to improve our community by supporting local food markets**; therefore, we will work to receive grant funding.

Once the stage has been set, verbally walk through the eight elements of a successful grant application (Appendix H) and ensure students understand each element. The evaluation plan tends to provide the most challenge for students; therefore, explore the following examples of Evaluation plans.

Example School A Evaluation Plan

To evaluate the effectiveness of our solution, we will look at several metrics related to our objectives. The first measurement will be the number of plants or the weight of the food we grow. This number is an indicator of the quantity of food being incorporated into the lunch service program. A second metric will be a comparison of the current amount of school food served to the amount replaced by the locally grown food from the hydroponic system. Thirdly, we will compare the number of students eating school lunches before and after the local foods are incorporated. As students become aware of the changes, we hope to see more than the 150 students participating daily in our lunch program, which is our current baseline data. Lastly, we will survey the students and staff at school to determine whether or not they eat lunch at school. If not, why do they choose not to eat a free lunch? What suggestions or concerns do they have with the lunch program and what changes would they like to see? This will allow us to compare their view of the lunch program before and after the local foods get incorporated.

Example School B Evaluation Plan

We are going to use prior data of our hoop house's growing season to observe how many months more growing season we may introduce from the excess heat from the boiler room. We will conduct a study such as an initial weight of greens available for the student body and the weight of the greens left. With basic math, this will give us the number of our vegetables eaten in a weight. This information will show us and everyone else if the school was benefited by the grant and the work of the 2021-2022 class.

Tip: Do the elements of a mini-grant application as a matching game -- read the description out loud and have students match the description with the term.

Once students have grasped the eight elements of a mini-grant application, break the class into four writing groups that combine members representing each of the different Idea LIFTs. Once in "Intervention LIFTs," divide the eight parts of writing the grant evenly between groups.

Two options for ensuring coordination between groups are

- (a) develop an outline as a class before any group begins writing or
- (b) include a "coordination team" in addition to your four writing groups who coordinate information between groups.

Two Days: Write Grant Application Sections w/in Intervention LIFTs

Using either coordination approach, have students write the sections of the grant application within the four grant writing teams. We recommend using collaboration software (e.g., Google Documents) so teams can all be writing on the same document throughout the process.

After drafting the grant application, share the application with your LIFT Stakeholders for feedback and suggested edits. Once complete, the class will submit the grant application to Abbey Palmer (palmerab@msu.edu).

Locally Integrated Food Teams (LIFT) Project
Appendix H: Elements of a Successful Grant Application

Element	Description	Approximate Length
Project Title	A short, catchy phrase that introduces your idea to readers.	5-10 Words
Abstract	A summary of your proposed project, written in the simplest terms so it is easily comprehended by a variety of readers.	1 Paragraph
Identifying the Need and Opportunities	Document the need for intervention by describing the current context, shortcomings of the current context, and potential benefits of an intervention.	1-2 Paragraphs
Project Objectives	Indicate what you plan to achieve through this project.	1-3 Statements (One Sentence Each)
Project Implementation	For each objective, indicate how you will achieve this objective within the scope of the project, including a timeline.	2-3 Paragraphs
Partners and Roles	Document the project stakeholders who will help to make this project successful. Include in this section what each stakeholder – including yourselves as students - will do to implement the project.	2-3 Paragraphs
Evaluation Plan	Document how you will evaluate the impact of your project on farm-to-school purchasing within the school. What metrics will you use to determine if this project was successful?	1-2 Paragraphs
Budget	Detail what you will spend this money on in alignment with your project implementation plan.	Table with rows for each Budget Item, Amount, and Justification

Note. The approximate length of sections will depend on the overall length of the application. Approximated lengths provided here are based on a three-page grant application, which is the length of the grant application for this project.

Grant LIFT

Locally Integrated Food Teams

Module 3: Intervention LIFT; Lesson 11

Note. This lesson plan is an organizing document for the grant team to facilitate feedback to students on their grant proposal. It is not designed to organize instruction beyond this function.

LESSON 11 OBJECTIVES

1. Receiving and going through feedback on grant applications
2. Work through and evaluate the impact of proposed solution in accordance with the mini-grant application

TEAM OBJECTIVES

1. Set up 30-minute virtual meeting to review student proposal with team, which includes teacher, FSD, education team, food producer and any community partners
2. Report feedback to students
3. Identify students to be media contacts and collect quotes about the project
4. Craft press release and send to media outlets
5. Schedule media visits to schools

MATERIALS NEEDED

1. Appendices H1, H2, H3, H4
2. Computers (one per student)

ACTIVITIES

Day 15-18: Grant Application Feedback

The student mini-grant review team will work to get timely feedback on the grant applications (Worksheet H1 and H2). After a 30-minute virtual meeting, the review team will share comments back to students and ask for clarification.

The school needs to identify an account to transfer funds. A Memorandum of Understanding (Worksheet H3) will be created, based on student mini-grant application information, between the school and the granting agency.

A press release (Worksheet H4) should be developed in order to share the good news of grant funding and outline the land based learning project. Two students need to be identified as media contacts and provide quotes for the press release. Photos should also be included.

Once funded, you will work with your students to implement the proposed solution in accordance with the mini-grant application. In addition, this portion of the curriculum includes time for evaluating the impact of the intervention in accordance with the grant proposal.

Locally Integrated Food Teams (LIFT) Project
Worksheet H1: Questions for Review of Student Mini-Grant Application

What systemic changes do students propose in their project?

Do you think the project is achievable in the timeline?

What would the proposed project contribute to local food system resilience?

What are the immediate impacts? What are the long-term impacts?

What unintended consequences do you see if this project were carried out by students?

Do you recommend any changes to the student proposal?

Locally Integrated Food Teams (LIFT) Project
Worksheet H2: Example Agenda for Zoom Proposal Review

Example Agenda for 30 Minute Student Mini-Grant Proposal Review Meeting

SCS LIFT-UP Grant Feedback Summary
12/7/21

Introductions for Review Committee:

Tim Bliss
Laura Brosius - Full Plate Farm
Haley Brasier
Aaron McKim
Buddy McKendree
Philip Warsaw
Maezie Nettleton
Abbey Palmer

Purpose:

The purpose of today's meeting is to review the application submitted by students for funding to support their land-based learning project idea.

We need to do three things in our short time together:

- Discuss our major questions
- Decide who will provide feedback to students
- Determine whether the project can be approved at this time based on the information provided

Some of us have been in the classroom with the students and have seen the process of how this application came together. That would be Tim, Haley, and me. For us, let's be present for questions that we can answer. We don't want to take the place of the students, but may be able to offer clarification that allows today's approval process to move forward.

And there are those of us who are reading this for the first time. I'd like to give those folks a chance to speak first and to ask questions about the proposal.

At 5 minutes before the close of the session, ask, Can we approve the project at this time based on the information provided?

- Yes, project approved with feedback below

Feedback for SCS to be shared with students at 10 am on Tuesday, December 14 by Maezie and Abbey

- How will you regulate temperature in the hoop house if it gets too hot during the period of time when you are treating it with hot air from the boiler room?
- Ideas for evaluation: need make a plan in addition to weight of produce
 - Survey students using google survey
 - Survey students using dot survey in lunch room on days when there is local food vs. no local food (how satisfied are you with lunch today: not, somewhat satisfied, very satisfied)
 - Informal focus group at lunch tables on days when local food is on the menu
 - Observe the number of students who take local food options on the days it is observed and tally count
 - Does the number of lunches served increase as a result of this project?
 - When you work with elementary students, how do you evaluate the effectiveness of the program with them?
 - Survey students about lunch experience with local food during FIT -- maybe a hoop house tour?
- From Laura: The automated watering system is a huge win! There are other aspects of hoop house management to be considered, as well:
 - open/close doors daily during shoulder seasons; not feasible for her to travel there daily
 - Fans for moving air around to decrease disease
 - Soil test for baseline so a farmer knows what they might need to add

Closing: ASK FOR 2 STUDENTS TO BE CONTACT FOR MEDIA COVERAGE

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ORIENTATION TO MODULE 4: EVALUATION LIFT

In this module, students will evaluate the impact of their intervention by reflecting on food production, economics of food, food processing, and food education as they relate to their intervention. Additionally, students will expand their interests in careers related to food systems through an interactive, career-based lesson. Module four will conclude with the **Project Milestone 4**, students celebrating and sharing their work, which concludes the land-based learning experience.

Instructor Note

- We recognize every school, class, teacher, and student are unique. Therefore, approach the curriculum at the pace which matches your needs. The lessons are designed to be organized experiences which may take one or more days depending on the pace of the instructor.

Lesson	Summary	Instructor Notes
12	Students will evaluate their on-farm intervention by exploring impacts to food production, economics of food, food processing, and food education.	The final two lessons should be embedded within your curriculum intentionally between two points: (a) after implementation of the intervention and (b) prior to the student celebration of work (i.e., more information to come on this event).
13	Students will explore various careers and educational pathways to extend their learning of food systems.	

The final module will conclude with a shared student celebration where students from across Michigan participating in land-based learning will convene to share their projects. This celebration day will be organized by the grant leadership team, and you will be provided ample notice for the event.

Evaluation LIFT

Locally Integrated Food Teams

Module 4: Evaluation LIFT; Lesson 12

LESSON 12 OBJECTIVES

1. Conduct evaluations as a LIFT-UP team on their project, returning to their original groups
2. Discuss evaluation questions posed in the team's rows on Worksheet I
3. Document as a class a summary of the impacts made from each food system

MATERIALS NEEDED

1. Worksheet I (one per student)

ACTIVITIES

1. Review and Discuss Worksheet I with Lift Team

See Worksheet I

These activities should be carried out prior to the Student Celebration of Work, but after significant project progress has been accomplished.

To begin Day 19, re-assemble the original LIFT Teams. Begin by reviewing the evaluation plan detailed within the student mini-grant application. What data needs to be collected or assembled? Then, Worksheet I to have the teams do an evaluation of the food system and discuss the questions posed within their row on Worksheet I.

2. Discuss and Summarize Evaluations as a Class

Then, bring the whole class together to discuss the questions to consider within each of the four food systems. As the evaluation of each system is complete, have students document a summary of the impacts.

Locally Integrated Food Teams (LIFT) Project
Worksheet I: Additional Evaluation Questions

Food System	Questions to Consider	Evaluation Summary
Food Production	<ul style="list-style-type: none"> ● In what ways did this project impact food production? ● Would you describe the impacts on food production as positive or negative? What led you to this conclusion? ● Did the project impact the economic, ecological, or social sustainability of the farm? If so, in what ways? ● What else could be done to food production to increase local food purchasing? 	
Economics of Food	<ul style="list-style-type: none"> ● In what ways did this project impact local food markets? ● Would you describe the impacts on the local food markets as positive or negative? What led you to this conclusion? ● Did the project impact the economic, ecological, or social sustainability of the local economy? If so, in what ways? ● What else could be done to the economics of food to increase local food purchasing? 	

Locally Integrated Food Teams (LIFT) Project
Worksheet I: Additional Evaluation Questions *Continued*

Food System	Questions to Consider	Evaluation Summary
Food Processing	<ul style="list-style-type: none"> ● In what ways did this project impact food processing? ● Would you describe the impacts on food processing as positive or negative? What led you to this conclusion? ● Did the project impact the economic, ecological, or social sustainability of the local community? If so, in what ways? ● What else could be done to food processing to increase local food purchasing? 	
Food Education	<ul style="list-style-type: none"> ● In what ways did this project impact food education? ● Would you describe the impacts on food education as positive or negative? What led you to this conclusion? ● Did you observe community members making different food decisions because of this project? If so, to what do you attribute this change? ● What else could be done to positively impact food education? 	

Evaluation LIFT

Locally Integrated Food Teams

Module 4: Evaluation LIFT; Lesson 13

LESSON 13 OBJECTIVES

1. Reflect on the positive impacts the students have made through their LIFT-UP projects
2. Explore career opportunities within food systems within Michigan and beyond
3. Introduce Student Celebration of Work

MATERIALS NEEDED

1. Worksheet J (one per student)
2. Worksheet J1 (one per student)
3. Computer (one per student)

ACTIVITIES

1. Reflect and Discuss LIFT Team Impacts and Introduce Career Opportunities

Facilitate a reflective discussion with students about the role they've played in creating a change within their community. Highlight the impact and importance of their work and their capacity to create positive change as individuals and as members of teams.

Transition this conversation to the goal of the final day, which is to explore career opportunities throughout the food system. Indicate to students that we are concluding this experience with a discussion about careers because we want to empower students to see how they can continue to impact the food system while having a successful career in agriculture.

2. Explore Career Resources and Pathways

See Worksheet J

Students will explore resources created by the Center for Regional Food Systems at Michigan State University to explore diverse career opportunities that exist within food systems in Michigan and beyond. This exploration will be facilitated as a “career fair” whereby students navigate to six stations around the room in which the copy of the career pathways map is located. At that station, students will explore the different careers available, highlight one of interest, document information about the career of interest and then navigate to the next station until they have visited all six stations.

Specific Resources Include:

1. [Wholesale Food Distribution or Storage Career Pathways](#)
2. [Food Production Career Pathways](#)
3. [Food Inputs and Services Career Pathways](#)
4. [Retail Food Distribution Career Pathways](#)
5. [Food Preparation and Service Career Pathways](#)
6. [Food Manufacturing and Processing Career Pathways](#)

3. Introduce Celebration of Student Work

A Celebration of Student Work will take place toward the end of the school year. Students from each participating school will gather at a central location to present their work to one another. **Hand out the LIFT Celebration of Student Work assignment sheet.** Begin discussing presentation formats and ideas. Come up with a plan for preparing the presentation based on the Evaluation section of their mini-grant.

Locally Integrated Food Teams (LIFT) Project
Worksheet J1: Student Assignment Sheet Template
Fill in highlighted portions for your event before printing

LIFT-UP Celebration on the Farm

Date/Time TBD

What to expect: Spend the day at **MSU UP Research and Extension Center** sharing your work, learning, and celebrating

What to wear: **Dress for the weather** -- we will be outdoors and in unheated indoor spaces. If it's raining, bring rain gear. If it's sunny, bring a hat. Wear mud boots or shoes that you can get dirty, because it will be mud season!

Lunch: Snacks, beverages, and lunch will be provided. If you have dietary considerations, such as vegetarian, vegan, or gluten free, please let your teacher know so we can get an accurate count of the number and type of meals.

Project Presentation Guidelines

10 - 15 minutes; additional time will be provided for questions

Your audience will be **the other participating schools, farmers, MARESA and MSU Extension staff, MSU professors who are involved in the project, and the media.**

The format of your presentation is up to you as a class -- it can be a traditional slideshow, a panel, a demonstration, or an interactive activity. Regardless of format, your presentation must address these questions:

- What was the "problem" that your project sought to address?
- What approach did you take to doing the research to identify different solutions?
- How and why did you choose the intervention you selected?
- Describe the selected intervention
- How is implementation of the intervention going now?
- What has this process taught you with regard to influencing change in your community?
- What will it take to fully realize your project? What next steps do you see?
- Refer to the Evaluation section of your mini-grant application for ideas.

Locally Integrated Food Teams (LIFT) Project
Worksheet J: Food System Career Fair

Instructions: Navigate around the room to the six career pathway locations. At each location, review the information provided and select one of the jobs – at each station - based on your interests. Once selected, document the information about that career using the table below. Once you have reviewed all six career pathway locations, complete the reflection questions provided below the table.

Career Pathway	Occupation Title	Hourly Wage Range	Level of Education Required	Preparation Level
Wholesale Food Distribution or Storage				
Food Production				
Food Inputs and Services				
Retail Food Distribution				
Food Preparation and Service				
Food Manufacturing and Processing				

Reflection Questions

1. Out of all the careers explored, which are *most* interested in?
2. What is it about this career that most interests you?
3. What is something you could begin doing *in high school* to prepare you to obtain this food system career?