



# EAT THIS TEXT!

**Food as a means of Exploring Identity,  
Building Community, and Acting for  
Justice**

BCTELA Conference - October 21  
Baren Tsui, Shaheen Musani and Shannon Daly

# Acknowledgement



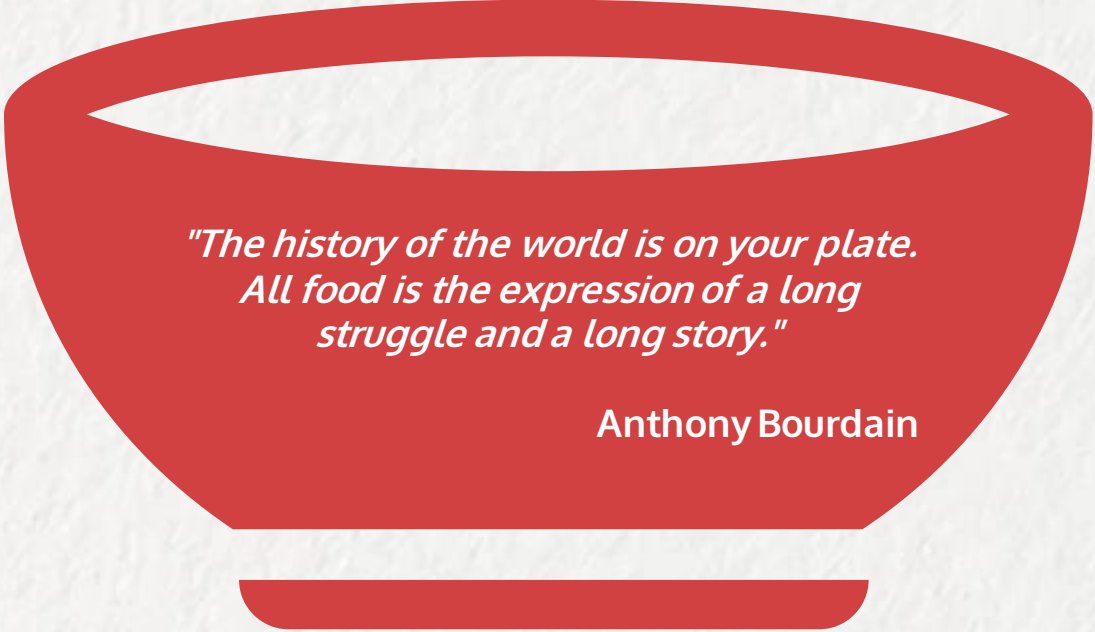
# SETTING THE TABLE

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What's your family's favourite dish?

What's a story or memory attached to it?



*"The history of the world is on your plate.  
All food is the expression of a long  
struggle and a long story."*

Anthony Bourdain

# ELA Big Ideas

Language and story can be a source of creativity and joy.

Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

People understand text differently depending on their worldviews and perspectives.

Texts are socially, culturally, and historically constructed.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.





## Core Competencies



**First Peoples  
Principles of Learning**



# THE FOUR CORE GOALS OF ANTI-BIAS AND ANTI-RACIST EDUCATION



Identity

Diversity

Justice

Activism

## Goal 1: Identity

- Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.
- Children will demonstrate self-awareness, confidence, family, pride, and positive social identities.

## Goal 2: Diversity

- Teachers will promote each child's comfortable, empathic interaction with people from diverse backgrounds.
- Children will express comfort and joy with human diversity, use accurate language for human differences, and form deep, caring connections across all dimensions of human diversity.



## Goal 3: Justice

- Teachers will foster each child's capacity to critically identify bias and each child's empathy for the hurt bias causes.
- Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

## Goal 4: Activism

- Teachers will cultivate each child's ability and confidence to stand up for oneself and for others in the face of bias.
- Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

# Food as Identity and Relationship

Poetry  
Process Writing  
Personal Reflection



# Exploring Identity

**"Learning requires exploration of one's identity."**



**Positive  
Personal and  
Cultural  
Identity**

**"Construct meaningful personal connections between self, text, and world."**

## Goal 1: Identity

- Teachers will nurture each child's construction of knowledgeable and confident personal and social identities.
- Children will demonstrate self-awareness, confidence, family, pride, and positive social identities.



**Where am I from?**  
Bento Box

What objects represent where your family is from or what your family believes is important or precious?

A large rectangular frame divided into five rounded rectangular compartments, resembling a bento box. The layout consists of two large horizontal compartments on the left, a single vertical compartment on the right, and two small circular compartments at the bottom left.

Food preference is  
personal!

What is a favorite  
food? Why?

Explore food choices  
through poetry...



## Ode to a Large Tuna in the Market

BY PABLO NERUDA

TRANSLATED BY ROBIN ROBERTSON

Here,  
among the market vegetables,  
this torpedo  
from the ocean  
depths,  
a missile  
that swam,  
now  
lying in  
dead.

## The Traveling Onion

Naomi Shihab Nye - 1952-

"It is believed that the onion originally came from India. In 1  
object of worship —why I haven't been able to find out. From  
entered Greece and on to Italy, thence into all of Europe." — B  
Cookbook

When I think how far the onion has traveled  
just to enter my stew today, I could kneel and praise  
all small forgotten miracles,  
crackly paper peeling on the drainboard,  
pearly layers in smooth agreement,  
the way the knife enters onion  
and onion falls apart on the chopping block,  
a history revealed.  
And I would never scold the onion  
for causing tears.  
It is right that tears fall  
for something small and forgotten.

## My Mouse is Rather Fond of Cheese

 [poetry4kids.com/poems/my-mouse-is-rather-fond-of-cheese](http://poetry4kids.com/poems/my-mouse-is-rather-fond-of-cheese)

Buy the book *My Hippo Has the Hiccups*

My mouse is rather fond of cheese  
from hereabouts or overseas  
like cheddars, parmesans and bries  
in brick or wheel or ball.

He'll eat ricotta, feta too,  
plus gorgonzola, gouda, blue,  
in sandwiches or cheese fondue,  
my mouse will eat them all.

He'll have havarti for a snack,  
a slice or two, and then a stack  
of mozzarella, Swiss and jack,  
he thinks they're oh so nice.

But though my mouse and I agree  
we both enjoy a tasty brie,  
I'll miss my mouse because, you see,  
my cat is fond of mice.

— Kenn Nesbitt

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# Ode to \_\_\_\_\_

O \_\_\_\_\_ I (What food are you writing to?)

You are so \_\_\_\_\_ and \_\_\_\_\_  
(Two adjectives to describe the food)

as you wait upon/inside (circle one) my \_\_\_\_\_  
(the dish you use to serve it).

Your \_\_\_\_\_  
and \_\_\_\_\_  
(What are two main ingredients make up your dish? Give two interesting descriptions)

Fill me with \_\_\_\_\_, (Choose a feeling word)

Your \_\_\_\_\_ and \_\_\_\_\_  
(Two more ingredients)

The \_\_\_\_\_ smell of you!  
(An adjective that describes the smell)

They \_\_\_\_\_ taste of you!  
(An adjective that describes the taste)

Make me \_\_\_\_\_ (Give an action).

O \_\_\_\_\_  
(A descriptive adjective - try using alliteration!) (What food are you writing to?)

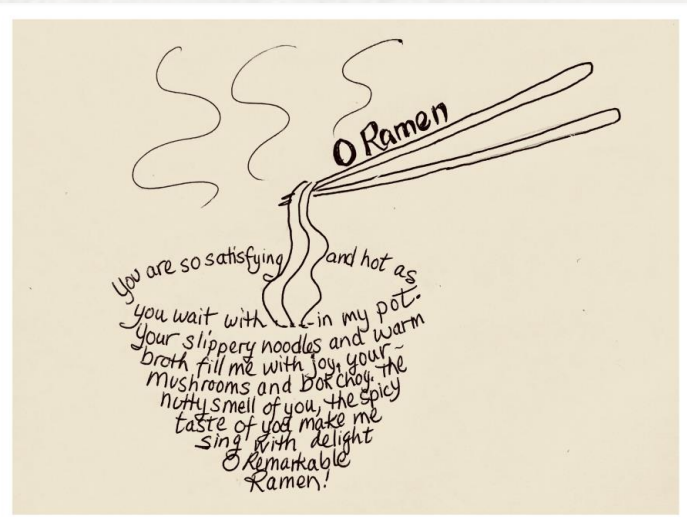
## O Ramen

You are so satisfying and hot  
As you wait upon/within my pot

Your slippery noodles and warm broth fill me with joy,  
Your mushrooms and bok choy.

The nutty smell of you  
They spicy taste of you  
Make me sing with delight.

O remarkable ramen!



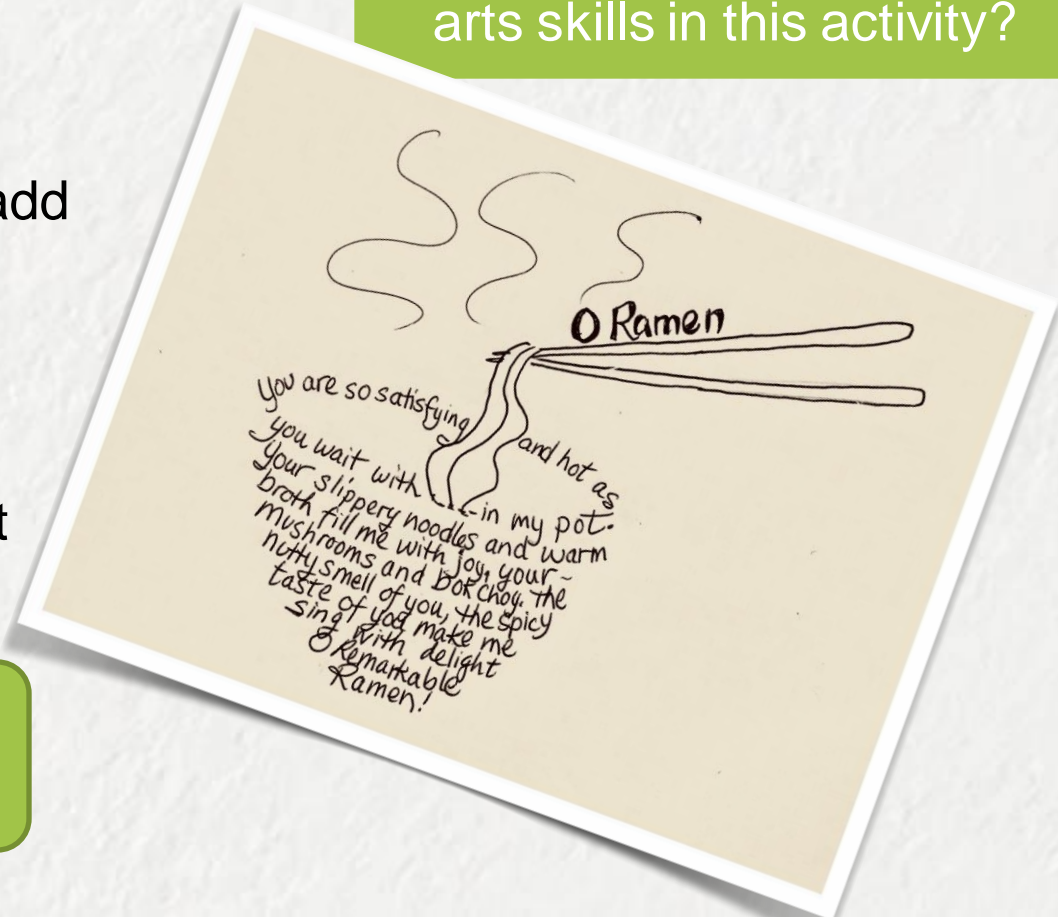


# Reading and Writing Strategies:

- Read examples to investigate how poets use language to describe our senses
- Consider how literary devices add to our enjoyment and understanding
- Move through a writing and editing process
- Consider the impact of different forms

How might you invite students to grow their visual arts skills in this activity?

How might the class enjoy one another's poetry?



# Identity, Family and Food



**Cooking and eating  
is often at the heart  
of family life.**

**Investigate favourite  
recipes with family.**

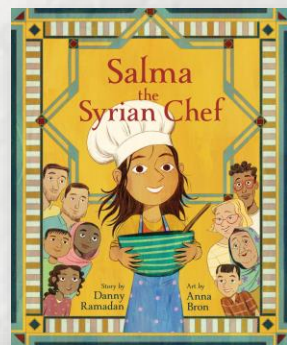
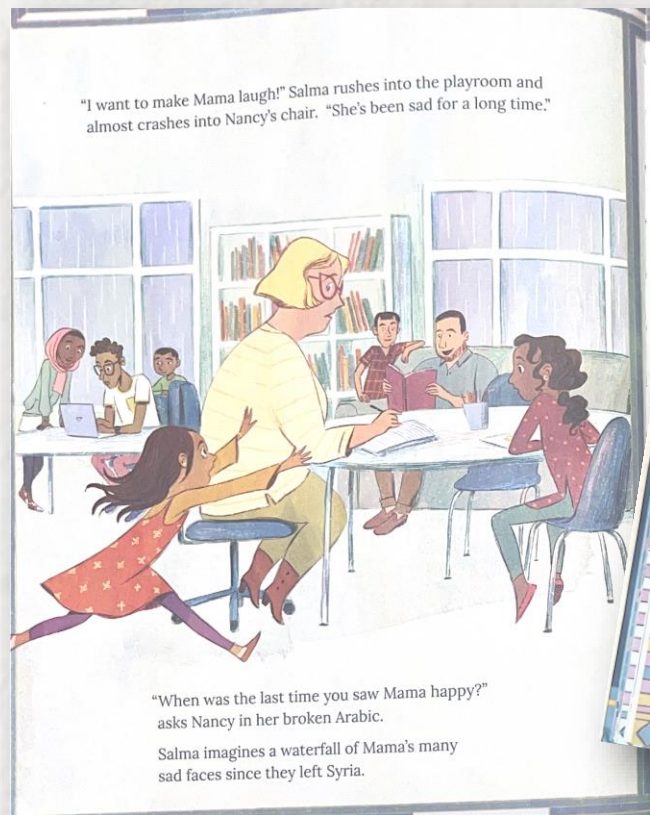
**Work with  
process writing**

**What food brings you  
comfort or joy?**

**Why?**

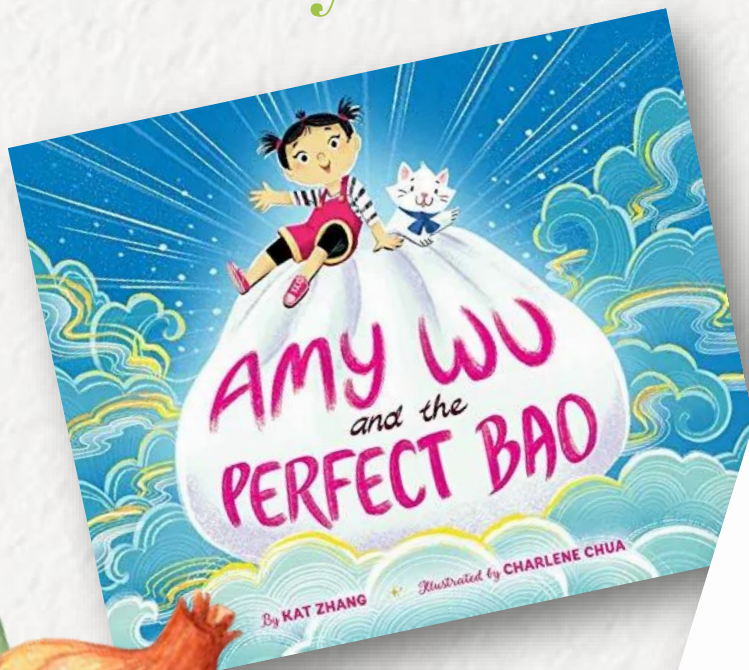
**In what ways might it  
bring memories  
of family,  
relationships or  
place?**

# Food and Family Relationships





# Food and Family Relationships



## "Fish Cheeks" By Amy Tan

I fell in love with the minister's son the winter I turned fourteen. He was not Chinese, but as white as Mary in the manger. For Christmas I prayed for this blond-haired boy, Robert, and a slim new American nose.

When I found out that my parents had invited the minister's family over for Christmas Eve dinner, I cried. What would Robert think of our shabby Chinese Christmas? What would he think of our noisy Chinese relatives who lacked proper American manners? What terrible disappointment would he feel upon seeing not a roasted turkey and sweet potatoes but Chinese food?

On Christmas Eve I saw that my mother had outdone herself in creating a strange menu. She was pulling black veins out of the backs of fleshy prawns. The kitchen was littered with appalling mounds of raw food: A slimy rock cod with bulging eyes that pleaded not to be thrown into a pan of hot oil. Tofu, which looked like stacked wedges of rubbery white sponges. A bowl soaking dried fungus back to life. A plate of squid, their backs crisscrossed with knife markings so they resembled bicycle tires.

And then they arrived – the minister's family and all my relatives in a clamor of doorbells and rumpled Christmas packages. Robert grunted hello, and I pretended he was not worthy of existence. Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

After everyone had gone, my mother said to me, "You want to be the same as American girls on the outside." She handed me an early gift. It was a miniskirt in beige tweed. "But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame."

And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner. It wasn't until many years later – long after I had gotten over my crush on Robert – that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen all my favorite foods.

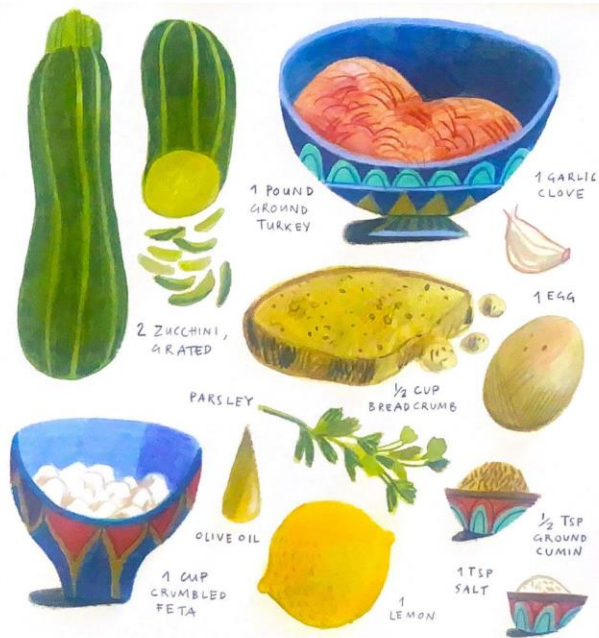
**Recipes are process  
writing and so much  
more!**







JOSEF AND RAFIK TAKE THE JOB  
OF ROLLING VERY SERIOUSLY.



## MEATBALLS (with turkey, zucchini & feta)

PREHEAT OVEN TO 400°F. IN A PAN, COOK THE ZUCCHINI WITH A LITTLE OIL AND A PINCH OF SALT UNTIL SOFT. SOFTEN THE BREAD CRUMB WITH MILK OR WATER AND SQUEEZE OUT EXCESS LIQUID. MINCE THE GARLIC AND FINELY CHOP THE PARSLEY. PLACE THE GROUND TURKEY IN A LARGE BOWL AND ADD THE ZUCCHINI, BREAD CRUMBS, GARLIC, PARSLEY, CUMIN, SALT, EGG, FETA, AND THE JUICE OF 1 LEMON. MIX WELL WITH YOUR HANDS, THEN MAKE SPOON-SIZED BALLS. HEAT UP A LARGE PAN AND FRY THE MEATBALLS WITH SOME OLIVE OIL UNTIL GOLDEN BROWN (5 MINUTES). PLACE IN A ROASTING PAN LINED WITH PARCHMENT PAPER AND BAKE FOR 6-7 MINUTES UNTIL COOKED. SERVE WITH A LITTLE LEMON JUICE.





We like to make ...

Once you've decided which family recipe you're going to talk about, draw the main ingredients in the boxes below. Label your ingredient in the box. Describe the process that you would use to make this delicious food!

- These are some words that might help you describe the process:
- First
  - Second
  - Next
  - Then
  - Last

- Measure
- Chop, Dice, Shred
- Stir, Mix
- Fry, Bake, Steam, Cook
- Eat! Enjoy!



Let's Make

Ingredients: Write out the ingredients you drew on your sheet

Begin each sentence by writing a process word in the box.  
Include a cooking word in each of your instructions.

# Reading and Writing Strategies:

- Consider the relationships between form, purpose and audience
- Analyze recipes for specific text features and process prompts
- Discuss family favorites with family! Consider the process of making them
- Create and share recipes
- Add bonus: add a brief story or description!

How might the class share their recipes?

How might you invite students to develop ADST skills in cooking or baking?

## Explore:

- Go back and watch the video you made about your delicious food. Think about all the steps that you would need to do if you were making this dish.

## Create:

- Have your food pictures handy.
- You may wish to watch your video from earlier in the week.
- Think about how you would write out the steps in making your food.
- You can use the handout on the next page to help you organize your thinking.

Remember the words that might help you describe the process.

## Process Words:

- First
- Second
- Next
- Then
- Last

## Cooking Words:

- Measure
- Chop, Dice, Shred
- Stir, Mix
- Fry, Bake, Steam, Cook
- Eat! Enjoy!





# Ways to Share

## Home Cooking Secrets of Bowden Kindergarten



EARLY CHILDHOOD SERVICE  
BOWDEN, ALBERTA

### GREG'S MILASSES CRACKLES

Sheila Church

3/4 c. shortening  
1 c. sugar  
1 egg  
1/4 c. molasses  
2 c. flour

1 tsp. cinnamon  
2 tsp. baking soda  
1/2 tsp. cloves  
1/2 tsp. ginger  
1/2 tsp. salt

Cream shortening and sugar. Add egg and molasses. Combine dry ingredients thoroughly and add to mixture. Form into 1-inch balls and roll in granulated sugar. Bake for 8-10 minutes at 375 degrees. "Most kids only eat spinach so they'll grow up strong enough to tell Mom what she can do." Best of Bridge.

-16- Bowden



## gramercy tavern's gingerbread

DECEMBER 25, 2008 · JUMP TO COMMENTS

This is dark and sticky and chewy and heavy and spicy and a zillion other adjectives that end in y that are so overused, they border on hackneyed, but you know what? It's not the cake's fault. It can't help being awesome, and fragrant (our living room smells like Christmas), attention-grabbing (nobody puts it in the corner) and totally



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deb per...

# Food as Community, Diversity, and Belonging

Synthesis of Text  
Memoir and Storytelling







**Positive  
Personal and  
Cultural  
Identity**

**Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.**

**Representation  
Matters!**



## Goal 2: Diversity

- Teachers will promote each child's comfortable, empathic interaction with people from diverse backgrounds.
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# Canadian Food Identity

## Local Diversity

How does food represent the diversity and culture of our local community?








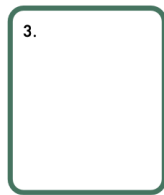


### Reflecting on Richmond's Food Identity

Often, we can get a sense of the culture of a community by looking deeply at its food identity. Explore the family recipes we all shared on our Padlet and consider what they reveal about the community of Richmond's food identity.

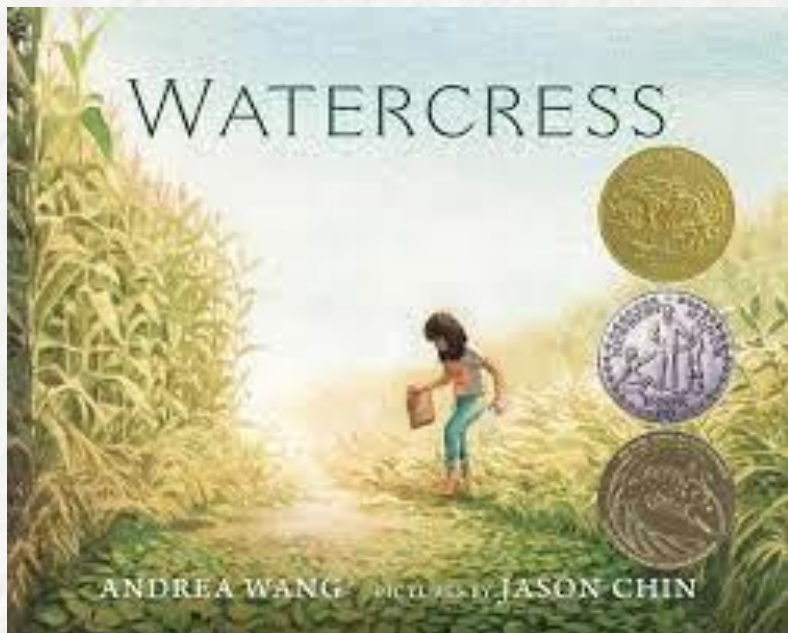
How do our learning community's shared recipes (refer to the Padlet) **connect** to Richmond's food identity?

How do our learning community's shared recipes (refer to the Padlet) **contribute** to Richmond's food identity?

**Evidence:** Take a screenshot of images on websites/social media posts/magazine/other media, or include photographs, pictures, or drawings of evidence of Richmond's food identity, and post them in the picture frames. Explain why you selected each, in the green boxes. Include up to four selections.

	1. 		2. 
	3. 		4. 

# Food and Belonging: Comparative Literature



## "Fish Cheeks" By Amy Tan

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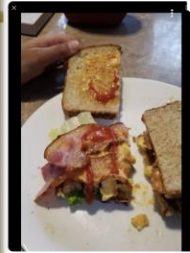
# Padlet Community

Padlet

Learning Services SD#38 • 88 • 1yr

## My Favourite Family Food Dish

Post a photograph or drawing of a food dish that reflects part of your family identity. Briefly share why that dish is one that warms your heart. Warning: don't look at this page on an empty stomach!



Remove Approve

### Taro Pudding with Sago



My dad usually makes this the night before and we refrigerate and have it for breakfast in the morning. We like to have it with sweetened condensed milk.

### Oxtail Kare Kare



My favourite food is Rice balls, sometimes we buy it and sometimes we make it by ourselves. (Online picture)

Remove Approve



### ROSOL Polish chicken soup



Mash potatoes is our family's favorite Canadian food dish especially the cheese, one my favorite is adding some tiny hams :->



### cookies

awesome yum



Remove Approve



### Abalone Dish



Whenever I visit my grandma, we request her to cook Adobo and we eat it together.

Ingredients to make Adobo:  
- 8 pieces of Chicken  
- 5 cloves of Garlic  
- 1 small Onion  
- 1 cup of Soy Sauce



### Salmon Sushi Roll

Our family loves to make sushi roll at home. We use canned Salmon and Avocado to make our family signature roll! They are yummy!



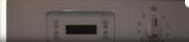
### Dumplings

We enjoy this dish whenever and it is especially popular on Chinese New Year. It is a symbol of unity and many families make this together as a tradition to celebrate on that holiday.



### Poutine

Poutine is a very Canadian food.



Remove Approve



### Crispy Pork Sinigang

This Philippine sour soup literally warms my heart! It is great for rainy days, and has lots of healthy veggies! Everyone has their own version of sinigang. My mom likes to make the pork crispy! We have it on special occasions, but we also have it just regularly. It's a family favourite!



### Daal and Roti ( By Riya )

My grandma and my mom make daal and roti, daal is lentils with spices and roti is like a flatbread. You can eat daal with Roti or with rice ! ( I like to eat it with any of them ! )



### Menuado and Crepes

My dad use to have his grandma make this macaroni for him, and now he makes it for me! This is my dad's favorite dish his grandma made for him. It's my favorite too!

Remove Approve



### My Grandmas Rainbow Dumplings.

The yellow colour is made by adding carrot juice with a bit of water to the dough. The red colour is made with red dragonfruit juice. The green colour is made with spinach juice. The orange colour is made with pure carrot juice. There is also quarters in some and if you eat any you get great fortune and good luck.



### My great grandmas macaroni

My dad use to have his grandma make this macaroni for him, and now he makes it for me! This is my dad's favorite dish his grandma made for him. It's my favorite too!



Remove Approve

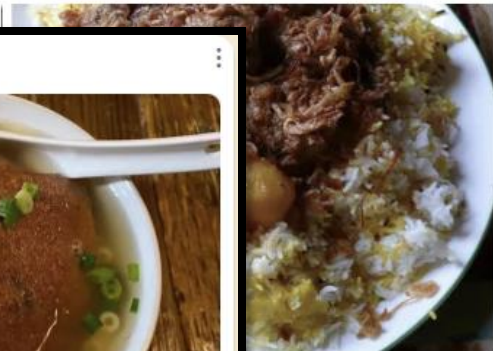
Burgers



Milk Rice and Curry



Biryani



Macaroni in soup



My grandfather made this for me when I was growing up, so to me, it is a bowl of comfort! It's macaroni in chicken broth with a fried egg and spam. I've changed it a bit now and use turkey spam.

Ms Tsui

...al in our household  
...erved on special  
...ecipe has been  
...any generations, in  
...rsian roots and  
...s that are specific to  
...orld. This dish takes  
..., but everyone

Steak



This steak was grilled using my d  
recipe

My dad likes to try different ways  
cook and tries different seasoning  
the rest of the family will evaluate  
taste

it is a family project and everyone  
is important

this is one of our favorite steak  
grilled after sous vide

Ingredients: tenderloin steak, and  
peas, rustle sprouts and mushroom

Chicken Adobo



Samosa



I have too many favourite family food dishes! My mother-in-law taught me how to make these. In Somali, they are called Sambuus! We fill them with ground beef, onions, potatoes and spices, especially garlic, jalapeño, and cumin. The only thing we leave out from the original recipe is cilantro, because nobody in my current crew likes it. We all devour these as soon as they come out of the fryer!

Ms Tsui



# Representation Across the Community



**What precipitates  
changes in our food  
and diets?**



# Writing and Sharing Stories in Class Community

Writing and design processes

Recognizing elements of narrative

Identifying Purpose, Audience, Perspective

Creating original texts

Exchanging ideas and perspectives

The image displays three educational templates used for writing and sharing stories in a class community.

**Story Map**

Story Map		
Generating Ideas	Setting	
Character	Conflict	Point of View
What happens?		

**What Stories Live in the Food we Love to Eat at Home?**

Picture of my Food Dish

One special memory I have of this food dish...

Feelings, tastes and smells that come to mind when I think of this food dish...

Significance of this food dish...

How and why this food dish was created...

How this food dish has changed...

**Notes for Learning Partners**

As it takes much patience, time, commitment, and passion to be a thoughtful composer, you might only choose three, or four, things to focus on for revision with the author. Offer encouragement. Try asking questions, where possible, to provide opportunity for the author to make revisions and edits on their own.

**Possible sentence starters:**

- I like the part where...
- I would like to know more about...
- You used some powerful words, like...
- I like the way you explained...
- Your writing made me feel...
- I liked the way you developed...in your writing, because...

**Questions or Polishing Prompts:**

- I got confused in the part about...
- You might leave this part out because...
- How might you change the order of the parts of this event?
- Could you add ... because...
- What sentences can you combine to bring some ideas together?

**Offer specific feedback that provides direction for edits and revisions.**

# Food as a Means of Considering Justice and Action

Core Competency Reflection and Self-Assessment  
Interdisciplinary Planning  
Highlighting Literacy Strategies



## INTELLECT

Advancing students' knowledge, put into action.

## SKILLS

Advancing students' content area skills and competencies.

## IDENTITY

Advancing students' knowledge and affirmation of self and others.

## CRITICALITY

Advancing students' understanding of oppression, equity and anti-racism.

## JOY

Advancing students' happiness by elevating beautiful and truthful images, representations and narratives of self and others.



**CULTURALLY AND  
HISTORICALLY  
RESPONSIVE  
PEDAGOGY**

**Dr. Gholdy Muhammad**

**HISTORIES. IDENTITIES.  
LITERACIES. LIBERATION.**



# How might we use picture books and personal stories to reveal the factors that influence what we eat?



**What spices, herbs and flavorings are typically used in your family's cuisine? Why?**

A cloud of fragrance whooshed over Kalamata as Mama opened the spice cabinet. The delicious smells made her nose perk up and her mind start to race. For just one moment, all her nerves were forgotten. Could the answer be in her own kitchen right now?

# Picture Study

- What do you notice?
- What do you wonder?
- What is the main idea(s) of the text?
- What T-, T, T-S, T-W connections can you make?



# Core Competency Reflection

## Personal and Cultural Identity (profile 4)



I can list positive personal attributes, skills, interests, and accomplishments.

How have I shared something about myself that I am proud of through my food story, family practices, etc?

I can describe some ways that I participate in the communities I am part of (family, peer group, school, city, etc.)

What are my roles and responsibilities in the various communities I belong to?

### Communication Core Competency Self-Assessment



You have been practicing your communication skills through out the writing process, beginning with generating an idea and message, that you hoped to convey to an audience (a purpose for your writing), all the way to collaborating with a learning partner to edit and revise the draft of your story. Take some time now, to reflect on yourself as a writer, and how you used your communication and collaboration skills to create and develop a short story.

#### MY STRENGTHS (I am good at...)

Select one, or more statement(s) that show your strengths with communication and collaboration, or add to the list.

- ☐ I understand and share information about a topic that is important to me.
- ☐ I present information clearly and in an organized way.
- ☐ I present information and ideas to an audience I may not know.
- ☐ I work with a learning partner to achieve my goal.
- ☐ I ask and respond to simple, direct questions.
- ☐ I receive and act on feedback.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

#### EXAMPLES & EVIDENCE OF MY STRENGTHS (I know this because...)

#### MY GOALS (I can get better at...)

#### MY PLAN TO REACH MY GOAL (To do this I will...)





## INTELLECT

Advancing students' knowledge, put into action.

## SKILLS

Advancing students' content area skills and competencies.

## IDENTITY

Advancing students' knowledge and affirmation of self and others.

## CRITICALITY

Advancing students' understanding of oppression, equity and anti-racism.

## JOY

Advancing students' happiness by elevating beautiful and truthful images, representations and narratives of self and others.



**Dr. Gholdy Muhammad**

**CULTURALLY AND  
HISTORICALLY  
RESPONSIVE  
PEDAGOGY**

**HISTORIES. IDENTITIES.  
LITERACIES. LIBERATION.**



## Goal 3: Justice

- Teachers will foster each child's capacity to critically identify bias and each child's empathy for the hurt bias causes.
- Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

### Social Studies 9 Curricular Connections

- **Curricular Competencies of Focus:**
  - Evidence, Significance
  - Continuity and Change, Cause and Consequence, Perspectives
- **Content that might be explored:**
  - Continuing effects of colonialism
  - Global demographic shifts
  - Discriminatory policies, attitudes, and historical wrongs



### Language Development

- Inclusive society
- Discrimination
- Justice
- Injustice
- Racism
- Racist acts
- Institutional racism
- Food security
- Food insecurity

1



2



# Strategy for Reading and Analyzing Photographs

Make observations



Determine the focus of the image



Determine what is happening



Think about what might be missing in the photograph

What might be the relationship that exists between these photos?

# Strategy for Reading and Analyzing Photographs

1



2



Make observations



Determine the focus of the image



Determine what is happening



Think about what might be missing in the photograph

What might be the relationship that exists between these photos?



# Deepen Understanding of Food Scarcity and Insecurity Using Supporting Texts





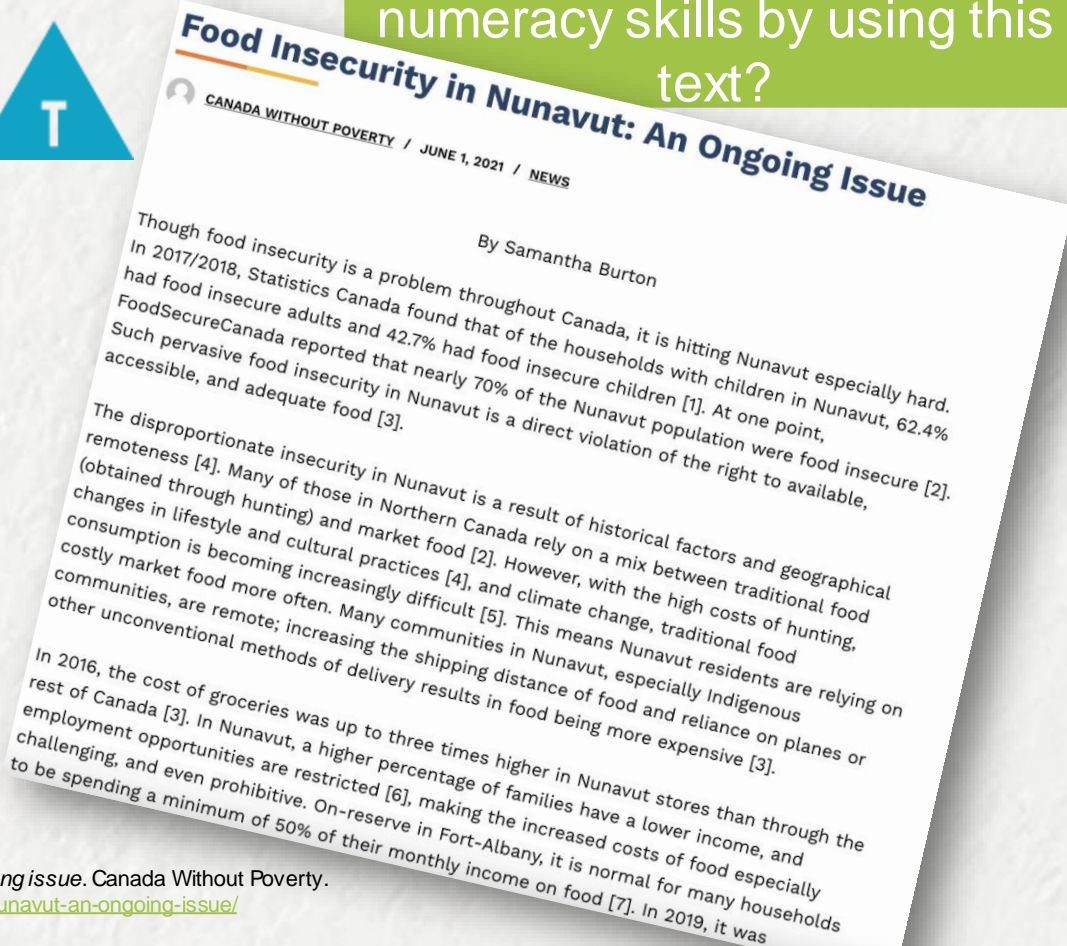
# Reading and Writing Strategies:

- Evidence that this is an authentic resource
- Main idea/Supporting Details
- Inferencing
- Reading Response



How does this text either confirm what you already know, or shift your thinking?

How might you invite students to grow their numeracy skills by using this text?



## Goal 4: Activism



**As Nunavut struggles with food insecurity, students step up to help feed their peers**


Curio.ca

How might we invite students to think about what activism is to them and the actions associated with it?

Teachers will cultivate each student's ability and confidence to stand up for oneself and others in the face of bias.

- Children will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

## Indigenous Understandings Learning Progression – Nanaimo Ladysmith Public Schools

	<i>Moving Toward the Water</i>	<i>Boarding the Canoe</i>	<i>Raising your Paddle</i>	<i>Journey Into Deeper Waters</i>
	<b>Awareness</b>	<b>Developing</b>	<b>Acquiring</b>	<b>Action/ Advocacy</b>
	implies a sense of 'I need to know'	implies my willingness to address my knowledge and beliefs	implies a demonstration of my understanding and respect	implies a demonstration of my deep understanding, respect and commitment to advocacy
<b>My Beliefs &amp; Attitudes towards Canada's Indigenous Peoples</b>	<ul style="list-style-type: none"> <li>I recognize that my knowledge may need to be enhanced</li> <li>I am aware that issues exist around reconciling with Indigenous Peoples</li> <li>I am aware that Canada has a need for: reconciliation and historical truth from an Indigenous perspective</li> </ul>	<ul style="list-style-type: none"> <li>I am demonstrating a willingness to enhance my knowledge</li> <li>I may bring an informed perspective to current issues</li> <li>I recognize my own cultural beliefs and values</li> <li>I recognize the existence of my bias &amp; privilege</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate a responsibility to enhance my knowledge and understanding</li> <li>I possess an intention to bring an informed and critical perspective to current issues and I act upon those intentions</li> <li>I demonstrate respect for Indigenous people</li> <li>I have an understanding of how my bias and privilege impacts marginalized populations ("other")</li> <li>My beliefs and values are transparent and supportive to the success of all</li> </ul>	<ul style="list-style-type: none"> <li>I provide leadership to enhance others' knowledge and understanding</li> <li>I seek out opportunities to act on the injustices toward Indigenous people</li> <li>My informed understanding is impacting systems and structures</li> <li>I am actively advocating for systemic changes</li> </ul>
<b>My Knowledge and Understanding of Canada's Indigenous Peoples and History on local, regional and national levels</b>	<ul style="list-style-type: none"> <li>Indigenous peoples and territories</li> <li>Indigenous languages and cultures</li> <li>Indigenous world views</li> <li>Canadian history as it pertains to Indigenous peoples history and current issues</li> <li>Some of Canada's inaccurate portrayals of history</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous peoples and territories including who's land I'm on</li> <li>Indigenous languages and cultures including my local context</li> <li>Indigenous World view</li> <li>Impact of colonization &amp; policies on present day Indigenous people</li> <li>Contributions of Indigenous people to contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous peoples and territories</li> <li>Indigenous languages and cultures</li> <li>The language born from the land where I live</li> <li>Indigenous World view including inter connectedness of all living beings</li> <li>History and the impact of colonization</li> <li>Impact of the Indian Act on present day Indigenous people</li> <li>Contributions of Indigenous people to contemporary society</li> </ul>	<ul style="list-style-type: none"> <li>Impact of the dominant culture, while striving to foster an Indigenous Worldview</li> <li>Towards embedding in practices, a knowledge and respect for Indigenous Pedagogy</li> <li>Towards land and environmental stewardship</li> <li>Elevating Indigenous voice, protecting way of life.</li> </ul>

Laura Tait, Nanaimo Ladysmith Public Schools 2011, 2012, 2017, 2019

# One Worldview...



# We Might Focus on Roles and Responsibilities as Members of a Community

What values about community are shown in the story?

How might we uphold these values in the various communities we belong to?





# We Are The Sharing Farm

**The Sharing Farm grows food to feed Richmond families in need.**

The Farm is run by community members for community members, and it provides fresh, healthy, local produce to our less fortunate neighbours.

The Sharing Farm operates on a small budget, but thanks to the generosity of our over 1,000 yearly volunteers and the dedication of a small group of part-time staff, The Farm is able to provide thousands of pounds of fruits and vegetables every year to community meals throughout the city and the Richmond Food Bank.

Our vegetables are on the plates of up to 2,000 people a week!



## The Sharing Farm: What are we Reading?

Choose and draw an image that best describes what you read.

### Key Words

Choose 3 or 4 words that you think are important in your reading. Don't forget to look at the images, too!

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Words to write a sentence about what you read.

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How do the actions of the Sharing Farm demonstrate activism?

# Recent Initiative: UBC Sprouts Walkout



## Initiatives

FREE MEAL PROGRAM



Invite students to investigate and explore the organization

Describe how activism might be demonstrated and how

Describe what the organization is asking of the government and of members of the public

## WORKSHOPS



SPROUTS FREE MEAL PROGRAM

30 FREE MEALS A DAY, MONDAY-THURSDAY



# Core Competency Reflection

- What scaffolds might students require to write a fulsome response?
- What scaffolds might students benefit from to set attainable meaningful goals?

**Social Awareness and Responsibility Core Competency Self-Assessment**

You have been developing your social awareness and responsibility skills during our learning journey about understanding the significance of Canada's historical injustices committed against early Asian immigrants to Canada, and their short and long-term impacts. Take some time now, to reflect on how you demonstrate that you value diversity in our communities and build relationships with others.

**MY STRENGTHS**  
(I am good at...)


Select one, or more statement(s) that show your strengths with social responsibility, or add to the list.

- ☐ I can identify when others need support and provide it.
- ☐ I take action to support diversity and defend human rights.
- ☐ I can identify how diversity is beneficial for my community.
- ☐ I can build and sustain positive relationships with diverse people, including people from different generations.
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

**EXAMPLES & EVIDENCE OF MY STRENGTHS**  
(I know this because...)

**MY GOALS**  
(I can get better at...)

**MY PLAN TO REACH MY GOAL**  
(To do this I will...)





# Exit Slip

## Taste Bud Pledge

"I promise to keep my mind open and my fork ready, to try each new food at least two times, and to share what's on my plate when someone doesn't have enough."

MY TEACHING TASTE BUD PLEDGE



**We would love to hear from you!**



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