

Eating Learning Growing Framework

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Cindy Hu

Education Program Manager
Center for Ecoliteracy

Jill Watson

Project Manager
STEM4Real



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Agenda

- Welcome + Check-In
- Eating Learning Growing Project
- Culturally Relevant Framework
- Smart by Nature Principles
- Social Justice Standards
- Breakout Rooms: Adapt a Lesson
- Reflection
- Opportunities, Gratitudes, and Closing Survey



Norms

Meeting Norms

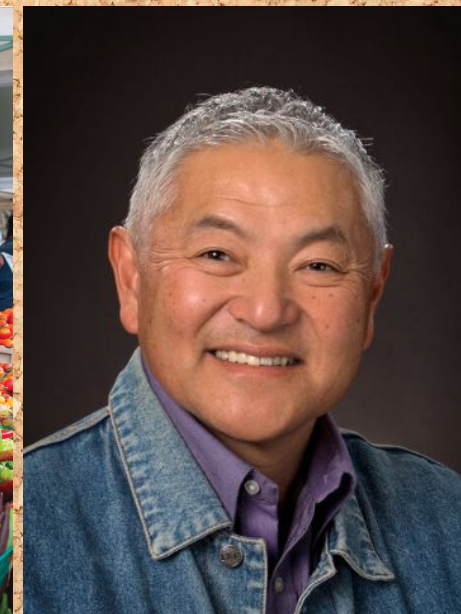
- Camera on as much as possible to support connection, and we all have days when we need the camera off
- Be an active listener
- Take care of yourself
- Be present
- Assume positive intentions

Norms for Courageous Conversations

- Listen without judgement and to understand
- Be open to learn, which can be uncomfortable at first
- Step up, step back
- Speak from your own experience: use “I” statements
- Be vulnerable

Intros

Picture a Farmer





What would
your students
say that a farmer
looks like?

What is Culturally
Relevant Pedagogy?



Drawing from Gloria Ladson-Billings’s work, the California Department of Education defines culturally relevant pedagogy as:

- A model to foster “multiple aspects of student achievement and supports students to uphold their cultural identities.”
- Culturally relevant pedagogy also calls for students to develop critical perspectives that challenge societal inequalities
- Focus on student learning and academic success

Culture is Powerful

Culture is the way every brain makes sense of the world.
Identify your students':

- Cultural similarities: collectivism or individualism
- Sociopolitical context
- Implicit bias



How can culturally relevant practices support students' engagement with farm to school experiences and California's fruits and vegetables?

Introduction to the Framework Process

A Circular Process

Build and deepen your understanding of culturally relevant practices.

Get to know your students.

Adapt a lesson with guiding principles and questions.

Reflect on the process of teaching and learning.



Get to Know
Your Students

Focus Students

Choose two or three students to get to know better. The goal is to increase the cultural relevance of the lesson by centering the interests, skills, and cultures of your focus students.

Find out:

- What are your students interests?
- What strengths does this student bring with them?
- What extracurricular activities is the student involved in?



Fostering Belonging

Ensure that your students are represented in your lessons and that culturally and linguistically diverse students are respected and included in your classroom.

Reflect:

- Do your students see themselves in your lessons?
- What are you taking from this experience?
- How might you shift your teaching going forward?



Adapt a Lesson

Smart By Nature Principles

1. Nature is Our Teacher
2. Sustainability is a Community Practice
3. The Real World is the Optimal Learning Environment
4. Sustainable Living is Rooted in a Deep Knowledge of Place



How to Use the Principles

Activity: What is this fruit called?

Challenge your students to write the name of a fruit in every language they know

Materials Needed:

- Poster Paper / White Board
- Markers



05:00

The image features a digital clock display with the time '05:00' in a white, hollow, sans-serif font. The clock is centered horizontally and positioned in the upper half of the frame. The background is a scenic photograph of a beach at sunset. The sky is a mix of soft pinks, purples, and blues. The ocean has gentle waves with white foam. In the foreground, a clear, spherical crystal ball sits on the wet sand, reflecting the colors of the sunset. A thin black horizontal line is visible at the bottom center of the image, likely representing a mobile device's home indicator bar.

Working in Groups

Collaborate to Adapt a Lesson

Work in your breakout room to adapt the first activity in the “Strawberries, Pests, and Climate Change” lesson. Use the Jamboard link in the chat as a reference.

Collaborate with your group:

- Consider your culturally and linguistically diverse students
- Apply the questions for each of the Smart by Nature principles

The image shows a digital Jamboard page for an activity. At the top, it reads "STRAWBERRIES, PESTS, AND CLIMATE CHANGE" and "ACTIVITY 1". Below that is the title "How Are Strawberries, Pests, and Climate Change Connected?". A blue sticky note with the word "Engage" is placed over the top left. To the right, there is a small infographic showing the effect of climate change on agricultural pests. Handwritten notes in black ink are present:

- Engagement P's: #1**
 - What do you know about climate change?
 - What do you think of/imagine when you hear "pests"?
 - How do you like to eat strawberries?
 - Imagine if we had no more strawberries. #12
- Focus students #9**
- Process**
 - ① Read-through lesson as is.
 - ② Mark up w/ class in mind
 - ③ Final look-through w/ focus students in mind.

At the bottom right, it says "CENTER FOR ECOLITERACY WWW.ECOLITERACY.ORG" and the number "5".

Social Justice Standards

Social Justice Standards

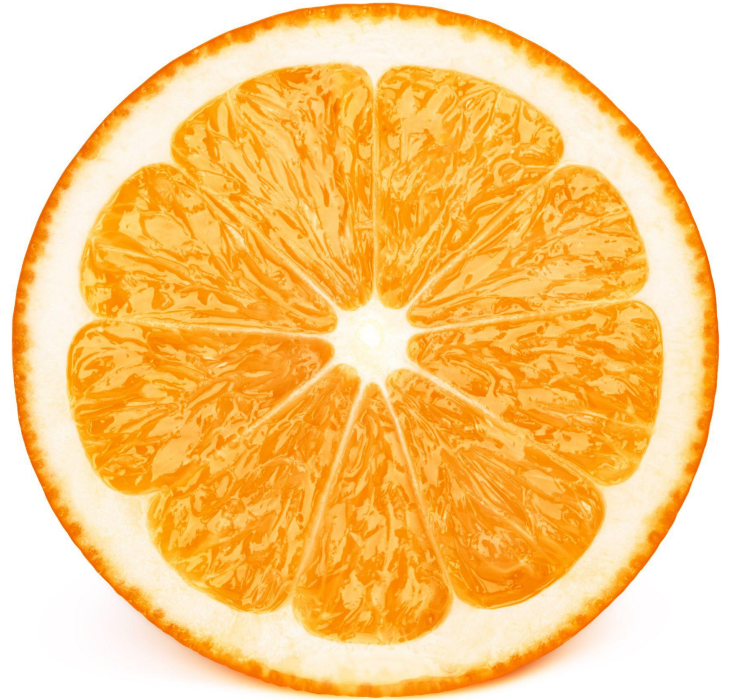
- Developed by Learning for Justice for anti-bias education at every grade level
- Supplements the Eating Learning Growing Culturally Relevant Pedagogy Framework



Social Justice Standards

There are four domains of the Social Justice Standards:

1. Identity
2. Diversity
3. Justice
4. Action



Using Social Justice Standards

Activity: Who grows this crop?

Consider social justice issues as students learn about the farmworkers who grow our fruits and vegetables.

Materials Needed:

- Farm to School Film
- Paper and Pen



Working in Groups

Adapt a Lesson

Work in your breakout room to adapt the first activity in the “Strawberries, Pests, and Climate Change” lesson. Use the Jamboard link in the chat as a reference.

Collaborate with your group:

- Consider your culturally and linguistically diverse students
- Apply the Social Justice Standards

STRAWBERRIES, PESTS, AND CLIMATE CHANGE

ACTIVITY 1

How Are Strawberries, Pests, and Climate Change Connected?

Infographic showing the effect of climate change on agricultural pests.

Engage

Engagement P's: #1

- What do you know about climate change?
- What do you think of/imagine when you hear "pests"?
- How do you like to eat strawberries?
- Imagine if we had no more strawberries. #12

Focus students #9

Process

- 1 Read-through lesson as is.
- 2 Mark up w/ class in mind
- 3 Final look-through w/ focus students in mind.

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Reflection

A Circular Process

Build and deepen your understanding of culturally relevant practices.

Get to know your students.

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Winter Opportunities and Closing Survey

Educator Stipends

To qualify for the \$100 stipend, you must:

- Be an educator teaching in the US and provide a confirmation email from a school district or educational organization.
- Participate in the entire virtual workshop.
- Complete the workshop survey at the end.



Education Champions

- **Use the framework.** Teach one lesson that you have adapted using the culturally relevant framework.
- **Survey your students.** Conduct a three-question survey with at least 25 students following your lesson.
- **Attend coaching session.** Participate in a one-hour coaching session with STEM4Real.
- **Attend peer learning session.** Participate in a one-hour peer learning session in February 2024 to share your experience with peers.
- **Receive a stipend.** \$300 stipends are available for up to 25 educators based in California.

Workshop Survey

Thank you for participating in the workshop!

- Complete all sections of survey
- Use same email as zoom registration





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