



DIG FOR YOUR RIGHTS!

FOOD SOVEREIGNTY TOOL KIT

**Dig for Your Rights! A Rights-based Literary Program
to Support Food Security and Agricultural Literacy**

Developed by Dr. Michelle Superle: Associate Professor, English department
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Dig for Your Rights! An Inquiry- and Rights-based Literary Program to Support Food Security and Agricultural Literacy
Dr. Michelle Superle, Founder and Creative Director, 20 Harvest Challenge

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PURPOSE

The Dig for Your Rights! program uses the educational potential of picture books in a rights-based literary program to engage children in inquiry-based learning around agricultural literacy, with an emphasis on food security and sovereignty¹.

An extensive body of research confirms that picture books are highly effective tools for influencing children's attitudes and behaviour. The Dig for Your Rights! program builds on these findings by employing visual and textual representations of agriculture in picture books to help students understand, participate in, and improve their local food systems.

Food sovereignty is a rights-based movement that depends upon its proponents to practice and promote its values actively, so the program is anchored by the United Nations Convention on the Rights for the Child. It can be customized to every age/grade level, socioeconomic group, or/or demographic—including specialized resource material to support Indigenizing initiatives.

RELEVANCE

Dig for Your Rights! meets all Core Competencies in the BC Ministry of Education curriculum (see curriculum mapping document with learning outcomes), as well as the needs outlined by the BCTF in the November 2020 report, *Planting the Seeds: The Role of Teachers and the Union in Food Security in BC*².

¹ "Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems."
<https://foodsecurecanada.org/who-we-are/what-food-sovereignty>

² <https://files.eric.ed.gov/fulltext/ED610491.pdf>



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Specifically, this program supports students in the BC school system to understand and appreciate the importance of land use, agricultural practices, and consumer behaviour in local food systems—and how these affect household and regional food security. The ultimate goal of Dig for Your Rights! is to propel students to action by encouraging them to engage with actions that support food security and sovereignty in their community.

Dr. Superle and the Dig for Your Rights! program can support the goals outlined in the report’s “Extend” section by helping to

- “Create a ‘making the case’ toolkit for teachers to advocate for rights-based, universal, place-based, and culturally relevant school food programs in their communities.
- Develop a ‘food justice lens’ to guide teaching and learning.
- Develop professional development workshops and other union-created resources on food security issues.
- Include food security in existing structures within school districts (e.g. a helping teacher on food security, link food security to mentorship, connect with community experts to bring food literacy into classrooms).” (p 7)

VALUE

The impact of recent economic inflation and skyrocketing food costs, along with the demands of mitigating and surviving climate instability, make transforming food systems and agricultural practices increasingly urgent. Students’ education and early enculturation in agricultural literacy as it relates to food systems, security, and sovereignty through school programs is vital, as children and youth will mature into the very consumers and policy makers who perpetuate these movements. But before that, they can collectively contribute life-altering efforts to transforming local access to healthy food using their creative problem-solving skills, collaborative efforts, and muscle power!

Currently, resources and programs to support such initiatives are scattered, lacking a unified focus and approach. This makes them cumbersome to navigate and implement for teachers who are already time poor and/or overwhelmed by this content area. Further, many existing resources simply incorporate this “new” content into “traditional” pedagogy (such as worksheets and teacher-led discussions), which not only fails to differentiate action-driven agricultural literacy and food justice learning from other content areas but also fails to create the sense of wonder, urgency, purpose, and potential necessary to engage students.

In contrast, the Dig for Your Rights! program incorporates inquiry, creative materials, and artistic activities to invite individual and collective engagement with food security topics using experiential, rights-based, student-centered, and participatory methodology.

METHODOLOGY

The program begins with the Food Museum Challenge (see below for description) to engage children in inquiry-based learning that sparks their curiosity and commitment. Teachers can invite students, families, and staff at their school to co-create a unique food museum (see instructions). Alternatively, Dr. Superle's Food Museum is available for delivery and setup.

After the Food Museum Challenge is complete, the rights-based literary section of the program begins.

Using carefully selected picture books that support food security and sovereignty principles, the Dig for Your Rights! program first immerses students in literacy circle style activities that connect ideas and images in the books with principles from the UNCRC. Next, students develop their own reflections, creative responses to, and/or artistic interpretations of the book and human rights principles—both individually and in their literature circle group. Once these projects are complete, they share their creations and findings with the entire class. Finally, students create research questions about a food justice topic of interest to them, which could lead to them developing action plans and/or projects to implement—either individually, in small groups, or as a class.

With support and funding, these plans and projects could actually be implemented. In these ways, the Dig for Your Rights! program bridges from agricultural literacy to food sovereignty using picture books about food and farming alongside the United Nations Convention on the Rights of the Child.

QUALIFICATIONS

Dr. Superle has extensive experience developing and facilitating school-based programs using picture books, over the past decade. Her research for developing the Dig for Your Rights! program has included assessment of more than 400 picture books about agriculture using the content-analysis she designed based on food sovereignty principles, and nearly 100 peer-reviewed research articles and books about food literacy, agricultural literacy, children's contributions to food security, children's engagement in food justice activism, children's historical involvement in agriculture, children's rights, and the efficacy of picture books for inspiring social change.

She has piloted the Dig for Your Rights! program—along with its spin-off sister program, Dress for Your Rights! (fibre agriculture and sustainable fashion) over the past two years in three Chilliwack and three Abbotsford schools. Dr. Superle is now collaborating with Barrowtown Elementary School in Abbotsford, B.C., to develop rights- and inquiry-based agricultural literacy curriculum for their new whole-school agriculture program. When this project is complete, Barrowtown will become the first and only agricultural choice school in the province.



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Previously, Dr. Superle developed and supervised the “Deroche After School Arts Club” (2012-2015), which used Canadian Indigenous picture books as the basis for extra-curricular creative activities for Indigenous children in a rural school. Dr. Superle later developed and supervised “Read for Your Rights!” (2017-2019), a rights-based literary mentorship program using picture books to help Kindergarten and Grade Five children understand and mobilize their rights to reduce bullying at their school.

Between these four programs she has hired, trained, and supervised a dozen undergraduate Research Assistants, 16 undergraduate Work Study and volunteer students, and fifty-four undergraduate student mentors to complete program development, delivery, and assessment.

Dr. Superle is also Coordinator of the Chilliwack Schools Garden program. She has delivered several conference presentations on agricultural literacy education and has published dozens of articles about food, farming, and food systems—from peer-reviewed to popular—including many in *Edible Vancouver and Wine Country* magazine.



Dig for Your Rights! Food Museum + Inquiry-based Challenge

By Dr. Michelle Superle: Founder and Creative Director of the 20 Harvest Challenge, Associate Professor at UFV + Research Associate at UFV's Food and Agriculture Center, michelle.superle@ufv.ca

Step 1:

Explore the food museum. You are welcome—and encouraged!—to touch any/everything you want. Enjoy reading any books and magazines that interest you ☺

Research the artifacts and items you find especially intriguing. If you don't know what something is or is called, then use a mobile device loaded with an image recognition app (i.e., Google Lens) to identify it.

Identify the contemporary equivalent of the item (if relevant). Brainstorm some advantages and disadvantages of the historical and the contemporary versions of this item.

Step 2:

Choose ONE of the artifacts/items you researched as the basis for your inquiry project.

- First, make ONE connection between the item and yourself—your experiences, preferences, personality, family, culture, etc.
- Next, make ONE connection between the item and agriculture.
- Has this item affected/changed human history?
 - If so, then how?
 - If the answer initially seems to be “no”, then how many “steps” back does it take to find a connection between this item and something related to it that DID affect/change human history?
- Develop TWO more inquiry questions about the artifact. Conduct research online to begin exploring answers to these questions.

Step 3:

Connect your item with at least ONE article in the United Nations' Convention on the Rights of the Child.

Step 4:

Brainstorm a project to help you find answers for your questions while also exploring and/or demonstrating this connection between the item and the human right. The project could be...



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- Creative
 - For example, a poem, dance, skit, painting, piece of fibre art, song, etc
- Research focused
 - For example, writing a report or essay; creating a conference style poster, etc
- Immersive
 - For example, changing, tracking, and sharing documentation of your behavior/actions



What is food sovereignty? How is it different from household and/or regional food security?

The DIG FOR YOUR RIGHTS! DEFINITION OF FOOD SOVEREIGNTY:

Food security+community+human rights=FOOD SOVEREIGNTY

FOOD, SAVE, RENT, YE!!! ☺

Seven Pillars of Food Sovereignty

These definitions are from <https://foodsecurecanada.org/who-we-are/what-food-sovereignty>

“The first six pillars were developed at the International Forum for Food Sovereignty in Nyéléni (link is external), Mali, in 2007. The seventh pillar – Food is Sacred - was added by members of the Indigenous Circle during the People’s Food Policy process.”

[*With child-friendly adaptations by Michelle Superle

**See also—Dig for Your Rights! program Food Sovereignty bingo game cards!]

1. Focuses on Food for People

Puts people’s need for food at the centre of policies
Insists that food is more than just a commodity

*Child friendly adaptation:

Everyone needs to be able to get healthy food. This is the most important thing to remember when laws are made.

Food is more than just something to buy and sell in stores. It is a human right that keeps our bodies alive and connects us with our community.

2. Builds Knowledge and Skills

Builds on traditional knowledge
Uses research to support and pass this knowledge to future generations
Rejects technologies that undermine or contaminate local food systems

*Child friendly adaptation:

The old ways our ancestors grew food were good ways.

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Scientists can help us combine old and new ways of growing food into the best ways of growing good food.

If new ways of growing food cause problems for people or the environment, then they are not good ways.

3. Works with Nature

- Optimizes the contributions of ecosystems
- Improves resilience

*Child friendly adaptation:

Good ways of growing food make the earth healthy.

4. Values Food Providers

- Supports sustainable livelihoods
- Respects the work of all food providers

*Child friendly adaptation:

Farmers and farm workers must earn enough money to take good care of themselves and their families.

Good ways of growing food include ways to make sure that everybody who helps get food into our bellies is treated well.

5. Localizes Food Systems

- Reduces distance between food providers and consumers
- Rejects dumping and inappropriate food aid
- Resists dependency on remote and unaccountable corporations

*Child friendly adaptation:

The best places to get our food are places close to where we live.

No food should be wasted.

Big companies and far away companies should not be in charge of our food.

6. Puts Control Locally

- Places control in the hands of local food providers
- Recognizes the need to inhabit and to share territories
- Rejects the privatization of natural resources

*Child friendly adaptation:

The people who grow our food near where we live should make the rules about that food.



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We all need to share where we live—including people of all cultures, plants, animals, water, and soil.

Nobody should own water or wind or sun.

7. Food is Sacred

Recognizes that food is a gift of life, and not to be squandered

Asserts that food cannot be commodified

*Child friendly adaptation:

Food is a precious gift from the earth. We must not waste it.
Food should not be a product that is bought and sold.

***Dr. Superle's 7 Pillars early learning adaptation + key words for bingo & scavenger hunt activities (Superle)**

Pillar 1

Healthy food =
for EVERYBODY!

Pillar 2

Scientists + elders =
Teach us HOW to
Grow healthy food!

Pillar 3

Growing healthy food
= healthy EARTH!

Pillar 4

Healthy farmers + farm workers =
Healthy food
Pay farmers + farm workers healthy wages!



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Pillar 5

Healthy food = LOCAL!

+ NO food waste!

Pillar 6

We ALL share the earth

We ALL need to keep the earth healthy

Pillar 7

Healthy food =

a precious GIFT from the earth



Dig for Your Rights! program Knowledge Measures

Elementary—Early Learning, pre-literate

Pre/post-unit Knowledge Measure, Verbal

Children respond by raising their hand for “yes” responses (with eyes closed)

- 1) Have you heard about food security?
- 2) Do you think farmers work really hard?
- 3) Have you heard about children’s rights?
- 4) Do you have the right to clean drinking water, fresh air, and good food?
- 5) Does everybody have the right to clean drinking water, fresh air, and good food?
- 6) Is it okay if a farmer uses chemicals to grow your food?
- 7) Is it okay if the chemicals the farmer uses to grow your food make you sick?
- 8) Is it okay if people don’t have enough good food to eat?
- 9) Do farmers earn lots of money for growing our food?
- 10) Have you heard about food sovereignty?
- 11) Should we try to protect the land that farmers use to grow food for us?
- 12) Should we let people build lots of houses and stores on the land where farmers grow food for us?
- 13) Does everybody have enough food to eat?
- 14) When there is extra food that people don’t eat, should it go to the garbage dump?
- 15) Do you think we should make the soil healthier and safer on the farms where food is grown?
- 16) Do you think farmers need lots of land to grow food for us to eat?
- 17) Do you think we should help farmers?
- 18) How should we help them? (Open-ended discussion with notetaker)

Elementary—Primary grades, emerging literacy
Pre/post-unit Knowledge Measure, Written

NAME: _____

Answer each question YES or NO by making a circle around your answer.

- 1) I have heard about food security YES NO
- 2) I think farmers work really hard YES NO
- 3) I have heard about children’s rights YES NO
- 4) I have the right to clean drinking water, fresh air, and good food YES NO
- 5) Everybody has the right to clean drinking water, fresh air, and good food YES NO
- 6) It’s okay if farms that grow food to eat make my clean drinking water unhealthy
YES NO
- 7) It’s okay if people don’t have enough good food to eat YES NO
- 8) I think farmers earn lots of money for growing our food YES NO
- 9) I have heard about food sovereignty YES NO
- 10) I think we should try to protect the land where farmers grow food for us YES NO
- 11) I think people should be allowed to build lots of houses and stores on the land where
farmers grow food for us YES NO
- 12) Everybody has enough food to eat YES NO
- 13) When there is extra food that people don’t eat, it should go to the garbage dump
YES NO
- 14) I think we should make the soil healthier and safer on the farms where our food is grown
YES NO
- 15) I think farmers need lots of land to grow food for us to eat YES NO



16) I think we should help farmers YES NO

Ways we could help farmers:

- 1)
- 2)
- 3)

Answer this question by writing 2 sentences and drawing one picture...

When you hear the words “food security”, what do they make you think about?

**Elementary—Intermediate, literate
Pre/post-unit Knowledge Measure, Written**

NAME: _____

1) What are your favourite things to eat?

2) Have you ever been to a farm? YES / NO

If you circled yes, tell a little more about that. For example, what type of farm was it? Did you visit with your class and teacher? With your family while on vacation? Etc.

3) Do you know any farmers? YES / NO

If you circled yes, tell how you know the farmers.

4) Have you heard the words “food sovereignty” before? YES / NO



5) If you have heard about food sovereignty, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food sovereignty.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Somewhere else? Please write it here:	

6) What do you think food sovereignty might mean?

17) Have you heard the words “children’s rights” before? YES / NO

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18) If you have heard about children’s rights, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about children’s rights.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

19) What do you think children’s rights are?

20) Have you heard the words “food security” before? YES / NO



21) If you have heard about food security, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food security.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

22) What do you think food security might mean?

23) Where does our food come from?

Here are some examples of places our food could come from. Please circle “Yes” if you think our food comes from there. Circle “No” if you do not believe our food comes from there.

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There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess. It is absolutely OK to say, “Don’t Know”.

Examples	Response:		
Supermarkets/stores	YES	No	Don’t Know
Farms	YES	No	Don’t Know
Food Bank	YES	No	Don’t Know
Farm stores	YES	No	Don’t Know
Factories	YES	No	Don’t Know
Our gardens	YES	No	Don’t Know
Another place? Please write it here:			

24) Is it important to know where our food comes from? YES / NO

Why?

25) What sorts of things might make it harder for farmers to do their job of growing food?

Here are some examples of problems that farmers might have. Please circle “Yes” if you think something is a problem. Circle “No” if you do not believe something is a problem.

There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess, it is absolutely OK to say, “Don’t Know”.

Examples	Response:		
There is always bad weather where the farmer lives.	YES	No	Don’t Know
The farmers do not have enough money to buy seeds for growing crops or food to feed their animals.	YES	No	Don’t Know

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The farmers do not have enough workers to help them grow food.	YES	No	Don't Know
The farmers do not have enough customers to buy their food.	YES	No	Don't Know
The supermarkets do not pay enough money to the farmers for the food that they grow and produce.	YES	No	Don't Know
The farmers do not have enough land to grow their crops or allow their animals to graze because the land costs too much money.	YES	No	Don't Know
The government has taken over the farmer's land.	YES	No	Don't Know
Houses and apartments were built on the farmland.	YES	No	Don't Know
There is too much global warming.	YES	No	Don't Know
The farmers do not know how to grow things very well.	YES	No	Don't Know
The farmers do not like their job.	YES	No	Don't Know
The farmers are lazy.	YES	No	Don't Know
Another reason? Please write it here:			

For the next questions...

Choose whether you agree or disagree with these ideas by circling either "Agree" or "Disagree".

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If you aren't sure, then circle "Don't Know". Remember it is OK to choose "Don't Know". It is better to say "Don't Know" than to guess. We are interested in what you think and believe.

26) It is important that we take good care of our farmers in Canada so that they can grow our food.

Agree	Disagree	Don't Know
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27) It is important that we take good care of farmers in other countries so that they can grow our food.

Agree	Disagree	Don't Know
-------	----------	------------

28) If we do not take good care of farmers in other countries, then we will not have enough food in Canada.

Agree	Disagree	Don't Know
-------	----------	------------

29) Most of our food come from factories.

Agree	Disagree	Don't Know
-------	----------	------------

30) Most of our food come from farms.

Agree	Disagree	Don't Know
-------	----------	------------

31) We should try to grow our own vegetables instead of buying them from the supermarket.

Agree	Disagree	Don't Know
-------	----------	------------

32) We should buy food from farms close to where we live instead of from other countries.

Agree	Disagree	Don't Know
-------	----------	------------

33) I have read books about farming YES / NO

34) I think we should help farmers YES NO



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Ways we could help farmers:

- 1)
- 2)
- 3)

Answer this question by writing 4 sentences and drawing one picture...

When you hear the words “food security”, what do they make you think about?



**Middle School
Pre/post-unit Knowledge Measure, Written**

NAME: _____

7) What are your favourite things to eat?

8) Have you ever been to a farm? YES / NO

If you circled yes, tell a little more about that. For example, what type of farm was it? Did you visit with your class and teacher? With your family while on vacation? Etc.

9) Do you know any farmers? YES / NO

If you circled yes, tell how you know the farmers.

10) Have you heard the words “food sovereignty” before? YES / NO

11) If you have heard about food sovereignty, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food sovereignty.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Somewhere else? Please write it here:	

12) What do you think food sovereignty might mean?

35) Have you heard the words “children’s rights” before? YES / NO



36) If you have heard about children's rights, where did you hear about it? Circle "YES" for all of the information sources that provided you with information about children's rights.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

37) What do you think children's rights are?

38) Have you heard the words "food security" before? YES / NO

39) If you have heard about food security, where did you hear about it? Circle “YES” for all of the information sources that provided you with information about food security.

Source:	Response
School	YES / NO
TV	YES / NO
Films	YES / NO
Books	YES / NO
Parents	YES / NO
Friends	YES / NO
Siblings	YES / NO
Other family members	YES / NO
Another source? Please write it here:	

40) What do you think food security might mean?

41) Where does our food come from?

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Here are some examples of places our food could come from. Please circle “Yes” if you think our food comes from there. Circle “No” if you do not believe our food comes from there.

There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess. It is absolutely OK to say, “Don’t Know”.

Examples	Response:		
Supermarkets/stores	YES	No	Don’t Know
Farms	YES	No	Don’t Know
Food Bank	YES	No	Don’t Know
Farm stores	YES	No	Don’t Know
Factories	YES	No	Don’t Know
Our gardens	YES	No	Don’t Know
Another place? Please write it here:			

42) Is it important to know where our food comes from? YES / NO

Why?

43) What sorts of things might make it harder for farmers to do their job of growing food?

Here are some examples of problems that farmers might have. Please circle “Yes” if you think something is a problem. Circle “No” if you do not believe something is a problem.

There are no right or wrong answers! We are interested in what you think. If you do not know, then do not guess, it is absolutely OK to say, “Don’t Know”.

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Examples	Response:		
There is always bad weather where the farmer lives.	YES	No	Don't Know
The farmers do not have enough money to buy seeds for growing crops or food to feed their animals.	YES	No	Don't Know
The farmers do not have enough workers to help them grow food.	YES	No	Don't Know
The farmers do not have enough customers to buy their food.	YES	No	Don't Know
The supermarkets do not pay enough money to the farmers for the food that they grow and produce.	YES	No	Don't Know
The farmers do not have enough land to grow their crops or allow their animals to graze because the land costs too much money.	YES	No	Don't Know
The government has taken over the farmer's land.	YES	No	Don't Know
Houses and apartments were built on the farmland.	YES	No	Don't Know
There is too much global warming.	YES	No	Don't Know
The farmers do not know how to grow things very well.	YES	No	Don't Know
The farmers do not like their job.	YES	No	Don't Know
The farmers are lazy.	YES	No	Don't Know
Another reason? Please write it here:			

For the next questions...

Choose whether you agree or disagree with these ideas by circling either “Agree” or “Disagree”.

If you aren’t sure, then circle “Don’t Know”. Remember it is OK to choose “Don’t Know”. It is better to say “Don’t Know” than to guess. We are interested in what you think and believe.

44) It is important that we take good care of our farmers in Canada so that they can grow our food.

Agree	Disagree	Don’t Know
-------	----------	------------

45) It is important that we take good care of farmers in other countries so that they can grow our food.

Agree	Disagree	Don’t Know
-------	----------	------------

46) If we do not take good care of farmers in other countries, then we will not have enough food in Canada.

Agree	Disagree	Don’t Know
-------	----------	------------

47) Most of our food come from factories.

Agree	Disagree	Don’t Know
-------	----------	------------

48) Most of our food come from farms.

Agree	Disagree	Don’t Know
-------	----------	------------

49) We should try to grow our own vegetables instead of buying them from the supermarket.

Agree	Disagree	Don’t Know
-------	----------	------------

50) We should buy food from farms close to where we live instead of from other countries.

Agree	Disagree	Don’t Know
-------	----------	------------

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51) I have read books about farming YES / NO

52) I think we should help farmers YES NO

Ways we could help farmers:

1)

2)

3)

Answer this question by writing a few sentences and/or drawing a picture...

When you hear the words “food security”, what do they make you think about?



Dig for Your Rights! Pilot Program Elementary—Early Learning/Primary

***Prior to Session 1: Students complete knowledge assessment measure**

Session 1

Program Introductory Activities

- 1) Icebreaker questions
 - a. Do you like food?
 - b. Do you like stories?
 - c. Think-pair-share connections between food and stories
 - d. Where does our food come from?
 - i. Is this how everyone gets food? Is this how people have always gotten food?
 - ii. Does the way we get our food cause any problems?
 - e. Are there better ways for us to get our food?

- 2) Introduce Dig for Your Rights! program
- 3) Read aloud *Right this Very Minute* to the class
- 4) Questions and discussion
- 5) Introduce UNCRC
 - a. <https://www.youtube.com/watch?v=COjVj9czgrY>
 - b. How does this relate to farmers and farming?
 - c. Students connect ideas from book to relevant human rights concepts using the 4 articles from the UNCRC on the “4-in-1 chart” with images + keywords
 - d. UNCRC scavenger hunt with selected articles
 - e. Grades 3-5 mentor Grades 1-2
 - f. Explore selected UNCRC articles (in child-friendly language version)* and circle the ones that relate in any way to *Right this Very Minute*
- 6) Introduce Dig for Your Rights books and creative projects
 - a. Creative projects: Primary grades: Mural; Intermediate grades: Food system model
 - b. Invite students to collect materials/supplies for their project and bring to school for Session 2

***Connect books with articles from the UNCRC (use 4-in-1 handout):**

“3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

4. Making rights real

Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.

24. Health, water, food, environment

Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

32. Protection from harmful work

Children have the right to be protected from doing work that is dangerous or bad for their education, health or development. If children work, they have the right to be safe and paid fairly.”

Definitions from <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

Session 2

Book: Wild Berries

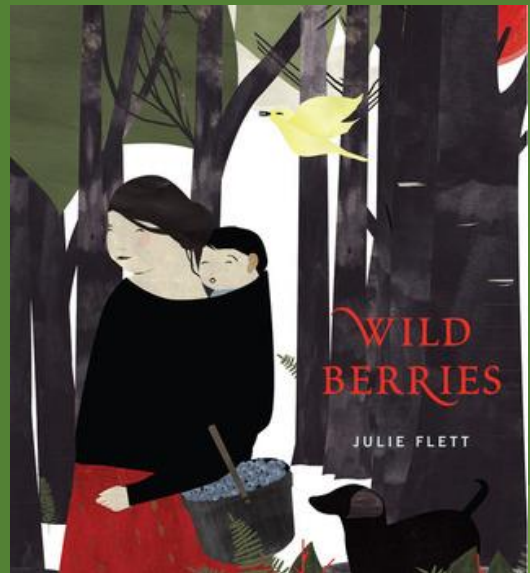
Read book aloud

Quick discussion (in small groups) on what grows in the Fraser Valley.

- Wild/foraging food
- Cultivated/agriculture food

Connect to UNCRC article #30: Minority culture, language and religion

“Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”



Creative Activity:

Begin creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class—each creates a mural of what we know about food and farming.

Day 1: Students draw/add 1 thing that grows “wild” + 1 thing that grows on farms to start the mural

4/5 class—Model food system (i.e., farms, trains, trucks, barns, storage, warehouse, shops, food, etc)

Day 1: Students build farm buildings/fields

Discussion (whole class): what could we grow at our school?

Session 3

Book: Grow, Raise, Catch!

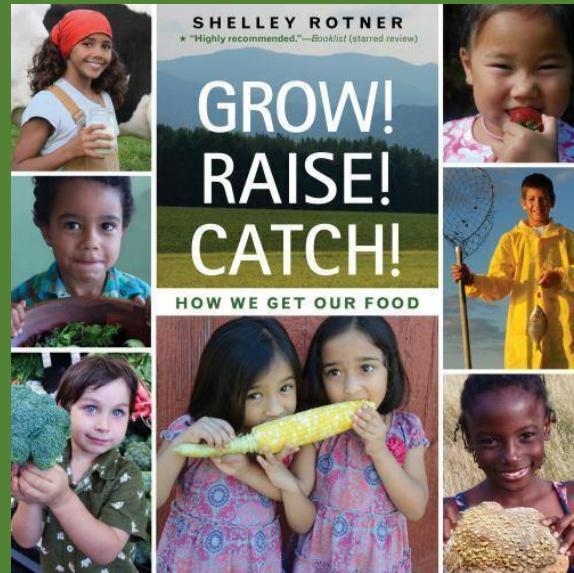
Read book aloud

Read to the end of “Raise” section

*Edit for length where necessary—leave out some details, examples, if children are losing focus

Connect to UNCRC article #24

Health, water, food, environment



“Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.”

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class—Cut pictures out of magazines and add 1 animal that is “raised” as livestock for food to mural.

4/5 class—Students add livestock and fencing to model food system.

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Discussion (whole class): could students raise livestock at the school?

Read story aloud to group—from “Raise” section to the end

*Edit for length where necessary—leave out some details, examples, if children are losing focus

Connect to UNCRC article #30

Minority culture, language and religion

“Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class—Cut pictures out of magazines and add 1 food that is “grown” and 1 food that is “caught” to mural.

4/5 class—Students add crops and bodies of water to model food system.

Discussion (whole class): could students catch fish in the river to help feed families at the school?

Session 4

Book: Apple Cake: A Gratitude

Read book aloud

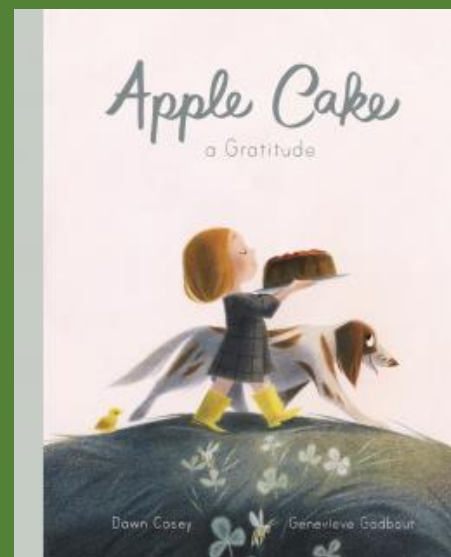
Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class—Students add roads, paths, and railway lines to mural.

4/5 class—Students add roads, paths, and railway lines to model food system.

Discussion (whole class): Where does most of the food we eat come from? How does it get here?



Watch video about food systems:

<https://www.youtube.com/watch?v=cU8ngTFXK7I>

How does the transportation element of the food system relate to article 24 from the UNCRC?

Session 5

Book: *What to Do with What You Grew*

Read book aloud

Discussion (whole class): It takes a lot of cooperation to get food into our fridges and onto our shelves. Who helps to make this happen?

Creative Activity:

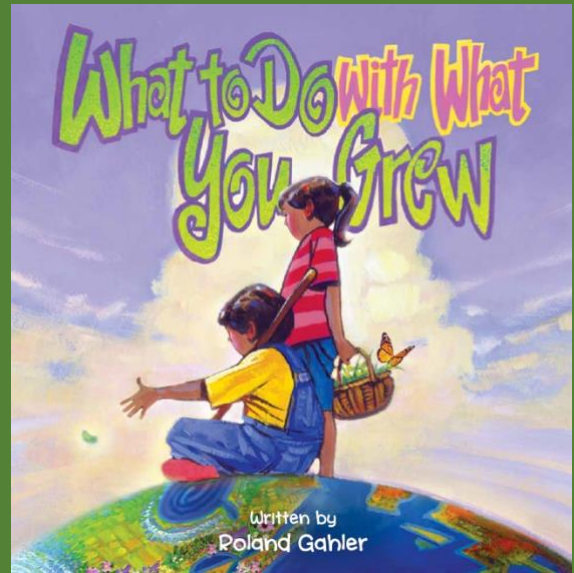
Continue creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class—Students add “helpers” to mural—pollinators, sunshine, water, farmers, farmhands, truck drivers, warehouse and grocery store staff.

4/5 class— Students add “helpers” model—pollinators, sunshine, water, farmers, farmhands, truck drivers, warehouse and grocery store staff.

Discussion (whole class): How does cooperation in the food system relate to articles 3 and 32 from the UNCRC?

Writing exercise: write a thank-you note to a helper (any of the above) that contributes to getting food into your fridge and cupboards!



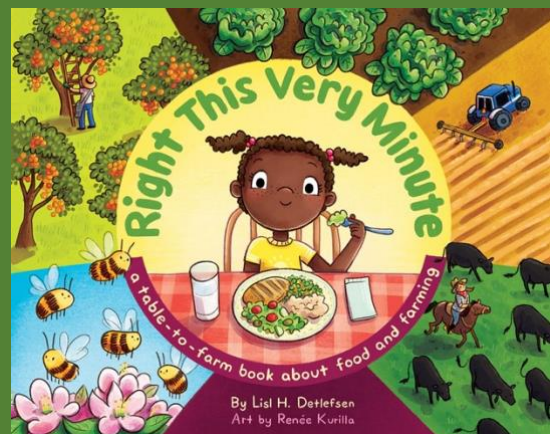
Session 6

Book: *Right this Very Minute*

Read book aloud

Discussion (whole class):

What would we eat if we didn't have farmers to grow our food?



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After the farmers grow our food and the truck drivers take it to the warehouse and the train takes it across the country and the truck drivers take it to the grocery store, how does it get onto our tables and into our lunch boxes as meals?

Creative Activity:

Continue creative activity that will accumulate over the 3 weeks...

K/1 class + 2/3 class Students add stores, shoppers, and cooks to mural.

4/5 class—Students add stores, shoppers, and cooks to model.

Discussion (whole class): How does getting meals onto the table and into your lunch box as meals relate to articles 3 and cooperation in the food system relate to articles 3 and 24 from the UNCRC?

Final Session

Dr. Superle to visit + wrap-up Dig for Your Rights!

Program Concluding Activities

Put all Dig for Your Rights! program books on tables with paper and pencils.

Children look through books and copy words, draw pictures. Etc, related to their main interests, memories from the books/programs, etc

Also, “What do you remember? Draw me a picture! Write me a story!” review activity

Write/draw in reflection journals about which stories they liked and why; what they learned and how, etc...

Students complete “handy food security action planner” chart!

Students complete knowledge assessment.

Provide consent and assent forms for data collection.

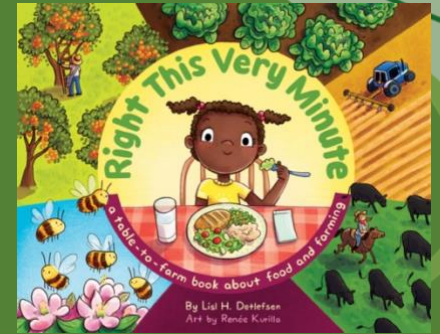
Intermediate/Middle School program
Prior to Session 1: Students complete knowledge assessment measure

Dig for Your Rights! pilot program details:

Program Anchor Book:

Right this Very Minute by Lisl H. Detlefsen

<https://www.amazon.ca/Right-This-Minute-table-farm/dp/1948898004>



Session 1: Program Introductory Activities

- 1) Icebreaker questions
 - a. Do you like food?
 - b. Do you like stories?
 - c. Think-pair-share connections between food and stories
 - d. Where does our food come from?
 - i. Is this how everyone gets food? Is this how people have always gotten food?
 - ii. Does the way we get our food cause any problems?
 - e. Are there better ways for us to get our food?
- 2) Food sovereignty bingo
 - a. Introduce food sovereignty
 - i. Concepts of FOOD + SAVE + RENT + YEE!
 - b. Read aloud *Right this Very Minute* while students play bingo
 - i. Students connect ideas from book to relevant food sovereignty concepts using the Seven Pillars of Food Sovereignty images and key words on a bingo chart

AND book talk literature circle books to each group

- Introduce Dig for Your Rights! program
- Read aloud *Right this Very Minute* to the class
- Questions and discussion
- Introduce UNCRC
- UNCRC scavenger hunt/food sovereignty bingo activity*
 - i.e., read through all UNCRC articles (in child-friendly language version)* and circle the ones that relate in any way to *Right this Very Minute*

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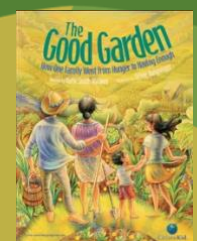
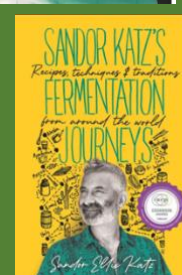
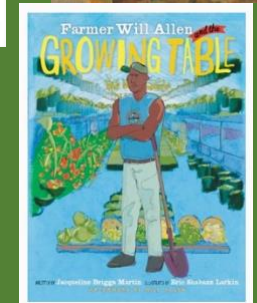
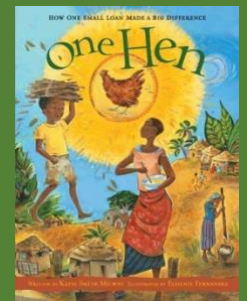
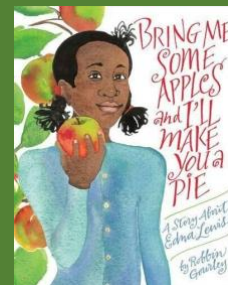
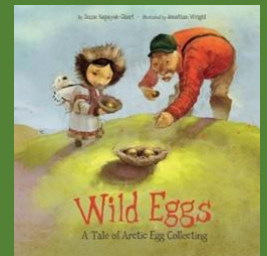
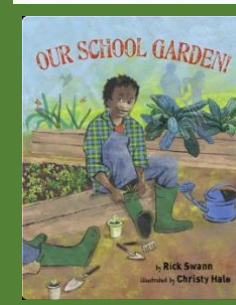
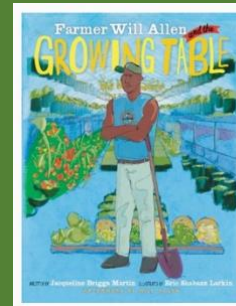
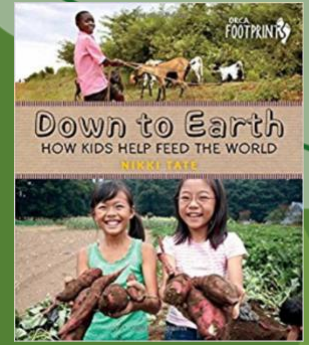
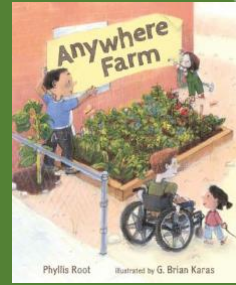
■ Book talk lit circle book options:

INTERMEDIATE Books:

- Anywhere Farm
- Down to Earth: How Kids Help Feed the World
- Farmer Will Allen and the Growing Table
- Great Grandma's Lake
- Our School Garden
- Wild Eggs: A Tale of Arctic Egg Collecting

MIDDLE School Books:

- Bring Me Some Apples
- One Hen
- Chef Roy Choi
- Farmer Will Allen and the Growing Table
- Sandor Katz
- The Good Garden



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***Connect books with articles from the UNCRC (use handout):**

“3. Best interests of the child

When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children. Governments should make sure children are protected and looked after by their parents, or by other people when this is needed. Governments should make sure that people and places responsible for looking after children are doing a good job.

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Definitions from <https://www.unicef.org/sop/convention-rights-child-child-friendly-version>

***Connect books with 7 Pillars Food Sovereignty (use laminated cards)**

*****AFTER Session 1 but BEFORE Session 2—students choose their lit circle books and roles ☺**



Session 2

Books: Each lit circle group works with its own book

- Students find and ideas according to their lit circle roles
 - Then share with their lit circle group
 - Then write individual reflections in their Dig for Rights journals
- Groups completes Rights & Responsibilities chart for their book
- Groups brainstorm potential creative projects in relation to their story
 - Projects can be in any creative format and/or combo of formats, including, but not limited to:
 - Play/skit
 - Song
 - Poetry
 - Story
 - Poster
 - Mural
 - Etc, etc

Dr. Michelle's Handy Dandy Dig for Your Rights!

FOOD SOVEREIGNTY Rights & Responsibilities Connector Chart ☺

UNCRC Article #	Child's right	Child's responsibility	Caretakers' responsibility	Connection to your story book

Session 3

Book: Each lit circle group works with its own book

- Lit circle groups review brainstorming + options for creative project
- Fill in creative project brainstorming worksheet
- Vote to decide which project will be completed
- Prepare action steps and supply list for creative projects

Dr. Michelle's Handy Dandy Dig for Your Rights!

FOOD SOVEREIGNTY Creative Project Planner ☺

Story title: _____ _____ This story is about...	Article # _____ This children's right is about...	Connections between the story and the children's right...	Ideas for a creative project that connects the story and the children's right...

Session 4

Books: Each lit circle group works with its own book

- Unfamiliar veggie tasting + reflection
- Lit circle groups work on their creative projects

Session 5

Book: Each lit circle group works with its own book

- Unfamiliar fruit tasting + reflection
- Lit circle groups work on their creative projects

***One additional work session may be necessary for groups to be able to complete their projects!**

Session 6

Book: Each lit circle group works with its own book

- Lit circle groups wrap up projects
 - Finish the work
 - Write an Intro that
 - Describes why you chose this project
 - Explains how your project connects with at least one article in the UNCRC
 - States one thing you hope your audience will understand and/or do differently as a result of your project
 - Elect a speaker from the group who will read the Intro
 - Practice running through presenting your project

Session 7

Book: Each lit circle group works with its own book

- Lit circle groups practice performing/showcasing their creative projects
- Lit circle groups perform/showcase their creative projects
- Students write reflections in journals
- Students brainstorm their involvement using the handy dandy food sovereignty helper

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Dr. Michelle's handy dandy **FOOD SOVEREIGNTY** helper

Brainstorm ideas about how food sovereignty can make the world a better place...

FOOD! SAVE! RENT! YEE!

FOOD	SAVE
RENT	YEE!



Dr. Michelle's handy food sovereignty action planner

The food sovereignty action I think will help feed everyone and heal the earth is...

This action relates to Food Sovereignty Pillar # _____

The steps I can imagine taking to include this action in my life at home or school are...

- 1)
- 2)
- 3)

My idea for my community to take food sovereignty action is...

This action relates to Food Sovereignty Pillar # _____

The steps I could take to create food sovereignty action in my community are...

- 1)
- 2)
- 3)



Session 8

Book: Right this Very Minute + each lit circle group works with its own book

- Read aloud Right this Very Minute to whole class again
 - Questions and discussion
- Students complete final reflections in Dig for Rights journals
- Students map out SMART goals for the food sovereignty ideas they developed in Session 7—use handy dandy chart
- Students complete knowledge assessment

Dr. Michelle's Handy Dandy Dig for Your Rights!

FOOD SOVEREIGNTY SMART Food Community Goals ☺

I, _____ have developed goals for participating in my local food community to support **FOOD SOVEREIGNTY** because my Dig for Your Rights! story inspired me to take action.

Here's how/why my story inspired me:

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Here's how I plan to achieve my food community goals:

Specific <u>What</u> will I do?	Measurable <u>How</u> will I know it's done?	Actionable <u>How</u> will I do it?	Relevant <u>Why</u> will I do it?	Timebound <u>When</u> will I do it?

***Bonus day!**

Field trip to ReFeed Canada Circular Farming facility in Langley!

Refeed + Dig for Your Rights! Field Trip Question Sheet

On World Food Day 2022, experts said that if you can do **ONE** thing to help heal the earth, it's **compost your food waste**. If you can do **ONE MORE** thing, then **volunteer at the food bank** to help everyone get enough healthy food. And, if you can add **ONE MORE** thing, then **grow food** to eat and share!

These are great solutions that **YOU CAN DO RIGHT NOW** to help fix some of the biggest problems in the world. These solutions also help every child live their right to healthy food, clean water, and a safe earth to live on (Article #24 of the UNCRC).

At Refeed Canada, Stuart the Food Rescuer Superhero “reimagines our broken food system” with a great solution: he saves food waste and uses it to feed people, livestock, and worms. He is helping heal the earth and helping ensure that every child lives their right to Article #24 of the UNCRC.

YOU can be a superhero too! What are some ideas **YOU** have for **reimagining our food system to feed everyone and heal the earth?**

What is **ONE** idea **YOU** have to do **FOOD SAVE RENT YEE** in your life?

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What steps will YOU take to turn your **FOOD SAVE RENT YEE** idea into action at home or at school?

Step 1

Step 2

Step 3



Food Sovereignty Flashcards

HEALTHY FOOD =
FOR EVERYBODY!



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

Scientists + elders =

Teach us HOW to

Grow healthy food!



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

GROWING HEALTHY FOOD
= HEALTHY EARTH!



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

Healthy farmers + farm workers
= Healthy food



Pay farmers + farm workers
healthy wages!



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

HEALTHY FOOD = LOCAL!
+ NO FOOD WASTE!



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

We ALL share the earth

We ALL need to keep the earth
healthy



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

HEALTHY FOOD =
A PRECIOUS GIFT FROM
THE EARTH



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

Food Sovereignty =
Food security + community +
human rights



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

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FOOD



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

SAVE



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>



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RENT



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

YE



<https://20harvestchallenge.wixsite.com/20-harvest-challenge>

