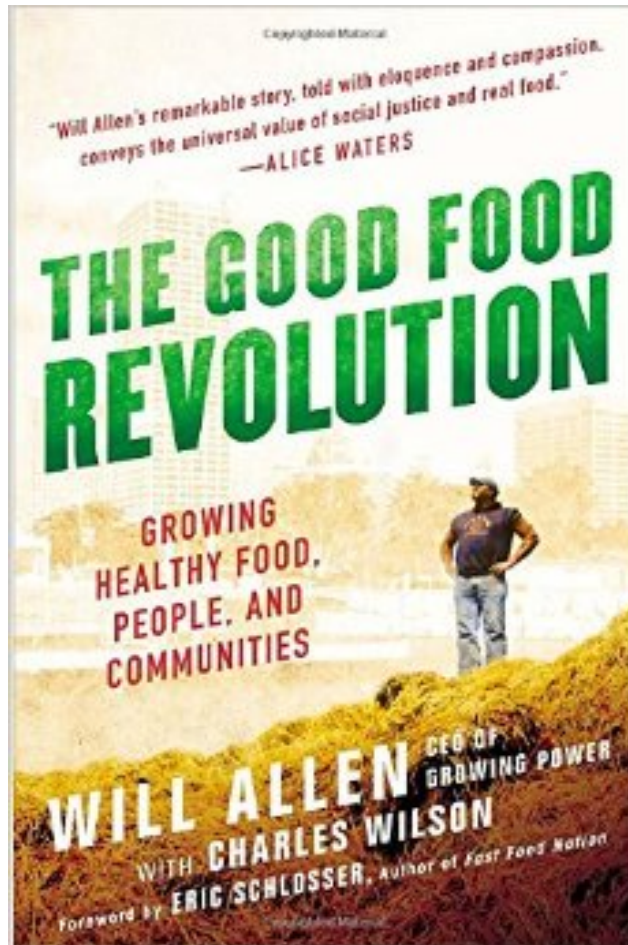


# SHSU Common Reader Program

2017-2018

## Curriculum Infusion Guide



The son of a sharecropper, Will Allen had no intention of ever becoming a farmer himself. But after years in professional basketball and as an executive for Kentucky Fried Chicken and Procter & Gamble, Allen cashed in his retirement fund for a two-acre plot a half mile away from Milwaukee's largest public housing project. The area was a food desert with only convenience stores and fast-food restaurants to serve the needs of local residents.

In the face of financial challenges and daunting odds, Allen built the country's preeminent urban farm—a food and educational center that now produces enough vegetables and fish year-round to feed thousands of people. Employing young people from the neighboring housing project and community, **Growing Power** has sought to prove that local food systems can help troubled youths, dismantle racism, create jobs, bring urban and rural communities closer together, and improve public health. Today, Allen's organization helps develop community food systems across the country.

### Curriculum Infusion Committee

|                    |                 |
|--------------------|-----------------|
| Lisa Brown         | Kevin Clifton   |
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| Jeff Wozniak       | Brandy Doleshal |
| Cole Williamson    | Candice Wilson  |

The Curriculum Guide is written as an aid to course instructors across the university to make integration of educational activities related to the common reader as straightforward as possible. Feel free to use and modify these suggestions as needed for your students. We hope the reader serves as a common educational experience illustrating to students the importance of lifelong learning and that true understanding is often interdisciplinary.

-Best regards, *the Curriculum Infusion Committee and FYE*

First Year Experience <http://www.shsu.edu/commonreader>

Professional & Academic Center for Excellence <http://www.shsu.edu/pace/>

| College Success                                                                                 |                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Critical Thinking<br>Teamwork &<br>Problem Solving                                              | Academic<br>Skills<br>Business | <b>Landing a New Job</b><br>For many college students, getting a good job in a specific field is their end goal. As you read through Will Allen's personal story, you notice he is often offered a new position, sometimes in a very different industry. He went from professional sports to managing a disco to the fast food industry to selling his own produce locally, just to name a few. What are three specific ways to prepare for a new job in an environment in which you have no prior experience? What are three specific ways to adjust to the university environment, coming from high school, in the first year? Make a compare and contrast chart: how are these situations/adjustments similar, and how are they different? [Each question is an individual activity, to be followed by group or class-wide discussion.] What two adjustments will you implement for college success personally, and why?                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Community<br>Engagement<br>Critical Thinking<br>Teamwork &<br>Problem Solving<br>Social Justice | Academic<br>Skills             | <b>Career Exploration</b><br>Pre-Lesson Assignment Prompt: In the Foreword of The Good Food Revolution, Eric Schlosser identifies several social problems that are addressed in the book. What central problems did you identify after reading The Good Food Revolution? Identify at least two important social problems, provide background for these problems, and identify the actors involved and how they are affected.<br>Gather Information - Assign individual students or groups a social problem to tackle. The students will be responsible for researching their problem to provide a more in depth explanation of it. Students must use sources that the class has decided are legitimate and credible enough for academic work and informed discussion<br>Be the Solution - Students will identify one or two career fields/professions that can provide a solution to their social problem based on their Strong Interest Inventory results. They will also identify specific organizations related to that profession or field.<br>Post-Lesson Reflection Questions: Are there any problems or issues in The Good Food Revolution that you had not considered before this assignment? Why or why not? What did you learn from researching your problem? What did you learn from other students? How difficult was it to find relevant information for your presentation? |
| Communication,<br>written/oral/visual<br>Critical Thinking<br>Teamwork &                        | Academic<br>Skills             | <b>Motivation Case Studies</b><br>Character Study – Students are responsible for providing a brief background and history of the character as well as quotes in the text related to that character's development in the book. Character options: Will Allen, Karen Parker, DeShawn Parker, or Damien Coleman.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| Problem Solving                                    | <p>In-Class Activity – Students will choose two motivational theories through which to analyze their character. They will present their analysis; below are guiding questions for their presentations:</p> <p>Behavioral Motivational Theory: What were some positive and negative consequences that the character faced? How was the character motivated by these consequences? What motivational techniques did this character use? What motivational techniques would you recommend that this character use?</p> <p>Cognitive Motivational Theory: What were positive and negative thoughts that the character had? What are positive and negative thoughts that you might assume the character had given the description of some circumstances in his/her life? What evidence can you find in the character's life that would have motivated him/her to succeed or to take certain steps to accomplish his/her goals? Do you believe that this character had low, moderate, or high self-efficacy? Provide evidence to support your position.</p> <p>Humanistic Motivational Theory: List ways in which each level of Maslow's hierarchy needs was being met and not being met. Using resources that were referenced in the book, what assistance could he/she have gotten to make sure all of his/her needs were met? In what ways was the character intrinsically motivated? Did this motivation increase at any time? How do you know? What did self-actualization look like for this character?</p> <p>Social Motivational Theory: List the important relationships in the character's life? Did these relationships have positive or negative effects? How did the character seek to establish new relationships? How did the character embrace diversity? What recommendations would you give him/her to embrace diverse groups and people?</p> <p>Post-Activity Assignment: Have students submit their motivation checklist as a journal entry or discussion board. Have them explain why they have included each component of their checklist.</p> |
| Critical Thinking<br>Teamwork &<br>Problem Solving | <p><b>Outrageous Promises (pp. 88-96)</b></p> <p>Pre-Activity Assignment – Answer the following questions below after you have completed the assigned selection of <i>The Good Food Revolution</i>: What were Will Allen's goals? Label each as short term or long term. Why were Allen's goals meaningful to him? Why was he motivated to accomplish them? What specific steps did he take to achieve his goals? Include specific quotes from the text. What setbacks did he face? Include specific quotes from the text. What did he do when he faced setbacks? Identify a personal short-term goal and a personal long-term goal. How do you plan to achieve these goals?</p> <p>Activity – Individually or in groups, have students define and explain the ABCS of effective goal setting and relevant research. Then, groups will find the ABCS in the goals that Allen set.</p> <p>Application: Have students select a personal short-term goal and long-term goal and detail the ABCS in the plan for goal setting, implementation, and achievement.</p> <p>Reflection Prompt: In the initial homework assignment, you outlined a plan to achieve short and long-term goals.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                             |                         | What gaps existed in your plan; what did you have to add to it to fill out the chart? What adjustments did you have to make to your plan?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
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| Critical Thinking<br>Communication,<br>written/oral/visual                                  |                         | <p><b>Reflective Reading Schedule</b></p> <table> <tr> <th>Students Assigned</th><th>Day</th><th>Assigned Reading</th></tr> <tr><td></td><td>1</td><td>pp. xi-18</td></tr> <tr><td></td><td>2</td><td>pp. 19-39</td></tr> <tr><td></td><td>3</td><td>pp. 43-62</td></tr> <tr><td></td><td>4</td><td>pp. 63-87</td></tr> <tr><td></td><td>5</td><td>pp. 88-108</td></tr> <tr><td></td><td>6</td><td>pp. 111-129</td></tr> <tr><td></td><td>7</td><td>pp. 130-151</td></tr> <tr><td></td><td>8</td><td>pp. 152-174</td></tr> <tr><td></td><td>9</td><td>pp. 175-207</td></tr> <tr><td></td><td>10</td><td>pp. 208-236</td></tr> <tr><td></td><td>11</td><td>pp. 237-249</td></tr> </table> <p>Each student is responsible for addressing the following prompts for their assigned reading: What is one thing that you read that squares with your beliefs? What are three points to remember from the reading? What is a question circling in your mind?</p> | Students Assigned | Day | Assigned Reading |  | 1 | pp. xi-18 |  | 2 | pp. 19-39 |  | 3 | pp. 43-62 |  | 4 | pp. 63-87 |  | 5 | pp. 88-108 |  | 6 | pp. 111-129 |  | 7 | pp. 130-151 |  | 8 | pp. 152-174 |  | 9 | pp. 175-207 |  | 10 | pp. 208-236 |  | 11 | pp. 237-249 |
| Students Assigned                                                                           | Day                     | Assigned Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 1                       | pp. xi-18                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 2                       | pp. 19-39                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 3                       | pp. 43-62                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 4                       | pp. 63-87                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 5                       | pp. 88-108                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 6                       | pp. 111-129                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 7                       | pp. 130-151                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 8                       | pp. 152-174                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 9                       | pp. 175-207                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 10                      | pp. 208-236                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
|                                                                                             | 11                      | pp. 237-249                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
| <b>Business</b>                                                                             |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
| <b>Academic Skills</b>                                                                      | <b>Curriculum Areas</b> | <b>Activity Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
| Critical Thinking<br>Analytical<br>Problem Solving<br>Team Work<br>Written<br>Communication | Business                | <p>A group of investors have approached Will Allen with a request to purchase Growing Power. Assume that Will is considering selling the enterprise to the investment group, but he is unsure where to set its value. Use information provided in the book to complete one of the following small business valuation techniques:</p> <ul style="list-style-type: none"> <li>a) A going concern asset-based approach (this will necessitate creating Growing Power's balance sheet)</li> <li>b) Discounted future earnings (use the current rate of return on the S&amp;P 500 index as the discount rate)</li> </ul> <p>The activity should include a short (two to three page) report that summarizes you results and recommendations.<br/> <b>** Could be completed as a group assignment</b></p>                                                                                                                                                         |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
| Critical Thinking<br>Written<br>Communication                                               | Business                | <p>Create a short report in which you define the terms business ethics and social responsibility. Describe:</p> <ul style="list-style-type: none"> <li>▪ A situation from the text in which a business enterprise did not demonstrate ethical behavior.</li> <li>▪ How Growing Power demonstrated ethical business conduct, particularly through its emphasis on social responsibility</li> <li>▪ A business enterprise you've had contact with that embraces social responsibility</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |
| Creativity<br>Team Work<br>Written<br>Communication                                         | Business                | <p>Develop a mission statement, a vision statement, and a slogan for Growing Power. The mission statement should describe the objectives and values of Growing Power, whereas the vision statement should provide a strategy for that will enable the organization to achieve these objectives. Format the statements and slogan in a way appropriate for displaying in the business.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |     |                  |  |   |           |  |   |           |  |   |           |  |   |           |  |   |            |  |   |             |  |   |             |  |   |             |  |   |             |  |    |             |  |    |             |

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| Critical Thinking                                                                    |                                 | <b>** Could be completed as a group assignment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Creativity<br>Team Work<br>Critical Thinking<br>Written and Oral<br>Communication    | Business                        | Create and present a poster that describes a marketing campaign for Growing Power. The plan should include:<br>a) Situation analysis – what sets Growing Power apart from other food providers, what are the organization’s strengths, weaknesses, and opportunities;<br>b) Describe the target audience – with particular concentration on geographic preferences;<br>c) List marketing goals – what specifically do you want the plan to achieve (such as increase sales or expanding locations);<br>d) Develop marketing communication strategies – what is your marketing message and how will you deliver this message; and<br>e) Determine the marketing budget.<br><b>** Could be completed as a group assignment</b>               |
| Critical Thinking<br>Written and Oral<br>Communication<br>Creativity                 | Business                        | Develop a short presentation (PowerPoint) in which you compare and contrast the business structure of Growing Power to Goodwill Industries. Include in your discussion similarities and differences in each company’s history and in their current business model: where they obtain necessary inputs, their target consumer, challenges they face, and their community impact.                                                                                                                                                                                                                                                                                                                                                            |
| Creativity<br>Analytical<br>Problem Solving<br>Technical<br>Development<br>Team Work | Business<br>Computer<br>Science | You are a recent SHSU graduate, just having earned a degree in Management Information Systems (MIS). Will has approached you to develop the following software program (select one):<br>▪ A spreadsheet model (in Excel) that can assist Will in tracking finances for Growing Power. Your application should allow Will to track expenses on a monthly, quarterly, and annual basis (use consolidation). Incorporate the ability for Will to perform ‘what if’ analysis for projected income and expenses.<br>▪ A website for Growing Power that not only provides information about Growing Power to viewers, but allows interaction in the form of customer orders and inquiries.<br><b>** Could be completed as a group assignment</b> |
| Creativity<br>Written and Oral<br>Communication<br>Team Work<br>Critical Thinking    | Business                        | Create a training program for use in educating the workers at Growing Power’s compost facility. The training program should include a video and/or brochure that describes the duties associated with the composting process as well as a method for post-training assessment.<br><b>** Could be completed as a group assignment</b>                                                                                                                                                                                                                                                                                                                                                                                                       |
| Creativity<br>Written and Oral<br>Communication<br>Group Work<br>Critical Thinking   | Business<br>Entrepreneurship    | Will would like to expand Growing Power. He has been invited to present his business model on Shark Tank with the hopes of obtaining venture capital. Prepare a one-page document that defines private equity and venture capital and describe how this process functions. Create a video of you giving a one-minute pitch (acting as Will) in an attempt to convince the tycoon judges to invest in the Growing Power enterprise.<br><b>** Could be completed as a group project</b>                                                                                                                                                                                                                                                      |
| Analytical<br>Problem Solving<br>Written<br>Communication<br>Critical Thinking       | Business                        | You are a credit analyst for Sammy BearKat Bank. Will has come to you to obtain \$250,000 financing to expand Growing Power. Complete the loan application based on information in the text. Create a one-page letter to Will that conveys your decision on whether or not you will advance him the loan along with the justification for your decision.                                                                                                                                                                                                                                                                                                                                                                                   |
| Written                                                                              | Business                        | A relatively recent development in the study of Management is the concept of work-life balance. Work–life balance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| Communication<br>Critical Thinking                                             | Health                                           | refers to an individual's ability to allocate their time and energy appropriately between employment-related and lifestyles tasks. Create a one-page document that describes whether or not you believe Will has achieved an appropriate balance between work and play. Cite specific examples from the text. Also include any advice you would give Will on how he expends his time and energies.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Criminal Justice</b>                                                        |                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Academic Skills</b>                                                         | <b>Curriculum Areas</b>                          | <b>Activity Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Written<br>Communication<br>Critical Thinking<br>Analytical<br>Problem Solving | Criminal Justice                                 | Like farming, criminal justice is a challenging field in which to work. Farming has droughts, excessive rain, crop infestations, and all manner of environmental problems that negatively influence production of quality food. Likewise, criminal justice work is difficult because of the cliental, such as the "truly disadvantaged," domestic violence victims, the poor, undereducated, and those with serious health problems, including mental illness. Write a 2-page essay on how Allen overcame some of the problems he faced in his urban farming revolution. What are the lessons that criminal justice can learn from these experiences?                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Written<br>Communication<br>Critical Thinking<br>Analytical<br>Problem Solving | Criminal Justice<br>Business<br>Agriculture      | Allen discusses social, economic, and cultural problems in many urban areas today. These problems include people with low SES and poor health, white flight, city decay, lack of grocery stores or "Food Deserts," poor police-community relations, drug use and crime, and broken family units. How is social justice related to food? What does Allen say about building healthy communities to help solve the poverty-to-crime problem? Allen also discusses how the food revolution has brought different communities together. Pick a criminological theory and write a 2-page essay that explains these situations in much of urban America today.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Written<br>Communication<br>Critical Thinking<br>Analytical<br>Problem Solving | Criminal Justice                                 | Allen says that in many urban areas there are "two food systems: one for the haves and another for the have-nots" (p. 216). In a similar way, in the criminal justice system, there can be two "legal systems" for people charged with crimes. On the one hand, defendants with monetary resources can hire an experienced defense lawyer to represent them at trial. On the other hand, poor criminal defendants receive court-appointed lawyers, and in many cases, these court-appointed lawyers have little experience, are freshly out of law school, and in some death penalty cases, have no experience in a capital murder trial. In a 2-page essay, compare and contrast how the social and economic conditions can lead to two food systems with the two legal systems. Are there lessons the criminal justice system can learn from the urban food revolution to help remedy the two types of systems?                                                                                                                                                                                                |
| Written<br>Communication<br>Critical Thinking<br>Analytical<br>Problem Solving | Criminal Justice<br>Health Sciences<br>Nutrition | As Allen explains in the book, the "Southern Food Tradition" is heavy on frying "healthy food...in pork fat" (p. 213). As a result, many Americans are in poor health due in large part to their diet. Poorer urban individuals have heart disease, diabetes, and obesity rates higher than other Americans do. Moreover, poor urban minorities are disproportionately incarcerated in our jails and prisons. As far as the criminal justice system is concerned, once a person is in prison or jail the government possesses a constitutional duty to provide the individual health care. At the same time, imprisonment presents an opportunity for inmates to improve their health by eating a better diet, stopping drug use, and quitting smoking. Additionally, over 90% of those incarcerated will return to their communities. In an essay, explain how the urban food revolution can help those released from prison develop and/or continue a healthier lifestyle. Give at least 3 specific examples. What does "eating too much unhealthy food" do to individual Americans and to society in general? |



| Written Communication<br>Critical Thinking<br>Analytical<br>Problem Solving                                            | Criminal Justice<br>Geography                                                              | Allen discusses how African Americans were not permitted to purchase houses in more affluent communities through a process called “redlining, [where white] real-estate agents and homeowners denied African American migrants [from the Southern U.S.] entry into white communities” [in the Northern and Midwestern U.S.] (p. 168). These practices resulted in African Americans being concentrated in central cities and being segregated from white communities, forcing African Americans to be self-sufficient “and to rely on each other.” Moreover, beginning with the Eisenhower presidency, interstate highway construction and freeways were built through many urban African American communities, which resulted in the destruction of black-owned homes, contributing to neighborhood decay and decline, and growing crime and drug abuse. In an essay, discuss the criminological theories that can explain how these urban conditions can lead to crime and how the urban food revolution can help to ameliorate these effects. Include at least one graphic with evidence for your argument. |
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| <b>Education</b>                                                                                                       |                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Academic Skills                                                                                                        | Curriculum Areas                                                                           | Activity Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Critical Thinking;<br>Technology<br>Integration;<br>Content Literacy<br>Communication                                  | Human Growth & Learning;<br>Content<br>Literacy<br>Social Science<br>Health Sciences       | Research the impact of nutrition on physical and cognitive development. Develop a series of Public Service Announcements (PSA’s) for parents about how proper nutrition impacts the academic success of their child; develop a plan for the parents to follow to ensure they know how to provide adequate nutrition; include helpful hints for how to introduce exercise and healthy food choices into their children’s daily lives.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Critical Thinking<br>Diversity &<br>Intercultural<br>Research<br>Analysis                                              | Education<br>Social Science                                                                | Using the Texas Academic Performance Report ( <a href="#">TAPR</a> ), compare and contrast the contextual factors around a selected school district. This can be an individual or group project, resulting in a written and/or oral report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Critical Thinking<br>Creativity<br>Emotional<br>Intelligence<br>Analysis<br>Reflection<br>Diversity &<br>Intercultural | Education;<br>Human Growth and Development;<br>Preservice<br>Teacher<br>Methods<br>Courses | Based on the information you found from the TAPR about the contextual factors for your schools, develop 3-5 engaging lesson plans for the students. How do your plans include awareness of and addressing diversity? Create differentiated lessons in your selected content area for students living in a low SES urban area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Critical Thinking<br>Analysis<br>Research                                                                              | Education<br>Criminal Justice                                                              | Research the long-term impact of <a href="#">Brown v. Board of Education</a> on public education. Include implications for students, teachers, individual schools, and school districts, as well as the impact on education as a whole. Discuss at least three major impacts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Critical Thinking<br>Problem Solving<br>Diversity &                                                                    | Education<br>Literacy                                                                      | Students analyze themselves using the <a href="#">Multiple Intelligences Inventory</a> before class. After reviewing and discussing their personal results, have students analyze Will Allen’s father, O.W. Allen (described on pp. 49-50 in the text). What learning strategies and literacy strategies could you as his classroom teacher utilize to engage a student such as                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Intercultural                                                                                                              |                                                                                                                                      | O. W. Allen in learning your content?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Critical Thinking<br>Problem Solving<br>Analysis<br>Reflection<br>Communication                                            | Education<br>Literacy<br>Technology<br>Inquiry<br>Learning                                                                           | Review the website for Will Allen’s organization, <a href="http://www.growingpower.org">http://www.growingpower.org</a> , and find a topic that is of particular interest to you regarding his organization - for example, what foods they grow, how they farm in an urban setting, etc. Create a question over the topic you would like to know more about and research that information OR identify a challenging problem about that topic and research information to help find a solution. Create a presentation of some type, such as a podcast, a video, a slideshow, etc., to share what you discovered.                                                                                       |
| Critical Thinking<br>Analysis<br>Reflection<br>Communication                                                               | Education<br>Business<br>Criminal<br>Justice<br>Education<br>Fine Arts<br>Health Sciences<br>Humanities<br>Science<br>Social Science | Will Allen persevered through several setbacks and overcame many obstacles to create the Milwaukee Community Food Center and continue its operations in spite of the difficulties and challenges he faced. What setbacks and challenges have you faced in pursuing your college education and your career choice? How will overcoming those obstacles and persevering through those challenges help you in your chosen career? Write an autobiography addressing these questions.                                                                                                                                                                                                                     |
| <b>Fine Arts</b>                                                                                                           |                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Communication,<br>written/oral/visual<br>Critical Thinking                                                                 | Agriculture<br>Fine Arts<br>Humanities                                                                                               | <b><i>Good Food Revolution Art Project</i></b><br>Students will create a work that relates to <i>The Good Food Revolution</i> . Students may consider some of the book’s themes: food scarcity, relationships that they may have (or not have), how the food they eat was grown (the land, those who grow or produce the food), or how food has possible connections to identity, family, or memory. Works can be in a variety of expression modes, including painting, animation, photography, and others.                                                                                                                                                                                           |
| Community<br>Engagement<br>Communication,<br>written/oral/visual<br>Critical Thinking<br>Nutrition & Health<br>Food Supply | Business<br>Fine Arts<br>Health                                                                                                      | <b><i>The Good Food Revolution Graphic Design Project</i></b><br>Students will create informative flyers or posters to disseminate and explain information related to the issue that Will Allen identifies about the “the current price structure for unhealthy food that is deceptively cheap.” (Allen, 144) This complex issue involves consumer choices, government policies, advertising, nutrition, and other areas. These flyers or posters can be judge by community members and/or show to the community-at-large.                                                                                                                                                                            |
| Communication,<br>written/oral/visual<br>Critical Thinking<br>Social Justice                                               | Fine Arts<br>History<br>Humanities                                                                                                   | <b><i>Photographing the Experience of Sharecroppers: Research Project</i></b><br>Will Allen provides a brief overview of the history of sharecropping in the United States. Students should research the depiction of sharecroppers in the United States in art history, with special attention to photography produced during The Great Depression by photographers working for the Resettlement Administration (renamed the Farm Security Administration). Consider how these images may—or may not—relate to contemporary experiences of people who work in agriculture. Students should write a paper discussing specific photographs, scholarly sources, and relate them to contemporary events. |
| Community<br>Engagement                                                                                                    | Fine Arts                                                                                                                            | <b><i>The Good Food Revolution Art Exhibition</i></b><br>Museum and Gallery Practices students will organize an exhibition of student work related to themes found in <i>The</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |



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| Communication,<br>written/oral/visual<br>Critical Thinking<br>Teamwork &<br>Problem Solving                              |                                            | <i>Good Food Revolution</i> by Will Allen. The students will create flyers describing the criteria for the exhibition and promote it to students in the Department of Art. They will install the exhibit in an on-campus gallery and write a press release that describes how the works in the exhibit relate to themes found in the book.                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Communication,<br>written/oral<br>Critical Thinking<br>Diversity<br>&Intercultural                                       | Fine Arts<br>Humanities                    | <b>Reflecting on Sharecropper songs</b><br>Students will research the social and cultural impact of songs sung by sharecroppers and present their findings in a multi-media presentation, which will include a musical performance of a sharecropper song. In <i>The Good Food Revolution</i> , Will Allen contextualizes his journey in the food industry with themes of compassion and self-reliance, which stems from his family background in South Carolina.                                                                                                                                                                                                                                                                                                        |
| Communication,<br>written/oral/visual<br>Diversity &<br>Intercultural<br>Social Justice<br>Teamwork &<br>Problem Solving | Fine Arts<br>Social Sciences               | <b>Visualizing the Great Migration: Bodies in Motion</b><br>Students will create and choreograph an original dance influenced by the mass exodus during “The Great Migration”, where millions of African American Southerners fled to cities in the North in order to find a better life. Will Allen’s mother, Willie Mae Kenner, was a part of this migration and her story is deeply rooted in <i>The Good Food Revolution</i> . Students will also create original costumes for their dance piece and choose appropriate music to accompany the dramatic action on stage. Students will write an essay – in the format of Director’s Notes typically used at a professional ballet production – that outlines the thematic elements of the original dance production. |
| <b>Science &amp; Engineering Technology</b>                                                                              |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Critical Thinking<br>Quantitative<br>Literacy<br>Social Justice<br>Nutrition                                             | Mathematics<br>Science<br>Social Science   | <b>The cost of eating healthy</b><br>One of Will Allen’s main points in his book is that food that is healthy is often too expensive, and he aims to bring down the cost of healthy food. Let’s explore the data. Go to your grocery store and chose at least 40 items to analyze, at least 10 of which are in the produce section. Compute the ratio of the cost of each item to the number of calories per serving, making sure to normalize serving size. Does your analysis agree with Allen’s point? If so, what can we do to alleviate this problem?                                                                                                                                                                                                               |
| Critical Thinking<br>Quantitative<br>Literacy<br>Social Justice                                                          | Science<br>Social Science<br>Public Health | <b>Food deserts</b><br>Using Google Maps, create a map of grocery stores and markets in an assigned region (rural north of Huntsville or in downtown Houston). Determine the distance of certain residential points in the region to a grocery store. What percentage of the residents of your region are in a “food desert” (defined as 10 miles or more from the nearest grocery store)? What could be done to alleviate this problem?                                                                                                                                                                                                                                                                                                                                 |
| Critical Thinking<br>Quantitative<br>Literacy                                                                            | Mathematics<br>Science                     | <b>Estimating Worm Population</b><br>Will Allen decides to develop a worm population as part of his business. He begins by buying some bins and worms, which is not always successful. Find the lifespan of a typical worm that would be used in such a gardening project. Use this to create an exponential function to model the population growth of the worms in a bin. Explore how the size of a bin might affect this function. How would you use this to determine the optimal number of worms to buy and the size of the worm bin, if he needed 1000 worms?                                                                                                                                                                                                      |
| Sustainability<br>Critical Thinking<br>Nutrition                                                                         | Science<br>Social Science                  | <b>Bearkat Community Garden</b><br>In the book, Will Allen describes how Growing Power is providing fresh food to his local Milwaukee community. Did you know that we have a community garden here at SHSU? Have students first research community gardens –                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| Food Supply                                                                          |                                               | what are they, how do they work, and what do they do? This could be presented as a written, oral, or online report. Secondly, have the students collect information on our own SHSU <a href="#">Bearkat Community Garden</a> . Have the activity culminate with a visit to the Garden where students can volunteer their time to help “Feed the Growl” here at SHSU. As a note: garden beds are available for adoption each semester. Some classes may elect to go through the garden adoption process and work to maintain a garden for a longer activity/project. Personal journal reflections on the gardening process would be appropriate for students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Critical Thinking<br>Nutrition<br>Food Supply                                        | Science                                       | <b>Personal Food Diary</b><br>Often we do not realize our tendencies and actions until we are able to step back and visualize them. The goal of this exercise is to give students a very detailed picture of what they eat, what ingredients are in those food items, and the original sources of their food. To achieve this, have students create a personal food diary by writing down everything they eat for breakfast, lunch, dinner, and snacks for an entire week. Be sure not to forget small things like added salt and pepper, butter or oil for frying, slices of bread, etc. In an Excel spreadsheet, students should note where the food item was purchased (grocery, garden, or restaurant), the number of the ingredients found in each food item, and where that food item originated. (Note: for many food items, all this information may be difficult to determine – that is part of the process of realizing that we often do not know what we are eating). Lastly, students create a final summary of their weekly eating habits including a written reflection that discusses what they learned through this process. This same activity can be repeated at different times during the semester to gain insight on how eating habitats may shift through time. |
| <b>Health Science</b>                                                                |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Academic Skills</b>                                                               | <b>Curriculum Areas</b>                       | <b>Activity Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Critical Thinking<br>Written and Oral Communication<br>Problem Solving<br>Reflection | Health<br>Environmental Science<br>Business   | <b>Food System Activity – Influences on Food Purchasing and Consumption Decisions</b><br>Will Allen writes about the impact of the food system on communities and how aspects of that system influence the food choices of community members. To evaluate the impact of the local food system, have students identify 5 food items that they consistently consumed during the previous week. Record these items along with specific details including location of purchase, origin of the food/beverage, and a description of the packaging. Then require students to assess what influenced their purchasing and consumption decisions, and what are the health and environmental implications of their decisions. Consider the transport of food, packaging, organic production, price, processing, and nutrient content. Discuss what influences are within the students’ control and how behaviors could be modified to assist in making better decisions. *This activity could include small group discussion.                                                                                                                                                                                                                                                                   |
| Critical Thinking<br>Written and Oral Communication<br>Problem Solving<br>Analysis   | Health<br>Business<br>Statistics<br>Geography | <b>Food System Activity – Assessing the Local Food Environment</b><br>The availability and access to healthy foods is associated with the health of a community. Using the USDA’s interactive <a href="#">Food Environment Atlas</a> , explore the food environment indicators of a state and county. Students can select the state and county where they were raised. Choices of maps include: Access and proximity to grocery stores, store availability, restaurant availability and expenditures, food assistance, food security data, food prices and taxes, local foods, health and physical activity data, and socioeconomic characteristics. Have students choose 2-3 maps/indicators to analyze the interaction of the indicators and how those indicators influence the health and well-being of the population. For example: Food prices and food security data can be used to discuss affordability of                                                                                                                                                                                                                                                                                                                                                                    |

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|                                                                                |                                                                        | healthy foods and the influence on the health statistics of the county/state. Have the students discuss action-oriented solutions to any identified problems in the local food environment. It would be beneficial to have class or small group discussions about the findings to demonstrate the complexity of the interactions of the indicators and the complexity of individual perspectives on those interactions, in an oral or written report.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Critical Thinking<br>Problem Solving<br>Analysis                               | Health Sciences<br>Nutrition                                           | <b>Boots on the Ground:</b> Sam Houston State University engages in a variety of efforts to promote a healthy environment for students. In <i>The Good Food Revolution</i> , Will Allen innovates to improve the health of his community. Divide your class into small groups to walk around campus and identify food resources, technology, and innovations used to keep our campus healthy. For example, Old Main uses the Lean Path waste management system to reduce waste, and they order produce from Houston Avocado Company to support a local business in order to reduce pollution from the transporting of food. What else is being done? What other efforts are being made? What have learned from the book that you think we could/should employ on campus?                                                                                                                                                                                                                                                                                                          |
| Written and Oral<br>Communication<br>Reflection                                | Health Sciences<br>Nutrition<br>Social Sciences                        | <b>Bend my Ear:</b> In <i>The Good Food Revolution</i> , many of the people featured suffer from preventable injuries, poor health, and even death. Choose one of these instances in the book, and then research and write a public service announcement to prevent this type of tragedy and to improve the overall public health and safety of the community. ( <i>Nutrition/carbon monoxide poisoning/fire safety/injury prevention/domestic violence/etc.</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Critical Thinking<br>Written and Oral<br>Communication<br>Reflection           | Health Sciences<br>Nutrition<br>Criminal<br>Justice<br>Social Sciences | <b>Law and Order:</b> Many public health interventions are paired with legislation to require citizens/businesses to change their behavior or risk a penalty. Smoking bans, laws against texting while driving, and requirements for the posting of caloric content on menus are all examples of successful interventions supported by legislation. Will Allen proposes many innovative ideas to improve the health of communities throughout <i>The Good Food Revolution</i> . Draft a new piece of legislation inspired by Will's book, and support your proposal with research from at least one law review journal and one scientific journal.                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Community<br>Engagement<br>Written and Oral<br>Communication<br>Reflection     | Health Sciences<br>Nutrition<br>Humanities                             | <b>Taste the Rainbow:</b> Throughout the book the author shares with the reader the sensory experiences of being on a farm and argues a relationship between the experience and positive mental and physical health outcomes. Take a field trip to visit a local community garden or a "pick your own" farm to get a better understanding of the book. Each student should then reflect on his/her own sensory experience of the farm in relationship to <i>The Good Food Revolution</i> by Will Allen. <a href="http://urbanharvest.org/communitygardens">http://urbanharvest.org/communitygardens</a> ; <a href="http://www.pickyourown.org/TX.htm">http://www.pickyourown.org/TX.htm</a>                                                                                                                                                                                                                                                                                                                                                                                       |
| Written and Oral<br>Communication<br>Problem-solving<br>Analysis<br>Reflection | Health<br>Social Sciences<br>Agriculture<br>Business                   | <b>Food Systems Activity – Field Trip to a Local Small-scale Farm (Aquaculture, Fruit, Vegetable, Dairy) or site of Urban Agriculture/Garden</b><br>Using the chosen farm site as a classroom, have the students identify the characteristics of sustainable management techniques and the relationships among farm practices, the environment, human nutrition, and health. Discuss the barriers to producing food in this setting and getting it to the consumer. How can the public and policy makers participate in supporting the efforts of these small-scale operations? Have the students analyze ways in which these farms can impact their health as individuals. How do these farms impact food availability? Are there any issues with food accessibility such as barriers to getting these foods to customers? What do the farmers report as their reasons for living the life of a farmer? After discussing or writing about these issues, have the students delineate ways they might impact the food system as individuals.<br>*Appropriate for group discussions |

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| Written and Oral<br>Communication<br>Problem-solving<br>Analysis | Health<br>Social Sciences<br>Business<br>Criminal<br>Justice | <b>Social Determinants of Health</b><br>Throughout the book, Will Allen discusses the social aspects of food and its connection to the health of the community. The Center for Disease Control and Prevention has programs addressing the social determinants of health ( <a href="https://www.cdc.gov/socialdeterminants/cdcprograms/index.htm">https://www.cdc.gov/socialdeterminants/cdcprograms/index.htm</a> ). Have students review one of the programs addressing these determinants and discuss the how their chosen future profession can play a role in supporting these efforts at reducing health disparities. Program areas include community health, childhood issues, violence, diabetes, and the built environment. Include discussion of the most current available health statistics on the chosen topic at the national, state and county level. This can be done as a small group project with class presentations or individually. |
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## Additional Resources

Growing Power page: <http://www.growingpower.org/>  
Growing Power on facebook: <https://www.facebook.com/growingpower>  
Growing Power Twitter account: @GrowingPower  
Podcast about Growing Power: <http://www.growingagreenerworld.com/episode105/>  
MacArthur award page for Will Allen: <https://www.macfound.org/fellows/70/>  
SHSU First Year Experience: <http://www.shsu.edu/fye/>  
Association of American Colleges and Universities commentary on common reading programs: <https://www.aacu.org/publications-research/periodicals/creating-common-ground-common-reading-and-first-year-college> While not mentioned, our program has the best elements.