

Artrageous With Nate + GangGang: Candace Boyd

Culinary Arts

Grades 5-12

3-5 45-minute class periods

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Objectives

After engaging in this episode and subsequent lessons, students will:

- Develop an awareness of the importance of fresh, healthy food
- Understand food as a form of art and expression
- Understand access (or lack of access) to healthy food is a social justice issue
- Explore the relationship between growing and preparing fresh food
- Complete a project situated around the idea of healthy food access

Essential Questions

What is considered healthy food?

In what ways do we express ourselves through food?

How does the immediate community influence our ability to access, grow, and prepare healthy food?

How can I use my voice and creativity to improve the overall health of my community?

Materials

Artrageous with Nate: Episode XXXCandace Boyd	Thinking Through Food Questionnaire	USDA Food Access Map Website
Candace Boyd, 3-2-1 Handout	Recipe Analysis Handout	Project Idea Bank Handout

Vocabulary

Episode-specific Vocabulary

Food Creative

Disconnect

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Procedure

Day 1

1. Distribute Thinking Through Food Questionnaire to students (slide 1 in resources PDF.) Students share responses.
2. Share food access map of the immediate neighborhood.
<https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas.aspx>
3. Quick Write: After seeing the access map of your area, what do you notice? What do you wonder? Share responses.
4. View episode.
5. Exit Ticket, Candace Boyd 3-2-1. (slide 2 in resources PDF.)

Day 2

In the episode, Candace Boyd describes herself as a “food creative.” Today, we will think about ourselves as food creatives.

1. Have students complete a Frayer model for the term “food creative,” (slide 3 in resources PDF.)
2. Pose the question: How do we express ourselves through what we choose to prepare?
3. Distribute Recipe Analysis Worksheet (slide 4 & 5 in resources PDF.)
4. Students should share their recipes with an elbow partner.
5. Exit Ticket: Quick Write: Overall, after breaking down your recipe, how connected or disconnected do you feel to the meals you eat? List three reasons why.

Day 3-5

1. Return exit ticket from the previous day’s lesson.
2. Tell students they will create an independent project to connect themselves and/or their community to food. Distribute Food Creative Project Idea Bank (slide 6 in resources PDF.)
3. Students will present their project ideas to class.

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