# Food is Love 8-Step PBLP (Grades 7-12)

**Objective:** To examine food as a universe symbol of love, wellness and human dignity through interdisciplinary learning. Students will explore global hunger, explore the systemic causes of food insecurity, and lead a school-wide initiative to support access to nutrition as a human right.

**Goal:** Inspire students to view food as a means of connection and compassion by leading collaborative projects that promote wellness, equity, and global citizenship- ultimately empowering them to take action in the fight against hunger.

## Round Table

- ❖ **Opening Discussion:**
  - ➢ What does food mean to you beyond survival?
  - ➢ How does food connect us to a family, culture, and health?
  - ➢ Is access to food a human right?
- ❖ **Purpose:** Students explore the essential role of food in their lives.
- ❖ **Materials:** Reflection journal

## Reflection Point

- ❖ **Discussion Questions:**
  - ➢ Imagine waking up not knowing where your next meal is coming from.
  - ➢ What are some resources that tackle food scarcity?
- ❖ **Purpose:** Encourage deep introspection regarding food as an essential need.
- ❖ **Materials:** Reflection journal

## Knowledge Setting

| Science (S): Food as Wellness | |
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| | ❖ **Objective:** Understand the impact of hunger on human development (malnutrition, stunted growth, mental health). |
| | ❖ **Activity:** Analyze nutritional deficiency charts, discuss short and long-term impacts. |

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| **Technology (T): Tracking Appetite and Hunger** | ❖ **Objective:** Explore how apps or platforms help distribute food and track hunger data.<br>❖ **Activity:** Research tech-based hunger solutions |
| **Engineering (E): Designed Food Prevention** | ❖ **Objective:** Understand how food is engineered via preservation and transported.<br>❖ **Activity:** Study models showing how food is safely delivered in crisis zones. |
| **Arts (A): The Art of Food Scarcity** | ❖ **Objective:** Understand how artistic expression scan serve as a a form of survival and resistance, reflecting experiences of food scarcity through visual, musical or performance-based mediums.<br>❖ **Activity:** Research artistic works (painting, songs, murals, poetry, etc.) that depict themes of hunger or food as cultural identity. |
| **Mathematics (M): Food Budget Allocations** | ❖ **Objective:** Understand how much it costs to feed a family for a month in a specific city, state or country.<br>❖ **Activity:** Research official budgets allocated to agriculture and food distribution, both domestically and internationally. |
| **Social Studies (SS): Mapping Hunger** | ❖ **Objective:** Understand global food insecurity and its link to poverty, violence and inequality.<br> **Activity:** Study regions most affected by hunger and examine government and NGO interventions. |

| Progress Map for Project Delivery | ❖ **Step 1: Project Proposal** |
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| | Students gather foundational knowledge through a collaborative knowledge-setting session to prepare for a project-based learning process. They meet with community partners (if possible) and create a written proposal outlining the project focus and intended community benefit. |
| | ❖ **Step 2: Initial Project Proposal and Community Engagement Plan** |
| | Students submit proposals and reflect on community input, refining their plans. They outline how the project addresses real-world needs and aligns with learning objectives. |
| | ❖ **Step 3: Research Progress Update** |
| | Students conduct research and gather data by consulting with community partners to guide their project development and ensure accuracy. |
| | ❖ **Step 4: Draft of Final Project** |
| | Students compile findings into a working draft of their final project proposal. |
| | ❖ **Step 5: Final Project Refinement and Approval for Implementation** |
| | Students apply final feedback to strengthen their project and submit it for approval. Approved projects move forward to the community involvement and assessment phases outlined in the SOP. |

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| **Science (S): Nutrition Through the Lens of Geography** | ❖ **Project Example:** Work with a "sibling community" by partnering with a global nonprofit that addresses high food insecurity and explore the geographic, environmental, and systemic causes of hunger there and locally. Use scientific research and data mapping, to develop a Food Systems Index that compares key indicators — such as soil quality, crop diversity, caloric intake, and malnutrition rates— between their local area and the sibling region. Based on the index, propose solutions to bring both communities closer to food equity. |
| **Technology (T): Global Meal Donation Button** | ❖ **Project Example:** Partner with a global hunger relief organization to create a digital "Meal Donation Button" that compares the average cost and caloric value of daily meals across different countries. Research food prices, average wages, and inflation rates using real-time global databases or NGO databases. Design a user-friendly calculator interface that allows users to visualize how affordability and access vary by location to raise awareness and inspire donations. |
| **Engineering (E): Low-Tech Food Delivery Innovation** | ❖ **Project Example:** Partner with global institution that specializes in food delivery and design a low-tech, sustainable method for delivering food in hard-to-reach or disaster-impacted regions. Explore constraints such as a lack of electricity, poor road infrastructure, and extreme weather. |
| **Arts (A): Cultural Food Story Quilt** | ❖ **Project Example**: Collaborate with crafts store and students in sibling region, to co-create a visual storytelling project around food and culture. Design quilt depicting their cultural or family food story— exploring themes of abundance, scarcity, celebration, or survival. |

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| **Mathematics (M): Hunger Gap Model** | ❖ **Project Example**: Partner with nonprofit to build Hunger Equity Simulation Scale to identify food accessibility between local community and sibling region. Collect real-world data on food prices, caloric intake, agricultural funding, and wage disparities. Design interactive color-coded scale or slider chart to visually represent food scarcity on a website. |
| **Social Studies (SS): Food as a Human Right Mock Policy** | ❖ **Project Example**: Partner with local council or NGO to create a "Food as a Human Right" advocacy toolkit— including policy brief and student-written op-eds — inviting local leaders and global partners to reflect, respond, and collaborate on food justice solutions. |

## Community Involvement

- ❖ **Objective**: Learners implement their final, approved Food is Love project in direct collaboration with local and global partners, transforming compassion into action and advancing food as a right rooted in love, dignity and shared humanity.
- ❖ **Activity**: Once project proposals are finalized, students collaborate with partners (e.g. food justice organizations, school leaders, local pantries, or international nonprofits) to activate their formalized project.

## Assessment

- ❖ **Objective**: Evaluate student learning through the lens of scientific inquiry, creative expression, intercultural collaboration, and demonstrated impact on food justice and SEL.
- ❖ **Methods**: Use a project-based rubric that measures depth of content knowledge, interdisciplinary application, creativity, implementation effectiveness, and community impact. Include student self-assessments, peer reviews, and formal feedback from community partners to ensure relevance and authenticity.

## Feedback Loop

- ❖ **Activity**: Facilitate a structured reflection session using writing prompts or small group discussion.

- ❖ **Journal Prompt**:
  - ➢ How did your Food is Love project deepen your understanding of food as a right and symbol of care?
  - ➢ What part of the project made you feel most connect with your sibling region and others?
  - ➢ If you could extend this project, what would you do next to keep feeding hope and dignity in your community or abroad?

## Resume Integration

- ❖ Learners write resume bullet points and action statements that highlight their experience with cultural research, peer appreciation, and project implementation.

For more 8-Step Project-Based Lesson Plans, check out our website at
[www.steamsinitiative.org](http://www.steamsinitiative.org)

For all inquiries, please email **info@steamsinitiative.org**