UNIT 3 – INSTRUCTORS’ GUIDE SHEET

This sheet serves as a supplemental guide for you, the instructor, in your facilitation of Unit 3 activities.

**Activity 3.1 (part 1): Unit Overview and Viewing of the Unit Video**

It is important in introducing this unit that students see it as a natural extension of what has hopefully been established in Unit 2, meaning: What are the results of successful adoptions and implementations of community-based participatory solutions? What do the results look like? What are the ongoing challenges and rewards of processes to rebuild, maintain and/or expand a food system? What does this work look like?

**Activity 3.2: Discussion of Growing Community by Growing Food (part 2)**

Two particular areas require special focus in the Executive Summary and your role as discussion facilitator. The first focus should be on the Takeaways portion of the summary. Students have had time to absorb the context in which the comments have been made that are in the summary, because they have been asked to read and study it as a homework assignment. Therefore, your initial focus on the Takeaways is not premature. Have your students compare and relate the takeaway points listed to recommendations, suggestions, and actions previously learned and witnessed in the module. In Unit 2, students will find their primary sources to make such comparisons.

The second focus should be on the Summit Goals and Objectives portion of the Executive Summary. At this point, your students have gained enough knowledge, comprehension, and application through completion of module activities to be able to critique the Summit Goals and Objectives chosen by the Leon County Food Summit participants and organizers. It will be a critique of some substance if you lead them to consider the following broad question: “Do the goals and objectives of the Summit seem realistic, doable, practical, logical, socially just, and/or economically sound?” This question can be rearranged into a group of questions that can move the discussion forward and keep your students engaged.

**Activity 3.3: Scenario Analysis**

You should prepare your students for this activity by reading aloud the Community Food Conversation Scenario, and then clarifying any issues regarding their understanding of the instructions. As a homework assignment, as opposed to an in-class one, this is very important. Also, review with your students the grading rubric. Encourage them to develop thoughtful and complete statements for each speaker. Their work in, and discussion within, their groups is the best way to achieve good results. Strongly encourage your students to review any and all references to the shareholders featured in the scenario, as they are found within their class discussion notes, in the videos, on the unit slides, in the concept maps, in the urban farmer interview and in the Food Report.