



Seeds for Life: Roadmap to Success

Edit 7550E,
University of Georgia,
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Introduction

Almeta Tulloss from Seed Life Skills reached out to UGA and Dr. Clinton to serve as a client for students participating in Edit 7550E, Management of Instructional Technology Projects, who need to manage a project as part of their coursework. Upon reviewing the information provided by Almeta, the group, comprised of William Immonen, Nora Cloonan, Jessica McCrea, and Marissa Munroe, deemed Seed Life Skills the most interesting and worthwhile project over all the others reviewed. This big and exciting project involves creating skill-based curriculum for middle school students in the areas of economics, culinary arts, and sustainability that can be used not only now but in the future. Since the approval of nine specific units of study, the project has begun to take shape and the 7550-project team has been assisting with development of materials.

Synopsis

The Seed Life Skills project is a partnership between Chef Hugh Acheson, the Athens-Clarke County school board, and family and consumer science professionals tasked with creating a modern home economics curriculum for students who may not have a real home-based example for these skills. In February 2016, a large group of educational professionals will come together at a charette to work out plans to implement this project, which is set to roll out to Clarke county schools in the fall of 2016. The project team has been tasked with providing a framework to facilitate the charette proceedings.

This document contains an outline for the nine unit lessons that will make up the Seed Life Skills curriculum. At the charette, participants will use this outline to begin creating lessons for the fall semester. Therefore, the outline content we are providing is intended to serve as a starting point for the event, but is not intended to be viewed as a completed curriculum.

Framework

In the initial meeting with the client, William Immonen, team Project Manager, understood that the lesson objectives needed were to conform to Georgia State Curriculum standards. Upon further consultation, this requirement was removed not only because these standards are currently under revision but also because they might prove too restrictive to the success of the project.

After clarifying this point, the team then divided up the nine units and did their own research into what constituted middle school-level objectives, using the Family and Consumer Sciences (FACS) standards as a general guideline. Lesson length and other requirements were obtained from the client as well. This resulted in the suggested lesson structure seen below: three to four learning objectives per lesson, a foundational piece to serve as an introduction to the lesson, an activity intended to solidify learning of the primary objectives, and time for career exploration in relevant fields. In addition, we've suggested some assessment strategies for each unit and have given suggestions for media usage as well.

Goals

With the charette scheduled for February 2016, this document has been created to articulate the project team’s content and execution recommendations for the nine units of the Seed Life Skills project. Listed below are the deliverables provided in this document.

1. A framework for the upcoming charette.
 - a. The framework will consist of measurable goals.
 - b. The goals will not map to Georgia state curriculum standards.
2. A materials list to facilitate the charette that will fall within the budget we were given.

Contributing Team

Team Member	William Immonen
Title	Project Manager
Education & Professional Certifications	BA Religion with Entomology minor from UGA
Professional Experience	7+ years IT with UGA, 3+ years serving on a nonprofit board, 1 year serving as a board chairman
Area of Expertise	Research in gaming, gamification (about 1 year), experience with Storyline, livecode, 3D printing, and robotics
Team Member	Nora Cloonan
Title	Organizational Strategist
Education & Professional Certifications	BA Biology from Xavier University, CAPM certification
Professional Experience	12+ years Retail management with HR and training, 4 years System Admin & software implementation
Area of Expertise	Project Management, Training, Organization, Word, PowerPoint, Excel
Team Member	Jessica McCrea
Title	Research Specialist
Education & Professional Certifications	BA Early Childhood Education
Professional Experience	2.5 years teaching experience
Area of Expertise	Differentiating instruction to accommodate various learning styles
Team Member	Marissa Munroe
Title	Implementation Specialist

Education & Professional Certifications	BA English (Advanced Composition and Rhetoric) and BA Psychology, Georgia State University
Professional Experience	5+ years writing/editing experience with various companies, 5+ years project management experience, 3+ years instructional design experience, 3 months as Director of Community Relations for Atlanta Community Food Bank (through ATD)
Area of Expertise	Synchronous and asynchronous training, eLearning design and development, project management, writing/editing, Photoshop, Adobe Premiere Elements, 3+ years Articulate Storyline experience

Seed Life Skills Units

Overarching Concepts or Thru-Lines:

Career Exploration // Entrepreneurship // Responsible Consumerism

Unit One: Fruits and Dairy – Power Foods

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Objectives: Make a Smoothie, Understand Standard vs. Nonstandard measurement

Learning Objectives

1. Student will be able to identify the appropriate daily intake amount for fruits and dairy based on the food pyramid. **MYPLATE
2. Student will be able to prepare various fruits and dairy products using safe handling and professional preparation techniques.
3. Student will be able to prepare food for presentation and assessment.

Unit Topics

Foundation

- Discuss appropriate fruit and dairy proportions based on food pyramid.
- Why are these foods important?

Activity

- 1st use Standard measurement to prepare a Homemade Granola recipe.
- 2nd Use non-standard measurement to make a homemade parfait with the granola.
→ Note Dairy and Nut Allergies, Dairy Alternatives
- Reflect and compare

Career Exploration →AG Connection

- Focus on agriculture and culinary careers (i.e., farmer, chef)
 - What type of education is required? Does higher education increase earnings?
 - How does agriculture affect the community?

Assessment Strategies

Informally assess students while they make their parfait by asking questions about the importance of fruit and dairy product intake. Students may complete a reflection on the content.

Media Suggestions

A video that explains the process of how fruit and dairy products are processed would be ideal to build a connection between the content and the student. This may be available via YouTube or a local farmer.

Materials List

Plastic cups, fruit (apples, grapes, bananas, pears, peaches), yogurt, spoons, napkins

Unit Two: Ingrained – Cooking with Grains and Legumes

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Objective: Make Rice, Make Rice Pudding, Make Granola, Make Nut Butter?? Peanuts in schools is a lil sketchy.

Interdisciplinary: Social Studies, Grains Around The World

Learning Objectives

1. Student will be able to identify the appropriate daily intake amount for grains and legumes based on the food pyramid.
2. Student will be able to apply the principles of time, temperature, and cooking method to cooking, cooling, reheating, and handling a variety of grains and legumes.
3. Student will be able to operate tools and equipment following safety procedures and OSHA requirements.

Unit Topics

Foundation → DIGITAL prompts VISUAL prompts AUDIO prompts

- Discuss appropriate grain and legume proportions based on the food pyramid and why these foods are important to intake.
- Discuss importance of properly unpacking microwaveable foods from containers before placing it in the microwave, and how long these foods should be heated/re-heated to prevent hazards.
- Discuss grain/water proportions. → Play a Grain Game

Activity

- Make homemade granola bars with peanut butter and cereal. ~~cereal~~ ****No prepackaged foods, no processed foods. Low sugar foods, nutrient dense foods, local or fresh foods preferred.**
- Use a microwave to safely heat noodles with the appropriate amount of water.

Career Exploration → HOW Do we focus?? Farm Field Day, Field Trips,

- Focus on agriculture and culinary careers (i.e., farmer, chef (specializing in pasta))
 - What type of education is required? Does higher education increase earnings?
 - How does agriculture affect the community?

Assessment Strategies

Informally assess students while they make their homemade granola bar by asking questions about the importance of grain and legume product intake. Students may complete a reflection on the content. → HOW Do we Reflect, in groups? In writing? In making a video of our reflection? In making an infographic, collage, partner work? Individual work?

Media Suggestions

A video or informational text about grains and legumes would be ideal to make the content relevant to the lives of the learners. The food pyramid may be used to further explain the proper intake proportions.

Materials List

Microwave (if available), noodles, water, peanut butter, ~~cereal (Rice Krispies)~~, plastic forks and knives, napkins.

Unit Three: The Salad Bowl

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

STEM // Interdisciplinary Tie-In: Agriculture! Compost! Food Systems!

Skills Objective: MYPLATE, Where does MyPlate come in? These Unit Topics are too Specific! I need a Foundational Unit for 6th graders... And a Foundations Aspect of Every Unit but tha

Learning Objectives

1. Student will be able to prepare various salads using safe handling and professional preparation techniques.
2. Student will be able to analyze nutritional data.
3. Student will be able to prepare food for presentation and assessment.

Unit Topics

Foundation

- Discuss different types of salads (fruit, vegetable, pasta). → in relationship to MyPlate.

- Discuss the nutritional importance of vegetable intake. Measure for portion control

Activity

- Make one of the following salads: fruit, vegetable, or pasta.

Career Exploration

- Focus on agriculture and culinary careers (i.e., farmer, chef)
 - What type of education is required? Does higher education increase earnings?
 - How does agriculture affect the community? → Field Trip,

Assessment Strategies

Informally assess students while they make a salad of their choice by asking questions about the importance of vegetable/grain/fruit intake. Students may complete a reflection on the content.

Media Suggestions

A video on how to make salads in fifteen minutes or less would be ideal to extend the content that is being provided.

Materials List

Materials will vary based on the type of salad that will be made. Fruit salad: grapes, apples, oranges, pineapple, strawberries, pears, peaches, bowl, napkins; Vegetable salad: lettuce, carrots, tomatoes, croutons, cucumbers, spinach, bowl, napkins; Pasta salad: noodles, water, microwave, plastic container, salad dressing of choice, ham and olives if desired.

Unit Four: Put It Up! Preserving and Pickling for the Next Generation

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

STEM: 6th – Earth Science, 7th – Life Science , 8th – Physical Science

Skills Obj:

Caregiver Connection: Interview your Parents/Caregiver? What are some of their favorite foods? Have they have ever frozen, canned, or dried food? Ask your parents if they are aware of the resources for preserved foods locally?

Learning Objectives

1. Student will be able to state the reasons why food needs to be preserved.
2. Student will be able to analyze which preservation methods are the healthiest
3. Student will be able to prepare food via four preservation methods: pickling, drying, jam and jelly, and curing and smoking.

Unit Topics

Foundation

- Discuss the need for food preservation despite our advanced methods of refrigeration and freezing.
- Discuss students' past experiences consuming different kinds of preserved foods.

Activity

- Make one of the following: pickles, jam/jelly, jerky.

Career Exploration

- Focus on food industry and culinary careers (i.e., butchers, food prep industry, self-sufficient home gardener)
 - What type of education is required? What are the various paths to follow to achieve positions? Is this a viable hobby to add to a flourishing career elsewhere?
 - How does the style of food preservation affect the quality of food and its healthiness?

Assessment Strategies

Informal assessment on their activity of choice: pickling, jamming or dehydrating/jerky creation through dialogue during process. Students should add entries into My Health Book (their personal journals) and relate the significance of their experience to their lives.

Media Suggestions

Videos on the processes would be a good start. This criteria put into a game would be fantastic, especially one that would allow them to truly master this process for a plethora of food types. Having visitors in the classroom to coach the students through each process after learning would be a quite helpful.

Materials List

Materials will vary depending on the type of activity the students will be doing. Dehydration: meat (beef, chicken, or deer (pre-cut and ready to dry)) with jerky spices, dehydrator; Jams: strawberry, sugar, pots for boiling, cans for canning; Pickling: cucumbers, pickling preservatives cans, boiling water.

Unit Five: The Egg and the Chicken

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

STEM: Food Safety, Glo-Germ, Handwashing,

Skill Obj: Egg Preparation. Safe Food Handling

Learning Objectives

1. Student will be able to state the reasons why it is important to handle food properly.
2. Student will be able to state two ways that show when poultry is fully cooked.
3. Student will be able to practice kitchen safety when using or doing the following:
 - a. Stovetop (electric or gas)
 - b. Microwave
 - c. Knives
 - d. Sanitizing surfaces during cleanup

Unit Topics

Foundation

- Basic knowledge of foodborne illnesses and prevention.
- Basic knowledge of how to boil water, and why it boils.STEM!

Activity

- Making an omelet. Scrambling Eggs. Poaching eggs
- Based on Teacher Budget, Garden Availability

Career Exploration

- Focus on food and farming industry for chickens – EGG CANDLING ACTIVITY
 - What is required to raise chickens?
 - What are some of the obstacles?

Assessment Strategies

Informal assessment will be on making their favorite omelet. Students should add what they would like to make, listing ingredients and process the night before they make the omelet.

Media Suggestions

Videos on how to safely boil water, handle eggs and raw chicken, and knife safety are recommended. One or two visitors with cooking gear will help. Backup plan is to use a microwave to make the omelet.

Materials List

Eggs, frying pans, spatulas, nonstick spray, portable ranges, bacon (cooked), cheese, sausage (cooked), bell peppers, onions, plates and silverware, maybe microwave, knives, cutting boards, sanitizing cleaners, towels for cleanup.

Unit Six: Bean Counter – Personal Finance that Works → Entrepreneurship

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Obj: Student will make and use a Budget for purchases. Students will start and run businesses within the classroom community – Game

Learning Objectives

1. Student will be able to discuss how saving money can increase wealth over time. STEM Tie – In, Use CNN
2. Student will be able to describe pros and cons of various payment methods, such as cash, check, debit card, or credit card.
3. Student will be able to discuss the benefits and detriments of buying on credit.

Unit Topics

Foundation

- Savings, even small amounts, can lead to financial security.
- What are various payment methods and how is each used?
- How can “money” be kept safe when buying in-person or online?
- Using credit wisely – secured and unsecured.
- Understand Loans, Government Financial Systems (Taxes, EBT, Medicare)

Activity

- “Build-a-bank” – use any clean 1 pint or 1 quart plastic container and decorate with markers and construction paper.

Career Exploration

- Focus on financial careers (i.e., banking, investing, consumer counseling, loan officer, accountant, CFO)
 - What type of education is required? Does higher education increase earnings?
 - What skills and aptitudes should a student have who is interested in these careers?
 - How many jobs are available for the market demand? Are current college graduates readily employed?

Assessment Strategies

A simple quiz with a few short answer questions should be sufficient to assess students’ understanding of this subject.

An essay on a specific topic, such as credit usage or picking a career to write about, could also be a good method of assessment.

Media Suggestions

Due to the complexity of the topic, it would be beneficial to have some developed media to support the lesson. A module on buying on the Internet and/or on good credit practices would take some of the pressure off needing to present all the material in class. Either Google or another UGA project could support the development of these materials.

Materials List

Plastic containers – prefer 1 quart but 1 pint will also work (yogurt, sour cream, cottage cheese, etc.), markers, scissors, construction paper, glue, knife or scissors to cut coin slot in top. Use stiff paper to make the containers look like the student’s favorite animal!

Also samples of money, checks, check register, credit cards to pass around and discuss.

Unit Seven: Consumer Empowerment → LEADERSHIP? Leadership!

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Obj: Safe & Responsible Consumerism, Online and In-person

Learning Objectives

1. The student will be able to discuss the difference between a want and a need.
2. The student will be able to describe and point out examples of how advertisers manipulate buyers into believing a want is a need.
3. The student will be able to discuss how savings and investing for the future can benefit them financially.

Unit Topics

Foundation

- What is a want vs. a need? LOVE
- What is advertiser manipulation?
- Why do advertisers manipulate us?
- What types of investments are there?
- Why should people invest and save money?

Activity

Take over a school bulletin board. Build a display that demonstrates wants vs. needs and advertiser manipulation using catalogues, magazines, and newspapers.

Career Exploration

Focus on a variety of careers spawned by this topic: advertising, publishing, writing, fashion, photography, electronics, computers, teaching, sales, etc.

- I strongly recommend skills and personality testing for career aptitude prior to high school. LOVE
- Talk about role models in particular fields: Heidi Klum in the fashion industry, Bill Gates and Microsoft's philanthropic standards. LOVE
- Research Some Teen Leaders, is a Leader the Same as a Role Model?

Assessment Strategies

Assign each student a type of investment to research and write a short essay on. These could be presented to the class.

Media Suggestions

Once again, with the vast amount of material and the restricted time allotted to cover this material, anything that can be converted to electronic format would be very helpful. Students can then be split into groups where one group gets direct instruction on a topic while the other group has

computer time or the module can be used for additional study after the fact. Using the Google resource or another group of UGA students to facilitate this electronic development may be advantageous. Also, SunTrust Bank, whose corporate office is in downtown Atlanta, may also be a resource for financial education materials, grants, or services.

Materials List

Collect magazines, newspapers, and catalogues school-wide, if necessary, for project. Other paper such as, colored construction paper is also suggested. Bring in items to demonstrate wants vs. needs such as an old Timex watch and a new fashion watch, a flip style cell phone and an iPhone, regular sneakers vs. the latest endorsed by the hottest athlete. Pictures may do for some demonstration purposes, but holding things makes it more real!

Unit Eight: Sustainable Design - Fix It First! D.I.Y. Responsible Consumerism

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Obj: DIY CRAFTSY FUN! Understand the Design Cycle (IB! IB!) Sewing Skills, Understand Consumer Systems

Learning Objectives

1. The student will be able to distinguish between a broken item and one that can be repaired.
2. The student will be able to discuss the cost savings associated with fixing an item instead of replacing it. LOVE!
3. The student will be able to demonstrate the steps involved in replacing a missing button.

Unit Topics

Foundation

- Show students a series of items (some that are beyond repair and some that are not) and have them decide as a group whether the item is garbage or can be fixed.
- Group discussion about how mass consumerism has made it easier and more convenient to replace something than to repair it.
- Demonstrate the cost savings associated with repairing an item instead of replacing it (see media suggestions).

Activity

After a brief demonstration and with instructions in hand, have students sew a button onto a pair of pants. Circulate the room and provide assistance as needed.

- ➔ Have students design their own community, talk about the elements within a community
- ➔ Understand the Consumer \$'s role in the Community System
- ➔ MakerSpace Tie-Ins ➔ 3-D Printer Tie-In if Available

Career Exploration

Discuss traditional career opportunities such as shoe repair and professional

seamstress, but also discuss how these skills can be used in everyday life and the implications of being a self-reliant consumer.

Assessment Strategies

Informally assess students as they complete the sewing activity. Note how well they thread the needle and how quickly they accomplish the task. Have each student write a brief reflection indicating whether they felt the activity was empowering or a waste of time and why.

Media Suggestions

A video showing regular consumers upcycling and/or repairing broken products would be a great opener for this lesson – this could possibly be found via PBS.

In addition, a simulation would be a great way to demonstrate the cost savings associated with repairing broken products. Students could play an online game that requires them to make choices about repairing vs. replacing (with repair costing the game’s character time and replacement costing money).

Materials List

A pair of pants, needle, thread, and button for each student (or group of students); broken and repairable items (pictures of these would suffice, if necessary).

Unit Nine: Child and Family Development – The Student in the Context of Their Family, Community, and Nation

Unit Length: One week (2.5 hours – 3.5 hours total)

Target Audience: 6th, 7th, and 8th grade students in Clarke county public schools

Skill Obj: Understand the Role of Caregivers, Practice Safe Caregiving/Babysitting

Milestone Charts → Housing → Environmental Concepts

Conceptually: Connecting the role of Caregiving to THE PLANET. Stewardship = Caregiving of Resources.

Me → Taking Care of Myself

Me → Being taken Care of (Thank you Notes to Caregivers)

Me → Taking Care of Others

Me → Taking Care of The Earth

Learning Objectives

1. The student will be able to explain his or her role within the family unit, the local community, and the national and global population.
2. The student will be able to describe his or her responsibilities as a consumer and as a member of society.

3. The student will be able to articulate ways in which he or she can have a positive impact → Leadership & Consumer Empowerment within the community and the nation, through both career options and everyday choices.

Unit Topics

Foundation

- What does it mean to be a member of the human race?
- In what ways do your actions impact and affect your family, community, and nation?
- What steps could you take to become a more conscientious member of the human race? → Gotta break this way down, waaaaay down for kids. What does it mean to be “conscientious”? How could we play a care-giving game? How doe sthis all tie-in to the Babysitters Club Books?

Activity

Have students sort through and distinguish between recyclable and non-recyclable items and place each in the proper bin. → I think it would be better to go in a care for the home direction with the actual activities. It might be hard to get kids feeling stoked about sorting recycling. → But making a natural cleaner (Earth), making their own toothpaste (Self), making a Babysitting kit (Others)...

Currently FCS Teachers are:

→ Making Puppets → Parents Wanted Ads → Write a Storybook →

Career Exploration

Have students explore careers in politics (and policy change), environmental protection and conservation, and community outreach. LOVE!

- Which of these career paths most interests you? Why?
- What level of education is required to enter the field?
- Does higher education increase earnings?

Assessment Strategies

Informal assessment during recycling activity – help students distinguish between recyclable and non-recyclable items. At the end of the unit, have students write an essay describing how their actions impact the world around them and what steps they can take to be more responsible members of society.

Media Suggestions

An episode of Captain Planet LOVE! or a similar show that focuses on the human footprint would be a good way to introduce the unit. Short videos that outline the positive influences that young people can have on their communities and nation could be interspersed throughout the unit as different topics are covered (i.e., recycling, planting trees, etc.).

Materials List

Recyclable and non-recyclable items, large recycling bins, large trash cans

Budget

Item	Quantity	Cost/Unit	Total Cost
Note pads	9 packs	\$11.69	\$105.21
Pens	9 packs	\$2.29	\$20.61
Markers	9 packs	\$5.99	\$53.91
Calculators	9 each	\$4.99	\$44.91
Flip charts	18 each	\$27.99	\$503.82
Total			\$728.46

Budget =	\$1,000.00
Contingency reserve =	\$271.54

Materials List

1. Office Depot legal pads 8 ½ by 11, 12 pack
 - Yellow, item number – 305-706
 - White, item number – 305-466
2. Papermate ballpoint pens, 12 pack
 - Black, item number – 181-594
 - Blue, item number – 181-578
3. Office Depot Flip Chart Markers, multi-color pack of 8
 - Item number – 470-108
4. Texas Instruments small desktop calculator, TI503SV
 - Blue, item number – 582-114
5. Office Depot self-stick easel pad with table top stand
 - Item number – 124-485
 - Lower cost alternative non-self stick, fewer sheets, item number – 124-475 (save \$8 per pad)

Multi-Media Suggestions

Evernote – flip charts can be photographed and saved to a shared folder.

Google document that is edited by each group.

Closing

We believe that this roadmap will work as a jumping off point to get conversations started at the

charette. The information in the roadmap can then be fleshed out by content experts to provide individual lessons or it can be cherry-picked to provide specific information and activities that content experts deem would be most beneficial for their students.

Additionally, we have supplied a list of resources below that helped us compile the above activities and lessons.

Resources

http://www.jumpstart.org/assets/files/2015_NationalStandardsBook.pdf

<http://www.nea.org/tools/lessons/resources-for-teaching-financial-literacy.html#br>

<http://www.nasafacs.org/national-standards-and-competencies.html>

<http://nchfp.uga.edu/multimedia/tutorials/>

<http://www.partselect.com/JustForFun/Food-Preservation-Basics.aspx>

<https://www.athensclarkecounty.com/1329/Recyclable-Items>