



# Workshop Outline: HUMAN RIGHTS FROM FIELD TO FORK



This workshop is ideally for a group no bigger than 20.

Left photo courtesy of UFCW; center photo by EILER; right photo by Comité de Apoyo a los Trabajadores Agrícolas (CATA)

## 1) INTRODUCTIONS (15 minutes)

**Goal:** participants think about where their food comes from

**Option A)** Ask each person to say their name, what they ate for breakfast, and if they know where their food geographically came from. Write up on butcher paper or chalkboard the food items that are stated.

**Option B)** For a large group, give the group 3-4 statements related to the food system and food chain workers. Ask them to stand up if the statement relates to them. Suggested statements: You enjoy eating, You have worked in the food system, You have thought about the workers who provide you the food you eat, You know where the food you ate for breakfast geographically came from.

## 2) WHO'S BEHIND OUR FOOD? Part I (20-25 minutes)

**Goal:** participants understand the multitude of workers in the food system

Divide participants into 3 or 4 small groups.

**Option A1)** Ask groups to go through 3-4 items on the list of breakfast foods and ask participants to discuss and write out all the workers who were involved in the food system to get that food to the participants' dining tables.

**Option A2)** Ask each group to discuss and write out all the workers who were involved in getting a prepared chicken caesar salad with lettuce and tomato to someone's dining table in a restaurant and to a grocery store as a pre-packaged meal. Time permitting, also ask each group to go through 2-3 breakfast items.



Photo courtesy of UNITE HERE



Photo by Noah Lanard, courtesy of Comité de Apoyo a los Trabajadores Agrícolas (CATA)

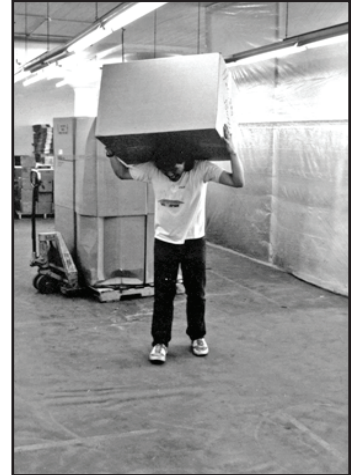
Then ask each group to report back on one item or if the groups only discussed the chicken caesar salad, ask one group to go first and the other groups can add in any other workers that the first group did not list.

## 2) WHO'S BEHIND OUR FOOD? Part I continued...

### *Facilitator's notes:*

If the groups need help during the report back, here is a list of food workers involved in the chicken caesar salad:

- \* the farmers and farmworkers who grew and harvested the lettuce and tomato
- \* the workers who cleaned and packed the lettuce and tomato
- \* the workers who drove the trucks to ship the lettuce and tomato from the farm/packinghouse to a warehouse and then to the grocery store or restaurant
- \* the workers in the warehouse
- \* the workers who raised the chicken
- \* the workers who transported the chicken to a slaughter/poultry processing facility
- \* the workers who killed, cleaned, cut, and packed the chicken
- \* the workers who transported the chicken to a warehouse and then on to the grocery store or restaurant
- \* the grocery store workers, including those who unload the produce and chicken, who stock the shelves, and who clean the store, and the cashiers
- \* the restaurant workers, including those who unload the produce and chicken, the prep cook, the waiter/waitress, the busser, the hostess, and the dishwasher



*Photo from nodinpress.com*

**Option B)** Ask participants to call out their favorite foods naming up to four or five different foods. For each food item called, identify the individual who called the food item and ask them to stand in different areas of the room. Once all of the food items have been called out, ask participants to move to the food item they like best. If one group becomes larger than another, ask participants to move around so the group sizes are similar.

Once in groups, tell participants they will have 10 minutes to think about all of the workers involved in making the particular food item and they will be asked to create a human food chain where each group member represents a worker. After 10 minutes, have the groups report back to each other, forming a line/circle and calling out which workers they represent.

### *Optional debriefing questions for all options (A1, A2, and B):*

- What did you learn about the food system from this activity?
- How do we think about the food we eat?
- When we think of local and sustainable food, who is missing from the conversation? Why?
- What are your ideas to include food chain workers in the conversation?

## 3) VALUES and PRINCIPLES (20-25 minutes)

**Goals: a) Participants understand the interconnections of how food impacts the individual, the environment, the community, and the workers**

**b) Participants agree that their personal values and principles require them to take action to support food workers**

### **Medicine Wheel Exercise**

**Context:** The medicine wheel is a traditional indigenous spiritual and cosmic concept that connects all living creatures to our environment. It contains 4 parts and is usually represented by a circle with four equal quarters.

### **Materials for both Options A and B:**

In this exercise the facilitator has 4 pieces of paper that put together make a whole circle. Ideally each piece would be a different color (yellow, red, white and black – but that is not necessary).

### 3) VALUES and PRINCIPLES continued...



Each piece of paper has a different word:

**individual, environment, community** and **workers** on it. On the back of each there should be 4 other phrases:

\* On **individual** it should say "**healthy organic food**"

\* On the back of **environment** it should say "**local, sustainably grown food**"

\* On the back of **community** it should say "**affordable and accessible healthy food**"

\* On the back of **workers** it should say "**living wages, good and equitable working conditions**"

#### **Option A:**

People will be seated in a circle. The facilitator will ask for 4 volunteers to come up to the center. Each volunteer will get a piece of the wheel. The facilitator will then explain the concept of the medicine wheel in indigenous culture and how this concept relates to the food system, such as: "We are all interconnected in our small, fragile planet, and what affects the environment will obviously affect the individual and vice-versa."

Ask each of the 4 volunteers to lift up their piece of the wheel and read out loud the word written on it. After everyone reads their words, the facilitator should ask the rest of the participants to answer "**how does food affects \_\_\_\_\_?** (individual, community, environment and workers – LEAVE WORKERS AT THE END)".

- With "**individual**" the facilitator should prompt the participants to talk about nutrition, local-sourcing, organics and other effects that food has on the body.
- On "**community**" the facilitator should prompt the participants to talk about the structural racism of the food system, which impacts access to good food in communities of color, food deserts and the proliferation of fast-food restaurants and liquor stores in low-income communities of color.
- On "**environment**" the facilitator should prompt the participants to talk about genetically engineered foods, pesticides, fossil fuels needed to transport conventional food products and industrial farming methods that are environmentally destructive.
- Finally, on "**workers**" the facilitator should prompt the audience to talk about the reality that workers are involved in every level and at every step in the production and consumption of food, yet they are the ones least visible, and the racist structure of the food system keeps people of color and immigrants in most of the lowest-paid, dangerous jobs.

At the end of the exercise, ask the audience what the solution is to these issues of sustainability and justice in each one of these areas of the food system and have the 4 volunteers flip the papers over.

**Option B:** This option involves participants developing a skit. Materials are same as Option A above.

Divide participants into four groups. If they are still in groups from previous activity, ask if they would like to form new groups or stay with the same group.

Hand each group one sheet with one of the following labels: Individual, Community, Environment, and Workers. Once each group receives a sheet of paper, tell them that they are to each come up with a **2-minute skit** about "How food affects \_\_\_\_\_ (Fill in the blank with the word on their sheet of paper)" and their proposed alternative based on the back of their sheet of paper. Give groups 15 minutes to plan their skits.

Reconvene and have each group takes turns presenting their skit. Debrief all skits at the end. Depending on the group, have participants rate their favorite skit by clapping. The skit with the loudest claps "wins."

Debriefing discussion and questions:

- What did we see in the skits? What came up for you in watching the skits?
- Where do you see your work falling under and why?

### 3) VALUES and PRINCIPLES continued...

#### **For both Options A and B:**

Wrap up with a clear message about how the 4 solutions presented in each skit are interconnected and thus the solutions are really the creation of a new, just food system which can be achieved by focusing on the power of the 20 million U.S. food workers to dismantle racism and to build this new system.

### 4) WHO'S BEHIND OUR FOOD? Part II (20-25 minutes)

**Goal: participants understand that the food system is unjust for the workers, especially workers of color and immigrants**

- Show 1 or more videos about food workers – see the suggested list below
- Ask participants if any of them have worked in the food system and to share their experience
- Review some facts, especially discrimination-related about food workers overall and the 5 sectors that we have information for:
  - \* farmworkers
  - \* food processing which includes meatpacking
  - \* food services and restaurants
  - \* grocery stores
  - \* warehouses– use the **“Human Rights from Field to Fork” handout** and the Food Chain Workers Alliance’s **“Who’s Behind Your Food?” info card** as materials.



### 5) TAKE ACTION (15-20 minutes)

**Goal: Participants agree that their personal values and principles require them to take action to support and work in partnership with food workers**



- Discuss: **What are issues and values that you think you/ your organization/ your community have in common with food workers?**
- Discuss: **What do your own values and principles tell you about how workers should be treated?** - Ask participants what values and principles do they hold that relate to how people, and food workers specifically, should be treated.
- Discuss: **How can we take action to support and in partnership with food workers?**

- Ask participants how they think they can take action to support and work in partnership with food workers
- Prepare beforehand a **“Take Action”** sheet using the template provided on the Food Chain Workers Alliance’s website - fill in actions to support food workers in your community, look at the Alliance’s website for actions, and list food workers’ organizations in your community that you can reach out to talk about mutual support and collaborative work - **hand out the Take Action sheet**
- Ask the group:** What on this Take Action do we want to do as a group? What can you do individually to support food workers?

### 6) CLOSE (10 minutes)

- Ask participants to quickly evaluate the session. One tool to use is the plus delta (+/ Δ) method. Pluses are things to keep and that went well. Delta is for ideas about changing the workshop and feedback for improvement.
- Ask participants what more would they like to learn about food workers

Please email the responses to both of these closing questions to [info@foodchainworkers.org](mailto:info@foodchainworkers.org) and help us improve our materials and this workshop outline! Thank you.

## SUGGESTED VIDEOS LIST

- The **Food Chain Workers Alliance (FCWA)** has our own YouTube channel: <http://www.youtube.com/user/FoodChainWorkers>. You'll find videos of testimonies of workers throughout the food supply chain as well as actions in support of food workers.

- The **Farmworker Support Committee - CATA** and the **Coalition of Immokalee Workers (CIW)**, both members of the **FCWA**, are featured in this short video series "**Fair Food: Field to Table**," a multimedia presentation promoting a more socially just food system in the U.S.

The section on farmworkers is 5 minutes long and can be found at [www.youtube.com/watch?v=AIH7-O1jOx0](http://www.youtube.com/watch?v=AIH7-O1jOx0).

- The Coalition of Immokalee Workers has its own channel on **YouTube: CIWVideo**. A 2-minute long video, "**One Penny More**," explains CIW's Supermarkets Campaign. The CIW is urging major grocery chains to sign a Fair Food Agreement so that tomato farmworkers in Florida can be paid a decent wage, create their own health and safety committees, and participate in monitoring and ensuring good working conditions: [www.youtube.com/watch?v=VURs-rsi\\_KQ](http://www.youtube.com/watch?v=VURs-rsi_KQ).

- FCWA member **Center for New Community** created a short video about its Midwest Immigrant Health Project which is organizing immigrant workers and families to secure better health care. The 5 1/2-minute video also talks about the history of meatpacking and the exploitation of workers in this industry. The video is online at <http://vimeo.com/5326041>.

- FCWA member **Restaurant Opportunities Centers United** issued a report called "Serving While Sick" about the lack of paid sick days and health insurance for restaurant workers. CBS News' Katie Couric gave a 1-minute commentary about this problem and in support of legislation to provide all workers with paid sick days: [www.youtube.com/user/chinoliva357#p/f/0/\\_e5Jr1ISjgA](http://www.youtube.com/user/chinoliva357#p/f/0/_e5Jr1ISjgA)

- The **United Food and Commercial Workers** union is assisting **Walmart Workers for Change** to organize across the country to demand a voice in the workplace and improve the dismal wages and working conditions at Wal-Mart. The video Walmart Workers for Change includes information about the anti-worker tactics of the world's largest retailer: <http://www.youtube.com/user/UFCWInternational#p/u/2/vvAZ-f0yt00>.



## MATERIALS to HAND OUT

*All materials available at [www.foodchainworkers.org](http://www.foodchainworkers.org) :*

- "**Human Rights from Field to Fork**" handout
- the Food Chain Workers Alliance's "**Who's Behind Your Food?**" info card - you can also request hard copies of the info cards by emailing [info@foodchainworkers.org](mailto:info@foodchainworkers.org)
- "**Take Action**" sheet template

More information at [www.foodchainworkers.org](http://www.foodchainworkers.org) and [www.uusc.org/economicjustice!](http://www.uusc.org/economicjustice!)

