**AP Biology Project: *The Good Food Revolution***

Students will work in small groups (randomly selected in class) and identify a “food system” problem to investigate and then design an intervention to address it. Before I will approve each group’s topic, members must first do a little “footwork”. Below is Phase 1 (first checkpoint) of the project:

1. Create a google folder and share the folder with me @ susan.phillips@wheelermagnet.com on google drive. Do NOT use my cobbk12.org email address! A folder MUST be created and titled (in this order): **Block-Group-LastName\_LastName\_LastName**
2. Follow this example: 1st Block-Group 2-Cody\_Deason\_Phillips
3. \*Please list last names alphabetically!
4. Make a list with a minimum of 5 specific food system problems that are causing adverse effects in some way. Each example must include links to at least 2 websites your group visited and found relevant information. Sites such as Wikipedia will not be accepted. List the problems in numerical priority order regarding which problem you would like to further investigate the most (#1) and the one you would like to further research the least (#5). I’m hoping that by having each group investigate several, you’ll find one you are passionate about implementing change!
5. Each group must submit both a printed copy of the list and provide the list in the google drive folder by Friday, 10/11. Once approved, each group will begin the next phase/checkpoint.
6. **Below is an overview of the project**:

Students will identify a food system problem and design an intervention to address it. This culminating project has students apply what they have learned from both the book and class. The goal of the project is to empower them to create change.

Working in groups, students will:

1. Choose a food system problem to address
2. Describe any downstream effects of the problem on public health, society, and/or ecosystems
3. Identify factors that contribute to the problem, and choose one factor that the intervention will act upon
4. Design the intervention, including an achievable goal, specific action steps, and how the effects of the intervention will be measured
5. Identify allies who could help implement the intervention
6. Anticipate potential barriers, including groups in opposition to the intervention, and how they could be overcome *(next page)*

Groups may implement all or part of their intervention. Local interventions will generally be more feasible, but ambitious students should not be discouraged from working on a state or national issue.

Each group will share what they learned (and what the intervention achieved) through a written report and presentation, which will include an infographic. Reports and presentations should include all of the numbered items above. More specific requirement details will be provided later. The final projects will be due in early December, however, there will be additional checkpoint(s) before the final due date. This project is worth one test grade.

\*This project was adapted from “The Food Citizen Action Project”.