

Sample Food Lesson Module  
*Healing Earth*

The Healing Earth team asks that when you use any aspect of this lesson module that you please send an email sharing: 1) how you used the resource, 2) how your students responded to the resource, activity, or lesson, and 3) what changes you would recommend for future versions. Please email Dr. Michael Schuck (mschuck@luc.edu) or the International Jesuit Ecology Project email (ijep@luc.edu). The information that you share will help improve these resources for your and others' use. We appreciate your feedback.

Instruction Level	Approx. Time (Minutes)	Activities	Materials Needed	Main Content Area
Engage	30-35	<p><b>Tangerine Mindfulness Video</b></p> <p>Have students read the spirituality portion of HE in the Food chapter in small groups. Then, watch the video provided in the link to the right.</p> <p>Ask students to journal through writing or drawing and reflect on the video for about 5 minutes after watching. Ask students the following questions after they've had some time to reflect on their own.</p> <p><i>Does this video evoke a sense of awe and convey a sacred quality about what we put into our bodies? Why or why not?</i></p> <p><i>How might this engage the students' sense of meaning and value about the natural world?</i></p> <p><i>Although it may seem silly to talk to a tangerine, what lessons did you learn from watching this video?</i></p>	<p><a href="https://www.youtube.com/watch?v=-Inz9cmq1dY">https://www.youtube.com/watch?v=-Inz9cmq1dY</a></p>	Spirituality



Explain	45-60	<p><b>Lecture</b></p> <p>Create a lecture on the three methods of agriculture: Industrial food complex, sustainable food systems, and traditional methods. Consider the moral dimensions of each of these.</p> <p><i>How have each of these evolved throughout history?</i></p> <p><i>Can you relate this topic back to the book you are reading, <i>The Omnivore's Dilemma</i>?</i></p>	Teacher creates presentation	Science and Ethics
Evaluate	60	<p><b>Food Mile (kilometer) Calculator</b></p> <p>Split students up into groups. Without telling them about the project, ask them to create a virtual pizza/salad/sandwich/a food that includes many ingredients from your region. As a group, students decide the yummiest ingredients to go on their food.</p> <p>Have each group present their food to the rest of the class. Then, have them get back into their groups and use the food miles calculator to see how far each ingredient traveled to to get onto their pizza/sandwich/salad.</p> <p>Come back as a class and compare and contrast.</p> <p><i>What ingredients traveled the least?</i></p> <p><i>Using your lecture from the methods of agriculture, how do you think most of the ingredients were cultivated and grown?</i></p> <p><i>In what kinds of conditions?</i></p> <p>Convert the miles into kilometers.</p>	Internet access; <a href="https://www.foodmiles.com">https://www.foodmiles.com</a>	Science and Ethics

Elaborate	60	<p><b>Map Making and Comparison Chart</b></p> <p>Create a map labeling the ingredients from the Food Mile Calculator activity to parts on the globe where they are grown. Compare this map to where the respective products were grown before industrial agriculture was implemented. This may require some additional research.</p> <p><i>Where are the products grown in modern day agriculture?</i></p> <p><i>Where were these products grown before?</i></p> <p><i>Are there any cultural or religious significance to the food in the regions where they were grown?</i></p>	Art supplies, an enlarged map	Science and Spirituality
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