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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Thinking More About Food, Climate Change, and Sustainability | | |
| **Discipline:** All | **Type:** Reading Assignment; Take-home assignment; In-Class Activity; Discussion | **Time Commitment:** 1-2 hrs. | **Category:** GT1000, Community Health |
| **Big Ideas:** [Values Based Leadership](http://serve-learn-sustain.gatech.edu/big-idea/values-based-leadership);[Ecological Footprint](http://serve-learn-sustain.gatech.edu/big-idea/ecological-footprint) | | | |
| **OVERVIEW:**  This awareness building short reading and discussion activity allows students to learn more about the importance of sustainability and the effect of food production on the environment, while also practicing public speaking and reflective reading skills. Through the following reading and discussion activity, students will explore the importance of offering potential solutions for climate change, and communicating those solutions to an audience.  This tool was developed by Rebecca Greene. | | | |
| **INSTRUCTIONS:**   1. Assign students [“Taking a Bite out of Climate Change”](http://www.sustainabletable.org/982/agriculture-energy-climate-change) by Anna Lappé, as well as the discussion questions below. They should come to class having read and answered the questions. 2. Review and adjust the instructions to students as needed. 3. Discuss student’s answers to the questions in class. Also consider showing a video or playing a podcast (in full or in part; resources given at end of document) in class to provoke further discussion.   Depending upon the length of your class, prioritize which specific questions you would like students to respond to during the time allowed for discussion. | | | |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**  The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources on how to assess your students’ work, please review our [Assessment Tools](http://serve-learn-sustain.gatech.edu/tool-category/assessment).  **This tool achieves SLOs 1 & 3. It also achieves GT1000 SLO 9. See the end of this tool for details.** | | | |

**Want Help?**

Serve-Learn-Sustain is the contact for this tool. You can reach us at [serve-learn-sustain@gatech.edu](mailto:serve-learn-sustain@gatech.edu)

Thinking More About Food, Climate Change, and Sustainability

**Instructions**

1. Please read Anna Lappé's [“Taking a Bite out of Climate Change”](http://www.sustainabletable.org/982/agriculture-energy-climate-change) on food and climate change, being careful to take notes. As you read, prepare answers to the questions below for class discussion.
2. Bring a copy of your answers and the article to class.

**Reading-Based Discussion Questions for Students**

1. What are some of the ways that food production impacts climate change?
2. What are some of the potential solutions for these problems?
3. Are there other solutions that you can envision? If so, what are they?
4. Who are some of the audiences that can be engaged to help solve this crisis?

**Creative Discussion Questions for Students**

1. How would you relay information to the audience that you identified in question 4?
2. How might your answer be changed if resources like the internet or electricity are unavailable?
3. What sorts of additional opportunities would you like to see people in your hometown (or Atlanta) have after reading this article?
4. What are some of the ways that you, personally, have been informed about sustainability initiatives, either here on campus or elsewhere?
5. If you chose to dramatically cut meat from you diet, how could that change your daily life for the better?

**Further Reading**

“[Barack Obama on Food and Climate Change: ‘We can still act and it won’t be too late](https://www.theguardian.com/global-development/2017/may/26/barack-obama-food-climate-change).” Obama, Barack. 2017.

["Food and Climate Change."](http://www.foodsystemprimer.org/food-production/food-and-climate-change/index.html) Driver, Kelly. Johns Hopkins. 2016.

["Sustainable Food Systems Necessary in Mitigating Climate Change, Speakers Say, as Second Committee Debates Agriculture Development, Food Security | Meetings Coverage and Press Releases."](https://www.un.org/press/en/2016/gaef3460.doc.htm) United Nations. 2016.

**Audio and Visual Resources**

[*Bugs*](http://www.bugsfeed.com/film)*.* Dir. Andreas Johnsen. 2016.

[*Dolores*](http://www.pbs.org/independentlens/films/dolores-huerta/)*.* Dir. Peter Bratt. 2017.

[*Fair Tomatoes: A Story About Justice, Dignity, and Sustainability*](https://www.youtube.com/watch?v=NBDkTCKAGBQ)*.* Dir. Ernie Zahn and Ron Williams. 2014.

“[A Guerilla Gardener in South Central LA](https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la).” Ron Finley *TEDTalk.* 2013.

[The Just Food Podcast](https://food.berkeley.edu/resources/just-food-podcast/). UC Berkeley Food Institute. 2017-2018.

[*Sustainable*](https://sustainablefoodfilm.com/)*.* Dir. Matt Wechsler. 2016.

[Sustainable Dish Podcast](https://sustainabledish.com/podcasts/). Diana Rodgers. 2014-2018.

“[The Unexpected Challenges of Living in a Food Desert](https://www.marketplace.org/2018/01/05/unexpected-challenges-living-food-desert/)” (podcast episode). *Marketplace.* 2018.

[*Wasted! The Story of Food Waste*](https://www.wastedfilm.com/)*.* Dir. Nari Kye and Anna Chai. 2017.

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.

GT1000 Curriculum and Learning Outcomes

**University Culture**

1. Manage the university environment in ways that support academic and personal success and involvement at Georgia Tech.
2. Develop a sense for what it means to learn at Georgia Tech and create a list of resources to support that learning process.

**Academic Success and Time Management**

1. Create a time management plan and begin the process of implementing effective time management skills.
2. Develop a personal study strategy based on strengths identified in a self-regulated learning survey.

**Communication and Relational Skills**

1. Write reflectively on topics related to college major and first year college experience.
2. Participate as an effective member of a team to produce and deliver a high-quality, professional presentation on a topic of value to the class.

**Major/Career Research**

1. Describe the required skills, daily activities, current and future state (growth potential), and salary potential of the major/career selected.

**Career Development Skills**

1. Prepare a resume applicable to internships, co-ops, study abroad programs or leadership positions (as appropriate).

**Leadership/Involvement at Tech**

1. Identify organizations and activities for possible involvement that reflect personal, academic, and career goals and interests.