WHAT DID YOUR LUNCH COST NATURE?
HAVE YOU GOTTEN...

ALL TANGLED UP
IN A WEB

GRADES: 6TH - 8TH AND HIGHER

SUBJECTS: ENVIRONMENTAL IMPACTS, GLOBAL CITIZENSHIP, GLOBALIZATION, SOCIAL STUDIES, SUSTAINABILITY, FOOD CHOICES, AND FOOD WEBS
INTRODUCTION

The goal of this booklet is to provide you with the instructions and framework to successfully carry out your own version of *All Tangled Up in a Web* in your classroom or at your educational institution. We strongly recommend you do this before lunch and have students investigate their own lunches (or what is being served for lunch that day) or a local eatery. The goal is for students to be able to critically investigate the ingredients of their lunches in a judgement-free environment, and determine what costs or harm might have been done to the environment from each step required to bring that meal to them. They will create something like the image below.

MATERIALS

Optional, but highly suggested items, are marked with **
- In order to complete this activity, you will need:
  - Sheet of paper for every student or pair
  - Access to the internet** (this will produce more accurate results)
  - Colored pencils, markers, or crayons to color with
  - Lunches or the menu of a local eatery to investigate

INSTRUCTIONS

Gather all materials, including lunches or a menu of a predetermined location.

Read off the *Background page* of this booklet.

Inform students of the goal of this activity.

Hand out sheets of paper and instruct students that after researching, they will create a visual representation of their findings. This can be a food map, drawing, word map, whatever they would feel most comfortable with.

Give students between 20 - 60 minutes to complete the activity depending on their interest levels

Use the *Scaling Up and Down* page for information about how to modify to other age groups.

Have students share their findings aloud.

USED WITH PERMISSION BY VERMONT ABENAKI ARTISTS ASSOCIATION. SOME ASPECTS ADAPTED FROM THE PROJECT WILD ACTIVITY SERIES. ©LINA LONGTOE SCHULMEISTERS. 2017.
BACKGROUND

Nothing in this world exists in isolation from anything else. My decisions today can easily affect you and vice versa.

For centuries, the Abenaki people utilized extensive networks to trade goods, offer assistance to their allies in the Wabanaki Confederacy and pass information from one group of people to another. The Abenaki, like many other Native American tribes, teach their children about a powerful concept called the Seven Generations. This refers to all of the past, present, and future generations that a person will know in their life as well as their shared responsibility to one another. Not only are Abenaki children taught to care for one another, but they are raised to see themselves as stewards, or protectors, of the environment as well. They learn to be respectful to all of their relations: plants, animals, and other humans.

Just as the Abenaki used complex networks to share information or trade, people are the world continue to do so today in a process known as globalization. The food for a single country is often grown in one location and then transported to another location, or it may be sold (exported) to a different country that wishes to buy certain crops or items from abroad (imported).

For every ingredient, in every meal that we consume, someone had to grow the food and harvest it before it reached our plates. If we live far away from farms, then that food may also have needed to be shipped elsewhere, processed or packaged in a factory, and finally sent to a grocery store before we ever get the chance to cook and eat it. Each step in this process has a cost associated with it. Woodland areas may have been cut down to make farms, fossil fuels like gasoline may have been burned in the transportation process, and plastic packaging may create excessive waste that would later put marine life in danger. As informed global citizens, it is our responsibility to understand the impacts we have on the world around us. That way, we can begin to make lifestyle choices that fit the kind of world we would like to live in.
SCALING UP

For older students, consider adding some of the following variables and scenarios:

- **Investigate the amount of carbon emissions produced** by the trucking transportation system, the agricultural industry or household waste. Is there something we can do to reduce this?
- **Discuss or research how countries import and export** foods. What foods does the USA export to other countries? Do we depend on other countries for importing food? What would happen if these crops weren’t able to grow properly?
- **Bring students to a local garden** and see if you can arrange them for them to taste the foods grown. Do fresh foods taste differently?

SCALING DOWN

For younger students:

- **Research what are the nearest farms to your educational institute.** What do they grow? Is it possible to make an entire meal based off of their crops?
- **Have a class discussion about seasonality.** Ask what fruits and vegetables they remember seeing in the grocery stores. Were those the same items for sale a month ago? What about last season? Have students research what fruits and vegetables are in season and why it is important to eat seasonally. Share answers and engage students with why this may not be a viable answer for everyone.