

Part 3: *FRESH: The Movie* & Discussion

NSF Farm Hub Project

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Timing within Module:

This activity is an introduction and should be completed prior to the in-class research.

Goal:

To define, identify differences between, and understand health, social, and environment impacts of the industrial global food system and sustainable, local food systems.

Learning Objectives:

1. To learn differences between the global/industrial and local/sustainable food systems.
2. To learn about efforts to create a more equitable, sustainable food system.
3. To reflect on personal food consumption and learn how food choices matter.
4. To create a plan to increase sustainability practices in their food choices.

Materials:

Section 1: Pre-Screening Reflection Worksheet (*provided*)

Section 2: *FRESH: The Movie* (digital copy uploaded onto Moodle), Film Worksheet (*provided*)

Section 3: Film Discussion Questions (*provided*), 10 FRESH Solutions Puzzle (*provided*)

Section 4: Social Action Reflection (*provided*)

Preparation:

This lesson contains four sections to be completed in the following order:

1. Pre-Screening Reflection (20 minutes) – homework or in-class
2. Film Screening and Worksheet (75 minutes) – homework or in-class
3. Film Discussion & Puzzle (with or without panel) (45 minutes) – in-class
4. Social Action Reflection (20 minutes) – in-class

If an in-class panel will be utilized, contact panel members at the beginning of the semester. Pre-watch *FRESH: The Movie* and familiarize yourself with the local food movement in Indianapolis. If a panel will be used, 2-3 weeks prior to the event email a link to the video along with discussion questions. Explain that they will answer questions not italicized and will ask students italicized questions. If no panel, then the faculty member will be expected to answer the normal font questions, ask the students italicized questions, and hand out the puzzle pieces.

Length:

160 minutes. Pre-screening reflection (20 minutes) can be completed in-class or as homework. The film viewing (75 minutes) can be assigned as homework or watched in-class. Discussion, puzzle, and final reflection should occur in-class (65 minutes).



Award # 1609219



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Section 1: Pre-Screening Reflection

Adapted from: http://www.freshthemovie.com/wpcontent/uploads/2009/08/FRESH_study_guide_final.pdf

1. What kind of food do you eat (fast food, processed, fresh, home cooked) and why?
2. Where does the food you eat come from?
3. How is your food grown and by whom?
4. How fresh is your food?
5. Have you ever planted your own garden and tasted the vegetables? What did they taste like?
6. What is a food system?

Section 2: *FRESH The Movie* Film Worksheet

“New thinking about what we’re eating.”

Adapted from: www.ws.k12.ny.us/Downloads/Fresh%20Movie%20Worksheet.docx

1. The chicken farm owned by Mr. and Mrs. Fox is described as an “industrial” farm. What specific practices did you see or hear described that fit the industrial label?
2. Michael Pollan describes our agricultural system as *unsustainable*. What does this mean?
3. What is a monoculture? Does nature have monocultures? What is the downside to growing monocultures?
4. Why is *E. Coli 157:H7*, the bacteria that causes food poisoning, so much more prevalent in feedlots?
5. What two aspects of the lives of wild herbivores (Bison, deer, etc.) is absent in industrialized farming?

6. What issues did Russ Kreumer have on his hog farm after shifting to a more industrialized approach?
7. What percent of row crops (corn, soy) is fed to ruminant herbivores such as cows?
8. Michael Pollan explains that food from the grocery store may be cheap, but it has hidden costs that are paid elsewhere. Give two examples of these hidden costs.
9. Explain the concept of a *food desert*.
10. The corn and soybean farmers sell their crops for much less than it actually costs to produce them. How are they able to make a living this way?
11. Explain how farmers have become dependent on a few large companies to make a living.
12. What is the danger of having a limited number of sources within the food supply?

Section 3: Film Discussion Questions

Adapted from: http://www.freshthemovie.com/wpcontent/uploads/2009/08/FRESH_Questions.pdf

Use the discussion questions below to cover key topics about the food system.

The instructor will begin with question #1 to the panelists for introductions.

The instructor will ask students italicized questions and will then give panelists the opportunity to respond. The non-italicized questions can be used to encourage additional statements from the panelists.

Once a student or students respond to a question, provide them with a puzzle piece.

At the end of the discussion, students put together the puzzle and use the information to complete the Social Action Reflection worksheet.

Panel Member Ideas:

Mimi Zakem or Imhotep Adisa, Kheprw Institute: iadisa@kheprw.org, mzakem@butler.edu

Bridgett McDaniels-Russell, Patachou Foundation: bridgett@thepatachoufoundation.org

Tyler Goff, IndyUrbanAcres: thgough@gmail.com

Tim Dorsey, CUE Farm: trdorsey@butler.edu

Andrew Distelrath, Distelrath Farm School: adistelr@hotmail.com

Emily Toner, Purdue Extension: eeggles@purdue.edu

****Please contact Julia Angstmann (jangstma@butler.edu) if you have issues contacting these individuals or need help finding additional panelists.**

Discussion Questions for panel members and *students*

1. Introductions; how are you involved in the food system movement?
2. *What questions (doubts, concerns) did the movie raise for you?*
 - a. Why do you think FRESH is an important story to be telling right now?
3. *What do you think about the treatment of farmers, farm workers, animals, the soil and the environment?*
 - a. How can we make the type of work that Joel Salatin and Will Allen do in FRESH a reality in our neighborhood?
 - b. How can our actions impact what politicians do for this cause?
4. *Do you think any differently about farming (and farmers), agriculture and the food system now (i.e., after viewing the film)?*
 - a. What is the local sustainable food movement in Indianapolis? How are the farmers using the land? What are they growing and how? What's working for them? Against

them? How does this compare with other places in the country? What kind of help do they need to grow the sustainable food movement in your region?

5. *What concerns you most about the food you eat? (Your health? Animal treatment? Environmental pollution? Carbon footprint? GMOs?...)*
 - a. Which local, state or federal issue is of concern to you right now?
 - b. What can individuals do to learn more about policies that affect access to FRESH food and how they can help?
 - c. How do or could community groups (school board, city council, PTA, church/temple) contribute to improving access to local and sustainable foods?
 - d. Which organizations locally and nationally are active in promoting a sustainable food system and how can we support them?
6. *Where do you buy your food and how do you make your purchase decisions? Do you want to change your purchasing and food consumption habits?*
 - a. Do you have tips for saving money while purchasing only great food? Do you belong to a coop? A CSA? Do you grow some of your own food?
 - b. What are the food items that you try to always buy local or organic? (eggs? milk? meat? fresh produces? which ones?)
7. *What do you think of the statement made by Michael Pollan that we pay three times for our food – at the register, with our health care, and via agricultural subsidies? Does this cause you to consider (or reconsider) the notion of “cheap” food?*
 - a. How can the local, sustainable food system begin to change this cost?
8. *Buying food from a Farmer's Market and making fresh home cooked meals is a privilege. Do you think this movement has the potential to increase food security? How about food justice (addressing economic and racial inequalities in the food system)? How about food sovereignty (the right of communities to define their own food system)?*
 - a. Is the local food movement elitist?
 - b. What is needed to develop the food system into a more accessible or just one?
 - c. How are local neighborhoods gaining control of their own food system?

