

Eating Well

For Ourselves
For Our Neighbors
For Our Planet



A Faith-Based Curriculum about the Food We Eat
and Why It Matters



North Carolina Council of Churches

Strength in Unity, Peace through Justice

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Introduction

Everyone eats.

Our relationship with food is as simple — and as complex — as that. Every living thing is dependent on nutrition, which makes food an incredibly valuable resource. And how we get it, who gets enough of it, and the choices we make around it become critical social justice issues.

For people of faith, food has incredible symbolic meanings. It is the stuff of miracles, of punishment, a symbol of welcome and the generosity of the Creator. For Christians, reenacting the Last Supper is one of our most sacred rituals of our faith.

And so, we have developed “Eating Well: For Ourselves, For Our Neighbors, For Our Planet” from a faith perspective, recognizing both the spiritual nature of a shared meal together as well as the broader implications of what is placed on our tables. As sisters and brothers in Christ, we are called to be good neighbors to each other, good stewards of creation, and good caretakers of the body God has given us. Our relationship with food touches our relationship with just about everyone and everything else.

Let’s explore it together.

Getting Started

For this curriculum, you will need:

- 🕒 One “Nourish” DVD per group (available online at <http://www.nourishlife.org/> or <http://bit.ly/nourish-dvd>)
- 🕒 Harvest of Dignity DVD (available online at <http://www.ncfan.org/order-harvest-of-dignity-film>)
- 🕒 One booklet per participant or copies of each week’s lessons
- 🕒 Supplies as described for each week’s activities

Language about Food

It is important to understand that food can be a sensitive issue. You or your participants may have experienced a number of food-related hardships, such as food scarcity or disordered eating.

The following defines a few of the terms used in this curriculum:

Food desert: A location where there are few grocery stores in a walkable distance from residences. In short, those who live in the area have less access to healthy

foods, especially if they do not own cars. This means they are more likely to buy food from convenience stores or fast food restaurants, which is often not as healthy or fresh.

Food swamp: This term emphasizes the high numbers of fast food restaurants and convenience stores in an area rather than a lack of grocery stores. In the United States, there is an average of five fast food restaurants for every one grocery store.* Under debate is whether the over availability of fattening, high-calorie, processed foods may be more to blame for obesity than a lack of fresh foods.

* Source: <http://healthland.time.com/2011/08/12/the-ratio-of-fast-food-restaurants-to-grocery-stores-in-america-is-51>

Local food: Local food is food that was grown nearby, and thus does not have to be transported as far before reaching the consumer. The exact distances defining “local” vary. For the purpose of this curriculum, “local” will mean “within North Carolina.”

Organic food: Organic food is food grown in a way that does not use chemical pesticides, chemical fertilizers, genetically-modified organisms, and other modern methods that are harmful to the environment. However, you have to be certified to use organic labeling of your product, which can be too expensive for smaller farms.

Slow food: Slow food is everything that fast food is not. It is a movement encouraging the preservation of local and traditional food, as well as local and ecologically-minded farming.

Stewardship: Providing caretaking, management, protection, and/or support to all creation, including the planet, the atmosphere, animals, plants and humans. Stewardship refers to the human task of caring for creation as commanded by God in Genesis 1:28.

About the NC Council of Churches

Since its inception more than 75 years ago, the North Carolina Council of Churches has used Christian values to promote unity and working toward a better tomorrow. This is reflected through the Council’s motto: “Strength in Unity, Peace through Justice.”

Today, the Council consists of 18 member denominations, with more than 6,200 congregations and about 1.5 million congregants across North Carolina. The Council enables those denominations, congregations, and people of faith to impact the state on issues of health and wellness, climate change, immigration policy, farmworker rights, and much more.



Introduction (continued)

Over the past two years, the Council has also focused on a theme connecting each of these issues: food. This curriculum is a part of our effort to help people of faith learn about this most basic necessity for survival, how it relates to our beliefs, and how those two intersect.

To learn more about the Council and its work, visit: www.nccouncilofchurches.org.

Suggestions for Leaders

Prepare

As you approach the “Eating Well” curriculum as a leader, there are tangible and intangible ways you will want to prepare.

“Eating Well” includes Leader’s Notes at the beginning of each of the seven weeks. These are intended to help guide you through each class. Every week, there are activities listed based on the age group of the participants, from primary to adult. For our purposes, primary is roughly Kindergarten through second grade, intermediate is third through fifth, and youth is sixth through 12th grades.

If you have a mixture of ages, or if there are multiple activities, you will need to decide which activity best fits the time available and the participants. Some activities require advance preparation, such as copying or gathering supplies. Taking the time to read through the curriculum in its entirety before introducing it to a group would be optimal, and we would encourage you to read each session again in the days prior to presenting it.

Sessions are designed for about 50 minutes. This includes:

- 🕒 One minute for the opening prayer
- 🕒 Ten minutes for an opening reflection
- 🕒 Four minutes for a scripture reading followed by silent meditation, then a focus statement
- 🕒 Twenty to thirty minutes for an activity
- 🕒 Five minutes discuss ways to apply the day’s lesson in the coming week followed by a closing prayer
- 🕒 Each week also includes a table grace which is a short, easy to memorize prayer that families can share before meals each day of the week following class. This encourages families to pray and eat together.

In terms of intangible preparation, here are a few suggestions:

- 🕒 As you prepare to present the curriculum, pray for discernment and guidance.
- 🕒 Clarify your goals: Is there one specific outcome you are aiming for? Do you simply want to begin the discussion, or are you hoping for specific action?
- 🕒 Take time to sort through your own feelings/opinions/level of knowledge about this issue. These can be complex and multilayered issues. You are not expected to be an expert on the topic. What aspects do you need to read up on? Decide whether you intend to remain neutral or if you intend to make your opinions clear, but in a way that does not dismiss the feelings/opinions of others.
- 🕒 Be prepared with intelligent and articulate resources. Encourage your congregants to use only reliable, well-respected sources of information. Additional resources are listed at the end of each week’s session.

Intergenerational design

The lessons for each week are aligned vertically, so every age group is learning about the same theme, but the specific activities and topics are different based on developmental abilities. One goal of this curriculum is to encourage families and congregations to talk beyond age boundaries.

By exploring multiple issues related to the same topic, participants can get a fuller picture by then talking to each other. Children can teach the adults what they learned that week, and adults can talk to the children about their own activities. Since the topic of food is so complex, everyone will learn more about the week’s theme through dialogue.

Follow-up

This program can have long-term implications for congregations and for individuals, both in small steps taken and larger accomplishments achieved.

Each section includes additional resources and information on what is covered in that lesson. If the participants are interested, encourage them to follow up with these resources. Some of the ideas in this program may inspire long-term projects for your church. For example, you and your participants may want to pursue a course of study which focuses on one particular topic discussed in a lesson. Alternatively, you may want to start a community garden or try gleaning. There are additional resources for information and for action on the Council’s website.



Introduction (continued)

Adapting the Curriculum

For longer meeting times or with older age groups, consider lengthening the activity or discussion times.

Focus on the strengths of your group. For example, if your youth group is mature, consider using an occasional activity from the adult level. If you are working with a group of mixed ages, use activities for the younger ages and ask the older group members to help facilitate the activity.

If you have questions or comments regarding this curriculum please visit us online at:

www.nccouncilofchurches.org/food-curriculum.

Please also fill out the assessment available online and at the end of the curriculum. Your feedback is invaluable to us as we work to improve and expand this resource.

Notes:

Credits

Special thanks to all the North Carolina Council of Churches staff and interns who worked on this project, including Rose Gurkin, David LaMotte, George Reed, Kathy Shea and Willona Stallings. Chris Liu-Beers, Program Associate with the Council, provided the layout and design. Cover photo of farmworker woman by Peter Eversoll.

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Notes:

Notes:



Eating Well Week 1: Overview

Leader's Notes

Food is a surprisingly complex issue. Where our food comes from, the way in which it is grown, the treatment of the farmworkers, our purchasing choices, the availability of food around the world, and the types and quantity of food we consume are all inter-related. At the very root of the issue is our intimate relationship with God's good creation and how we steward it.

In this curriculum, you will often ask participants to share their own thoughts, memories, feelings, and experiences with the rest of the class. It's important to make sure that everyone participating understands that it is safe to share with others in the class.

However, it is also the responsibility of everyone in the class to make sure it is a safe place to share. Remind participants to speak with thought and compassion for others. If you like, you can spend a few minutes with the participants making rules for group discussions to help with this goal. One rule that you may wish to make and reiterate throughout the study is the importance of confidentiality.

This week's lessons will present an overview of the curriculum. Primary and intermediate children will focus on the vastness of creation. Youth and adults will begin to explore the complexity of our relationship with food, either through viewing a video or reviewing several articles. The lesson will introduce multiple factors that impact the food system, and you will have the opportunity to study those factors in greater detail in later lessons.

Expect participants to feel overwhelmed. There are no simple answers. However, there are opportunities to address injustices in the food system through the way we eat. The objective of this lesson is to introduce the participants to the complexity of the issue of food.

We pray that on this journey, you will start to make lifestyle changes and will be motivated by God's call to love ourselves, our neighbors, and our planet.

Opening Prayer

Almighty God, as we gather together to learn about the glory of your creation, we ask that you open our hearts and minds so that we can recognize your good gifts in the world around us and interact with them in a way that is pleasing to you. We are dependent on one another. Make us hungry for knowledge, for justice, for stewardship, and for peace. In Christ's name we pray, Amen.

(Lisa Talbott)

Opening Reflection

People tend to have powerful memories and emotions related to food. What is your earliest food-related memory? Why do you think the emotion related to that memory is so powerful?

Scripture

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.

Luke 10:27

The earth is the Lord's and all that is in it, the world, and those who live in it.

Psalms 24:1

Focus Statement

Food is at the heart of human existence. Not only do we need food to survive, we use food as a way of building and maintaining community. It is a part of the rituals and stories we share as people of faith.

However, even food can be abused. From individual struggles with weight and poor health to food systems that abuse workers to global climate change, the ways in which we interact with food have lasting effects.

The purpose of this study is to highlight the interconnectivity between food and respecting creation, having enough, loving neighbors, valuing diversity, and working towards peace from a faith and social justice perspective. Additionally, you will be equipped and empowered to take action at personal, communal, regional, and political levels.



Eating Well Week 1: Overview (continued)

Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities.

Apply It

Discuss what you learned with your family and/or friends. This week, plan on having one special meal. That meal could be home-cooked with family or friends. It could be a vegetarian meal if you normally eat meat. The meal could be prepared from local or organic ingredients. If your family does not normally eat together, it could be a family meal. While making and eating the meal, talk about the story of your food. The important thing is to consciously think about what you're eating and where it came from.

Table Grace for the Week

Bless, O Lord, thy gifts to our use and us to thy service; for Christ's sake. Amen.

(Book of Common Prayer)

Closing Prayer

Creator God, you make all things and weave them together in an intricate tapestry of life. Teach us to respect the fragile balance of life and to care for all the gifts of your creation. Guide by your wisdom those who have power and authority, that, by the decisions they make, life may be cherished and a good and fruitful Earth may continue to show your glory and sing your praises.

Almighty God, you have called us to tend and keep the garden of your creation. Give us wisdom and reverence for all your plants and animals who share this planet with us and whose lives make possible our own. Help us to remember that they too love the sweetness of life and join with us in giving you praise.

(National Council of Churches Earth Day Sunday 2001 resource packet)

Learn More

Activities for Children

<http://www.nourishinteractive.com/>

Book for Adults

The Omnivore's Dilemma: A Natural History of Four Meals
by Michael Pollan

Book for Youth

The Omnivore's Dilemma for Kids: The Secrets Behind What You Eat by Michael Pollan



Primary and Intermediate Week 1: Loving God and Loving Neighbor

Scripture

The earth is the Lord's and all that is in it, the world, and those who live in it.

Psalm 24:1

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.

Luke 10:27

Memory Verse

The earth is the Lord's and all that is in it.

Psalm 24:1a

Supplies

- 🕒 Large ball for playing catch
- 🕒 Roll of butcher paper or one poster board for every five or six students
- 🕒 Crayons, markers, paint, colored pencils

Activity: Mural

Part 1

- 🕒 Open with prayer.
- 🕒 Read the scriptures.
- 🕒 Show the children a couple of prized possessions you've brought from home, such as a photo of a beloved pet or an heirloom. Tell them why you love it and what you do to take care of it.
- 🕒 Ask the children what possessions they have that they love. They may talk about toys, stuffed animals, pets, etc.
- 🕒 Ask them how they take care of that possession. For pets, they may talk about feeding, watering, or walking them. For possessions, they may describe how they put them away when they're done playing with them or keep them close to their sides.
- 🕒 Read Psalm 24:1 to them again. Tell them that everything belongs to God. Everything! Just like they have prized possessions that they love and care for, so does God.

Part 2

- 🕒 Just what is "everything"? Have the students brainstorm all the things that God owns.
- 🕒 **Option A:** If you have a large, soft ball, you may have the kids stand in a circle and throw the ball to one another. Establish the rule for the first round that they have to throw the ball to someone who has not had it yet. Each person who catches it says, "God owns ____." Encourage them to think big (mountains, cities, countries) and small (lady bugs, toys, themselves). Play long enough so that everyone has a turn to speak two or three times.
- 🕒 **Option B:** If catch is not appropriate for your age group or environment, the kids can "popcorn" their brainstorm. Have them move their chairs in a circle or sit around a table. When it's their turn to speak, they will stand up and say, "God owns ____," and then sit back down. Challenge them to move around the circle as quickly as possible. If you have children with mobility issues, encourage them to lift their arms or wave their hands when they speak.



Primary and Intermediate Week 1 (continued)

Part 3

- ⌚ Once the children have had an opportunity to brainstorm, unroll a length of butcher paper or pass out a couple large pieces of newsprint or poster board along with art supplies.
- ⌚ Along the top write, “The Earth is the Lord’s and Everything in It.” If you are using multiple poster boards, you may want to break up the title and write a few words on each poster so that you can hang them up together into one long mural.
- ⌚ As a group, they will create a picture showing all the things that belong to God. Many hands make for detailed work, so if you are using butcher paper, everyone should be contributing to the same picture. If you are using poster board, have 5 or 6 children work on each one.
- ⌚ Remind the kids of all the things – big and small – that they listed in their brainstorm. Cities, mountains, the oceans, lakes, rivers, cars, people, pets, animals, plants, etc.

Part 4

- ⌚ When the pictures are complete, have the children come back together as a whole group.
- ⌚ Read Luke 10:27 to them again. Using their posters as examples, show them that they can love God by loving and caring for all the things that God owns. Since they belong to God, all the other things that belong to God are their neighbors, and they should try to love them and take care of them. God creates the food we eat, and God wants all of us to have enough.
- ⌚ Close with a prayer.



Youth and Adult Week 1: Nourish

Self-Assessments

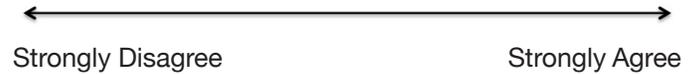
How much do you know about food, nutrition, and the food system? Complete this self-assessment. Check the box that best describes your level of knowledge about each subject.

- 0 = I have never heard this term before.
- 3 = I have heard or read about this term and have a basic understanding of it.
- 5 = I have a strong understanding of this term.

Term	0	1	2	3	4	5
Food Security						
Climate Change						
Global Warming						
Creation						
Farmworker						
Carbon Footprint						
Free Trade						
Monocrop						
Local Food						
Organic Food						
Fast Food						
Balanced Diet						
Greenhouse Gases						
Factory Farming						
Comfort Food						
Hunger						
Food Desert						
Nutrition						
Stewardship						
Community Garden						

Read the following statements. Write the number of the statement on the place on the continuum that you feel best reflects your agreement to the statement.

1. My faith determines my eating habits.
2. I know the sources of the foods my family eats.
3. I am aware of the ways in which my eating habits affect creation.



Watch “Nourish”

After watching “Nourish,” discuss the following questions in small groups or all together as one group:

- 0 What in “Nourish” surprised you the most?
- 0 How often have you thought about the story of your food?
- 0 What are your favorite foods? Have your feelings for this food changed now that you have seen “Nourish”?
- 0 What traditions does your family have around food?
- 0 Have you ever been to a farm, or harvested food yourself? How does this knowledge influence your feelings about food?
- 0 What are some of the connections you see between your religious beliefs and food?
- 0 How does the impact of your choices on the environment and on others relate to Jesus’ command, “Do unto others as you would have them do unto you?”
- 0 How does food connect all of God’s creations?
- 0 Why do you think people eat fast food instead of making meals themselves?

Youth-specific Questions

- 0 At the end of “Nourish,” a girl said, “it’s up to the kids now.” What did she mean? What can we do that adults can’t?
- 0 What kinds of foods are served at your school, church, or neighborhood or family meals?
- 0 What steps can be taken to make those foods healthier?
- 0 How often do you talk to your parents/guardians about food? Do you get to help make dinner or decide what you will eat that week?



Youth and Adult Week 1 (continued)

Adult-specific Questions

- 🕒 What information from the movie did you already know? What was completely new to you?
- 🕒 What does “voting with your fork” mean for you personally? What does it mean for faith communities?
- 🕒 What major themes were touched on in the movie (ie: health, environment, etc.)? What other themes could be included?
- 🕒 What needs does this video point out that may be filled through Christian mission or ministry? Does your faith community already have missions or ministries that address these needs? How can you participate in, support, or start missions or ministries that address those needs?

Youth and Adult: Alternative to “Nourish”

Complete the “Self Assessments” section on page 11.

Separate into three or four small groups. Each group will be given an article (see supplementary materials on page 13) to read and discuss. Consider the following questions as you read:

- 🕒 How does this article relate to food?
- 🕒 What are the major themes or issues highlighted by the article (such as health or the environment)?
- 🕒 How does this article point to a need that may be addressed through Christian mission or ministry?

After everyone has had a chance to read and discuss the article in small groups, present the article you read to the other groups. Feel free to add any interesting points your group raised during the discussion time.

Once all have been presented, discuss as a group the following questions:

- 🕒 What information from these articles did you already know? What was completely new?
- 🕒 How do all of these topics interconnect?
- 🕒 What are some of your family’s food-related traditions?
- 🕒 Do you usually eat at home or eat out? How does this relate to the articles?
- 🕒 How could your church or group work to address the needs presented in these articles? What missions or ministries do you already have which meet these needs? What missions or ministries may need to be started or supported?



Youth and Adult Week 1 Supplementary Materials

Please print and distribute the following articles (links and additional articles will also be available at www.nccouncilofchurches.org/food-curriculum):

North Carolina Food Insecurity

🕒 See page 14

North Carolina Child Food Insecurity

🕒 See page 15

Crop Scientists now fret about heat not just water

🕒 <http://www.reuters.com/article/2011/10/24/us-climate-crops-idUSTRE79N07420111024>

Food security key to national security

🕒 http://iowa.amestrib.com/articles/2011/10/12/ames_tribune/news/doc4e95a4cee28ba230273283.txt

Animals, industrial agriculture and swine flu risk

🕒 http://seattletimes.nwsources.com/html/thebusinessofgiving/2009179083_seattle_global_health_expertis.html

'Western' diets cause a third of heart attack deaths worldwide

🕒 <http://www.dailymail.co.uk/health/article-1079176/Western-diets-cause-heart-attack-deaths-worldwide.html>

UNC-Pembroke to begin sustainable agriculture program

🕒 <http://fayobserver.com/articles/2011/10/24/1131198?sac=Local>



North Carolina Food Insecurity

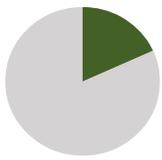
FOOD INSECURITY & FOOD COST IN THE US



North Carolina



FOOD INSECURITY RATE



18.2% of state population
Number of food insecure people: **1,649,070**

National average food insecurity rate: **16.6%**

INCOME BANDS WITHIN FOOD INSECURE POPULATION



65%
below SNAP threshold of 200% poverty

35%
above SNAP threshold of 200% poverty

ADDITIONAL MONEY REQUIRED TO MEET FOOD NEEDS IN 2009

\$ 687,208,350

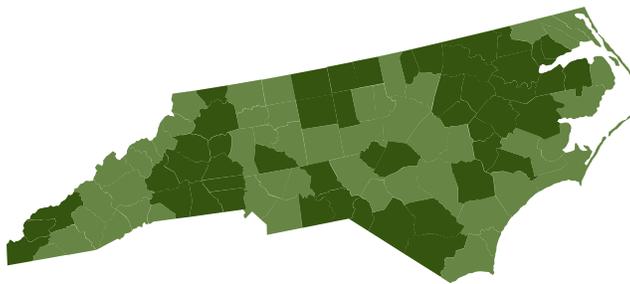
AVERAGE COST OF A MEAL

\$2.49*

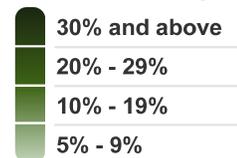
* National average cost of a meal is: **\$2.54**

FIVE counties with the highest food insecurity rates

Edgecombe, Scotland, Vance, Warren, Halifax



Food Insecurity Rates



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North Carolina Child Food Insecurity

2009 CHILD FOOD INSECURITY



North Carolina



CHILD FOOD INSECURITY RATE



27.3% of the state's children
Number of food insecure children: **603,250**

National child food insecurity rate: **23.2%**

ESTIMATED PROGRAM ELIGIBILITY AMONG FOOD INSECURE CHILDREN



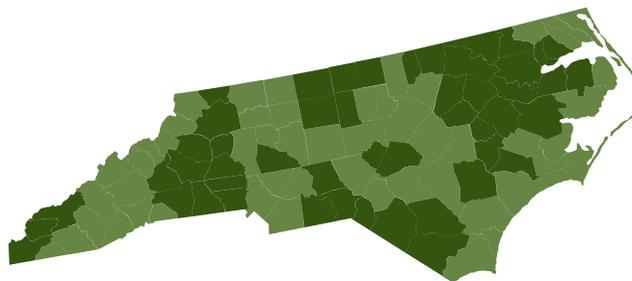
62%
income-eligible for federal nutrition programs

38%
likely ineligible for federal nutrition programs

Percent of food insecure children living households with incomes above or below 185% of the federal poverty guideline for 2009. Eligibility for federal child nutrition programs is determined in part by this income threshold.

FIVE counties with the highest child food insecurity rates

Alleghany, Graham, Robeson, Montgomery, Scotland



Child Food Insecurity Rates



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Eating Well Week 2: Creation

Leader's Notes

Today's lesson centers on creation. The creation stories in Genesis 1 and 2 are well known, so encourage people to read the scripture through the lens of food.

The primary and intermediate children will learn the story of creation and make an art project to help them remember it. Youth will focus on the distances food travels to reach them and the impact that has on the world. Adults will explore their personal shopping and eating habits to identify the carbon footprint they create in accessing food.

Today's activities raise awareness of the way the food system impacts the whole of creation.

Notes:

Opening Prayer

O God, although creation freely gives itself to feed us, we must not assume that the gift of food is free of responsibility. Our children depend upon us to maintain the health of an earth that will sustain them. Your demand for justice, oh God, requires that our lives contribute to the well-being of the earth. In gratitude for the food so graciously supplied, help us live in such a way that the health of the earth will continue to be able to feed others. Amen.

(Willard Metzger, Thanking God with Integrity, Vol. II, 2010)

Share Your Successes

What did you do to make one meal special last week?

Scripture

Genesis 1:1-2:4 - Creation

The story of creation is beloved and familiar. As you read and listen to it, keep in mind the issues raised by "Nourish" or the food system articles from last session.

Focus Statement

God created the universe and everything in it. God called the creation good and gave humans the responsibility of caring for it. God provided humans and creatures with all we need to eat; however, we must take care of creation to ensure there is enough food for all children of all species, now and forever.

Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities.

Apply It

This week, be mindful of how often you drive, where you drive, and why you drive there rather than walk or take public transportation. Try to eliminate at least one trip in the car. For example, combine several errands into one trip or walk rather than drive.

If you regularly walk or use public transportation, what are some of the benefits for you and for creation?



Eating Well Week 2: Creation (continued)

Table Grace for the Week

Be present at our table, Lord;
Be here and everywhere adored;
Thy creature bless, and grant that we
May feast in paradise with Thee.
(John Cerick - 1741, United Methodist Hymnal #621)

Closing Prayer

Lord God, We thank you for the gift of life. We thank and praise you for the mystery of creation. We know that you are in us, and we in you. Guide us, therefore, in our efforts to hand on the earth to future generations, so that others can seek to understand Your will and purpose in the world, bring your love to perfection and magnify your holy name. Help us overcome godlessness with love. Help us support and protect the victims of climate change everywhere; Those who've lost their homes or livelihoods to the ravages of famine, fire and flood. Teach us to live in peace and harmony with all creation. Lord, in your name, Amen.

(St. Albans' Church, <http://www.st-albans.dk/green-church/environmental-prayer/>)

Learn More

Books for Adults

Animal, Vegetable, Miracle: A Year of Food Life by Barbara Kingsolver
Wildly Affordable Organic Cookbook by Linda Watson

Documentary

"Food Matters" - www.foodmatters.tv

Resources for Teachers and Parents

NC Ag in the Classroom
www.ncagintheclassroom.com

Find Farmer's Markets and Community Supported Agriculture (CSA) near you:

Local Harvest (www.localharvest.org)
North Carolina Farm Fresh (www.ncfarmfresh.com)



Primary and Intermediate Week 2

Creation Story Wheel

Scripture

Genesis 1:1-2:4

Since this is a long passage of scripture, you may choose to read from a children's Bible that has simpler language or tell the story in your own words.

Emphasize that God created and loves the world and everything in it.

Day 1: Day and night

Day 2: Water and sky

Day 3: Earth and sea; vegetation

Day 4: Sun and moon

Day 5: Birds and fish

Day 6: Land, animals and humans

Day 7: God rested

Memory Verse

God saw everything that God had made, and indeed, it was very good.

Genesis 1:31

Supplies

Both Options:

- 🌀 One "Creation Days" template per child
- 🌀 One "Cover" template per child
- 🌀 Brads – one per child
- 🌀 Scissors

Option 1:

- 🌀 Crayons, markers, colored pencils

Option 2:

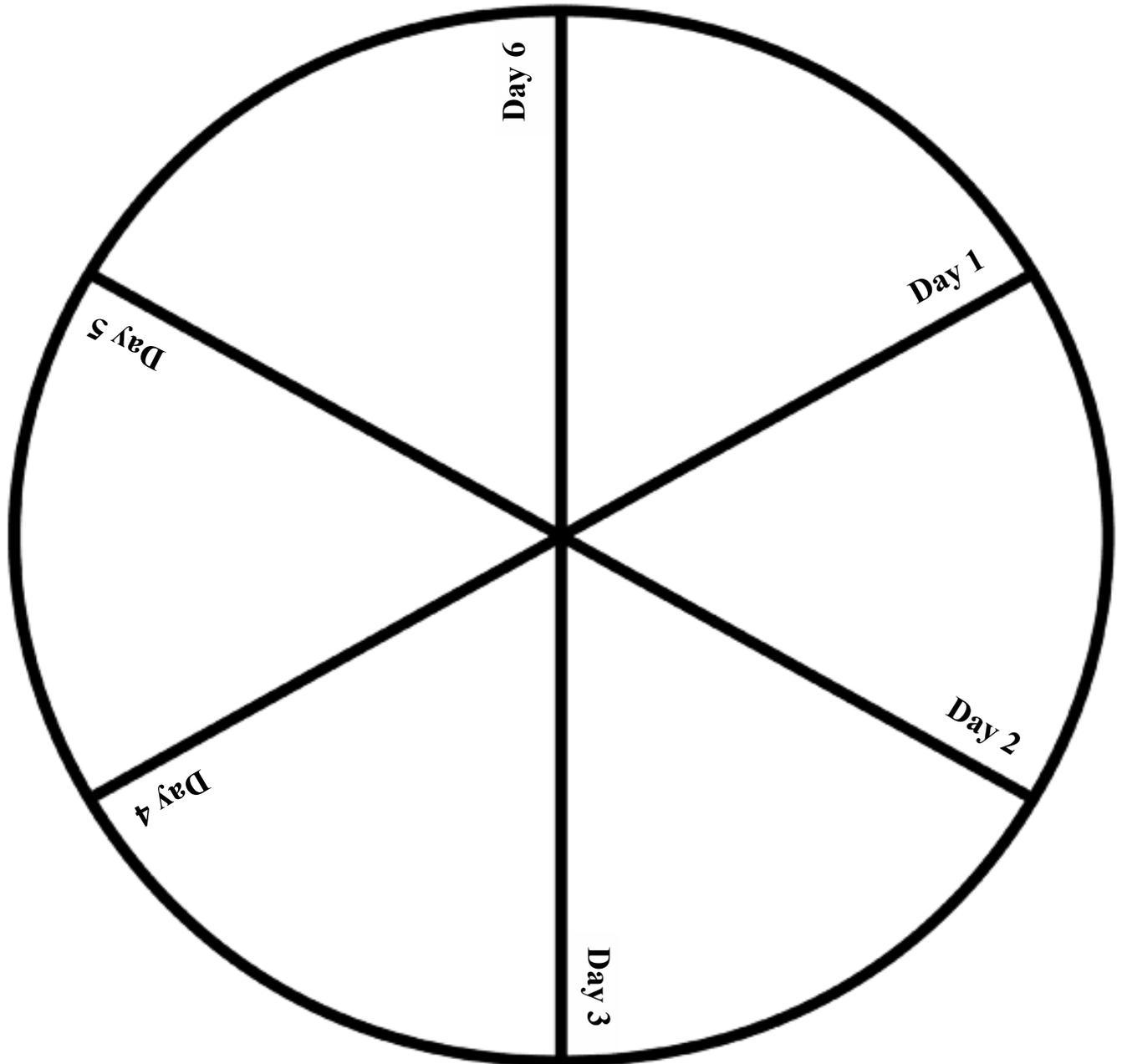
- 🌀 Magazines to cut up
- 🌀 Scissors
- 🌀 Glue

Activity: Creation Story Wheel

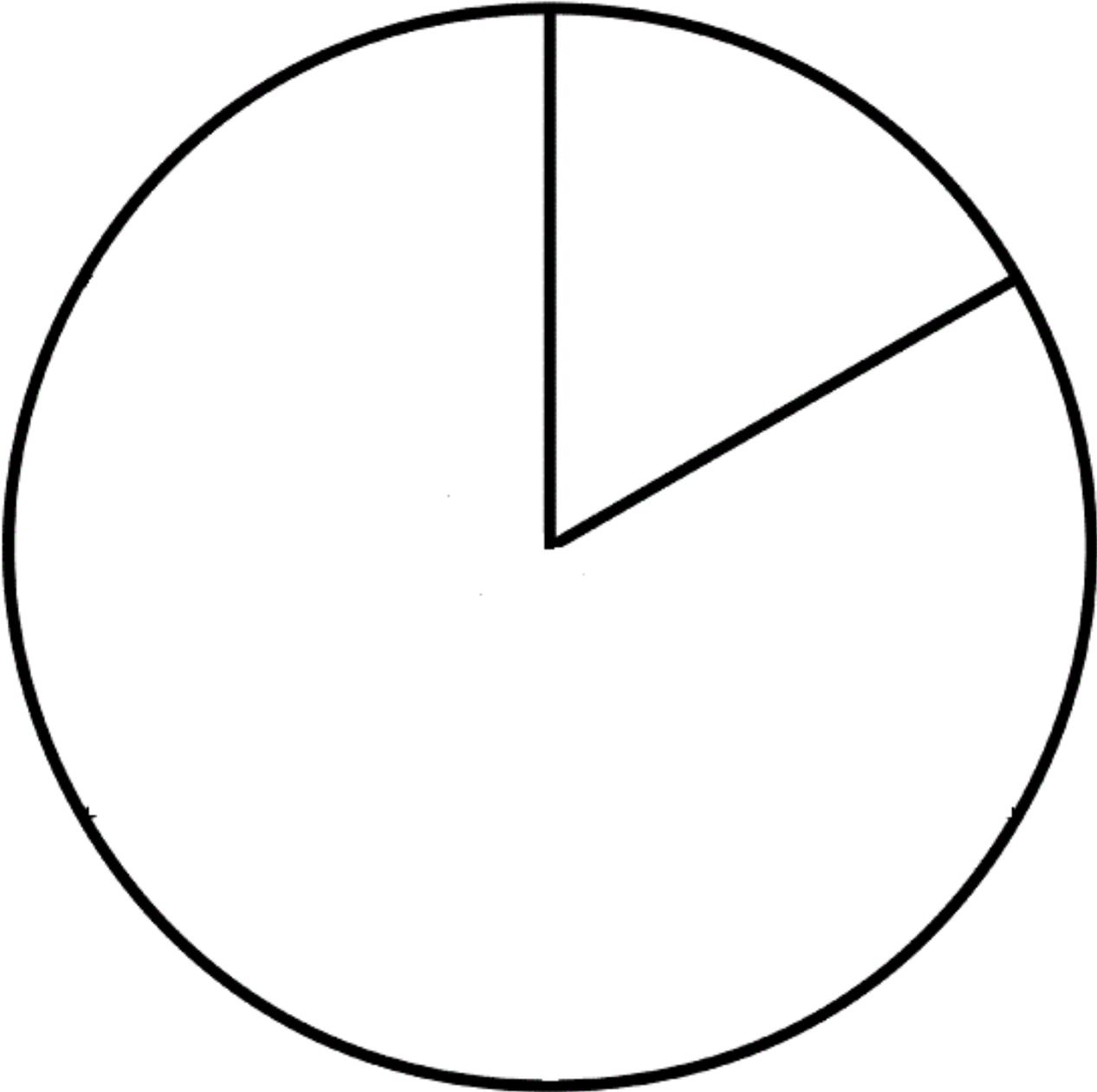
- 🌀 Before class: Print templates for each child. If you have very young children, cut out the circles ahead of time. Choose Option 1 or Option 2 and gather the appropriate supplies.
- 🌀 Open with prayer.
- 🌀 Read the scripture, being sure to highlight the different days of creation. You may choose to write the different days on the board or on newsprint.
- 🌀 Pass out "Creation Days" templates and art supplies.
- 🌀 Guide the children through each day of creation, having them illustrate what was created on each day in the appropriate day's "pie piece" on the template.
- 🌀 Pass out "Cover" templates. Have them cut out the pie piece that is outlined. Once the pie piece is removed, turn the cover over so the blank side faces upward. You may wish to write the title "_____'s Creation Wheel" on each cover. Have the children decorate the cover.
- 🌀 Place the cover on top of the Creation Days circle. Push a brad through the center. Show the children how to spin the cover to reveal each day of creation. Practice telling the story of creation with them using their wheels.
- 🌀 Again, be sure to emphasize that one thing the creation story teaches us is that God created and loves everything – the earth, vegetation, animals, water, the sun and moon, the food that we eat, and us. God cares for all of creation, and so should we.
- 🌀 Close with prayer.



Primary and Intermediate Week 2 Creation Story Wheel



Primary and Intermediate Week 2 Creation Story Wheel



Youth Week 2: Creation

Think

Where does your food come from? No, not the fridge. Not the grocery store. Where does it really come from?

Read

Genesis 1:1-2:4 - Creation

The Bible starts with the story of creation. We see that God creates everything – the water, the land, light and dark, plants, animals, even people. Not only does God create everything, God says that it is good. How can we take care of God’s good creation? Think about that as you read.

Talk

What does the story of creation teach you about the origin of plants and animals? What does it teach us about how God feels about the world? How should we take care of the world based on what we read in this scripture?

Explore

Food is one of the things God provides for us. Let’s think about where that food comes from and how that impacts creation. Using the charts below, create a travel map of your favorite foods. First, find your favorite foods and the states or countries where they are raised. Next, draw a line between those places and North Carolina. Finally, using the second chart, calculate the number of miles all of your favorite foods traveled to arrive in North Carolina.

Food	Location**
Potatoes	New York, North Carolina
Onions	Peru
Tomatoes	Canada, Mexico, Florida
Garlic	Florida
Bell peppers	Mexico
Cucumbers	Mexico, Canada
Carrots	California
Pork*	Virginia, Colorado, North Carolina
Chicken*	Arkansas, Georgia
Beef*	US, Canada, Mexico

Location	Distance from NC in miles***
Arizona	1,829
Arkansas	723
Brazil	3,858
California	2,256
Canada	1,897
Chile	4,942
Colorado	1,499
Costa Rica	1,831
Florida	583
Georgia	322
Honduras	1,516
Mexico	1,656
Morocco	4,016
New York	578
Oregon	2,253
Peru	3,096
Virginia	119
Washington State	2,280

Food	Location**
Apples	Washington (state)
Bananas	Costa Rica, Honduras
Oranges	Florida, Chile, Morocco
Pears	Washington, Oregon, California
Strawberries	California
Lemons	California, Arizona
Limes	Mexico
Grapefruit	California, Arizona
Mango	Brazil
Papaya	Brazil

*These items were packaged in these locations, but not necessarily raised there.

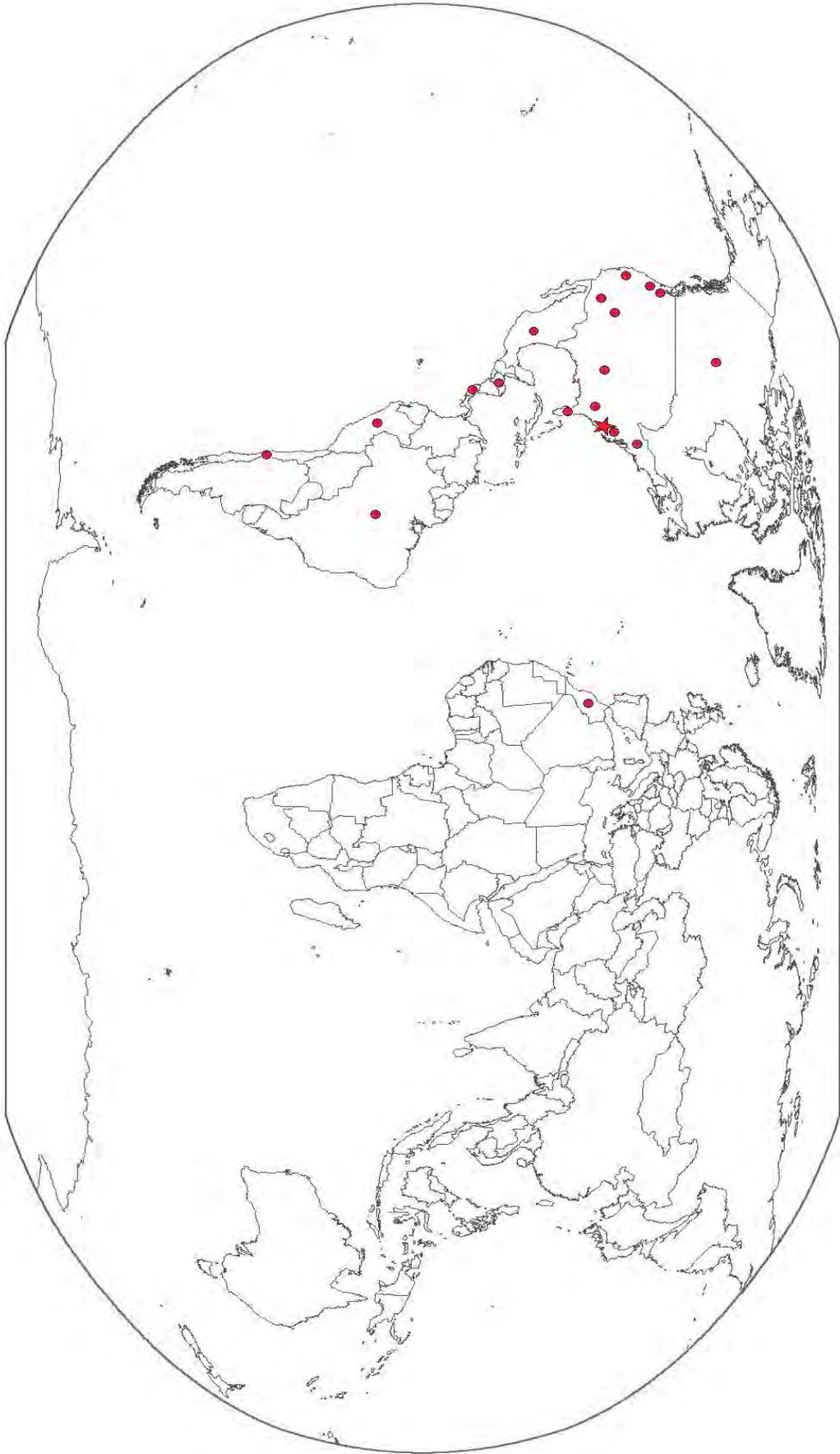
**These foods and their origins were researched from Harris Teeter and Food Lion grocery stores in Raleigh, NC.

*** These estimates were found using Google Earth.



Youth Week 2: Creation (continued)

- Arizona
- Arkansas
- Brazil
- California
- Canada
- Chile
- Colorado
- Costa Rica
- Florida
- Georgia
- Honduras
- Mexico
- Morocco
- New York
- Oregon
- Peru
- Virginia
- Washington



Youth Week 2: Creation (continued)

Did You Know?

While importing food from around the world creates a large carbon footprint, beef and dairy production releases far more greenhouse gases.

Livestock production contributes 18% of the global warming effect, which is more than the entire transportation sector! Livestock production is responsible for emissions of methane and nitrous oxide, two gases that have greater global warming effects than carbon dioxide.

So what is methane? Methane is a gas released by cows as they digest their food. Methane and nitrous oxide are also released by the huge amounts of manure stored in factory farms that raise the cattle.

The factory farming of livestock also uses a huge amount of water – 1,800-2,500 gallons of water go into producing a single pound of beef! Not only does livestock production use a lot of water, it also uses more fossil fuel energy than plant production. It takes about 40 calories of fossil fuel energy to produce one calorie of factory-farmed beef. So a 200-calorie hamburger patty requires 8,000 calories of fossil fuel energy! By comparison, it only takes about two calories of fossil fuel energy to produce one calorie of plant-based protein.

So what can we do to use fewer fossil fuels and help prevent global warming? Eat less meat! Cutting meat out of just one meal a week is like driving 760 fewer miles per year. If you cut out meat completely, it would be like driving 5,340 fewer miles per year.

Encourage your family to eat meatless one day a week.

Sources:

Ewen Callaway (<http://www.newscientist.com/article/dn13741-food-miles-dont-feed-climate-change--meat-does.html>)

Meatless Monday (<http://www.meatlessmonday.com>)

Sustainable Table (<http://www.sustainabletable.org>)

North Caroline Interfaith Power and Light (<http://ncipl.org>)

So What?

So, how far does your food travel? What impact does that have on creation? What can you do to eat well so that you are healthy and so is the planet?

Pray

Creator God, we thank you for all your gifts. Help us be good stewards of your creation. Amen.
(Lisa Talbott)



Adults Week 2: Distance Traveled for Food

Carbon Footprints

While there are many greenhouse gases, carbon dioxide (CO₂) is the most common one released by the use of fossil fuels. When calculating an activity's carbon footprint, all the other greenhouse gases like methane and nitrous oxide are calculated in terms of carbon dioxide equivalence (CO₂e) for simplicity and clarity. Therefore, a carbon footprint refers to the amount of all greenhouse gas emissions released by activities.

Let's look at the carbon footprint created by the distance you and your family travel to eat each week. If you go other places to get food that are not listed in the circles below, write them in the "other" circles. On the line write the estimated distance traveled to each of the places from which you get food.

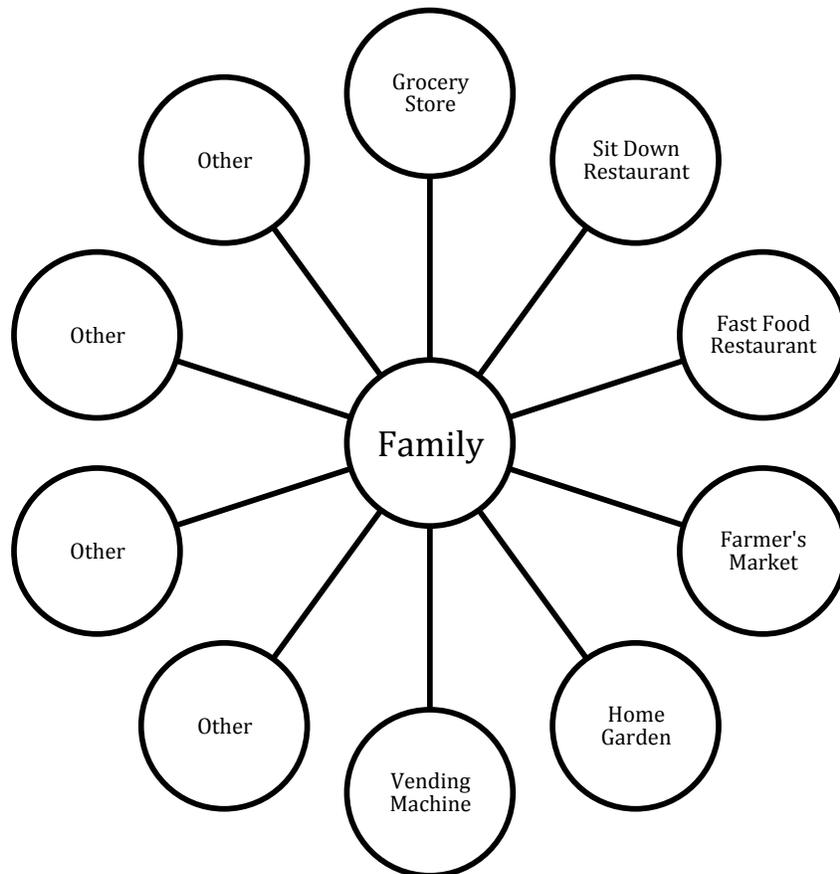
Sources:
www.climatecrisis.net
www.guardian.co.uk/environment/blog/2010/jun/04/carbon-footprint-definition

Activity Questions

- 🕒 In a typical week, how many miles does your family travel for food?
- 🕒 How many pounds of carbon dioxide are released in that distance?
- 🕒 What is the cost of gas?
- 🕒 What are some of the potential environmental impacts of the ways in which you get food?

Discussion

- 🕒 What surprised you in making this diagram?
- 🕒 How far on average do you travel to get your food?
- 🕒 How far does most of your food travel before it reaches you? (See the Youth activity on page 21.)
- 🕒 How can you make different food choices that reflect your respect for God's creation?
- 🕒 In the creation story, God provided Adam and Eve with everything they needed within the garden of Eden. How much of the food we need is available locally versus at a distance?



Adults Week 2: Distance Traveled for Food (continued)

Did You Know?

Notes:

While importing food from around the world creates a large carbon footprint, beef and dairy production releases far more greenhouse gases.

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So what is methane? Methane is a gas released by cows as they digest their food. Methane and nitrous oxide are also released by the huge amounts of manure stored in factory farms that raise the cattle.

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Sustainable Table (<http://www.sustainabletable.org>)

North Carolina Interfaith Power and Light (<http://ncipl.org>)



Eating Well Week 3: Enough

Leader's Notes

Keep in mind that eating is an emotional activity for many people. Some people eat when they are sad, some avoid eating to have a feeling of control, and others cook and eat foods that remind them of their family or their heritage.

When holding today's session, please be mindful about what you say in regards to food and emotions. Participant may share painful food-related emotions or experiences such as eating disorders. Remind the class about confidentiality.

Please read the Leader's Notes on the Adult lesson. This week's activity requires prior planning.

Opening Prayer

Give us, Señor, a little sun, a little happiness, and some work.

Give us a heart to comfort those in pain.

Give us the ability to be good, strong, wise, and free, so that we may be as generous with others as we are with ourselves.

Finally, Señor, let us all live as your own one family. Amen.
(The United Methodist Book of Worship, from a church wall in Mexico, 20th c.)

Share Your Successes

Did you eliminate one car trip this week? If you were not able to, what prevented you? If you were able to, how did you do it? What are some benefits of walking or taking public transportation?

Scripture

Exodus 16:9-26 - Manna and Quail

Choose a reader or take turns reading aloud the story of God's gift in the wilderness.

Or do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own? For you were bought with a price; therefore glorify God in your body.

1 Corinthians 6:19-20

Focus Statement

Our bodies are a good gift from God. We do not want to misuse that gift by consuming more food than our bodies need. God provides enough.

Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities.

Apply It

Based on what you learned today, set one goal for this week. You may choose to eliminate a sugary drink, to consume more water, or to be more aware of serving sizes.

Table Grace for the Week

Lord, we give you humble thanks for the bounty you've provided. Amen.

(Lisa Talbott)

Closing Prayer

O Lord our God,
you are always more ready to
bestow your good gifts on us
than we are willing to receive them,
and are willing to give more than we desire or deserve.
Help us to seek that we may truly find,
so to ask that we may joyfully receive,
so to knock that the door of your mercy
may be opened to us;
through Jesus Christ our Savior. Amen.
(The Book of Common Prayer of the Church of England, 20th c.)

Learn More

Additional information about food groups and serving sizes

<http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/pyramid/>

<http://www.choosemyplate.gov/>

Book for Adults

More-with-Less Cookbook by Doris Janzen Longacre



Primary and Intermediate Week 3: Enough is Enough!

Scripture

Exodus 16:9-26

Since this is a longer passage, you may wish to use a children's Bible that has simpler language.

You may also choose to retell the story in your own words. If so, be sure to emphasize verses 16 and 23 – God provides just enough, and on the Sabbath, God provides twice as much so that they people could have a day of rest.

Memory Verse

They gathered as much as each of them needed.
Exodus 16:18b

Supplies

Option 1:

- ☞ One copy of the blank food plate handout per child
- ☞ Magazines that can be cut up
- ☞ Scissors
- ☞ Glue sticks
- ☞ Larger construction paper
- ☞ If possible, laminating machine or supplies

Option 2:

- ☞ Crayons, colored pencils, or markers for the children to draw their food items if magazines are not available for collages

Activity: Create a Place Mat

- ☞ Before this session, explore www.hsph.harvard.edu/nutritionsource/healthy-eating-plate and www.choosemyplate.gov/index.html to familiarize yourself with the recommendations.
- ☞ Read or tell today's scripture lesson.
- ☞ Talk with them about the idea of having enough to eat. They should eat enough to be healthy. They should eat enough to feel full. They should not eat until they feel stuffed. You might also talk about eating when hungry or at meal times and not eating out of boredom.
- ☞ On newsprint or the board, draw the chart you see at the bottom of this page
- ☞ As a group, brainstorm different foods that fit into each category. There are ideas listed on the chart.
- ☞ Discuss ways to distinguish healthy foods from unhealthy ones, like eating whole foods versus processed foods, drinking water versus sugar-sweetened beverages, looking for a variety of colors, shopping the perimeter of the grocery store, and reading nutrition labels.
- ☞ Remind the children that having a variety of foods is important. For younger children, you may concentrate on having many different colors of food.
- ☞ Pass out one plate template to each child.
- ☞ Distribute collage supplies.
- ☞ Help the students make a collage showing a variety of healthy foods.
- ☞ If you have the capabilities, once the collages have dried, glue them to a large sheet of construction paper and laminate them. The children can take them home to use as place mats to remind them to eat a variety of foods.
- ☞ In closing, bring their attention back to today's scripture. God gave the Israelites enough – not too much and not too little. When they eat, they should think about just eating enough.
- ☞ End with a prayer thanking God for giving them enough to eat.

Vegetables	Whole Grains	Fruits	Healthy Proteins	Healthy Drinks
The children will be able to name a variety of vegetables. Be sure to emphasize the different colors of vegetables.	<ul style="list-style-type: none"> ☞ Whole wheat bread ☞ Brown rice ☞ Whole wheat pasta ☞ Steel cut oats Limit: white rice, white flour	The children will be able to name a variety of fruits. Be sure to emphasize the different colors of fruits.	<ul style="list-style-type: none"> ☞ Chicken ☞ Fish ☞ Beans ☞ Nuts Limit: red meat, processed meat like lunch meats and hot dogs, bacon	<ul style="list-style-type: none"> ☞ Water ☞ 100% fruit juice ☞ Low-fat milk



Primary and Intermediate Week 3: Enough is Enough!

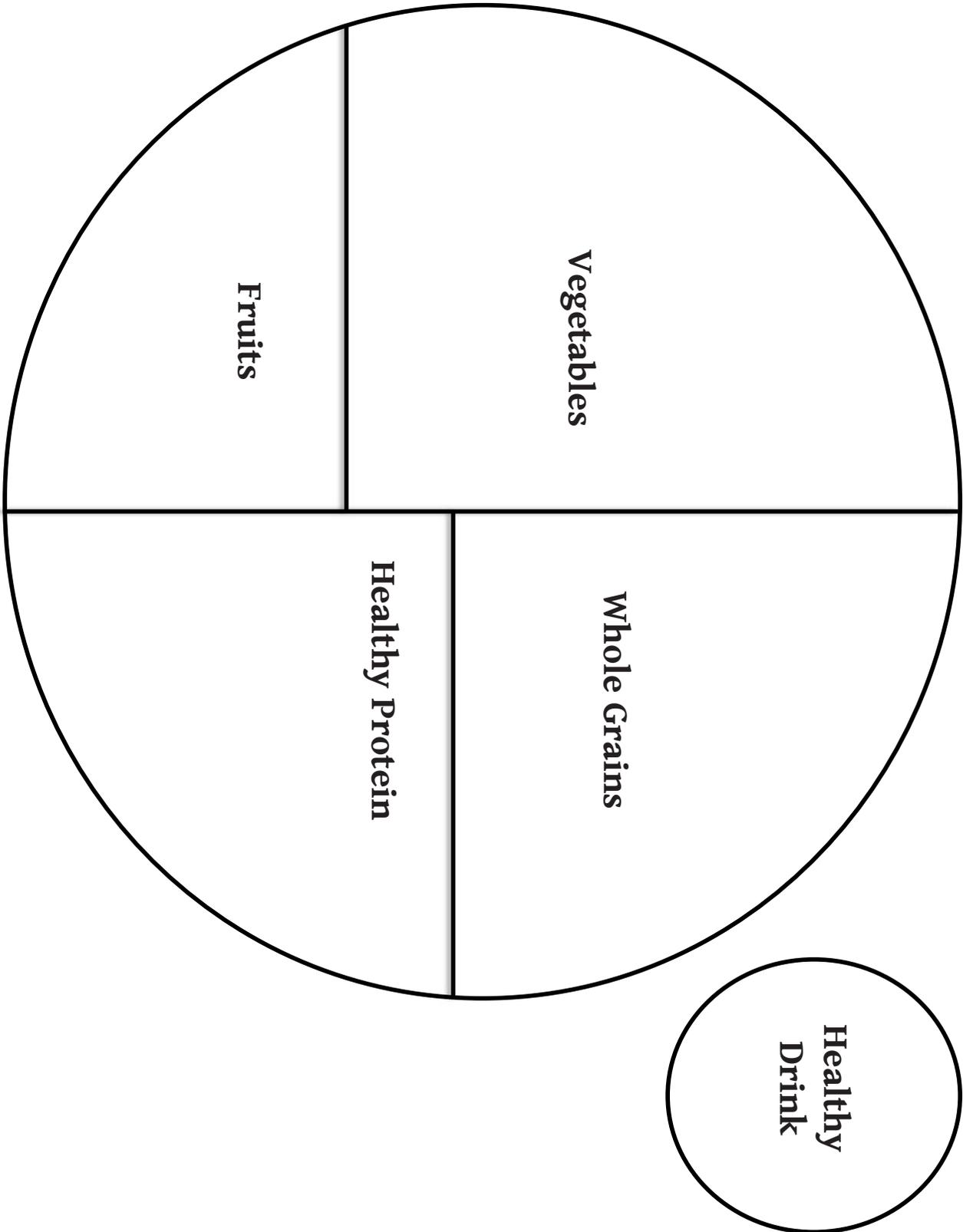
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Primary and Intermediate Week 3: Enough is Enough!

Enough is Enough!

Exodus 16:18b They gathered as much as each of them needed.



Primary and Intermediate Week 3: Enough is Enough!

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Youth Week 3: Enough

Think

People tend to eat a lot of food during the holidays. Think about a holiday meal you've had. What did you eat? How much did you eat?

What does it feel like to be hungry? How does hunger feel physically? Mentally? What does it feel like to be full? Or stuffed? What are the physical sensations of having enough to eat? Too much to eat?

Read

Exodus 16:9-26

Moses led the Israelites out of Egypt, but they weren't out of danger yet. The Israelites were in the wilderness. There wasn't much food or water. They complained that Moses and Aaron were trying to starve them to death. Read about how God took care of the Israelites.

Talk

God gave the Israelites exactly as much food as they needed every day – not too much, not too little. Just enough. Today people have a hard time eating the right amount. Some people have too much to eat and others don't have enough. Restaurants have increased portion sizes and people are taught to clean their plates, which can lead to overeating. How much is enough? How do you decide how much to eat? How does what you eat affect other people and the planet?

Explore

Think about a normal fast food meal – a hamburger, fries, and a soft drink. That sounds like a reasonable meal, right? Well, is it enough or too much?

Item	Calories	Total Fat	Sodium	Sugar
1/4 lb. hamburger	587 cal	33 g	1137 mg	10 g
Large fries	510 cal	24 g	543 mg	0 g
Large soda	337 cal	0 g	13 mg	75 g
Total	1434 cal	57 g	1693 mg	85 g

Supplies

- 🍵 6 cups of sugar
- 🧂 One large container of table salt
- 🍽️ Paper plates (one per person or group)
- 🍷 Paper muffin cups (two per person or group)
- 🥄 3-4 sets of measuring spoons
- 🪄 Several handfuls of dimes or paperclips (both of which weigh about one gram)

1 tablespoon of sugar = 12.5 grams of sugar

1 teaspoon of salt = 2300 mg of sodium

1 dime or 1 paperclip = 1 gram

So, what does this look like? Using the supplies, calculate how many tablespoons of sugar are in this meal and measure that much sugar into a paper muffin cup and set it on the paper plate. Then calculate the amount of salt and measure it into a paper muffin cup. Then count out paper clips or dimes to represent the number of grams of fat and put them in another paper muffin cup.

So what?

What is your reaction? How do you feel about the amount of sugar in the meal? Were you surprised? What about the amount of salt? Fat?

Fat, salt, and sugar are all essential parts of our diet. The problem is, we eat way too much of them! Read the Sugar, Sodium and Fat Guidelines textbox on the next page. Should this fast food hamburger meal be a regular part of your diet? Think about the other meals and snacks you eat during the day. How would they add to the sugar, salt, and fat in this meal?

Is this meal enough or is it too much?

What are some ways you can work on eating enough? How can you figure out what is enough for you to eat? Think about listening to your body's signals like feelings of hunger and fullness. How can you encourage your family to eat enough – not too much but not too little?



Youth Week 3: Enough (continued)

Pray

God of Enough, you know what is right for us. We know that while we sometimes eat too much, others don't eat enough. Our eating habits can hurt others and the planet. Help us listen to our bodies, to pay attention to the food that we eat, and to learn to eat enough for our health and for the health of the world. Amen.

(Lisa Talbott)

Nutritional information for 1/4 pound hamburgers:

<http://www.bk.com/en/us/menu-nutrition/index.html>

http://www.wendys.com/food/Nutrition.jsp?product_id=1

<http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>

Nutritional information for fries:

<http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>

http://www.wendys.com/food/Nutrition.jsp?product_id=23

<http://www.bk.com/en/us/menu-nutrition/index.html>

Nutritional information for soft drinks:

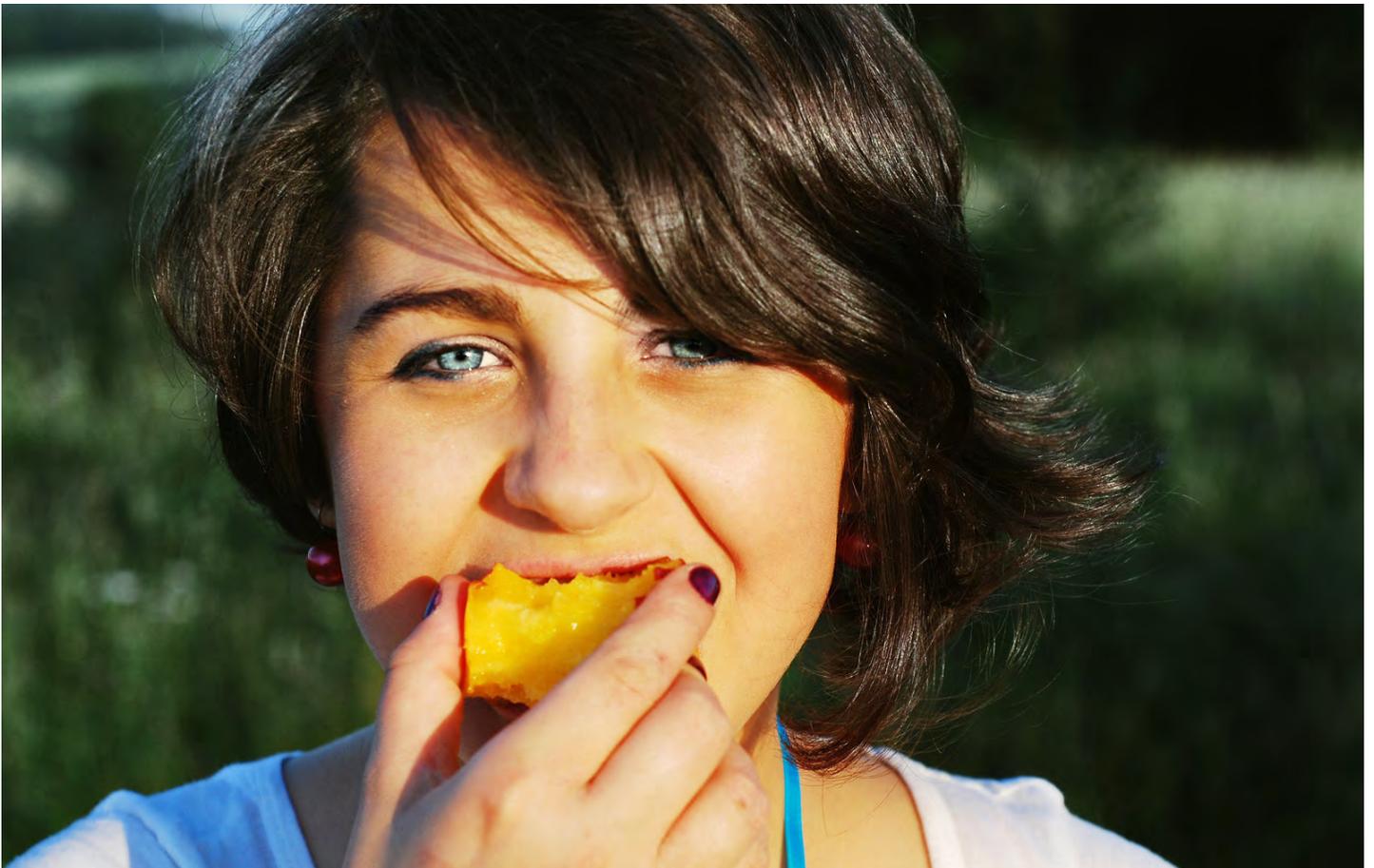
<http://nutrition.mcdonalds.com/getnutrition/nutritionfacts.pdf>

<http://www.wendys.com/food/Nutrition.jsp>

<http://www.bk.com/en/us/menu-nutrition/index.html#>

Sugar, Sodium & Fat Guidelines

- 🍷 The American Heart Association recommends that men have no more than 9 tablespoons/45 grams of sugar per day and women should not have more than 6 tablespoons/30 grams of sugar per day.
- 🍷 The 2010 Dietary Guidelines for Americans recommend eating less than 2,300 mg of sodium each day.
- 🍷 The US Health Department states that with a 2,200 calorie per day diet, you should consume 73 grams of fat or less a day.



Adults Week 3: Enough

Leader's Notes

This week's activity will be based on a series of "exhibits." These exhibits require gathering materials and preparation prior to class, but the materials are common household items. There are instructions for six exhibits. Choose at least four to give the participants ample information to learn and discuss. Set up the exhibits around the perimeter of the meeting space before class begins.

Begin with the pre-activity discussion questions, allowing about 10 minutes for discussion. Then explain the museum walk to the participants and give them 10-15 minutes to explore all of the exhibits. Encourage them to take notes in their Participant's Guide. When everyone has explored the exhibits, bring them back together for the discussion. Leave time at the end of class to explain the **Apply It** and say the **Closing Prayer**.

Notes:

Pre-Activity

- 🕒 What is the different between "full" and "stuffed"?
- 🕒 When can you tell you've had enough?
- 🕒 What advice about eating have you heard that may help you eat enough rather than too much?

Activity

Walk around the room and examine the exhibits. Take notes for the discussion later.

Discussion

- 🕒 What surprised you? What did you already know?
- 🕒 Does any of this information inspire you to change your habits or your thoughts about food?
- 🕒 Think about the rice, sugar, and serving size exhibits. When does "enough" become "too much"?
- 🕒 The people who pick our food often don't have enough to eat because they do not earn a living wage. Those who feed us go hungry. How much pay is "enough"? What is the significance of earning a living wage? What does it mean to receive fair pay?
- 🕒 How does this information make you feel about having enough, too much, or too little?
- 🕒 Some of these exhibits describe things we do or eat too much of while others describe things we don't do enough. What can you and your church do now that you have this information?
- 🕒 What specific habit(s) are you inspired to make or change because of the information you learned?
- 🕒 In what ways do we abuse our bodies – temples of the Holy Spirit – when we indulge in too much?
- 🕒 How does our overindulgence affect our neighbors who are in need? What are some ways to ensure everyone – regardless of their race or ethnicity, the place they live, or how much money they make – has enough food to eat?
- 🕒 What can we learn from the story of God's gift of manna and quail that can inform our own eating practices?
- 🕒 How well do you treat your temple?



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

Pennies for Farmworkers

Supplies

- ☉ 100 pennies or coins equaling \$0.19 and \$0.81
- ☉ Print and cut out the information sheet and Bible verse

Directions

- ☉ Divide the pennies or coins into two piles representing the above amounts.
- ☉ Put the printout between the two piles.

Listen! The wages of the laborers who mowed your fields, which you kept back by fraud, cry out, and the cries of the harvesters have reached the ears of the Lord of hosts.

James 5:4

Pennies for Farmworkers

For every dollar spent on food at the grocery store, only \$0.19 goes back to the farm. The rest is spent on packaging, shipping, marketing, and the labor needed to accomplish these things.

The \$0.19 that goes to the farm must cover a variety of expenses. Brainstorm a list of the expenses the \$0.19 that goes to the farm must cover. How much do you think goes to the farmworker?

Only \$0.06 of every food dollar goes to the farmworker.

One recent study found that if farm wages were to rise by 40 percent, each seasonal farmworker would be lifted above the federal poverty line. The total cost to consumers? About \$15 more per household per year.

Sources:

USDA Agriculture Fact Book (2001-2002), page 21.
Farmworker Advocacy Network (www.ncfan.org).



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

Counting Country's Calories

Supplies

- ☞ 20 cups plus 10 tablespoons of uncooked rice
- ☞ 4 gallon size zip top bags
- ☞ Print and cut out the information sheet

Directions

- ☞ Label one bag "United States of America: 3,754 calories per day." Measure 7 cups plus 12 tablespoons of rice into the bag.
- ☞ Label a second bag "Japan: 2,768 calories per day." Measure into the bag 5 cups plus 7 tablespoons of rice.
- ☞ Label the third bag "Ethiopia: 1,858 calories per day." Measure out 3 cups plus 13 tablespoons of rice.
- ☞ Label the last bag "Democratic Republic of the Congo: 1,606 calories per day." Put the remaining rice (3 cups plus 5 tablespoons) into it. Place these four bags on the table with the printout.

Counting Country's Calories

Each bag shows the average number of calories an individual eats in the countries listed.

Compare the four bags.

**Feel free to pick up the bags
to see how heavy they are.**

Keep in mind that, while every individual has a different number of calories they should eat, the USDA recommends that adult women eat between 1600 and 2400 calories per day, while adult men eat between 2000 calories and 3000 calories, depending on age and physical activity levels.

How do these countries compare to that recommendation?

Source:

USDA Dietary Guidelines 2010, page 13. <http://statinfo.biz/geomap.aspx?act=7753&lang=2>



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

Thirst Quenching

Supplies

- ☞ 10 standard 16.9-ounce water bottles (either new or recycled and filled with tap water) or multiple water bottles that have labels or markings that indicate volume.
- ☞ Calculator (optional)
- ☞ Print and cut out the information sheet

Directions

- ☞ Place the water bottles on the table.
- ☞ Place the printout alongside the bottles.
- ☞ If using, put the calculator next to the printout.

Thirst Quenching

While each individual's daily requirement for water varies, you can roughly estimate how much water you need with a simple calculation.

Divide your weight in half. That is the number of ounces of water you need each day. For example, a 160 pound person needs 80 ounces of water per day ($160/2 = 80$).

While you can get some of this water from the food you eat, especially fruits and vegetables, it's important to drink water as well.

**Look at the water bottles on the table.
How much water is in each? (Use the label on the side.)**

**How many water bottles
equal your daily requirement for water?**

Source:
myfooddiary.com



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

You Gonna Eat That?

Supplies

- ☞ Two grocery bags (plastic, paper, or reusable)
- ☞ Print and cut out the information sheet

Directions

- ☞ Fill both bags with crumpled newspaper or other lightweight items to make them look full and help them stand upright on the table.
- ☞ Label one bag “Eat” and the other bag “Throw Away”
- ☞ Place the printout between the bags.

You Gonna Eat That?

Forty to fifty percent of the food produced in the United States is thrown away.

That would be like going to the grocery store and purchasing two bags of food. When you get home, you throw away one full bag.

This food waste is caused by food being left unharvested because market prices are down, grocery stores discarding imperfect looking fruits and vegetables, and consumers throwing away purchased food uneaten.

A family of four discards almost \$600 per year worth of groceries.

Brainstorm two or three strategies to help your family reduce its food waste.

Source:
<http://uanews.org/node/10448>



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

How Much Sugar Do We Drink?

Supplies

- ☞ One can of a leading cola such as Coke or Pepsi (regular, not diet. It can be an empty can).
- ☞ One cup of orange juice (any brand, any style)
- ☞ One cup of milk (any brand, any fat content)
- ☞ Three sandwich bags
- ☞ Granulated sugar
- ☞ Print and cut out the information sheet

Directions

- ☞ Label a sandwich bag “Soda.” Measure 9.5 teaspoons of sugar into the bag.
- ☞ Label another bag “Orange Juice.” Measure in 3 teaspoons of sugar.
- ☞ Label the third bag “2% Milk.” Measure in 5 teaspoons plus a pinch of sugar.
- ☞ Place the soda, milk, and juice on the table next to their bags of sugar and the printout.

How Much Sugar Do We Drink?

A 12-ounce can of soda contains about 40 grams or 9.5 teaspoons of sugar.

An 8-ounce serving of 2% milk contains about 12 grams or about 3 teaspoons of sugar.

An 8-ounce serving of orange juice contains about 21 grams or 5 teaspoons of sugar.

One teaspoon equals 4.2 grams of sugar. Each gram of sugar contains 4 calories.

Since these calories are consumed in liquid form, you are less likely to feel full even though you’ve consumed many calories.

How can you cut down on the number of calories you consume through beverages?

*Source:
Beverage labels, 2012.*



Adults Week 3: Enough (continued)

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Adults Week 3: Enough (continued)

Serving Sizes

Supplies *(gather as many as possible)*

- 🍎 Baseball (or similarly sized ball)
- 🍎 3 dice
- 🍎 1 light bulb
- 🍎 1 can of tuna
- 🍎 1 cassette tape
- 🍎 1 deck of cards
- 🍎 1 checkbook cover
- 🍎 1 golf ball
- 🍎 1 poker chip

Directions

- 🍎 Print and cut out the information sheet.
- 🍎 Place the print out on the table and scatter the items around it.

Serving Sizes

It is sometimes difficult to visualize the recommended serving size of different foods.

Identify the object on the table that represents the serving size of the foods below.

Were you surprised by any of these serving sizes? How do they compare with typical U.S. servings?

- 🍎 1 cup of vegetables (including salad) = a baseball
- 🍎 1 ½ ounces of cheese = 3 dice
- 🍎 ½ cup of ice cream = a light bulb
- 🍎 1 bagel = a can of tuna
- 🍎 1 slice of bread = a cassette tape
- 🍎 3 ounces of red meat or chicken = a deck of cards
- 🍎 3 ounces of cooked fish = a checkbook
- 🍎 ¼ cup nuts = a golf ball
- 🍎 ½ cup beans = a light bulb
- 🍎 1 apple = a baseball
- 🍎 1 medium banana = a pencil length
- 🍎 1 tablespoon of butter, oil, salad dressing, or mayonnaise = 1 poker chip
- 🍎 1 slice of cake = a deck of cards

Source:
<http://www.webmd.com/diet/healthtool-portion-size-plate>



Adults Week 3: Enough (continued)

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Eating Well Week 4: Honoring Neighbors

Leader's Notes

This week focuses on neighbors. We often forget that people who do not look like us or live near us are our neighbors. These lessons will help people recognize and care for all their neighbors.

The Primary and Intermediate ages will learn about all the people involved in the process of getting food from the farm to the table. The Youth will learn about farmworkers and the produce they pick, while Adults will watch a film on migrant farmworkers in North Carolina.

Opening Prayer

"The Web"

Humankind has not woven the web of life.
We are but one thread within it.
Whatever we do to the web, we do to ourselves.
All things are bound together.
All things connect.

(Attributed to Chief Seattle, a Native American of the Duwamish tribe of what is now the state of Washington. Accessed at <http://www.educationforjustice.org/node/1356>)

Share Your Successes

What goal did you set for last week? Did you reach that goal? Why or why not?

Scripture

Luke 10:25-37 - The Parable of the Good Samaritan

In the first century, Jews and Samaritans were enemies. While both followed the Pentateuch (the first five books of the Hebrew Bible or Old Testament) and worshipped Yahweh (the Hebrew name for God), Jews considered Samaritans heretics because they did not worship in Jerusalem and they intermarried with other tribes.

The feud between the two peoples was so strong that Jews would often travel far out of their way rather than set foot in Samaria. The Jews would not have expected to hear about a good Samaritan, so Jesus shocks his Jewish audience by using a Samaritan as a positive example. As you read this parable, ask yourself who is a "Samaritan" to you?

Focus Statement

Jesus told the parable of the Good Samaritan in response to the question, "Who is my neighbor?" Jesus shows us that our neighbors are not just our friends or the people who are like us. As we continued to study God's good creation, think about expanding your definition of neighbor even further to see all of creation as your neighbor. We are siblings to all of God's creation – the land, the animals, and the plants – because God created all of us.



Photo by National Farm Worker Ministry



Eating Well Week 4: Honoring Neighbors (continued)

Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities. Adults may choose to use the Youth activity.

Apply It

We sometimes forget to say thank you to the people who work in service industries. This week, show your gratitude at the grocery store and other places you go by saying a heartfelt thank you to the people who work there. Note their reactions.

Alternatively, go to www.harvestofdignity.org to find out ways to get involved in the statewide campaign to improve farmworker living and working conditions.

Table Grace for the Week

Creator God, thank you for this food. Bless it to nourish and strengthen us so that we may be a blessing to all of our neighbors. Amen.

(Lisa Talbott)

Closing Prayer

Bless the hands of the people of the earth,
The hands that plant the seed,
The hands that bind the harvest,
The hands that carry the burden of life.
Soften the hands of the oppressor and
Strengthen the hands of the oppressed.
Bless the hands of the workers,
Bless the hands of those in power above them
That the measure they deal will be tempered
With justice and compassion. Amen.

(National Farm Worker Ministry - <http://nfwm.org/education-center/worship-resources/prayers/>)

Learn More

Additional information and resources about farmworkers:

- <http://www.ncfarmworkers.org/>
- <http://www.ncfan.org/>
- <http://www.ncfarmfresh.com/index.asp>
- <http://nfwm.org/>
- <http://saf-unite.org/index.htm>



Photo by Peter Eversoll



Primary Week 4: Honoring Our Neighbors

Scripture

The Parable of the Good Samaritan

Just then a lawyer stood up to test Jesus. ‘Teacher,’ he said, ‘what must I do to inherit eternal life?’ He said to him, ‘What is written in the law? What do you read there?’ He answered, ‘You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.’ And he said to him, ‘You have given the right answer; do this, and you will live.’ But wanting to justify himself, he asked Jesus, ‘And who is my neighbor?’

Jesus replied, ‘A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, “Take care of him; and when I come back, I will repay you whatever more you spend.” Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?’ He said, ‘The one who showed him mercy.’ Jesus said to him, ‘Go and do likewise.’

Luke 10:25-37

Memory Verse

Love your neighbor as yourself.

Luke 10:27

Supplies

- 🕒 Newsprint or whiteboard and markers for brainstorm
- 🕒 Photocopy of “I’m Thankful for My Neighbors!” for each student
- 🕒 Crayons/markers/colored pencils

Activity: Group Comic Strip

- 🕒 Read the Parable of the Good Samaritan. Emphasize the lesson Jesus teaches about neighbors, reminding them that neighbors are not just the people who live in the houses or apartments next door to us.
- 🕒 Remind the students that they’ve been learning about food and that there are lots of neighbors who touch our food before it ever reaches us.
- 🕒 As a group, brainstorm the people who are involved in food production, transportation, and preparation. Some people they may bring up are farmers, farmworkers, harvesters, truck drivers, grocery store stockers, cashiers, the people who cook food at home (possibly parents, grandparents, or older siblings), or people who work in restaurants such as waiters and chefs. They can include themselves as the final consumer.
- 🕒 The brainstorm will be in random order. Ask the student who they think the first person in the process is. Number it. Then the second, third, and so on.
- 🕒 Each child will draw one step of the food production process. Pass out copies of the blank handout or a blank piece of paper. Ask them to draw the neighbor (that you assigned or whom they chose) who makes it possible for them to have food – stick figures are fine! Help the children fill in the caption below their pictures.
- 🕒 Display the pictures in order so that they can see all the people who work to provide them with food.



**Primary Week 4:
Honoring Our Neighbors**

I'm Thankful for my Neighbors!

Name: _____

I'm thankful for _____

who _____ **!**



Intermediate Week 4: Honoring Our Neighbors

Scripture

The Parable of the Good Samaritan

Just then a lawyer stood up to test Jesus. 'Teacher,' he said, 'what must I do to inherit eternal life?' He said to him, 'What is written in the law? What do you read there?' He answered, 'You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself.' And he said to him, 'You have given the right answer; do this, and you will live.' But wanting to justify himself, he asked Jesus, 'And who is my neighbor?'

Jesus replied, 'A man was going down from Jerusalem to Jericho, and fell into the hands of robbers, who stripped him, beat him, and went away, leaving him half dead. Now by chance a priest was going down that road; and when he saw him, he passed by on the other side. So likewise a Levite, when he came to the place and saw him, passed by on the other side. But a Samaritan while travelling came near him; and when he saw him, he was moved with pity. He went to him and bandaged his wounds, having poured oil and wine on them. Then he put him on his own animal, brought him to an inn, and took care of him. The next day he took out two denarii, gave them to the innkeeper, and said, "Take care of him; and when I come back, I will repay you whatever more you spend." Which of these three, do you think, was a neighbor to the man who fell into the hands of the robbers?' He said, 'The one who showed him mercy.' Jesus said to him, 'Go and do likewise.'

Luke 10:25-37

Memory Verse

You shall love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind; and your neighbor as yourself

Luke 10:27

Supplies

- 🕒 Newsprint or whiteboard and markers for brainstorm
- 🕒 Photocopy of blank comic strip for each student for each student
- 🕒 Crayons/markers/colored pencils

Activity: Group Comic Strip

- 🕒 Read (or have the students read aloud) the Parable of the Good Samaritan. Emphasize the lesson Jesus teaches about neighbors, reminding them that neighbors are not just the people who live in the houses or apartments next door to us.
- 🕒 Remind the students that they've been learning about food and that there are lots of neighbors who touch our food before it ever reaches us.
- 🕒 As a group, brainstorm the people who are involved in food production, transportation, and preparation. Some people they may bring up are farmers, farmworkers, harvesters, truck drivers, grocery store stockers, cashiers, the people who cook food at home (possibly parents, grandparents, or older siblings), or people who work in restaurants such as waiters and chefs.
- 🕒 The brainstorm will be in random order. Ask the student who they think the first person in the process is. Number it. Then the second, third, and so on.
- 🕒 Pass out copies of the blank comic strip. Ask them to draw all the neighbors who make it possible for them to have food – stick figures are fine! Older children can fill in the caption below the picture. Help younger children with the writing if necessary.



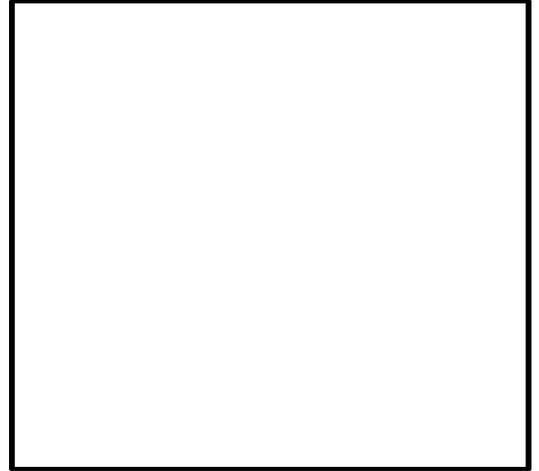
Intermediate Week 4: Honoring Our Neighbors

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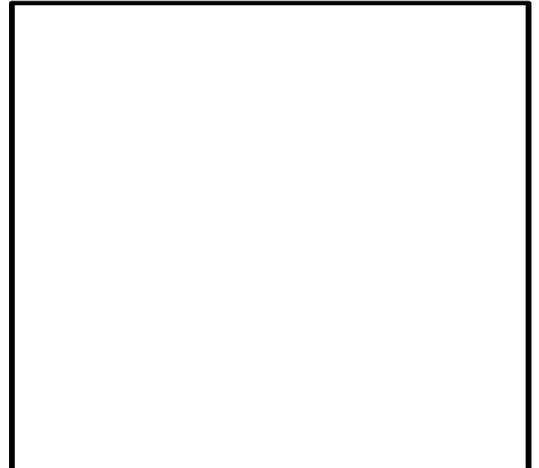


Intermediate Week 4: Honoring Our Neighbors

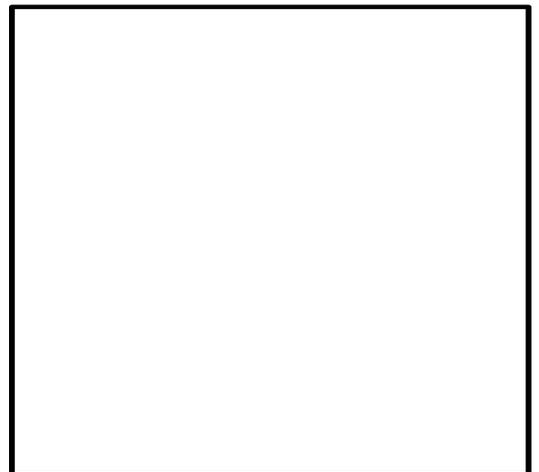
I'm thankful for _____
who _____!



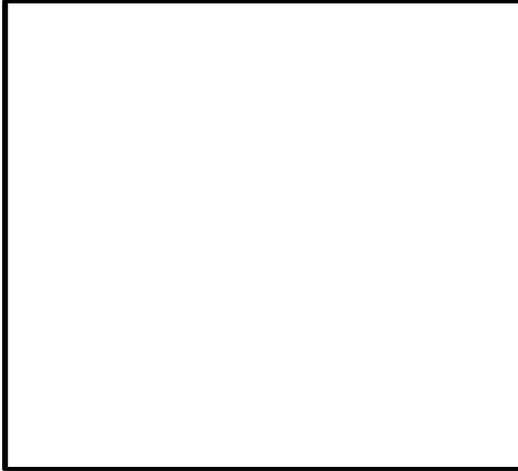
I'm thankful for _____
who _____!



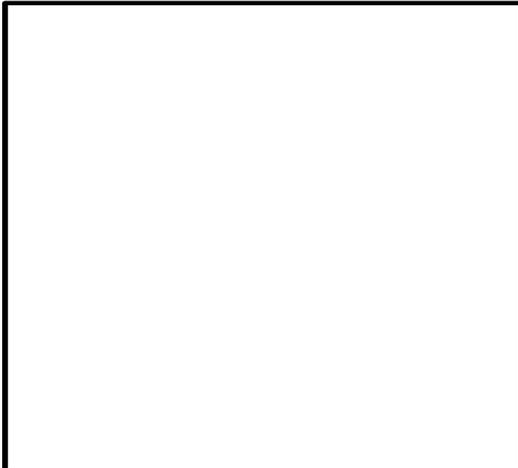
I'm thankful for _____
who _____!



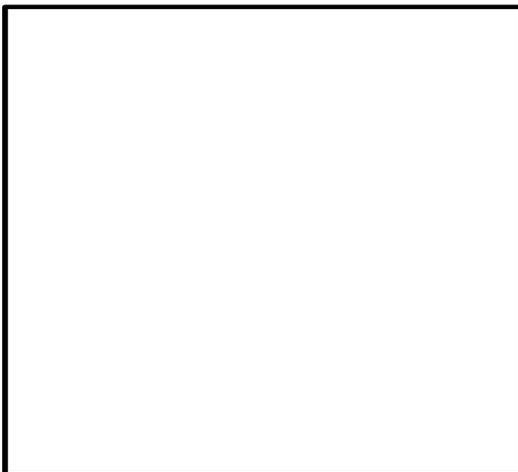
I'm thankful for _____
who _____!



I'm thankful for _____
who _____!



I'm thankful for _____
who _____!



I'm Thankful for My Neighbors!



Intermediate Week 4: Honoring Our Neighbors

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Youth Week 4: Neighbors

Leader's Notes

In this activity, participants will learn more about two of the many sides to the story of our food. Print the Matching Pair activity sheet and cut out each of the strips, separating the “farmworker” sides from the “food” sides.

Distribute one slip per person to the class. If you have fewer than 20 people, be sure to remove matching pairs of strips. If you have more than 20 people, duplicate matching pairs of strips. If you have an odd number of people, ask one person to find two partners (or join in on the activity yourself).



Photo by Peter Eversoll

Think

“The Web”

Humankind has not woven the web of life. We are but one thread within it. Whatever we do to the web, we do to ourselves. All things are bound together. All things connect.

(Attributed to Chief Seattle, member of the Duwamish Native American tribe. In 1854, Chief Seattle gave a speech counseling ecological responsibility. Accessed at <http://www.educationforjustice.org/node/1356>)

- 🕒 What does it mean to be part of the web of life?
- 🕒 What does say about cause and effect?

Read

Luke 10:25-37 - The Parable of the Good Samaritan

In the first century, Jews and Samaritans were enemies. While both followed the Pentateuch (the first five books of the Hebrew Bible or Old Testament) and worshipped Yahweh (the Hebrew name for God), Jews considered Samaritans heretics because they did not worship in Jerusalem and they intermarried with other tribes. The feud between the two peoples was so strong that Jews would often travel far out of their way rather than set foot in Samaria. The Jews would not have expected to hear about a good Samaritan, so Jesus shocks his Jewish audience by using a Samaritan as a positive example. As you read this parable, ask yourself who is a “Samaritan” to you?

Talk

- 🕒 Why was it such a big deal for the Samaritan to help?
- 🕒 Do you know people or groups of people who are treated like “Samaritans”?
- 🕒 What does this parable teach us about how to treat others?



Youth Week 4: Neighbors

Explore

See activity on the following page.

Take one strip of paper and read it silently. When the leader tells you to, walk around the room talking to people until you find the person whose strip matches yours. One of you will have a description of food while the other will have a description of the farmworker who grows that food.

Once all pairs are matched, you will read your stories to the class. Then discuss the following questions:

- 🕒 What information did you already know that you heard in this activity? What information surprised you?
- 🕒 Have you thought about the story of your food in the past (while grocery shopping, cooking, or eating)? Does that influence how you buy or feel about your food?
- 🕒 Does this activity change the way you think about organic, local, or fair-trade food? Why or why not?
- 🕒 Do you know any farmworkers? If so, do you talk about how they raise their food or how they are treated at their job? If not, how could you learn more about farmworkers in your area?
- 🕒 What would God expect of us when we interact with our neighbors?

So What?

Jesus told the parable of the Good Samaritan in response to the question, “Who is my neighbor?” Jesus shows us that our neighbors are not just our friends or the people who are like us. We are siblings to all of God’s creation – the land, the animals, and the plants – because God created all of us.

So what can you do? How can you take care of your human and non-human neighbors?

Pray

Bless the hands of the people of the earth,
The hands that plant the seed,
The hands that bind the harvest,
The hands that carry the burden of life.
Soften the hands of the oppressor and
Strengthen the hands of the oppressed.
Bless the hands of the workers,
Bless the hands of those in power above them
That the measure they deal will be tempered
With justice and compassion. Amen.

(National Farm Worker Ministry - <http://nfwm.org/education-center/worship-resources/prayers/>)



Photo by Peter Eversoll



Youth Week 4: Neighbors (continued)

<p>I'm a farmworker in an orchard that only grows apples. We have to use a lot of pesticides to keep away insects and rodents that would ruin the crop. My doctor says that the breathing troubles I have developed are probably due to the chemicals in the air, but I can't afford to quit my job. I just bear with it the best I can.</p>	<p>I'm an apple. I was raised on a farm that used chemical pesticides and chemical fertilizers, and I was picked early to make sure I wouldn't ripen before I arrived at the grocery store. I was sent to a processing facility first, where I was then chemically ripened and shipped to a major grocery store chain in North Carolina.</p>
<p>I am a farmer at a traditional farm in Georgia. We raise many animals and many crops, but we are best known for our free-range chicken. It's important to me that everything from our farm is grown healthily and that our animals are happy, but it's hard to make enough money to survive on our smaller crops.</p>	<p>I am a free-range chicken raised in Georgia. I was able to walk around freely and in the open air. I was killed quickly and with as little pain and fear as possible. I was then packaged and shipped to North Carolina to be sold in a local grocery store.</p>
<p>I am a farmworker in Costa Rica. I pick bananas every day. We are an organic company, but we are not fair-trade. This means I do not get paid much at all for my work, and it is hard for me to feed my family on my earnings. Still, at least I don't have the health problems some of my neighbors do who work with pesticides.</p>	<p>I am a banana from Costa Rica. I was grown organically, which means no pesticides or chemical fertilizers are used to raise me. I was shipped to the United States, where I am sold in a major grocery store chain. It's a long way to travel, but I am a very healthy and nutritious snack.</p>
<p>I am a farmer from Johnston County, North Carolina. I grow sweet potatoes and sell most of my harvest at local farmer's markets. I drive anywhere between thirty minutes and two and a half hours to get to a market, but I enjoy meeting the consumers directly.</p>	<p>I am a sweet potato from a farm in Johnston County, North Carolina. I was picked just as I am ready to eat and taken to local farmer's markets. Customers enjoy how fresh I am, and many say I taste better than what you can buy at grocery store chains.</p>
<p>I'm a farmworker at a large farm in Florida. I make 5 cents for every pound of tomatoes I pick, but the work is very hard and we don't have many breaks or any benefits. I have a hard time caring for my family, especially my diabetic wife, on my minimal earnings. My oldest son may have to drop out of high school to join me in the fields.</p>	<p>I am a tomato grown in Florida. I was raised on a farm that used chemical pesticides and chemical fertilizer. I was picked while still green and shipped around the country. I was chemically ripened along the way and was a bright red when unpacked at a local grocery store. I sell for 79 cents per pound.</p>
<p>I work at a slaughterhouse in the southern United States. We process pigs, mostly, and I work on the line that cuts the meat down into the proper sizes for packaging. Many people along the line have back problems, and some have even broken bones trying to meet the required pace for processing. I'm new here, but I am already hoping I can get a safer job somewhere else.</p>	<p>I am a pig raised on an industrial pig farm. I was taken from my mother at a very young age and put into a pen with concrete floors. I can't root or wallow like I want to, which is very stressful. I died on the way to the slaughterhouse, which isn't unusual for pigs in these conditions. I was processed at a slaughterhouse, packaged, and shipped to a local grocery store in North Carolina.</p>
<p>I work at an industrial ranch in the Midwestern United States. It's a dangerous place to work. There are lots of bad gases and chemicals involved in raising cattle, and many of these are flammable. Several workers have died from explosions because of these gasses. Still, having a job is better than being unemployed.</p>	<p>I am a cow raised on an industrial ranch. There were many cows packed into small lots, so I didn't have a lot of freedom to move. I had problems with my feet because of how long I am standing without moving and because I often had to stand in manure. I was taken to the slaughterhouse to be killed, processed, and shipped to a fast-food chain to be made into hamburgers.</p>



Youth Week 4: Neighbors (continued)

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Youth Week 4: Neighbors (continued)

<p>I am a worker at a fair-trade coffee farm in Costa Rica. This means I get paid a living wage, which is enough for me to live on and raise a family. I feel very lucky to be working on a farm that pays me well for my time, as many coffee farms pay very, very little for the hard work we do on these farms.</p>	<p>I am a coffee bean grown in Costa Rica. A lot of coffee is grown here, but I was grown on a fair-trade farm, which is still a little uncommon. I was harvested and shipped to North Carolina to be made into coffee at a chain coffee shop. I'm a little more expensive because of my fair trade label, but many are willing to pay a little more to know the money will help the workers who harvested me.</p>
<p>I own and work on an organic farm in Ashe County, North Carolina. It has been two years since we became organic, and it has been tough making ends meet. Our produce is more expensive than non-organic produce, so it is harder to sell. Still, protecting the environment is important to me, so we will keep it organic as long as we can.</p>	<p>I am lettuce grown from an organic farm in Ashe County, North Carolina. No chemical fertilizers or chemical pesticides were involved in growing me, so I am good for the environment as well as for your body! I am packaged and sent to a local restaurant in North Carolina.</p>
<p>I harvest cocoa beans from a fair-trade farm in Ghana. I am paid a living wage for my work, which is important to me. The work is hard, but I feel good knowing I am able to support my family from my earnings. I have friends who do not work on fair-trade farms, and they have a much harder time making the money they need to survive.</p>	<p>I am a cocoa bean from a fair-trade farm in Ghana. I was harvested by workers, processed, and shipped to the United States to be made into chocolate. I was used to make a dark chocolate bar. I cost a little more than some chocolate bars because I come from a fair-trade farm, but many are willing to pay a little more to know the money will help the workers who harvested me.</p>

Sources:

Community Food Security 101 (<http://www.foodsecurity.org/CFS101.pdf>)

Nourish (<http://www.nourishlife.org/>)

Ethical Eating (<http://www.uua.org/documents/washingtonoffice/ethical-eating/studyguide.pdf>)

Sustainable Table (<http://www.sustainabletable.org/issues/>)



Youth Week 4: Neighbors (continued)

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Adults Week 4: Neighbors

Background Information

The documentary “Harvest of Shame” was released in 1960. In that film, Edward R. Murrow explored the treatment of farmworkers in the United States, particularly in North Carolina. At that time, farmworkers were primarily African-American. “Harvest of Shame” investigated the working conditions, living accommodations, health concerns, and low wages of the farmworkers.

Today’s migrant farmworkers face many of the same issues. The Farmworker Advocacy Network worked with Minnow Media to produce a new documentary film, “Harvest of Dignity,” showing the conditions farmworkers faced then and now.

“Harvest of Dignity”

Keep in mind the Parable of the Good Samaritan as you view this film. What surprises you in this documentary? Who are being treated as “Samaritans”? What are we being called to do for our neighbors?

- 🕒 This documentary is available to watch for free at <http://pic.tv/harvest/>
- 🕒 You may order a DVD of “Harvest of Dignity” for a small fee at <http://www.ncfan.org/order-harvest-of-dignity-film>

More information on farmworkers in North Carolina is available at <http://www.ncfarmworkers.org>.

Discussion

- 🕒 What did you see in the film that surprised you the most?
- 🕒 Does food play in our faith tradition? What are the important stories, rituals, or traditions that revolve around food?
- 🕒 If food does play an important role, what are the implications for how the food is produced?
- 🕒 The Bible has many passages that talk about protecting vulnerable agricultural workers (see Lev. 23:22, Deut. 24:19, Proverbs 13:23, Ez. 22:29, James 5:4). How can people of faith put these principles into practice today?
- 🕒 The Parable of the Good Samaritan challenges us to reconsider our concept of neighbor. How does “Harvest of Dignity” challenge us to recognize more people in our community as neighbors?
- 🕒 What does your faith community do to recognize and support farmworkers or other vulnerable populations in your community? What could you do?

Apply It

We sometimes forget to say thank you to the people who work in service industries. This week, show your gratitude at the grocery store and other places you go by saying a heartfelt thank you to them. Note their reactions.

Closing Prayer

Spend a few moments naming individuals or groups of people in your community who are vulnerable. Then close in prayer.

Learn More

- 🕒 More information on this documentary is available at <http://pic.tv/harvest/>
- 🕒 More information on farmworkers in North Carolina is available at <http://www.ncfarmworkers.org>.



Eating Well Week 5: Diversity

Leader's Notes

This week's session focuses on the importance of diversity. Diversity can mean different things to different people. For example, when some people hear the word diversity, they may immediately think of racial or ethnic diversity. That is an important topic, particularly in light of last week's discussion about neighbors. However, the idea of diversity in food focuses on the necessity to consume a wide variety of foods, for our own health and the health of the planet.

Primary and Intermediate children will explore the importance of diversity in nature through the story of Noah's Ark. Youth will learn about a seed bank which is a modern-day "Noah's Ark" for saving seeds. Adults will look at the difference between the values of consistency versus diversity in food consumption.

Notes:

Opening Prayer

Creator God, whose Spirit moved over the face of the waters, who gathers the seas into their places and directs the courses of the rivers, who sends rain upon the earth that it should bring forth life: we praise you for the gift of water.

Redeemer God, who spared Noah and creatures of every kind from the waters of the flood, who led your people over dry land through the sea and across the Jordan to the land of promise, who marks our adoption as children with the sign of water: we thank you for the gift of water.

Sustaining God, create in us such a sense of wonder and delight in this and all your gifts, that we might receive them with gratitude, care for them with love and generously share them with all your creatures, to the honor and glory of your holy name.

(Written by Rev. John Paarlberg, from the National Council of Churches Earth Day Sunday 2003 resource packet)

Share Your Successes

Sometimes a small gesture can mean a lot. Did you show your heartfelt gratitude to someone after the last session? Who? How did he or she react?

Scripture

Genesis 6:5-9:17 - Noah's Ark

In the Israelites' dietary laws, some animals were considered clean and others unclean. The Israelites were not allowed to eat unclean animals. After Noah built the ark, God instructed him to save all the animals – both clean and unclean. This indicates the importance and necessity of diversity in the world.

Focus Statement

God sought to preserve the diversity of creation by instructing Noah to build the Ark. This story shows God's great love for creation because all the animals were valued whether they were clean or unclean. Diversity is an important part of God's good creation.



Eating Well Week 5: Diversity (continued)

Activity

See the following pages for Primary, Intermediate, Youth, and Adult Activities. Adults may choose to use the Youth activity.

Apply It

This week, choose one of your family's favorite dishes. Modify the recipe to make it a healthier or more environmentally friendly meal.

You may choose to replace ingredients that have been shipped long distances with locally produced food or to substitute ingredients with healthier options (such as brown rice for white rice, whole wheat pasta for regular pasta, vegetables for meat), or to reduce the amount of oil or salt in the meal.

Table Grace for the Week

All good gifts around us are sent from heaven above, and we will never forget who our true provider is. We thank you as you bless this food and bless this time together. Amen.

(<http://psalm121.ca/praymeals.html>)

Closing Prayer

O God, enlarge within us the sense of fellowship with all living things, our [siblings] the animals to whom thou gavest the earth as their home in common with us.

We remember with shame that in the past we have exercised the high dominion of [humans] with ruthless cruelty so that the voice of the earth, which should have gone up to thee in song, has been a groan of travail.

May we realize that they live not for us alone but for themselves and for thee, and that they love the sweetness of life.

(A prayer of compassion by St. Basil the Great, accessed at <http://earth-ministry.org/resources/worship-aids/prayers>)

Learn More

Documentary: "Fresh"

"Fresh" study guide and additional resources available:
<http://www.freshthemovie.com/resources/>

Resources for Youth and Adults:

Sustainable Table
<http://www.sustainabletable.org>

Field Trip:

Visit the Gardens at Old Salem to learn about heirloom crops and seed saving.
<http://www.oldsalem.org/garden-2.html>



Primary and Intermediate Week 5: Diversity

Scripture

Genesis 6:5-9:17

Since this is a long story, you may wish to read it from a Children's Bible, which uses simpler language. You may also choose to do your own retelling of the story.

This story can be frightening for children, particularly those who live in areas prone to seasonal flooding, so be prepared to allay their fears as they arise.

You may also choose to highlight Noah's obedience and trust.

Since this week's lesson is on diversity, stress the wide variety of animals that Noah loaded into the ark. This shows that diversity is important, even in the food we eat.

Memory Verse

When the bow is in the clouds, I will see it and remember the everlasting covenant between God and every living creature of all flesh that is on the earth.

Genesis 9:16

Supplies

- 👉 Paper lunch bags (brown or white or both)
- 👉 Craft supplies (as varied as your supply closet or budget allows) such as:
Scissors, Glue, Markers, Crayons, Paint, Yarn, Construction paper, Glitter, Googly eyes, Feathers, etc.

Activity: Puppet Skit

Activity Part 1: Paper Bag Puppets

- 👉 This is a good activity to use with combined age groups. If you pair off the students, encourage older children to work with younger children.
- 👉 Each child will create a paper bag puppet of an animal. You may allow them to choose their own animal or assign them an animal to create. Encourage two of each animal, especially if you are planning on doing the skit afterwards. Animal ideas: lions, giraffes, frogs, birds, monkeys, pigs, elephants, tigers, dogs, bears, chickens, butterflies, etc. The kids can be creative with their animal choices – the point is that God created and loves them all!
- 👉 Create your own animal puppet ahead of time so they have an example to follow. Show them the mouth of the puppet by putting your hand inside and making the puppet talk.
- 👉 Give each child a paper bag. Make sure they know which part is the "mouth" of their puppet.
- 👉 Using the art supplies available, the children can decorate their puppets to represent the animal they are creating. They can color or paint the bags and/or cut out construction paper shapes and yarn to glue onto the bag.
- 👉 If possible, allow puppets to dry for a short time and then move on to the skit below.



Primary and Intermediate Week 5: Diversity (continued)

Activity Part 2: Short Skit

- 🕒 In advance, prepare a “Noah” costume, which can be as simple as a bed sheet to wrap toga-style.
 - 🕒 Also in advance, create an ark. This could be a construction paper ark that you tape to the wall on or you may designate part of the room as the ark. If you have access to large paper rolls, you could create a path or “ramp” of brown paper on the floor leading to the ark which is marked off by chairs or tables.
 - 🕒 Once the bags have had a short time to dry, have the children line up two by two with their animal partners.
- 🕒 With their partner, they will walk to the foot of the ramp and say, “God loves me because I am a _____ (name the animal and then make the sound the animal makes).” For instance, “God love me because I am a lion. Roar!”
 - 🕒 Then the children will either walk into the “ark” or they could tape or hang their puppets on the wall next to the paper ark.
 - 🕒 Note: It would be worthwhile to remind the students that one miracle of the ark was that the animals were peaceful. The lions may not eat the other animals. This will help with behavior on the “ark.”

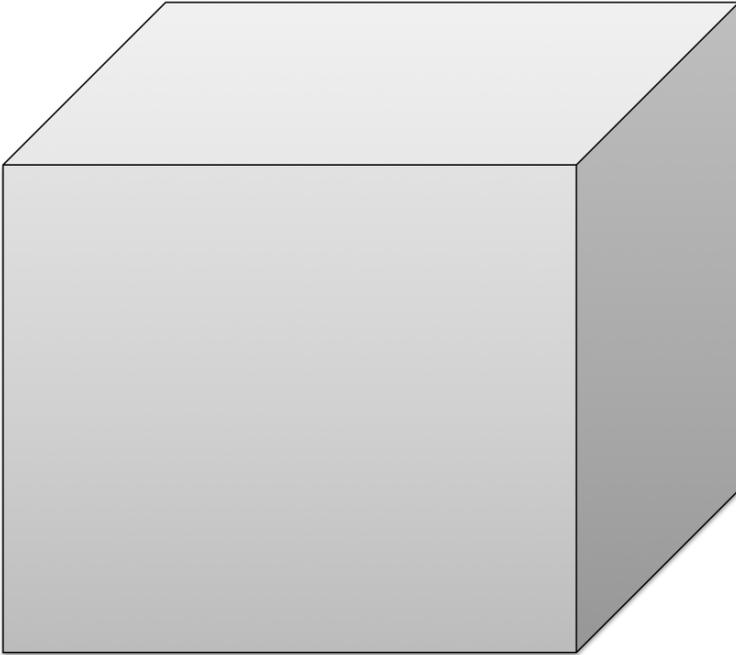


Youth Week 5: Diversity

Think

If you were going to create a time capsule that will be opened in 500 years, what would you put in it to show future generations what your life is like today? How would you represent all of your interests? Your family and friends? Your faith? Your education? Your goals and dreams?

Sketch and label some of your ideas:



Explore

Did you know that there are some modern day Noah's Arks? Rather than preserving animals, they are preserving plant life. They are called seed banks.

One of the most famous seed banks is on the Norwegian island of Spitsbergen, which is less than a thousand miles from the North Pole. It's called the Svalbard Global Seed Vault. The facility is cut deep into a mountain. The island is covered with permafrost, which is ground that stays frozen all the time.

The vault is located far above seal level so that it will stay dry even if the ice caps melt. There is also low tectonic activity on the island, which means the vault won't be destroyed by earthquakes or volcanoes. The facility has three different underground chambers. Each chamber can store 1.5 million different seed samples.

The only part of the facility that is visible from the outside is an entrance portal, which leads to a long hallway that leads to the storage chambers deep in the mountain.

The seeds that are stored at Svalbard are actually duplicate samples of seeds that are stored in other seed banks around the world. Svalbard Global Seed Vault exists as a back up in case other seed banks are damaged or destroyed.

Read

Genesis 6:5-9:17

You've probably heard the story of Noah's Ark before. As you read it and listen to it this time, ask yourself why God would want Noah to save all the different animals.

Talk

- 🕒 What does this story tell us about God?
- 🕒 What does it tell us about Noah?
- 🕒 What does it tell us about animals?
- 🕒 What does this tell us about the importance of diversity?

In 1949 the Chinese farmers grew more than 10,000 types of wheat. Twenty years later, the number of wheat varieties in use was reduced to 1,000.

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/facts.html?id=463345>



Youth Week 5: Diversity (continued)

So what?

Notes:

Most of us would not be upset if we found out that Brussels sprouts no longer existed. But seriously, why does it matter? Why is it important to preserve plant species? And what about animals? The American Society for the Prevention of Cruelty to Animals reports that about 100 species become extinct every day – one species every 15 minutes.

Think back to the story of Noah's Ark and to the Creation story. What do these scriptures teach us about the importance of plants and animals? Why should we try to protect and preserve plants and animals?

Pray

Creator God, help us learn the value of all members of your creation – plants, animals, and humans. Help us respect and care for the diversity you created. Amen.

(Lisa Talbott)

Sources:

http://en.wikipedia.org/wiki/Svalbard_Global_Seed_Vault

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/description.html?id=464076>

<http://www.aspcakids.org/aspcakids/real-issues/endangered-species.aspx>

Of the nearly 8,000 varieties of apple that grew in the United States at the turn of the century, more than 95 percent no longer exist.

<http://www.regjeringen.no/en/dep/lmd/campaign/svalbard-global-seed-vault/Fakta-3.html?id=466493>



Adults Week 5: Diversity

Scripture

Genesis 6:5-9:17

Read aloud the scripture lesson. Since this is a familiar story, try to listen for fresh insight based on what you've learned so far and on today's theme of diversity.

Opening Questions

We often turn to food for comfort. These may be foods we remember from our childhood sickbeds, from special times in our lives, or from our family or cultural traditions. What are your comfort foods? When do you eat them? Why?

Background Information

Read the excerpts from chain restaurants' websites in the box. As you read, look for similarities in the companies' philosophies. What do they emphasize?

Discussion

- 🕒 What are some commonalities between these statements?
- 🕒 What are the chain restaurants trying to emphasize?
- 🕒 What are positive aspects of the kind of consistency these restaurants advertise?
- 🕒 What are negative aspects of that consistency?
- 🕒 What is lost if consistency is one of the highest ideals regarding food?
- 🕒 Some food-related movements, such as the Slow Food movement (www.slowfood.com) attempt to respond to the loss of family and cultural food traditions that accompanies the rise of fast food and chain restaurants. Why is it important to retain family, cultural, food and religious traditions? How can the story of Noah's Ark guide our thinking?
- 🕒 What is your family's "Noah's Ark"? How do you incorporate and preserve diversity in your family's eating habits now? How do you try to preserve those family, cultural, and religious traditions for future generations?

Apply It

- 🕒 Are all family or cultural food traditions healthy?

- 🕒 In what ways can family or cultural food traditions be modified in order to make them healthier?

This week, choose one of your family's favorite dishes. Modify the recipe to make it a healthier or more environmentally friendly meal. You may choose to replace ingredients that have been shipped long distances with locally produced food or to substitute ingredients with healthier options (such as brown rice for white rice, whole wheat pasta for regular pasta, vegetables for meat), or to reduce the amount of oil or salt in the meal.

Ray Kroc wanted to build a restaurant system that would be famous for food of consistently high quality and uniform methods of preparation. He wanted to serve burgers, buns, fries and beverages that tasted just the same in Alaska as they did in Alabama.

www.mcdonalds.com/us/en/our_story/our_history/the_ray_kroc_story.html

Olive Garden is a family of more than 750 local restaurants committed to providing every guest with a genuine Italian dining experience. It's what we like to call Hospitaliano!: our passion for 100% guest delight. As part of that commitment, we're proud to serve fresh, delicious Italian food served in a comfortable, home-like setting where everyone is welcomed as a member of our family.

www.olivegarden.com/About-Us/Who-We-Are

Outback Steakhouse is an Australian themed steakhouse restaurant. Although beef and steak items make up a good portion of the menu, the concept offers a variety of chicken, ribs, seafood, and pasta dishes. The Company's strategy is to differentiate its restaurants by emphasizing consistently high-quality food and service, generous portions at moderate prices and a casual atmosphere suggestive of the Australian Outback.

www.outback.com/companyinfo

With over 2,600 stores in 30 countries outside of the U.S., Dunkin' Donuts has been serving loyal customers around the globe for over 27 years. From Asia to Latin America and everywhere in between, you can count on Dunkin' Donuts for delicious coffee and espresso, cool Coolatta®, delectable donuts, sandwiches and more. So, the next time your travel takes you around the world, enjoy your favorite Dunkin' Donuts products served fast, fresh and with a friendly smile to keep you running wherever you go.

www.dunkindonuts.com/content/dunkindonuts/en/company/global.html

From the beginning, Starbucks set out to be a different kind of company. One that not only celebrated coffee and the rich tradition, but that also brought a feeling of connection. Our mission to inspire and nurture the human spirit – one person, one cup, and one neighborhood at a time. And with every cup, we strive we bring both our heritage and an exceptional experience to life.

www.starbucks.com/about-us/our-heritage



Eating Well Week 6: Peace

Leader's Notes

This week's lesson looks at the impact food security has on peace. Some of the terms used in this lesson may be new to participants, so definitions are provided.

Primary and Intermediate children will learn acts of compassion by practicing how to share.

Youth and Adults will learn about food security and world hunger by looking at facts, causes, and effects.

There are many questions listed for Youth and Adults. Choose the questions best suited to your group.

Opening Prayer

Leader: Let us pray.

People: We have come from afar and waited long and are wearied.

Leader: Let us sit side by side, sharing the same bread drawn from the same source to quiet the same hunger that makes us weak.

People: Then standing together let us share the same spirit, the same thoughts that once again draw us together in friendship and unity and peace.

Leader: Almighty God, as we conclude our study, we ask that you fill us with gratitude for the abundance you have given us and grant us wisdom and compassion to share that abundance with all of our neighbors. In Christ's name we pray,

All: Amen.

(Adapted by Lisa Talbott from prayer by Prieres D'Ozawamick, Canadian Indian, 20th Century)

Share Your Successes

How did you modify a favorite meal to make it more healthful or more environmentally friendly?

Scriptures

When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me." Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me." *Matthew 25:31-40*



Eating Well Week 6: Peace (continued)

Focus Statement

Feeding the hungry, welcoming the stranger, clothing the needy, caring for the sick, and visiting prisoners are all ways in which we as Christians can love our neighbors. Our neighbors – both around the world and in our own counties – struggle to find food security.

Activity

See the following pages for Primary, Intermediate, and the Youth and Adult Activities.

Apply It

Look ahead to Week 7. Next week you'll be sharing a meal. Discuss a meal plan using as many local and organic ingredients as possible. Consider preparing a vegetarian meal. Plan on having seasonal fresh fruit for dessert. Divide responsibilities for set up, food preparation, and clean up.

Table Grace for the Week

Blessed are you, O Lord God, [Ruler] of the Universe, for you give us food to sustain our lives and make our hearts glad; through Jesus Christ our Lord. Amen.

(Book of Common Prayer)

Closing Prayer

All pray together:

Lord, make me an instrument of your peace.
Where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
and where there is sadness, joy.

O Divine Master, grant that I may not so much seek
to be consoled as to console;
to be understood as to understand;
to be loved as to love.

For it is in giving that we receive;
it is in pardoning that we are pardoned;
and it is in dying that we are born to eternal life.
(Peace Prayer of Saint Francis of Assisi)

Learn More

Good Food Checklists for Homes, Schools, and Communities:

<http://www.ssjphila.org/documents/Good-Food-Checklist-for-Eaters1.pdf>

Guides for Information and Action:

- 🕒 “Food Sovereignty for All: Overhauling the Food System with Faith-Based Initiatives, A Handbook”
http://www.emoregon.org/pdfs/IFFP/Food_Sovereignty_for_All_handbook.pdf
- 🕒 “Ethical Eating: Food and Environmental Justice”
<http://www.uua.org/environment/eating/>
- 🕒 “Rebalancing Act: Updating U.S. Food and Farm Policies”
<http://www.hungerreport.org/2012/study-guide>

Global Ministries:

- 🕒 Bread for the World (<http://www.bread.org>)
- 🕒 Stop Hunger Now (<http://www.stophungernow.org>)
- 🕒 Zoe Ministry: Empowering Orphans in Africa (<http://www.zoeministry.org/>)
- 🕒 Heifer International (<http://www.heifer.org/>)



Primary Week 6: Caring and Sharing

Scripture

When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left.

Then the king will say to those at his right hand, "Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me."

Then the righteous will answer him, "Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?" And the king will answer them, "Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me."

Matthew 25:31-40

Memory Verse

Whatever you did for one of these you did for me.

Matthew 25:40

Supplies

- 🍷 Pitcher of water or juice and cups
- 🍪 Small snack packs of crackers (be aware of food allergies)
- 🩹 Box of bandages
- 🧥 Two or three children's coats

Activity: Role Playing

Questions to ask after the Bible verse:

Have you ever felt hungry? What does it feel like to be hungry? (Give children time to respond). We all feel hungry once in awhile. There are kids who feel hungry all the time because they don't have enough to eat. What does Jesus teach us we should do when someone is hungry? (Response time). Feed them! What about when someone is thirsty? Sick? Lonely? We are supposed to take care of them. We are going to practice taking care of each other.

Divide the kids into two groups. One group will provide the care, the other will receive it. With each activity, have the groups switch so they all practice all the aspects of caring. Lead the Receivers in a role-play of being cold. They can shiver, say brrrr, etc. Then instruct the Providers to offer them coats. Switch. Continue to role-play each need and provide care for it. For illness, the kids can give each other bandages. For loneliness, they can give appropriate hugs or handshakes. Ask them how it feels to take care of other people. End with water or juice and snacks.



Intermediate Week 6: Radical Sharing - Jesus Feeds the Multitude

Scripture

Luke 9:10-17

Read (or have a student read) the Scripture lesson out loud.

Comprehension Questions:

- 🍏 Why were people following Jesus?
- 🍏 Why were they hungry?
- 🍏 What did the disciples want to do with the people?
- 🍏 How many loaves and fish did the disciples have?
- 🍏 How much food was left over?

Memory Verse

Jesus said, "You give them something to eat."
Luke 9:13

Supplies

- 🍏 Copy of the handout for each student
- 🍏 Writing/drawing utensils
- 🍏 Pitcher of water or juice and cups
- 🍏 Individual packs of snacks like crackers (be aware of food allergies)

Activity: Sharing

Read the Scripture lesson. Discuss the Comprehension Questions. Pass out the handout. Ask the students what it feels like to be hungry. Invite them to draw or write down what hunger feels like on their handout. Give them a few minutes and then ask them to share their words and pictures.

Read the following hunger facts:

- 🍏 One out of four children in North Carolina don't have enough to eat.
- 🍏 In America, 16 million children don't have enough to eat.
- 🍏 In the world, there are 400 million children who don't have enough to eat.

These large numbers will be difficult for the students to comprehend, so write the numbers on newsprint or the board and emphasize that they are really big numbers.

Remind the children of today's Bible story. There were many people, but Jesus fed them all. Point out that part of the miraculous event was the miracle of sharing.

Sharing Demonstration: Tell the kids that they are going to have a snack, but tell them not to open their food yet. Pass out the snacks unevenly. Give some people cups but don't fill them. Give some people multiple snacks and skip others. Ask if everyone has the same amount. How does it feel to have too little? Too much? Collect the snacks and pass them out again evenly, showing that if we share everyone has enough. Say a blessing and eat the snacks.

Work on the Memory Verse.

Close with prayer.



**Intermediate Week 6:
Radical Sharing - Jesus Feeds the Multitude**

NAME: _____

**Lesson #6: Radical Sharing
Jesus Feeds the Multitude**

Write or draw what it feels like to be HUNGRY.

There are a lot of kids in North Carolina who are hungry every day. _____ out of 4 kids in North Carolina don't have enough to eat.

Jesus said, "You give them something to eat." Luke 9:13



Youth and Adults Week 6: Food Security

Scripture

Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.

Matthew 25:34-36

Activity

Give each participant a copy of the following resources. Allow five to seven minutes for individuals to read the information on their own. Then discuss as a group.

Resources

- 🕒 Hunger Fact Sheet (page 75)
- 🕒 Food Security Definitions and Causes (page 76)

Discussion Questions

- 🕒 What is food insecurity?
- 🕒 What causes food insecurity?
- 🕒 What is food security?
- 🕒 What surprises you most on the Hunger Fact Sheet from the world section? US? North Carolina?
- 🕒 What is chronic hunger?
- 🕒 What are some of the dangers of chronic hunger or malnutrition?
- 🕒 Who do you think is most at risk for being chronically hungry? What age group? Gender? Geographic location?

Look at the definitions of **food desert** and **food swamp** in the introduction. Think about your town. Are there food deserts or food swamps where you live?



Hunger Fact Sheet

Worldwide Hunger Facts

- 🕒 Hunger is the world's number one health risk. Hunger kills more people every year than AIDS, malaria, and tuberculosis combined.
- 🕒 One in seven people in the world will go to bed hungry tonight.
- 🕒 One out of four children in developing countries are underweight.
- 🕒 There are about 935 million people suffering from hunger.
- 🕒 About 60% of the world's hungry are women.
- 🕒 Poor nutrition contributes to five million deaths of children under the age of five each year in developing countries.

United States Hunger Facts

- 🕒 14.6% of US households struggle to put food on the table. This represents about 49 million Americans, including more than 16 million children. These households have low or very low food security.
- 🕒 Nearly one in four children is at risk of hunger. Among African-Americans and Latinos, one in three children is at risk of hunger.
- 🕒 Rates of food insecurity are substantially higher than the national average in households below the official poverty line (42.2%), households with children headed by a single woman (37.2%) or single man (27.6%), and in African-American (25.7%) and Hispanic (26.9%) households.
- 🕒 Food insecurity is more common in households with children than households without children.
- 🕒 80.4% of food-insecure households did not use food pantries during the previous year because there was no food pantry available or because the household believed there was none available.

Did You Know...

Food and Nutrition Service benefits, like food stamps, can be used to buy food at some farmers' markets or to buy seeds to grow your own food. It's easier than ever to qualify. If you or someone you know could use these benefits, visit <http://fns4nc.org> or call your county's Division of Social Services office.

North Carolina Hunger Facts

- 🕒 15.7% of households are food insecure. This is above the national average.
- 🕒 North Carolina is one of the nine least food-secure states.
- 🕒 24.1% of children (more than 244,000) under 5 years old are food insecure. This is the second highest rate in the country, only behind Louisiana.
- 🕒 47.1% of farmworker households are food insecure.

Sources:

Bread for the World (<http://www.bread.org/hunger/us/facts.html>)
Feeding America (<http://feedingamerica.org/hunger-in-america/hunger-facts.aspx>)
World Food Programme (<http://www.wfp.org/hunger/stats>)
USDA (<http://www.ers.usda.gov/Publications/ERR83/ERR83.pdf>)
Second Harvest Food Bank (<http://www.hungernwnc.org/news-and-events/childfoodinsecurity.html>)
National Center for Biotechnology Information (<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1497674/pdf/15504448.pdf>)



Food Security Definitions and Causes

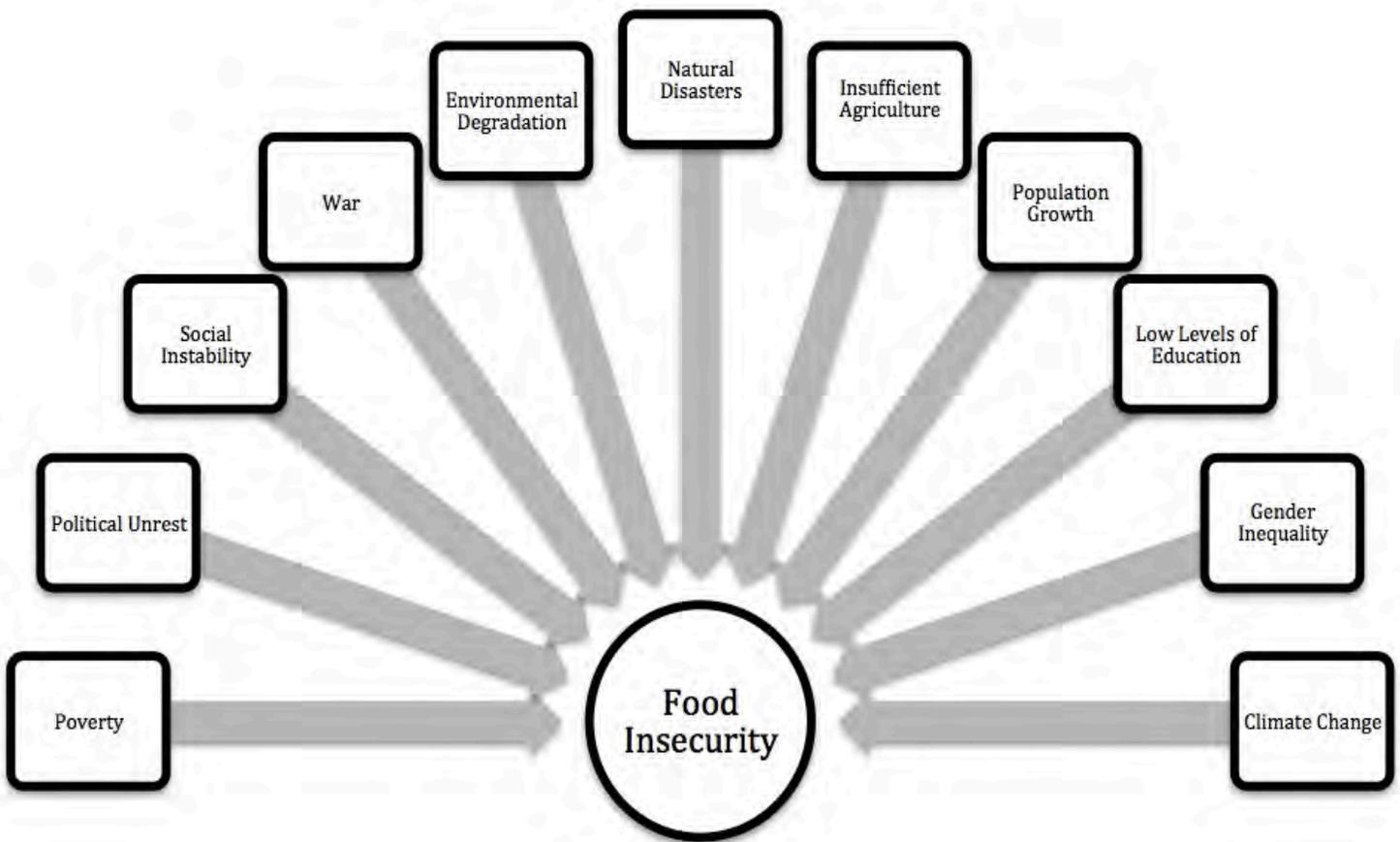
Definitions

Food Security: “Access by all people at all times to enough food for an active, healthy life. Food security includes at a minimum: (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (e.g., without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).”

Food Insecurity: “Limited or uncertain availability of nutritionally adequate and safe foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways.”

Hunger: “The uneasy or painful sensation caused by a lack of food. The recurrent and involuntary lack of access to food. Hunger may produce malnutrition over time. Hunger ... is a potential, although not necessary, consequence of food insecurity.”

Malnutrition: “Malnutrition is not having enough nourishing food, with adequate amounts of protein, vitamins, minerals and calories to support physical and mental growth and development. Children who survive early childhood malnutrition suffer irreversible harm—including poor physical growth, compromised immune function, and impaired cognitive ability.”



Eating Well Week 7: Reflection

Leader's Notes

Since this is the last week of class, please review the activities with your class and with your pastor so everyone can plan ahead.

Today you are invited to share in the Lord's Supper and then in a common meal made with local ingredients. You can all prepare the meal together or arrange a potluck.

All age groups should be included in the meal planning, preparation, and clean up as much as possible. Encourage participants to put into practice what they've learned by using local and organic ingredients.

Your group has learned a great deal about the complexity of the food system over the course of this study. This week gives your group an opportunity to practice some of the information they've learned and to reflect on the next steps they'd like to take.

Opening Prayer

Almighty God, we are grateful for the weeks we have spent together learning about the wondrous complexity of your creation and how we can be better stewards of it. We pray that you open our hearts and minds to the possibilities ahead. Guide us in our discernment so that we may hear what you call us to do next. Amen.

(Lisa Talbott)

Scriptures

While they were eating, Jesus took a loaf of bread, and after blessing it he broke it, gave it to the disciples, and said, 'Take, eat; this is my body.' Then he took a cup, and after giving thanks he gave it to them, saying, 'Drink from it, all of you; for this is my blood of the new covenant, which is poured out for many for the forgiveness of sins.

Matthew 26:26-28

Focus Statement

One of the most basic rituals for all Christians is to share the Lord's Supper or Holy Eucharist. This coming together over a table to share bread and wine is understood differently among faith traditions; however, it is a common act that unites Christians to one another and to Christ.

Activity

You may choose to extend your time together since this is the culminating session. This is an opportunity to celebrate your time together, reflect on all that you've learned, and plan your next steps.

Invite your pastor to hold a communion service. Many denominations have a Thanksgiving liturgy that would be appropriate to use to close this study. As you partake of the Lord's Supper, be conscious of where the bread and wine came from and what you are called to do as a Christian.

Prepare a simple meal (such as soup and bread) with all age groups, using local foods. Children can help by washing vegetables and setting the table. Adolescents can chop and stir. Adults can supervise and direct. Print copies of the resource "Dinner Table Conversation" (page 81). Use them to prompt conversation around the dinner table.



Eating Well Week 7: Reflection (continued)

Closing Thoughts and Feedback

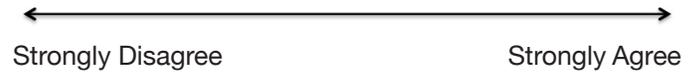
How much do you know about food, nutrition, and the food system now that you have completed this study? Complete this self-assessment. Check the box that best describes your level of knowledge about each subject. When you have finished, compare this assessment to the one you completed the first week of class. How have you grown during the course of the study? What do you still need to learn more about?

- 0 = I have never heard this term before.
- 3 = I have heard or read about this term and have a basic understanding of it.
- 5 = I have a strong understanding of this term.

Term	0	1	2	3	4	5
Food Security						
Climate Change						
Global Warming						
Creation						
Farmworker						
Carbon Footprint						
Free Trade						
Monocrop						
Local Food						
Organic Food						
Fast Food						
Balanced Diet						
Greenhouse Gases						
Factory Farming						
Comfort Food						
Hunger						
Food Desert						
Nutrition						
Stewardship						
Community Garden						

Read the following statements. Write the number of the statement on the place on the continuum that you feel best reflects your agreement to the statement.

1. My faith determines my eating habits.
2. I know the sources of the foods my family eats.
3. I am aware of the ways in which my eating habits affect creation.



Compare this continuum to the one in Week 1. Has anything changed? Do you anticipate making any changes in the future?

Group Interest Survey

What are the next steps your group would like to take? Do you need to learn more? Are you ready to act? Complete an Interest Survey with your group. Replicate the chart below on newsprint or the whiteboard.

An Interest Survey is a method of gathering data from a group so you are able to determine the area(s) the group feels most strongly about. Each person has three votes per row. Start with the row labeled “I need to learn more about.” Take a few minutes to allow each person to place three stickers or marks in the column(s) of their choice. If someone feels very strongly that they need to learn more about creation, he or she could place all three “votes” in the same box. If a person had general interest in several areas, he or she could spread out their votes. The complete the same process for the row labeled “I am ready to act on.” Again, each participant has three votes to place in the columns that best represent his or her interests.

	I Need to Learn More About...	I Am Ready to Act On...
Creation		
Enough		
Neighbors		
Diversity		
Peace		
Other suggestions		

Once you have collected this data, you will be able to discern what your group is interested in doing next.



Eating Well Week 7: Reflection (continued)

Put It All Together

- 🕒 How does climate change contribute to hunger?
- 🕒 How does the food system affect the way we treat our neighbors? The way we are treated by our neighbors?
- 🕒 One of the fruits of the spirit is “self control.” How does the concept of “enough” affect hunger at a local level? National level? Global level?
- 🕒 As Christians, what is our responsibility in caring for our global neighbors? National neighbors? Local neighbors? Caring for creation?
- 🕒 How does our love of God motivate us to care for others?
- 🕒 How does caring for others lead to food security? Peace?

Apply It

Now that you have seen changes that you can make, what will you commit to carry forward?

Closing Prayer

Loving God, we thank you for the many gifts you have given us. Fill our hearts with compassion and generosity so that we may share our gifts with others. We are grateful for the time we have spent together learning all the ways food impact every aspect of your creation. Inspire us to change our own habits, the community, and the world. We ask for peace within ourselves, with our neighbors, and with all of creation. In Christ’s name we pray, Amen.

(Lisa Talbott)

Table Grace for the Week

This food does not come to us without cost. It comes to us through human effort – and we are thankful. But even more so, this food comes to us as a gift of the earth. Creation has given itself so that our lives can be sustained – and we are thankful. In our gratitude, oh God, we acknowledge the true cost of this food. And in our worship of You, help us renew our commitment to care for the earth. Amen.

(Willard Metzger, Thanking God with Integrity, Vol. II, 2010)

Learn More

See the Additional Resources section (page 83).



Week 7: Reflection (continued)

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Dinner Table Conversation

Print out one copy for each table and cut out. Scatter them around the tables to spur conversation.

What was the most surprising fact you learned over the course of the study?

Which session did you enjoy the most?

What topics are you interested in learning more about?

How have your thoughts and feelings about food changed during the course of this study?

Why is the food system so complex? How can you impact such a complicated set of factors?

How will your family change its food-related practices as a result of this study?

What do you think the group's next move should be?

When you focus on a subject, it seems to appear everywhere – in the news, in general conversations, in the streets. You start to become aware of that issue all around you. How have these issues surrounding food cropped up in your attention lately?



Week 7: Reflection (continued)

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Additional Resources

Week 2: Care of Creation

Learn More

- 🕒 Web resource: North Carolina Interfaith Power and Light (<http://www.ncipl.org>)
- 🕒 Cool Harvest (Nourish video plus more information)
- 🕒 Movie: Food, Inc
- 🕒 Study Guide: Rebalancing Act: Updating Food and Farm Policies (<http://www.hungerreport.org/2012/study-guide>)
- 🕒 Worship resource: NC Council of Churches Lectionary on Climate Change (<http://www.nccouncilofchurches.org/lectionary/year-c/climate-change-sustainability-proper-28/>)

Take Action

- 🕒 Web Resource: Slow Food Piedmont (<http://www.slowfoodpiedmont.org/>): has events, features, etc. for NC
- 🕒 Study Guide: A Teen Activist's Guide to Factory Farms (<http://www.sustainabletable.org/schools/teachers/teenactivistguide.pdf>)
- 🕒 Web Resource: NC Farmer's markets search site (<http://www.farmersmarketonline.com/fm/NorthCarolina.htm>)

Week 3: Enough

Learn More

- 🕒 Web resource: Partners in Health and Wholeness (<http://www.healthandwholeness.org/>)
- 🕒 Worship resource: Partners in Health and Wholeness Worship Aid (<http://www.nccouncilofchurches.org/download-page/download-the-partners-in-health-wholeness-worship-aid>)
- 🕒 Printable Resource: Partners in Health and Wholeness Guide to Cooking Healthily in Large Quantities (<http://www.nccouncilofchurches.org/download-page/download-recipes-for-the-heart-soul/>)
- 🕒 Worship resource: NC Council of Churches Lectionary on hunger (<http://www.nccouncilofchurches.org/lectionary/year-c/hunger-proper-16/>)
- 🕒 Web resource: Eat Smart Move More NC (<http://www.eatsmartmovemorenc.com/>)
- 🕒 Printable resource: USDA Dietary Guidelines – information and guidelines on how to eat healthily. (<http://www.cnpp.usda.gov/Publications/Dietary-Guidelines/2010/PolicyDoc/PolicyDoc.pdf>)

- 🕒 Study guide: Body and Soul: A Celebration of Healthy Eating and Living (<http://rtips.cancer.gov/rtips/productDownloads.do?programId=257161>)

Take Action

- 🕒 Program: Partners in Health and Wholeness Certification Program for churches (<http://www.healthandwholeness.org/phw-certification>)

Week 4: Neighbors

Learn More

- 🕒 Study guide: Becoming the Church Together (<http://www.nccouncilofchurches.org/immigration-curriculum/>)
- 🕒 Web resource: Student Action with Farmworkers resource links for activism and information (<http://saf-unite.org/content/links>)
- 🕒 Printable resource: NC Farmworker Health Facts (<http://www.nccouncilofchurches.org/download-page/download-nc-farmworker-health-facts>)
- 🕒 Worship resource: NC Council of Churches Lectionary resources on immigration (<http://www.nccouncilofchurches.org/lectionary/year-a/immigration-hospitality-proper-8/> and <http://www.nccouncilofchurches.org/lectionary/year-b/justice-for-immigrants-proper-26/>)
- 🕒 Worship resource: NC Council of Churches Lectionary resources on farmworkers (<http://www.nccouncilofchurches.org/lectionary/year-b/justice-for-farmworkers-thanksgiving/>)

Week 5: Diversity

Learn More

- 🕒 Web resource: Public Broadcast System program (<http://www.pbs.org/opb/meaningoffood/>)

[continued on next page]



Additional Resources (continued)

Week 6: Peace

Learn More

- 🕒 Worship resource: NC Council of Churches Lectionary resources on sustainability (<http://www.nccouncilofchurches.org/lectionary/year-a/sustainable-living-christ-the-king/>)
- 🕒 Web resource: Food and Nutrition Services NC's information on food stamps (<http://fns4nc.org/>)
- 🕒 Web resource: NC Department of Health and Human Services food stamp eligibility information (<http://www.ncdhhs.gov/dss/foodstamp/>)
- 🕒 Web resource: Web locator for EBT card-friendly locations (<http://snap-load-balancer-244858692.us-east-1.elb.amazonaws.com/index.html>)
- 🕒 Web resource: a search engine for food banks in North Carolina (<http://feedingamerica.org/foodbank-results.aspx?state=NC>)
- 🕒 Online video: Water 101: Quick Facts About Water (http://www.unwater.org/worldwaterday/animation_101.html)
- 🕒 Web resource: Water FAQ (<http://www.unwater.org/worldwaterday/faqs.html>)

Take Action

- 🕒 Study Guide: Water and Food Security Advocacy Guide (http://www.unwater.org/worldwaterday/downloads/advocacy_guide_water_food_security.pdf)
- 🕒 Some farmers' markets are beginning to accept EBT cards (food stamps); call in advance to find out if they accept them, and if they don't, ask the farmers' market to start using them.

All Weeks

Learn More

- 🕒 Skit: Community Food Security 101 (<http://www.foodsecurity.org/CFS101.pdf>)
- 🕒 Study guide: Hungry for Change (http://www.nwei.org/discussion_courses/course-offerings/hungry-for-change-food-ethics-and-sustainability)
- 🕒 Study guide: Fast that I Choose (<http://www.endhunger.org/study/>)
- 🕒 Children's study guide: Feeding Minds, Fighting Hunger: A World Free from Hunger (<http://www.feedingminds.org/fmfh/hunger-and-malnutrition/introduction/en/>)
- 🕒 Study guide: Food and Faith (<http://gamc.pcusa.org/ministries/hunger/food-and-faith/>)
- 🕒 Study guide: Just Eating (<http://www.ucc.org/justice/justice-feed/just-eating.html>)
- 🕒 Study guide: Food, Farming, and Community Curriculum (<http://www.FoodFarmingandCommunity.org/curriculum>)

Take Action

- 🕒 Study Guide: Green Sanctuary (<http://www.uua.org/environment/sanctuary/118741.shtml>)



Curriculum Assessment

Dear Group Leader,

We pray that the time you spent exploring the complexities of the food system through the lens of faith was a blessing for you and your participants. We hope that this study was both educational and practical, useful in not only teaching your group about food but also giving them concrete ways to impact creation through their eating habits.

We would appreciate your feedback on this curriculum. Please take a few minutes to answer the questions below and submit this form to the North Carolina Council of Churches either online at: www.nccouncilofchurches.org/food-curriculum or by mailing it to us at 27 Horne St., Raleigh, 27607.

We value your feedback as it will help us create the most effect resource possible.

Peace,
Leslie, Lisa and Aleta

Church/Organization Name: _____

Denomination (if applicable): _____

Type of Organization: _____
(church, faith based organization, nonprofit, common interest group such as a book club or support group, evening class, group of family and friends, etc.)

Location of the Organization: _____ (city)
_____ (state)

Participant Age Groups (check all that apply)

- 0-7
- 8-11
- 12-18
- 19-29
- 30-49
- 50-69
- 70 and above

How many men participated in this class? _____
Women? _____

Optional: Participants' Races (check all that apply)

- White
- Black or African American
- American Indian or Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Hispanic or Latino

1. Which activity was the group's favorite?

Week	1	2	3	4	5	6	7
Primary/Intermediate							
Youth							
Adults							

Comments:

2. Which activity was the group's least favorite?

Week	1	2	3	4	5	6	7
Primary/Intermediate							
Youth							
Adults							

Comments:

3. Which week(s) did you feel needed more support (documentation or resources)? Check all that apply.

Week	1	2	3	4	5	6	7
Primary/Intermediate							
Youth							
Adults							

Comments:

4. Which week(s) had the greatest impact?

Week	1	2	3	4	5	6	7
Primary/Intermediate							
Youth							
Adults							

Comments:

5. Which week(s) had the least impact?

Week	1	2	3	4	5	6	7
Primary/Intermediate							
Youth							
Adults							

Comments:

6. Additional comments, feedback, or suggestions for improvement (use the back of this page for additional space):



Curriculum Assessment (continued)

Additional comments, feedback, or suggestions for improvement:

