Faces of Food

An EVC Study Guide

A Co-Production of

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STUDY GUIDE

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# Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Guidelines for Using This Tape</td>
<td>5</td>
</tr>
<tr>
<td>Background Information</td>
<td>6</td>
</tr>
<tr>
<td>Before Viewing the Tape</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Day One: Screening in Class</td>
<td>8</td>
</tr>
<tr>
<td>Lesson Day Two: Sugar in Your Drink</td>
<td>10</td>
</tr>
<tr>
<td>Resources</td>
<td>13</td>
</tr>
<tr>
<td>Appendices</td>
<td>16</td>
</tr>
</tbody>
</table>
Introduction

The Educational Video Center is a non-profit youth media organization dedicated to teaching documentary video as a means to develop the artistic, critical literacy, and career skills of young people, while nurturing their idealism and commitment to social change. Founded in 1984, EVC has evolved from a single video workshop for teenagers from Manhattan’s Lower East Side to become an internationally acclaimed leader in youth media and education. EVC’s teaching methodology brings together the powerful traditions of student-centered progressive education and independent community documentary.

EVC CORE PROGRAMS

Documentary Workshop is a 15-week credit-bearing course that teaches high school students from undeserved communities across New York City to research, shoot, and edit compelling documentaries that examine issues of immediate relevance in their lives.

Youth Organizers Television (YO-TV) is a ten-month pre-professional paid internship that jumpstarts the college and media careers of graduates of the Documentary Workshop.

External Education Programs provide workshops and resources in media production and EVC’s methodology, including EVC’s Youth-Powered Video DVD Curriculum, for K-12 teachers and after-school educators, nationally and abroad.

Community Engagement promotes dialogue and social change through the screening of EVC’s youth produced documentaries in collaboration with strategic partners. An important component of the Community Engagement program is the Youth Speakers Bureau, a group of EVC alumni who receive training in public speaking and facilitation skills and who use this training to lead screenings in local schools and community organizations and encourage audience members to engage with important social issues.
Learn It, Grow It, Eat It

“Learn It, Grow It, Eat It” (LGE) is a collaborative effort of CENYC’s Environmental Education, Open Space Greening, and Greenmarket programs, aimed at improving the health of young people through nutrition education, hands-on gardening, and improved food access in their schools and communities. LGE encourages young people to take control of their health on the cusp of adulthood through knowledge, choices and action.

Students in LGE receive information about healthy and unhealthy foods, where our food comes from, and the connection between our food and the environment. They get to see first hand at two local community gardens what goes into food production. To spread the word in their schools and throughout the community, they create posters, educational tables and displays, and serve fresh fruits and vegetables at health fairs, holiday parties, and parent-teachers nights. During summertime LGE interns, in addition to maintaining our vegetable gardens, run a farmers market in the South Bronx.

The Council on the Environment of New York City

The Council on the Environment of NYC (CENYC) is a hands-on non-profit that has been improving New York City’s environment for over thirty years. CENYCs dedicated staff green NYC neighborhoods, create the environmental leaders of the future, promote waste prevention and recycling, and run the largest farmers market program in the country. CENYC achieves its mission through the following projects and programs:

- The Open Space Greening Program (OSG)
- Greenmarket
- The New Farmer Development Project (NFDP)
- Environmental Education Training Student Organizers (TSO)
- Learn It, Grow It, Eat It
- Office of Recycling Outreach and Education (OROE)

For more information on CENYC or on individual programs, please visit www.cenyc.org.
Guidelines For Using This Tape

EVC documentaries are powerful, and often deal with sensitive issues. For this reason, we recommend that you preview the *Faces of Food* documentary and supporting materials before using them in the classroom. The curriculum we’ve prepared represents suggestions for using *Faces of Food*. If any of the activities are not useful to you, feel free to modify them and design your own.

Before using these materials, consider the following questions.

- How similar/different are your students and their experiences from the students who made this video?
- How does this video relate to the subject you are teaching?
- What results do you hope to see from using this video?
- What concerns do you have about your students’ responses to the issues raised in this video?
- What background information will your students need before viewing this tape?

Assumed in this guide are the following beliefs about teaching and learning:

- Writing deepens thinking and is one of the best ways to explore sensitive issues, even before discussion.
- All learning starts from the students’ own experiences.
- Diversity of opinion is useful in a classroom and must be respected.
- Students can make a difference in the world.
- Students can learn from each other.
- Social issues and community problems are an integral part of the school curriculum.
- Students learn from a variety of methods.
- Students learn best through experience.
- An active viewing experience leads to a richer understanding of the documentary.

For many teachers, having students write or take notes while viewing is not something new. For others, this aspect of active viewing is a bit controversial. Some feel it gets in the way of their viewing experience, while others feel it enhances it. You may want to show the tape twice: the first time to view it, and the second time to complete the viewing exercise. Your comments and questions are always welcome. Contact us at info@evc.org.
Background Information

RUNNING TIME: 20 minutes

SYNOPSIS: Faces of Food explores the lives of teens that struggle to understand what they consume on a daily basis and how it impacts their bodies. Find out what you may not know about food, and how you can take steps toward healthy eating. The teens explore the health consequences of a diet high in calories, fat, salt and sugar, and identify healthier options for buying and eating food.

EXPERT INTERVIEWS (in order of appearance):
• Rocky Tayeh, WNYC Journalist
• Dallas Penn, Internet Blogger, dallaspenn.com
• Cleo Silvers, Director of "For A Better Bronx"
• Uni Lee, Health Fitness Educator and Nutritionist
• David Serrano, Manager of the Red Hook area Fairway Farmers Market
• Joe Holtz, Founder of the Park Slope Food Co-Op

RELEVANT STATISTICS:
• One out of every four people surveyed spent over $30 a week eating out.
• There are 1,532 fast food restaurants in NYC, and that is just the major fast food chains.
• There are only about 100 farmers markets in comparison.
• People under the age of 25 in the US spend on average $2000 dollars a year eating out at restaurants.
• The food industry spends over $34 billion a year advertising their food.
• Diabetes rates among blacks and Latinos are double that of whites.
• The average McDonald’s meal contains 1100 calories, over half the daily-recommended amount.
• A 20 ounce bottle of soda can contain 64 grams (16 teaspoons) of sugar.
• 40% of students surveyed do not know what trans fats are.
Before Viewing the Tape

PREPARATION: It is important for you to watch Faces of Food before showing it in class. This will make your preparation and post-discussion more fruitful. Make sure your students will have paper for note taking and that you will have markers and poster paper (or you can use the chalkboard). Test out the TV and DVD player and make sure the TV volume is set to a good level. Ideally, all students will sit close enough to the TV that they can read all the captions in the video. If this isn’t possible, we recommend that you use your remote to pause the video long enough to read important captions aloud.

UNDERSTANDING DOCUMENTARIES: If necessary, familiarize your students with the concept of documentary film. Here are a few guiding questions:

- Have you seen a documentary film before?
- Based on what you have seen, what is a documentary film?
- Why do you think someone would want to create a documentary?
- How are they different from other kinds of films?

Here are some points that you may want to incorporate into this discussion:

- Documentary films are often referred to as "documentaries" or "docs."
- Docs are significantly different from narrative or fiction feature films (even the feature films that are based on true stories).
- Mainly, documentaries are different because they record events as they happen, without a script or actors.
- Documentary filmmakers incorporate several resources in order to accurately report the truth. Examples include the use of archival footage (of past and present people or events); interviews with experts in the field they're working on; interviews with the general public or members of a community to gather opinions or information on a subject.

OPTIONAL BRAINSTORM WARM-UP ACTIVITY: Have students say the first thing that comes to their minds when they think of a well-balanced meal. Take a minute to reflect and make a list. Using your list as a beginning, have students discuss or write about the following topics:

- On a typical day, what foods are you going to eat when you're hungry?
- Make a list of healthy and unhealthy foods.
- What do the healthy foods have in common (e.g. natural, come from nature, lots of nutrients)?
- And the unhealthy foods (e.g. processed, artificial, high fat, sugar and salt)?
- How much do you know about where your food comes from?
Lesson Plan

FOCUS QUESTION: How does the food we eat impact our health?

OBJECTIVES:
- To raise awareness of how nutrition affects personal health.
- To talk about the disparities of food access between low-income communities and higher-income communities.
- To talk about the negative impact of fast foods and snack foods.
- To introduce students to different sources of healthy food in their communities.
- To encourage students to reflect on their eating habits and how this can improve their quality of life.

EDUCATION STANDARDS
NYS Language Arts Standard 3; NCTE Standard 8; NYS Arts Standard 3; NETS Technology Standard 6; NYS Mathematics, Science, & Technology Standard 7; NYS Health, Physical Education and Family and Consumer Sciences Standard 2

MATERIALS NEEDED:
- Before starting the lesson, make sure students have paper for note taking.
- Prepare markers and large newsprint for note taking during the post-screening discussion (or you can use the chalkboard).
- Test out the TV and DVD Player and TV volume.
- Ideally, all students will sit close enough to the television that they can read all the captions in the video.
- If this is not possible, we recommend that you use your remote to pause the DVD long enough to read important captions aloud while the video plays.
- Optional materials for sugar in soda follow-up exercise: several empty containers for soda, juice drinks, sports drinks, etc.; "How much sugar is in your soft drink?" worksheet; boxes of white sugar; teaspoons; cups

INTRODUCING THE DOCUMENTARY: (3 minutes)
It may be helpful to say a few words before watching Faces of Food. Here are a few suggestions.
- Seven high school students from the Educational Video Center in New York City produced this video.
- The stories told in the video are all true. Some are about people's personal experiences with obesity and nutritional-related illness.
- Please view this tape respectfully, even when you hear points of view you may not agree with or understand.
• You may want to say something about obesity, mentioning how it is not about image but is about health.

SCREEN FACES OF FOOD: (20 minutes)
Ask students to take notes while watching the video. Have them write down anything that surprises them, whether a story or a statistic, or anything they may feel strongly about. Screen the video.

OPTIONAL PAUSE POINTS: (7 minutes)
You may choose to pause the video at the halfway point, at the end of Nick’s case study, and propose discussion questions or add them to the "After Viewing the Documentary" discussion. You may use these questions as a guide:
• Why do people continue to eat things that they know are unhealthy?
• What suggestions do you have for Nick?
• Do you find it difficult to find healthy food in your neighborhood?

If you did pause here, take a couple minutes to explain a co-op, as the next section goes into cooperatives. You may also want to pause after the co-op scene to make sure students understand the concept. You may use the description below:

A food co-op is a collectively owned grocery store. Most frequently, a food co-op focuses on making natural foods more affordable for co-op members, although other products may be carried as well. There are a number of different styles of food co-op, but all of them share common values of group management and decision-making, social responsibility, and equality. Co-op members typically work a few hours per month in exchange for discounted food. Towns of all sizes generally have food co-ops ranging from very small to quite large. The Park Slope Food Co-op, featured in this documentary, is the oldest and largest food co-op in the US.

AFTER VIEWING THE DOCUMENTARY: (15 minutes)
Respond to the video. Below are several questions to help lead a fruitful discussion of the film.
• What facts or statistics did you learn while watching the video? Did any of these facts surprise you? Why?
• Which personal stories do you remember from the video and why?
• Was there any point of view in the documentary that you related to and why?
• What suggestions do the producers of this video offer? Is there anything you would add to these solutions?

OPTIONAL WRITING ASSIGNMENT:
Either in class or assigned as homework, research diabetes and its short and long-term effects. Write a letter to Nick giving him advice on how he can lead a healthy life. Incorporate a discussion of avoiding diabetes in your letter.
DAY TWO: If time allows, we strongly recommend one or both of the following lessons as a follow-up class.

FOLLOW-UP LESSON 1: SUGAR IN YOUR SOFT DRINK

FOCUS QUESTION:
How much sugar is in your soft drink?

OBJECTIVE:
• To read food labels for important health information.
• To covert from one unit of measure to another (e.g. grams to teaspoons).
• To understand the concept of serving size and servings per container.

MATERIALS NEEDED:
• Several empty containers for soda, juice drinks, sports drinks, etc.
• The "How Much Sugar Is In Your Soft Drink?" Worksheet (see Appendix A)
• Box of white sugar
• Teaspoons
• Cups
• At least one calculator

ACTIVITY BACKGROUND:
In the video, youth producer Ashley shows how much sugar can be found in a 20-ounce bottle of lemon-lime soda. Most sodas are made by adding sugar, artificial preservatives and colors to water. Ask students: Do you know how much sugar is in your favorite drink? They can do this activity in small groups or individually.

OPTIONAL PRE-DISCUSSION ACTIVITY:
Line up the empty containers randomly. Ask the class if they buy any of these drinks. Ask a volunteer to arrange containers from least to most sugar.

DISCUSSION POINTS:
• Review the health effects of consuming too much sugar (e.g. obesity increasing the risk of heart disease, diabetes and stroke, tooth decay, hyperactivity and fatigue).
• Point out that most soft drinks are water with added sugar and artificial preservatives and colors.
• Ask students which ones they like to drink and how often.
• Remind them that most health professionals say you should not consume more than 40 grams/10 teaspoons of added sugar.
ACTIVITY:
Distribute a wide variety of empty beverage containers to choose from (soda, juice drinks, vitamin waters, etc.).

• Have students raise their hands if they think they have the drink with the most or least amount of sugar.
• Hand out the worksheet, "How much sugar is in your soft drink?" and give them 10 minutes to complete Step 1 and 2 of the worksheet (Appendix A).
• Have students measure out the number of teaspoons of sugar into a cup and compare their cups with other students/groups.
• As a whole group, fill out a chart on the board listing the different drinks and how much added sugar each one contains.
• To work further on their math skills have them convert the amount of sugar found in a 12-ounce container to a 20-ounce container.

CONCLUSION:
Referring to the USDA guidelines, ask students to calculate how many soft drinks they consume on a daily basis and how their sugar intake compares to the recommended amount. Discuss other foods they eat that may have a lot of sugar.

SUGGESTED JOURNAL QUESTION:
What impact is this sugar consumption having on your everyday life?
LESSON 2: EATING HEALTHY: HAVE IT YOUR WAY

FOCUS QUESTION:
Do you know the nutritional value of your McDonalds meal?

OBJECTIVE:
• To use nutritional information and Daily Value guidelines to learn to assess your diet and make appropriate changes.

ACTIVITY BACKGROUND:
Review the concept of the daily value with students. Go over the values for calories, fat, sodium, and sugar.

The daily value refers to the recommended maximum amount of a food component (e.g. fat) that a person should eat in a single day. (See Appendix B)

You can find the nutritional value for all McDonalds menu items as well as for most fast food chains from their respective websites.

DISCUSSION POINTS:
• Imagine you’re going to McDonalds. Write down what you would order for lunch.
• When you are finished, add up the total calories, fat, trans-fat, sodium, and sugars for your meal.
• Compare these with the Daily Value chart (Appendix B). Circle those items for which you are exceeding the maximum daily value.

OPTIONAL POST-DISCUSSION ACTIVITY:
Time permitting, see if you can come up with a meal that cuts the number of calories, and the amounts of fat, salt, and sugar in half.
Resources

As a follow-up assignment, you can ask your students to research one of the organizations listed below and write a short paper that includes what these organizations are doing to raise awareness and promote healthier eating habits and what people can do to get more involved.

ORGANIZATIONS & WEBSITES:

The Council on the Environment of New York City (CENYC)
www.cenyc.org
The Council on the Environment of New York City is a hands-on non-profit that has been improving New York City's environment for over thirty years. CENYC’s dedicated staff green neighborhoods, create the environmental leaders of the future, promote waste prevention and recycling, and run the largest farmers market program in the country. Their site features a comprehensive map of the green markets available in the NYC area that provide affordable, healthy local produce.

Food Routes Network (FRN)
www.foodroutes.org
FRN is a national nonprofit organization that provides communications tools, technical support, networking and information resources to organizations nationwide that are working to rebuild local, community-based food systems. FRN is dedicated to reintroducing Americans to their food. FRN works in partnership with community-based organizations across the country to help these groups increase their capacity to design, launch, and implement successful "buy local" food campaigns and market education initiatives. Specifically, this assistance is targeted toward strengthening partner organizations' ability to plan effective campaigns by drawing on innovative message research and communications tools.

Free Range Review
www.freerangereview.org
Free Range Review is a free website created with the intent of bringing producers and sellers of organic and locally grown food closer to the people who buy it. Sellers are given a forum to provide information about and promote their products, and people are able to share their opinions on the quality of the food they buy. Reviews can also challenge other reviews or agree with them, and it works as a social utility for both companies and consumers.
High Fructose High "No HFCS" List
www.highfructosehigh.com/nohfcs.htm
HighFructoseHigh.com provides a list of what products sold in most mainstream supermarkets across the country definitively do not contain high fructose corn syrup, a popular sugar substitute found in most foods which has been linked to the rising rates of obesity and diabetes in the country and is responsible for a large amount of the calories in the average American’s diet. The site also links to other pages detailing the debate about high-fructose corn syrup (HFCS) and the effects it has on the health.

The Local Fair Trade Network
www.localfairtrade.org
The Local Fair Trade Network (LFTN) builds on the foundation created by the organic food, farm worker and cooperative movements, bringing together the growers, sellers and eaters of food to cooperatively build a food system that is “just and healthy for everyone.” Based in Minneapolis, LFTN focuses its work on the Upper Midwest and aims to be a model for the creation of other regional Fair Trade bodies.

LocalHarvest
www.localharvest.org
LocalHarvest is a site that helps you find locally grown, organic food in your area. LocalHarvest is America’s #1 organic and local food website. We maintain a definitive and reliable “living” public nationwide directory of small farms, farmers markets, and other local food sources. was founded in 1998, and is now the number one informational resource for the Buy Local movement and the top place on the Internet where people find information on direct marketing family farms.

The National Resources Defense Council (NRDC)
www.nrdc.org
The NRDC was founded in 1970 and is now one of the most powerful environmental action organizations in the nation, with a list of members numbering 1.2 million. They have helped write some of the country’s laws regarding the environment and work to fight issues such as global warming and environmental justice. They also support locally grown produce and small farms, and have an extensive search engine that allows anyone to find locally grown food sellers in their area, as well as a number of pages touting the benefits of eating locally grown and organic foods.
The Regional Farm and Food Project
www.farmandfood.org
The Regional Farm and Food Project is a member supported, farmer-focused, non-profit serving the greater Hudson-Mohawk Valley food shed of New York State. Founded in 1996 to promote sustainable agriculture and local food systems, they do grassroots organizing, educational events, business-to-business networking, and public issues education to advocate for a food policy designed to improve human health, one that encourages innovation in sustainable agriculture and ends subsidies to polluting industrial agriculture, promoting support of locally grown produce and small farms.

U.S. Department of Agriculture Food Pyramid
www.mypyramid.gov/mypyramid/index.aspx
The Center for Nutrition Policy and Promotion, an organizational branch of the U.S. Department of Agriculture, was established in 1994 to improve the nutrition and well-being of Americans. Their goals are to spread awareness of the right diet for each individual American, and to conduct applied research in nutrition and consumer economics. The MyPyramid page allows any visitor to the site to input their age, gender, and a few other variables to find out the right diet for them, helping set healthier eating habits and goals.

U.S. Department of Health and Services Dietary Guidelines
A brochure based on the 70-page government report that provides a simplified version of how diet and exercise can facilitate a healthy lifestyle. The site also provides details on how to properly cook and handle food, and recommended levels of consumption to promote the best possible health for a person depending on variables like their age, weight, and gender.

U.S. Food and Drug Administration How To Understand The Nutritional Facts Label
www.cfsan.fda.gov/~dms/foodlab.html
A comprehensive site by the United States Federal Food and Drug Administration (USFDA) that offers a very detailed breakdown of exactly what the nutrition facts label on the back of food products means, explaining things like the terminology used and exactly how much of a serving size is truly the proper amount that a person should consume.
Appendix A

How much sugar is in your soft drink?

Name of Drink/Flavor______________________

Size (ounces)___________________________

Read the label on your bottle to get the following information:

A) Number **grams of sugar** per serving________

B) “Servings Per Container” (listed under “nutrition facts”)_____________

**STEP 1:** Multiply number of **grams of sugar per serving** (A) by **servings per container** (B) to give you the number of **grams of sugar per container** (C)________

**STEP 2:** Divide the number of **grams of sugar per container** (C) by **4** to get the number of **teaspoons of sugar per container**________

You can do this calculation for any food item that contains sugar (e.g. cake, cookies, candy)

- **Try to avoid consuming more than 40 grams/10 teaspoons of added sugar per day**
- **Drinking one extra can of soda per day for a year may increase your weight by 15 pounds**
**Appendix B**

**The Daily Value**

The daily value refers to the recommended maximum amount of a food component (e.g. fat) that a person should eat in a single day.

<table>
<thead>
<tr>
<th>Food Component</th>
<th>Daily Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>2,000</td>
</tr>
<tr>
<td>Total Fat</td>
<td>65 grams</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>20 grams</td>
</tr>
<tr>
<td>Tran-fat</td>
<td>0g</td>
</tr>
<tr>
<td>Sodium*</td>
<td>2,400/1500 mg</td>
</tr>
<tr>
<td>Sugar</td>
<td>40 grams</td>
</tr>
</tbody>
</table>

*If you are middle-aged or older and/or have a genetic propensity toward high blood pressure, your daily value for sodium should be 1500mg.