

Procedural suggestions for Tutorial #7:

Some information:

My office: Rm. 3256

Overview:

- hand back assignment 2
- collect assignment 3
- introduce assignment 4
- discuss food geography

Procedural suggestions for Tutorial #7:

(#1 through #7 are just administrative, such as introducing the next assignment and the final tutorial. These will probably take no more than 10 minutes, finishing by 20 about after the hour. #8 is where the main activity of the day begins.)

1. Ask the students to sign the list.
2. **Main activity** (start this at about 20 minutes after the hour):

Small-group discussions: Break them into **small groups**, where they will compare and discuss the results they had from Assignment #3. This should take approximately 20-25 minutes.

The **questions** they are supposed to be discussing in the small groups are – or you can choose to bring these into the large-group discussion:

1. Compare the results of your work on Assignment #3. What was the greatest distance traveled by a food item in your group?
2. What observations can you make about the following, based on the lists of foods and ingredients that you investigated:
 - a. Processed vs. unprocessed foods – what was the impact on your ingredient lists?
 - b. Labels indicating “organic,” “natural,” etc. – what do they mean, how often did you encounter them, and do you think they are helpful, or confusing?
 - c. Genetically modified foods – were you able to dig up any information? Why don’t we see labels on foods that contain genetically modified ingredients? (Do you think we should be able to access this information for the foods we purchase?)
 - d. If you were to try to eat locally, what foods would you have to do without? What are some local substitutions you could make for the “missing” items on your dinner table?

You can read the questions to them and then write a short version of these questions on the blackboard, so that they’ll have them available during discussions. You can write something like this on the blackboard:

1. Compare results; longest distance travelled
2. Processed vs. unprocessed foods;
3. Labelling – GMO, natural, organic;

4. Local foods – availability, cost, transportation, carbon footprint etc.

3. **Large-group discussion** (starting by maybe quarter to the hour): You might want to direct the discussion by asking them to focus on things that they found most intriguing while completing the assignment, and then move to the questions above.

4. You will need to introduce the next assignment, **Assignment #4**, which is due in Tutorial #9. It is very straightforward, you just basically call their attention to it. The assignment includes some background work that they will use for the Carbon Trading Debate in Tutorial #9. The information and readings are posted under Assignment #3 (you can direct them to it, and I will mention it in class too – they should look under **Tutorials > Assignment #4** on our course Blackboard site).

Their position in the Carbon Trading Debate is based on the first letter of their family name, as outlined in Assignment #4.

The question they will be looking at in Assignment #3, and which they will then debate in Tutorial #5, is: **Should carbon cap and trade be adopted across Canada?**

i. Answer **yes** if your last name is **A to M**

ii. Answer **no** if your last name is **N to Z**

You can call their attention to the fact that they should do these readings before the tutorial. You can also take a quick look at these two readings, to be familiar with what students will debate.

5. Collect Assignment #3 at the end and returned marked assignment 2!