



# WATER PLANET • CHALLENGE •

## What's On Your Fork?

*A Campaign for  
Meatless Choices*

Written by Cathryn Berger Kaye, M.A.  
for EarthEcho International  
with contributions from the Johns Hopkins  
Center for a Livable Future



*A program of EarthEcho International  
[www.earthecho.org](http://www.earthecho.org)*



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Page 4 Service + Learning = Service-Learning and page 24 Stage 5 adapted from *A Kids' Guide to Climate Change & Global Warming: How to Take Action!* by Cathryn Berger Kaye, M.A., © 2009. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

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Page 49 Select reviews on The Bookshelf excerpted from *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action* (Revised & Updated Second Edition) by Cathryn Berger Kaye, M.A., © 2010. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN: 800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

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## About This Action Guide


This Water Planet Challenge Action Guide *What's On Your Fork? A Campaign for Meatless Choices* offers an opportunity to engage students in a service-learning process. Participating in service-learning is an ideal way for youth to increase both knowledge and skills transferrable to many learning situations. As you review the document, consider that the youth involved—whether through a classroom, an afterschool program, or a youth-serving organization—will be integrating many academic standards as they *investigate* the water issues in their everyday lives, in this case concerning food choices. Based on their findings and further information gathered during *preparation*, they will *develop a plan* to recommend reasonable changes in their families, schools, and community and then move to *taking action*. Throughout this process, be sure to engage the students in *reflection*, as this solidifies their learning and establishes personal and effective connections to what they are discovering. The section on *demonstration* allows students to consider all of the service-learning stages they have experienced and develop ways to tell their stories. Be certain to review *What's Next* on page 25, for ideas of where to go from here.

Also central to this publication are additional websites—including [www.WaterPlanetChallenge.org](http://www.WaterPlanetChallenge.org)—and resources that add layers of knowledge to what is provided. **Lesson Plans** on this website complement this particular Action Guide and have been designed to augment the learning process. These are all options for further exploration during or following the implementation of this Action Guide.


**If you are an educator or adult coordinator:** As you are planning, consider that the time it takes to implement this Action Guide will vary. Allowing for this to be a part of your lessons over two to three weeks may be reasonable. If done as part of an afterschool program, this framework can extend from one to three weeks. In a summer intensive, one to two weeks can be spent on this unit with additional ideas to extend further.

**If you are a student or youth participant:** This Action Guide invites you to think about how your everyday actions impact the world around you. By looking closely at how your actions, particularly food choices, affect water, you are developing essential 21st century skills and knowledge. This topic will likely hold center stage for decades to come, as we depend on water for every part of our lives and for life itself.

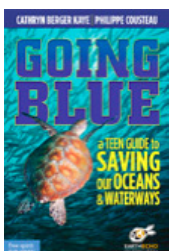
**Keep in mind this is the beginning:** While this Action Guide at its heart centers on food and water issues you can study at school, these ideas also belong in our homes and throughout our community. Join in. Share your ideas and talents. Take familiar and new topics and look at them in different ways and with an open mind. Discover fresh watery ideas. Our water planet will be grateful.



This Action Guide centers on food choices and creating a Meatless Monday campaign to provide the option for eating plant-based foods one day a week. To this end, we explore related topics, including the changing American diet and land animal farming, and how these issues are affecting our environment and, in particular, our waterways. Supplementary lessons may be found on [www.WaterPlanetChallenge.org](http://www.WaterPlanetChallenge.org).



Be certain to review the list of books also found on page 49.



## Take the Challenge!

Portions of this Action Guide are excerpted or adapted from *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands* by Cathryn Berger Kaye with Philippe Cousteau and EarthEcho International (Free Spirit Publishing, 2010). This award-winning book is filled with additional information that opens our eyes to many water related topics.

# ARE YOU UP TO THE CHALLENGE: Why Our Food Choices Matter

*A Message from Philippe Cousteau  
Co-founder and President, EarthEcho International*

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People are always asking me how they can make a positive difference in our world. Among all of the choices we can make on a daily basis, our choices concerning food have considerable consequences. What we eat impacts our health, economy, and environment. These impacts are both personal and collective—our food choices affect the wellbeing of our planet.

If you're like most Americans, you probably have animal protein (meat, dairy, or eggs) on your plate or in your glass for most meals. I know. I used to. The "Western" diet relies heavily on animal sources of protein. In recent decades, the amount of animal protein the average American eats has been on the rise, and other nations have followed our lead. The United Nations Environment Programme now urges a reduction in the consumption of animal proteins for environmental reasons. Why is this the case?

The math is simple. More people eating more meat per person equals more animals being raised and slaughtered for food. A staggering 56 billion animals are now "processed" annually. To keep up with this demand, the food industry has made some significant changes in the way we "farm" animals. In the past few decades, genetic selection and changes in animals' diets have made it possible to raise larger animals in a much shorter period of time. Consider that it used to take a cow grazing several acres of grass four to five years to reach "slaughter weight." Today, cattle subsist on a diet they would never eat on their own in nature, including vast amounts of corn, antibiotics, and even other farm animals. On this diet, a cow can reach the slaughter weight of 1,200 pounds in a mere 14 months. Similar gains in the "efficiency of feed conversion" have been seen in modern chickens and pigs as well.

Food animals used to be the ultimate locavores: they ate what grew beneath their feet and returned their waste as fertilizer to that same system. Most food animals no longer graze or forage on pasture. Their feed is carefully formulated and is often shipped long distances. Animals are now often farmed in contemporary "factories," where 150,000 hens lay eggs together in a single house or 16,000 pigs are "processed" in a single day in a mega slaughterhouse facility. The sheer density of these arrangements results in a concentration of waste, contaminating our precious fresh surface and groundwater resources.

Consider the following report published by the Pew Commission on Industrial Farm Animal Production:

*In the United States, an estimated 173,000 miles of national waterways are impacted by runoff from agricultural sources (Cooke, 1998). Animal farming is estimated to account for 55% of soil and sediment erosion, 37% of nationwide pesticide usage, 80% of antibiotic usage, and more than 30% of the total nitrogen and phosphorus loading to national drinking water resources (Steinfeld et al., 2006). There are three root causes of environmental degradation from IFAP (Industrial Farming Animal Practices):*

- 1. The large volumes of animal waste produced.*
- 2. Lack of appropriate management and disposal of these materials.*
- 3. Unsustainable water usage and soil degradation associated with feed production.*

## **Now consider this:**

- In the United States, the general populace consumes two to three times more protein allotment than we need for our health.
- In the United States, less than one percent of the general population consumes a full daily allotment of fruits and vegetables.

Farmer-philosopher-poet Wendell Berry once said, “How we eat determines, to a considerable extent, how the world is used.” I completely agree.

With the overconsumption of protein noted above, our planet has to absorb the impact of industrialized agriculture, which results in considerable challenges of pollution and runoff. Let's take, for example, the impact of animal waste on the Gulf of Mexico. I saw firsthand the horrendous impact of the Deepwater Horizon oil spill in the Gulf in the spring of 2010; however, the Gulf was not a healthy ecosystem even before the spill. The Mississippi River carries waste from animal farms and other fields as runoff through the central United States all the way into the Gulf of Mexico. This manure brings phosphorous and nitrogen right into the water. Plants on land love manure, and so do algae in the water. Manure in the water causes algae to grow and grow, and when the algae die, bacteria eat the algae. In reasonable amounts, all would be balanced and sustain a healthy environment. But when we dump unnatural amounts into the system, more algae grows and more bacteria eat the dead algae than is normal. This process consumes oxygen in the water column. Imagine an action movie with a dozen people locked in a bank vault, one that is quite small. Too many people breathing in a confined space burns up the oxygen and people die. Likewise, too much bacteria burning up the oxygen in the Gulf of Mexico kills marine life. The result is called a “dead zone,” and every summer the Gulf of Mexico has a dead zone roughly the size of New Jersey caused by algae blooms.

This type of scenario is multiplied in many waterways across the globe. Once upon a time our global population was smaller so maintaining a healthy balance between food production and the environment was easier to achieve. Now population growth is off the charts and rising. A solution may be found by diminishing the imbalance between the consumption of animal protein and plant-based proteins, vegetables, and fruits.

So what types of choices do I make regarding food? It is no secret that I enjoy a good meal, but over the last few years I have made several changes to my diet due to a heightened awareness about food production and its impacts on what I care about. Personally, while wanting to enjoy variety in my diet, I also want my actions to reflect my best thinking about both my health and my sense of responsibility for our ecology. How do I do this? On average, I am a weekday vegetarian—this leaves me weekends, or about two days a week, to eat meat, along with plant-based choices. What do I advocate for others? Being knowledgeable, which is why EarthEcho International offers the Water Planet Challenge Action Guides on a range of topics, all to encourage you to make informed choices.

For this Action Guide, we have collaborated with Meatless Monday, a nonprofit initiative of The Monday Campaigns, in association with the Johns Hopkins Bloomberg School of Public Health. They suggest that by cutting out meat once a week, we can improve our health, lessen our carbon footprint, and reduce the causes of climate change. Of course, what someone eats on Monday or any day of the week is a personal choice. But in order to truly have choice, plant-based foods need to be available as options. In some cases, like at schools or restaurants where foods are prepared according to a menu, having a choice means literally getting one or more plant-based options added to the menu. In other cases, like at home, choice means having access to plant-based foods to cook with, and knowing how to prepare them.

In this Action Guide you will learn ways you can implement this idea of Meatless Monday, a proactive approach ensuring that at least one day a week, food consumers—that's us—have a plant-based choice for our meals, whether at school, at home, or in restaurants. This ***What's On Your Fork?*** Action Guide also brings the water planet perspective to the outstanding work of Meatless Monday and provides information on how food and water are inextricably connected. I hope from now on as you think about food, the image of water will be part of the picture.

Find out how your actions can provide choices for yourself and others that protect our own health and the health of the planet. Take the challenge!

## clarifying terms

Review these terms to understand how we use them within this Action Guide.

**Meatless** generally means without beef, chicken, pork, or seafood. This term can be interpreted to include or not include meat derivatives of dairy and eggs.

**Plant-based** refers to food that come from a source that is grown, specifically grains, beans and legumes, fruits, vegetables, nuts, and seeds. A recipe classified as “plant-based” would not have any ingredients from animals, that is, meat or meat derivatives, including dairy or eggs.

Note: The term “diet” simply references what a person chooses to eat.

# Service + Learning = Service-Learning

**Service:** Service means contributing or helping to benefit others and the common good.

**Learning:** Learning means gaining understanding of a subject or skill through study, instruction, or experience.

**Service-Learning:** The ideas of service and learning combine to create service-learning. Investigation, preparation, action, reflection, and demonstration are the five stages of service-learning. By understanding how each stage works, you can be more effective in making plans to help in your community.

## The Five Stages of Service-Learning

**Stage 1: Find Out → INVESTIGATE:** Begin the service-learning process by asking, “What resources do we have in our group? What are our skills and talents?” Then investigate further by using newspapers, interviews, observation, and surveys (what do people at school know about this topic?) to especially find out if meatless options exist on Mondays—or other days—at your school or in local restaurants.

**Stage 2: Dive In → PREPARE:** What do you need to know to be well informed about the topic? What you learned in investigation might have raised more questions. This may lead to talking with other people and organizations, reading books, watching a video, or attending a community meeting. What skills do you need to be effective? The ability to listen well, document what you learn, and select a way to take action as an informed advocate all come into play. All this preparing leads to knowing what form of action you will take. Then you are ready to . . .

**Stage 3: Get Going → ACT:** Create your plan and set your ideas in motion. Implementing your plan for improving food options for yourself and for those others around you can look like:

- **Direct Service:** planning a campaign launch at school to educate your peers about the reasons for having plant-based options on a weekly basis
- **Indirect Service:** submitting recipes—and encouraging others to do so as well—of favorite plant-based meals to EarthEcho at [info@earthecho.org](mailto:info@earthecho.org) for possible inclusion on their website
- **Advocacy:** creating a public service announcement for radio stations to educate others and influence behavior toward considering plant-based food choices every Monday
- **Research:** collecting data that informs your community about which restaurants highlight plant-based offerings every day of the week, and especially on Monday—see page 41 for a sample of how one restaurant is involved.

**Stage 4: Think Back → REFLECT:** During ALL of the stages it is important to pause and consider: How is this investigation going? What am I learning as we prepare? Does anything need to be changed in our action plan (a good question to consider even in the middle of carrying out the plan)? Checking in through reflection keeps us on track as we connect our thoughts, feelings, and actions.

**Stage 5: Tell it → DEMONSTRATE:** Tell the story of what happened as you learned and took action regarding promoting food choices. This is when you showcase the service-learning process. Remember to document every stage of service-learning, beginning with investigate, so that you will have all you need to present your complete journey. Consider who would want to know what you did, what skills you learned, the interests you developed, and the results. Include your reflections. Remember that your success can inspire other youth to do the same. Be bold! Share the learning AND the service!



## Stage 1: Find Out → INVESTIGATE

With every new day we each face a world of choices. We choose the clothes we wear, the music we play, the friends we sit with at lunch. Among our most significant choices are those surrounding food. Whether we have recognized this before or not, the food choices we make have considerable impact on us, on others, and on this planet.

**This Action Guide examines the value of having plant-based options among your food choices at least one day a week, on Monday. This Action Guide also supports your participation in creating food choices through campaigning for Meatless Monday options at school, in your community, and even in your home.** Keep this in mind as you move through investigation.

In order to *make* choices we must have choices. To start, we need to find out what choices are currently available in all the places that impact what we eat: markets, home, school, and restaurants. How do we find out? **Investigate.**

All too often these days, the idea of *investigating* or *doing research* is equated with using a popular Internet search engine like Google or Wikipedia. While this approach can contribute, the results are quite limited and rely on research done by others. Are you ready for authentic *action research* to employ lively, compelling strategies and make cutting-edge discoveries?

Use the *Gathering Information About a Community Need* organizer on page 28 to help you learn more about the big picture and how this informs what is happening in your own backyard. For each of the four ways to do action research—*media, interview, survey, and observation/experience*—brainstorm methods of finding out, plan what you will do, and then select which methods you will carry out to investigate the answers to your essential questions. These four methods are recommended to gather information about food options that directly contribute to the choices we make daily. While all of these methods have tremendous value, **be certain to include a FOOD CHOICE AUDIT during your observation.** Read on!

**Media:** Newspapers, television, film, magazine and journal articles, the Internet, photographs, and similar resources are media tools to use for investigation. Review newspapers to cut out articles addressing food issues related to what is available in your community. Are their restaurant reviews touting specific dishes from new venues? Are their health-related articles discussing food and nutrition or food impact on the local environment? Is there an upcoming community event or celebration featured on TV or radio described with food as an enticement to attend? Keeping up with media and issues related to food and food choices could be a full time job. Because this issue is so critical to our collective

### Gathering All Questions

Every good investigation results in questions that you want to have answered. This will occur throughout the service-learning process (that's part of the *learning*). Designate a place on a classroom wall or in your notebook to log questions as they arise, and keep track of the answers.

### Investigating your Skills and Talents!

As you begin to learn more about food issues, find out, also, the unique abilities of every member of your group. Conduct a *Personal Inventory* by interviewing each other about your interests, skills, and talents. Make a list. Refer to this list as you develop your plan of action. Any photographers? Great for documentation. Does someone like to write? Ideal for composing a press release. Any artists? Excellent for designing signs. Find a *Personal Inventory* document on page 27.

### MEDIA OPTIONS

So many different possibilities using media:

- Watch *Food, Inc.*, a 2009 documentary showing how “a handful of corporations control our food supply.”
- Remember the category of media also includes written materials you find from businesses, government, and nonprofit organizations.
- Many radio news shows have catalogues of programs and podcasts worth listening to. National Public Radio (NPR) often has archives that may feature stories on this topic.



## A MATTER OF CHOICE

Sixth grade students at the Punahou School in Hawaii prepared a survey to learn what would influence food choices. At a local market, they asked questions such as “If you knew the carbon footprint of food items, would you change the way you shopped?” The very wording of the question made the link between food choices and carbon output and made participants *think*. Even your **question** can educate the general populace.

well-being, you will find much information. Take a broad look and see what you can find out especially regarding food choices.

**Interview:** Through the interview process you gain first-hand knowledge from a person with expertise in the topic you are investigating. Who would know about food choice and availability in your community? From a school district official or school cafeteria supervisor who purchases food to a restaurant owner or chefs, supermarket or small market manager, and parents who purchase food for your home—all are informed and have perspectives worth exploring. Once you determine who you will be interviewing, use the *Preparing for an Interview* document as you compile your questions, and *An Interview with...* document during the actual interview, on pages 30–31.

**Survey:** A survey helps you find out what people know and don't know, what they think, and what they would like to see happen. What you ask through the survey can help you quickly determine what concerns people in your school or larger community and how they may be willing to be involved. What do people know about food

and do they think their choices add up to a hill of beans? Do they know the importance of their actions? Do they have meatless or plant-based options available at all, most, a few, or at none of the places they frequent for meals? Would they be open to new ideas and suggestions? A survey can help you find out a general disposition of a slice of the populace that may help you determine your plan of action. A survey can target people who operate restaurants, eat from the school cafeteria, or are randomly selected at the mall. Develop a few basic questions to start for your target population. Determine where you will conduct the survey; for example, in-person during school lunch, at back-to-school night, or at a supermarket or farmers' market. Some students create an online survey to involve large numbers of respondents and then use this to establish community buy-in as the resulting action plan is based on these findings. Remember, well-designed questions can stimulate curiosity, amaze participants, and even make your content the talk of the town.

## Be Techno-Savvy

Even a cell phone can capture great pictures and videos of what you find during observation and for every other method of research. Document what you notice. Record an interview. Use technology to keep a record of the process, as this helps you tell the full story during the fifth stage of service-learning—demonstration.

**Observation and Experience:** Where can you go to observe or have experiences with food choices? Think about places you already frequent: school cafeteria, restaurants (sit-down and fast food establishments), markets, and your own dining table. What might you observe regarding food choices that are currently available? What appears on menus? We can begin with an assessment or an *audit* of the food choices around us. An audit typically requires a document to record what the present situation is; in this case, what are food options in school, at home, or throughout the community that give evidence to whether meatless meals are currently available. What is already in place? What could we propose to improve access to choices? By using the *Your Food Choice Audit* document on page 32, you will collect information to help you determine recommendations as you construct a plan of action toward a Meatless Monday campaign. This information will

prove valuable as you make an informed case for changes in people's behaviors at school, at home, and in restaurants and beyond.

### The recommended audit has five sections:

- **At School**—What's on the menu at school for a week, Monday through Friday? Cover all meals served that week, breakfast and lunch. Add this information in the box provided.

- **At Home**—Take three days, including a Monday, and record what's served at every meal.
- **Markets**—How far from your home is a supermarket, smaller convenience store that carries fresh food options, or farmers' market? Are there any special promotions for meatless items or options?
- **Fast Food Establishments**—What's served? Are there meatless options that are meat-free and/or dairy-free? What percentage of the options are meatless? Most fast food restaurants have ingredient lists available upon request. Check to see if you were mistaken about items that are meatless.
- **Restaurants**—Review menus, as noted in fast food establishments. Check out the list of specials. If possible, inquire about most popular items. Does the restaurant identify meatless options on their menu? If so, what labels do they use?

**Determine how you will conduct the audit.** What sections should be done individually? What sections could be done in teams? Pool your information to maximize your reach and how much you learn from these observations; for example, students who pass fast food restaurants on the way home could get this information for the class, whereas someone attending a family dinner at a popular restaurant could volunteer to gather information. Aim to complete at least four sections.

**Analyze Your Findings.** As you collect and consider what you have learned from the four methods of investigation, determine what is most available to you and to the community. Is meat an expected part of every meal? Are plant-based options available? What meats are most common on the plates around you? Keep track and keep score. Does one meat win? If so, learning more about that meat and its production may be of interest to you. You'll read more about this in the upcoming preparation section.

**NEXT STEP:** Investigation, the first stage of service-learning, gives you the essential information you need to construct a plan of action. You begin to authenticate a real need. Investigation also raises more questions and leads you to the second stage of service-learning: **preparation**. All of this will lead you to action.

## WATERKEEPERS

In many parts of the world, organizations that seek to protect our water resources keep an eye out on contaminants in our waterways from animal farming. Many of these identify themselves as part of the Waterkeeper Alliance. Find out if there is a resource in your region by visiting <http://www.waterkeeper.org>. This could lead to an informative interview. Remember, with technology, an interview can be in person or at a distance.

## Meatless Monday Alert!

For every investigation method, include a way you can learn more about the idea of being part of a campaign for plant-based food options on every Monday, whether at school, home, or in the community.

**Media**—Any articles about the idea of Meatless Monday in the news?

**Interview**—Can you interview a chef in the community and ask what he/she knows about or thinks about offering or highlighting plant-based food options for diners on Mondays?

**Survey**—How many people in your school have ever heard about the idea of Meatless Monday? What about in your city or town government? What about in your neighborhood?

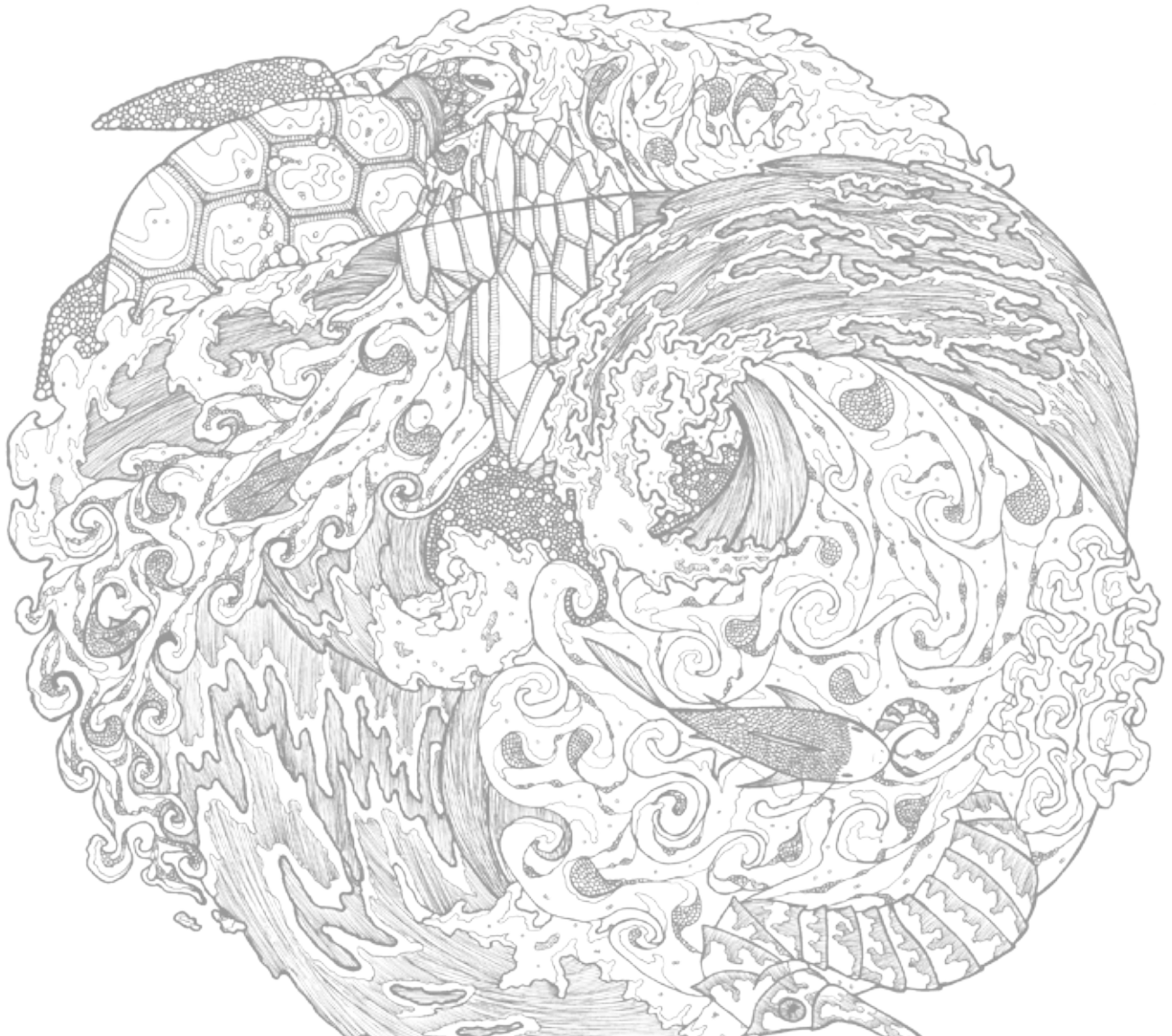
**Observation and Experience**—Visit local eating establishments on Mondays to see what plant-based options they offer that you can commend them for. This may be the beginning of them adopting Meatless Monday.

## DONE—BUT NOT OVER

As you move from **investigation** to **preparation**, keep in mind that all of the information you uncovered through exploration of *media*, conducting *interviews*, polling the populace through *surveys*, and gathering details by *observation* will be referenced as you continue to prepare and plan.

## A Pause for Reflection—Discuss in pairs or small groups:

- What did you like best about investigation?
- Did you uncover a new fact or idea that you think would be important to share with others?
- Identify a skill or ability you have that will be helpful as you move forward in preparing and taking action.
- What about this investigation method can help you with research in other classes and activities?



## Stage 2: Get Ready → PREPARE

To be fully prepared, you may have questions that need to be answered about the Meatless Monday campaign and about contemporary animal farming practices. Your investigative skills will come in handy as you add knowledge that will lead to action.

Let's start with an interview with Sid Lerner, Founder of Meatless Monday.

### Making Choices that Matter An Interview with Sid Lerner, Founder of Meatless Monday

#### What inspired you to initiate this campaign?

The year was 2002. I was serving on a committee about food systems for Johns Hopkins Bloomberg School of Public Health. While there I learned about the issue of saturated fats having significant impact on our health. The major cause was associated with eating all the saturated fats in meat and processed foods.

The United States Surgeon General came up with a set of Healthy People Recommendations. One recommendation suggested the US population cut their saturated fat intake by 15 percent, with saturated fat being found predominantly in meat products. Doing simple math, if we stop eating meat three meals a week, or one day, we can be healthier.

When I was a Boy Scout during WWII, we had Meatless Monday, an idea President Roosevelt borrowed from President Hoover, to have voluntary meatless days during two world wars to conserve resources. I thought we better dust that old name off and make it apply to lessening our saturated fat intake.

In 2003, we launched a website and started seeking allies and helpers to promote this idea. The beauty of the Internet! You can get to the whole world by tapping your keyboard, and we seemed to do just that. We worked the clogged media well, adding our campaign idea to other visible initiatives. For example, Mardi Gras has "Fat Tuesday" and we used that to get a Meatless Monday plug.

**What changes have you seen?** We began with a slow start, presenting the idea of having meatless options for Monday meals. We produced meat-free product guides. We got the attention of several schools, restaurants, organizations, and towns. Then the world seemed to become more informed about the health benefits of being vegetarian and vegan, and the added connection of food to climate change. Many people and different groups with common interests found a home under the banner of the Meatless Monday Campaign as a concept they could support.

Now our visibility continues to explode thanks to bloggers and friendly people who spread the message. Appearing on *Oprah* has gotten the word out, as have famous chefs like Mario Batelli, or other celebrities who speak out on our behalf, such as Gwyneth Paltrow. The famous Beatle Paul McCartney gave Meatfree Monday a huge lift in London.

The primary change has come from people understanding this idea and taking it to heart. Literally. Heart health and other chronic ailments are becoming more common, as is obesity and diabetes. The pain and cost associated with these illnesses can become astronomical. And they are spreading.

### Your Choice, Your Recipes

The water planet challenge is collecting teen suggested recipes for Meatless Monday or any other day of the week! Send your contributions to [info@earthecho.org](mailto:info@earthecho.org)—your recipe may be featured on the website! More on contributing recipes on page 44 of this Action Guide.

Unless we make changes, the health community expects 1 out of 3 children will be diabetic, and the number is higher among Latinos and African Americans. Doctors are finding children with high blood pressure at ages 10, 11, and 12.

Our idea is so simple. One day a week opt for meatless meals. And Monday is the perfect way to begin because this day is a natural behavior trigger. Monday is the January of every week, the call to action built into every calendar. More people start diets, quit smoking, or begin a new exercise regimen—like going to a gym—on Mondays. What if Monday became *taking care of ourselves day*?

**What idea is most noteworthy?** Probably the best small scale notion is that this one-day-a-week practice is easy and doable for most of us. Keep in mind the key word is always *option*. We want alternatives available everywhere: at home, school, restaurants, and that includes fast food outlets. We want vegetables and non-meat items included on the menu—this does not mean we are taking meat off. We are about choices—delicious, appropriate, nutritious choices.

**What has occurred on a large scale that has been exciting and even surprising?** Twenty-one countries are on board with Meatless Monday and all approached us. France, Indonesia, Australia, Israel, Jamaica, Taiwan, to name a few and more keep coming. An international food company, Sodexo, Inc., has also become a champion. They feed 50 million people worldwide in school cafeterias and hospitals and they are adding Meatless Monday options.

Ghent, Belgium, was the first city to come onboard (they have Meatless Thursday), and Aspen, Colorado, was the first U.S. city. The three-city region of North Carolina—Durham, Chapel Hill and Raleigh—have adopted a regional version. From coast to coast, from Oakland, California, to Baltimore, Maryland, schools are participating. And what do 60 universities, from Yale University in Connecticut to Oxford University in England to Rhodes University in South Africa, have in common? Meatless Monday. Restaurants from simple to swanky in Los Angeles, Las Vegas, Miami, Chicago, the Big Apple, and in cities across the globe have proudly joined Meatless Monday.

**What advice do you have for teens who would like to initiate a campaign at school or in their community?** The concept is simple: we eat too much meat and too many processed foods. Our campaign presents sustainable prevention. This is the incremental start of something simple and doable. By choosing Meatless Monday every week, the act sustains itself and becomes part of your behavior pattern. A runner won't start with a 5-mile run; better to do one mile and build up. Get the inner behavior mechanism working to make this last.

Be prepared. Expect to hear concern from people who are worried about changing habits, or about loss of business. People may deny the central issues of health or environmental impact, but Meatless Monday supports honest, truthful change and it works.

Start out small with patience and perseverance, then grow. Remember the message is rational, logical, and extremely doable.

**Where would you like Meatless Monday to be in five years?** We are looking toward seeing Monday as the day to resume attention to health with food and exercise. This can also work for other key behaviors we can sometimes get lax on. We watch the global expansion with delight and know that each country puts its own spin on the Meatless Monday concept.

**How has your personal commitment evolved over the years?** It has been nine years since that idea one day in 2002, and we just keep getting busier. We continue to see

Meatless Monday as a template for health, both for ourselves and our planet. So much of our national treasury goes toward costly cures, while we only spend about a nickel on the dollar for prevention. Meatless Monday is about *sustainable prevention*. The same with reversing the degradation of our environment with factory farming and its residue and the cost to water resources. We also ate a lot less when I was younger. Today we are constantly tantalized to eat more and more processed foods. Why not get back to more normal eating? We can stay well! And start the week this way, every Monday!

## TIME FOR DISCUSSION

Use the Discussion Circle documents on pages 36-37 for a sit-down conversation of the interview with Sid Lerner and other information already introduced in this guide. Follow the directions from the Discussion Circle Roles document and use the Discussion Circle to take notes.


## INDUSTRIALIZING FOOD ANIMAL PRODUCTION IN THE UNITED STATES

To understand the connections between what we eat and the health of our water planet, and to appreciate the value of choosing Meatless Monday, it's important to understand how animals are raised for their meat. The following passage has been adapted from *Teaching the Food System*, a curriculum developed by the Johns Hopkins Center for a Livable Future. This passage offers some insights into how animal agriculture has changed over recent decades, and how those changes have put our waterways—and our health—at risk.

Before World War II, most cattle, hogs, poultry, and other animals raised for food (we call them *food animals*) were raised on small, independently owned farms. Animals generally had access to pasture or a barnyard when the weather allowed. These farms were often *diversified*, meaning they raised several species of food animals alongside a variety of different crops. How do you think the practice of raising food animals has changed since then?

Since the mid 1900s, food animal production in the United States and in many other parts of the world has grown more *industrialized*. What does this mean? What words and images come to mind when you think about the word *industrial*? Some people might associate this term with factories and automated assembly lines.

The industrialization of food animal production involved many changes. There are too many to cover in this short reading, so we'll focus on three of the most significant changes: the practice of raising animals has become more *specialized*, it has become simpler and more routine, and the farms that raise food animals have become *consolidated*—meaning there are fewer farms, but each farm is much larger and houses many more animals. These large facilities generate enormous amounts of animal waste. Partly because of these changes, *industrial food animal production* (IFAP) can negatively impact aquatic ecosystems, rural communities, and the public's health.



The sections *Industrializing Food Animal Production in the United States*, *IFAP Impacts*, *Raising Animals on Pasture*, and *Changing American Diets* are adapted from *Teaching the Food System*, a project of the Johns Hopkins Center for a Livable Future, offering free, classroom-ready curriculum for high school and college educators. For more information on these materials, see page 50.

Is animal waste really a "waste?"

We use the term *waste* to refer to the feces and urine generated by animals at IFAP facilities. Many farmers, however, would disagree with calling feces and urine "waste" because it can be used as fertilizer to help crops grow. When animal waste is applied to farmland for this purpose, it is also called *manure*.

## Specialization

What prompted the industrialization of food animal production? Among many other factors, grain became abundant and inexpensive, while transportation became more efficient. This made it possible to move food animals off of pasture and into large-scale, confined operations, while large quantities of grain and other feed ingredients could be shipped in from offsite farms.

Diversified farms gave way to operations that specialized in breeding, feeding, and housing a single species of food animal. Specialization in the food system is based on the idea that farms and other operations could function more efficiently by focusing on fewer tasks. Consider two farmers, each producing both corn and beef. According to the principles that drove industrialization, both would be better off if one only grew corn while the other only raised beef cattle. Each farmer could then limit financial and time investment to the equipment and routine skills needed to perform this sole task more efficiently. But specialization in agriculture also has consequences: diverse farm ecosystems can help deter pests, conserve water, improve soil fertility, and support broader populations of pollinators and other beneficial insects. When farms specialize in growing a single crop or raising a single species of animal, these benefits are lost.

## Consolidation

As work in agriculture became more specialized, it became simpler and more routine. This meant that machines and other forms of technology could take the place of human labor. Certain aspects of food animal production came to resemble assembly lines, so much so that Henry Ford's automobile factories were allegedly inspired by automated hog slaughterhouses.

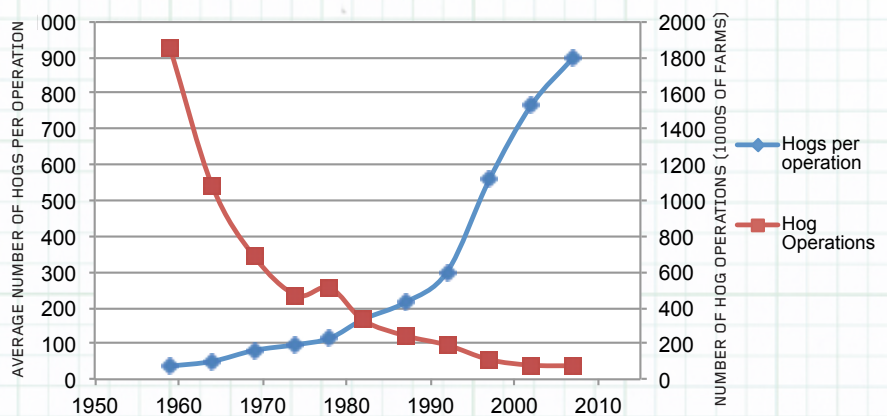
These changes gave larger food animal production facilities several advantages. One was that larger food animal production facilities could more easily afford to adopt the latest technology. Another was that by raising more animals, larger facilities benefitted from economies of scale—the increase in efficiency from doing something on a larger scale, such as buying in bulk. Smaller farms, meanwhile, struggled to compete.

Because facilities were incentivized to grow bigger, food animal production has become consolidated into fewer facilities, each housing many more animals in dense confinement. This means that farmers have to manage enormous amounts of animal waste, which can

### Consolidation in the hog production industry

There were close to 2 million hog farms in the United States in 1959, but by 2007 only 75,000 remained. During that same period, the average size of U.S. hog operations grew from 36 to almost 900 animals, depicted in the graph on the right. Most large operations today house closer to 5,000 hogs. Similar trends have been observed in the poultry and cattle industries. What do you think the implications are of raising so many animals on a small area of land?

Change in Hog Industry Structure, 1959–2007



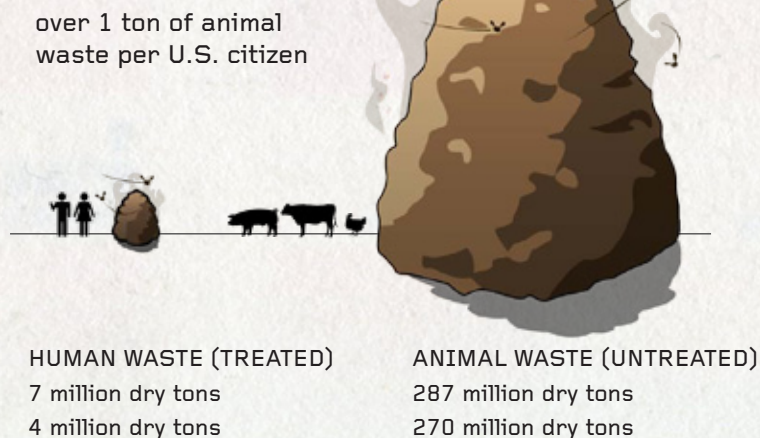
Source: USDA Census of Agriculture



## How much waste do food animals generate?

Confined food animals in the United States produce close to 300 million tons of dry waste each year—that's over a ton of waste for every U.S. citizen. Unlike human waste, there is no requirement that animal waste be treated to remove pathogens and chemical contaminants before it is applied to cropland or otherwise disposed of. What happens to all that waste? Where does it go?

In the U.S., food animals produce over 40 times more waste than humans



Source: Johns Hopkins Center for a Livable Future

Generated each year:  
Applied as fertilizer:

HUMAN WASTE (TREATED)

7 million dry tons

4 million dry tons

ANIMAL WASTE (UNTREATED)

287 million dry tons

270 million dry tons

## IFAP IMPACTS

Today, the vast majority of meat, dairy, and eggs produced in the United States come from IFAP facilities. The largest of these facilities are called *concentrated animal feeding operations* (CAFOs). Whereas small farms might raise several dozen hogs or a few hundred chickens, a CAFO might at any one time be raising thousands of hogs or hundreds of thousands of chickens in crowded indoor facilities. Beef cattle are still raised on pasture, eating their natural diet of grass and other forages, until the final part of their lives when they are shipped to outdoor *feedlots* where they are fed grain-based diets and other foods, such as fish. Large feedlots—a type of CAFO—house upwards of 1,000 cattle.

Confining large numbers of animals in a small area poses a number of risks to aquatic ecosystems, rural communities, and the public's health. IFAP facilities generate enormous amounts of animal waste, which can harbor harmful pathogens and chemicals. Pathogens are microscopic organisms, such as *E. coli*, *Salmonella* and *Staphylococcus* bacteria, that can infect people and cause disease.

In some cases, IFAP waste is stored as a *slurry* (imagine a liquid the consistency of a melted chocolate milkshake) in outdoor cesspits called *manure lagoons*. It is also applied to nearby fields as fertilizer. Often IFAP facilities generate more waste than what the land can absorb, which can result in excess waste seeping into groundwater or washing into waterways. Animal waste entering drinking water, streams, rivers, and bays can disrupt aquatic ecosystems and cause illness in people. For example, the nutrients in animal waste can encourage algae to proliferate. Excess algae in an aquatic ecosystem can deplete oxygen levels in the water. Because most aquatic organisms depend on oxygen to survive, many species die, creating *dead zones* devoid of most life. In some cases, IFAP waste storage systems may fail or overflow during severe storms. When this occurs, downstream water bodies can become polluted with enormous amounts of animal waste, causing algal blooms, bacterial contamination, and massive fish kills.

Animal waste from IFAP facilities is also a major source of greenhouse gas emissions, which contribute to global *climate change*. The production of red meat and dairy contributes to roughly half of the greenhouse gas emissions from U.S. food production, both because of the animals' waste and because cattle belching is a major source of methane—a potent greenhouse gas. If the average American replaced all meat and dairy consumption with plant-based foods once a week, this could reduce more greenhouse gas emissions than adopting an entirely local diet.

IFAP facilities also impact nearby communities. IFAP waste can contaminate drinking water with pathogens and harmful chemicals, putting people at risk for illness. Air pollution is another concern; residents may breathe in toxic gases, noxious odors, and other emissions emanating from nearby IFAP facilities. Possibly as a result, communities living near IFAP facilities tend to have elevated rates of respiratory and mental health problems. Children, for example, experience higher rates of asthma, while the odors from large-scale hog operations have been associated with depression, anger, and fatigue.

People can also become sick by eating foods that have been contaminated by pathogens in untreated animal waste. In the United States, poultry is the most common cause of food-borne illness outbreaks. Vegetables can also become contaminated by IFAP animal waste, particularly if it is applied as fertilizer; this is often how bean sprouts, lettuce, and other fresh produce become contaminated. The ingredients used in animal feed, particularly antibiotics and other drugs used to make animals grow faster, heighten the health concerns associated with IFAP.

Although efficient in some respects, raising animals in an industrial system is particularly resource-intensive in terms of energy and freshwater use. In the case of cattle, this is partly due to the fact that enormous quantities of grain must be produced, processed, and shipped to animals during the last several months of their lives. Consider that an estimated seven pounds of grain is required to produce one pound of beef; the ratios for hogs and chickens are 4:1 and 2:1, respectively. Because of this amount of grain that must be grown, producing a quarter pound of beef requires over 1,000 gallons of water, by most estimates.

## Protein in Plant Based Foods

A healthy diet depends on a balance of nutrients, including protein. Did you know that many plant-based foods are a good source of protein? With so many options only a partial listing can be included here. How many of these are you familiar with? How many have you tasted? Protein can be found in:

- **Whole Grains**, such as brown rice, oats, corn, quinoa, millet, barley, and wheat in many forms like farro, spelt, and bulgur
- **Beans and Legumes**, such as lentils, pinto beans, black beans, chickpeas, soy, and limas; many of these have sub-varieties
- **Soy Products**, most commonly in the form of tofu and tempeh made from fermented soy
- **Nuts and Seeds**, from the common—pecans, walnuts, peanuts, cashews, sunflower, pumpkin—to the less familiar, including lotus seeds and ginkgo nuts
- **Vegetables**, such as broccoli, spinach, and peas have smaller amounts of protein

Can we meet our daily minimum requirement of protein on a plant-based diet? Yes we can! The difference between animal and vegetable proteins is in the content of certain essential amino acids. Essential amino acids are important because our bodies cannot create them on their own, so the only way to build protein in our bodies is to eat foods with amino acids. While animal sources of protein tend to contain all the essential amino acids needed, if vegetable proteins are mixed, the differences can be made up. Even if they are not mixed, all you have to do to get the right amount of amino acids is to eat more of that food. If you eat a variety of fruits, vegetables, grains, beans and legumes, and nuts there is no “need” for animal proteins at all.

The idea of a Meatless Monday is all about having choices, so when you enter a school cafeteria or restaurant, or a parent says, “What do you want for dinner tonight?” your answer can be lentil soup, pasta with broccoli, or salad with avocado and sunflower seeds. Being part of providing these choices means you can influence what you are served!

**FACT:** The United States is among the very few wealthy nations in the world where people derive the majority of their dietary protein from animal sources. Globally the average person gets 70% of her or his dietary protein from grains, beans and legumes, vegetables, and fruit, while the remaining 30% comes from animal sources, including dairy and eggs.

Some researchers question whether the land, water, and energy used to grow feed for food animals might be better used to produce food for direct human consumption, particularly given the growing global population. What do you think?

IFAP can also negatively affect farmers and workers. In the hog and poultry industries, large companies often control how the animals are bred, fed, slaughtered, processed, and marketed to consumers. The farmers who own IFAP facilities often have little or no say in how the animals are raised, and in some cases may not even own the animals. At the same time, these farmers are responsible for handling animal waste and the carcasses of animals that die during production—along with the environmental and health risks associated with these materials.

## RAISING ANIMALS ON PASTURE

Some farmers raise food animals in ways that protect and can enhance ecosystems and our health. We can support these farmers by choosing meat, milk, and eggs from pasture-based farms.

In contrast to the industrial system, some farmers raise food animals primarily on pasture. When managed properly, animals that graze or forage outdoors can improve farm ecosystems. This is partly because their manure is a form of organic matter that helps build fertile soil. When animals are not raised in large-scale, confined facilities, their manure typically does not become a waste problem because it generally does not exceed what the farm's land can absorb. Well-managed pasture systems keep animals away from waterways to avoid pollution and limit the number of animals grazing in any one area to prevent soil erosion. When managed properly, pasture-raised animals can offer environmental, public health, economic, and animal welfare benefits, and many consumers claim pasture-raised animal products taste better.

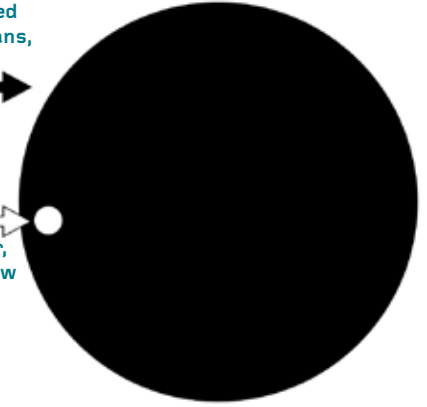
## CHANGING AMERICAN DIETS

What else can we do, as consumers, to address the problems associated with industrial food animal production? Whenever we buy something to eat, we *vote with our fork*. Our food choices send a powerful message to producers, processors and retailers about what we want them to provide. What message are Americans sending?

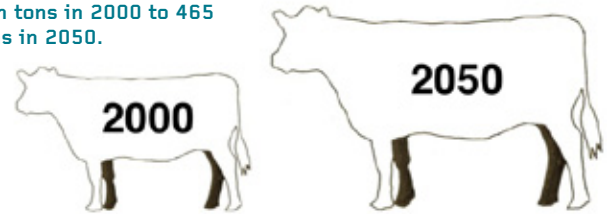
The United States is among the top meat-consuming countries, per capita, in the world. In a year, the average American consumes roughly 40 pounds of poultry, 40 pounds of beef, and almost 30 pounds of pork. To meet domestic and export demand, U.S. industries house over 2 billion food animals at a given time and slaughter over 9 billion (30 per U.S. citizen) each year. Meanwhile, Americans consume far fewer fruits, vegetables, and whole grains than are recommended for optimal health.

In the United States, three crops that are commonly used as animal feed (corn, soybeans, and alfalfa hay) cover more than 200 million acres.

The amount of land used to grow the top ten fresh vegetables in the United States (asparagus, broccoli, carrots, cauliflower, celery, head lettuce, honeydew melons, onions, sweet corn, and tomatoes) totals about 1 million acres.



The United Nations estimates that global meat production will more than double from 229 million tons in 2000 to 465 million tons in 2050.



## WHAT ABOUT SEAFOOD?

Many issues raised regarding land animal farming can also apply to raising fish through aquaculture. Visit Water Planet Challenge at [www.waterplanetchallenge.org](http://www.waterplanetchallenge.org) for additional resources on this topic.

The food we put into our bodies has a powerful effect on our health and well-being. Diets high in nutrient-rich foods like fruits, vegetables, legumes, and whole grains have been associated with reduced risks of stroke, type 2 diabetes, heart disease, certain cancers, obesity, and death. Conversely, diets high in red and processed meats have been associated with higher risks of certain cancers and death.

By replacing animal products with healthy plant-based alternatives for as little as one day per week, consumers can benefit their health. Choosing *Meatless Monday* can also reduce the demand for raising food animals in an industrial system—one that negatively impacts aquatic ecosystems, rural communities, and the public's health.

Why Monday? For most Americans the week begins on Monday. On Monday we move from the freedom of the weekend back to the structure of work or school. We set our intentions for the next six days. We plan ahead and evaluate progress.

From an early age we internalize this rhythm. That makes Monday a fitting day to make a change for your health and the health of our planet. Monday is the call to action built into every calendar each week. And if this Monday passes you by, next week is another chance to go meatless.

## Getting Ready for Action

What in this information makes the idea of campaigning for a Meatless Monday option important? Can providing information to others be a part of your plan or part of an ongoing campaign?

Remember, the idea of Meatless Monday is to have plant-based food options available wherever you are eating, every week, every Monday. Of course it's a personal choice what you decide to eat on Monday, Tuesday, Wednesday, and every other day of the week. However if we only have meat options, do we have a choice?

### BEGIN WITH AN OVERVIEW OF WHY A MEATLESS MONDAY CAMPAIGN MATTERS.

Turn to page 38 and review the document called *Key Benefits of Meatless Mondays*. Identify the top three reasons that compel you to advocate for Meatless Mondays. Consider additional information you have learned so far in this Action Guide and come up with three more reasons. Summarize these six important morsels on the document *Crafting an Elevator Speech* in the part one section. Knowing the reasons that matter to you will be essential as you aim to reach, teach and influence others about adopting this idea. Part two of this document guides you in making your own elevator speech, a popular strategy in communicating an important message.

**Ready for tips to assist in planning a Meatless Monday Campaign?** Planning a Meatless Monday Campaign has endless opportunities for innovation and creativity, and for sharing what you have learned and will continue learning

### PHILIPPE COUSTEAU'S ELEVATOR SPEECH

If Philippe Cousteau stepped on an elevator and saw an influential elected official, how would he use the time to get a message across during their ride together?

**1st floor:** Did you know water is the most important substance on the planet?

**2nd floor:** Water connects every being to one another—from drinking to energy production.

**3rd floor:** Water is becoming the cause of the greatest crises of our century.

**4th floor:** I run a nonprofit called EarthEcho International, and we launched the Water Planet Challenge.

**5th floor:** This Challenge empowers teens to bring about global change by protecting our oceans and waterways.

**6th floor:** Our Action Guides show teens how to save energy, reduce consumption, be environmental journalists, and be water heroes.

**7th floor:** Are you ready to help? Here's what you can do . . . (Hint: The ASK! Always have an idea about how the person you're talking to can get involved.)

with others. Review the document on page 40, *Ten Easy Tips for a Successful Meatless Mondays*. Circle which items on the list appeal to you. Poll the group to see if students with the same or similar interests would like to collaborate on specific tasks to get organized.

## CONTINUE PREPARATION WITH A BRAINSTORM.

Brainstorm ideas to continue preparing for you campaign. Consider:

- **Community Partners:** During investigation did you meet someone who would be a helpful partner as you create your action plan? Who would be knowledgeable at your school, or within a local organization, or in the food business?
- **Where and When:** What might be the ideal place to launch your campaign? At an assembly? In the school cafeteria? Follow school protocols to get permissions, be placed on a schedule for an assembly, to make a presentation at a teacher meeting, or to sit down with school administration. Begin to think about best dates and times for both the launch and motivational events to keep everyone buzzing about Meatless Mondays.
- **Budget and Supplies:** Signs? Banners? Tables? Flyers? T-shirts? What supplies do you need? Consider going green as you reuse banners, poster board, and even t-shirts by turning them inside out and adding your message. This keeps the budget down and lets you reuse and be ecologically minded as you further your plans for Meatless Mondays.
- **Documentation:** Include in your plans ways to record the entire service-learning process, including how you investigate, plan, act, reflect, and demonstrate. Think of different ways you want to keep track. Refer back to the *Personal Inventory* to see what skills and talents your group has. Use any available technology—cameras, video, audio recorders.

## Roles and Responsibilities

Knowing who does what by when makes planning run more smoothly and gets the jobs done. Working in small groups allows for distribution of tasks and a supportive approach to ensure success for everyone. Each group or Action Team can have specific assignments before the launch, the day of the launch, and after the launch. Some students may want to be more attentive to introducing Meatless Mondays at school while another group may want to influence local restaurants and another may want to influence home-cooking. Even if on different Action Teams, remember that everyone still pitches in whenever needed to get the work done, to generate ideas, and to help out if a group needs a boost. Keep in mind that often, very often, an important question will emerge that sounds like, "How do we do this?" Bingo! Finding out what skills you need and learning these skills is a big part of the service-learning process.

## OUR PLAN FOR MEATLESS MONDAY CAMPAIGN

Take a look at the organizer *Plan for Meatless Monday Campaign* on page 42. As you begin to solidify your plans in the Stage 4: Get Going—Act you will be writing down ideas that lead to your Service Learning Proposal on page 43.

## Who are the stakeholders?

These are people invested in thinking about food for reasons of health or the environment—or both. This may include more people than you imagine. Perhaps *everybody* would like a stake in this critical topic. You can target your message to different stakeholders as you plan your action.

## FOR THE LAUNCH

Consider having this be an all group effort. Determine what committees may be helpful, for example:

- **Logistics**—responsible for general coordination and oversight to make sure the place and date are established, all permissions are set, and any community partners are invited.
- **Promotion**—responsible for getting the word out to encourage excitement and buzz before the event, bringing in partners for donations as needed, and informing the press.
- **Documentation**—responsible for making sure video and cameras are in place from the very beginning or as early as possible, capturing the investigating, preparing, action, and demonstration (reflection also). This helps when you want to make your case for what has been accomplished later on or to develop a video to show other youth how to be change agents and promote Meatless Mondays.
- **Fact Specialists**—responsible for staying current on the issue, perhaps arranging for speakers, and being sure everyone is well-equipped with messages that compel. These can of course be communicated in fun ways, for example, through animal puppets, as part of school morning announcements, with signage around the cafeteria, or by creating an informative video, like this one: <http://www.youtube.com/watch?v=KnZL67046YM>.
- **Determine other committees as needed.** Perhaps you want an Entertainment Committee if you plan on music or other forms of performances to get your message across at the launch (a singing troupe dressed as animals may be perfect). Maybe a Recruitment Committee would be helpful to get others involved for follow-up after the launch.

After the launch, consider forming three or four Action Teams depending on your priorities. Participants can select their Team based on interest. The Action Team would promote Meatless Monday:

- at School
- with Local Restaurants
- for Families
- by Collecting Recipes

Another Action Team might work towards other complementary ideas such as having a Farmers' Market on campus to promote plant-based food availability (see the example from Discovery High on page 21).

Remember, you can start with school first and then move to the other areas of influence as you are ready. These are decisions you will make as you move from Preparation to Action.

Meatless Monday has excellent resources on their website [www.MeatlessMonday.com](http://www.MeatlessMonday.com). Be certain to see how what they offer can further your plans.

## Action Teams

### SCHOOL

#### Establishing Support

Who would be most important at the school to buy in to a Meatless Monday concept? Discuss with your team and teacher/advisor to ascertain who might be most receptive to this idea. Be sure to come prepared with ideas, information, and examples of what other schools have done. Read through Stage 3: Action for real-life school scenarios.

### RESTAURANT

#### Menu Reviews

Select three favorite restaurants. Check out the menus and make a list of options that appear to be 100% plant-based. Take the list to the restaurant and see if your choices were accurate. What may appear to be plant-based can have other ingredients. Sharpen your knowledge; find out!

### FAMILIES

#### Who, What, When, How?

Begin to consider: *Who* would be most influential among parents to get on board? *What* messaging would be most impactful to parents, for example, health, environment, or cost factors? *When* is a time parents are together and would be most receptive? *How* can you sell your concept? Be creative!

### RECIPES

#### Grab a Cookbook!

Time to browse through a few cookbooks and see what appeals to you. Public libraries all have cookbook sections. How are recipes best presented? Are some easier to follow than others? Do you see unfamiliar words used in the directions or with names of ingredients? Find a cookbook that is all plant-based or vegan and see what sounds delicious. Do photos help? Have a tasting for the recipes and take photos!

## INVESTIGATION AND PREPARATION

Now you are ready to move forward in shaping your plan for *action*. Before you turn the page and read more examples and ways youth are involved in Meatless Mondays and other related initiatives, take time to . . .

## Pause for Reflection

Occasionally during preparation, generate different ways to reflect. A few ideas:

- Consider the familiar saying, *We are what we eat*. How does this relate to what you are learning about animal agriculture and the idea of Meatless Monday? Have you found out any information to dispute this statement? What quote might you create based on what you know about food and having choices available within your community?
- Work with your classmates to maintain a list of the progress being made. Look at the list compiled during the *Personal Inventory*. What skills and abilities are developing that could be added to your list?
- Brainstorm the list of emotions you have felt as you have been preparing. What did you feel when you read about the environmental challenges we face due to common current methods of animal agriculture? How do our emotions matter as you are learning and coming up with ideas for action?

## MEATLESS MONDAY AROUND THE WORLD

### Has this movement taken hold across the globe?

- At least 20 institutions and restaurants have adopted Meatless Monday in Aspen, Colorado, also promoted by the cardiac rehabilitation unit at Aspen Valley Hospital. Aspen Public Schools have, for two years, been champions of Meatless Monday, occasionally serving the favorite “pancakes for lunch.”
- City Councils in San Francisco, California, and Washington, DC, have issued resolutions in support of Meatless Monday.
- Meatless Monday is actually on Thursday (or Donderdag) in Ghent, Belgium, a town that claims to be the first in the world to go officially vegetarian once a week. It's Veggie Dag! (Veggie Day!) Most restaurants are closed on Mondays, so Thursday makes a bigger impact here. Practically every restaurant in Ghent offers a vegetarian option, 5,000 city staff are encouraged to eat vegetarian, and 95 percent of children at 35 city schools opt for the veggie menu.
- Hasselt, Germany, introduced a day similar to Ghent's Veggie Dag.
- São Paulo, Brazil, is the first South American city to adopt the movement.

## STAGE 3: Do → ACT

What kind of action will you take? Consider there are four types of service-learning action. Within each type, you can think about ways to promote Meatless Monday and also consider additional approaches to improving food choices in your school and community. Use the *Our Plan for Meatless Monday* document on page 42 to generate ideas for each of these kinds of action, to write down who will do what by when, to create a timeline, and to prepare a central message.

### Direct Action

Direct action means coming into direct eye-to-eye contact with people or having a direct influence on the environment, whether habitat or animals. As you launch a Meatless Monday campaign, look for ways to make change that is visible and ongoing within your school and your community.

### All Meatless, Once a Month

Across the entire country of Belgium, schools have adopted Meatless Thursday, a day when meatless options are always among the food offerings. This idea was featured on television and in newspapers. In spring 2010, Michelle Brown, a teacher at the International School of Brussels, read about this initiative and told a few students. Their immediate response was, “What a good idea!” To learn more, they invited Tobias Leenaert of Ethical Vegetarian Alternative (EVA) to discuss the environmental impacts of meat. In looking at the situation at their own school, students realized their school cafeteria already offered meatless options every day of the week. Their approach: establish a 100% Meatless Monday once a month. A student advisory group decided to submit favorite vegetarian recipes to make a cookbook

(sounds like the Collecting Recipes Action Team) and started to liaise with the chef (sounds like the School Action Team). In collaboration, four meatless recipes were selected to be served on the first Monday of every month. Where the food is served, students post the recipe and the photograph of the contributor. The entire school community can access the cookbook online and can adopt a meatless concept at home. Even with initial resistance from a few peers and parents who were concerned about this being “different,” student determination and resolve made a real difference. By the end of the first year, students didn't even realize no meat was being served, they just enjoyed the food!

**For You to Do:** Check out the Meatless Monday website at <http://www.meatlessmonday.com/meatless-food-services/> to see if your school district or a favorite restaurant is on board. Even a nearby locale can be of assistance in providing information or as a model to replicate. Also, watch videos that show students involved. Students at Woodcreek High School in Roseville, California, created a video to showcase their Meatless Monday launch, their efforts to get members of the school community to sign a pledge to participate, and statements from different students as to what commitment they will make to help our planet.



## Indirect Action

Sometimes our actions have benefits and results that we don't see firsthand, though we know good is being done. This can be accomplished in a variety of ways. Putting Meatless Monday reminders around the school or creating placemats for restaurants to be used on Mondays are all ways to mix your interests, skills, and talents with a dose of creativity to facilitate change.

### What's Cooking? Meatless Monday Recipes



For Elyse May, deciding to become a vegetarian at age 12 made sense, even though she was the only one in her family to do so. Wanting to ensure other teens could make a similar choice led her to write a book, with her parents' help. "I'd been a vegetarian for about a year and decided to write a cookbook for a school project called 'Project Imagine.' My dad is a chef and my mom is a doctor so a vegetarian cookbook seemed like the perfect idea. From the moment I started, I knew this would be more than a school project because

there had to be thousands of teenagers out there just like me. Just because we don't like to eat animals doesn't mean we don't like to eat!" Having delicious recipes makes all the difference. Her book, *Veggie Teens: A Cookbook and Guide for Vegetarian Teenagers*, grew to an award-winning, nationally published cookbook. Now a high school senior, Elyse remains a vegetarian and plans to study biology and conservation, influenced by all she has been learning throughout these years. One of her favorite activities—contributing recipes and blogs for Meatless Monday! Find out more about Elyse at [www.veggieteenscookbook.com](http://www.veggieteenscookbook.com).

**For You to Do:** Whether it's a fabulous salad with tomatoes, cucumbers, avocado, and red onions in a lemon vinaigrette, a pasta primavera with broccoli and black olives, or a fruit medley with berries and fresh peach slices topped with toasted almonds—select a favorite dish that is completely, 100% plant-based. Write the recipe clearly, step by step. Look at *The Anatomy of a Recipe* document on page 44 for an example. Even make the dish and add a photo! Use this to promote Meatless Monday at school, and be sure to send this to [info@earthecho.org](mailto:info@earthecho.org) with "Meatless Monday Recipe" in the subject line for the Water Planet Challenge Recipe Collection—your recipe may be featured on the website! Be part of sharing great tastes to encourage Meatless Monday in your community and across the globe! School-produced cookbooks or recipe cards make for outstanding gifts or fund raisers that can promote and support campus gardens and other service-learning ventures. If your community is multilingual, let the recipes reflect the cultures and the languages—how about a trilingual cookbook?

## Research

While you have already completed various kinds of research, consider if there is more to be done in this action stage. Continued research can either inform ways you can educate others, or may produce needed information or data for decision makers in your school or community. Doing research as part of your action plan will equip you to be informative and persuasive, all helpful in making change happen. Research often leads to—*action!*

### A High School Farmer's Market

At Discovery High School, Stephen Ritz's classroom is literally green. Plants are everywhere. As part of a study about nutrition and food, students have grown 20,000 pounds of vegetables using vertical walls and technology. They also extended their in-class work to research needs in the community. They realized their community in the South Bronx of New York City is a notorious "food

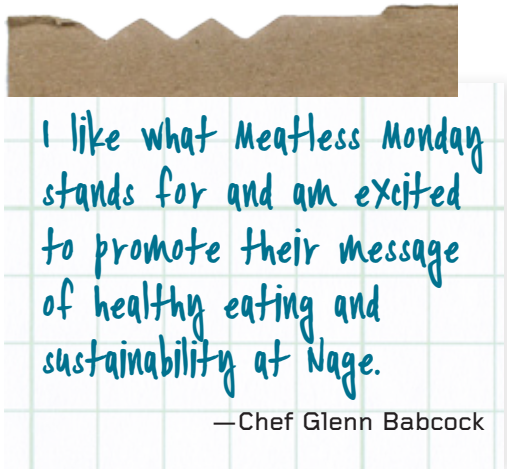


desert,” a locale where there are few options in the neighborhood to shop for fresh fruits and vegetables. So they transformed their classroom operation into a veritable farmer’s market, attracting 500 local residents eager to purchase high quality produce. With a diverse neighborhood population from many countries, the students discovered that when you grow popular cooking ingredients, like high quality cilantro, the community is eager to buy your produce! Research led to action!

**For You to Do:** How readily available is fresh produce in your community? The term “food deserts” originated in Scotland, and references neighborhoods and communities with limited access to affordable and nutritious foods. In the United States, food deserts are typically urban and rural low income neighborhoods, where residents have less access to supermarkets or grocery stores that offer healthy food choices, however fast food restaurants may be plentiful. With limited access, populations in food deserts may experience high rates of diabetes, cardiovascular disease, and obesity. If you are in or near one of the “deserts,” consider how research can lead to all the other forms of action: direct service by helping with farmers’ markets, indirect by working with a local vendor to increase the availability of affordable fresh foods and assisting with promotion, or by considering advocacy, described below.

## Advocacy

Advocacy is all about giving a voice to a cause. What would you like others to know? What message matters to you? Who needs to hear about the reasons Meatless Monday benefits all communities? What can you do to make certain people are paying attention? One way to advocate is to encourage student groups planning events on Mondays that include food to go meatless. In the broader community, what message would you want to promote through a public service announcement on a radio station? Partner with local chefs who are willing to come on board and make a delicious plan for advocacy!



### A Restaurant Supports Meatless Monday

What can advocacy look like? Nage, a restaurant in Washington, DC, speaks out for Meatless Monday both on their website and as customers arrive. See the full copy on *A Restaurant Supports Meatless Monday!* on page 41 of this Action Guide. This is a great tool to show managers or owners of other restaurants as a model for what they can do. Being an advocate really does mean providing a rationale—the reasons behind your actions—and a way for people to participate by choosing vegetarian options at the restaurant. Using this document as you approach restaurants in your community can assist other chefs and restaurant owners and managers to see this is a doable, appealing, and simple way to support and sustain the community, from both environmental and health perspectives.

**For You to Do:** Become an advocate! Develop a PSA—a public service announcement—for a population you would like to target, such as other teens or parents. Create slogans for restaurants. Make a short video in an animal costume in support of having one day off a week. Take the idea to City Hall! Be an advocate for citywide support of Meatless Monday! You have a voice—use it!

## We Propose . . . We Progress

All during this Action Guide, you have learned about ways to take on food choice issues. Now is the time to make your ideas official. For starters, you may consider what ideas you would like to implement at school that are linked to what you have learned about environmental and health impacts, or based on the examples of what other teens have done. Now you can clarify roles and responsibilities. Organize into committees; you may want to refer back to the *Personal Inventory* to draw upon the resources from within your group. Be certain to activate adult and community partners to assist with your ideas. Use the *Service Learning Proposal* document on page 43 to write up your plan to submit for approval to your school administration. Include a strategy to communicate to others what is being planned. Will you be part of a school assembly or offer daily announcements with facts to inform the entire school community—even some from this Action Guide—on the PA system? Schedule time at a faculty meeting to sell the idea to teachers, and suggest ways food options can fit within academics, as part of environmental or nutritional studies, for example. Remember there are ideas throughout this guide and additional resources on [www.waterplanetchallenge.org](http://www.waterplanetchallenge.org) to help you promote food choices at school, home, and throughout the community.

The *Progress Monitoring* organizer on page 47 helps you set your baseline and timeline to note what has changed. For example, a group that is launching Meatless Monday may have established a baseline during investigation that six out of eighteen popular local restaurants offer plant-based options. If this is a four-week plan, students would record weekly the date and progress noted or challenges that have occurred as they aim to influence more meatless options at these restaurants. This is helpful to keep track of what is going well and what you can adjust as you move forward.

This is what you have been working towards throughout investigation and preparation—moving into action. Be prepared for the unexpected. Keep encouraging members of your team. Remember: What we eat matters, whether you choose to be a person of influence at school, home, in the community, or in all three places. You can make the choice to be the change.

## Even During Action, Pause for Reflection

As you implement your ideas to create a bounty of food choices and ideas about what to eat, ask yourself:

- What is your favorite part of your plan?
- What is most surprising about the response to your plans for Meatless Monday?
- What will you remember about what you have done in five years? How did you contribute?



**STREAM-ing Water News**  
Check out EarthEcho International's STREAM website—STudents Reporting Environmental Action through Media. Here you will find ideas and resources to create and post your news story or video about Meatless Monday in your school. Go to [www.EarthEcho.org/STREAM](http://www.EarthEcho.org/STREAM).

## STAGE 4: Think Back → REFLECT

Yes, you have been reflecting all along. This stage of service-learning, however, encourages you to make the time to bring together all of your thoughts, ideas, feelings, and questions and combine them using the *Four Square Reflection Tool* on page 48.

## STAGE 5: Tell the Story → DEMONSTRATE



### TIPS FOR TELLING MEMORABLE STORIES

**OPENING:** Paint a picture with words.

*On Monday, 35 students made and wore animal masks to launch a school-wide Meatless Monday campaign. By the end of lunch 236 students had made and wore cow, pig, and chicken masks and signed up for meatless entrees for the entire semester!*

Always show the images you want people to remember.

**BACKGROUND:** Provide the basic overview and context of the story you want to tell. Be sure to mention that what you have done is part of the Water Planet Challenge.

**CREATE INTEREST:** This holds your audience's attention. Compelling acts, human-interest anecdotes (including quotes), and surprising statistics introduce the WOW factor and make your story compelling and memorable.

**RESOLUTION:** Every story has a strong ending. Let people know what they can do and how they can become involved. Create relevance by moving the reader or listener toward action.

What a story! Think of all you have done and all you have learned! You have put your plan into action and seen the results. Now it's time for demonstration—the stage when you show others what you've learned about being a true Meatless Monday advocate and also an advocate for water. This demonstration of your service-learning can take any form you like: letters, articles, pamphlets, artistic displays, performances, or media presentations.

### To help you make the most of your demonstration, answer these questions:

- Who is your audience?
- What do you most want to tell them about what you learned and how you learned it?
- What do you most want to tell them about how you provided service?
- Are there any community partners who you might like to invite to participate in the demonstration?
- What form of demonstration would you like to use?

Consider all of the skills and talents of your group and use as many as possible as you come up with ways to demonstrate. Be sure to incorporate information and the processes you used during all the different stages. Include images—a picture is worth a thousand words. Sharing what you have learned and accomplished is a way to inform and inspire others. Sometimes students have done school or community presentations or made videos they have posted for others to use. Students have written newspaper articles or press releases, or created websites.

Keep your story simple. Be authentic. Make the information relevant. Vary the length of your sentences. Let creativity be part of your voice!

## WHAT'S NEXT?

**Congratulations!** You have completed the Water Planet Challenge *What's On Your Fork? A Campaign for Meatless Choices* Action Guide. However, this is only the beginning. You may want to directly apply these ideas to help your community as you continue to use your talents, skills, and knowledge to create a healthier planet. Here are a few suggestions:

### ***What's a City to Do?***

Has your city taken a stand on Meatless Monday? Find out, and see how your voice can be part of the process.

### ***Spread the Food and Water Connection throughout the Community***

Having completed *What's On Your Fork? A Campaign for Meatless Choices*, with your level of curiosity and know-how, be an advocate and resource within your community. Write articles. Put on workshops. Teach others. Be leaders for water, food, and our healthy planet.

### ***Stay on the Lookout for Food-Related Studies and Projects***

Is the science class doing a unit on nutrition? Would the economics class benefit from an investigation of local food resources? Could a social studies class be enriched by federal food policies? Connecting these ideas with a range of subjects throughout your school or community groups can inform and motivate new ideas for action.

### ***Check Out these three Water Planet Challenge Action Guides:***

#### ***Know Your Flow, Down the Drain, and Out the Spout***

These Action Guides available at [www.WaterPlanetChallenge.org](http://www.WaterPlanetChallenge.org) add up to more ways you can participate in service-learning with local water issues. Are you ready for the challenge?

### **Your ideas can make Big Waves!**

What YOU do matters. Make good choices. Use less. **Reduce**. Be aware of the many ways you can **reuse**. And always pause to **re-think** and find options and alternatives that protect this water planet we live on. Be water wise! Spread the word.

# MAKING THE CHOICE: What We Eat Matters

## Resources

Here are the documents that have been mentioned while reading this guide. These next pages provide tools that will help you during the different stages as you investigate, prepare, act, reflect on what you did, and tell your story during demonstration. And remember, additional resources may be found at [www.WaterPlanetChallenge.org](http://www.WaterPlanetChallenge.org).

1. Personal Inventory
2. Gathering Information About a Community Need
3. Preparing for an Interview
4. An Interview with...
5. Your Food Choice Audit
6. Discussion Circles Roles
7. Discussion Circle
8. Key Benefits of Meatless Monday
9. Crafting an Elevator Speech
10. Ten Tips for Meatless Monday Success
11. A Restaurant Supports Meatless Monday!
12. Our Plan for Meatless Monday
13. Service Learning Proposal
14. Meatless Monday Recipes!
15. The Press Release
16. Progress Monitoring
17. Four Square Reflection Tool

## Interests, skills, and talents—we all have them. What are they?

**Interests** are what you think about and what you would like to know more about—for example, outer space, popular music, or a historical event like a world war. Are you interested in animals, movies, mysteries, or visiting faraway places? Do you collect anything?

**Skills and talents** have to do with things you like to do or that you do easily or well. Do you have an activity you especially like? Do you have a favorite subject in school? Do you sing, play the saxophone, or study ballet? Do you know more than one language? Can you cook? Do you have a garden? Do you prefer to paint pictures or play soccer? Do you have any special computer abilities?

Work with a partner and take turns interviewing each other to identify your interests, skills, and talents and to find out how you have helped and been helped by others. Then, compile a class chart of your findings. This will come in handy on your service learning journey.

**Interests:** I like to learn and think about . . .

**Skills and talents:** I can . . .

**Being helpful:** Describe a time when you helped someone.

**Receiving help:** Describe a time when someone helped you.



## Gathering Information About a Community Need

INVESTIGATE

### What does your community need?

Use the questions in the following four categories as guides for finding out. As a class, you might agree to explore one topic, for example, how kids get along at school, hunger and poverty, or an environmental concern. Or you might decide to learn about general needs at school or in the surrounding area. Form small groups, with each group focusing on one category and gathering information in a different way.

#### Finding out about:

##### Media

What media (newspapers—including school newspapers, TV stations, radio) in your community might have helpful information? List ways you can work with different media to learn about needs in your community.

##### Interviews

Think of a person who is knowledgeable about this topic in your area—perhaps someone at school or in a local organization or government office. Write four questions you would ask this person in an interview.

An interview with \_\_\_\_\_

#### Questions:

- 1.
  
  
  
  
  
  
  
  
  
  
- 2.
  
  
  
  
  
  
  
  
  
  
- 3.
  
  
  
  
  
  
  
  
  
  
- 4.





# Gathering Information About a Community Need

## INVESTIGATE

### Survey

A survey can help you find out what people know or think about a topic and get ideas for helping. Who could you survey—students, family members, neighbors? How many surveys would you want completed? Write three survey questions.

**Who to survey:**

**How many surveys:**

**Questions for the survey:**

- 1.
- 2.
- 3.

### Observation and Experience

How can you gather information through your own observation and experience? Where would you go? What would you do there? How would you keep track of what you find out?

**Next Step:** Share your ideas. Make a plan for gathering information using the four categories. If you are working in small groups, each group may want to involve people in other groups. For example, everyone could help conduct the survey and collect the results. Compile the information you learn into a list of community needs.

Interview with \_\_\_\_\_

In groups, develop questions based on the interviewee's resume and the information you hope to learn. Each group prepares a different category of questions; several categories are provided and others may be added as is relevant for this interviewee. Review questions with the class for feedback. Decide how the interview will be conducted.

## Questions

- Career Path
  
- Education
  
- Everyday Work Responsibilities

### Interview Procedure

Who will do what?

Greet guest

Introduce guest

Explain the purpose to the guest

Facilitate interview

Keep time

Thank the guest

Escort from class

Write thank you letter



An Interview with...

INVESTIGATE

Interview with \_\_\_\_\_

Write your category and questions for this interview.

Key words	Notes
Summary	

## Clarifying Terms

Review these terms to understand how we use them within this Action Guide.

**Meatless** generally means without beef, chicken, pork, or seafood. This term can be interpreted to include or not include meat derivatives of dairy and eggs.

**Plant-based** refers to food that come from a source that is grown, specifically grains, beans and legumes, fruits, vegetables, nuts, and seeds. A recipe classified as "plant-based" would not have any ingredients from animals, that is, meat or meat derivatives, including dairy or eggs.

**Note:** The term "diet" simply references what a person chooses to eat.

Before you can begin planning for change, find out what plant-based options are currently available. Complete this audit to know what can actually be on your fork. Take the data and combine the information discovered by your peers as noted. Summarize your findings.

**Determine how you will conduct the audit.** What sections should be done individually? What sections could be done in teams? Pool your information to maximize your reach and how much you learn from these observations; for example, students who pass fast food restaurants on the way home from school could handle that section of the audit for the class, whereas someone attending a family dinner at a popular restaurant could volunteer to gather information while there. Aim to complete at least four sections

Also, as you complete the audit, consider: What meats are most common on the plates around you? Keep track and keep score.

### At School

What plant-based foods are on the menu at school? Keep track for a week, Monday through Friday. Cover meal options for breakfast and lunch.

What school serves for:	Monday Date:	Tuesday Date:	Wednesday Date:	Thursday Date:	Friday Date:
Breakfast					
Lunch					

Meat most commonly served:

### At Home

Take three days, including a Monday, a weekend day, and any other day. Record what plant-based foods are served at every meal: B—Breakfast, L—Lunch, D—Dinner.

Monday Date:	____ Day Date:	____ Day Date:
B	B	B
L	L	L
D	D	D

Meat most commonly served:

**Markets**

1. Distance between your home and a supermarket:  
Special promotions on meatless items or options at supermarket:
  
  2. Distance from your home to a convenience store that carries fresh food options:  
Special promotions on meatless items or options at convenience store:
  
  3. Distance from your home to a farmers' market:  
Open how many days a week?  
No farmer's market: \_\_\_\_
- Meat most commonly served:

**Fast Food Establishments**

With your class, divide into teams to research local the fast food establishments. For each, find out what plant-based options are served. What percentage of the options are plant-based? Most fast food restaurants have ingredient lists available upon request. Check to see if you were mistaken about items that you assumed were plant-based. Be certain to audit at least two fast food establishments.

FAST FOOD AUDIT	Site #1:	Site #2:
List of what appears to be plant-based options		
Review ingredient list of two items to verify that they are plant-based	Item #1: Is this truly plant based: Y N If not, list non plant-based ingredient(s)?	Item #2: Is this truly plant based: Y N If not, list non plant-based ingredient(s)?
Any signage at this store promoting plant-based options?		

Meat most commonly served:

**Restaurants**

Review menus, as noted in fast food establishments. Check out the list of specials. If possible, inquire about most popular items. Does the restaurant identify meatless options on their menu? If so, what labels do they use? Ask if there are any meatless options not listed on the menu available upon request. Is this choice listed anywhere for customers to readily see?

<b>For Each Restaurant</b>	Site #1:	Site #2:
List of plant-based options on the menu		
List of plant-based options as specials		
Most popular items with meat		
Most popular plant-based items		
Restaurant labels used for meatless items, if any		
Any promotion of Meatless Monday?		

Meat most commonly served:

**Analyze Your Findings**

For each category, combine and summarize findings as a class. Following this chart are several questions to consider.

	Findings	Ideas for Meatless Monday Campaign
School		
Home		
Markets		
Fast Food		
Restaurants		

Is meat an expected part of every meal?

Are plant-based options available?

At every meal?

As a main dish?

As a side-dish only?

What did you find as the meat most commonly offered:

Served?

Available?

At which of the locations audited do you find ample opportunities for eating healthy plant-based meals?

Some locations may offer "meatless" options that include dairy and eggs. Dairy and eggs are also products of animal agriculture and may have similar environmental implications as meat. What have you found to be the case through your audit?

How can this audit better prepare you as a proponent for plant-based meals and your Meatless Monday campaign?

Form groups of four to discuss the interview with Sid Lerner and other information found throughout this guide.

Assign each person in the group one of the four "connector" roles below. Each connector's job is to lead a portion of their group discussion about the content from a specific point of view. He or she asks the questions listed (along with others that come to mind) and encourages group members to respond. Each person leads his/her share of the conversation for four minutes, allowing approximately one minute for each person to answer, and one minute for the connector to answer as well. Write notes and ideas on the *Discussion Circle* on page 37.

**To begin, review these tips for effective group discussions:**

- Use active listening skills.
- Ask questions.
- Take turns speaking.
- Welcome all comments.

### PERSONAL CONNECTOR

**Ask questions that connect the content to group members' experiences, such as:**

1. What does this information have to do with you or others you know?
2. Are you reminded of any information you knew already or ideas or situations you have heard about before?
3. How have you or people you know resolved similar situations?

### FOOD CHOICE CONNECTOR

**Ask questions that connect this content to other information you know about making food choices, such as:**

1. What new ideas did you learn about making food choices?
2. What situations described are you familiar with from personal experience?
3. What additional questions do you now have about food choices?

### SERVICE CONNECTOR

**Ask questions that connect this content to ideas for service plans, such as:**

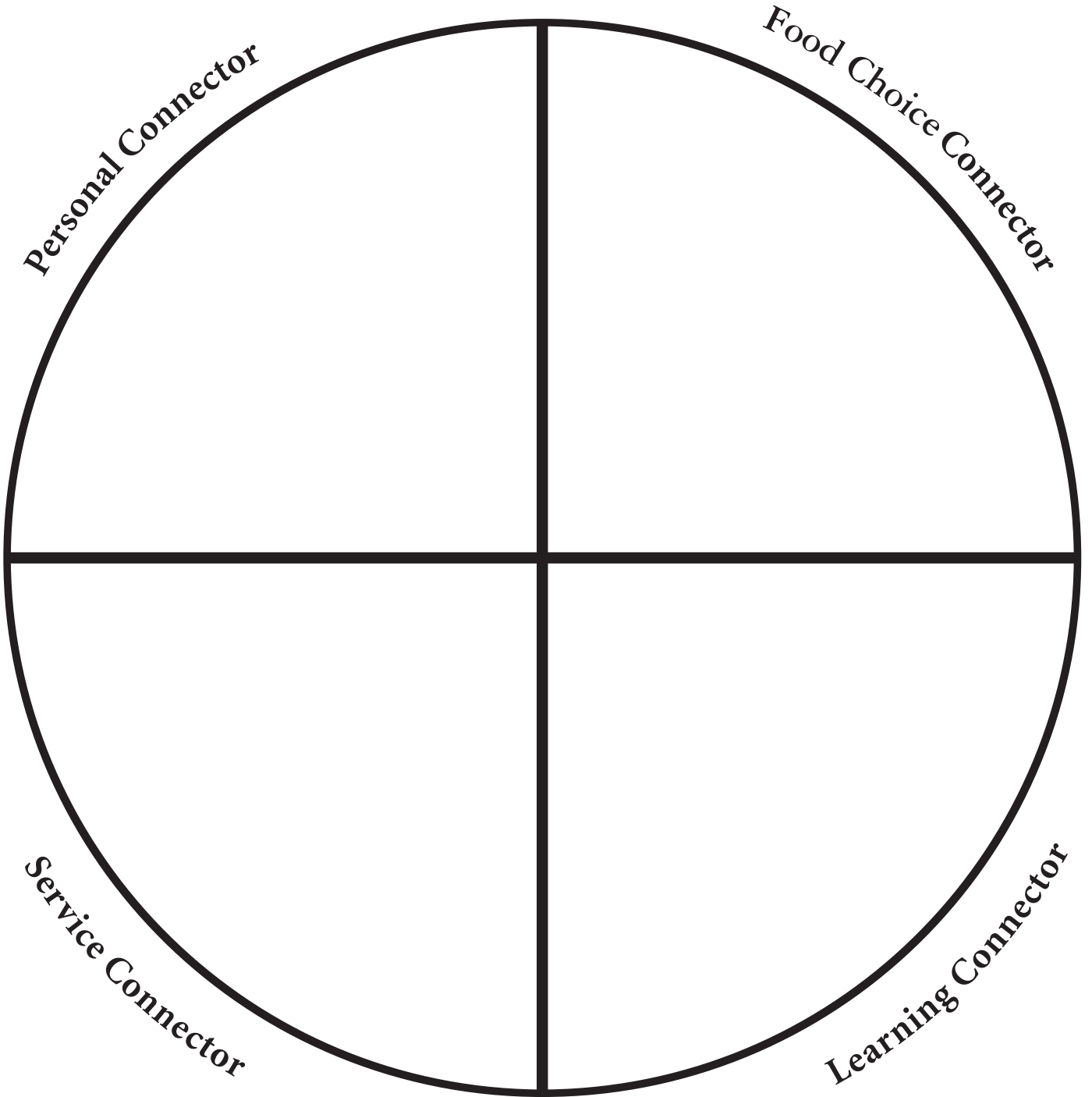
1. What needs to be fixed in the situations described?
2. Did any noteworthy, helpful action take place in what you have read?
3. What service ideas did you think of when you read this?

### LEARNING CONNECTOR

**Ask questions that connect this content to learning opportunities, such as:**

1. What would you like to learn more about as a result of this content?
2. What related topics have you learned about or experienced in school?
3. What do you think people your age would learn from reading this interview or hearing these facts?





### FOR YOUR HEALTH



#### REDUCE HEART DISEASE

Beans, peas, nuts and seeds contain little to no saturated fats. Reducing saturated fats can help keep your cholesterol low, and cut risk of cardiovascular disease.

#### LIMIT CANCER RISK

Hundreds of studies suggest that diets high in fruits and vegetables can reduce cancer risk. Red meat consumption is associated with colon cancer.

#### FIGHT DIABETES

Research suggests that plant-based diets – particularly those low in processed meat – can reduce your risk of type 2 diabetes.

#### CURB OBESITY

People on low-meat or vegetarian diets have significantly lower body weights and body mass indices. A plant-based diet is a great source of fiber (absent in animal products). This makes you feel full with fewer calories, ie. lower calorie intake and less overeating.

#### LIVE LONGER

Red and processed meat consumption is associated with increases in total mortality, cancer mortality and cardiovascular disease mortality.

#### IMPROVE YOUR DIET

Consuming beans or peas results in higher intakes of fiber, protein, folate, zinc, iron and magnesium with lower intakes of saturated fat and total fat.

### FOR YOUR WALLET



#### CUT WEEKLY BUDGET

Food prices continue to rise. Current increases are especially sharp in packaged items and meat, which require extra expenses like feed and transportation. Forgoing meat once a week is a great way to cut the weekly budget.

#### CURB HEALTHCARE SPENDING

Treatment of chronic preventable diseases accounts for 70% of total U.S. healthcare spending. By reducing our risk for these conditions, we can curtail healthcare spending nationwide.

### FOR OUR PLANET



#### REDUCE CARBON FOOTPRINT

The UN estimates the meat industry generates nearly one-fifth of the man-made greenhouse gas emissions that accelerate climate change.

#### MINIMIZE WATER USAGE

The water needs of livestock are huge, far above those of vegetables or grains. An estimated 1,800 to 2,500 gallons of water go into a single pound of beef.

#### REDUCE FUEL DEPENDENCE

On average, about 40 calories of fossil fuel energy go into every calorie of feed lot beef in the U.S. (compared to 2.2 calories of fossil fuel for plant-based protein).

Imagine you step into an elevator and the president of your country is there and says, "What's on your mind?" At most, you have about 7 floors that you will be traveling on the elevator together. That means about 15 seconds and 30 words per floor to tell him or her your important information. That's your "elevator speech." Be prepared: Know your key points—what you care about, what needs to happen, what you will do, and what others can do. Use short sentences that convey vivid images. Make solid eye contact. Mean what you say and say what you mean. Always tell who you are, the organization or school you represent, mention this is part of the Water Planet Challenge, and always have an "ask" at the end.

### KEY POINTS THAT MATTER TO ME

List three ideas that matter to you from *Key Benefits of Meatless Monday*.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List three ideas that matter to you from the Action Guide.

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

7th Floor:

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6th Floor:

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5th Floor:

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4th Floor:

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3rd Floor:

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2nd Floor:

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1st Floor:

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**START HERE:** What's Your Elevator Speech?

For each of the Seven Floors on this elevator ride, what you would say to a chef, a politician, a peer, a child, or a parent to advance the idea of Meatless Monday and further the campaign? You can use this same idea for a different initiative as well.

- 1** Plan a launch event to create excitement around the campaign. Have school organizations create posters and contact your local newspaper, school newspaper and school website to get the word out.
- 2** Set up an information table at the campaign launch to provide students with information, a place to ask questions and maybe a free sample.
- 3** On subsequent Mondays, post a bulletin board in the cafeteria that displays food, diet and health related news to remind students that Meatless Monday is about health.
- 4** Have a Meatless Monday table at your next school or community wellness fair.
- 5** Market Meatless Monday selections as the “special” of the day.
- 6** Meet with your cafeteria staff and brief them on the campaign. Encourage them to ask students if they would like to try the Meatless Monday entrée.
- 7** If your cafeteria works on a pay-per-item system, offer additional incentives for trying the Meatless Monday meal. A discount on water, fruit or a side salad further demonstrates that Meatless Monday is part of a healthy diet.
- 8** Many traditional diets have a wide array of vegetarian options. Try culturally themed meal days, such as Indian, Thai, Latin American or African.
- 9** Make your meals creative. Offer **Vegged Out Lasagna** (vegetable lasagna), a **Couch Potato Bar** with fixings, or similar spins on meatless entrees.
- 10** Customize the campaign so that it fits in with your school’s culture. Be aware of local comfort foods and campus events; even your school’s mascot can be a source of inspiration!



A Restaurant Supports  
Meatless Monday!  
PREPARE

## Meatless Mondays at Nage

EXTRAORDINARY VEGETARIAN DISHES!  
PROMOTE GOOD HEALTH. HELP THE ENVIRONMENT.

"I like what Meatless Monday stands for and am excited to promote their message of healthy eating and sustainability at Nage."

—Chef Glenn Babcock

The Meatless Monday campaign has gained national recognition as a day to promote healthier eating and a healthier planet. At Nage our chefs have introduced new Meatless Monday menus featuring selections of mouth-watering, meat-free cuisine designed to prove that vegetarian cuisine does not have to be boring. It can be well-composed, chef-crafted, and delicious.

Nage's new Meatless Monday menus will be available every Monday. Menu selections will rotate based on market availability and seasonality.

### LIVE LONGER.

Red and processed meat consumption is associated with modest increases in total mortality, cancer mortality, and cardiovascular disease mortality.

### IMPROVE YOUR DIET.

Consuming beans or peas results in higher intakes of fiber, protein, folate, zinc, iron and magnesium with lower intakes of saturated fat and total fat.

### REDUCE YOUR CARBON FOOTPRINT.

The United Nations' Food and Agriculture Organization estimates the meat industry generates nearly one-fifth of the man-made greenhouse gas emissions that are accelerating climate change worldwide . . . far more than transportation. And annual worldwide demand for meat continues to grow. Reining in meat consumption once a week can help slow this trend.

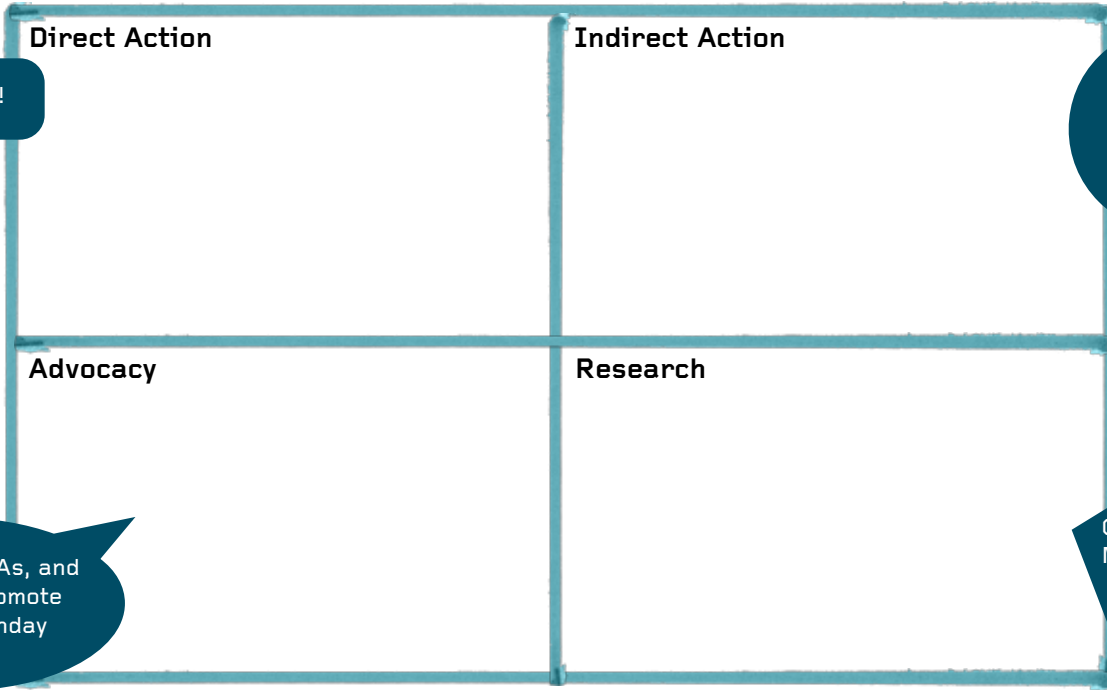
### MINIMIZE WATER USAGE.

The water needs of livestock are tremendous, far above those of vegetables or grains. An estimated 1,800 to 2,500 gallons of water go into a single pound of beef. Soy tofu produced in California requires 220 gallons of water per pound.

### HELP REDUCE FOSSIL FUEL DEPENDENCE.

On average, about 40 calories of fossil fuel energy go into every calorie of feed lot beef in the U.S. Compare this to the 2.2 calories of fossil fuel energy needed to produce one calorie of plant-based protein. Moderating meat consumption is a great way to cut fossil fuel demand.

Adapted from *Meatless Mondays at Nage* ([http://www.nage.bz/Meatless\\_Mondays\\_in\\_DC.htm](http://www.nage.bz/Meatless_Mondays_in_DC.htm)), Copyright © 2007-2011 Nage Restaurant. All Rights Reserved.



Take Action!

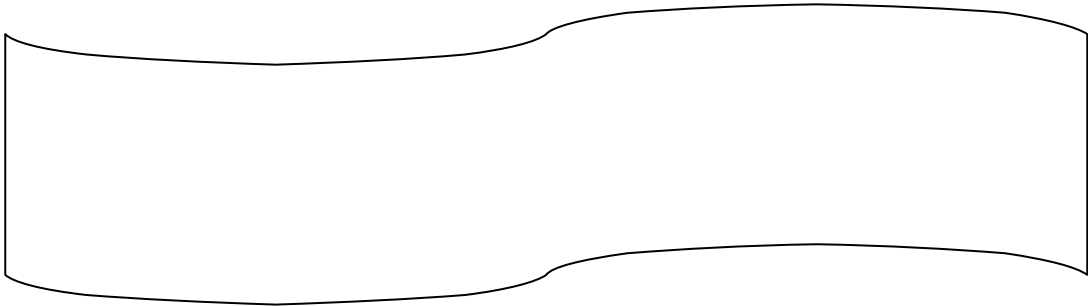
Provide a Resource for Others! Contribute Recipes!

Use Media, PSAs, and Signage to Promote Meatless Monday

Collect Data on Meatless Ideas Already in the Community

Who...	Will do what...	By when...	Supported by...

Mark Your Timeline 



Create Your Main Message on this Banner that Sells Your Ideas. Be Memorable!



# Service Learning Proposal

ACT

**Students or class:**

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ Email: \_\_\_\_\_

**Project name:** \_\_\_\_\_

**Need**—Why this plan is needed:

**Purpose**—How this plan will help:

**Participation**—Who will help and what they will do:

Students:

Teachers:

Other adults:

Organizations or groups:

**Outcomes**—What we expect to happen as a result of our work:

**How we will check outcomes**—What evidence we will collect and how we will use it:

**Resources**—What we need to get the job done, such as supplies (itemize on back):

**Signatures:**

While recipe formats differ greatly, the most common and familiar way to produce a recipe is as follows:

- **THE NAME:** This can be direct, Green Beans with Tomatoes, or made to sound quite unique and colorful, Fred's Greek Green Beans with Tomatoes (this works if your name is Fred).
- **SHORT NARRATIVE** More and more often, recipes come with a little information: "This green beans recipe has been handed down through three generations and can be traced back to a small Greek village, Krini. I always like extra lemon."
- **SERVES** \_\_\_ Yes, how many people are served by this quantity of food? This will always be approximate. Appetites can vary.
- **TIME** Recipes can come with the approximate time for prepping and the time for cooking. All recipes do not have this, and even when listed will vary from cook to cook.
- **THE INGREDIENTS** Typically, these are listed in the order used. The quantity of each item is most important and needs to be exact when possible. There is a huge difference between a "T" (tablespoon) of salt and a "t" (teaspoon) of salt. Always list the quantity, except for items like "pepper to taste."
- **DIRECTIONS** Are these important? You bet! Knowing when to dice, chop, add, mix, whisk, stir, boil, simmer, sauté, or blend makes all the difference between a colorful, crisp tasty vegetable stir fry and a plate of colorless, dull, limp, unappealing veggies.

Read this Sample Recipe. What terms are unfamiliar? What questions do you have? What additional information would you want to make this more clear?

### *Fred's Greek Green Beans with Tomatoes*

*"This green beans recipe has been handed down through three generations and can be traced back to a small Greek village, Krini. I always like extra lemon."*

**Serves 4. Prep time 15 minutes. Cooking time 20-35.**

#### **INGREDIENTS**

- ¼ cup olive oil
- 1 cup chopped onion
- 1-2 cloves of garlic, minced
- 1 pound of green beans, rinsed and trimmed
- 2 ripe tomatoes, diced
- light salt
- juice of half a lemon

#### **DIRECTIONS**

1. Heat the olive oil in a large saucepan over medium heat. Add the onions and garlic sauté for about 3 minutes. Add a sprinkle of salt.
2. Add the green beans, tomatoes, and another dash of salt, and continue cooking for 20-30 minutes; the length will vary depending if you prefer the green beans crisp or soft.
3. When removed from the heat, add juice of half a lemon. Can be served warm or at room temperature.



**What's Your Recipe?** Here are two recipe cards. Write out your plant-based recipes for Meatless Monday. Once written out, make the dish following the recipe exactly. This will help you see what may be missing or what direction can be more precise. Consider this sidebar of terms. See how many are appropriate to use. Not sure what these mean? Ask a cook or look them up!



**COOKING TERMS:  
KNOW THE  
DIFFERENCE!**

- Blend
- Boil
- Chop
- Cream
- Crumble
- Cut
- Dice
- Divide
- Drizzle
- Garnish
- Grill
- Grind
- Infuse
- Marinate
- Mince
- Mix
- Peel
- Press
- Puree
- Roast
- Saute
- Seed
- Slice
- Splash
- Stir fry
- Squeeze
- Stir
- Thicken
- Toast

to name a few!

Submit tested plant-based recipes to [info@earthecho.org](mailto:info@earthecho.org) with the words "Meatless Monday Recipe" in the subject line for participation in the Water Planet Challenge Recipe Collection and to promote Meatless Monday!



## Sample Press Release

### FOR IMMEDIATE RELEASE:

→ *catchy title* Students Cook Up a Recipe for Meatless Mondays

→ *who* **December 1—Washington, DC**—Main High Students launch a campaign for choice—in the cafeteria. Hear the world premiere of the Cauliflower Chorus, see Dancing Cows, and taste guest Chef Philippe's meatless creations.

→ *compelling information*  
include quote from student, principal or food service operator

Starting next Monday, and every Monday throughout the school year, Main High cafeteria will offer meatless choices for breakfast and lunch. By participating in the growing nationwide Meatless Monday movement and offering more plant-based options, Main High students send a powerful message that, "We can influence choices available to all students, at school and throughout the community," stated sophomore Jennifer Logan. "We can all start the week right by eating our veggies."

→ *what*

In science classes, students investigated public and environmental health issues related to food choices. Using a Water Planet Challenge Action Guide, *What's On Your Fork?* students led a successful campaign for school adoption of Meatless Monday, a nonprofit public health initiative recommending incorporating more vegetables and less meat into our diet. Cutting down on meats high in saturated fats and increasing protein rich, plant-based foods one day a week is good for personal health and good for the planet.

→ *when* **THE MEATLESS MONDAY CAMPAIGN LAUNCH**  
**Date:** Monday, December 5  
**Time:** 11:30 am

→ *where* **Location:** 13579 Fir Street, in the cafeteria

→ *contact info* **For details, contact:** Zoe Starfish at 202-000-0000 or zoestarfish@bluemail.com

→ *boilerplate*  
readymade copy or text used again and again with minor changes or edits; often provided by an organization or business to convey a set message

Meatless Monday is a non-profit public health initiative in association with the Johns Hopkins Bloomberg School of Public Health. Launched in 2003, the goal of Meatless Monday is to cut saturated fat intake, which in turn reduces the risk of chronic diseases such as diabetes, heart disease, stroke and cancer. Going meatless one day a week can also decrease our carbon footprint and save precious resources like fresh water and fossil fuel.

What progress monitoring methods will you use?

- Observation
- Data Collection
- Interviews
- Surveys

Other Methods:

- 
- 
- 

Date \_\_\_\_\_

**Step One: Establish your baseline—what is the need?**

Date \_\_\_\_\_

**Step Two: What noticeable changes have been made?**

Date \_\_\_\_\_

**Step Three: What other changes have taken place?**

Date \_\_\_\_\_

**Step Four: Describe evidence of your progress.**

Date \_\_\_\_\_

**Step Five: Provide a summary of your findings.**



## Four Square Reflection Tool

REFLECT

<p>What happened?</p>	<p>How do I feel?</p>
<p>Ideas?</p>	<p>Questions?</p>

Excerpted and/or adapted from *The Complete Guide to Service Learning, Revised and Updated Second Edition* by Cathryn Berger Kaye, M.A., © 2010, 2004. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800-735-7323; [www.freespirit.com](http://www.freespirit.com). All rights reserved.

## For More Information

### The Bookshelf

***Animal, Vegetable, Miracle: A Year of Food Life*** by Barbara Kingsolver with Steven L. Hopp and Camille Kingsolver (Harper Perennial, 2008) In this thoroughly readable book, the author and her family document their experiences during their year of eating only what was grown or produced in close proximity to their farm in southern Appalachia.

***Chew On This: Everything You Don't Want to Know About Fast Food*** by Eric Schlosser and Charles Wilson (Houghton Mifflin, 2006) This critical history of the U.S. fast-food industry tells captivating anecdotes, describes questionable working conditions that have kept the products cheap, and presents the life-threatening health problems that have arisen from addiction dependence on fast food.

***Eating Animals*** by Jonathan Safran Foer (Little, Brown, 2009) This provocative and well-documented book details the author's exploration of the meat-producing industry primarily (but not exclusively) in the United States. A blend of science, history, and economics informs about factory farming.

***Food Inc.: A Participant Guide: How Industrial Food is Making Us Sicker, Fatter, and Poorer-And What You Can Do About It*** by Participant Media and Karl Weber (PublicAffairs, 2009) This Participant Media guide is a series of essays that expands on the themes raised in the documentary film Food, Inc.

***Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands*** by Cathryn Berger Kaye with Philippe Cousteau and EarthEcho International (Free Spirit Publishing, 2010) This award-winning book informs about diverse water-related issues and includes strategies and examples of youth as change agents. Photos and illustrations along with practical activities and suggestions prepare readers as advocates for our water planet.

***The Omnivore's Dilemma for Kids: The Secrets Behind What You Eat*** by Michael Pollan (Dial, 2009) A critical part of making healthy food choices is understanding our food sources. From fast food to organic farming, the author puts the choices in front of the reader while providing facts, visuals, and compelling information.

***Protecting Earth's Water Supply*** by Ron Fridell (Lerner Publications, 2008) Unless we are more cautious about our water supply, our planet is at risk. Read about innovative ideas, including one from a ten-year-old from Aluva, India, who developed her own rainwater harvesting system to help local farmers.

***Veggie Teens: A Cookbook and Guide for Vegetarian Teenagers*** by Elyse May, Michelle May, M.D., and Chef Own May (Am I Hungry? Publishers, 2009) Filled with ideas about being a vegetarian, recipes, and nutrition, this friendly guide speaks directly to teens or people who live with teens.

***What to Eat*** by Marion Nestle (North Point Press, 2007) This guide by acclaimed nutritionist Marion Nestle educates readers on smart food choices while "walking" them through the various aisles of the supermarket. An excellent, practical guide to assist in answering the increasingly more complicated questions about what to eat.

## More Service-Learning Resources

Interested in more resources about service-learning? At [www.WaterPlanetChallenge.org](http://www.WaterPlanetChallenge.org) you can see a series of videos that reviews the Five Stages of Service-Learning. There are several books that can also be helpful, all written by Cathryn Berger Kaye and available through Free Spirit Publishing ([www.freespirit.com](http://www.freespirit.com)), including:

- ***The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum & Social Action, Second Edition*** (Free Spirit Publishing, March 2010)
- ***Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands*** written with Philippe Cousteau and EarthEcho International (Free Spirit Publishing, July 2010)
- ***A Kids Guide to Climate Change and Global Warming: How to Take Action*** (Free Spirit Publishing, March 2009)

## ABOUT THE PARTNERS

### EarthEcho International

EarthEcho International is a nonprofit 501c3 organization founded by siblings Philippe and Alexandra Cousteau in honor of their father Philippe Cousteau Sr., famous son of the legendary explorer Jacques Yves Cousteau. EarthEcho International's mission is to empower youth to take action that protects and restores our water planet. EarthEcho's Water Planet Challenge is a national call-to-action that equips educators and students with interactive tools and resources to bring about positive environmental change in their communities through water-focused projects.

### Johns Hopkins Center for a Livable Future

Johns Hopkins Center for a Livable Future offers *Teaching the Food System* lesson plans to engage students in critical analyses of food system issues from “field to plate,” with an emphasis on the relationships between food, public health, equity, and the environment. Each downloadable module includes background readings, presentation slides, handouts, vocabulary builders, and other materials. The modules can be taught in any order, either independently or as part of a series. The curriculum is the product of a multi-year collaboration between experienced educators and a diversity of content experts. For more on these resources, visit [www.jshph.edu/teachingfood](http://www.jshph.edu/teachingfood).

## ABOUT THE AUTHOR

**Cathryn Berger Kaye, M.A.**, a former classroom teacher, is president of CBK Associates, International Education Consultants. She is the author of *The Complete Guide to Service Learning* and an interactive workbook series with Free Spirit Publishing, *Service Learning for Kids: How to Take Action*. Her award-winning book *Going Blue: A Teen Guide to Saving Our Oceans, Lakes, Rivers, & Wetlands* written with Philippe Cousteau and EarthEcho International is a further commitment of her dedication to caring for our planet. Known for highly engaging workshops and keynote addresses, Cathryn promotes educational experiences which inspire student engagement, social and emotional development, and academic success through service-learning. She works within K-12 settings, and with university faculty and youth service organizations—both in the United States and abroad.