Description
Aimee Brown outlines the joys and struggles of her quest to eat locally in the “100-Mile Diet.” In her commitment to support her local economy and to live in a sustainable way, she encounters the laws of supply and demand. She must get creative to eat a balanced and varied diet. “100-Mile Diet” encourages readers to examine the foods they eat and the importance of global food trade.

Students will create meal plans based on food products that were grown within a 100-mile radius of where they live. Creating their own diet will guide them to a higher level of Bloom’s Taxonomy of Cognitive Thinking and allow them to assess the complexity of the ideas presented in the “100-Mile Diet” article.

Time Estimates
One 45-50 minute class period or as a month-long homework assignment.
- Can be utilized as an in-class discussion or project, or a homework assignment.

Student Outcomes and Objectives
- Students will investigate the source of their food.
- Students will explore the market for locally produced food.

Standards
Science
H.2E.4: Evaluate human impacts on environmental quality and sustainability.
H.4D.5: Describe how new technologies that lead to new scientific inquiry and are responsible for changes in the way people live and work.

Language Arts
EL.HS.RE.01: Read at an independent and instructional reading level appropriate to grade level.
EL.HS.RE.02: Read and understand a wide variety of informational text.
EL.HS.RE.03: Make connections to text, within text and among texts.
EL.HS.RE.05: Match reading to purpose.
EL.HS.RE.08: Understand, learn and use new vocabulary that is taught through informational text.
EL.HS.RE.15: Read magazines and news stories.
EL.HS.RE.19: Identify and summarize sequence of events, main ideas, facts, supporting details and opinions.

Career-Related Learning Standards
CS.PM.02: Plan, organize, and complete assigned tasks on time, meeting standards of quality.
CS.PM.05: Maintain appropriate interactions with colleagues.
CS.HS.01: Locate, process and convey information using traditional tools.
CS.TW.02: Demonstrate skills that improve team effectiveness.
Materials
- Copies of “100-Mile Diet” from the 2009 issue of Oregon’s Agricultural Progress magazine, a special issue on Food in Oregon.
- Advertisements for local grocery stores, markets or farm stands.
- Computers with internet access for additional research on locally produced foods.

Vocabulary
**Commodity:** items that are traded, most commonly an agricultural product such as fruits and vegetables.

**Gluten:** The mixture of proteins found in wheat grains that are not soluble in water and give wheat dough its elastic texture.

**Locally based diet:** Eating foods that are grown and processed in close proximity to your home.

**Palate:** sense of taste.

**Sustainable:** The ability to maintain an ongoing process for an indefinite amount of time.
Create your own “100-Mile Diet” Procedure

Create your own “100-Mile Diet” provides flexibility in implementation. Provided are a list of variations on this activity. The basic concept is that students will create a meal plan with foods that are grown and processed within a 100-mile radius of where they live, after reading the “100-Mile Diet” article.

Issues to Address
Regardless of your chosen implementation option, there are multiple issues that can be addressed. Provided is a list of questions that will help get the discussion started.

- What grows here?
- When is it harvested?
- How long can it be stored?
- Where is it sold?
- Can we even get access to everything that is locally grown?
- Can we eat what we grow?
- Will I have to alter my normal diet?

Option 1
Students will be divided into groups of three. After reading the article, each group will be designated a meal such as breakfast or afternoon snack. Each group will conduct research and create a balanced meal that they would eat. These meals will then be combined with meals that are created by other students, in order to achieve a full day of meals. This activity could be accomplished in one or two class periods.

Option 2
Students will complete this “100-Mile Diet” activity on their own. After the article has been read, a class discussion can be held to give students ideas about produce that is grown locally. Students can be assigned to complete meal plans for a day or a week. Based on the amount of meals necessary, the teacher will create an appropriate time-line for completion. This work can be completed both during and out of class, as the teacher deems appropriate. The work can be presented in either report or presentation format.

Option 3
Students will complete a meal plan for one day. This will be completed as a group activity, and the teachers will guide the activity based on their own research of locally grown and processed food products.