1. Briefly describe the process of climate change in a paragraph (this may seem difficult, but the best way to learn is to try and explain this yourself).
	1. This answer should ‘hit’ the same points as in the overview in the chapter but in the student’s own wording. It should include concepts such as albedo, reflectance, absorption, and insolation.
2. How are life cycle assessments used to calculate the environmental impacts from food systems, and why are they important?
	1. This answer should display an understanding that the environmental impacts are summed up through the supply chain of a food product in order to compare one product to another product (students are not expected to know that the same boundaries must be used in the approach, or to have a deep insight into LCA).
3. In this chapter, we outlined the story of a steak, from production to consumption. Create your own story for a food product you eat often. Can you discover where the ingredients were made and how they were produced? Consider if knowing the whole process would impact your purchasing decisions.
	1. This answer will depend a lot on the product investigated. It should be clear that the student has make an effort to include details along the supply chain.
4. What choices would you make when looking at Table 6.3? What difference would they make to your lifestyle?
	1. This answer will depend on the student but should include some reflection on their consumption.
5. What kinds of impacts can we expect from climate change across the food system?
	1. This answer should include concepts such as how climate change is creating new and different climates and impacting how crops grow. It should highlight that some areas will benefit but most will see a negative impact due to higher temperatures, extreme weather events, water availability, and expansion of new weeds, diseases, and pests.