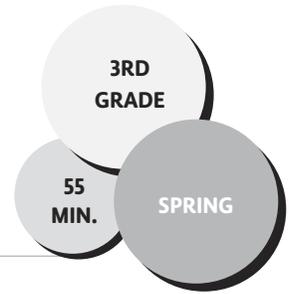


Neighborhood Food Maps

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

Where can we access fresh fruits and vegetables in our community?

LEARNING OBJECTIVE

✓ Students will be able to identify locations in their communities where they can access fresh foods.

CONCEPTS

access fresh foods neighborhood

Engaging the Classroom Teacher

- During Action Step 2, suggest that the teacher support students in setting up the quadrants on their plates.
- During Action Step 5, suggest that the teacher encourage students to add detail to their maps.

LESSON DESCRIPTION

In this lesson, students consider where they can access whole foods in their community, and they taste a variety of produce from different places within the school neighborhood. Students then draw a map of their school neighborhood, highlighting places where fresh foods are available.

MATERIALS

- Vegetables (from 4 different places within your school neighborhood)
- Photos of each place where you got the vegetables
- Map of school neighborhood
- Paper plate or blank paper for each student
- Pencils
- Colored pencils or crayons
- Chart paper or board
- Poster board (for thank-you card)

PREPARATION

- › Consider limits that students and their families may have around choosing where to access food. Parameters such as transportation, affordability, and the times when stores are open affect these choices. This lesson is intended to open up a conversation about food access and should not include judgement about choices families or students make.
- › Obtain a vegetable for tasting from several different places within a mile of the school (e.g., a grocery store, a convenience store, the school cafeteria, a farmer's market, a school or community garden, a food pantry, or a donated harvest program)
- › Cue up the school on Google Maps on the document camera. Alternatively, print out a map of a radius around the school. that makes sense for your region. (In a dense, urban area

you might choose a smaller area, such as within three blocks. In a rural area, it might be several miles.) Highlight and label the places where you got your vegetables. Label and display photos of each place on the map.

- › Wash and prep the vegetables for students, labeling and keeping track of where you got each variety from. Students only need one or two bites of each sample.
- › Keep one whole, intact vegetable from each place to show students.
- › Create a model paper plate, divided into quadrants. In each quadrant, write the name of one place you got a vegetable for this activity.
- › Set up a station in the room with four posters or cards for students to come up and write and draw their thanks to the stores and community members who supplied the fruits and vegetables. Label each poster or card with the name of the person or place. Have crayons and colored pencils at the station.

ACTION STEPS

1. Engage: Ask, *Where in our community can you go to get whole food?* Make a list on the board or on chart paper of student responses. As students name places, ask probing questions such as, *What else can you get here? Do they have lots of whole foods or just a few? How long does it take to get there? When is this place open?* Take brief notes next to each place to reflect students' understanding of these places. Explain that some neighborhoods have lots of places to get whole foods, and some have fewer, and that there are people working to make sure that every person in every neighborhood has access to whole foods in their community. **(10 min.)**

2. Labeling Neighborhood Map: Explain that you've brought in vegetables that you got from different places around the school neighborhood. Display the map and photos on an overhead or on the board. Show students each food sample, say where you got it from, and show them the location on your map. Pass out paper plates or blank paper, and show students your model. Have them divide their paper plate into even quadrants, one for each sample, and label them with the place names you showed them on your map. **(10 min.)**



3 Hand-Washing Break (5 min.)

4. Tasting: Before passing out each sample, let students know they should wait until you tell them to taste them, but they are welcome to touch and observe. Pass out samples, letting students know where each is from so they can place it in the proper spot on their plate. Then taste the samples together, and have students share observations about each sample. **(10 min.)**

5. Gratitude and Drawing Food in the Community: Have students draw their own map of the school community, highlighting all the places they know they can get whole food. Meanwhile, call up groups of students to draw

and/or write a note of appreciation to the store owners or community members who gave the food they ate during the tasting. **(15 min.)**

REFLECTION

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

Social and emotional learning

- *How did it feel to identify all the places you can get food in our community?*
- *What do you like or are thankful for in our community?*

Check for understanding

- *Which vegetable did you like best? Why?*
- *What's a meal you like to eat that includes one of the fruits or vegetables we tried today?*
- *Where can we get fresh foods in our community?*
- *What other things besides whole foods do you think all communities should have access to?*

ADAPTATIONS

Cafeteria Extension: Take a “field trip” to the cafeteria, and determine what’s whole and what’s processed on the lunch menu.

Garden Extension: Sow seeds or starts in the garden to help students make the connection between growing plants and eating whole foods.

Classroom Extension: Have a guest speaker, such as a cafeteria staff member, farmer, or store owner, come in and explain to students why they stock or provide whole foods.

Age: Have students in older grades brainstorm with partners and then discuss the following

reflection question: “What could we do to add more whole foods in our community?” If they have actionable ideas, consider a project-based unit where you try to make one of the ideas a reality. For example, having a couple garden beds in the school garden be Produce for the People, wherein all the fruits and vegetables harvested from those beds gets donated to the food bank or a local pantry.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.3.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.