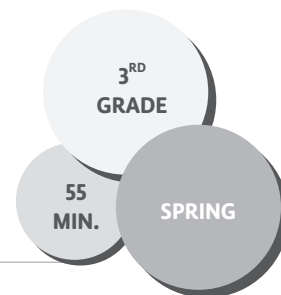


Neighborhood Food Maps

THEME: MAKING HEALTHY FOOD CHOICES



ESSENTIAL QUESTION

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

LEARNING OBJECTIVE

✓ Students will be able to identify locations in their communities where they can access whole and minimally processed foods.

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 one mile of the school neighborhood. Students then draw a map of their school neighborhood, highlighting places where whole foods are available.

MATERIALS

- Vegetables (from 4 different places within a mile of your school)
- 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

PREPARATION

- › 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)

- › Print out a map of a one-mile radius around the school. Highlight and label the places where you got your vegetables. Label and display photos of each place on the map. (In a dense, urban area you might choose a smaller area, such as within three blocks.)
- › 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.

ACTION STEPS

1. Engage: Say, *Let's see if we can name as many whole foods as possible.* Help students remember that a whole food is still in its original form, the way that it grew in a garden or farm. Then ask, *Where in our community can you go to buy whole foods?* 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? 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. Wash Hands 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. 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 foods. Alternatively, have students write about and then discuss the following reflection question: “What could we do to add more whole foods in our community?” **(15 min.)**

REFLECTION

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

- *Where can we get whole foods in our community?*
- *What could we do to add more whole foods in our community?*
- *What other things besides whole foods do you think all communities should have access to?*
- *Which veggie did you like best? Why?*

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.

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.

