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Lesson Plan: Income and Food Options

Center for Urban Resilience

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LESSON 6: INCOME AND FOOD OPTIONS

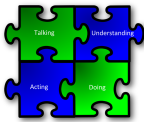
OVERVIEW:

Students will explore the relationship between the availability of affordable, high quality (nutritious and fresh) food and health by watching a You Tube video and reading a narrative about food deserts. Students will then investigate the food options which are available to them and consider their daily food choices in light of that which is recommended for healthy living. To end the lesson, student will consider some factors associated with cardiovascular disease and reflect on their food choices in light of that information. Given their food choices, students will be asked to reflect on what factors most influence the food choices that they make.

SUB-QUESTION:

How do food options and choices relate to individual health?

WAYS OF KNOWING URBAN ECOLOGY:



Students will...

Understand

- Understand that food deserts are areas in urban areas where people have limited access to fresh food. (*ecosystem state and structure, forces and drivers*)
- Understand that there is a relationship between the availability of affordable, high quality food and health. (*ecosystem change, ecosystem state and structure, forces and drivers*)

Talk

No specific goals connected with talking about urban ecology in this lesson.

Do

- Explore the different types of food sources that are available in their community and compare their findings to a different type of community.

Act

No specific goals connected with acting on urban ecology in this lesson.

SAFETY GUIDELINES

No specific safety issues are associated with this lesson.

PREPARATION:

Time:

2 class periods

Materials:**Day 1:****Activity 6.1**

For each student:

YouTube Video Food Deserts

Narrative

Activity 6.2

For each student or pair of students:

Either a computer with internet access Google Maps

Student Worksheet 6.2 (Tech)

Or

One teacher computer with internet access that can be projected

Day 2:**Activity 6.3:**

For each student:

Worksheet 6.3

INSTRUCTIONAL SEQUENCE**Activity 6.1: Watch Video on Food Deserts**

1. Ask students – Do you think living in a city impacts someone’s ability to get healthy food? For example, do you think people living in cities have more or less access than people living in the suburbs or in a rural area? Why?
 - *Students’ responses will vary.*
2. Tell students that you are going to show them a You Tube video about Food Deserts (http://www.youtube.com/watch?v=ufnSq_hYco8) that talks about healthy food availability in cities. Show students the video.
3. Ask students to list what they thought were the main points of the video. Student responses can be written on a board for future reference during the lesson.
4. Ask students to think about their own neighborhood. How easy is it for them to get fresh, healthy food at the market? Is it more convenient for them to get fast food instead?
 - *Students’ responses will vary to this question. The main goal is to get them to brainstorm and predict before they investigate their neighborhood using google maps.*

Activity 6.2: Access to Food in my Neighborhood (Internet Access Required)

1. Tell students that they are now going to use Google maps to investigate the food available to them in their neighborhood.
2. Depending on the number of computers available, students can either work independently or in pairs.
3. Using the worksheet as a guide, students will enter Google maps to investigate the sources of food within a three mile radius of their home.
4. After completing the worksheet, data can be compiled for the entire class and a comparison of the accessibility of food from different sources can be made for the entire class. A bar graph can then be made representing the data of the class.

Teaching Strategy – limited access to technology

- Option 2 - If access to technology is limited, the teacher can choose to do this activity on one computer which is then projected for the entire class. The high school address can be used instead of student addresses. The all steps of the activity can be completed as specified on the worksheet, except the compilation of class data. The data obtained from the school address can be used for discussion or to answer the questions.
- Option 3 – If there is no access to technology in the classroom, students can be asked to complete the data table by thinking about what types of food sources there are around their home starting with the closest sources and moving progressively away. They can draw a basic map of their neighborhood to help them. Student data can then be compiled for the class.

5. Students should also be given some time to answer the reflection questions at the end of the worksheet. Some questions to ask them when reviewing what they have written are
 - *How much of your food choices are determined by what's around you vs. influences from culture or money?*
 - *If you know what it means to eat healthy and you choose not to, why do you make that choice?*

Concluding the Lesson

- As an end of the class reflection, have students consider the following question:
 - If you were an adult, would you want your own children to eat the same type of diet that you do? Why or why not?