



## **Food Choices**

**Essential Questions:** How do our food choices affect community, economy, and the environment? How can we make informed food choices?

Materials:

- 5--8 different snacks
  - Carrots and hummus
  - Goldfish
  - Chex mix
  - Oreos
  - Apples
  - Something local!
- "Trace your snack" worksheets
- Maps of "United States Food Production"
- Industrial and local food maps from Nourish
- Laptops
- Farm Project flyer

### **Lesson 1:**

Introduction:

- Hand out snacks
  - Explain the only rule: students may eat as much of a snack as they want, but they can only choose *one* type of snack. Eg. they can eat 10 apples, but they may not eat both apples and oreos☺
- Introduction to IGS, ask students about past experiences with IGS
- How do you make food choices?
- When you choose foods to eat, we know there are effects on your health. What effects might that choice have on the larger world?
- What is a food system? (different food choices support different food systems)
- *Show Industrial and Local Nourish maps.* Let's look at two different food systems and think about their larger affect
  - choose a student to come up to the front to help read out the steps of each system
- What are the advantages and disadvantages of these two systems?
- Write up Economy – Society – Environment triangle on the board. How do these systems effect these three kinds of health?
- What does it mean to vote with your fork?

**Activity 1:** Watch first two segments of Nourish DVD and/or watch 1--3 short videos (supermarket secrets, wake up!, food is like music)



- Discuss: Do you grow any of your own food? Have you been to the farmers market? What are the benefits and disadvantages of eating foods grown close to home?
- Anna Lappe pointed out that the world has lost about 90 percent of big fish living in our oceans since 1950. What might this trend mean for our island?
- What were the differences in seed to table between the commodity corn and the heirloom tomato?
- What kinds of things are you voting for now through what you eat?

**Activity 2: Trace Your Snack**

- Labels can help to tell us stories about our food
- Divide into groups to fill out “food clues” about different snacks

**Wrap up:** Plan for next lesson/come back with 3 food rules

**Lesson 2:**

**Materials:** labels from snacks from last lesson, seasonal circle materials

**Introduction:** Review/wrap up activity from first lesson

- Have students share their work
- Discuss: how are the stories of processed foods different from whole foods? Which parts of these stories have the greatest effects
- Make a list of ways that students’ ideas about how they can make informed food choices

**Activity Option 1:** What does it mean to eat seasonally? Learning about what’s in season helps to make you an informed consumer. If you know what ingredients are locally available, you’ll know what to look for.

- Have each student make a seasonal circle for Martha’s Vineyard (Nourish activity)

**Activity Option 2:** Busting Food Advertisements. Use Nourish Activity on decoding and designing your own food advertisements.

**Wrap up:** review actions students can take and visit the garden!

- Farm project
- Cook and eat!
- Harvest of the month
- Work study
- Summer farm jobs
- Write emails on board!