

Title: Food Mapping

Primary age range: Y5/6

Secondary age range: Y3/4

Link to subjects: Geography, Social Studies, Art

Learning Objectives:

- To **investigate** the **availability** and **access** to healthy food in local community
- To **explore local community's attitudes** towards food – sustainability, access, healthy eating
- To **reflect** on how access to food in local communities relate to wider global issues of food security

Lesson Outcomes:

- Produce a food map within a 1km radius of their homes
- Understand keywords such as: Food security, food systems, sustainable food
- Get to know community-based food initiatives in their local area.

Key Competencies:

KC1: How to function in relation to the world and nature, as well as one's own body

KC2: The ideas of science and scholarship (learning)

KC3: How to function in society

KC6: How to function in relation to the state

KC10: How to confront themselves with challenges

Note:

This activity involves an extended research project that may take students between 4-8 weeks to complete. It is recommended that weekly check-ins are undertaken to identify problems and provide support to students where needed. As this activity is quite long, the instructions have been divided into different stages. Where appropriate, teachers are encouraged to use their local knowledge and discretion in adapting or even disregarding certain parts of the activity.

Activity Outline:

Plenary Discussion

1. A PowerPoint with these discussion questions is included as a guide. Start by asking students, '*What is your favourite thing to eat?*' To make this more interactive, either use a flipchart and post-it notes where students can come up to the chart and post their favourite things to eat. Alternatively, use a Jamboard or Mural.

2. Next, ask students, '*What food do you consider to be healthy?*' If possible, you can divide the page into two so that their favourite food and healthy food are next to each other. Prompt them further to explore the concept of 'healthy'. *What does healthy food or eating healthy mean to you?*
3. Then, introduce the scale as per the PowerPoint and ask students, '*How easy is it for you to eat healthily?*' You can simply draw this on the Whiteboard, project it, draw it on the flipchart, etc. and ask students to paste a post-it (or any form of marking available to you) on the scale. Then ask, '*Why do they feel that it is easy/hard to eat healthily?*'

Interview a Friend (a worksheet template is provided)

4. Now, break students up into pairs where they are to take it in turn to interview each other asking the following questions:
 - *Where do you live?*
 - *Where do you/your family usually shop for food?*
 - *How do you usually get there (drive/walk/bus/etc.)?*
 - *Where do you/your family shop for specialist food? (This may be particular healthy food or ingredients for food linked to their cultures).*
 - *How do you usually get there?*
 - *Where do you eat out/takeaway from?*
 - *What do you think about the local food outlets you use?*
 - *On a scale of 1-10 how healthy do you think your everyday diet is?*
 - *What do you think might make it easier for you to eat healthily?*
5. As a class, ask students to share their findings. This is so they get an idea of food availability and accessibility within their own class. Teachers need not document the answers, rather, keep the session fluid and allow students to ask their classmates questions. Especially in a diverse classroom, some of these responses may come as a surprise to them and it would be a useful opportunity to allow them to explore their classroom community. Helpful prompts like, *Raise your hand if the person you interviewed:*
 - *Walks/drives/take public transport to get groceries*
 - *Gets groceries from a big supermarket/local shop*
 - *Never eats out/usually eats fast food*
 - *Said their diet is VERY healthy (10) /Not at all healthy (1)/Moderately healthy (5)*
 - *Is satisfied with the local food outlets in their area*
 - *Ask for volunteers to share what their partner said about what might make it easier for them to eat healthily.*

Food Mapping Activity

6. Now, explain to students that over the next few weeks, they will be mapping out food sources in their community. The task is to basically track a 500m/1km radius from your house (whichever is more feasible depending on your students' local context) and to identify the various places people can get their groceries from and to record:
 - Quality of products
 - Price (pick between 10-20 items they consider essentials to make a comparison across stores – bananas, onions, garlic, milk, rice, pasta, broccoli, carrots, etc.)
 - Variety of fruit and vegetables available
 - Accessibility of the shop

A worksheet is provided to help them track this information.

7. From here, they will create a map. Allow them to be creative with icons/keys/legends they create. Some students may have one icon for all big supermarkets, one for local stores, one for markets while some may identify each food source individually and draw their logos or initials. This will allow them to go through the process of making decisions on how to best present data they have collated. Maps can be drawn, rendered digitally, or a digital map may be printed out with the icons stuck on. This website allows you to input your address and generate a radius:
<https://www.mapdevelopers.com/draw-circle-tool.php> Alternatively, this might be an opportunity to teach them how to calculate radius on a map. Show them a sample of what this might look like as per the PowerPoint slide.

OPTIONAL:

8. Students could also be tasked with repeating the interview they did with their classmates with 10 people from their community. These could be friends from local activities they partake in, or parents of friends. However, if it is not safe for a child to do this, forgo this part of the activity. An example of how they may keep track of the data from the interview is included in the PowerPoint.

Debrief and brainstorm

9. Allow students the time and space to share their maps and discuss the data on the worksheets. It will be interesting to see if they try to incorporate things like affordability, accessibility into their maps. It may be worth pointing out that some places may have lots of options but can't be accessed by certain sections of the population because of price or accessibility difficulties. So, these are things mapmakers need to consider when choosing what to put into their maps. Perhaps even have the maps displayed on school community boards or in the classroom. Reflection prompts for students following the creation of their food maps:

- *Is it easy for people who live around me to get food? (Prompt further for accessibility issues too if this doesn't get raised)*
 - *Is it easy for people who live around me to get healthy food?*
 - *Are food prices around me affordable?*
 - *Is the food around me culturally suitable for the community around me?*
 - *Are there any problems relating to the availability and accessibility of food in your community?*
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10. Now, in groups, ask students to research the following terms, “*food security; food systems; sustainable food*” and discuss.
11. Based on the data they have collected, *would they say their local communities are food secure and have sustainable food systems?* The answers here may vary depending on the context and where students live. Some might say that they have large supermarkets, so they feel very food secure. Be ready to push further whether they think that's sustainable. *Do they know where the food comes from? What happens to food that isn't sold?*
12. Now would be a good time to explore some community-based initiatives which have been undertaken around the world towards creating more sustainable food practices or towards helping people in food insecure areas. Students could research if there are any existing ones in their areas or even undertake a project of their own!

Materials Needed:

PowerPoint
Shop Survey sheet
Price Comparison sheet
Interview Template
Flipchart
Whiteboard markers
Pens/pencils
Internet access

Supporting resources:

[Mapping Food Matters](#)
[Food Co-op Toolkit](#)
[Community Food Mapping](#)
[Food Mapping for Community Food Activity](#)

