



## YCS Farm to School Committee

### School Garden Curriculum

## Cost & Access to Healthy Foods

### Overview

Students will make Vegetarian Chili and discuss how cost and access impact food choices. Students debate whether access to food that is good for you, good for the environment, and good for other people is currently a right, a privilege, or a responsibility, and whether it should be.

### Grade Level

9 - 12

### Subjects:

Social Studies, Health

### Objectives:

- Explain and give examples of how food access may be restricted.
- Construct and defend an argument on the question of whether access to healthy, sustainably produced, and socially just food is a right, a privilege, or a responsibility and whether it should be.
- List and describe a wide variety of considerations they have when deciding what to eat, discuss the factors that influence how they prioritize those considerations, and discuss with examples the role nutritional, environmental, and justice concerns play in their food decisions

### Time

90 minutes

### Materials

- Chili recipe
- Chili ingredients
- [Food choice consideration "lens" cards](#)

### Chili Ingredients:

- Olive oil
- Assorted cooked beans (black, kidney, chili, red)
- Onions
- Garlic
- Carrots

- Bell pepper
- Crushed tomatoes (canned or fresh)
- Ground cumin
- Chile powder
- Dried oregano
- Tomato paste
- Bulgur
- Salt

#### Tools:

- Heavy-bottomed stainless steel pot
- Cast-iron skillet
- Small saucepan
- Wooden spatulas
- Chef's knives
- Paring knives
- Cutting boards
- Measuring cups
- Measuring spoons
- Mixing bowls
- Graters
- Peelers
- Reamers

#### Source Acknowledgment

Adapted from Edible Schoolyard Project *Debate Plate Series*

<https://edibleschoolyard.org/resource/cost-and-access-debate-plate-chili-and-cornbread>

#### Background Information

#### Procedure

##### Warm Up

1. Ask students *If you could only eat one food for a year, what would you want to eat?*
2. We will be talking about what influences our food choices. Ask students to list off different factors that influence our food choices.
3. Break the class into 3 groups and pass out the food consideration cards. Ask students to review the cards they have and then report back to the whole class.

##### Food Access Debate

4. Tell the class that today we will be focusing on cost & access. Ask students if they can define the two terms.
5. Explain that access is related to cost, but can also be much broader. Ask students: *What are different forms of access? What kinds of things might get in the way of me being able to choose certain foods?* Generate a list of different forms of (in)access, such as:
  - a. Geographic access: Do you have any grocery stores close to you? What food is available at those grocery stores? How difficult is it to transport food from your source to your home?
  - b. Cost access: Can you afford a food?
  - c. Knowledge access: Do you know where to get food or how to grow it? Do you know how to prepare the food you want to eat? Do you know how to prepare the ingredients available to you?

- d. Equipment and tools access: Do you have a place, equipment, and tools to prepare food? Do you know how to use the equipment and tools you have available? Do the equipment and tools you have work?
  - e. Cultural access: Is culturally relevant food available to you? Do you know where to find food that is culturally relevant to you?
  - f. Transportation access: Do you have a way to transport yourself and your food between the place you get it and your home? Can you afford to pay for transportation?
  - g. Health/allergy access: Is food that is good for your health available to you?
6. Explain that once you start considering issues of food access and looking at who has access to food, who doesn't, and why, this raises some very large conversations around justice.
  7. Think-Pair-Share: *Do you think that access to food that is good for you, good for the environment, and good for other people is currently a right, a privilege, or a responsibility?* Explain that this question asks for some higher-level thinking, and that there are no objectively right answers. Give students some time to reflect quietly to themselves, and then turn to a neighbor to discuss. Finally, bring everyone into a full-class discussion.
  8. Ask students to discuss whether they think that food that is good for you, good for the environment, and good for other people should be a right, a privilege, or a responsibility.
  9. Thank students for their participation in the discussion. Emphasize that these questions have many answers and that answering them fully may be an ongoing process over the course of a long time.

### Cooking

1. Ask students to wash their hands
2. Pass out recipe cards and assign roles
3. The cost for one batch of vegetarian chili was \$9.10, or \$0.91 per serving.

### Evaluation

*What are your top considerations when choosing what to eat? Why?*

### Extension Activity/Adaptations

Have students create a menu and calculate the cost of the entire meal