



The Big Apple: Professional Development Introductory Session

PREPARATION:

Location: School classroom

MATERIALS

Consumables

ITEM	AMOUNT
___ <i>Healthy Habits Survey</i>	1 per participant
___ <i>Drawing Connections Worksheet</i>	1 per participant
___ <i>What's for Lunch? Worksheet</i>	1 per participant
___ PD Agenda	1 per participant
___ Session Outlines	1 per participant
___ Nutrition Report Card	1 per participant
___ Evaluation Forms	1 per participant
___ Sample Meal Calendar	1 per participant
___ Berkeley School District Menu	1 per participant
___ Food Footprint Calculator	1 per participant
___ Evaluation Forms	1 per participant

Non-consumables

ITEM	AMOUNT
___ <i>Apples in the Big Apple PowerPoint</i>	1 disk
___ Food System Magnets	1 set
___ DOE Product List	4 Copies

OBJECTIVES:



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Teachers will:

- Understand the concept of food systems and how it relates to their students, themselves and the school community.
- Learn about the agricultural history of New York City.
- Develop curricular connections in order to better integrate the CUE curriculum into their planning.
- Become familiar with the Big Apple curriculum in order to better facilitate extension activities.

Summary:

This program follows an arc from the provenance of our food to our dinner plates, examining the components of an urban food system. In the introductory session teachers are introduced to the history of eating in New York City, and asked to reflect on their students diets and access to healthy food in the community. After an introduction to food systems and labels and an overview of the program they will work to develop cross- curricular project ideas, and conclude by evaluating school lunch ingredients and creating their own school lunch menus.

✚ INTRODUCTION: Healthy Habits

Time: 15- 20 minutes

Group Size: Small group

Materials: Healthy Habits Survey

Summary: After presenting CUE and introductory comments, the instructors should inform teachers that they will be completing a short survey on the eating habits of their students and food access in the school and surrounding community.

1. Distribute Healthy Habits Survey. Ask teachers to complete the questions in each section and have them rate the dietary health of their class, school and community.

Discussion Questions:

- How aware are your students of their diet?
- What are some of the obstacles that might keep them from having a healthy diet?
- How do you think the school food is produced, cooked and transported? How many of your students rely on the school breakfast and lunch?



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- Where do you think student families go to shop in this community? What kind of access to fresh produce do they have?
- Where do you go out for lunch? How has working in this community affected your eating habits?

➤ **ACTIVITY 1:** Apples in the Big Apple

Time: 15 minutes

Location: Classroom

Group Size: Large group

Materials: Projector or Laminates

Summary: Participants will learn about the history of NYC Agriculture through a PowerPoint presentation or laminates if a projector is not available.

1. Be sure to coordinate with the school to set up projector beforehand. Inform participants that you will be screening and narrating a short history on food production and diet in New York City.
2. If a projector is unavailable bring a laminated version of the PowerPoint.
3. After the presentation guide a short discussion on the differences between food production 100 years ago and food production now. The discussion should revolve around the various stages in food production today, as opposed to 100 years ago.

Discussion Questions:

- Where did most New Yorkers purchase their groceries 100 years ago?
- Where was the food produced? Which kind of products do you think were produced most locally and which had to be imported?
- How was food transported back then? How do you think technology has affected food transportation?
- How did packaging and preservatives change how food is stored, and how did that affect our eating habits?



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🌱 **ACTIVITY 2: The Modern Food System**

Time: 15 Minutes

Groups Size: Class

Materials: Food System Magnets

Summary: Teachers will be introduced to the stages of food production and distribution through a short organizational activity and discussion.

1. Inform participants that in this activity they will learn about how the food system operates, and will discuss the positive and negative aspects of how it has changed.
2. Ask teachers to suggest what the different stages of the food system are? Where does food begin and where does it end up? What happens in between? Write their answers on the board.
3. Affix the Food System magnets to the blackboard and ask the teachers which one comes first, which comes second, etc. As they order the stages describe the details of each stage.
 - Growing- *Can happen on a farm, garden or even in the ocean in the case of fish.*
 - Transporting- Food is divided up and sent to multiple locations. Whole foods from a farm can be delivered to grocery stores, farmer's markets, and factories.
 - Processing- Food is changed to make another product or food.

 - Packaging- Food is measured out into marketable quantities and packaged in order to reduce spoilage and minimize space requirements.
 - Buying- Food producers sell products through various venues from small bodegas to large warehouse stores.
 - Cooking- Cooking can happen at home, at a restaurant or in school. The food is prepared for consumption.
 - Eating- Food is consumed at home, at school or in another location.



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- Disposing/Recycling- The waste is taken to a landfill or the biodegradable scraps are used for compost.
4. Once you have reviewed the stages of the Food System ask participants what they had for breakfast. Choose one example and guide participants through the food system for that example. Ex: Bagel and Cream Cheese- Grain is grown and processed then trucked to a plant where the flour is processed. The baker purchases the flour in bulk and bakes the bagel that has limited packaging and produces very little waste.

⊕ **ACTIVITY 3: Drawing Connections**

Time: 20 minutes

Group Size: Small Group

Materials: Session Outlines, *Drawing Connections* Worksheet

Summary: Participants will review the outline of the three sessions and generate ideas for projects related to food systems and nutrition within multiple disciplines.

1. Ask teachers to refer to the curriculum outline in their folders. Quickly summarize each session, taking the time to address any questions that the teachers might have. Note if any of them have particular needs for their class and be sure to communicate those needs to the instructor.
2. Ask teachers to share a short description of their current curriculum. What are they teaching? How might they relate it to food systems and nutrition
3. Divide teachers into groups of three and distribute copies of the *Drawing Connections* Worksheet.
4. Direct teachers to brainstorm project ideas related to food systems and nutrition. Try and divide teachers into heterogeneous groups so that a diversity of disciplines is present in each group.



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5. Return to the larger group and share out project ideas. Give teachers the space to develop one another's ideas and promote the cross-curricular projects that might be easily integrated into the curriculum during the duration of the curriculum delivery.
6. Ask teachers to consider how they might prepare their students for the first session, and suggest that they use the Food Footprint calculator included in their packet.

⊕ **ACTIVITY 4: What's for Lunch?**

Time: 20 Minutes

Group Size: Partners

Materials: *What's for Lunch?* Worksheet, DOE Product List, Berkeley Schools Menu, Article on Berkeley School Lunch Program

Summary: Participants will design two lunches for the school that incorporates NYC DOE food products aligned with National Health Guidelines.

1. Ask participants to choose new partners.
2. Ask participants if they are aware of what criteria nutritionists use to measure whether students are getting the nutritional content they need. How many calories do they need a day? How many servings of vegetables? Inform participants that they will be creating a lunch
3. menu based on for two school days based on the national nutritional guidelines and using the DOE food product list.
4. Distribute the *What's For Lunch?* Worksheet and direct participants to the National Health guidelines. Do they think that their students are eating within these guidelines? How might school lunches be improved?
5. Distribute the list of DOE food products. Point out the nutritional information— what common lunch elements seem the healthiest and which seem the least healthy.



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6. Have participants design two lunches in the calendar days provided on the worksheet. They should be as healthy and appealing as possible but use ingredients from the DOE product list.
7. Walk around the class and confer with the groups on their choices. What are some of the challenges for conforming to the guidelines?
8. Once teams have completed their calendars, have them report back to the group. What do they think of the national criteria? What improvements might be made? Do they think school meals are healthy? Why/why not?
9. Distribute a calendar from the Berkley School District and direct participants to a short article about their policies. Discuss some of the obstacles that might keep NYC schools from using local and organic ingredients.

⊕ WRAP UP AND EVALUATION

Time: 10 minutes

Location: Classroom

Materials: Evaluation Forms, Food Footprint Calculator

Summary: After a discussion on the activities in this professional development, participants will review the optional preliminary activity *Food Footprint Calculator*, and fill out a written evaluation on the session.