

## Activity: Farmer's Market or the Food Bank?



**TIME ESTIMATE**  
20-30 minutes



**MATERIALS**

Paper, pens, some sort of token or money replacement, whiteboard or poster paper

**PURPOSE**

To identify and assess factors that influence a consumer's food choice and examine income-based access to local food.

**DESCRIPTION**

How do consumer-based movements operate given that there are many factors that influence consumer's food choices? This activity is adapted from the [American Psychology Association's Allocation of Possible Income Activity](#).

**STEPS**

- 1 Divide the class into groups of 4 to 5 participants. Each group will be given different amounts of money on which to live. See [an example of income classes in Canadian provinces](#).
  - Money can be given as numbers or as tokens (ie pieces of paper, checkers, etc).
  
- 2 Instruct groups to allocate funds to the categories of housing, clothing, education, transportation, recreation, food, and any other categories generated by students. Make sure food is one of them!
  
- 3 The groups write the results on a board for all to see.
  
- 4 Debrief the activity using the following points and questions as guides. Choose 1-2 points as time allows.
  - Give the upper-income groups and lower-income class groups a chance to critique each other: Typically the upper groups are making attributions about the lower-income groups and assuming values that are unwarranted. Give each group a chance to justify their choices.
  - Focus in on the food dimension: Based on the amount each class allocates for food, what kinds of food would individuals be able to afford?
    - How would this answer shift if someone had this income and had to provide for a family (ie a child or an elder)?
    - Do you think they would be able to afford any of the following?
      - Local food?
      - Organic?
      - A CSA membership?
  - Based on the income class you were given, do you think that they would have time outside of work to cook food?
    - How would this impact how you may spend money on food?
    - How does this activity connect to the idea of consumer-based movements?

## **ASSESSMENT: WRITTEN REFLECTION**

Write a ~3 paragraph reflection on the experience, using the “What? So What? Now What?” Model, reflective model was researched and [developed by Rolfe et al. in 2001](#) and has also been attributed to Henri Lipmanowicz and Keith McCandless, the creators of [Liberating Structures](#).

[This post](#) by Gustavo Razzetti, of the Liberationist, provides a good overview of the reflection format:

- What: Understanding the event
- So What: Make sense of the facts and their implications
- Now What: Identify course of action or new solutions based on the reflection

These reflections can be picked up at the end of the class as an ‘exit ticket’, where learners submit their short reflection before leaving the class or workshop.

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## **NOTES:**