

1. Lesson Information	
Name of Teacher & Support Staff:	Date/Time/Period: Length: 65 mins.
Subject: Civics	# of Students/Participants – Grade/Level Grade 10
Unit/Topic of Lesson Food Insecurity in My Riding – Writing to MPPs	Special Instructions & Details:

2. Materials, Equipment and Technical/Other Requirements
<ul style="list-style-type: none"> • Computer/tablet to research and write • Pen • Paper • Folder/binder for handouts • Video: https://www.mapleleaffoods.com/stories/speak-up-for-food-security/ <ul style="list-style-type: none"> ○ “Heat or Food”, “Utilities or Food”, Clothing or Food”

3. Learning Goal/Success Criteria: What will students/participants learn by the end of the session?
<p>Curriculum Expectations:</p> <p>Strand A – Political Inquiry and Skill Development</p> <ul style="list-style-type: none"> • A1. Political Inquiry – use political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance <p>Strand B – Civic Awareness</p> <ul style="list-style-type: none"> • B1. Civic Issues, Democratic Values – describe beliefs and values associated with democratic citizenship in Canada, and explain how they are related to civic action and to one’s position on civic issues • B3. Rights and Responsibilities – analyze key rights and responsibilities associated with citizenship in both the Canadian and global context and some ways in which these rights are protected <p>Strand C – Engagement and Action</p> <ul style="list-style-type: none"> • C1. Civic Contributions – analyze a variety of civic contributions and the ways in which people can contribute to the common good • C2. Inclusion and Participation – assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized
<p>Learning Goals:</p> <p>By the end of the lesson, student will...</p> <ol style="list-style-type: none"> 1. Understand what food security is, what is being done to address it, and what is not being done. 2. Demonstrate their ability to write a Call to Action to their local MP. 3. Be able to explain the importance of democratic engagement and advocacy.

4. Lesson Plan Activities – UDL	Timing	Notes (may include Assessment/Check-in, accommodations (DI), instructions for support staff, etc.)
<p>Beginning:</p> <ul style="list-style-type: none"> • Handout worksheet to students • <i>Assessment for Learning</i> – Introduce the topic of food security to the class and ask if anyone knows what that means. <ul style="list-style-type: none"> ○ Asking the students about what food security means and having a discussion around what the class thinks food security looks like • Play the three videos from https://www.mapleleaffoods.com/stories/speak-up-for-food-security/. These videos will demonstrate the importance of food security but pointing to the 1 in 8 Canadians that have to choose between food and other necessities. • Work through the PowerPoint with the class, having them answer the questions on the worksheet throughout the lesson. • Teacher can offer speech to text for those who struggle with writing, and google read and write for those struggle with reading. 	<p>15 minutes</p>	<ul style="list-style-type: none"> • Students are expected to take notes on the lesson. The questions all come from the PowerPoint, but if anyone needs clarification or extra time then ask the class some questions. • You can post the PowerPoint online for the students to access if note taking is not an option, or you can print it out for students to keep instead of taking notes • The videos are about 16 seconds long, so students don't have to sit through anything too long and tedious. The purpose of the videos is to introduce the concept of food security.
<p>Middle:</p> <ul style="list-style-type: none"> • Introduce the activity to the students • They are going to be writing a letter requesting a Call to Action from their MP regarding food insecurity in their riding. • The students will first research food insecurity a bit more, noting some policy recommendations they have read that seem important. They will be including one policy recommendation in their letter. • Students will then find the Hunger in My Riding report, which they will read, take notes on, then download to attach to their letter. • Afterwards, the students will find out who their MP is, then will download a letter template or two to help them formulate their letter. 	<p>30-45 minutes to research and write their letter</p>	<ul style="list-style-type: none"> • Students may have difficulty writing their letter as it is a formal piece of writing to a government official. Don't let students be afraid to write. Be sure they understand that this is their democratic right, and that they have a duty to contact their local MP when there is an issue that needs to be addressed. • Students can work in pairs if that would be easier for them, because there is a lot of reading and writing involved. • Check in with each individual/pair to make sure

<ul style="list-style-type: none"> ○ MP – Laurie Scott ○ Party – PC ● Their letters have no word count requirements, but they must include a purpose for the email, statistics, one policy recommendation they suggest the MP implement, and an attachment of their Hunger in My Riding report. ● The teacher should grade them before the students submit them. 		<p>they are on the right track. They can use the letter templates to help formulate their letter, but it should be written in their own words.</p> <ul style="list-style-type: none"> ● They should not simply copy and paste, but should consider how they want their message to come across.
<p>End/Consolidation:</p> <ul style="list-style-type: none"> ● Have the class come together again to discuss what recommendations they have found important. ● As a class, make sure everyone knows who their MP is. The students will submit a word document version of their letter to the teacher to be graded. ● Reiterate to the class the importance of food security. Make sure they understand that it isn't an individual problem but a social one that often comes down to access -- access to food and access to money. 	<p>5-10 minutes</p>	<ul style="list-style-type: none"> ● This is an opportunity for clarification and questions. ● Students can either work right to the bell or you can choose to bring the class together again to review the material and make sure everyone is on the right page. ● If anyone needs more time, this can be assigned for homework so it's due the next day.

Notes: Next Steps/Resources or Required Follow-Up:

Students will hand this in online. They do not have to complete it in class, but it should be submitted fairly soon so they can be marked. Once the assignment is marked and edits are made, students will submit it to their MP. This is their *assessment of learning*.

Name: _____

Date: _____

Grade 10 Civics – Food Security Worksheet

Student Learning Checklist:

- I understand what food security is, what is being done to address it, and what is not being done.
- I have demonstrated my ability to write a Call to Action to their local MP.
- I am able to explain the importance of democratic engagement and advocacy.

1. What is food security?

2. What are the three types of household food insecurity? Be sure to include a description.

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3. Why do people access food banks?

4. How was food weaponized against Indigenous communities?

5. You can't vote yet, but you can still engage with the democratic system. Explain this statement and give an example of a way you can use your democratic citizenship.

Activity:

Do a google search for food insecurity in Canada or Ontario. Check out some websites from organizations and the government and review the issues at hand. Answer the following questions to help guide your search.

Here are some websites to help you start your search:

- Food Banks Canada Hunger Count 2021 Report
- Food Secure Canada
- Proof.utoronto – food insecurity policy research
- Feed Ontario Hunger Report 2021

1. Who is vulnerable? (Children? Politicians? Employed adults?)

2. What is causing food insecurity? What kinds of social concerns does the website identify?

3. What are some policy recommendations listed?

Go to Feedontario.ca, click on the menu tab and find “Hunger in My Riding” under “Advocacy and Change”. Use the dropdown arrows to select your riding (if you are in Oshawa for example, you would scroll down to select Oshawa for your provincial and federal riding, Durham for your municipal service manager, then Oshawa again for the municipality.) After you are done, hit calculate and the website will bring you to a new page that details food bank use in your area. Download a PDF of your report. Take notes on the statistics and any issues that stand out to you.

Once you have noted any significant statistics, research who is your elected MP in your riding.

1. Who is your elected MP? What party do they represent?

Afterwards, go to EatThinkVote.ca. Scroll down to “Latest News” and click “read more” under the headline “Write to your Elected MP: Post ETV Letter Campaign”. Download the template letter for your elected party. You can also check out Feedopportunity.com/contact-your-MP. You can use these letter templates to help you write your Call to Action. Although you are to write this on your own, much of the template can be used in your letter. Your letter must include the following:

- A formal address to your MP
- State the purpose of your letter (a call to act on an issue) and briefly introduce the issue at hand.
- Include a general overview of the Hunger in My Riding report, including at least one statistic from the report.

- Let your MP know that this issue is important to you and the community.
- Include one policy recommendation that you think is important for them to act on and explain why this policy is important.
- Have a concluding paragraph that thanks your MP for reading your letter, restates your concern, and provide a way for them to respond to your letter.
- Formal salutation
- Your Hunger in My Riding report attached to the end of the email.

Tips:

- Don't worry about making your letter sound like it is coming from an expert. Focus on making a clear, concise argument.
- You don't want your letter to be too long, but you also want it to include enough detail so your MP can see you understand the issue and care about finding a solution.
- Be personable yet formal. This is going to an elected official, so it is a formal piece of writing.
- Cite any sources you use – this shows you have done the research on the topic, and the MP can access the source if they wish to research further.
 - “According to the 2021 Hunger Count Report by Food Banks Canada...”
- Use your own words. Do not copy and paste the templates – they are there to guide you.