

Food Insecurity

the inadequate or insecure access to food due to financial constraints

Marginal Food Insecurity

worrying about running out of food and/or limited food selection due to lack of money for food



Moderate Food Insecurity

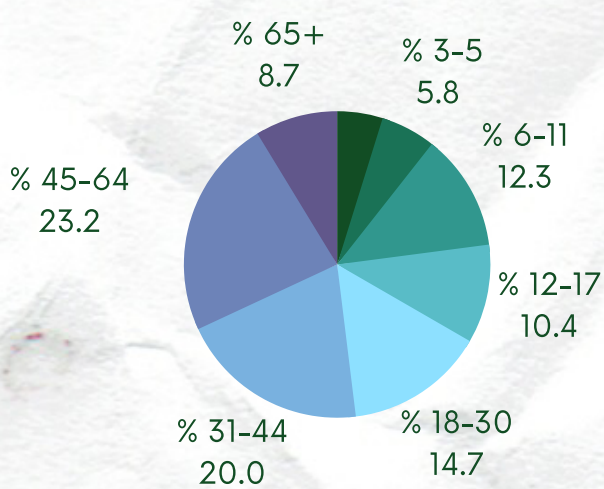
compromise in quality and/or quantity of food due to a lack of money for food

Severe Food Insecurity

miss meals, reduce food intake, and at the most extreme, go day(s) without food



One in eight Canadian households had accessed free food or meals from a community organization within the past 12 months



Percentage of food bank visits

This chart details the overall percentage of food bank visits based on age.

Why are so many people accessing food banks?

Cost of food:

- Food prices increased by nearly 3% in 2020, and were on track to increase by as much as 5% by 2021

Low social assistance:

- General welfare (short term) is for people who are out of work
- Disability related (more long term) is for people who have disabilities/other medical conditions

Cost of housing:

- 68% of people who use food banks rent

REFERENCES

Food Banks Canada (2021). HungerCount 2021. Mississauga: Food Banks Canada.

1. Lesson Information	
Name of Teacher & Support Staff:	Date/Time/Period: Length: 90 mins.
Subject: Health and Physical Education	# of Students/Participants – Grade/Level Grade 8
Unit/Topic of Lesson Healthy Eating – Food Insecurity	Special Instructions & Details:

2. Materials, Equipment and Technical/Other Requirements
<ul style="list-style-type: none"> • Access to a computer

3. Learning Goal/Success Criteria: What will students/participants learn by the end of the session?
<p>Curriculum Expectations</p> <ul style="list-style-type: none"> • D1. demonstrate an understanding of factors that contribute to healthy development. • D2. demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being. <ul style="list-style-type: none"> ○ D2.1 evaluate personal eating habits and recommendation in Canada’s Food Guide, taking into account behaviours that support healthy eating • D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being. <ul style="list-style-type: none"> ○ D3.1 identify strategies for promoting healthy eating habits and food choices within the school, home, and community
<p>Learning Goals:</p> <p>By the end of the lesson, students will...</p> <ol style="list-style-type: none"> 1. Demonstrate their understanding of food security. 2. Be able to identify a food-related health issue, the causes, effects, and solutions. 3. Be able to condense large amounts of information and display it in a visually appealing and easy to understand way.

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"> • <i>Assessment for Learning</i> – Introduce the lesson by asking the class about food insecurity. See if anyone knows what it is or what it looks like. If not, ask them if they can figure out what food insecurity means. • Hand out worksheet and assignment instructions • Put the infographic up on the screen for the class to see. Go through the information posted, and tell them about what food insecurity is, what it looks like, and how it impacts a person’s wellbeing. Be sure to explain that it is a money issue, not an individual one. Access to healthy food doesn’t just mean having access to a grocery store, but it means being able to afford healthy food without jeopardizing other needs. • Introduce the following topics to the class: <ul style="list-style-type: none"> ○ Canada Food Guide <ul style="list-style-type: none"> ▪ Used to help people understand that a balanced diet is important ○ Milk programs in schools <ul style="list-style-type: none"> ▪ Provides children in the program with milk and breakfast/eggs so they don’t go hungry ▪ Gives them nutrition that they need ○ Food Deserts <ul style="list-style-type: none"> ▪ Where there is little to no access to healthy, fresh, affordable food but there is a variety of fast food available ○ Food Systems <ul style="list-style-type: none"> ▪ The way that food is produced, manufactured, distributed, purchased, cooked, and eaten ▪ Students can choose to focus on food systems as a whole or can opt to research something specific (like growing corn). • These four topics are going to be what your students make their infographics about. 	<p>20-35 minutes</p>	<ul style="list-style-type: none"> • Make sure the class understands what food insecurity is. Make sure they take notes, because they are going to have to write a paragraph for their infographic on how their topic related to food security. • The worksheet does ask some questions, but have a brief discussion with the class about food security. • Here is an additional video to show the class if they need more clarification, information, or you have some spare time: https://proof.utoronto.ca/new-video-how-to-tackle-food-insecurity-in-canada/ • Teachers can choose to introduce the topics during this lesson, or they can teach the students about them in a previous week. This way the purpose of the class is to consolidate the learning about the four topics as opposed to having the students do all the research by themselves.

<p>Middle:</p> <ul style="list-style-type: none"> • Go over the assignment with the class and have everyone pick a topic. Although there are four topics listed, if students wish to choose something else, they may as long as it is related to food and health. • Have the students access their computers or tablets. Canva is a great resource for making infographics, but you can make them on PowerPoint or Word if making a Canva account is too much work. • This assignment does not need to be done in class, but students are given class time to work on their infographics. 	<p>Most of class time (30-45 min)</p>	<ul style="list-style-type: none"> • If there is no access to computers, students can make their infographic by hand. Although infographics often call for larger pieces of paper, students can either use Bristol board or regular paper. • Students do need access to computers for their research, so they can start their assignments at home and bring their research in to work on in class. • This assignment is not intended to take all day, rather, its purpose is for the students to develop their research, writing, and critical thinking skills. Additionally, they are learning about food related health issues, so it is important that they understand the issue of food insecurity before they start working on their infographics.
<p>End:</p> <ul style="list-style-type: none"> • Students are able to work until the end of the class • Tell them that this can be taken home for homework • Bring the class together just before the bell to review the information and make sure everyone is on the right track. • Reiterate the importance of food security to the class and how it is intertwined in our daily lives. Access to food is a human right, but it is often treated as a privilege. Ensure students understand that it is not an individual problem, but a social issue, and that access to healthy food requires money (which not everyone has) 	<p>5 min.</p>	

Name: _____ Date: _____

Grade 8 Health and Physical Education – Food Security

Refer to the infographic your teacher has shared with you and answer the questions below.

1. What is food insecurity?

2. What are the three types of food insecurity?

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3. What are some reasons people access food banks?

Assignment: Food Insecurity Infographic

Select one of the options below and make an infographic presenting some key information related to your topic. If you wish, you may select something that is not listed, but check with your teacher first. Your document should be 6.78 x 16.95 in (800 x 2000 px). You can create this document on PowerPoint, Canva, or Microsoft word. Canva free and easy to use, but you have to sign up for it. Once you have completed your infographic and paragraph, submit it to the teacher online.

Your document should contain:

- A definition or description of your topic
- A chart or graph of some sort (i.e., flow chart or pie chart)
- Colour and design that is catching to the eye
- References listed at the bottom

- A short paragraph (approximately 5 sentences) attached to your infographic that will explain the information you have found, why it is important, and how it is related to food insecurity. These do not have to be based on your research but should demonstrate your understanding of your topic and food insecurity.

Canada Food Guide:

Go to <https://food-guide.canada.ca/en/> . Read about Canada’s Food Guide and answer the following questions to help guide your understanding.

1. What is the Canada Food Guide?
2. What does it look like? Is there a picture? Chart? Or table?
3. Why is the Canada Food Guide important?
4. How does it relate to food security?
5. What does a balanced diet look like for someone your age? (Calories, protein intake, calcium, etc.)

Once you have answered the following questions, take some notes on statistics or information you think is important to know. Once you have gathered your information, begin creating your infographic.

Milk Program:

Check out these websites to help you understand the school milk program in Canada.

- <https://feedontario.ca/food-program/milk-program/>
- <https://new.milk.org/In-the-Community/In-schools>
- <https://education.milk.org/programs.html>
- <https://ontarioschools.milk.org/en-US/>
- <https://www.kawarthalakesfoodsource.com/in-the-community#milk>
- <https://kawarthadairy.com/about-us/>

Use these guiding questions to help you gather information. Be sure to note anything that seems important that you want to add to your infographic.

1. Why is there a milk program in schools?
2. What are some nutrients in milk?
3. How is milk produced?
4. Where do you get your milk from? (Kawartha dairy)
5. How does access to milk and eggs impact students? How does it relate to food security?

Food Deserts/Swaps/Mirages:

Go to <https://wellness.mcmaster.ca/6944-2/> and read about food deserts, swamps, and mirages. Be sure to note any important information you read that you can put in your infographic. Check out the websites listed below for more information:

- <https://canadiangrocer.com/food-deserts-canada-theyre-more-swamps>
- <http://www.ehatlas.ca/built-environments/food-deserts>

Use these guiding questions to help you understand the topic. Once you have answered the following questions, you may begin to create your infographic.

1. What are food deserts? Swamps? Mirages?
2. Where do some exist in Canada?
3. What do they look like and consist of?
4. How does this relate to food insecurity?
5. What are some impacts food deserts/swamps/mirages have on communities and individuals?

*Remember, food insecurity is a money issue and is not caused by individual failures. The only way to end food insecurity is to provide people with access to healthy affordable food, and to increase social assistance and subsidies.

Food Systems:

This is a slightly more complex topic, so your infographic does not have to go into too much detail. Think about the general idea. Use the guiding questions to help you understand the topic and figure out what information is needed to present the topic in a clear and understandable way. Some of the websites go more in depth and allow you to explore the topic more thoroughly. Click through some additional links and see what they say. Do not worry about reading long articles and reports. Check out the following websites and video:

- <https://www.oecd.org/food-systems/>
- <https://youtu.be/oFscwZ08VLE>
- <https://www.ifpri.org/topic/food-systems#:~:text=Food%20systems%20are%20the%20sum,foods%20to%20consumption%20and%20disposal.>
- <https://a4nh.cgiar.org/food-systems-resource-center/>

Guiding questions:

1. What are food systems? (definition)
2. How are food systems multi-dimensional?
3. What are the triple-challenges mentioned on OECD?
4. How have food systems changed over time?
5. How do food systems relate to food security?