

## ESL LESSON: LEVEL3 (INTERMEDIATE)

### HFN 1/20 Lesson Plan 3

<b>Course:</b>	<b>Unit:</b>	<b>Topic:</b>	<b>Approx. Time Frame</b>
HFN 1/20	1	Kitchen/Food Safety	75 min
<b>Lesson Title:</b>			
Food Security			
<b>Learning Goals/ Big Ideas</b>		<b>Success Criteria of Lesson</b>	
<ul style="list-style-type: none"> <li>- explain how various factors affect the availability of local foods (e.g., proximity to agricultural land, length of growing season, presence of infrastructure such as greenhouses or fish farms, weather, soil conditions)</li> <li>- record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/visual/digital records)</li> </ul>		<ul style="list-style-type: none"> <li>- Students will identify a variety of foods are available in Canada.</li> <li>- Students will identify various factors that contribute to food security in Canada</li> </ul>	
<b>OVERALL Learning Expectation(s) for this lesson:</b>			
<p><b>D3.</b> Food Security: demonstrate an understanding of issues related to food security.</p> <p><b>A3.</b> Processing Information: assess, record, analyse, and synthesize information gathered through research and inquiry</p>			
<b>SPECIFIC Expectations for this lesson</b>			
<p><b>D3.1</b> identify the components of food security (e.g., availability, accessibility, adequacy, acceptability, sustainability)</p> <p><b>A3.2</b> record and organize information and key ideas using a variety of formats (e.g., notes, graphic organizers, audio/visual/digital records).</p>			
<b>ASSESSMENT OF EXPECTATIONS</b>		<b>PRIOR LEARNING AND SKILLS</b>	
<p><input type="checkbox"/> <b>Assessment for learning:</b></p> <ul style="list-style-type: none"> <li>- Students will brainstorm answers to the following question: <i>What is food Insecurity?</i> <i>What do you think affects food security?</i></li> </ul> <p><input type="checkbox"/> <b>Assessment as learning:</b></p> <ul style="list-style-type: none"> <li>- Students will identify different components of food security (e.g., availability, accessibility, adequacy, acceptability, sustainability)</li> <li>- students will answer the following based on reading selection (BLM 3) -class discussion:                             <ol style="list-style-type: none"> <li>1. <i>Why is food security not available to all Canadians?</i></li> <li>2.. <i>In what ways can we promote food security?</i></li> </ol> </li> <li>- Food Security Graphic Organizer (BLM 2)</li> </ul> <p><input type="checkbox"/> <b>Assessment of learning:</b></p> <ul style="list-style-type: none"> <li>- Completion of Food Security Chart (BLM 2) and appropriate use of research and information processing</li> <li>- exit ticket</li> </ul>		<ul style="list-style-type: none"> <li>- Ppt/notes on food sustainability/security.</li> <li>- prior vocabulary development/ESL comprehension</li> <li>- word wall /vocabulary reference</li> <li>- guided reading activities</li> </ul>	
		<b>Special Notes for ELL's (e.g., adaptations, extension activities, ways to check for understanding, etc.)</b>	
		<ul style="list-style-type: none"> <li>- completion of vocabulary chart (see BLM 1)</li> <li>- peer support (teach a partner new vocabulary)</li> <li>- additional processing time</li> <li>- word wall</li> <li>- read-out-loud/ text-to-speech software</li> </ul>	
<b>Lesson Terminology (e.g., word walls, vocabulary list)</b>		<b>Materials, Supplies, Equipment Required for Lesson</b>	
<ul style="list-style-type: none"> <li>- food security</li> <li>- (food) availability</li> <li>- (food) accessibility</li> <li>- (food) adequacy</li> <li>- (food) acceptability</li> <li>- (food) sustainability</li> <li>- dietary</li> <li>- obtained</li> <li>- substances</li> <li>- hormones</li> <li>- genetically modified organisms (GMO)</li> <li>- supplement</li> </ul>		<ul style="list-style-type: none"> <li>- PowerPoint slides</li> <li>- graphics</li> <li>- graphic organizers</li> <li>- sticky notes</li> <li>- video/media</li> <li>- word wall</li> <li>- flow charts</li> </ul>	



**BLM 1: Word Wall/New Vocabulary**

**WORD WALL/ VOCABULARY LIST**

<b>Word</b>	<b>Definition</b>	<b>Example: (Use this word in a sentence)</b>

**BLM 2: Food Security Graphic Organizer**

<b>Food Security Component</b>	<b>Definition</b> (Research – don't forget to add the source)	<b>Example</b>
Availability		
Accessibility		
Sustainability		
Acceptability		
Sustainability		

Notes: In groups students can research examples for each component of food security. (In a prior lesson cover citing reference guidelines and provide students with a quick reference sheet on how to cite sources appropriately)

## Why is there food insecurity in Canada?



TogetherForChildren

**Food insecurity affects 1.15 million -- or one in six -- Canadian children under age 18. But why? And what can we do about it?**

### Why is there food insecurity in Canada?

It's hard to believe there are children in Canada who go hungry. But sadly, it's true. According to *Statistics Canada*, food insecurity affects 1.15 million -- or one in six -- Canadian children under age 18. That number has been on the rise since 2007 (1).

Food security exists “when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.”

Like you, we believe that one child going hungry is too many. But why does it happen?

**Household food insecurity is strongly linked to poverty in Canada.** 70% of households who rely on social assistance in Canada are food insecure. But it also greatly affects a significant portion of the Canadian workforce. 60% of food-insecure households rely on wages and salaries as their main source of income (2). Families working low-wage jobs simply can't earn enough to put good food on the table.

### Indigenous communities are hard hit

Indigenous communities in Canada have faced significant and ongoing challenges since European settlers arrived and established colonies on Indigenous territories. The loss of land rights, outlawing of Indigenous practices and languages, and discrimination towards Indigenous people have perpetuated a food insecurity crisis

with serious implications for health and well-being.

The household food insecurity rate for Inuit is the highest amongst any Indigenous population living in an industrialized country, with over two in three Inuit children experience food insecurity (3).

## The legacy of residential schools



PHOTO: WIKIMEDIA COMMONS

The legacy of residential schools, where children were taken forcibly from their homes, is just one example of the deliberate destruction of Indigenous culture, language and identity.

“Canada outlawed Aboriginal spiritual practices, jailed Aboriginal spiritual leaders, and confiscated sacred objects. And, Canada separated children from their parents, sending them to residential schools. This was not done to educate them, but primarily to break their link to their culture and identity.” (4)

These broken links included narratives and traditional practices for accessing food. [In an article by Food Secure Canada](#) (5), the following excerpt highlights the impact of residential school survivors losing their connection to traditional food practices:

*“If fortunate enough to return home, many survivors spoke of the inability to readjust to the life and language of the reserve. Many were ‘forgetful of traditional ways and foods’ (Truth and Reconciliation Report, p. 103). With a strict policy of acculturation and assimilation at the residential schools, students were stripped of their identity and linguistic heritage. One survivor shared, ‘I can’t cut up caribou meat; I can’t cut up moose meat; work with fish and speak my language. So I was starting to become alienated from my parents and my grandparents; everything.’”*

These injustices have been compounded by the ongoing loss of rights to traditional territories and resources, and public opinion, laws and regulations that continue to make engaging in traditional practices difficult, and put significant pressure on Indigenous hunting and fishing.

With the loss of traditional food access and practices, many Indigenous families turn to commercial grocery stores where they are often met with high prices for nutritious food, particularly in remote areas. Without significant economic opportunity, or benefit from traditional territories' natural resources, the cycle of poverty and food insecurity is difficult to overcome.

### What can we do together?



PHOTO: ALLAN LISSNER/OCIC

Change needs to happen on the federal, provincial, and community level. Canada faces a multitude of obligations to address food insecurity here at home. From committing to the Sustainable Development Goals to end hunger in all its forms by 2030, to obligations under the United Nations Declaration on the Rights of Indigenous Peoples, government action and leadership is required.

**But individual Canadians can and should play a big role too.** By supporting community-led initiatives in Indigenous communities in Canada, you can help families and communities provide healthy school meals, make local and fresh food affordable and accessible, and revitalize traditional knowledge sharing between children and Elders.

#### Article Sources:

1. [\*Food and Agriculture Organization \(FAO\)\*](#)
2. [\*University of Toronto\*](#)
3. [\*The Coalition for Healthy School Food\*](#)
4. [\*What We Have Learned: Principles of Truth and Reconciliation, p. 6\*](#)
5. [\*Food Secure Canada\*](#)

Sources:

PowerPoint: (adapted from)

Eco & Beyond (2021) *What Does Food Sustainability Really Mean?* <https://www.ecoandbeyond.co/articles/food-sustainability/>

Johns Hopkins Center for a Livable Future (Accessed 2021). *Hunger and food security*. [https://static1.squarespace.com/static/55808440e4b05e2c40bdb1d0/t/56254eebe4b0808b4bac2db4/1445285611406/Hunger\\_and\\_Food\\_Security-Lesson.pdf](https://static1.squarespace.com/static/55808440e4b05e2c40bdb1d0/t/56254eebe4b0808b4bac2db4/1445285611406/Hunger_and_Food_Security-Lesson.pdf)

Food Secure Canada (2012) *The Right to Food in Canada*. <https://foodsecurecanada.org/right-food-Canada>

Canadian Feed the Children (2020). *The Ultimate Guide to Food Security 2020*. <https://canadianfeedthechildren.ca/the-feed/food-security-guide/>

Reading Selection (Article):

Canadian Feed the Children (2021). Why is there food insecurity in Canada? <https://canadianfeedthechildren.ca/the-feed/why-food-insecurity/>

Video: What is Food Security? <https://youtu.be/8c5ZN7BseNA>