

# FOOD DESERTS & FOOD INSECURITY

**SUBJECT AREA:** ENGLISH LANGUAGE ARTS  
**GRADE:** 10-4



## GENERAL LEARNER OUTCOMES

### English Language Arts 10-4

#### 1.1 Discover Possibilities

- 1.1.1 Form tentative understandings, interpretations and positions
- 1.1.2 Experiment with language, image and structure

#### 1.2 Extend Awareness

- 1.2.1 Consider new perspectives
- 1.2.2 Express preferences and expand interests
- 1.2.3 Set personal goals for language growth



## SPECIFIC LEARNER OUTCOMES

#### 1.1

a.) Experiment with strategies that contribute to the formation of tentative understandings, interpretations and positions; e.g., pose questions, discuss, keep an open mind, reread, review and recognize that texts may be inaccurate or misleading

b.) Form and communicate tentative understandings, interpretations and positions on ideas and information presented in print and non-print texts through discussion or by using various communication technologies

#### 1.2

a.) Examine personal responses to new perspectives and identify factors that have influenced responses

b.) Consider the ideas, perspectives and interpretations of others to broaden understandings





### STUDENT LEARNING OBJECTIVES

#### Students will:

- Experiment with strategies that contribute to the formation of tentative understandings, interpretations and positions to resolve food insecurity issues
- Form and communicate tentative understandings through Google Slide presentation
- Form and communicate tentative understandings and consider the ideas, perspectives and interpretations of others in their group in finding a solution to the problem of food insecurity



### ASSESSMENT

#### Students will provide evidence of learning by:

- Completing a Venn diagram comparing the community in which their school is located, to a community in a different province in Canada that is living in a food desert and experiencing food insecurity
- Communicating and explaining the Venn diagram comparison of the two communities and providing suggestions on how each community can overcome food security issues on their Google Slides presentation



### MATERIALS

#### VIDEOS:

- [What is a Food Desert? \(1:28\)](#)
- [Food Deserts and Food Insecurity in Canada \(3:22\)](#)

#### ARTICLE:

- [Canada Is Plagued by “Food Mirages”](#)



### LEARNING RESOURCES

- Alberta Education Programs of Study
- [Food Secure Canada](#)





### DISCUSSION:

- Hold a class discussion on students' current understanding of "Food Deserts," "Food Mirages" and food insecurity.
- What are students' preconceived ideas?



### VIEW:

- [What is a Food Desert? \(1:28\)](#)
- [Food Deserts and Food Insecurity in Canada \(3:22\)](#)



### READ:

- [Canada Is Plagued by "Food Mirages"](#)
- Discuss the situations expanded upon in this article regarding food insecurity.

\*Review Student assignment and rubric for understanding:





.....➤ **What is a “Food Desert”?**

- An area lacking ready access to fresh, healthy, affordable food

.....➤ **What do “Food Deserts” cause?**

- Communities living in food deserts have either no access to food or access only to limited food choices. This can lead to major health consequences (poor diet, obesity, heart disease, diabetes)
- Food Deserts exist in remote communities as well as inner city locations where transportation is an issue as well as financial instability

.....➤ **What is “Food Insecurity”?**

- Food insecurity occurs when five basic elements are not met, and food is not available, accessible, nutritious, stable and affordable
- Food insecurity can be seasonal and predictable, temporary and unexpected, or chronic and persistent



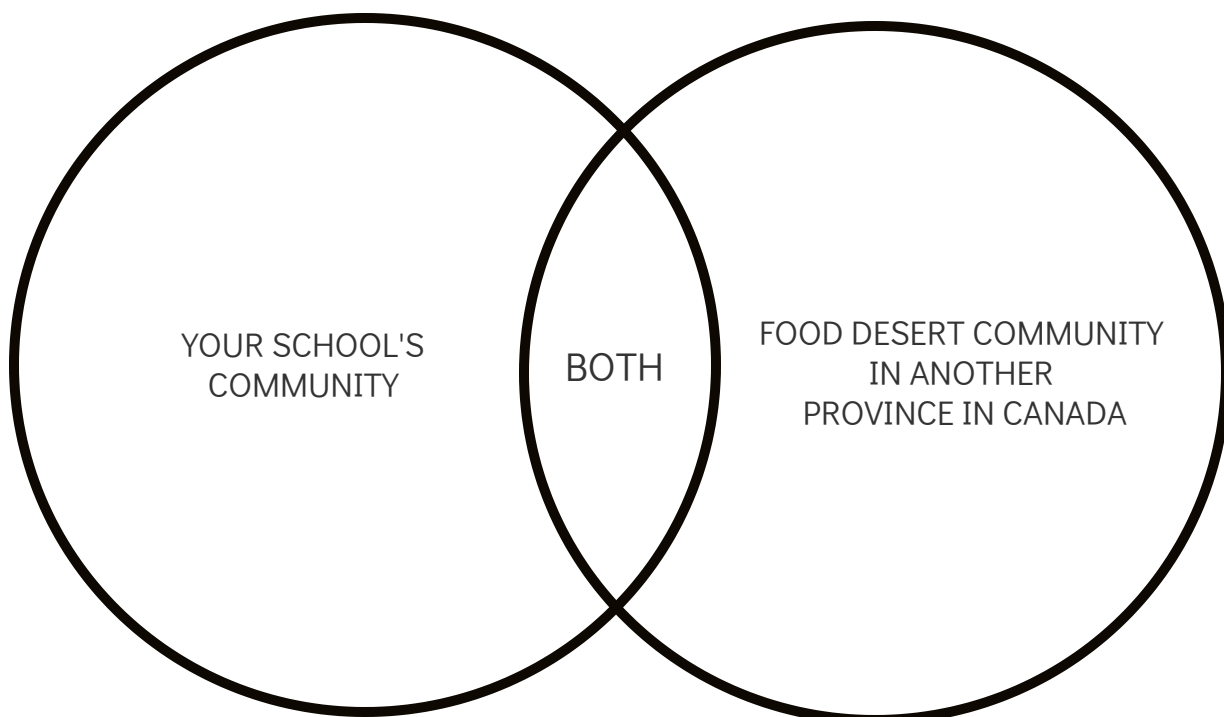
### •••••▶ Your group task (2–3 students per group):

- Compare your school's community with a community that is living in a food desert and experiencing food insecurity in a different province in Canada.
- Complete a Venn diagram, so you have a visual comparison of the food insecurity issues faced by each community.
- Complete your presentation on Google Slides (5–10 minutes in length, including time to play video links on your slides):
  - Present the details you discovered while completing the Venn Diagram.
  - Suggest solutions to help resolve the specific situations you have described (e.g. Community garden, buy local to support local agriculture).
  - What will you do to help resolve any food insecurity concerns in your own school's community?
  - You need to include a title slide as well as a bibliography slide that documents all of your research sources including website URL.

## COMPARING COMMUNITIES - VENN DIAGRAM

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- Draw and fill out a Venn diagram similar to the one below.



# MARKING RUBRIC:

## Food Deserts and Insecurity



Criteria	Excellent	Proficient	Satisfactory	Limited
<p><b>Introduction – Title Slide</b></p> <p>Slide includes your group names and a catchy image</p>	Fully captures the attention of the audience. Topic has a clear focus.	Captures the attention of the audience. Topic is focused.	Few audience members seem interested. Topic focus is vague.	Audience is not captured. No topic focus.
<p><b>Organization</b></p> <p>Introduction (title slide), body content and bibliography</p>	Present findings in an organized manner and interesting sequences that are easy to follow.	Presents findings with some degree of organization and logical sequence that the audience can follow.	Information and graphics are placed haphazardly and students jump around content.	Audience cannot understand the presentation because there is no sequence and information is disorganized.
<p><b>Content- Accuracy</b></p>	Covers topic completely and in depth. All content throughout the presentation is accurate. There are no factual errors. Students demonstrate full knowledge with detailed explanations.	Includes essential information. Most of the content is accurate but there is one piece of information that might be inaccurate. Students demonstrate knowledge of content, but fail to fully explain.	Includes some essential information. The content is generally accurate but has more than one error.	Includes little essential information. Content is typically confusing or contains many errors.
<p><b>Presentation</b></p>	Includes 9–10 slides. Information on slides is kept short and expands on information in attached videos.	Includes 7–8 slides. Information on slides contains many sentences and students have some difficulty explaining ideas beyond the slide information in attached videos.	Includes 6 slides. Information on slides contains many sentences and has difficulty explaining ideas beyond the slide information in attached videos.	Includes less than 6 slides. Information on slides contains many sentences and does not expand on information presented on slides in attached videos.

