



Food Education Standard #7: We can advocate for food choices and changes that impact ourselves, our communities, and our world.

Battling Food Insecurity in Your Community

Grade Levels & Subjects: Grades 9 - 12 English Language Arts



Learning + Food Objectives:

Students will research an organization working to combat food insecurity by providing food relief through crafting a presentation to share findings.

Common Core Standards:

Common Core English Language Arts

Research and present information from multiple sources

CCSS.ELA-LITERACY.RH.9-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-12.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.



MATERIALS NEEDED

- Student Worksheet (Attached below)
 - Food Insecurity Article (choose one):
 - "America Has a Hunger Problem" by The Atlantic Marketing Team - <https://www.theatlantic.com/sponsored/hunger-2019/america-has-a-hunger-problem/3067/>
- OR
- "Understanding Food Insecurity" by Feeding America - <https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>

CLASSROOM PROCEDURE

INTRODUCTION (3-5 minutes)

1. Ask students to respond to the following bellringer prompt:
Think about your last 3 meals you had. What did you eat? Where did the food come from (grocery store or some other store)?
2. Allow time for a few volunteers to share their responses before transitioning into the lesson.

INSTRUCTION (120 minutes)

3. Explain that students will be investigating how people access food in their neighborhood, how some people experience food insecurity due to living in a food desert and which organizations are working to battle these disparities.
4. Teacher can choose how to read the articles listed in the "Materials Needed" section. Teacher may choose to have students read the article independently, in small groups or as a whole class as they answer the questions under Task 1 on their worksheets.
5. Engage in a brief discussion of the key ideas of the article using one or more of these post-reading questions:
 - a. What did you learn about food deserts or food insecurity that you didn't already know?
 - b. Why is this issue important? What does it reveal about food access in America?
 - c. Do you think organizations would have responded to food insecurity in the same way prior to the COVID-19 pandemic?
6. Explain that students will now be working on Task 2, selecting an organization responding to food access issues to research. Students have the option to focus their research on an organization from the list provided or they can find an organization on their own.
7. Instruct students to look for and record information on their worksheet from 2 sources: information directly from the organization, as well as a secondary source that profiles it, describes it, or otherwise gives more information from it.
8. Give students 20 - 30 minutes to conduct research.
9. Bring the class back together for a debrief of the research process. Ask students to share the most interesting or surprising thing they learned through their research. Allow a few students to respond.
10. Explain that students will now focus on Task 3 for options for creating presentations about what they've learned. Review the details that need to be included in the presentations (listed in Task 3).
11. Project or pass out presentation rubric for students to reference during the creation of their presentations.
12. Inform students of any presentation logistics that may aid in their planning and preparation, such as presentation order (the order listed in the table in Task 2, Step 1, or random selection), how student will present (by uploading to a digital working space, like Padlet or in-class) or who students will present to (whole class, jigsaw/breakout groups or to members of the larger school community).
13. Give students 5-10 minutes to prep before sharing the presentation order. Teachers may wish to split presentations over the course of 2 class periods.
14. Allow time for students to present their findings. Teacher may wish to have students make note of key details or give some guidance relative to active listening during the presentations.

CLOSING (5 – 10 minutes)

1. Ask students to respond to the following Exit Ticket prompt: Based on what you learned, how can individuals and groups advocate for food relief and food choice in their communities?
2. Teachers can opt to make this an extended written reflection, a survey students can respond to and ask others to respond to, or an opportunity for a lengthier student discussion in the next class period.
3. Collect students' worksheets at the end of class or once presentations are completed.

ADDITIONAL RESOURCES

- Sample Oral Presentation Rubric (below)

Sample Oral Presentation Rubric

	1	2	3	4	
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
Content Knowledge	Student does not have accurate information about the career and cannot answer questions.	Student is uncomfortable with the information and provides limited information about the career.	Student demonstrates general knowledge about the career but fails to elaborate.	Student demonstrates full knowledge (more than required) of the career with explanations and elaboration.	—
Visuals	Student used no visuals.	Student provided few visuals that rarely supported the presentation.	Student used visuals related to the presentation and provided general knowledge about the career and adequate evidence of an interview.	Student used numerous visuals to reinforce the presentation, provide full knowledge of the career and evidence of a successful interview.	—

Delivery	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student uses a clear voice and correct, precise pronunciation of terms.	—
				Total	—

The student worksheet below can be printed or copied onto any online learning platform.



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Use this worksheet to write down key ideas and notes from texts and research related to community-based organizations helping residents fight food insecurity or combat the existence of food deserts in their community.

Task 1: READING

Read and complete the questions below based on the assigned article. Use additional information from the internet if necessary.

Question	Answer
What is a "food desert"? What is food insecurity?	
What services are being provided by community organizations? Why does it offer them?	
Though the number of supermarkets or food pop-ups increased in many cities during 2020, how has food insecurity or the existence of food deserts impacted communities of color and low-income communities, according to the article?	
Besides grocery stores, what are some other important strategies to deal with "food redlining"? Why are these strategies necessary?	



Task 2: RESEARCHING

Directions: Follow the research steps outlined below.

Step 1 – Explore the list of organization working to address issues of food insecurity/provide food relief. Select one from the list to focus your research on. Be sure to get your topic approved by your teacher.

List of Organizations Providing Food Relief

Articles about organizations

- [How To Help: Fight Hunger and Support Local Restaurants in America](#)
- [17 Organizations Providing Emergency Food Relief to Native Communities during Covid-19](#)
- [Pandemic-Born Chef and Restaurant Collaborations Are Helping Support the Industry This Winter](#)
- [Give Local 2020: Here Are Mutual Aid Groups and Nonprofits Where You Can Give – Or Receive – Help Over The Holidays](#)

Organization Websites

- [Feeding America](#)
- [Why Hunger](#)
- [Share Our Strength](#)
- [World Food Programme](#)
- [Meals on Wheels Association of America](#)
- [No Kid Hungry](#)
- [Feed the Children](#)
- [Why Hunger](#)

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Step 2 – Conduct your research using information from the organization’s website and a secondary source writing about the organization’s food insecurity programs. To find secondary resources, do a keyword search by entering words like, “food insecurity + food desert + organization + non-profit.” Record your website research in the tables below.

Research Notes

Organization Name:

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Source 1: Organization’s website: _____	
Summary of the Organization’s Mission and Purpose	
Notes about the Organization’s Food or Mutual Aid Programs	

Source 2: News or secondary source about organization: _____	
-Title of the article -Author -Date Published	
What the article says about the organization’s food advocacy programs	

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Step 3 – Based on the research notes you gathered above, answer the essential research questions in the table below.

Essential Research Questions	
What issues related to food insecurity are being addressed by this organization?	
Describe this issue in greater detail. What is the issue? Who is being affected and how? What is the cause?	
How does this organization address this issue?	
Why should we raise awareness about this organization and its work?	
Add any further information or images that you think is interesting or notable -	

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Task 3: Presenting

Directions: Create a short presentation about the organization you researched. The goal is to promote your organization, share the ways they advocate for food security.

Project Details	
Task	Create a short presentation to spread the word about your organization's work to combat food insecurity in your city or community.
Presentation Length	2-3-minutes
Format Options	Choose 1 of the formats below or suggest an alternate format for approval: <ul style="list-style-type: none">● Create a slideshow using PowerPoint, Google Slides, or another format. Feel free to add voiceover narration or add animations● Create a video or movie● Create a fictional social media posts or stories● Create a song, rap or spoken word performance
Required Components	Your presentation should highlight the key points you found in your research and the answers to the essential research questions, including the following: <ul style="list-style-type: none">● Name of organization and where they are● Summary of the organization's mission and purpose● Provide a brief history of the food issues being addressed by this organization● Give an example (or multiple examples) of the work this group has done and the impact they have had on the city● Share ideas for how young people can get involved with this organization or act on these issues, like how to donate money or how to show support in a non-monetary way.