



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 6 - 8 English Language Arts



Learning + Food Objectives:

Students will work in groups to research food assistance programs in America and create presentations that highlight the impact of those programs on local communities.

Common Core Standards:

Common Core English Language Arts

Research and present information from multiple sources

CCSS.ELA-LITERACY.RH.6-8.1

Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



MATERIALS NEEDED

- Student Worksheet (Attached below)
- Food Insecurity Introduction Material:
 - "Understanding Food Insecurity" by Feeding America - <https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>
 - "What is Food Insecurity and Why is it a Problem?" by Blue Cross Blue Shield of Michigan - <https://www.youtube.com/watch?v=SpsXHTiRzvA>

CLASSROOM PROCEDURE

INTRODUCTION (3-5 minutes)

1. Ask students to respond to the following bellringer prompt: Where do you buy/get food from in your community? How many stores in your community sell fresh food and groceries? List them.
2. Instruct a few students to share their bell ringer responses.

INSTRUCTION (90-120 minutes)

1. Explain that over next few classes, students will be investigating food assistance programs that are battling food insecurity in communities across America. First, as a class, students will read and answer questions about an article. Then, in small groups they will conduct research and create presentations about their chosen food assistance program featured on the Feeding America website.
2. Select one of the following introductory materials for students to read/watch together or independently.
 - a. "Understanding Food Insecurity" by Feeding America - <https://hungerandhealth.feedingamerica.org/understand-food-insecurity/>
 - b. "What is Food Insecurity and Why is it a Problem?" by Blue Cross Blue Shield of Michigan - <https://www.youtube.com/watch?v=SpsXHTiRzvA>
3. Give students time to respond the questions under Task 1: INTRODUCTION on their worksheet.
4. Divide students into 8 small groups and assign their designated food program. As an alternative, teachers may wish to have all the groups in a bag/hat and then, a rep of each group can pull the name from the bag/hat.
5. Explain that for the next part of the lesson they will be working collaboratively - reading and researching programs that provide food assistance.
Teachers may want to take a moment to clarify ways that they can collaborate on group projects by asking them for examples or by asking them to describe these different group roles:
 - a. *Facilitator, Notetaker/Scribe, Task Manager, Timekeeper, Designer/Creative Lead, Presenter, etc.*
6. Give students 20 minutes to conduct research, catching their notes under "Program Research Notes."
7. Bring the class back together for a debrief of the research process. Ask: What was the most interesting or surprising thing you learned through your research? Allow a few students to respond. *Teachers may opt to use this as an exit slip or written debrief, as well.*
8. Direct students' attention to the Task 3: PRESENTING section of the worksheet and explain that they will now focus on how to present their research.
9. Ask a student volunteer to read through the "Project Details." Remind students that they should choose one of the presentation options provided. Review rubric.
10. Inform students of any presentation logistics that may aid in their planning and preparation, such as:
 - a. presentation order (the order listed in the table in Task 2, Step 1, or random selection),
 - b. how student will present (by uploading to a digital working space, like Padlet or in-class) or
 - c. who students will present to (whole class, jigsaw/breakout groups or to members of the larger school community).
11. Give students 20 minutes to complete their presentation.
12. Have students present to whole class or present in a jigsaw (have 8 groups where each program has 1 representative to present their findings to the other program representatives). *Teacher may wish to have*

listeners make note of key details or give some guidance relative to active listening during the presentations.

CLOSING (teacher discretion, 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?

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.



Battling Food Insecurity in Your Community Student Worksheet

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: INTRODUCTION

Directions: From the introduction material provided by your teacher, complete the questions below. Use additional information from the internet if necessary.

Question	Answer
What is a "food desert"?	
What is food insecurity?	
How does food insecurity affect people?	
What services are being provided by community organizations? Why does it offer them?	



Task 2: RESEARCHING

Directions: Follow the research steps outlined below.

Step 1 – Research your designate food assistance program by starting on the [Feeding America](#) website. The table below lists all eight programs featured on the site and suggestions for how to move to the next step in your research.

<p>Mobile Pantry Program – Find out more about food banks in your city by clicking on this program. Then, gather more information about mobile pantry programs in your city by doing a search using keywords, like “mobile pantry program Atlanta” or “mobile food pantry near me”</p>
<p>Disaster Food Assistance – Find out more about what companies partner to help during natural disasters. Then, go back to the main Disaster Food Assistance page and find out about current disasters (hurricanes, floods, wildfires, etc.) that they are focusing on right now.</p>
<p>Summer Meal Program – Gather general info and then, do a search to find out about summer food programs in your city using these keywords: “summer meal program near me.” If you can’t find an article, you can use this article instead: Free Summer Meals for Children and Teens in LA County</p>
<p>Backpack Program – Learn about what this program is on the site and then, do a search for more details about Backpack programs near you/in your city or use this article: Blessings in a Backpack: Helping Feed Hungry Kids During Covid 19</p>
<p>SNAP Outreach – Find out more about what this program is. Then, find an article (do a search) about the SNAP program in your city/area or use this article: Every CPS student to get \$450 for food through federal program that will benefit 1 million Illinois children</p>
<p>Kids Café – Find out what this is on the site and then, research the Chicago Food Depository’s Kids Café Children’s Programs or find a similar program in your city</p>
<p>Senior Grocery Program – Explore the details of this program on the site and then, learn how your city is supporting seniors by searching for “senor grocery programs near me.”</p>
<p>School Pantry Program – Gather information about this program and then, click the link towards the bottom of the page to see if local food banks in your area offer this program.</p>

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Step 2 – Record your research notes in the tables below. Begin conducting your research using information from [Feeding America](https://www.feedingamerica.org/) website and at least one other source that references your program. Secondary sources include articles about your program or news coverage/news report about your program. Feel free to use any of the articles or keyword search suggestions provided in the table in Step 1.

Program Research Notes

Food Assistance Program Name:

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Source 1: Food Assistance Program's website: [insert the web address here]	
Summary of the Program's Mission and Purpose	
Notes about the services offered by this Program	

Source 2: Secondary source about Food Assistance Program: [insert the web address here]	
-Title of the article or website -Author or Publishing company -Date Published	
What the article says about the 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 program?	
Describe this issue in greater detail. What is the issue? Who is being affected and how? What is the cause?	
How does this program address this issue?	
Why should we raise awareness about this program? Why is it needed/necessary?	
Add any further information or images that you think is interesting or notable	



Task 3: PRESENTING

Directions: Create a presentation about the food assistance program that you researched using your program research notes and responses to the essential research questions in Task 2 (Steps 1-3). 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 how your program is battling food insecurity in your city or community.
Presentation Length	3-5 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 food assistance program and where they work• Summary of the program's mission and purpose• Provide an overview of the food issue(s) being addressed by this program• Give an example (or multiple examples) of the work this program has done/its impact• Share ideas for how young people can get involved with this program

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EXIT TICKET

Based on what you learned, how can individuals and groups advocate for food relief and food choice in their communities?