



## Food Desert Awareness

**Grade Levels & Subjects:** Grades 3 - 5 English Language Arts

### Learning + Food Objectives:

Students will increase their own understanding of food deserts and will increase awareness about them by creating audio or video recordings.

### Common Core Standards:

Common Core English Language Arts

Integrate research into final product

#### CCSS.ELA-LITERACY.W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### CCSS.ELA-LITERACY.RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.



### MATERIALS NEEDED

- "What is a Food Desert?" video by Carb Loaded - <https://www.youtube.com/watch?v=wAu8Noo8CxA>
- "Food Desert Solutions" by PGH Environmental - <https://pghenvironmental.files.wordpress.com/2017/02/screen-shot-2017-02-16-at-10-49-35-am.png>
- Student Worksheet (Attached below)

### CLASSROOM PROCEDURE

#### INTRODUCTION (7-10 minutes)

1. Post or project the posters of the Universal Declaration of Human Rights and the Convention on the Rights of a Child.
2. Direct students' attention to the student worksheet. Tell them to read and respond to the prompt in the Bell Ringer section

- a. *Everyone has the right to an adequate standard of living for themselves and their family.*  
(Universal Declaration of Human Rights, Article 25)
  - b. *You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.*  
(Convention on the Rights of a Child, Article 27)
3. Point out these two articles on the posters/images - explaining that these documents include the rights to food security and other basic needs.

## INSTRUCTION (70-90 minutes)

1. Ask the question: Where do you/your family buy the food you eat?
  - a. This activity might be best done anonymously, either electronically or using sticky notes attached to a big chart paper or the board - so as not to embarrass students who may experience food insecurity.
  - b. Read a few aloud or ask students to share if they are comfortable.
2. Remind students that everyone gets their food from somewhere, but not everyone has the same, equitable access to healthy foods as everyone else, as some people live very far away from grocery stores that sell healthy food like fruits and vegetables.
  - a. Refer to the bell ringer articles addressed during the bell ringer from the UDHR and the Convention on the Rights of a Child
  - b. Explain that today's lesson will focus on the importance of ensuring that everyone has equal and easy access to healthy, affordable food.
3. Introduce the concept of a food desert through the video, "What is a Food Desert?" by Carb Loaded (in materials needed section)
  - a. Direct students' attention to the video table in the student worksheet. Tell them that the class will fill in the blanks as the class watches the video.
  - b. Teachers may wish to show the video twice or adjust the speed to ensure students are able to fill in the table.
4. Divide the students into groups of 3. Once grouped, direct students to the Resource Table and Food Desert Article Idea Web.
  - a. Explain that the Resource Table contains articles, videos and images that will be used for today's lesson, starting with the two articles that groups will be assigned to read.
  - b. Assign reading 1 or reading 2 to all the groups.
  - c. Allow students about 10-12 minutes to read and fill out their webs before bringing the class back together.
5. Next, pull up the "Food Desert Solutions" image. The teacher should read and explain the 7 solutions offered in the infographic.
6. Tell the class that each group will be creating something related to solutions 6 & 7 under the "Empowerment" section. Their projects could be considered as a tentative #8.
  - a. Direct their attention to the project section of the student worksheet.
7. Introduce the project by having student volunteers read the directions and prompts. Use this time to discuss guidelines for turning in/sharing their final product and grading.

- a. *Directions: With your group, record a 2-minute video or audio recording to increase awareness about food deserts. Use the Food Desert Planning Template below to plan out your project. Your video or audio recording should answer all the questions below.*
- b. Allow time for questions before releasing students to begin on their project.

## CLOSING (10 minutes)

1. As a final assessment, students will choose 3 of the 6 words in the Food Desert Vocabulary Table and define them in their own words.
  - a. Students could also draw images to illustrate their understanding of the words as another alternative.

## ADDITIONAL RESOURCES

- Articles:
  - "Food deserts vs. food swamps and food insecurity" by Medical News Today - <https://www.youtube.com/watch?v=dDbENx9c3Fg>
  - "Food Swamps Contribute to Obesity More than Food Deserts" by Blue Zones - <https://www.bluezones.com/2017/11/news-food-swamps-contribute-obesity-food-deserts/>
  - "Food Desert Statistics" by Learning For Justice - <https://www.learningforjustice.org/sites/default/files/general/desert%20stats.pdf>
  - "Feeding Your Family on a Tight Budget" by KidsHealth - <https://kidshealth.org/en/parents/feeding-families.html>
  - "Healthy Communities" by Let's Move - <https://letsmove.obamawhitehouse.archives.gov/healthy-communities>
- Videos:
  - "Introduction to Food Deserts" by GIS for Youth Empowerment - <https://www.youtube.com/watch?v=FaI9HcD12U4>
  - "The Food Deserts of Memphis: inside America's hunger capital" by The Guardian - <https://www.youtube.com/watch?v=E6ZpKhPciaU>
  - "Trying to Eat Healthy in a Food Desert" by VICE - <https://www.youtube.com/watch?v=dDbENx9c3Fg>
  - "Poor neighborhoods at risk to become food swamps" by Newsy - <https://www.youtube.com/watch?v=D8EhxXZMawM>

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



# Food Desert Awareness Worksheet

Directions: Read the two quotes. Then, in your own words, explain why these two statements are important.

## Bell Ringer

*Everyone has the right to an adequate standard of living for themselves and their family.* (United Nations, Universal Declaration of Human Rights, Article 25, 1948)

*You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.* (United Nations, The Convention on the Rights of a Child, Article 27, 1989)

Directions: Answer the questions below based on the video.

## Video Title: [What is a Food Desert?](#) by Carb Loaded

- |   |   |
|---|---|
| 1 | Approximately _____ million people live in a food desert.   |
| 2 | Food Deserts are typically _____ neighborhoods or _____ town that don't have access to fresh, _____ and _____ food.                                   |
| 3 | Instead of grocery stores, these communities are served by _____ food or _____ stores.  |
| 4 | More than half of the population living in food deserts or _____ million people are considered low _____ and only have access to _____ quality foods. |
| 5 | Denmark, Hungary, and Mexico have instituted _____ food and _____ taxes to decrease the intake of harmful foods.                                      |



Food Desert Resource Table

Article	Videos	Images /Infographics
<p>"Food Desert Statistics" by Learning For Justice -  <a href="https://www.learningforjustice.org/sites/default/files/general/desert%20stats.pdf">https://www.learningforjustice.org/sites/default/files/general/desert%20stats.pdf</a></p>	<p>"Introduction to Food Deserts" by GIS for Youth Empowerment -  <a href="https://www.youtube.com/watch?v=FaI9HcD12U4">https://www.youtube.com/watch?v=FaI9HcD12U4</a></p>	<p>"Food Deserts in America" by Tulane University -  <a href="https://socialwork.tulane.edu/blog/food-deserts-in-america">https://socialwork.tulane.edu/blog/food-deserts-in-america</a></p>
<p>"What are food deserts, and how do they impact health" by Medical News Today -  <a href="https://www.medicalnewstoday.com/articles/what-are-food-deserts">https://www.medicalnewstoday.com/articles/what-are-food-deserts</a></p>	<p>"The Food Deserts of Memphis: inside America's hunger capital" by The Guardian -  <a href="https://www.youtube.com/watch?v=E6ZpkhPciaU">https://www.youtube.com/watch?v=E6ZpkhPciaU</a></p>	<p>"Serving Food Solutions" by Alexa Milano -  <a href="http://servingfoodsolutions.com/the-problem/location/food-deserts/">http://servingfoodsolutions.com/the-problem/location/food-deserts/</a></p>
<p>"Feeding Your Family on a Tight Budget" by KidsHealth -  <a href="https://kidshealth.org/en/parents/feeding-families.html">https://kidshealth.org/en/parents/feeding-families.html</a></p>	<p>"Trying to Eat Healthy in a Food Desert" by VICE -  <a href="https://www.youtube.com/watch?v=dDbENx9c3Fg">https://www.youtube.com/watch?v=dDbENx9c3Fg</a></p>	<p>"Food Deserts in Chicago" by Beacon News -  <a href="https://wybeaconnews.org/13580/news/current-events/food-deserts-in-chicago-2/">https://wybeaconnews.org/13580/news/current-events/food-deserts-in-chicago-2/</a></p>
<p>"Healthy Communities" by Let's Move -  <a href="https://letsmove.obamawhitehouse.archives.gov/healthy-communities">https://letsmove.obamawhitehouse.archives.gov/healthy-communities</a></p>	<p>"What is a Food Desert?" by Carb Loaded -  <a href="https://www.youtube.com/watch?v=wAu8Noo8CxA">https://www.youtube.com/watch?v=wAu8Noo8CxA</a></p>	<p>"Mapping Food Deserts (and Swamps) in Manhattan and the Bronx" by Olive Limone -  <a href="https://medium.com/@olivialimone/mapping-food-deserts-and-swamps-in-manhattan-and-the-bronx-46c6d8fc0804">https://medium.com/@olivialimone/mapping-food-deserts-and-swamps-in-manhattan-and-the-bronx-46c6d8fc0804</a></p>
<p>"Food Swamps Contribute to Obesity More than Food Deserts" by Blue Zones -  <a href="https://www.bluezones.com/2017/11/news-food-swamps-contribute-obesity-food-deserts/">https://www.bluezones.com/2017/11/news-food-swamps-contribute-obesity-food-deserts/</a></p>	<p>"Poor neighborhoods at risk to become food swamps" by Newsy -  <a href="https://www.youtube.com/watch?v=D8EhxXZMawM">https://www.youtube.com/watch?v=D8EhxXZMawM</a></p>	<p>"Food Desert Solutions" by PGH Environmental -  <a href="https://pghenvironmental.files.wordpress.com/2017/02/scren-shot-2017-02-16-at-10-49-35-am.png">https://pghenvironmental.files.wordpress.com/2017/02/scren-shot-2017-02-16-at-10-49-35-am.png</a></p>

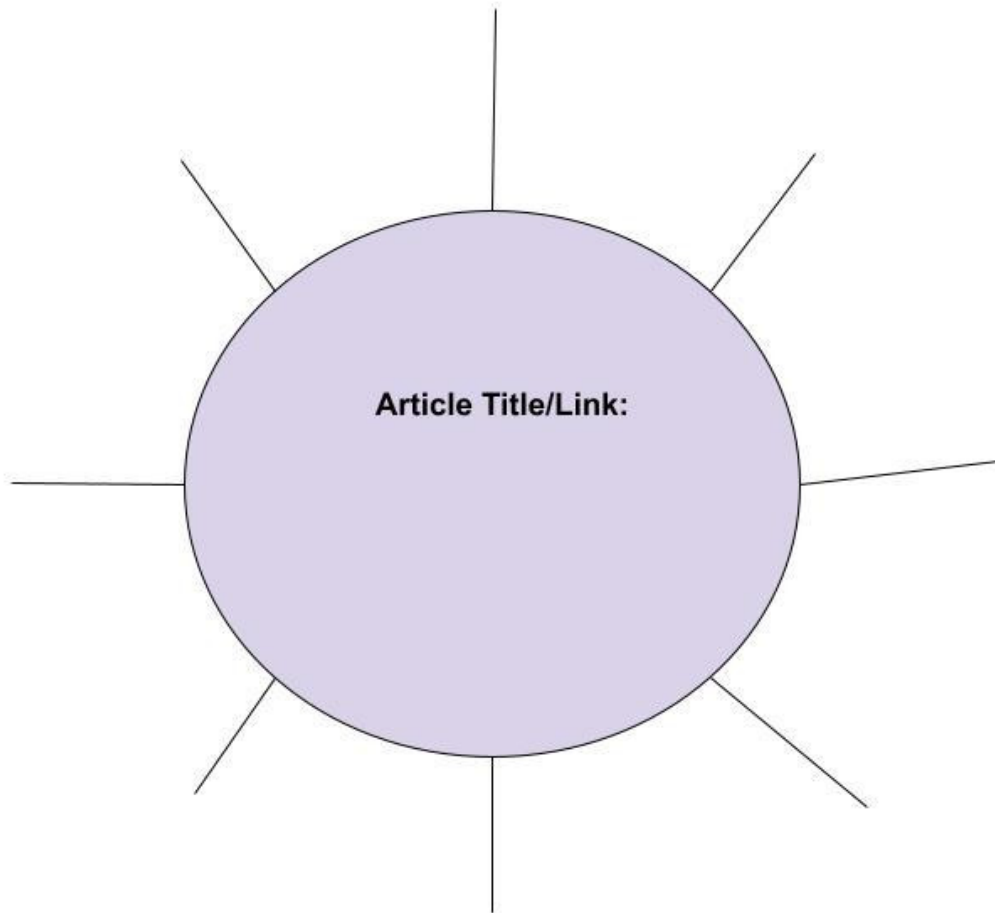


## Food Desert Article Idea Web

**Directions:** With your partner(s), read your assigned article. Then, write key ideas from that article in the Idea Web.

**Article 1:** [Why Can It Be Hard to Feed A Family?](#)

**Article 2:** [Healthy Communities](#)






## Food Desert Awareness Planning Template

**Directions:** With your group, record a 2-minute video or audio recording to increase awareness about food deserts. Use the Food Desert Planning Template below to plan out your project. Your video or audio recording should answer all the questions below.

What are food deserts?	Why do food deserts exist?	Where are they in your city?
Why do they more commonly exist in low-income communities?	What effects do food deserts have on the people living there?	How can we eliminate food deserts and why is it important to do so?
<p>Mention 1 article your audience can read to learn more OR 1 video they can watch to learn more.</p> <p>Example, <i>To learn more about food deserts...</i></p>		



**Directions:** Based on what you learned from class readings, videos, or your project, choose 3 of the 6 words to define in your own words.

Food Desert Vocabulary Table		
1	Food Insecurity	
2	Food Desert	
3	Food Swamp	
4	Poverty	
5	Hunger	
6	Obesity	