



## How Food Deserts Affect Communities

**Grade Levels & Subjects:** Grades 6 - 8 English Language Arts

**Learning + Food Objectives:**

Students will discover the negative effects food deserts have on communities and will design a grocery store to aid a community in their area.

**Common Core Standards:**

Common Core English Language Arts

Creating a final product from research

CCSS.ELA-LITERACY.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

CCSS.ELA-LITERACY.SL.7.5

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.



### MATERIALS NEEDED

- Student Worksheet (Attached below)

### CLASSROOM PROCEDURE

#### INTRODUCTION (10 minutes)

1. Post or project the posters of *the Universal Declaration of Human Rights and the Convention on the Rights of a Child*. Give a brief overview of what these documents are before telling students to do the bell ringer activity.
2. Direct students' attention to the student worksheet. Tell them to read and respond to the prompt in the Bell Ringer section.

## INSTRUCTION (80 - 100 minutes)

1. 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.
2. Direct students' attention to the Resource Table and Food Desert Article Response Table.
  - 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. Point out that each row of the table corresponds to a section of the article.
3. Introduce the concept of food deserts using the "What are food deserts & how do they impact health?" Article
4. Teachers and student volunteers should read the sections of the article aloud, pausing to allow time to document the main (key) ideas of each section.
5. Now, organize students into groups of 4-5. Assign images to each the group and tell them that in a few minutes (after the class watches a video), they will complete the Food Desert Media Comparison Table.
  - a. Directions: Based on the video the class watched and the image/infographic assigned to your group, complete the table below.
6. Now, cue up the video, "Living in a Food Desert" (from the article, Fighting Food Deserts). Teachers may wish to show the video twice or adjust the speed to ensure students are able to fill in the table.
7. Allow students about 10-12 minutes to read and fill out their tables before bringing the class back together.
8. As students are working on their tables, project/post the Food Desert Solutions image.
9. The teacher should read and explain the 7 solutions offered in the infographic.
10. Tell the class that each group will be creating something related to solution #4- More full-scale grocery stores: Attract and/or develop grocery stores and supermarkets where they are scarce.
11. Introduce the project by having student volunteers read the directions and prompts in the Designing a Grocery Store (Food Desert Project Planning Template).
  - a. Directions: With your group, design a grocery store that would benefit a community in your state defined as a food desert.
  - b. You can create your store online or by hand. If you choose to create it by hand you can either draw it or build it with materials from home.
  - c. Use the Food Desert Project Planning Template below to plan out your project.
12. Tell the class that each group will be creating something related to solution #4- More full-scale grocery stores: Attract and/or develop grocery stores and supermarkets where they are scarce.
13. Before releasing students to work on their projects, use this time to discuss guidelines for turning in/sharing their final product and how the projects will be graded.

## CLOSING (10 minutes)

1. As a final assessment, students should define the words in the Food Desert Vocabulary Table.
2. 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:
  - "What is a Food Desert?" by Carb Loaded - <https://www.youtube.com/watch?v=wAu8Noo8CxA>
  - "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.



## How Food Deserts Affect Communities

Bell Ringer

Directions: Read the quotes and then, respond to the prompts.

Document Quote(s)	Your Response
<p><i>Everyone has the right to an adequate standard of living for themselves and their family.</i> (United Nations, Universal Declaration of Human Rights, Article 25, 1948)</p>	<p><i>I think this article of the UDHR is important because.....</i></p>
<p><i>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.</i> (United Nations, The Convention on the Rights of a Child, Article 27, 1989)</p>	<p><i>I agree with this article from the Rights of a Child because...</i></p>

# How Food Deserts Affect Communities



**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/screen-shot-2017-02-16-at-10-49-35-am.png">https://pghenvironmental.files.wordpress.com/2017/02/screen-shot-2017-02-16-at-10-49-35-am.png</a></p>

# How Food Deserts Affect Communities



## Food Desert Article Response Table

**Directions:** As the class reads the article aloud, write 1-2 key ideas that represent each section. This information will be helpful for the next set of activities.

Text: <a href="#">What are food deserts &amp; how do they impact health?</a> by MedicalNewsToday	
Section of the Article	The Main Idea of Each Section
DEFINITION	
LOCATION	
TYPICAL POPULATIONS	
HEALTH IMPACT	
OTHER TERMS	
SOLUTIONS	
SUMMARY	

# How Food Deserts Affect Communities



## Food Desert Media Comparison Table

Directions: Based on the video the class watched and the image/infographic assigned to your group, complete the table below.

<b>The image/infographic assigned to my group is:</b>	<b>The video the class watched was:</b> <a href="#">Living in a Food Desert</a> (from the article, <a href="#">Fighting Food Deserts</a> )
<b>COMPARE:</b> <i>One similarity between the video and the image is _____</i>	<b>CONTRAST:</b> <i>One difference between the video and the image is _____</i>
<b>CONCLUSIONS:</b> <i>The most important thing I learned about food deserts so far is _____.</i>	<b>CHOOSE 1:</b> <i>Write down 1 thing that you found interesting from the image or video <b>OR</b> write down 1 question you still have.</i>



## Designing a Grocery Store (Food Desert Project Planning Template)

**Directions:** With your group, design a grocery store that would benefit a community in your state defined as a food desert.

- You can create your store online or by hand. If you choose to create it by hand you can either draw it or build it with materials from home.
- Use the Food Desert Project Planning Template below to plan out your project.

<p>Where will your store be located? Why? Will this be the only location?</p>	<p>Who will be the customers? How will you let them know about the store?</p>	<p>What kinds of food or other products will be sold in your store? Why?</p>
<p>Where will the food and other products come from? In other words, where will you buy the food sold in your store?</p>	<p>What role will community members have in your store? Why?</p>	<p>What will your store look like? What will be the layout - something traditional or more unique?</p>
<p>How did your group make decisions about the design and layout of your grocery store? Explain your design or layout choices.</p>		
<p>How did your group decide on the products to sell in the store? Explain your buying choices.</p>		
<p>How did your group decide on the location of the store? Explain how you chose the areas.</p>		



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## Exit Ticket

**Directions:** Based on what you learned from articles, videos and doing your project, define the terms listed below in your own words.

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