

2021

Food Security Connections Video x Educator Package

In 2021 the Food Security Connections Video came together as a collaborative project of the Food Literacy Working Group of the Good Food Network and the Capital Region Food and Agriculture Initiatives Roundtable (CRFAIR). This project was funded by an Island Health, Community Wellness Grant and supported by the Capital Region Food and Agriculture Initiatives Roundtable (CRFAIR).

Collaborators

Sonja Yli Kahila, Former Executive Director, Capital Region Food Share Network

Laura-Lyn Helton, Teacher/Food & Garden Champion, Colquitz Middle School

Tina Tulloch, Saanich Neighbourhood Place

Marcus Lobb, Farm to School BC Animator.

Janelle Hatch, Dietitian and Food Literacy Coordinator for CRFAIR

Mirella Colagrande, Operations Manager, CRFAIR

Ariane Vezeau, Food Securities Cook/Facilitator, Saanich Neighbourhood Place

Hallie Bryant Rounthwaite, Youth Food Justice Group member

Jean Newton, Community Volunteer

Interviewees in the video:

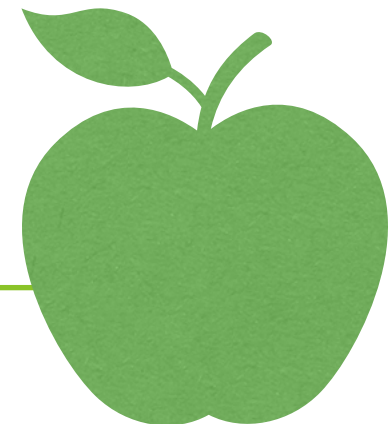
Lajah Warren, CRFAIR Justice and Belonging Advocate

Kim Cummins, Program Director, Shelbourne Community Kitchen

Sasha Skolsky, Community Member

Laura-Lyn Helton and her students from Colquitz Middle School

Tina Tulloch, Saanich Neighbourhood Place – narration



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- Community Food Resource Listing and links to BC 211.



Video Production

UATE Storied Learning
www.uatestories.com/

Locations in Video

The Compost Education Centre www.compost.bc.ca

Victoria Native Friendship Centre www.vnfc.ca/

Saanich Neighbourhood Place
www.saanichneighbourhoodplace.com/

**Food Rescue Project of the Food Share
Network(Capital Region)**
[www.foodsharenetwork.com/-](http://www.foodsharenetwork.com/)

1. Overview

This video and resource are for students to learn about food insecurity, hear stories from people in our community and from individuals and organizations that are working to alleviate food insecurity through food justice efforts.

Learning Objectives:

- Hear stories, the experiences of people who have not been able to access enough food for themselves and their families
- Learn about why there are many people in our communities-- our friends, our neighbours, who cannot always get enough food and
- Learn how we can work to address this together as a caring community.

Definitions

Food Insecurity defined, the state of being without reliable access to a sufficient quantity of affordable, nutritious food (**PROOF Food Insecurity policy research**). 1 in 7 households is food insecure in Canada and it is more among certain population groups including single parent, female led households, and Indigenous Canadians (**Stats Can 2020**)

Food Security exists “when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life.” (FAO 2020) Culture also plays an essential role in one’s ability to access food.

2. Teacher Background

Many people around us every day, our friends, our neighbours go hungry or worry about not having enough food. It is not their fault and not due to anything they have done wrong. There are things that can be done to support people to get food now and work to make changes so that fewer people are hungry and worry about going hungry in our communities in the future. It is important for all of us to be aware that children/youth are impacted, and may experience fatigue, stress, reduced capacity to learn and focus, distraction, and have a hard time at school when hungry or not eating well.

Curriculum Connections

Curricular Links	BC Curricular Competencies
Physical and Health Education 6	Influences on food choices Elaboration: Access To Locally Grown Food, access To Seasonal Foods, differing Options In Various Settings (E.G., School Vending Machines)
Applied Design, Skills, and Technologies 6&7	Food Studies <ul style="list-style-type: none"> Factors that influence food choices, including cost, availability, and family and cultural influences
Applied Design, Skills, and Technologies 8	Food Studies <ul style="list-style-type: none"> Social factors that affect food choices, including eating practices Variety of eating practices Local food systems First Peoples food use and how that use has changed over time
Applied Design, Skills, and Technologies 9	Food Studies <ul style="list-style-type: none"> Health, economic, and environmental factors that influence availability and choice of food in personal, local, and global contexts Ethical issues related to food systems First Peoples traditional food use, including ingredients, harvesting/gathering, storage, preparation, and preservation
Food Studies 11	Issues involved with food security , including causes and impacts of food recalls
Food Studies 12	Food justice in the local and global community
Explorations in Social Studies 11	Social justice initiatives can transform individuals and systems (from Social Justice 12). methods used by individuals, groups, and organizations to promote social justice (adapted from Social Justice 12)
English First Peoples 12	Self-representation through authentic First Peoples text is a means to foster justice.
Social Justice 12	Definitions, frameworks, and interpretations of social justice

Source: <https://curriculum.gov.bc.ca/>

Key Messages

- Food insecurity - the inadequate or insecure access to food due to financial constraints
- 1 in 7 BC households experience food insecurity - Stats Can 2020
- Over 4 million Canadians live in food insecure households. (these numbers have gone up since the beginning of the pandemic)
- Food insecurity negatively impacts physical, mental, emotional and social health
- Food insecurity is an income based problem that requires income- based solutions.
- People may need access to emergency food to meet immediate needs, which may be of greater urgency during pregnancy and in households with children.
- Utilization of community food programs may be limited by logistical barriers (e.g. location, hours, work schedules, transportation, etc.), limited availability and quantity of food, including culturally appropriate foods, and stigmatization experienced by those who use such programs.

[Food Insecurity in Canada Factsheet \(Appendix 1\)](#)

Teaching Tip

Be sensitive to language and student experiences when teaching this lesson. Students may be uncomfortable if food insecurity is a real experience for them and their families, others may want to share their stories.

Food Security Connections Video

Review the video and determine whether to view the video once or twice during the lesson. There are 3 main parts to the video: **1. Food security/insecurity, 2. Food access and skills, 3. Food connections/ food system.**

The video Discussion Questions ([Appendix 2](#)) are divided into these 3 parts. The questions can be used as a worksheet for students, for a large or small group discussion, or to prompt a journal writing activity at the end of the lesson.

<p>Part 1: Food Security/ Insecurity</p> <p><i>What are key components of food security?</i></p> <ul style="list-style-type: none"> • "Food comes from the land" • Food is relationships and connections • Food access (not having enough food) • Food is dignity 	<p>Part 2: Food Access and Skills</p> <ul style="list-style-type: none"> • Food skills - learning how to grow and prepare/cook food. 	<p>Part 3: Food Connections/ Food System</p> <ul style="list-style-type: none"> • Where can people get food if they need it? • How can we think about our food system? - Spiritual, Physical, Emotional, Mental.
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3. Student Lesson Outline

To watch the Food Literacy Connections film visit [www.youtube.com/watch?v= Blk4-DkOul](http://www.youtube.com/watch?v=Blk4-DkOul)

1. Review the learning objectives and purpose of the video.
2. Watch the video once, providing students some ideas of what to watch for. Review the video section of the teacher backgrounder and share the parts and key messages.
3. During or after the video, complete the discussion questions or worksheet. This can be done as an individual, small group or class activity.
4. Have a class discussion (or rewatch first).
5. Watch the video again. Add any additional answers to the discussion question or worksheet.
6. Share some of the statistics from the Food Insecurity in Canada factsheet.
7. Have the students complete an Individual writing reflection (based on discussion questions and video).

[Worksheet 1: Discussion Questions \(Appendix 2\)](#)

[Worksheet 2: Food Security Project Worksheet and Answer Key \(Appendix 3\)](#)

Extension Activities

1. Students share their own families' stories around food through journal writing or presentation.
2. Read books about food stories from different cultures. Share the stories with your family or friends.
3. Research activity - Middle school students to research winter gardening in Greater Victoria, small container gardening or year-round sprouting. How much space does one need to feed oneself all the fresh food one needs?
4. Research activity - Learning how to budget when feeding oneself. For example, comparing fast food meals or packaged foods to growing what you can and preparing meals on your own. What are the cost and nutritional value differences? What is the environmental impact of fast food/packaged foods compared to growing/cooking your own food?

Additional Food Literacy Lessons

Resource Name	Organization	Description	Link
Food Literacy Resource List	Farm to School BC	Curated list of lesson plans, activities, resource databases and information on range of food literacy topics.	https://farmtoschoolbc.ca/food-literacy-resources/
Cook What you Love, Love What you Eat: A Food Justice Workshop Series	Food Share Toronto	<ul style="list-style-type: none"> • For middle school age students • Seven sessions in the series complete with educator training materials • Free to download • Connections to anti-oppression and anti-racism and the food system • Links given to Ontario middle school curriculum 	https://foodshare.net/program/cook-what-you-love-love-what-you-eat-a-food-justice-workshop-series/
Food Justice Lessons	UBC	Select lessons for Grades 10-11 <ul style="list-style-type: none"> - Module 3 - Module 5 - Module 6 - Module 7 	https://justfood.landfood.ubc.ca/?fbclid=IwAR1PgXQA8dXrNjUI0R8DBI00yq2NXG7d32T1GxKR9TE66onh_Y5I5oW3n8E
For Teachers, Lesson Plans	BC Poverty Reduction Coalition	Grades 9-12 4 Lesson Plans: <ul style="list-style-type: none"> • Justice Not Charity • The Upstream Story • Share the Weight: An upstream alternative to your Food Bank Drive • The Price is Wrong (activity) 	http://bcprcarchive.net/learn-more/school-resources/index.html

Kiss the Ground	Netflix Movie (1 hour, 24 minutes)	<ul style="list-style-type: none"> • Worksheet developed by Laura-Lyn Helton to be used in association with viewing and reflection on the film. • Developed for middle school age students but could be adapted for older students also. 	https://drive.google.com/file/d/1Jns9bzgfvVPjGDaPAdx9VU0EUUMfMXo/view?usp=sharing
Check Your Head	Check your Head: The Youth Global Education Network	Variety of workshops offered, including food justice	https://checkyourhead.org/what-we-do/book-a-workshop/

4. Community Food Resources

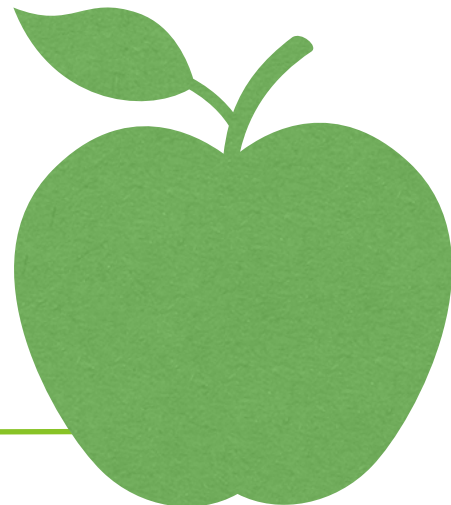
Food Share Network Resources | <https://www.foodsharenetwork.com/resources>

BC211 is an online platform that connects you with local programs and services in your community. You can learn more at <http://www.bc211.ca>.

Farm to Cafeteria Land-based learning resources list - Education about our local food system must tie back to the land and its histories and stories. Land-based learning involves learning from the land and water, and understanding and fostering our connection to them. You can learn more at <http://www.farmtocafeteriacanada.ca/land-based-learning-resources-list/>

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Food Security Connections Video x Educator Package Appendix



Food Insecurity in Canada



What causes food insecurity?

Financial constraints. When income is too low or unsteady, there is not enough money left to pay for sufficient healthy food after paying for housing, utilities, transportation and health expenses.

How serious is food insecurity?

- One in eight households experience food insecurity – that's over 4 million adults and children.
- The highest rates of food insecurity are in the Territories, especially in Nunavut (45%).
- Households are more likely to experience food insecurity if they:
 - receive their income from minimum wages, part time jobs, workers compensation, employment insurance or social assistance
 - are First Nation, Métis or Inuit
 - have children (especially with a lone mother)
 - are homeless
 - are new immigrants
 - have chronic health problems.

Food insecurity and health issues go together

- Living with food insecurity doubles the risk of poorer health and health care costs.
- Rates of chronic disease, depression and suicidal thoughts are higher among children and adults living in food insecure households.

All Canadians pay the price of health and social problems related to food insecurity.

The solution to food insecurity: enough money to buy food

Canada needs a comprehensive, integrated strategy to reduce food insecurity, ensuring sufficient incomes and benefits, so that all Canadian households can pay for basic needs, including food.

Elements of a national strategy to address food insecurity should include:

- Government policies and programs that tackle the problems of material deprivation. For example, food insecurity rates have dropped:
 - among citizens of Newfoundland and Labrador whose income was from social assistance or low paying jobs, following improved financial interventions,
 - when Canadian seniors turn 65 and receive Old Age Security and the Guaranteed Income Supplement,
 - as more affordable housing options are available.
- Addressing the unique challenges of food insecurity among Aboriginal peoples, especially in northern/remote communities. Nunavut has by far the highest rate of food insecurity in Canada – a solution is urgently needed.
- A commitment to regular monitoring of food insecurity rates in all provinces and territories.

Household food insecurity is much more than a food problem

While emergency food initiatives in communities may provide some food relief, food insecurity is reduced by addressing the underlying problems of poverty or material deprivation.

VIDEO LINK: www.youtube.com/watch?v=_Blk4-DkOul

Worksheet 1 : Discussion Questions (Appendix 2)

Part 1: Food Security/Insecurity

1. Reflecting on your own life/family/culture/upbringing/values, describe your connection to food and the land in a few sentences. Have these connections/relationships with food changed over time, similar to Lajah in the first interview?
2. Who has shaped your understanding of food and growing food?
3. What is your favourite food? How is this food connected to the land? (Could be directly grown or raised on the land, made from other foods, or perhaps it is hard to know where it came from – ex candy)
4. How is food insecurity defined in the video?
5. What do you think are the impacts of food insecurity on our mental, emotional, social, and spiritual self?
6. How is food security defined in the video?

7. What does food insecurity look like at our school? And how is our school working towards addressing these issues? (Brainstorm on how the school could better support food security and food literacy for students and community)

Part 2: Food Access and Skills

8. Name 3 local community organizations mentioned in the video that are trying to address food insecurity (Hint – check the description under each interviewee’s name)

9. Does your school have any sort of garden/food program? If yes, how can you get involved? If no, how could you begin the process of starting one?

10. What are the benefits of growing your own food (as mentioned by Laura-Lyn and the Colquitz students)?

Part 3: Food Connections/Food System

11. The video mentions several ways we can reduce stigma around food insecurity, name one of these strategies and explain why it would be beneficial?

12. Have you ever volunteered for an organization that is trying to stop local or world hunger? (Local Food Bank, Halloween for Hunger, etc) How did that make you feel? Are they a long-term or short-term solutions?

13. Based on the interview in the video, how might Covid 19 have affected food security in Greater Victoria? How can other world developments or life circumstances threaten one's food security? What options do people in Greater Victoria have when their food security is threatened?

VIDEO LINK: www.youtube.com/watch?v=_Blk4-DkOul

Worksheet 2: Food Security Project Worksheet (Appendix 3)

Food Security Project **Name** _____ **Date** _____

1. **Food Security** is _____

2. For a household to be considered food secure its
members _____

3. **Hunger** has been defined as _____

Although North America is known as “ _____ ” about 1 in _____
people report experiencing hunger because _____

4. **Food Secure** households include those that are:

1. Able to _____

2. Not worried their _____

3. Do not need to _____

5. **Globally, food security** depends on ____ key factors:

1. **Food Availability:** There must be _____ food supply. Regions with _____ populations but little _____ may be unable to produce enough _____ to feed its inhabitants.

2. **Food Stability:** The supply must be _____. Some regions may have adequate food supplies during part of the year, but systems fail

3. **Food Access:** People must have _____ and _____ access to food. In regions suffering from _____, _____, corruption, or _____, a stable and abundant food supply holds little _____ if people are unable to physically reach it or _____.

6. Because North America has an _____ and _____ food supply, North American food insecurity has resulted from food access – particularly households' ability to _____.

7. Poverty is frequently cited as _____

8. *Conditions of food insecurity include:*

1. Having to skip _____.

2. Hunger in _____ cases.
3. Having to _____ on nutrition (high carbohydrate, highly processed food)
4. Relying on emergency food sources such as _____,
_____, _____

9. *Solutions:*

1. Can hunger and food insecurity be prevented? How?
2. What actions can we take as a community to bring an end to food insecurity?
3. What solutions would you like to explore further, or would you be interested in pursuing?

Worksheet 2: Answer Key (Appendix 3)

1. **Food Security** is having consistent access to safe, nutritious, and culturally appropriate food to support an active and healthy life.
2. Household to be considered food secure its members must be able to acquire this food without resorting to emergency food (food banks), scavenging, or theft / stealing.
3. **Hunger** has been defined as discomfort, weakness, illness, or pain caused by lack of food.

Although North America is known as the “Land of Plenty” about 1 in 7 people report experiencing hunger because they cannot afford enough food.

4. **Food Secure** households include those that are:
 1. Able to afford balanced meals.
 2. Not worried their food will run out before they have enough \$\$ to buy more.
 3. Do not need to skip meals, they can afford enough food.
5. **Globally, food security** depends on 3 key factors:
 1. **Food Availability:** There must be adequate food supply. Regions with large populations but little farmland may be unable to produce enough food to feed its inhabitants. (especially in developing countries.)
 2. **Food Stability:** The supply must be stable. Some regions may have adequate food supplies during part of the year, but systems fail during drought or flood seasons (especially in developing countries.)

3. **Food Access:** People must have physical and economic access to food. In regions suffering from armed conflicts, poverty, corruption, or inequitable food distribution, a stable and abundant food supply holds little value if people are unable to physically reach it or afford it.
6. Because North America has an abundant (available) and stable food supply, North American food insecurity has resulted from food access – particularly households' ability to afford nutritious food.
7. Poverty is frequently cited as the root of food insecurity.
8. *Conditions of food insecurity* include:
 1. Having to skip meals.
 2. Hunger in more extreme cases.
 3. Having to compromise or scrimp on nutrition (high carbohydrate, highly processed food)
 4. Relying on emergency food sources such as food banks, food “pantries”, or soup kitchens.

Solutions:

Can hunger and food insecurity be prevented? How

Lower healthy food costs, tax on junk food

Stay in school & complete high school, invest in yourself

Free healthy food, but ration

What actions can we take as a community to bring an end to food insecurity?

- teaching people to cook, making your own meals is cheaper and healthier
- Buy raw food, e.g., beans (canned or dried) to reduce costs
- Grown own food, teach people to farm / garden.
- Donate \$ to charities that help people be food secure

- Grow food in common public spaces for all to eat
- Reduce food waste (get more donations to Food Share Network)

What solutions would you like to explore further, or would you be interested in pursuing?