



Cook what you love, love what you eat

FOOD (IN)SECURITY 101

Grades 7 - 9
Week 2



Stop! Have you watched our training video yet? This workshop series covers subject matter that requires basic knowledge of anti-oppression and anti-racist concepts. Facilitation of these workshops must be undertaken with thoughtful consideration of the content. Before you start, make sure you've watched our training video and read through the lesson plan in its entirety.

Learning objective:

Students will gain a better understanding of **what food insecurity is**, and will participate in hands-on activities that explore the intersectional **factors that impact people's access to food**.



Workshop length: 2 hours



Recipe:
'Choose-your-own-adventure'
burrito bowls



Curriculum links: Health and Physical Education; Language; Geography



Topics covered

- Five "A's" of food security
 - Defining each dimension using real-world examples
- Intersectional factors impacting food security
 - Exploring the complexities of food access



Workshop materials

- Painting/masking tape
- Sharpies or other markers
- Chart paper
- "The Five A's" matching cards
- "Food Access Kaleidoscope" activity cards
- Sticky notes



Cooking materials

Tools

- Cutting boards
- Knives
- Large saucepan (2)
- Large pot (2)
- Baking sheet
- Mixing bowls

Ingredients

- Refer to **supporting documents** for recipe details.

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Key Reminders



Group & Land Acknowledgement

FoodShare acknowledges that the sacred land in which we operate is situated upon the traditional territories of the Wendat, Haudenosaunee (Ho-den-oh-sho-nee), the Anishinabeg (Ah-nish-in-nah-beg), and the Mississaugas of the Credit. This territory is covered by the Dish With One Spoon Wampum Belt Covenant, an agreement between the Anishinabeg and Haudenosaunee allied nations to peaceably share and care for the lands around the Great Lakes. FoodShare recognizes the many Nations of Indigenous People, who presently live on this land, those who have spent time here and the ancestors who have hunted and gathered on this land known as Turtle Island.



Equity, Diversity & Social Justice

Notes:

Brainstorm ways in which you can avoid marginalization due to participants' race, ethnicity, sex, age, physical or mental ability, culture, ancestry, language, religious beliefs, sexual orientation, gender identity, socioeconomic background or due to stereotypes. How can you make space for all learners?

Key Terms

Food insecurity – The state of being without reliable access to a sufficient quantity of affordable, nutritious food, as a result of broader systems of oppression (i.e.: poverty, racism, colonialism, etc.).

Five A's of food insecurity – The five dimensions of food insecurity – accessibility, availability, adequacy, acceptability, and agency. Each of these dimensions speaks to the complexity of the issue of food insecurity.

Social position – The 'position' we occupy in society as a result of our social identities – each social position holds a different level of power. For example, a white cisgender man holds more power in his social position than a queer Black woman.

Intersectionality – Theory that recognizes the ways different systems of oppression 'intersect' with one another to produce unique and complex forms of injustice. People who sit at the intersections of these systems (for example, a queer Black woman) face more oppression because of their social position and identities.

Oppression – The systemic abuse of power by a group or institution at the expense of others. Oppression also involves the use of force (physical or social) to maintain this unequal power dynamic.

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 **Introduction (5 minutes):**

Begin with a brief conversation about a new term we'll be using throughout the workshop series.

Shifting from “hunger” to “food insecurity:”

- In the first week, we used the word “hunger” to understand the problem that we’re talking about.
- Hunger is a personal, physical sensation - it is something that we feel or experience on an individual level. Everyone knows what it means to feel hunger, which makes it an excellent entrypoint into talking about an issue that is much more complex.
- From now on, we'll be using the term “food insecurity:”
 - Hunger is one of the many outcomes or ways that people experience food insecurity.
 - Food insecurity itself has many layers, contributing factors, and broader impacts.
 - Today’s session is all about exploring these complexities to better understand the problem that we’re dealing with.

 **What is food (in)security? (15 minutes)**

Use this introductory discussion to segue into an introduction to the term ‘food insecurity.’ Ask participants what they think ‘food insecurity’ is - write any responses on a sheet of chart paper.

Read out the ‘textbook’ definition of food insecurity to the group: Food insecurity is defined as “the state of being without reliable access to a sufficient quantity of affordable, nutritious food.” Highlight the fact that food insecurity is much more complex than this one-sentence definition, it has a number of ‘dimensions’ to explore.

Picking up on the ideas participants share, open up a conversation about the five A’s of food insecurity. Writing each ‘A’ on a sheet of chart paper, ask participants what they think they mean. Brainstorm ideas as a group, pop-corn style.

Once you’ve defined each ‘A,’ hand out sets of the **“Five A’s” matching cards**. Invite participants to work in small teams to sort each card into an ‘A’ category. After a few minutes, come back together as a group to review responses.

Accessibility	Physical, economic, and social access to food for all at all times.
Availability	Sufficient supply of food for all people at all times.
Adequacy	Food that is nutritious and safe, and produced in environmentally sustainable ways.

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Acceptability Access to culturally acceptable food, which is produced and obtained in ways that do not compromise people’s dignity, self-respect or human rights.

Agency People have the opportunity to actively engage with the food system.

Source: Ryerson Centre for Studies in Food Security



Think, pair, share (15 minutes)

Hand out the “Food Access Kaleidoscope” activity cards with different factors that impact an individual or community’s level of food security (i.e.: race, transportation, income, weather, age, etc.).

Have participants spread out across the room with the card they’ve been handed.

Ask them to think about how the factor they have might have an effect on a person’s access to food.

Invite participants to move around the room, joining up in pairs. Newly formed pairs can discuss how the two factors they have might intersect to impact someone’s access to food.

For example:

- ‘Income’ and ‘transportation’ – A person in a low-income household might face barriers actually getting to a grocery store; for example, the cost of a car, expensive TTC fare.
- ‘Race’ and ‘gender’ – Who is more likely to be followed by a security guard at a grocery store? A Black man or a white woman?
- ‘Ability’ and ‘income’ – A person with a disability might not be able to work; will their ODSP payments cover the cost of rent and food?

Then, ask pairs to join together into groups of four, sharing what they discussed in their pair, and thinking about how these four factors might intersect with one another.

Debrief as a group, talking points include:

- **Highlight the complexity of food access.** Ask: Did you think that there were this many factors that impact people’s level of food (in)security? Are all of these factors obvious ones? Which ones surprised you?
- **Explain “intersectionality.”** Ask: What happened when you got into pairs? Did thinking about two factors make food access easier or more difficult?
 - Some of these cards describe factors relating to people’s identities - things like race, age, gender, sexuality, ability.

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- Different parts of our identity “intersect” to create a unique social position (for example, a straight white man; a queer Black woman; an Indigenous child; etc.).
- An analogy that might be helpful for visualizing is a kaleidoscope - shifting lenses (context, identities) create a unique image or shape (reflecting power and privilege).
- Share Kimberlé Crenshaw’s intersectionality ‘origin’ story:
 - *A Black woman wanted to get a job at an automotive factory and was turned down. She called this out as discrimination. The factory hired both women and Black people and so said they did not discriminate, but the reality was that the women they hired for the front office were white, and the Black folks they hired for manual labour were all men. So, where would a Black woman work? Her intersections of gender and race created an identity that had no welcome spot in the factory.*
 - You could also share the first half of this [video](#), where Crenshaw tells the story herself.
- Our social positions have an impact on how we experience food access.
- Each ‘identity’ has a different level of power in society; people who live at the intersections of these identities with less power are often more food insecure because they experience intersecting forms of oppression.



Let’s cook! (1 hour)

Refer to supporting documents for “Build-your-own burrito bowls” ingredient lists and recipes.

Once in the kitchen, review any safety rules that apply to that space:

- Hairnets/gloves;
- Handwashing;
- Knife handling;
- Cross-contamination;
- And, how to use stovetops, ovens, and other appliances.

Divide class into small teams. Hand out the recipe and show each team their prep station. Ask participants to organize who will complete each prep duty and help by demonstrating. Duties could include: reading the recipe, measuring, washing, cutting, mixing, etc.

Tip: Hand out a sign-up sheet for cleaning duties now to expedite the clean-up at the end.

Why did we pick this recipe for today? **Talking points for burrito bowls include:**

Each bowl is completely unique!

- Today’s session is about exploring the ways that different parts of people’s lives intersect to create unique outcomes and experiences.
- You can use this recipe as another analogy for discussing the many layers of ‘ingredients’ that define food (in)security.

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- With these burrito bowls, we have so many ingredient options, and each person will choose a specific amount and combination of them - everyone's bowl will end up looking and tasting totally unique depending on how you built it.
 - Compare this to the “Food Access Kaleidoscope” activity - many different factors intersect to create unique experiences of food security for individuals.
- Even if two of you built exactly the same bowls (same base, add-ins, and sauces), the way it tastes to each of you will be different because we all have different taste buds and preferences - so, even people's experiences of the same thing will be unique.
 - Just because two people might have the same intersecting identities doesn't mean that their felt experience of food insecurity will be the same.

This dish is a great example of [meal prep](#)!

- With this recipe, we're preparing a couple different proteins, grains, veggies, and sauces separately.
 - The ingredients we've picked are really versatile and can be mixed and matched with each other to create new combinations.
- If you were doing this at home, you could double up or triple the amount of ingredients that you're prepping as a way to have meals ready in advance.
 - By changing up a sauce, or maybe switching from a bowl to a wrap or sandwich, you can keep using your leftover prepped ingredients in different ways throughout the week.
 - Less kitchen time, but more variety!
- Canada's new food guide recommends [meal planning and preparation](#) as a helpful way to stay organized in the kitchen, and to make sure you're getting lots of nutrients!



Conclusion and consolidation: (30 minutes)

Enjoy your meal together! Create a 'build-your-own' bar where participants can customize their bowls. Set up a space where everyone can eat together and chat during the meal. To prompt conversation while you eat, you could ask:

- What's your favourite topping in your bowl? Are there any toppings you would add in next time?
- Have you ever done meal prep before? What are some other ingredients that you think would work with a meal prep set-up?
- What was your favourite part of being in the kitchen today?

Take-home messages:

- End the session with a quick group debrief. You can either do this as a large group (popcorn style) or in smaller teams (with reporting back).
- Ask participants to list the three most important or interesting things they learned during the session, and then invite them to share this with the group.

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- Review responses as a large group, adding in any key take-home messages from below that might have been left out:
 - ‘Food insecurity’ is a more comprehensive term than ‘hunger.’.
 - The five “A’s” of food security are: Accessibility; Availability; Adequacy; Acceptability; Agency.
 - There are many different factors that impact people’s level of food security.
 - We have to consider people’s intersecting identities when we talk about who experiences the most food insecurity.
- **Option:** have participants complete the [Kahoot quiz](#) now, or provide them with the link to complete after the session.

Clean up! Using the sign-up sheet handed out at the beginning of cooking, have everyone help out with the basic cleaning duties (clearing tables and plates, loading the dishwasher, putting food stuff away).



FOLLOW-UP ACTIVITIES (OPTIONAL)

Meal Prep 101

You can expand on the 'meal prep' theme from this workshop using the following video and worksheet. After watching the video together, invite participants to come up with their own ideas for meal prep. Then, have them fill in the meal planner worksheet and cost their meals out.

[Urban Harvest meal prep video](#)

[Meal planning worksheet](#)

Test Your Tastebuds

If you have time, you can include a structured taste-testing activity to highlight how each person's experience of the same food is unique. Follow the instructions on the first page of the activity handout to fill in the graph – you could use the graph to explore the burrito bowl as a whole, individual ingredients in the bowl, or a totally different food item!

[Tasting graph printout](#)

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RESOURCES

Resource:

[‘What is Food Insecurity?’ Video](#)

Short animated video breaking down the definition of food insecurity in the global context.

Resource:

[‘What is Intersectionality?’ Video](#)

Short animated video breaking down the concept of intersectionality.

Resource:

[TO Food Research](#)

Educator resource featuring research on each of the five dimensions (A’s) of food security.

Resource:

[PROOF Fact Sheets on Food Insecurity in Canada](#)

Educator resource providing background information on food insecurity in Canada, featuring downloadable fact sheets.