



FOOD CAMPAIGN

Access to Food

Background and Concepts

The purpose of this campaign is to identify whether people have access to good food in their neighbourhood, and to take action to improve access to healthy food.

Defining Food Security: The main three things humans need to survive are food, shelter, and water. Dieticians of Canada says "In North America, food security has been defined as "a situation in which all community residents can obtain a safe, culturally acceptable, nutritionally adequate diet through a sustainable food system that maximizes self-reliance and social justice".

Source: [Dieticians of Canada](#): ¹ Hamm, M, Bellows, A (2003). Community Food Security: Background and Future Directions. J Nutr Educ Behav 35(1): 37-43.

- **Physical Access to Food:** Is healthy food available in your neighbourhood? Are there stores, food markets, and other reliable sources of healthy food (like backyard or community gardens) within a reasonable distance?
- **Social Access to Food:** Is available food culturally appropriate? Is there knowledge of how to use available food, in familiar recipes, with safe storage and hygiene? Does it meet dietary needs? I.e. is food off sufficient quantity, and nutritious.
- **Economic Access to Food:** Is healthy food available at a reasonable cost? Is it affordable?

Timeline

- 4-6 weeks, to visit food locations and implement a plan.

Materials

City, town/community maps, or aerial photos are available through Google Maps. Provide enough maps to allow students to work in small groups.

Note: Aerial photos of the area allow students to see buildings and can be enlarged as needed. City maps enlarged to show a neighbourhood allow students to identify familiar streets and landmarks.



Procedure

Pre-Campaign Audit

1. Give each group of students a map. Allow time for them to figure out where they are on the map, including both where they live, the location of the school, and familiar landmarks.
2. Identify and mark places on the map where students get food. For example, students may mark grocery stores, convenience stores, markets, food banks, school lunch programs, etc. Do not include restaurants.
3. Use one of the following options to identify food access issues in your community. All three options include visiting locations to list and price food items, but can be adapted to suit your specific group.

Option 1: Assess Food Availability

- Use the Option 1 Chart below, or make one of your own.
- Choose up to three places students/families go to get food.
- Record the distance from school and/or home to the location.
- List some of the food items available at each place.
- Record the cost of the items.

Option 2: Analyze Your Grocery List

- Use the Option 2 Chart below, or make one of your own.
- Choose up to three places students/families go to get food.
- Record the distance from school and/or home to the location.
- Create and agree on a set grocery list of food items that each student's family buys on a regular basis. Ideally, include items consumed each week. Pick specific food items like carrots, yogurt, chicken, frozen juice, etc. rather than general categories like meat or fruit.
- Record the cost of the items.
- Make a note if you cannot find the item in the location.

Option 3: Compare Neighbourhoods

- Use the Option 3 Chart below, or make one of your own.
- Use a neighbourhood or city map to identify where people buy, grow, or get food.
- Compare the type and number of food locations between neighbourhoods.
- Evaluate physical, social and economic access to food between neighbourhoods.



4. Discuss if improved access to healthy food is needed in your neighbourhood.
 - **Physical Access to Food:** Is healthy food available in your neighbourhood? Are there stores, food markets, and other reliable sources of healthy food like backyard or community gardens within a reasonable distance?
 - **Social Access to Food:** Is available food culturally appropriate? Is there knowledge of how to use available food, in familiar recipes, with safe storage and hygiene? Does it meet dietary needs? I.e. is food of sufficient quantity, and nutritious.
 - **Economic Access to Food:** Is healthy food available at a reasonable cost? Is it affordable?
5. Based on your findings, take action to improve food security in your neighbourhood or community in one or more of the areas (physical, social, economic). For example:

Campaign Ideas

- Promote the CHEP [Good Food Box](#) (GFB) or [Community Markets](#). These programs provide families with fresh fruits and vegetables. Raise awareness about the local GFB depot or market to families in your school. Set up a depot or market at your school. Your action will offer students and families better access to fresh food.
- Get the CHEP [Good Food Box](#) (GFB) in your classroom. Order a box every two weeks for the duration of your project. Make use of the food in a variety of ways. Try different recipes, prepare shared meals, or distribute the food to students. Compare the cost and availability of items in the GFB with similar items found at the locations from your pre audit.
- Research culturally appropriate recipes. Prepare the recipes with food available in your neighbourhood markets.
- Send a persuasive letter to local grocery stores outlining the need for better access to healthy food in your neighbourhood or community.
- Attend a city council meeting to advocate for better access to food in your neighbourhood or community.
- Grow your own food. Does your school have a community garden on the grounds, or is there one nearby where your class could grow some of your own vegetables? [Agriculture in the Classroom](#) has a number of resources on how to grow gardens, including their [Little Green Sprouts](#) program that focuses on growing indoors. In Saskatoon, [CHEP Good Food Inc.](#) supports school and community gardens with a number of initiatives.

6. **Post Campaign Audit** As before, use option 1, 2, or 3 to assess whether your campaign improved physical, social, or economic access to food.



Curriculum Connections

Grade 5 Science: Outcome: HB5.1 Analyze personal and societal requirements for, and impacts of, maintaining a healthy body.

Health Education: Outcome: USC5.1 Analyze personal eating practices. **AP5.1** Design and implement, with guidance, two five-day action plans that embrace health opportunities or address health challenges related to personal eating practices, changes of puberty, impact of illness/disease, identity and well-being, violence, peer pressure, and self-regulation.

Grade 6 Social Studies: Outcome: RW6.2 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability.

Health Education: Outcome: AP6.10 Design and implement (with guidance) two six-day action plans that reflect affirmation of personal standards related to decision making, relationships, non-curable infections, stress management, body image, safety, and health promotions.

Grade 7 Social Studies: Outcome: RW7.3 Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries.

Health Education: Outcome: DM7.8 Examine and demonstrate personal commitment in making health decisions related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. **DM7.9** Examine health opportunities and challenges to establish personal commitment goal statements related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality. **AP7.10** Design, implement, and evaluate three six-day action plans that demonstrate personal commitment to responsible health action related to blood-borne pathogen information, safety practices, harmonious relationships, food choices, interpersonal skills, and morality.

Grade 8 Social Studies: Outcome: RW8.1 Analyze the social and environmental consequences of living in the Canadian mixed market economy based on consumerism. **RW8.2** Assess the implications of personal consumer choices.

Health Education: Outcome: USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment. **AP8.10** Design, implement, and evaluate three seven-day action plans that establish multiple supports for responsible health action related to family roles and responsibilities, non-curable infections/diseases, violence and abuse, body image, sustainability, and sexual health.

Option 3 Chart	Student Name(s):			Date:
Neighbourhood Name	Name of Food Locations grocery stores, markets, convenience stores, etc.	Physical Access Is healthy food available at the location? Is it easily accessible to the neighbourhood's residents?	Social Access Is food available at the location culturally appropriate, nutritious, and of sufficient quantity?	Economic Access Is healthy food available at a reasonable cost? Is it affordable?
Example: Nutana (Victoria School)	7-Eleven	Yes; easy to walk or bike	Mostly processed food; high in fat and sugar	Items like milk are more expensive than at other grocery stores
	Bulk Cheese Warehouse	Whole foods are available, but lacks fresh fruits and vegetables	Yes, many choices of cheese and locally-produced foods	More expensive, but affordable for many residents of neighbourhood
	Extra Foods	Yes	Yes, many choices of fruit, vegetables, and whole foods	Fruits/vegetables are affordable; ready-made foods more expensive
	Steep Hill Food Coop	Yes	Healthy and organic choices	More expensive than non-organic foods unless you have a membership
Neighbourhood Name	Name of Food Locations	Physical Access	Social Access	Economic Access
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