

RIGHT TO FOOD

WORKSHOP FOR YOUNG LEARNERS

Participants will learn about the concept of human rights, doing a deep-dive on the 'right to food.' We will critically explore what the right to food looks like and means for individuals, their families, and their communities.

This 1 hour workshop has three parts:

Human Rights

Explore basic concept of what human rights are and the United Nations framework to promote and protect them.

Right to Food

What does the right to food look like? Is it a reality? We will touch on important aspects of food security.

Food Futures

Imagine your Ideal food future. This activity invites participants to imagine themselves as agents of food systems change.

This workshop is facilitated by the Yukon Food Security Network and can be used to supplement Grade 2 to 7 Social Studies curriculem competencies and foster important conversations about the rights and responsibilities of individuals as global citizens

WHAT ARE HUMAN RIGHTS?

Let's start by talking about what rights are. Use the following resources to guide your discussion based on the age group you are speaking to:

Grades 2-5 (ages 7 - 10)

Discussion prompts:
What are human rights?
What does it mean to have rights?



Watch this short video introduction to the Convention on the Rights of the Child. Includes an animated segment explaining each of the rights included in the UN Convention

Grades 6-8 (ages 10 - 14)

Discussion prompts:
What are human rights?
What does it mean to have rights?



Watch this short video introducing human rights and their varying levels including international, constitutional and statutory. Note that this video is produced by BC's Office of the Human Rights Commisioner and speaks to BC's Human Rights Code. Yukon also has a Human Rights Code which is functionally the same.

THE RIGHT TO FOOD

As we've seen, food is a basic human rights according to Universal Declaration of Human Rights and the Convention on the Rights of the Child, but **what does the right to food look like? Is it a reality here? Why or why not?**

ACTIVITY ONE : BEANS

Play the game to help demonstrate how inequities exist and are reinforced.

Materials

- A deck of cards containing: 1 one, 2 twos, 1 three, 4 fours, 1 five, 1 six (duplicate or triple this deck as needed)
- a bowl of large beans
- a smaller bowl of a different coloured bean
- 30 dice
- a print out of the 'dice actions' page posted in an easy to read area (or put the digital copy up on the projector screen)

To Play

1. Shuffle the deck and deal each player one card.
2. Tell each player to collect the number of beans noted on their card. Each bean indicates a meal.
3. Ask players what they notice right away.
4. Each round is a day. Note daybreak with a sound (ie the ringing of a bell). At daybreak each player does the following three things:
   a. double their beans (explain that each day they've worked to gather resources and if they're well-fed it's easier to gather more food).
   b. Roll the dice - with each new day comes the chance that something will happen, see 'DICE ACTIONS' for what those things are.
   c. Eat three meals - put three beans back in the pot. If you do not have enough take one health hit (the different coloured bean) for every meal you miss.
5. Play four or five rounds then discuss the outcome.

RIGHT TO FOOD ACTIVITY: BEANS

DICE ACTIONS

1. You've sustained an injury, collect one health hit.
2. Community meal! Take a bean.
3. You've sustained an injury, collect one health hit.
4. Tax time! If you have 6 beans or more, give three back to the bean bank.
5. Community Meal! Take a bean.
6. If you have 3 or more health hits: you are sick and cannot work today, return the beans you collected for today.

THE RIGHT TO FOOD CONTINUED

Either as a continuation of the above conversation or instead of the beans game, you can use the following resources to talk about some of the key ideas around the right to food and food security.

ACTIVITY TWO : FIVE A'S

Discussion prompts:
What does the right to food look like?
What needs to happen for everyone to fully realize the right to food?

Use this conversation to talk about the 5 A's of food security:

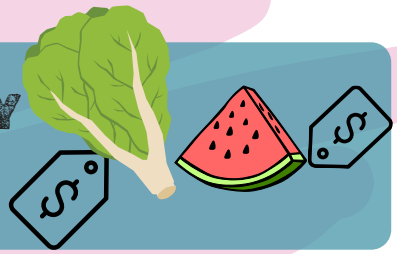
AVAILABILITY

There is enough food for everyone



ACCESSIBILITY

Food is easy to get or affordable



ADEQUACY

Food is nutritious and safe



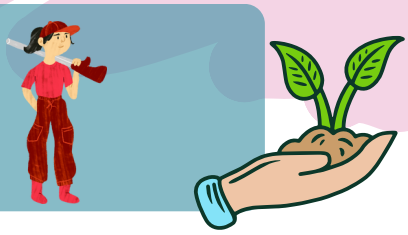
ACCEPTABILITY

Food is culturally appropriate



AGENCY

People have choices over how they get their food



ENVISIONING YOUR IDEAL FOOD FUTURE

DESIGN YOUR COMMUNITY

Discussion prompts:
Where do you get your food from?
What kinds of food would be available?
Where would you eat?
What would your meals at home look like?
What about your meals at school?
Could you grow your own food? Where?



WRAPPING UP

DISCUSSION

What are the main things we need in our communities to have our right to food met?

I usechart paper or dry erase board to summarize learnings. Integrate the following talking points:

- Everyone should have equitable access to food
- We should be able to choose the foods we eat
- Food should be affordable (ie. accessible)
- Dignified access to food; accessing food should never feel shameful
- Food should be safe and nutritious

TAKE ACTION

Talk to your teachers and local community leaders about what you'd like to see happen in your community to ensure everyone's right to food is being met. Send a picture of your ideal community drawn above.

WHO HAS THE POWER? YOU DO!



EACH OF US NEEDS TO CONTINUOUSLY ADVOCATE FOR OUR HUMAN RIGHTS. RAISE YOUR VOICE TO MAKE SURE YOU GET HEARD.