



CBC School Challenge

An exploration of food insecurity and social justice
presented by the Elementary Teachers' Federation of Ontario,
Daily Bread Food Bank, Feed Ontario, and food banks
across the province.



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We are grateful to the Elementary Teachers' Federation of Ontario for their collaboration on this project and their development of this resource.



Welcome

Dear Educator,

As part of CBC’s annual holiday campaign, Make the Season Kind, Daily Bread Food Bank, Feed Ontario, and food banks across the province have partnered with the Elementary Teachers’ Federation of Ontario to launch the CBC School Challenge.

We’re so excited that you have decided to learn side by side with your students about the importance of food insecurity in our communities.

This engaging Challenge will not only spark meaningful conversations about social justice, poverty, and food access, it will also empower students to think critically and creatively about real-world issues.

Developed in collaboration with the Elementary Teachers’ Federation of Ontario (ETFO), this resource contains all the materials needed to help you submit an entry to the Challenge.

Entries to the Challenge must be received by 3:00 PM EST on December 20, 2024. Simply email your submission to CBCSchoolChallenge@dailybread.ca.

Entries will be evaluated by divisions, and nine outstanding submissions (three per division) will be announced by CBC on January 20, 2025. These classrooms will be celebrated in the new year with pizza lunches for the entire class.

Thank you in advance for your leadership, curiosity and care about food insecurity and its impact on our communities.

On behalf of food banks across Ontario, ETFO, and CBC, we are grateful for your participation.

See the Appendix to learn more about Curriculum Connections			
English Language Learners in Ontario Schools	Inclusive Education	Human Rights, Equity, and Inclusive Education	Culturally Responsive and Relevant Pedagogy (CRRP)

Since 2002, CBC has helped raise over \$11 million in support of food banks across Ontario through its annual holiday fundraising campaign, Make the Season Kind (formerly Sounds of the Season). Since 2015, CBC has helped to raise over \$51 million for food banks and other charities from coast to coast to coast as part of their annual holiday drives.

For more on CBC’s Make the Season Kind campaign and how to find ways to give, visit cbc.ca/kind.

P.S. If you know of anyone in need of food assistance, please visit feedontario.ca to find a food bank in your community.



Toolkit Overview

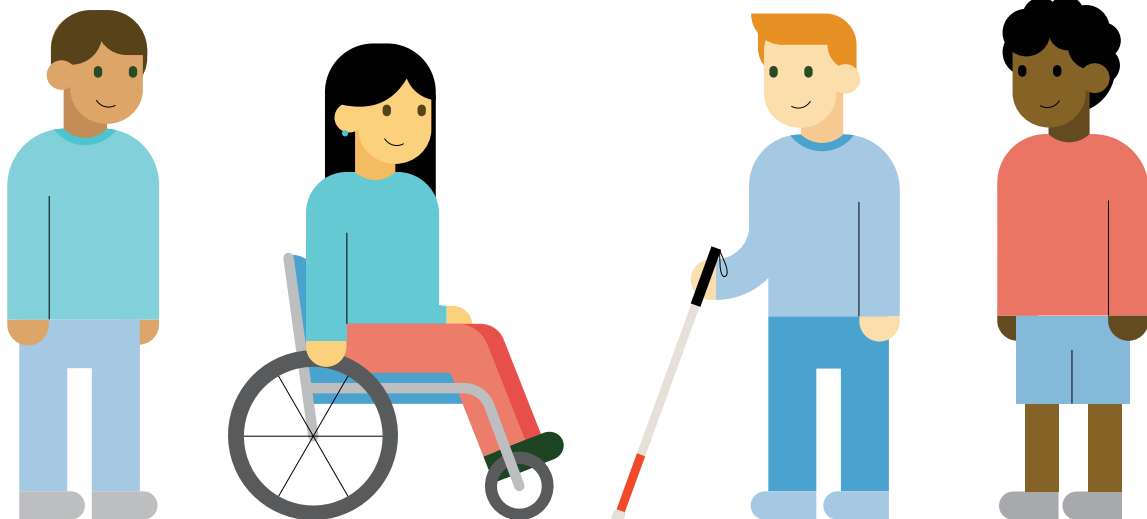
This resource was created to help illuminate not only the present crisis, but the ways in which we can find solutions. It is meant to ensure that educators, students, caregivers and community members can adopt principles that can shape our society for the better.

Within this guide there are tips for educators on supporting families dealing with food insecurity, ideas for school-based educational opportunities, curriculum activities for the classroom, and instructions on how to participate in the CBC School Challenge.

Organized by division (Primary; Junior; Intermediate), it provides links to videos, texts and visuals that will promote important dialogue and student output.

For each division, there are three sets of activities that will take about an hour to complete, as well as a final submission created by the students themselves.

If viewing this toolkit in a browser window, please right-click links to open them in new tabs.





Student Recognition

Thanks to a donation from Pizza Pizza, nine classrooms (three per division) will be celebrated for their outstanding submissions in the new year.*

Primary (Grades 1-3)

Junior (Grades 4-6)

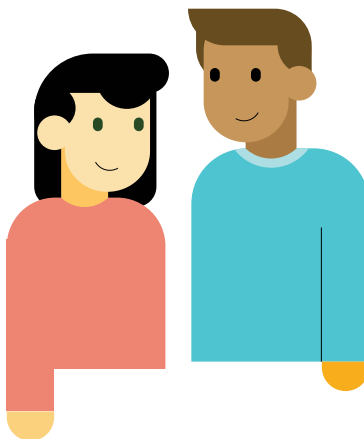
Intermediate (Grades 7-8)

Participating classrooms will also receive certificates of participation from their local food bank.

A Word on Media

CBC, ETFO or your local food bank may wish to profile your submission if you expressed interest in this when registering. This could be in a news piece, newsletter, or on social media.

Should your class be selected, a representative from Daily Bread Food Bank will contact you to schedule a conversation and secure the necessary releases.



* Pizza Lunches includes: **two** slices of pizza and **one** juice or water per student and teacher(s). Lunch must be coordinated with Pizza Pizza and Daily Bread Food Bank at least two weeks prior. Pizza selection is limited to two toppings per pizza. Pizza lunch must be redeemed by February 28, 2025.



Beyond the Classroom

Please ensure that the messaging within this document is extended beyond the classroom.

While you will find some reminders for educators working with their students, please remember that the faces of food insecurity are diverse and widespread.

The statistics tell us that among the adults working in your school, there are some who have had to access a food bank. This could include but is not limited to lunchroom supervisors, educational support personnel, designated early childhood educators or (occasional) teachers.

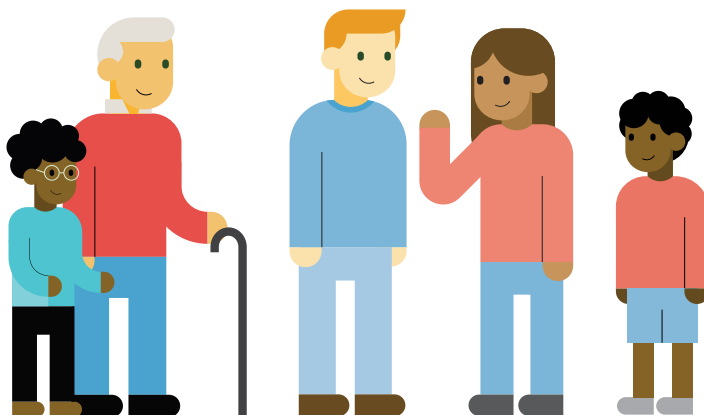
Aside from awareness, we share this with you because we need to ensure the way we talk about food insecurity is from a place of empathy since we know that it affects so many of us; and that the root causes of this issue are deeper than the individual. They are systemic.

Here are some thoughts and ideas to reflect on as a worker within your school board, local union and school:

Does my school board or local ETFO office pair justice with charity?

Do the committees within my local meet regularly and discuss ways to prioritize justice?

How do the social gatherings and events that are hosted for educators reflect an awareness and responsive approach to those dealing with food insecurity and poverty?





Pairing Justice with Charity

While we know the ultimate goal is a world without charity, it is also important to recognize how those with the ability to share and donate should contribute to causes that alleviate these differences.

Outside of the CBC School Challenge, here are some tips and ideas for options to pair with or reimagine school-based charitable efforts by including justice-based solutions:

- 1. Sustainability Challenge.** Focus on sustainable practices that also address food insecurity. Students can propose ways to reduce food waste or improve access to healthy food through sustainable methods.
- 2. Innovative Solutions.** Students propose innovative solutions to combat food insecurity, such as community gardens, mobile food banks, or new distribution methods. Areas of focus could include feasibility, creativity, and potential impact.
- 3. Recipe Challenge.** As participants provide food for a food drive, have students create budget-friendly recipes using allocated ingredients. This will provide immediate feedback to students on if the goal of making nutritious meals that are affordable and easy to prepare is possible from a food bank. You may consider having students sort food into groups that represent a [balanced](#) diet.
- 4. Awareness Campaign.** Teams develop a campaign (social media, posters, etc.) to raise awareness about food insecurity in their community. The most impactful campaign wins.





Tips for Educators

Do not make assumptions

Many expectations in place for students and their families are rooted in a socioeconomic assumption that students are middle class. From enforcing an indoor shoe policy, to having guidelines for healthy eating that assume financial access to food, too often school environments are filled with the perception that families are not dealing with possible food insecurity.

Approach caregivers and students with empathy

The impacts of the pandemic, quick rising inflation and the economic pressures present in society have led to unprecedented food bank use. Now, more than ever, students and families need to be met with continued mindfulness, respect and awareness. This can be done formally in terms of revising policies, curriculum activities and speakers. Importantly, this can also be done informally in terms of ensuring safe, welcoming and harmonious interactions between classmates and the school community.

Apply a Trauma-Informed approach

[Trauma-informed](#) education includes examining the influence and impact on students in our schools of factors such as racism (explicit, implicit, and systematic; stereotypes and microaggressions) as well as poverty, peer victimization, community violence, and bullying.

The five principles of trauma-informed care to achieve better care for everyone:

- (1) trauma awareness and acknowledgement
- (2) safety and trustworthiness
- (3) choice, control and collaboration
- (4) strengths-based and skills-building care
- (5) cultural, historical and gender issues.¹

Be a Supportive Connector

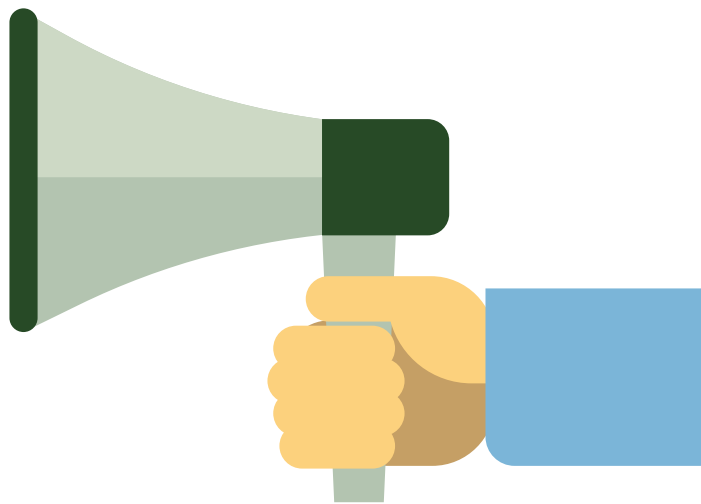
While education can change the trajectory of those dealing with food insecurity and poverty, educators are reminded that they are one of several important actors in creating this change. In meeting students and members of the community with empathy educators can then use their power to ensure marginalized voices are amplified. This can include ensuring members of society realize the interconnected nature of all issues of oppression as well as crucially, centering energy on the systems that have created these inequalities within our society. It may also include connecting students and their families with community supports.

¹ Canadian Medical Association. [Trauma informed care: Better Care for Everyone.](#)



Spread this message in your classroom, school and beyond

As educators, we have considerable power professionally including everything from what texts we use in classrooms to how we amplify student voices and realities. We can use that same power and advocacy in our communities in terms of policy change and ensuring our government hears our voice. We can also ensure that the work of our locals including those that are charitable, go beyond the food and mitten drives but also include sending letters to MPs and getting signatures for lobby efforts that can eradicate food insecurity for good.





Why Now?

Food bank use has never been greater than it is right now.

Across Ontario, food banks were visited 7.6 million times between April 1, 2023, and March 31, 2024, an increase of 31% over 2022-2023, and 134% over 2019-2020.² The last few years have displayed how record-setting inflation, and the effects of the pandemic have strongly impacted families.

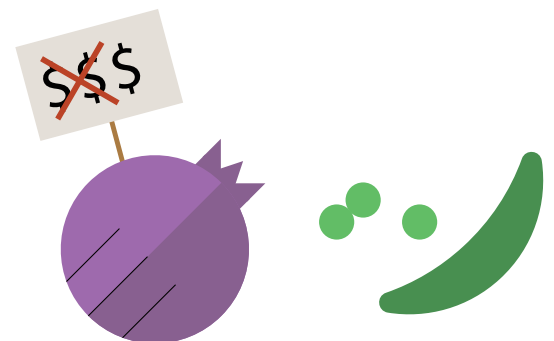
The statistics of food bank use across Ontario show that over 1 million³ different people accessed a food bank over the last year. In Toronto, our country's biggest city and our provincial capital, over 1 in 10 residents now rely on food banks.⁴ Sadly, the situation is not improving. 57% of clients began accessing the food bank last year.⁵

While it's integral to continue supporting charitable efforts, including donations, we know it's not enough. Charity alone cannot remedy the imbalances of class that are embedded within our communities. With the privilege present in our society, we must also ensure that justice is situated alongside aid. Our youth realize the power of their voice and we aim to amplify them while providing educational opportunities.

Access to healthy meals is fundamental to ensuring children can thrive in school. The National School Food Program, which the Canadian Teachers' Federation (CTF) has advocated for over a decade, will help ensure that children in need across Canada have access to nutritious meals, improving both their health and learning outcomes, and overall success. Programs like this are necessary to foster equitable access to education and to promote well-being. More information on ETFO's commitment to this program are in the Appendices.

With the privilege present in our society, we must also ensure that justice is situated alongside aid.

2 2024 Hunger Report Press Release. Feed Ontario
3 2024 Hunger Report Press Release. Feed Ontario
4 Who's Hungry Report 2024. Daily Bread Food Bank
5 Who's Hungry Report 2024. Daily Bread Food Bank





Hunger in Numbers

In this section you will find key findings from Daily Bread Food Bank and Feed Ontario.

ONTARIO

- More than 1 million unique individuals visited a food bank between April 1, 2023 and March 31, 2024, an increase of 25% over 2022-2023
- Food banks across the province were visited 7.6 million times between April 1, 2023, and March 31, 2024, a 31% increase over 2022-2023, and 134% over 2019-2020
- 2023-2024 is the eighth consecutive year food bank use has risen in the province
- 69% of food banks in Feed Ontario's network are concerned about not having enough food to adequately provide support to those in need
- 53% worry about having enough funding to adequately meet the demand in their areas

TORONTO, ONTARIO'S CAPITAL

There were 3.49 million food bank visits, a 38% year-over-year increase and nearly 4 times more visits than pre-pandemic (2019-2020).*

- Almost 1 million more visits than the year prior
- 36% increase in unique clients served
- 57% of clients began accessing food banks in the past year

More than 1 in 10 Torontonians rely on food banks

- The main reason for coming to a food bank is overwhelmingly cost of living (57%)

Food insecurity indicators

- 29% of clients surveyed did not eat for a whole day
- 50% missed a meal to pay for something else



* All stats from *Who's Hungry 2024*



Incomes vs. expenses

- After paying rent and utilities, food bank clients have a median of just \$7.78 left per person, per day to pay for all other necessities.
- Food bank clients have a median monthly income of \$1,265. Although this is \$134 more than last year, it is still about half of Toronto's Official Poverty Line (\$2,397) for a single person.
- 49% have at least one member of their household who is employed (4% increase compared to last year)
- 45% are permanently employed
- 55% in precarious/temporary employment
- Over half (51%) of new clients have someone in their household who is employed
- Median hourly wage of those employed is \$18 (a \$2 increase over last year)

Housing

- 4 in 5 (80%) are renters — 69% in the private market
 - 92% of market renters spend more than 30% of their income on housing (i.e., live in unaffordable housing)
 - 80% of market renters spend more than 50% (making them at risk of homelessness)
 - 21% of market renters spend 100%

Demographics snapshot

- 69% of food bank clients are working age, 19-64
- Almost one-fourth (23%) are children or youth (aged 0-18)
- Over one-third (35%) of new clients are 18-29
- 31% are students
- 3 in 5 (59%) food bank clients have completed post-secondary education and 13% of those have a graduate degree
- 1 in 4 (25%) have a disability
- 62% of clients are newcomers (in Canada for less than 5 years)



* All stats from *Who's Hungry 2024*



Imagine having \$7.78 per day to make ends meet.

What do you buy? Groceries? Gas? Clothing? Medication? Childcare?

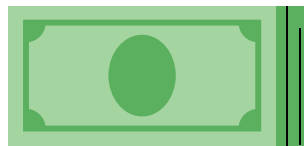
How do you make it work?

These are the heart-wrenching decisions tens of thousands of Torontonians must make every month. Falling well below Toronto's poverty line of \$2,397 per month, food bank clients have a median monthly income of \$1,265.

Hunger is a complex issue, and many of our neighbours are forced to make tough choices. In fact, half of food bank clients missed a meal to pay for something else.

This is the stark reality of hunger and poverty.

\$7.78. What is left per person, per day after rent and utilities are paid to cover the cost of food, transportation, medicine and other expenses.





Learn more about the systemic issues at the heart of food insecurity with these additional resources.

Publications

Daily Bread Food Bank. *Who's Hungry 2024*: [Full Report](#)

Daily Bread Food Bank. *Who's Hungry 2024*: [Key Findings](#)

PROOF [New data on household food insecurity in 2023](#)

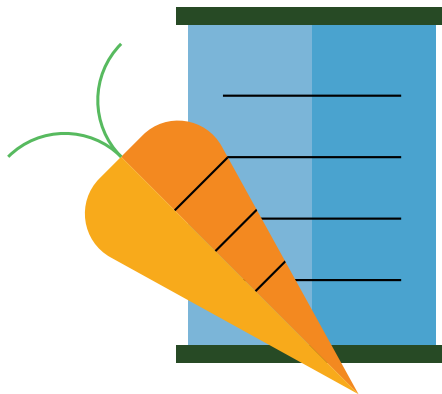
Videos

[What is food insecurity?](#)

[What is the 'right to food'?](#)

[How can we solve food insecurity?](#)

[Who's Hungry 2024](#)





CBC School Challenge

In Collaboration with ETFO





make
the
season
kind

2024 School Challenge

Primary Division

2024-2025





WEEK 1: Charity vs. Justice

“A society that has more justice is a society that needs less charity.”

– Ralph Nader

There are several principles that can help guide your school community as it works to understand how to balance justice with charity.

One key is the awareness that charity tends to be individual based, while justice addresses things systemically; and it’s crucial to remember that economic inequalities require systemic changes.

The focus for this week is for each division to use a media form (video or picture book) to ensure students understand the difference between charity and justice.

These prompts can be used as whole group discussions and/or short answer responses.

Action

Watch the CBC Kids video [Differences](#).

What are some things that make you special or different?

Watch the CBC Kids video [Fairness](#).

Conversation

Do you think that everything should be fair? Why or why not? As a class, make a list of things that should be fair in the world.

The video says, “You can’t have every everything that you want.” which we know is true. *But what about everything we need? What’s the difference between a want and a need?*

Action

Watch the CBC Kids video [Worries](#).

Conversation

What are some things that worry you? There are some families that worry about their needs, not their wants. Why is that a problem? What are some ways that you know your school or community helps people get their needs met?



Action

Please watch the video [Equity, Equality and Social Justice](#)

Conversation

In the video, how do the boxes work to help each child? If the boxes were only there for one day, why would that be a problem?

Charity can be similar to equality, where we are trying to find a box every time somebody needs one. Justice is similar to achieving equity and social justice by creating permanent solutions where the need for boxes is gone. *Why is it important to create changes so that people who are hungry don't just rely on others to share with them?*

Additional Texts

Lulu and the Hunger Monster by Erik Talkin

My Food, Your Food, Our Food by Emma Carlson Berne

Saturday at the Food Pantry by Diane O'Neill

Maddi's Fridge by Lois Brandt

Conversation

[Maddi's Fridge](#)

This book tells us, "The more we talk about empty refrigerators, the fewer there will be." *What do you think that means? Why is this true? How can you help spread the message?*

Why is it important that Maddi's friend didn't just give her a snack everyday?

Challenge Questions

Make a list of things that everyone needs. *How can we make sure everyone gets these things?*

Charity is about helping people directly. For example, if you see someone who is hungry and you share your lunch with them, that's an act of charity. It's kind and makes a difference right away.

Justice, on the other hand, is about making sure that everyone is treated fairly and has what they need in the first place. It's like fixing the problem so that people don't have to rely on others to help them. For instance, if you and your friends notice that some kids don't have enough supplies for school, and you work together to make sure everyone gets what they need, that's seeking justice.

What are some other examples of justice that you and your class can think of?



WEEK 2: What is Food Insecurity? What are the Interrelated Issues?

Overcoming poverty is not a gesture of charity. It is the protection of a fundamental human right, the right to dignity and a decent life.”

—Nelson Mandela, former president of South Africa

Household food insecurity exists when there is a compromise in the quality of food consumed (moderate food insecurity) or there is reduced food intake and disrupted eating patterns (severe food insecurity).

Action

Watch [What is Food Insecurity?](#)

Read the book Everybody Eats – Jasmine Crowe

Conversation

Please note that the Good Samaritan Act in the United States doesn't exist here in Ontario but a similar law, [the Donation of Food Act](#), does!

Why do you think Carter's friend was embarrassed? What does being embarrassed feel like? What makes you feel better?

What adults can you think of who might be able to help solve problems?

What could your school do to help make sure that there are less people going hungry everyday?

What does it mean that everyone should have access to food?

Healthy food is a human right. *How?*

Challenge Questions

If a family is struggling with food consistently, they are struggling with other things that are important as well.

Share things that you know are important to keeping you and others healthy and happy.

What are some things that every person/family should be guaranteed?

Where are some places that people in your community can go to get what they need?



Action

Please watch the video [What is the right to food?](#)

Conversation

The video says that every Canadian should have the right to food. We know that this isn't happening everyday all over the province.

Why is it important that we don't just give food to those who need it? What else can we do to make sure everyone has access to food?

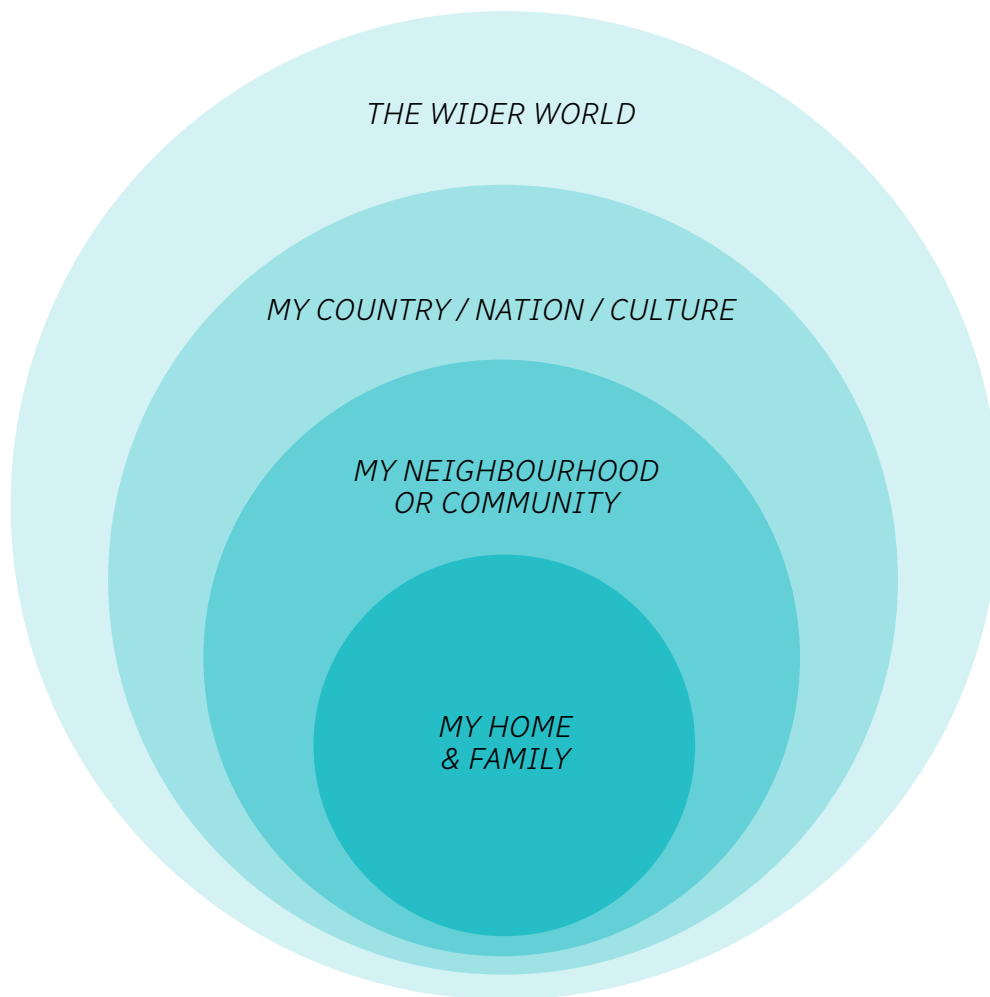




WEEK 3: Activism in Action

Weeks 1 and 2 of the Challenge lay the foundation for students, educators and schools to use their critical consciousness to take action.

The visual below provides a framework to reinforce the various layers of community that students can influence. The goal is to ensure that classes and schools attempt to affect change on as large a part of the world as possible.



6

6 Taken from *Respond and Rebuild: ETFO's Guide to Culturally Relevant and Responsive Pedagogy*



Culminating Project

Now that you have completed activities in Weeks 1 and 2, it's time for your class to share what you've learned and develop your entry to the CBC School Challenge.

We recognize that for some classes, this topic was brand new whereas for others, it may have reinforced earlier learning. We also want to recognize that there are students who will be completing this challenge on food insecurity while living in circumstances of poverty themselves.

The goal in this culminating task is to provide every class the opportunity to reflect on their learning during the challenge. Most importantly, your submission should center student voice and highlight the ways they can and may create systemic changes.

The success criteria and parameters below are to help guide you and your students as your class creates their entry. While you are not required to complete the graphic organizer below, please use it as a checklist to consider as you complete your class entry.

Does the entry provide ideas for your class, school and community?

Are the ways that your class collaborated, considered the impact it could make, ensured inclusion evident? Are there considerations for being reducing waste and/or are the ideas replicable moving forward?

There are additional details for each component below as well.

The criteria below will also be considered by the panel of assessors who will select classes for special recognition.

Success Criteria Checklist for Challenge Entries

Submission Criteria	My Class	My School	My Community
Collaboration. The entry should reflect the ways teamwork and working together was present within the class over the course of the challenge.			
Impact. How did your entry reflect an impact on your school and school community?			
Inclusivity. How does your entry reflect the ways that food insecurity and poverty intersect with other forms of oppression and structural barriers?			
Sustainability. How does your entry/learning foster ongoing awareness and action beyond the learning over the time of the challenge?			



Class Submission

Share what you've learned with family and community members

As a class, create a submission that captures the student learning from weeks one and two.

The goal is for you as an educator to choose the medium that works best for your group, as long as it can be captured digitally and submitted to the email address below.

For the primary division, your audience is sharing learning with your family and community.

You may choose to capture student thinking using:

- an anchor chart of key points
- a collage or bulletin board of pictures that students draw with captions
- recording students (audio or video) sharing what they've learned
- an infographic developed using a digital applications or programs such as Canva

We recognize the possible limitations that some educators may face which is why this task has been left open ended, but the focus is on capturing student learning in the best way possible for your class.

Submit your entry by email to CBCSchoolChallenge@dailybread.ca. Please save your file using the following naming convention: Teacher Last Name_GrX_School Name. If your file is large, you may wish to consider using a tool such as WeTransfer.

To be eligible for the Challenge, entries must be received by 3:00 PM EST on December 20, 2024.





2024 School Challenge

Junior Division

2024





WEEK 1: Charity vs. Justice

“A society that has more justice is a society that needs less charity.”

– *Ralph Nader*

There are several principles that can help guide your school community as it works to understand how to balance justice with charity.

One key is the awareness that charity tends to be individual based, while justice addresses things systemically; and it's crucial to remember that economic inequalities require systemic changes.

The focus for this week is for each division to use a media form (video or picture book) to ensure students understand the difference between charity and justice.

Action

Watch the following videos

[Charity vs Justice](#) (end at 2:25)

[What is the 'right to food'?](#)

Review the Charity vs. Social Justice table below:

Reflect on the quote from Ralph Nader

CHARITY	SOCIAL JUSTICE
Is social service	Is social change
Provides direct services like food, clothing and shelter	Works to change unjust structures and organizations
Is directed at the effects of injustice	Is directed at the root causes of injustice
Is often private, individual acts	Is often public, group actions
Examples: homeless shelters, food banks, clothing drives, monetary donations	Examples: working to change laws, changing policies and practices of companies and governments



Conversation

What do you think the quote means?

What might creating this sort of society look like?

Challenge Question

Charity usually makes us feel good, justice doesn't always give us that feeling. *Why do you think that is?*

Create a Venn diagram that shows similarities and differences between charity and justice.



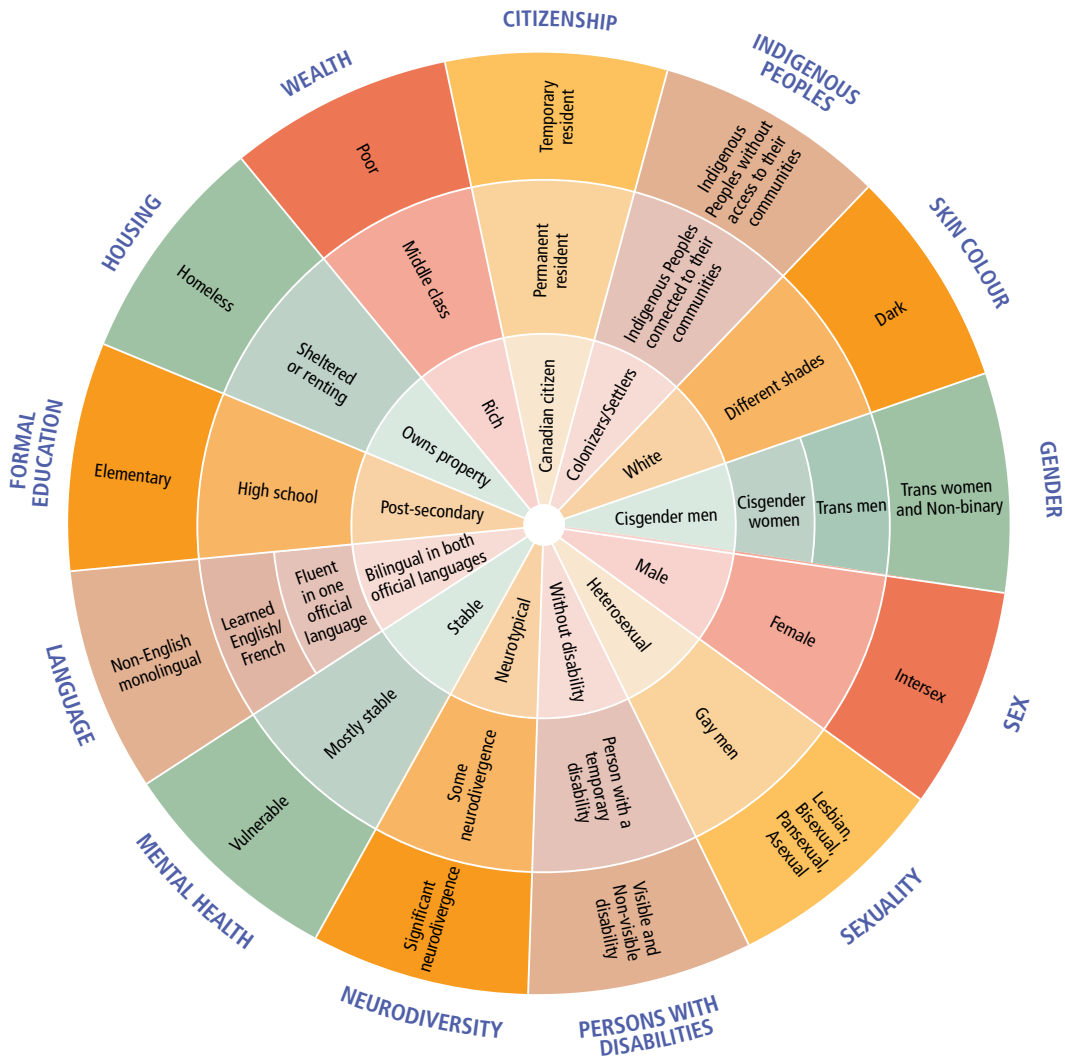


WEEK 2: What is Food Insecurity? What are the Interrelated Issues?

“Overcoming poverty is not a gesture of charity. It is the protection of a fundamental human right, the right to dignity and a decent life.”

—Nelson Mandela, former president of South Africa

WHEEL OF PRIVILEGE AND POWER (the closer you are to the centre, the more privilege you have)



7

7 [Wheel of Privilege and Power](#). Government of Canada



Household food insecurity exists when there is a compromise in the quality of food consumed (moderate food insecurity) or there is reduced food intake and disrupted eating patterns (severe food insecurity).

Action

Explore how the [Wheel of Privilege and Power](#)⁸ shows the ways in which issues of oppression are interconnected. This visual is meant to guide the ways that you interpret the following questions separated by age group and division.

Conversation

How can the interacting factors on the wheel of power and privilege impact the families and individuals who access food banks on a regular basis?

How does this visual help display connections between food insecurity and other issues?

Action

Watch Food Share's video [What is Food Insecurity](#).

Conversation

What is food justice?

Explore your community. *What organizations exist in your area that are working on food imbalances? Are there community gardens in your area? What's the process to create a community garden?*

Action

Watch [What is Food Insecurity](#) from Daily Bread Food Bank.

Conversation

Watch [Food Security for All](#) and/or read [Food Insecurity in Canada](#).

How is Unite for Change changing the way that we deal with food insecurity? How can we ensure that those in government are forced to realize that we need changes in our society?

Challenge Question

Individually or in small groups: Research information on a food bank or food charity in your area. Share how its usage has changed in the last few years and suggest solutions for what it might take to reduce its usage.

⁸ [Wheel of Privilege and Power](#). Government of Canada



WEEK 3: Activism in Action

Weeks 1 and 2 of the Challenge lay the foundation for students, educators and schools to use their critical consciousness to take action.

The visual below provides a framework to reinforce the various layers of community that students can influence. The goal is to ensure that classes and schools attempt to affect change on as large a part of the world as possible.



9

9 Taken from *Respond and Rebuild: ETFO's Guide to Culturally Relevant and Responsive Pedagogy*



Culminating Project

Now that you have completed activities in Weeks 1 and 2, it's time for your class to share what you've learned.

We recognize that for some classes, this topic was brand new whereas for others, it may have reinforced earlier learning. We also want to recognize that there are students who will be completing this challenge on food insecurity while living in circumstances of poverty themselves.

The goal in this culminating task is to provide every class and student the opportunity to reflect on their learning during the challenge. Most importantly, the entries should center student voice and highlight the ways they can and will create systemic changes.

The success criteria and parameters below are to help guide you and your students as your class creates their entries. While you are not required to complete the graphic organizer below, please use it as a checklist to consider as your students complete their entries.

Do the entries provide ideas for your class, school and community?

Does your submission clearly illustrate collaboration, inclusion and attempt to minimize negative impacts on the environment?

There are additional details for each component below as well.

The criteria below will also be considered by the panel of assessors who will select classes for special recognition.

Success Criteria Checklist for Challenge Entries Submission

Submission Criteria	My Class	My School	My Community
Collaboration. The entry should reflect the ways teamwork and working together was present within the class over the course of the challenge.			
Engagement. How does the entry reflect opportunities to encourage active participation from students, families and community, fostering critical thinking and discussion?			



Submission Criteria	My Class	My School	My Community
Impact Measurement. Food insecurity is a big problem and big problems require big solutions. How does your entry contribute to long-term solutions and systemic changes for your school community?			
Inclusivity. How does your entry reflect the ways that food insecurity and poverty intersect with other forms of oppression and structural barriers?			
Reflection. How does your entry present the ways that deep learning and growth occurred as part of your participation in the challenge?			
Relevance. How does the challenge entry address the ways food insecurity impacts the school, school community and the society at large?			
Sustainability. How does your entry/learning foster ongoing awareness and action beyond the learning over the time of the challenge?			





Class Submission

Share what you've learned with family, and elected community leaders.

For the junior division, the audience for sharing your learning includes 'family and/or elected community leaders'.

Working in **small groups**, students are invited to develop submissions that capture their learnings from weeks one and two. Students can share what they've learned by:

- Writing (a) paragraph(s)
- Creating a collage with captions
- Creating a recording (audio or video)
- Developing an infographic, cartoon or additional options using an application such as Canva.

The goal for you as an educator is to choose the mediums that work best for your class, as long as they can be captured digitally and submitted to the email address below.

We recognize the possible limitations that some educators may face which is why this task has been left open ended, but the focus is on capturing student learning in the best way possible for your class.

Email your class's entries as a single file to CBCSchoolChallenge@dailybread.ca. Please save your file using the following naming convention: Teacher Last Name_GrX_School Name. If your file is large, you may wish to consider using a tool such as WeTransfer.

To be eligible for the Challenge, entries must be received by 3:00 PM EST on December 20, 2024.



2024 School Challenge

Intermediate Division





WEEK 1: Charity vs. Justice

“A society that has more justice is a society that needs less charity.”

– *Ralph Nader*

There are several principles that can help guide your school community as it works to understand how to balance justice with charity.

One key is the awareness that charity tends to be individual based, while justice addresses things systemically; and it's crucial to remember that economic inequalities require systemic changes.

The focus for this week is for each division to use a media form (video or picture book) to ensure students understand the difference between charity and justice.

Action

Watch [Defining Charity and Justice](#).

Create a Venn diagram that shows similarities and differences between charity and justice.

Ask students for components/examples of charity and justice.

The chart below provides some possible answers for you as an educator that can help discussion, but shouldn't be shared with students until they have completed their own ideas.

CHARITY	SOCIAL JUSTICE
Provides direct service: food, shelter, clothing, etc.	Promotes social change in institutions
Directed at the effects of injustice (symptoms)	Directed at root causes of injustice
Short term relief	Long term solutions



Conversation

Through inquiry and concrete examples, share evidence for each point in the chart.

Charity feels good, justice does not always. *Why is that?*

Create a Venn diagram that shows similarities and differences between charity and justice.

What do you think the quote means?

What might creating this sort of society look like?

Challenge Question

Provide school and/or community examples of both charity and justice. *What are some new ways that you (individually, or through a community group) could help educate others on new ways to solve inequities in your area?*





WEEK 2: What is Food Insecurity? What are the Interrelated Issues?

“Overcoming poverty is not a gesture of charity. It is the protection of a fundamental human right, the right to dignity and a decent life.”

—Nelson Mandela, former president of South Africa

Household food insecurity exists when there is a compromise in the quality of food consumed (moderate food insecurity) or there is reduced food intake and disrupted eating patterns (severe food insecurity).

Action

Read through the [What is a living wage?](#)

Watch the TED Talk [Jasmine Crowe – Hunger is not a question of scarcity](#)

Conversation

Hunger is social, economic and environmental. In small groups, explore the connections between hunger and a) social, b) economic (living wage) and c) environmental (landfills and transportation). Be prepared to share the ways in which your topic could be reimaged to create a more equitable world.

This video provides data on the amount of food waste in the United States. Your task is to now research information available on food waste in your community using the following areas:

- Canada
- Ontario
- your region (if available)
- your town/city

Reflect on the quote: *“How can we feed people the way we have fed landfills for generations?”*

Explore the question: *What possibilities do you see for creating a dream piece of technology that can help eradicate food issues in your community?*

How does the app that Tracy Crowe has started to create a more equitable world?



Action

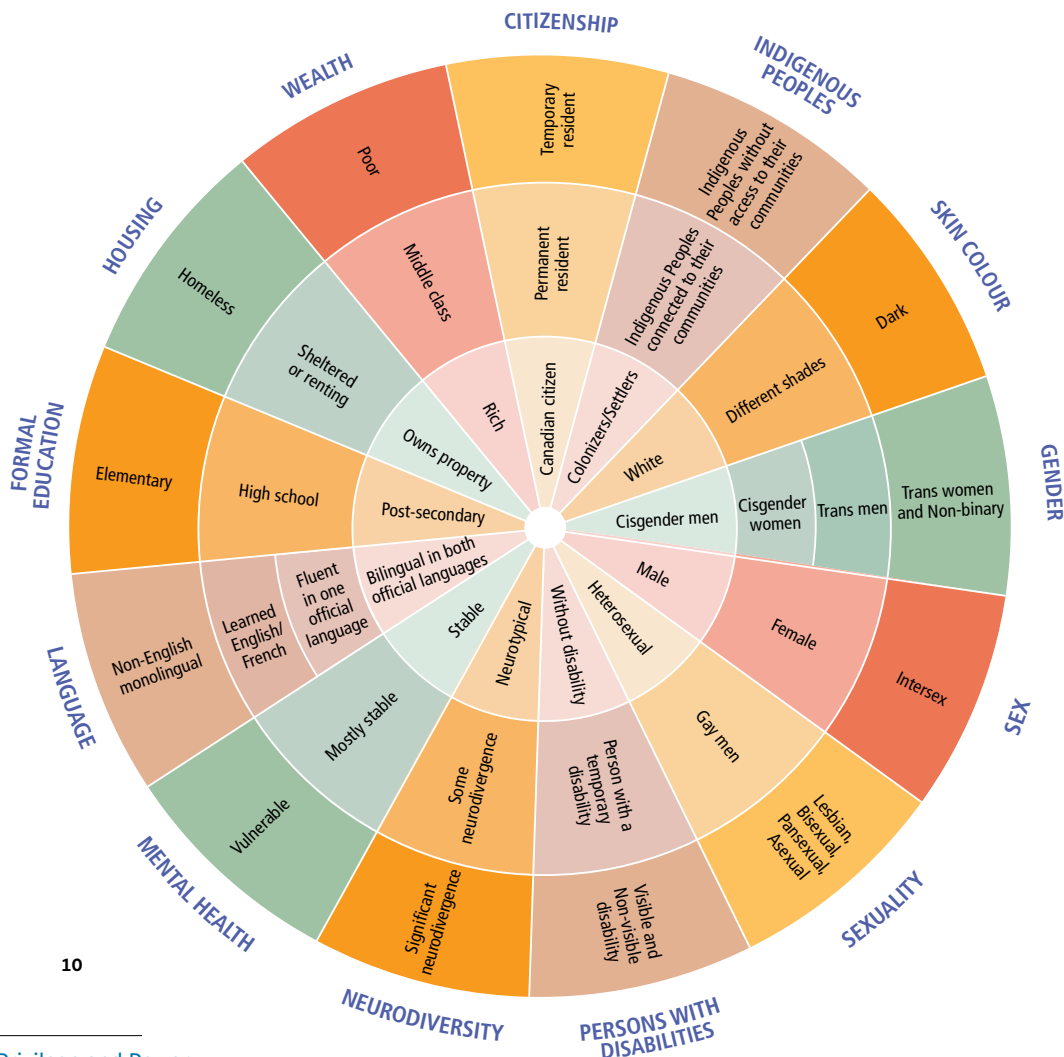
Watch [Food Insecurity for All](#)

Conversation

What is food justice? How do changing wages and housing immediately change the statistics of who has access to food? Using the following diagram, evaluate how these interrelated issues may contribute to food insecurity.

Why does food bank use decrease when citizens are 65 plus? Explain how this shows potential solutions to food insecurity.

WHEEL OF PRIVILEGE AND POWER
 (the closer you are to the centre, the more privilege you have)



10

10 [Wheel of Privilege and Power.](#)
 Government of Canada

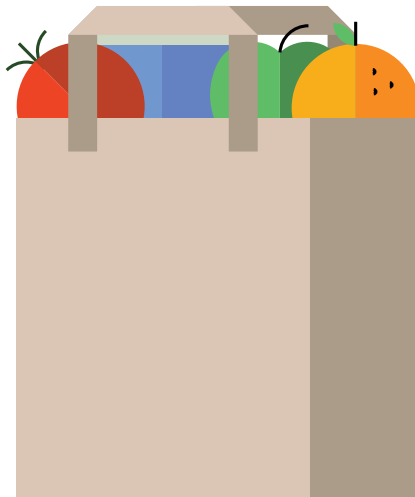


Challenge Question

Based on the information you researched, *what do you notice about differences between Canada and the USA?* More importantly, research a minimum of two solutions for the issue of food waste. This may include organizations, policies, technology etc. Be sure to include the following:

- A) *How does the solution work?*
- B) Explore how the solution addresses
 - Social implications of hunger
 - Economic implication of hunger
 - Environmental implications of hunger

For the Educator: [Goodr](#), [FoodShare TO](#) and [TooGoodToGo](#) are three potential solutions to share. You may choose one of these to provide an exemplar for your students.



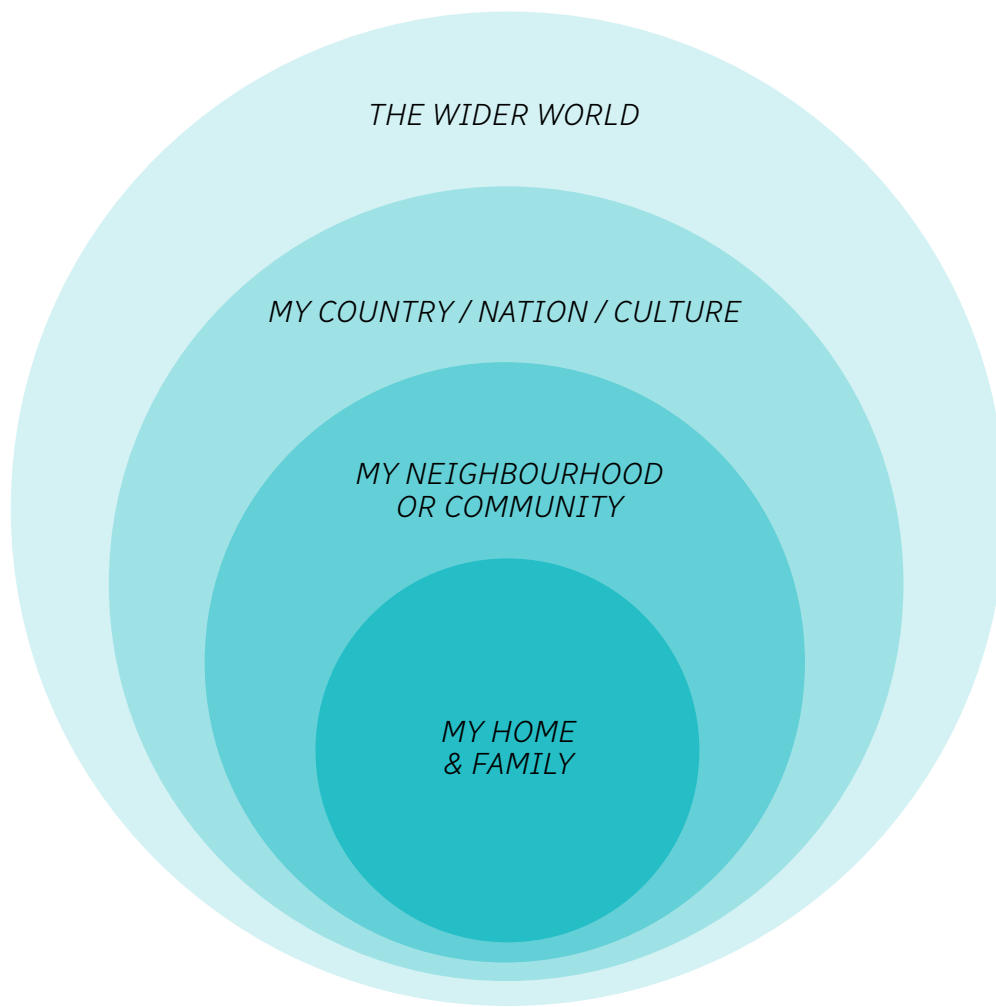


WEEK 3: Activism in Action

Weeks 1 and 2 of the Challenge lay the foundation for students, educators and schools to use their critical consciousness to take action.

The visual below provides a framework to reinforce the various layers of community that students can influence. The goal is to ensure that classes and schools attempt to affect change on as large a part of the world as possible. Within your culminating assignment/entry, your goal should be to attempt to affect each of these layers of community as you share what you've learned over the course of the challenge.

OPTIONAL: Watch [Bronfenbrenner's Ecological Systems: 5 Forces Impacting Our Lives](#)



11

11 Taken from *Respond and Rebuild: ETFO's Guide to Culturally Relevant and Responsive Pedagogy*



Culminating Project

Now that you have completed activities in Weeks 1 and 2, it's time for your students to share what they've learned.

We recognize that for some classes, this topic was brand new whereas for others, it may have reinforced earlier learning. We also want to recognize that there are students who will be completing this challenge on food insecurity while living in circumstances of poverty themselves.

The goal in this culminating task is to provide every class and student the opportunity to reflect on their learning during the challenge. Most importantly, entries should center student voice and highlight the ways they can and may create systemic changes.

The success criteria and parameters below are to help guide you and your students as your class creates their entries. While you are not required to complete the graphic organizer below, please use it as a checklist to consider as your students complete their entries.

The criteria below will also be considered by the panel of assessors who will select classes for special recognition.

Success Criteria Checklist for Challenge Entries Submission

Submission Reflections	My Class	My School	My Community
Collaboration (if done in groups). The entry should reflect the ways teamwork and working together was present within the class over the course of the challenge.			
Engagement. How does the entry reflect opportunities to encourage active participation from students, families and community, fostering critical thinking and discussion?			
Impact Measurement. Food insecurity is a big problem and big problems require big solutions. How does your entry contribute to long-term solutions and systemic changes for your school community?			



Submission Reflections	My Class	My School	My Community
Inclusivity. How does your entry reflect the ways that food insecurity and poverty intersect with other forms of oppression and structural barriers?			
Reflection. How does your entry present the ways that deep learning and growth occurred as part of your participation in the challenge?			
Relevance. How does the challenge entry addresses the ways food insecurity impacts the school, school community and the society at large?			
Sustainability. How does your entry/learning foster ongoing awareness and action beyond the learning over the time of the challenge?			



Class Submission

Share what you've learned and possible solutions

For the intermediate division, the audiences for sharing learnings are 'family and/or elected community leaders'.

Working in **small groups** or **individually**, students are invited to develop submissions that capture their learnings from weeks one and two. Students can share what they've learned by:

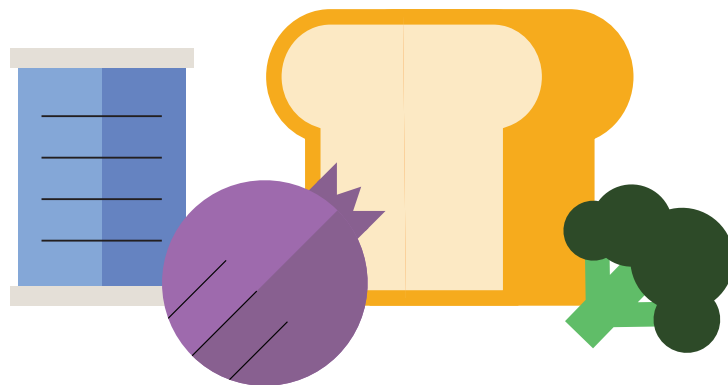
- Writing a short essay
- Crafting an email or letter to an elected official
- Drawing a picture
- Creating a recording (audio or video)
- Developing an infographic, cartoon or additional options using an application such as Canva.

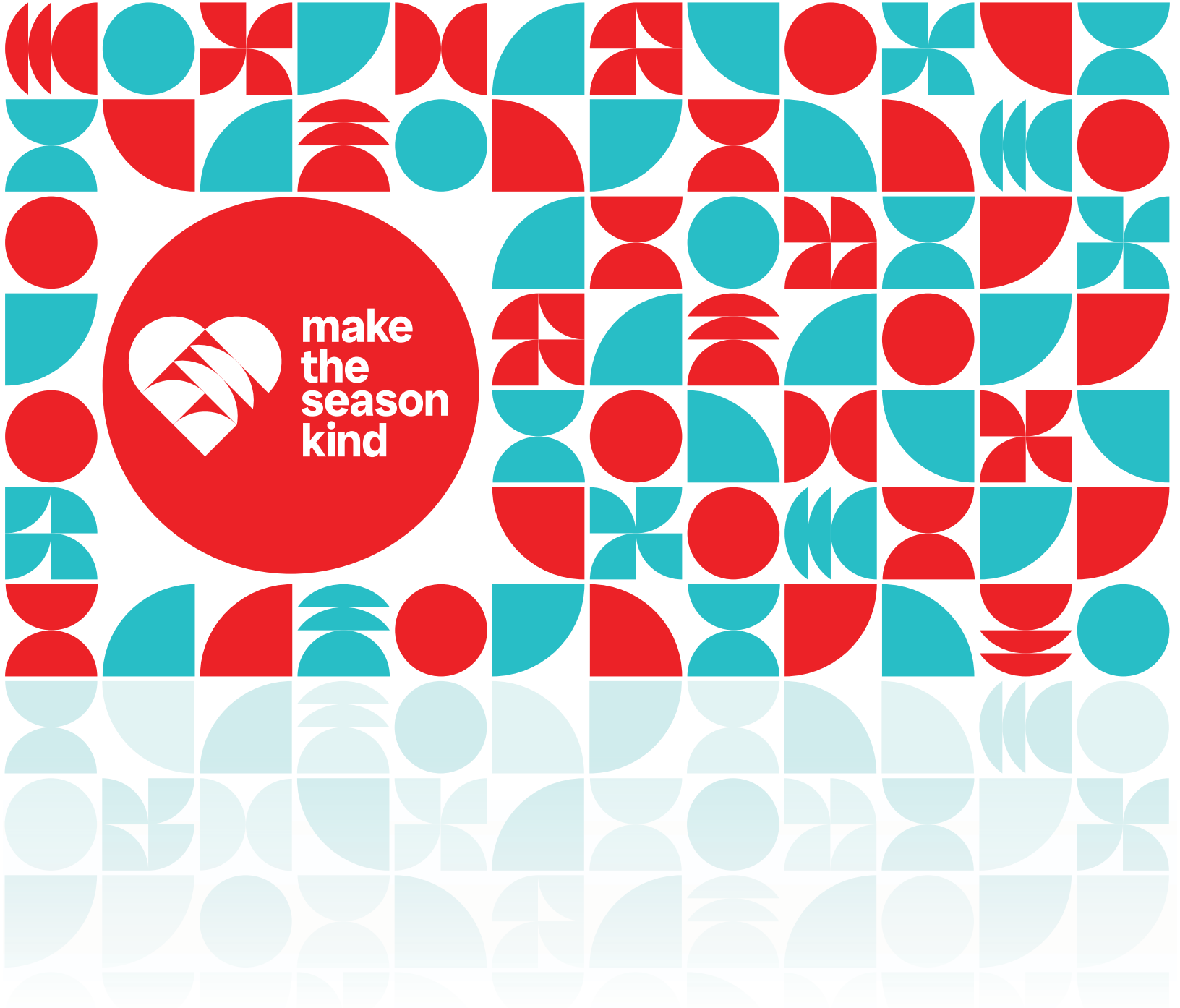
The goal for you as an educator is to choose the mediums that work best for your class, as long as they can be captured digitally and submitted to the email address below.

We recognize the possible limitations that some educators may face which is why this task has been left open ended, but the focus is on capturing student learning in the best way possible for your class.

Email your class entries as a single file to CBCSchoolChallenge@dailybread.ca. Please save your file using the following naming convention. Teacher Last Name_GrX_School Name. If your file is large, you may wish to consider using a tool such as WeTransfer.

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make
the
season
kind

Appendix





Resource Links

Intro Sections

[Balanced diet](https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/) (https://food-guide.canada.ca/en/healthy-eating-recommendations/make-it-a-habit-to-eat-vegetables-fruit-whole-grains-and-protein-foods/)

[Trauma-informed education](https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators) (https://www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators)

[National School Food Program - Canadian Teachers' Federation](https://www.ctf-fce.ca/ctf-fce-celebrates-federal-government-investment-in-school-food) (https://www.ctf-fce.ca/ctf-fce-celebrates-federal-government-investment-in-school-food)

Primary

[Differences](https://www.youtube.com/watch?v=spHQcfGAsQU) (https://www.youtube.com/watch?v=spHQcfGAsQU)

[Fairness](https://www.youtube.com/watch?v=CrZiZwyAsBw) (https://www.youtube.com/watch?v=CrZiZwyAsBw)

[Worries](https://www.youtube.com/watch?v=wna6CsZYfBA) (https://www.youtube.com/watch?v=wna6CsZYfBA)

[What is the right to food?](https://www.youtube.com/watch?v=Im5-fxpp5ko) (https://www.youtube.com/watch?v=Im5-fxpp5ko)

[Equity, Equality and Social Justice](https://www.youtube.com/watch?v=Uvoios7frIs) (https://www.youtube.com/watch?v=Uvoios7frIs)

[What is Food Insecurity?](https://www.youtube.com/watch?v=3mL0OsOTbRI) (https://www.youtube.com/watch?v=3mL0OsOTbRI)

[Donation of Food Act](https://www.ontario.ca/laws/statute/94d19) (https://www.ontario.ca/laws/statute/94d19)

Junior

[Charity vs. Justice](https://www.youtube.com/watch?v=p4l17yKzFjY) (end at 2:25) (https://www.youtube.com/watch?v=p4l17yKzFjY)

[What is food insecurity?](https://www.youtube.com/watch?v=3mL0OsOTbRI) (https://www.youtube.com/watch?v=3mL0OsOTbRI)

[What is the 'right to food'?](https://youtu.be/Im5-fxpp5ko?si=HpTUJhjZSmkNg-qo) (https://youtu.be/Im5-fxpp5ko?si=HpTUJhjZSmkNg-qo)

[Wheel of Privilege and Power](https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf) (https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf)

[What is Food Insecurity - Food Share](https://www.youtube.com/watch?v=2YgxG6tyaXs) (https://www.youtube.com/watch?v=2YgxG6tyaXs)

[What is Food Insecurity - Daily Bread Foodbank](https://www.youtube.com/watch?v=3mL0OsOTbRI) (https://www.youtube.com/watch?v=3mL0OsOTbRI)



Intermediate

[Defining Charity and Justice](https://www.youtube.com/watch?v=p4l17yKzFjY) (end at 1:38, use of the word *sexy* between 1:30 and the end)
(<https://www.youtube.com/watch?v=p4l17yKzFjY>)

[What is a living wage?](https://www.ontariolivingwage.ca/about#:~:text=What%20is%20a%20Living%20Wage,set%20by%20the%20provincial%20government.) (<https://www.ontariolivingwage.ca/about#:~:text=What%20is%20a%20Living%20Wage,set%20by%20the%20provincial%20government.>)

[Jasmine Crowe – Hunger is not a question of scarcity](https://www.ted.com/talks/jasmine_crowe_hunger_is_not_a_question_of_scarcity?subtitle=en) (https://www.ted.com/talks/jasmine_crowe_hunger_is_not_a_question_of_scarcity?subtitle=en)

[Wheel of Privilege and Power](https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf) (<https://www.canada.ca/content/dam/ircc/documents/pdf/english/corporate/anti-racism/wheel-privilege-power.pdf>)

[On food insecurity](https://www.youtube.com/watch?v=MSCrvHgGL7I) (<https://www.youtube.com/watch?v=MSCrvHgGL7I>)

[Bronfenbrenner's Ecological Systems: 5 Forces Impacting Our Lives](https://www.youtube.com/watch?v=g6pUQ4EDHeQ) (<https://www.youtube.com/watch?v=g6pUQ4EDHeQ>)





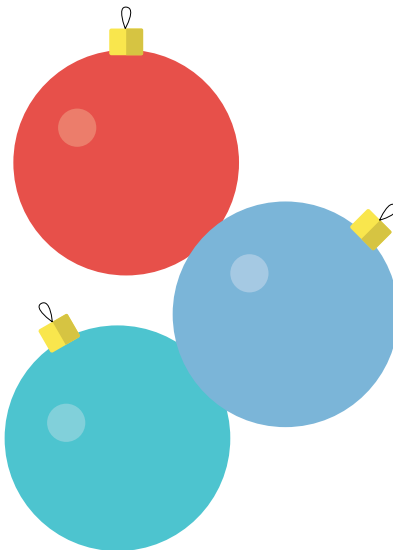
School Announcement

Below is an example of a message that can be shared as part of your school's daily or weekly announcements. Please feel free to customize the content based on your school. Thank you in advance for participating and sharing great educational opportunities with your school community.

Announcement Exemplar

"As the December break approaches, many people in our community reflect on their privilege and consider ways that we can give back to those in need. Our school may have traditionally held a food/hat/mitten drive. This year there is a new, exciting opportunity for us to take part in.

The CBC School Challenge is a great opportunity to learn about food insecurity as well as poverty and think of strategies that can help make the world a better place. Good luck to all participating classes!"





Curriculum Connections¹²

These curriculum connections provide additional ways that the challenge connects to Ontario curriculum. This section highlights the front matter that is embedded within both the Language and Social Studies curriculum as well as specific expectations at various grade levels.

One barrier that has been historically expressed to engaging with new, diverse content is educators not always seeing the ways they can bring the curriculum to life.

Below are a variety of excerpts from the curriculum that can aid in the creation of activities that may integrate food insecurity and interrelated social justice issues. Some considerations for program planning can be found on page 22 of the curriculum document. The following are relevant excerpts and expectations from the Ontario curriculum.

*The following are from the front matter that can be found in the Language and Social Studies Curriculum.

[English Language Learners in Ontario Schools](#)

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 28 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – sometimes referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development.

As students who are learning English as a second or additional language in English-language schools, English language learners bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Effective teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

¹² The Curriculum Connections is courtesy of the 2023 updated Ontario Curriculum



Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as age-appropriate literacy skills. Although they need frequent opportunities to use English at school, they also derive important educational and social benefits from continuing to develop their first language while they are learning English. Teachers should encourage parents to continue to use their own language at home, both to preserve the language as part of their children's heritage and identity and to provide a foundation for their language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

Human Rights, Equity, and Inclusive Education

A positive, inclusive, equitable, and non-discriminatory elementary and secondary school experience is vitally important to a student's personal, social, and academic development, to their future economic security, and to a realization of their full potential. Human rights principles recognize the importance of creating a climate of understanding and mutual respect for the dignity and worth of each person, so that each person can contribute fully to the development and well-being of their community. Indeed, human rights law guarantees a person's right to equal treatment in education. It requires educators and school leaders to prevent and respond appropriately to discrimination and harassment, to create an inclusive environment, to remove barriers that limit the ability of students, and to provide accommodations, where necessary.

Ontario's education system, at all levels, must respect diversity, promote inclusive education, and work towards identifying and eliminating barriers to equal treatment in education that limit the ability of students to learn, grow, and contribute to society. Discriminatory biases, harassment, non-inclusive environments, lack of accommodation, systemic barriers, power dynamics, societal poverty, and racism make it difficult for students to acquire the skills they need to be successful, competitive, and productive members of society. Ontario schools aim to improve the academic outcomes and experiences of students who have traditionally not benefited from the promise of public education.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, disability, race, colour, religion, age, marital or family status, creed, gender identity/expression, gender, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued when all members of the school community feel safe, welcomed, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning.

Research has shown that students who do not see themselves reflected in what they are learning, in their classrooms, and in their schools become disengaged and do not experience as great a sense of well-being or as high a level of academic achievement as those who do.



Culturally Responsive and Relevant Pedagogy (CRRP)

In an inclusive education system, students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. Students need to experience teaching and learning that reflect their needs and who they are. To ensure that this happens, educators in Ontario schools embrace culturally responsive and relevant pedagogy (CRRP), which recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity.

CRRP provides a framework for building positive environments, improving student responsibility and success, encouraging parent-school relationships, and building strong community connections. It also emphasizes that it is important for educators and school leaders to examine their own biases and to analyse how their own identities and experiences affect how they view, understand, and interact with all students. This can help to prevent discrimination, harassment, and the creation of poisoned environments. Educators are responsible for meaningful teaching and learning that recognizes and responds to who is in the classroom and the school.

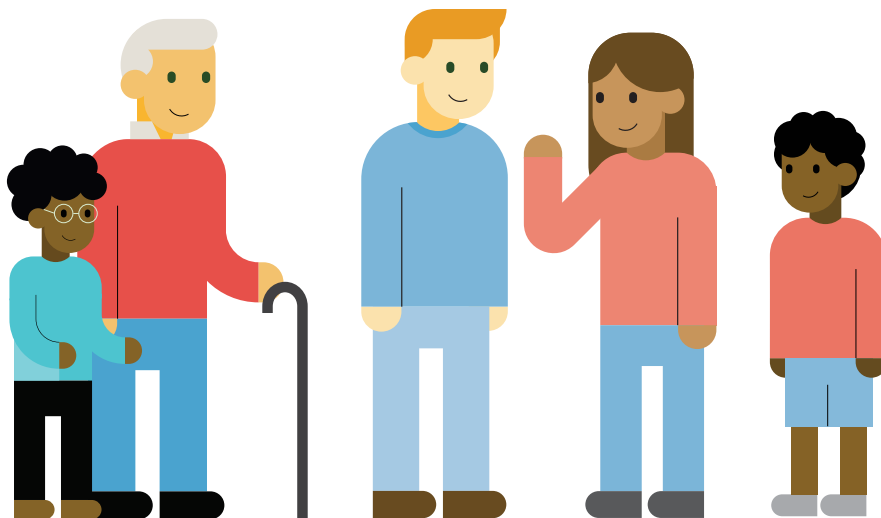
By knowing “who our students are”, educators and leaders can tailor policies, programs, and practices to better meet the needs of their diverse student populations, to provide accommodation of the needs specified by human rights law, and to ensure that every student can succeed. CRRP involves recognizing that “culture” encompasses various aspects of social and personal identity. It also means acknowledging students’ multiple social and personal identities and the social issues that arise where identities intersect. The CRRP approach is designed to spark conversation and support educators and school leaders as they seek to implement effective equity strategies and policies. Educators are encouraged to engage in meaningful inquiry, in collaboration with colleagues, to address equity issues and the needs of the students they serve.

Implementing Principles of Inclusive Education

The implementation of inclusive education principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and how respect for diversity in the school and the broader society. Inclusive education promotes equity, healthy relationships, and active, responsible citizenship. The absence of inclusive approaches to education can create discriminatory environments, in which certain individuals or groups cannot expect to receive fair treatment or an equitable experience based on aspects of their identity.



Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions and perspectives of historically marginalized groups, and by creating opportunities for their experiences to be affirmed and valued, teachers can enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to consider the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.





On behalf of CBC, the Elementary Teachers' Federation of Ontario, Daily Bread Food Bank, Feed Ontario, and food banks across the province, thank you for your participation in the CBC School Challenge.

