

# Introduction to Food Security

## Part 3: Call to Action Stop Motion Videos



**Ages 15 - 18**

### Approximate Instructional Time:

300 minutes (or five 60-minute classes\*)

\*Suggested timeline provided below

### Lesson Overview:

In this lesson, students will continue to explore the root causes and impacts of food insecurity. They will use critical thinking skills to create call to action stop motion videos to address food insecurity in their communities. This lesson involves research, collaboration, discussion, and action towards achieving the Sustainable Development Goal “Zero Hunger”.

### Learning Outcomes:

Students will be able to:

- Gain a deeper understanding of food insecurity and its impact on individuals and communities.
- Develop skills in creating call-to-action stop motion videos for raising awareness.
- Collaborate in groups to storyboard, script, and produce stop motion videos on food insecurity.
- Provide solutions to help fight against food insecurity.

### Materials:

- Teacher computer with access to the internet
- Device to project videos (projector & smartboard or television)
- iPads or other smartphones with a camera for filming (1 per group)
- Copies of Appendices documents:

Appendix 1	United Nations' 17 Sustainable Development Goals Poster	1 copy per group
Appendix 2	What <b>You</b> Can Do to Achieve #ZeroHunger	1 copy per group
Appendix 3	Call to Action Stop Motion Video - Assignment and Storyboard Worksheet	1 copy per group
Appendix 4	Peer Feedback Choice Board	1 copy per student

- Art materials to create sets or scenes for stop-motion-videos such as:
  - Small/mini white boards and dry erase markers in a variety of colours
  - Poster board paper
  - Popsicle sticks
  - Coloured paper (variety of colours)
  - Clay
  - Lego
  - Markers, pencil crayons

## LESSON

### Day 1: Understanding the Sustainable Development Goal 2 – Zero Hunger

#### Activating Discussion:

- Play the video titled, 'Food Insecurity in Manitoba: Part 3 Solutions' (5:45):  
<https://www.youtube.com/watch?v=84A0Gv4puBw>
- Have students **Think-Pair-Share** to answer the question:
  - What is one way that the video describes how you can make a difference in fighting against food insecurity?

#### Acquire:

1. Project or display an image of the United Nations' 17 Sustainable Development Goals (SDGs, Appendix 1).
2. Ask students if they have heard about the Sustainable Development Goals. Briefly explain that the SDGs are a set of global goals developed by the United Nations to address various social, environmental, and economic challenges.
3. Introduce the specific SDG related to food insecurity which is "Zero Hunger." Explain that this goal aims to end hunger, achieve food security and improved nutrition, and promote sustainable agriculture by the year 2030.
4. Facilitate a discussion on why achieving Zero Hunger is important, locally.
  - Begin by asking students what they think "Zero Hunger" means.
    - Encourage students to consider not just having enough food to eat, but also access to *nutritious meals* that one likes.
  - Have a brief discussion with the class about the varying levels of food security (household/individual, community, and national levels). Emphasize that the focus will be on household/individual and community levels in this lesson.

**Household/Individual food security:** This level of food security focuses on individual families or households. It assesses whether households have consistent access to sufficient, safe, and nutritious food to meet their dietary needs and preferences for an active and healthy life. Income, access to markets, and individual dietary needs impact household food security.

**Community food security:** This level involves ensuring that all households within a community have consistent access to an adequate quantity and quality of food. It considers factors influencing food access, including local food systems, distribution networks, nutrition education, social support networks, and policy and advocacy initiatives.

**National food security:** This level encompasses policies and strategies to make sure that a country has enough food available to meet the needs of its population. It involves aspects such as agricultural production and emergency planning to protect its citizens against things like food shortages.

5. Play the video titled, 'Understand Goal 2: Zero Hunger (Secondary)' (2:30):  
<https://www.youtube.com/watch?v=JjE76M0a054>

- Analyze and discuss different approaches to addressing food insecurity using the FAO's (2018) document titled, "*What You Can Do To Help Achieve #ZEROHUNGER*" (Appendix 2).

### Activity:

Creating Call-to-action Stop Motion videos (see Days 2-5)

## **Day 2: Stop Motion Animation to Raise Awareness, Assigning Roles, and Brainstorming**

- Introduce the concept of stop motion animation and its role in raising awareness. Show examples of stop motion videos related to social issues such as this video, titled 'SDG2: Zero Hunger (Stop Motion 2020)' (1:10): <https://youtu.be/9SkMKSek0SY>
- Play the video titled, 'What is Stop Motion Animation and How Does It Work?' (2:28): <https://www.youtube.com/watch?v=wVjMFU11hVA>
- Explain to students that they are being tasked with creating stop motion video as calls to action for achieving zero hunger. Have students get into groups of 3-4. Ensure that each group has at least one copy of *Zero Hunger: Call to Action Stop Motion Video - Assignment and Storyboard Worksheet* (Appendix 3). Review it with them, answering any questions for clarification.
- Have each group select an approach to achieving zero hunger that they want to animate in their stop motion video then assign roles or have students decide on who will be the: scriptwriter, set designer, animator, and editor.
- Get students to brainstorm ideas for their stop motion videos based on food insecurity in their communities.

## **Day 3: Storyboarding and Preparation of Sets and Characters**

- Begin by explaining that storyboarding involves creating a graphic representation of what will happen in a video.
- Play the video titled, 'How to Storyboard Your Animation' (2:36): <https://www.youtube.com/watch?v=ji2nwkH2JRo>
- Have students use Appendix 3 (previously distributed) to storyboard. Provide feedback and guidance before students begin the filming process to ensure that the message about food insecurity and the SDG goal Zero Hunger is conveyed effectively in their storyboards and scripts.
- Provide time for students to prepare their sets and characters (if any) using the materials they have available to them.

**Day 4:**  
**Filming and Editing**

1. Have students film and edit their stop motion videos using their prepared scripts, sets, characters, and iPhone or iPad with the downloaded Stop Motion Studio app.

**Day 5:**  
**Screening of Stop Motion Videos, Reflection, and Peer Evaluation**

1. Host a Screen Day where students get to view each other's stop motion videos to encourage peer feedback and discussion on the effectiveness of each video in raising awareness of food insecurity. Have students fill in the Peer Feedback Choice Board (Appendix 4).

**Appendices:**

- Appendix 1 - *United Nations' 17 Sustainable Development Goals* poster
- Appendix 2 - *What **You** Can Do to Achieve #ZeroHunger*
- Appendix 3 - *Zero Hunger: Call to Action Stop Motion Video - Assignment and Storyboard Worksheet*
- Appendix 4 - *Peer Feedback Choice Board*