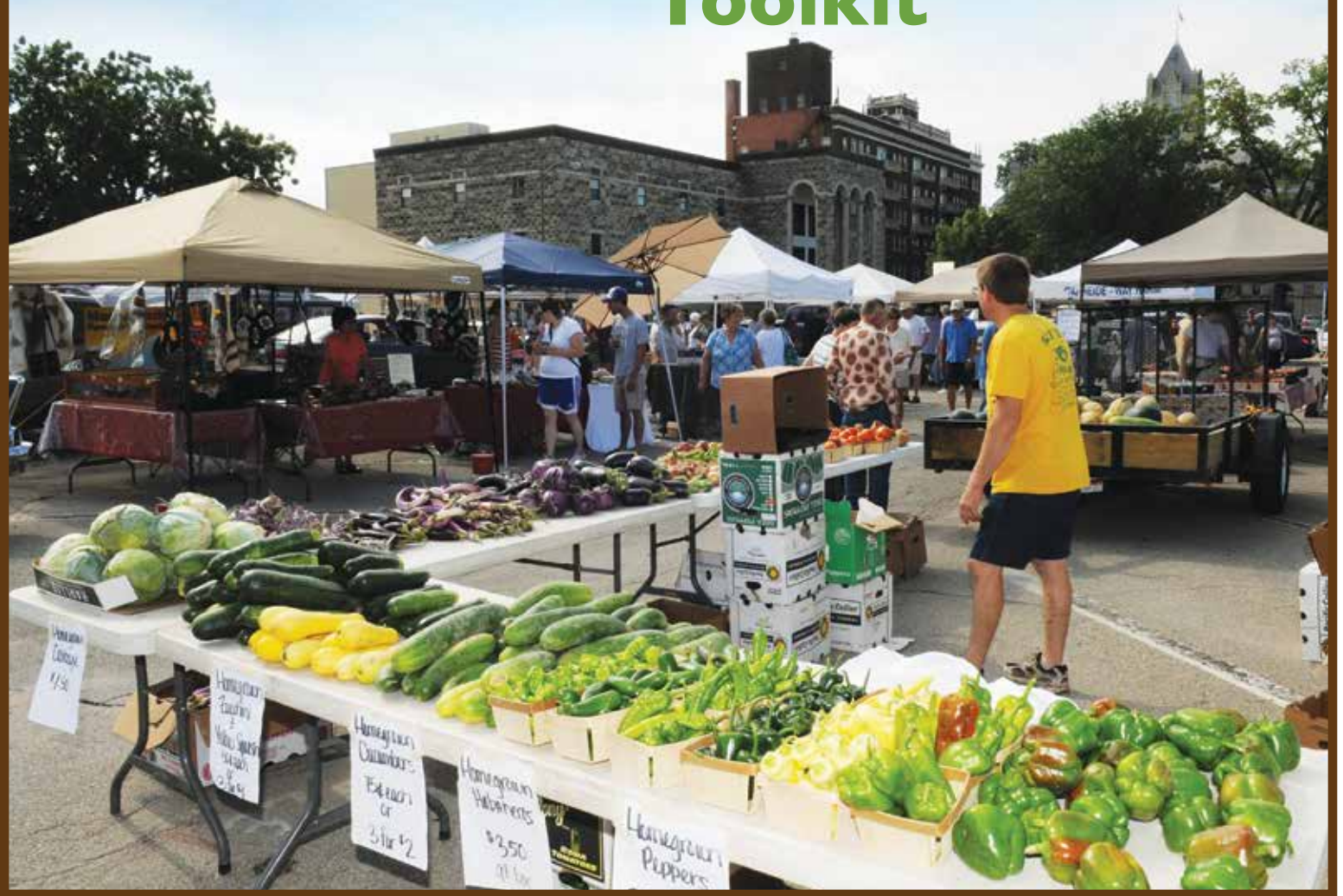


4-H: Empowering Youth to End Hunger in Their Communities Toolkit



4-H Youth Development . . . increasing local awareness of food security and hunger issues



Partner Organizations

INVEST AN ACRE



Introduction

“ Farmers produce more food today than we did five years ago; in five years we’ll produce more. People are hungry not because there aren’t enough farmers or food, but because they don’t have access to it or can’t afford it. There’s also an estimated \$3 billion worth of food wasted because farmers either can’t get the labor to harvest it or it doesn’t look perfect enough for store shelves.”

— Howard G. Buffett

The toolkit provides resources for activities, workshops, and suggestions to:

- Increase the awareness of hunger and food insecurity in the United States,
- Help youth and adults, as partners, advocate and find solutions to ending hunger in their communities, and
- Promote the Invest An Acre program via community activities, social media, incentives, contests, and recognition.

The activities are meant to encourage youth and adults, as partners, to learn about hunger and plan and participate in community projects to raise awareness and address the hunger needs of their communities. Where possible, activities designed for certain age groups are specified as well as the length of time an activity takes. Each activity also gives a list of supplies and follow-up questions.

The 4-H: Empowering Youth to End Hunger in Their Communities program is a collaboration involving The Howard G. Buffett Foundation, Feeding America food banks, ADM, and Monsanto in cooperation with the National 4-H Council and 4-H Youth Development programs of Illinois, Kansas, Missouri, Nebraska and North Dakota.

Invest An Acre

<http://www.investanacre.com>

National 4-H Council

<http://www.4-h.org/about/leadership/national-4-h-council/>

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Hunger Awareness

Activity 1: Booth at the Fair

Compile a list of facts about hunger in your community and the United States. Set up display boards with facts and provide information sheets with how individuals can help. Showcase what 4-H has been doing to fight hunger by highlighting activities that clubs have done throughout the county. Have a trivia game set up where people can try to guess facts about hunger and they can win prizes. Promote Invest An Acre to the community and farmers at the booth to show that there are many ways that people can help. Have 4-H members work at the booth to help answer questions about Invest An Acre and hunger in the community.

Activity 2: Book Club

This activity can be both an educational activity and a community service project. It should be conducted with a group of children or teens who can meet together regularly. The initial task is to select a book about hunger or hunger-related issues that all members of the group will read. The literary circle should have four to six members. If you have a larger group, several literary circles can be formed. Books can be fiction or nonfiction depending on the interests of the group members. For each meeting the group decides how much of the story should have been read (e.g., one chapter, first 10 pages...). In the group, different members assume specific roles. One person serves as discussion leader, another person serves as the word finder (looks up definitions of words that group members do not know), and another person serves as summarizer (summarizes ideas shared by the group after a meeting and shares the summary with the group at the next meeting). Group members can rotate roles at each meeting or after several meetings. Once the group finishes the book, the next step is to develop one or more projects based on the book. For example:

- The group could write and then act in a play based on the book. The play could be presented to parents or other groups of children or teens.
- The group could create an art or educational exhibit based on the book that could be shared with schools or the community.

*A list of suggested books with age ranges is attached.

Book List

Stories for Young Children

Brown, Marcia. *Stone Soup*. 1947. Published by Aladdin. Based on an old French tale, this story is about three hungry soldiers who outwit the inhabitants of a village into sharing their food.

- Bunting, Eve. *Fly Away Home*. 1991. Published by Clarion Books. A story about a boy and his father who live in a busy airport. Both illustrator and author focus on giving the child's-eye view of the problem, and their skill makes this a first-rate picture book.
- Cooper, Melrose. *Gettin' Through Thursday*. 1998. Published by Lee & Low Books. A young boy in a family that is just making it paycheck to paycheck feels the richness of family love.
- De Costa Nunez, Ralph. *Our Wish*. 1997. Published by Institute for Children and Poverty, Inc. The workbook can stand by itself as a teaching tool for small children. This book can be ordered from Homes for the Homeless, (212) 529-5252. The story is about a family of rabbits that loses its home. They go to an animal shelter and with help they find another home in an orchard.
- DiSalvo-Ryan, DyAnne. *Uncle Willie and the Soup Kitchen*. 1991. Published by William Morrow & Co. Library. The story of a young boy's introduction to work in a community kitchen. He learns from his Uncle Willie about how to help and support those living in poverty in his community.
- Hesse, Karen. *Spuds*. 2008. Published by Scholastic Press. Ma is working late shifts but there doesn't ever seem to be enough to eat. So one frosty night Jack and Maybelle put little Eddie in a wagon with some empty sacks and sneak into a farmer's field to liberate the potatoes that are just lying there.
- McBrier, Page and Lohstoeter, Lori. *Beatrice's Goat*. 2001. Published by Atheneum Books for Young Readers. Page McBrier and Lori Lohstoeter beautifully recount this true story about how one child, given the right tools, is able to lift her family out of poverty. (Two percent of publisher's proceeds will be donated to Heifer Project International.)
- Noble, Trinkia Hakes. *The Orange Shoes*. 2007. Published by Sleeping Bear Press. Delly Porter enjoys the feel of soft dirt beneath her feet as she walks to and from school, but after a classmate makes her feel ashamed of having no shoes she learns that her parents and others, too, see value in things that do not cost money.
- Nunez, Ralph Costa, and Schrager, Willow. *Cooper's Tale*. 2010. Published by Institute for Children and Poverty, Inc. When two fat cats take over the cheese shop, Cooper the pink mouse suddenly finds himself homeless. The friendship he develops with three homeless children changes all of their lives in ways they never expected.
- Rosen, Michael J. *The Greatest Table*. Published by Harcourt Brace and Company. This is a book that unfolds into a 12-foot long accordion book, showing the various ways people eat together and the variety of foods people eat. This book lends itself to a number of art projects for children. This book is out of print but does have limited availability through some book stores and Amazon.com.

Fiction for Older Children

Armstrong, William; illustrated by James Barkley. *Sounder*. 1969. Harper & Row. This is the story of an African American sharecropper family in the late 19th century south.

Bromley, Anne C. *The Lunch Thief*. 2010. Tilbury House Publishers. Rafael is angry that a new student is stealing lunches, but he takes time to learn what the real problem is before acting. [NOTE: This is a picture book, but reviews indicate that it is targeted at an older audience and best shared by an adult with a group of listeners/readers.]

Carlson, Nancy; Williams, Garth. *The Family Under the Bridge*. Originally, 1958. Reissued, 1989. Published by HarperCollins. The story of a homeless man named Armand who lives in Paris under a bridge. He suddenly finds himself helping care for a newly homeless family.

Curtis, Christopher Paul. *Bud, Not Buddy*. 1999. Published by Delacorte Books for Young Readers. The story of Bud Caldwell, a 10-year old boy on his own, on a journey to find his unknown father in depression era Michigan. Atlanta Community Food Bank, 2012

Mathis, Sharon Bell. *Sidewalk Story*. 1986. Published by Puffin. A young girl comes to the aide of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy.

Neufield, John. *Almost a Hero*. 1995. Published by Aladdin Paperbacks. A young boy in Santa Barbara does a community service assignment at a child care center for homeless children.

O'Connor, Barbara. *How to Steal a Dog*. 2007. Published by Farrar, Straus and Giroux. Living in the family car in their small North Carolina town after their father leaves them virtually penniless, Georgina and her younger brother concoct an elaborate scheme to get money by stealing a dog and then claiming the reward.

Voigt, Cynthia. *Homecoming*. 1977. Published by Simon Pulse. Abandoned by their mother, four children begin to search for a home and an identity.

Wilder, Laura Ingalls. *The Long Winter*. 1940. Published by Harper. During an already hard winter, a terrible storm keeps trains from getting through with food and supplies.

Fiction for Youth and Teens

Carey, Janet Lee. *The Double Life of Zoe Flynn*. 2004. Published by Atheneum Books for Young Readers. When Zoe's family has to live in their van for months after moving from California to Oregon so her father can find work,

Zoe tries to keep her sixth-grade classmates from discovering that she is homeless.

Fenner, Carol. *The King of Dragons*. 1998. Published by Margaret K. McElderry Books. Eleven-year-old Ian and his troubled Vietnam-vet father have been living on the streets by day and sleeping in a deserted courthouse by night. Now, though, the weather is getting cooler, food is becoming scant, and Ian's father has disappeared.

Flake, Sharon. *Money Hungry*. 2001. Published by Hyperion Books for Children. All 13-year-old Raspberry can think of is making money so that she and her mother never have to worry about living on the streets again.

Greenwald, Shelia. *My Fabulous New Life*. 1993. Published by Browndeer Press. An 11-year-old girl adjusts to her new neighborhood in Manhattan.

McDonald, Janet. *Chill Wind*. 2002. Published by Francis Foster Books. Afraid that she will have nowhere to go when her welfare checks are stopped, 19-year-old high school dropout Aisha tries to figure out how she can support herself and her two young children in New York City.

Mulligan, Andy. *Trash*. 2010. Published by David Fickling Books. Fourteen-year-olds Raphael and Gardo team up with a younger boy, Rat, to figure out the mysteries surrounding a bag Raphael finds during their daily life of sorting through trash in a third-world country's dump.

Shulman, Mark. *Scrawl*. 2010. Published by Roaring Brook Press. When eighth-grade school bully Tod gets caught committing a crime on school property, he must stay after school and write in a journal under the eye of the school guidance counselor. As he writes, details of his home life emerge. Tod's house is barely habitable, and he is forced to help his mother in her job as a seamstress to make ends meet. His bullying is often less about wanting to hurt other kids than genuinely needing money.

Strasser, Todd. *Can't Get There from Here*. 2004. Published by Simon & Schuster Books for Young Readers. Tired of being hungry, cold, and dirty from living on the streets of New York City with a tribe of other homeless teenagers who are dying, one by one, a girl named Maybe ponders her future and longs for someone to care about her.

White, Ruth. *Little Audrey*. 2008. Published by Farrar, Straus and Giroux. It's 1948, and 11-year-old Audrey lives in a Virginia coal-mining camp with her father, who drinks; her mother, who is emotionally adrift; and her sisters, – the three little pigs. A fiercely honest child's-eye view of what it's like to be poor, hungry, and sometimes happy.

Fiction for Teens and Adults

- Allison, Dorothy. *Bastard Out of Carolina*. 1993. Published by Plume. A deeply engaging story of a young girl growing up in poverty during the 1950s and '60s.
- Arnold, Harriet. *The Dollmaker*. 1954. Published by Macmillan. An enormously popular novel from the late 1940s, *The Dollmaker* is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit.
- Baldwin, James. *Another Country*. 1962. Published by Dial Press. A genius of American fiction, this is one of Baldwin's most eloquent statements about the intersection of race and class.
- Ellison, Ralph. *The Invisible Man*. 1952. Published by Random House. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives.
- Erdrich, Louise. *Love Medicine*. 1984. Published by Holt, Rinehart, and Winston. Lends insight into life on and off Native American reservations.
- Grimsley, Jim. *My Drowning*. 1998. Published by Scribner Paperback Fiction. An evocative, uncompromising account of a hardscrabble childhood in rural North Carolina in the 1940s.
- Islas, Arthur. *Migrant Souls*. 1990. Published by Morrow. A tale of the conflicts of a Latino family in south Texas.
- Morgan, Robert. *Gap Creek: A Story of a Marriage*. 1999. Published by Algonquin books of Chapel Hill. A view of life at the turn of the 20th century and the strength and grit required to gather, make, and prepare food and the utter dependence upon nature.
- Morrison, Toni. *The Bluest Eye. Beloved. Jazz*. Published by Knopf, distributed by Random House. Any work by Morrison speak to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as the basic struggles of human existence.
- Mukherjee, Bharati. *The Middleman*. 1988. Published by Grove Press. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States.

Non-Fiction for Teens and Adults

- Abramsky, Sasha. *Breadline USA: The Hidden Scandal of American Hunger and How to Fix It*. 2009. Published by Polipoint Press. The author combines an account of his own seven-week experiment in living on a poverty budget with moving vignettes of men and women who have fallen through society's frayed safety net and are suffering from food insecurity.

- Beckmann, David and Simon, Art. *Grace at the Table: Ending Hunger in God's World*. 2002. Paulist Press. A primer on the causes of international hunger.
- Berg, Joel. *All You Can Eat: How Hungry Is America?* 2008. Published by Seven Stories Press. Berg, executive director of the New York City Coalition Against Hunger, spotlights domestic poverty and hunger in this book that has sharp words for politicians, charities, and religious denominations. The author reveals how consistently the federal government has ignored hunger in the United States.
- Bloom, Jonathan. *American Wasteland: How America Throws Away Nearly Half of Its Food (And What We Can Do about It)*. 2010. Published by Da Capo Press. Follows the trajectory of America's food from gathering to garbage bin in this compelling and finely reported study, examining why roughly half of our harvest ends up in landfills or rots in the field. Bloom says, "Current rates of waste and population growth can't coexist much longer," and makes smart suggestions on becoming individually and collectively more food-conscious.
- DeGraf, John, and others. *Affluenza*. 2002. Published by Berrett-Koehler Publishers. Based on the PBS documentary, which is a one-hour television special that explores the high social and environmental costs of materialism and overconsumption.
- Edelman, Marian Wright. *Families in Peril: An Agenda for Social Change*. 1987. Published by Harvard University Press. Based on Edelman's 1986 W.E.B. Dubois lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.)
- Ehrenreich, Barbara. *Nicked and Dimed: On (Not) Making it in America*. 2001. Published by Picador. This book gives us a compelling look at the challenges of being a part of America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force.
- Lappe, Frances Moore, Collins, Joseph and Rosset, Peter. *World Hunger: Twelve Myths*. 1998. Published by Grove Press. Addresses the myths about hunger and poverty that keep us from adequately approaching and addressing the problem.
- LeBlanc, Adrian Nicole. *Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx*. 2003. Published by Scribner. LeBlanc provides a profoundly intimate portrait of a teenager, her family, and a community in the Bronx throughout the 1990s. It illuminates the complicated and many layered challenges of poverty. The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and its related burdens, the texture of their real experiences is obscured

- Newman, Katherine. *No Shame in My Game: The Working Poor in the Inner City*. 2000. Published by Vintage. Katherine Newman explores the explosion of working poverty in urban America.
- Phillips, Kevin. *Wealth and Democracy*. 2002. Published by Broadway. A social criticism and economic history of plutocracy, excess, and reform.
- Roberts, Paul. *The End of Food*. 2008. Published by Mariner Books. The author of *The End of Oil* considers how we make, market, and consume food, which leaves too many people fat and too many others starving.
- Russell, Sharman. *Hunger: An Unnatural History*. 2005. Published by Basic Books. Analyzes the psychological and physical consequences of food deprivation and semi-starvation, discussing topics ranging from hunger strikes and religious fasts to cannibalism and anorexia nervosa.
- Schlosser, Eric. *Fast Food Nation*. 2001. Published by Mariner Books. Schlosser documents the effects of fast food on America's economy, its youth culture, and allied industries, such as meatpacking, that serve this vast food production empire.
- Shipler, David K. *The Working Poor: Invisible in America*. 2004. Published by Vintage. An analysis of the plight of a surprisingly diverse and numerous group of Americans.
- Kilman, Scott, and Thurow, Roger. *Enough: Why the World's Poorest Starve in an Age of Plenty*. 2009. Published by PublicAffairs. A powerful investigative narrative that shows how, in the past few decades, American, British, and European policies have conspired to keep Africa hungry and unable to feed itself.
- Sider, Ronald J. *Rich Christians in an Age of Hunger: Moving from Affluence to Generosity*. 1997. Published by Thomas Nelson. Explores Biblical perspectives on the poor and possessions, the causes of poverty, and strategies for implementing solutions to the poverty problem. Emphasizes personal lifestyle choices, building communities of caring within churches, and the need for structural change and greater social justice.
- West, Cornel. *Race Matters. A Collection of Valuable Essays from One of Our Principal Social Critics*. 2001. Published by Beacon Press. West allows his readers to see race as a lens through which Americans view life.
- Winne, Mark. *Closing the Food Gap: Resetting the Table in the Land of Plenty*. 2008. Published by Beacon Press. The former executive director of the Hartford Food System offers an insider's view on what it's like to feed this country's hungry citizens. Winne explains Hartford's typical inner-city challenges and the successes he witnessed and helped create there. The story concludes in the present food-crazed era, where the author gives voice to low-income shoppers and explores where they fit in with such foodie discussions as local vs. organic.

Activity 3: Movie Night for Local Hunger

Step up a movie night for community members to join in and watch. This could be a drive in movie or regular type of movie viewing. The fee for watching the movie may be a canned good or monetary donation. Advertise the event well before the event and look to make this an educational activity for the community. A list of suggested movies is attached below.

Film List

Most of these are available for rent or streaming

30 Days. 2005. Created by Morgan Spurlock, *30 Days* is the innovative TV show that dares the viewer to take a walk in someone else's shoes. In the season opener, Spurlock and his fiancé try to make ends meet by working minimum-wage jobs. (Parental guidance recommended for children under 13).

Hidden in America. 1996. A Citadel/As Is Production in association with The End Hunger Network. A father of two is downsized out of his job. He struggles to support his children alone in a new city. Rated for All. (Parental guidance recommended for children under 13).

In America. 2002. Director, Jim Sheridan. From Academy Award Nominee Jim Sheridan comes this deeply personal and poignant tale of a poor Irish family searching for a better life In America. PG 13.

Meaning of Food. 2004. PBS. Directors, Karin Williams, Vivian Kleiman, Maria Gargiulo, and Kris Kristensen. A wonderful documentary that explores all the different ways that food creates meaning in our lives. Not Rated.

Souder. 2003. Director, Kevin Hooks. An African American family struggling during the Great Depression suffers when the father is arrested for stealing a ham. The punishment is five years of hard labor. PG.

The Dollmaker. 1984. Director, Daniel Petrie. A mountain family from Kentucky moves to Detroit during WWII towards the promise of work, a steady pay-check, and food on the table. Not rated.

The Garden, 2008. Scott Hamilton Kennedy. The 14-acre community garden at 41st and Alameda in South Central Los Angeles is the largest of its kind in the United States. Started as a form of healing after the devastating L.A. riots in 1992, the South Central Farmers have since created a miracle in one of the country's most blighted neighborhoods. Growing their own food. Feeding their families. Creating a community.

Waste Land, 2010. Directors, Lucy Walker, Joao Jardim and Karen Harley. Film makers follow renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world's largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro

Activity 4: Hunger Cookbook

Most people buy cookbooks for the yummy recipes and to learn new cooking techniques. The Hunger Cookbook is a way to educate students and the community on global hunger. Along with finding recipes, students should also research the issues related to hunger that are affecting the United States or their local community. Research facts and statistics about hunger, but also research facts about agriculture and what farmers are doing to combat American hunger. Students will be asked to make a cover page for their recipes that creatively displays the hunger facts they have found. Once the cookbook is completed, students can sell their cookbooks to parents and other family members and friends. Proceeds can be donated to local food bank.

*When selling cookbooks remember to include the source for each recipe (e.g., cookbook, website URL, or contributor).



Photo by Sharolyn Flaming Jackson, K-State Research and Extension

Activity 5: Knowing Hunger

**Materials Courtesy of the Atlanta Community Food Bank*

Module objectives:

- In a series of discussions and activities, students will examine the role food plays within families and communities. They will define the terms hunger, food security, and poverty, and will learn who is struggling with hunger in the United States.

*Appropriate for 3rd grade and above — can be adapted for younger or older audiences.

Activity 5A: The Meaning of Food

Description: A discussion of how food helps people connect with others in meaningful ways

Objectives:

- By exploring the relationships among food, family and community, participants will develop a deeper understanding of the many different ways food helps them connect with others.

Materials:

- Smart board, whiteboard, or flip chart with markers

Time: 10 minutes

Activity Directions

- Ask the group to identify different ways that food brings people together, or is the centerpiece of an activity, function, or event.
- For example: *Family meals, holiday celebrations, community gardens, parties, pot-lucks, cooking together, picnics, church dinners, etc.*
- Build on the above by asking the group to reflect on all the different ways that food plays a role in their lives. For example, food provides: *nutrition, energy, life, and is a way to express love and comfort. It also becomes a vehicle to express traditions, culture, and faith.*
- You may wish to use the questions below to help launch the brainstorm and guide the discussion.

Discussion Questions

- Do we eat food for reasons beyond nutrition? What are they?
- Do you think that we ever express love with food? How?
- Is food ever used to comfort? Can you give examples?
- Why do we bring food to families who are grieving – or celebrating?
- Is food one way that we express and share our family history? Can you share an example of that from your own family?
- Does your family have any special recipes? If yes, what are they? Who created them? Have they been passed down over more than one generation?
- Tasting the food in a different country or region is often one of the first things we do when we travel. Why is that?
- Do you have any special memories of preparing food with someone you love, or of a meal that was particularly delicious? If so, share what made the experience stand out.
- How did our grandparents or great-grandparents access and prepare food differently from the way we do now?
- How do you think that hunger can impact a person's sense of connection to their community?

Activity 5B: Food Security and Poverty

Description: An activity to clarify terms and define hunger, food security and poverty

Objectives:

- Participants develop understanding of what the Atlanta Community Food Bank and other hunger fighting organizations mean when referring to hunger, food security, and poverty. Participants will examine how these words can be interpreted in different ways and how they relate to one another.

Materials:

- Flip chart with markers
- Paper and pencils for group breakout session

Time: 15 to 20 minutes

Activity Directions

- Provide a piece of flip chart paper and marker.
- Ask each group to write a definition of *hunger, food security, and poverty*.
- Have each group share their definitions.
- Compare the definitions for *hunger, food security, and poverty* with *American Heritage College Dictionary* and *Merriam Webster* (see following page).
- How are the group's definitions similar to the definitions provided below? How are they different?
- Explain how poverty is measured in the United States (see following page).
- You may wish to use the questions at the end of the activity to help clarify the definitions and guide the discussion.

What is hunger?

While people have a general idea about the experience of hunger, definitions can greatly vary. Below are some examples of different attempts to define hunger.

The American Heritage College Dictionary's definition: Hunger is the strong desire or need for food.

The Merriam-Webster Dictionary's definition: Hunger is a craving or urgent need for food.

Here are additional definitions brainstormed by graduate nutrition students:

“ A condition in which people do not get enough food to provide the nutrients (carbohydrates, fats, proteins, vitamins, minerals, and water) for fully productive and active lives.”

“ The uneasy or painful sensation caused by lack of food; the recurrent and involuntary lack of access to food.”

In fact, the United States Department of Agriculture (USDA) has also struggled to define hunger. A panel convened by USDA recommended that the word hunger:

“ ...should refer to a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation.”

The USDA stated that while this is how they would define hunger, that because there is no good way to measure that definition, they would instead create measurable **food security** categories.

What is food security?

The USDA panel referenced above recommended that USDA make a clear and explicit distinction between **food insecurity** and **hunger**.

Food insecurity: the condition assessed in the food security survey is a household-level economic and social condition of limited or uncertain access to adequate food.

Hunger: an individual-level physiological condition that may result from food insecurity.

The USDA defines food security for a family as: Access by all members at all times to enough food for an active, healthy life. Food security includes at a minimum (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (that

is, without resorting to emergency food supplies, scavenging, stealing, or other coping strategies).

The food security status of each household lies somewhere along a continuum extending from *high food security* to *very low food security*. This continuum is divided into four ranges, characterized as follows:

1. **High food security:** Household members had no problems, or anxiety about consistently accessing adequate food.
2. **Marginal food security:** Household members had problems at times, or anxiety about, accessing adequate food, but the quality, variety, and quantity of their food intake were not substantially reduced.
3. **Low food security:** Household members reduced the quality, variety, and desirability of their diets, but the quantity of food intake and normal eating patterns were not substantially disrupted.
4. **Very low food security:** At times during the year, eating patterns of one or more household members were disrupted and food intake reduced because the household lacked money and other resources for food.

What is poverty?

It's impossible to talk about hunger and food security without talking about poverty. Hunger and food insecurity are primarily consequences of poverty, and the three are inextricably linked. As with the terms **hunger** and **food security**, what is meant when describing someone as poor or living in poverty can be interpreted in different ways. It is important to understand how poverty is measured because it has a direct impact on the services available to these individuals and families.

The American Heritage College Dictionary's definition: (1) The state of being poor; lack of the basic material goods; (2) Deficiency in amount; scantiness.

The Merriam Webster Dictionary's definition: lack of money or material possessions; want.

How is poverty measured in the United States?

The current federal poverty guidelines in the United States are delineated by family size. The methodology used to determine these guidelines has not been changed since they were developed in the early 1960s. These guidelines were never meant to be the official measure of poverty, but became just that in the late 1960s. When the guidelines were developed, families spent about a third of their income on food, there were typically no child-care costs, and families spent far less on housing. Many economists believe that if the method of determining these guidelines changed to reflect current expenditures, many more people would be considered poor.

The following chart lists the 2011 Poverty Guidelines. Typically, these guidelines are adjusted annually.

2011 HHS Poverty Guidelines

Persons in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$11,170	\$13,970	\$12,860
2	15,130	18,920	17,410
3	19,090	23,870	21,960
4	23,050	28,820	26,510
5	27,010	33,770	30,100
6	30,970	38,720	34,490
7	34,930	43,670	38,880
8	38,890	48,620	43,270
For each additional person, add	3,960	4,950	4,550

There are many consequences of poverty. Community food banks are particularly interested in one of the most basic of those consequences — hunger. These guidelines are used to determine whether individuals and households are eligible for government responses to hunger. If you earn more than a certain percentage of the above guidelines for example, you will not be eligible for public benefits like SNAP (Supplemental Nutrition Assistance Program, formerly known as Food Stamps) and/or WIC (Women, Infants and Children).

Discussion Questions

- How did the group's definitions of *hunger*, *food security* and *poverty* compare with the official definitions? Were they similar? Different? If they were different, in what ways?
- What do you think some of the challenges are to accurately measuring household food security in this country? *Currently, food security data is collected by surveys done by the US Census Population Surveys completed each year. A representative sample of the population is asked questions about their food security. <http://www.ers.usda.gov/Briefing/FoodSecurity/>*
- How could we do a better job of measuring poverty in this country? What types of questions could we be asking of families and individuals, to gain a better understanding of household income needs and expenses? Based on what we've learned about how poverty is defined in this country, be sure to participate in Activity 6A, Family Budgets, to gain a deeper understanding of working poverty and some of the challenges inherent in our poverty measure. *(See Activity 6A: Family Budgets)*
- How might redefining who is considered poor alter our response to poverty in this country?

Activity 5C: What Are Hunger's Consequences?

Description: Students will identify and discuss the many health and behavioral impacts of hunger.

Objectives:

- This activity will increase awareness of the impact of hunger and identify specific health and behavioral consequences of hunger and low-food security.

Time: 10 to 15 minutes

Materials:

- Smart board, white board, or flip chart with markers
- List of some of the health and behavioral consequences of hunger (see list below)

Activity Directions

- Make two columns on the chalkboard or flip chart and label one column “health” and the other “behavior.”
- Ask students to consider the health and behavioral consequences of hunger. If students are having difficulty identifying any, consider offering a few examples from the list below.
- At the end of the exercise, compare the class list with the list below. Share any of the consequences that did not come up in the discussion.

Health Consequences

- Children who are hungry often experience headaches, fatigue, frequent colds, and other illnesses that may cause them to be less physically active.
- Undernourished pregnant women tend to have low-birth-weight babies. Low-birth-weight babies suffer from more physical illness, as well as impaired growth and development. Undernourished infants are at greater risk of dying within their first year of life.
- Chronic hunger in adults weakens bones and muscles, increases the risk of illness, worsens existing health problems, and contributes to depression and lack of energy.
- Iron deficiency anemia, a form of malnutrition affecting nearly 25 percent of poor children in the nation, is associated with impaired cognitive development. Anemia influences attention span and memory. This pervasive deficiency is now known to have a severe impact on cognitive development.
- Poor maternal and infant nutrition affect an infant's birth weight, cognitive development, immune system, and overall health.

- Children and pregnant women have relatively high nutrient needs for growth and development. Therefore, they are often the first to show signs of nutrient deficiencies.
- Limited access to fresh produce and other healthy foods can lead to obesity and other serious health issues such as hypertension and diabetes.

Behavioral Consequences

- Children who are hungry may be less attentive, independent, and curious. Many hungry children have difficulty concentrating; therefore their reading ability and verbal and motor skills suffer.
- Short-term nutritional deficiencies affect children's ability to concentrate and perform complex tasks.
- Hunger in adults produces nervousness, irritability, and difficulty in concentration.
- Hunger can have a devastating emotional impact; it may diminish self-confidence and self-esteem. In a culture that encourages self-reliance, individuals who need food assistance may hesitate to seek help. They may experience feelings of shame or embarrassment due to circumstances that are out of their control.

Discussion Questions

- Are you surprised by any of these consequences to hunger? If so, why?
- What are some ways that these consequences could affect a community, school, or workplace? (*Examples include: high health-care costs, high work and school absenteeism, low-school performance*)
- What are some of the community and government responses to hunger that can help prevent these consequences? (*see Activity 6B: Responses to Hunger in the United States*)

Activity 5D: Who Is Hungry?

Description: Students will list and discuss groups affected by hunger in the United States.

Objectives:

- To increase awareness of the groups affected by hunger and identify the access issues that impact food security

Materials:

- Smart board, white board, or flip chart with markers
- Hunger facts (see below)
- Blank sheets of paper
- Pens or pencils

Time: 15 to 20 minutes

Activity Directions

- Share the following facts with students:
 - More than **37 million people (1 in 8 individuals)** are receiving emergency food assistance from the Feeding America network of more than 200 food banks.
 - 46.2 million Americans (15.1 percent) *are now living in poverty*.
 - **48.8 million Americans (1 in 6 people)** were food insecure in 2010.
- Have students brainstorm who they think is hungry in the United States and why. Encourage students to think of as many groups and causes as they can.
- Write each idea on the flip chart as a master list.
- Ask the students to choose the two groups from the list they think are most affected by hunger.

While the economic landscape is constantly changing, in 2009 the two largest groups seeking emergency food in this country were children (38 percent) and working families (36 percent). This information is based on *Hunger in America*, a study conducted in 2009 and released in 2010 by Feeding America, the nation's food bank network. (<http://feedingamerica.org/hunger-in-america/hunger-studies/hunger-study-2010.aspx>). Note that in December 2007 at the start of the recession, national unemployment was around 4.8 percent. As of December 2012, that figure is at 7.8 percent.

- Compare perceptions to reality and correct any misconceptions from the list provided below. The percentages are from the *Hunger in America* report and refer to the demographic distribution of Feeding America food bank network clients.

Children (38 percent): Poverty is the key cause of childhood hunger.

Working families (36 percent): Underemployment, skyrocketing health care and housing costs, and stagnant wages are the primary reasons for many working families needing food assistance.

Acutely or chronically ill (30 percent): Thirty percent of people seeking emergency food state that someone in their household is in poor health. Increased medical expenses, illness resulting in an inability to shop for and prepare food, and dietary restrictions are a few of the reasons that households with medical issues struggle with food insecurity.

Uninsured or underinsured (24 percent): 3.5 million people report that they or another household member lacks any type of health insurance. This is an increase of 60 percent since 2005. When accidents happen or health issues come up for people with no insurance, money that would be used for food is now used for health care expenses. Almost half of adult clients who seek food assistance at food bank partner agencies (46 percent) report that they or a household member have unpaid medical or hospital bills.

Homeless (10 percent): Poverty, health issues, and the lack of a safety net are a few of the causes of homelessness. It's important to note that when food banks were created in the 1970s, it was largely the homeless seeking food assistance. The fact that only 10 percent of people now seeking help with food are homeless does not mean that the rate of homelessness is decreasing in our country; it simply means that the numbers of struggling working families, children, and the sick are increasing.

Senior citizens (8 percent): Poverty, health issues, and inadequate social support are a few of the issues that impact senior citizens' access to enough food.

Unemployed (8.8 percent): The current economic downturn is creating hardship for millions of Americans, with long-term unemployment and underemployment at record highs.

Discussion Questions

- How were the hunger and poverty statistics similar or different from your perceptions of who is hungry in the United States?
- Do you think that the current economic downturn has changed the way we view hunger in this country? If yes, how? If no, why?
- Whose responsibility is it to help the poor and hungry in this country?
- As our country wrestles with deficits and budget cuts, there will be ramifications for the poor in this country. What do you think these ramifications might be?

Hunger Atlas

Feeding America has a map showing food insecurity in the United States. Mouse over the map to view quick statistics for each state. Click on a state to view statistics by county.

Map the Meal Gap: Food Insecurity in your County

<http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx#>

“ In America, hunger is hidden; people are ashamed of it. I was in a food distribution [center] and noticed a woman walk in with three kids. She looked around and then walked back out. I later found out it was the first time she had ever asked for help, and she was embarrassed.”

— Howard G. Buffett

Activity 6: Income and Food Security

Module objectives: This module explores the relationship between a household's income and its level of food security, as well as community and government responses to hunger and poverty. The activities will give students the opportunity to learn about some of the daily challenges millions of people face in this country.

Activity 6A: Family Budgets

Description: Participants will be given different family scenarios and will determine how much money they have left over for food after paying basic expenses. They will also identify the other expenses that families have beyond the basic expenses of rent and transportation, and they will discuss each scenario's impact on food security.

Objectives:

- Increase awareness about the gap that often exists between wages and expenses.
- Begin to explore the various government and community responses to marginal, low, and very-low food security.

Materials:

- Copies of *Family Scenarios* (see below),
- Copy of *Possible Government Responses to Budget Scenarios*
- Pencils
- Calculators (optional)

Time: 30 to 45 minutes

Activity Directions

- Depending on the size of the group, divide the group into smaller groups of two or three people.
- Give each group a different family scenario. Each scenario will describe a household and the household income.
- Ask each group to add up all their *expenses* and subtract these from their *starting income*. The amount left over is the income they can use toward food and other expenses.
- Have each group brainstorm what other expenses a family might have. *For example, diapers, cleaning supplies, car repair, etc.*
- After they have completed this, have each group share their scenario.

Family Scenario I

Who you are

- You are a two-parent family with three children, ages 1, 4, and 7
- One parent works full-time for \$7.25 per hour (Federal minimum wage).
- One parent works full-time for \$8.00 per hour.
- \$2,360 is your monthly income.

Expenses

1. Rent: a two-bedroom apartment	\$675.00
2. Utilities: electricity, gas, water, and phone	\$210.00
3. Transportation: public transportation	\$120.00
4. Child care: one in daycare, and two in after-school care	\$660.00
5. Medical: no health insurance, all healthy this month	\$0.00
6. Taxes: state, Medicaid, and Social Security withholdings	+ \$261.53
Total of expenses	_____
Monthly income	\$2,360.00
Minus total of expenses	- _____
Amount left over for food	_____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 2

Who you are

- You are a single-parent family with three children, ages 3, 6, and 10.
- You work full-time for \$8 per hour.
- \$1,280 is your monthly income

Expenses

1. Rent: two-bedroom apartment	\$650.00
2. Utilities: electricity, gas, water, and phone	\$175.00
3. Transportation: public transportation	\$60.00
4. Child care: one in daycare, two in after-school care	\$770.00
5. Credit Card: minimum payment	+ \$120.00
Total expenses	_____
Monthly income	\$1,280.00
Subtract total expenses	- _____
Amount left over for food	_____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 3

Who you are

- You are a single-parent family with three children, ages 2, 4, and 8.
- You work full-time for \$15 per hour.
- \$2,400 is your monthly income.

Expenses

- | | |
|--|-------------------|
| 1. Rent: two-bedroom apartment | \$880.00 |
| 2. Utilities: electricity, gas, water, and phone | \$210.00 |
| 3. Transportation: car note, gas, and insurance | \$390.00 |
| 4. Child care: two in daycare, one in after-school care | \$875.00 |
| 5. Medical: health insurance | \$206.00 |
| 6. Taxes: state and federal withholdings | + \$300.00 |

Total expenses _____

Monthly income **\$2,400.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 4

Who you are

- You are a widowed parent with five children, ages 2, 6, 7, 10, and 12.
- You work full-time, for \$8 per hour, and you have another part-time job at night earning \$7.50 per hour.
- \$1,880 is your monthly income.

Expenses

- | | |
|---|-------------------|
| 1. Rent: 3-bedroom apartment | \$800.00 |
| 2. Utilities: for electricity, gas, water, and phone | \$160.00 |
| 3. Transportation: public transportation | \$60.00 |
| 4. Child care: one in daycare and four home alone after school | \$400.00 |
| 5. Medical: health insurance and two prescriptions | \$200.00 |
| 6. Taxes: state and federal withholdings | + \$180.00 |

Total expenses _____

Monthly income **\$1,880.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 5

Who you are

- You are a single-parent family with two children, ages 1 and 8.
- You work full-time for \$7.25 per hour.
- \$1,160 is your monthly income

Expenses

- | | |
|--|-------------------|
| 1. Rent: one-bedroom apartment | \$650.00 |
| 2. Utilities: electricity, gas, water, and phone | \$100.00 |
| 3. Transportation: public transportation | \$60.00 |
| 4. Child care: one in daycare, one in after-school care | \$300.00 |
| 5. Medical: state-funded health insurance | \$85.00 |
| 6. Taxes: state and federal withholdings | + \$102.23 |

Total expenses _____

Monthly income **\$1,160.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 6

Who you are

- You are an elderly person living on a fixed income of Social Security.
- \$800 is your monthly income.

Expenses

1. Rent: studio apartment	\$500.00
2. Utilities: electricity, gas, water, and phone	\$120.00
3. Transportation: public transportation	\$45.00
4. Child care: (no kids)	\$0.00
5. Prescriptions: not covered by Medicare	+ \$275.00
Total expenses	_____
Monthly income	\$800.00
Subtract total expenses -	_____
Amount left over for food	_____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 7

Who you are

- You are a two-parent family with two children, ages 2 and 4.
- One parent works full-time for \$9 per hour. One parent works full-time for \$7.50 per hour. **\$2,640** is your monthly income.

Expenses

- | | |
|---|-------------------|
| 1. Rent: two-bedroom apartment | \$706.00 |
| 2. Utilities: electricity, gas, water, and phone | \$200.00 |
| 3. Transportation: car note, gas, and insurance | \$340.00 |
| 4. Child care: two in daycare | \$750.00 |
| 5. Medical: kids get flu — doctor visits, missed work | \$220.00 |
| 6. Taxes: state, federal, Medicaid, Social Security withholdings | + \$307.19 |

Total expenses _____

Monthly income **\$2,640.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 8

Who you are

- You are a two-parent family with one child, age 4.
- One parent works full-time, one works 30 hours per week, both work for the federal minimum wage of \$7.25 per hour.
- \$2,320 is your monthly income

Expenses

- | | |
|--|-------------------|
| 1. Rent: one-bedroom apartment | \$575.00 |
| 2. Utilities: electricity, gas, water, and phone | \$175.00 |
| 3. Transportation: public transportation | \$120.00 |
| 4. Child care: one in daycare | \$500.00 |
| 5. Medical: child has ear infection — missed work | \$206.00 |
| 6. Winter clothes: | + \$ 75.00 |

Total expenses _____

Monthly income **\$2,320.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 9

Who you are

- You are a two-parent family with three children, ages 3, 9, and 12. Your oldest child has asthma that requires frequent medical attention and medication.
- One parent works full-time for \$7.25 per hour (minimum wage).
- One parent works full-time for \$10 per hour.
- \$2,760 is your monthly income.

Expenses

1. Rent: two-bedroom apartment	\$775.00
2. Utilities: electricity, gas, water, and phone	\$210.00
3. Transportation: public transportation	\$120.00
4. Child care: one in daycare	\$660.00
5. Medical: family has no health insurance (This month's medical expenses include medicine)	\$175.00
6. Taxes: state, Medicare and Social Security withholdings	+ \$370.00
Total expenses	_____
Monthly income	\$2,760.00
Subtract total expenses -	_____
Amount left over for food	_____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 10

Who you are

- You are a single-parent family with three children, ages 3, 6, and 10.
- You work full-time for **\$10.50** per hour.
- **\$1,680** is your monthly income.

Expenses

- | | |
|---|-------------------|
| 1. Rent: for a two-bedroom apartment | \$650.00 |
| 2. Utilities: electricity, gas, water, and phone | \$216.00 |
| 3. Transportation: public transportation | \$60.00 |
| 4. Child care: for one in daycare | \$575.00 |
| 5. Credit Card: minimum payment | + \$120.00 |

Total expenses _____

Monthly income **\$1,680.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Family Scenario 11

Who you are

- You are a single-parent family with three children, ages 2, 4, and 8.
- You work full-time for \$16 per hour.
- \$2,560 is your monthly income.

Expenses

- | | |
|--|-------------------|
| 1. Rent: two-bedroom apartment | \$700.00 |
| 2. Utilities: electricity, gas, water, and phone | \$180.00 |
| 3. Transportation: public transportation | \$60.00 |
| 4. Child care: two in daycare, one in after-school care | \$1,075.00 |
| 5. Medical: state-funded health insurance for kids | \$206.00 |
| 6. Taxes: state and federal withholdings | + \$300.00 |

Total expenses _____

Monthly income **\$2,560.00**

Subtract total expenses - _____

Amount left over for food _____

If you subtract the total of your expenses from your monthly income how much money do you have left to purchase food? What other things would your family need to purchase monthly?

Are there expenses on your list that (even before buying food) you won't have money to pay? Which bills are the most important to pay?

What are additional expenses that families need to consider? For example:

- Car payments and insurance when people do not live in an area that offers public transportation, birthday presents, holidays, shoes, dental care, laundry soap, etc.
- What other things can you think of?

Discussion Questions

- Is it surprising to any of you that people working full-time earning a variety of wages — from minimum wage to significantly higher — would not have enough money to buy food?
- What other necessary items did you list that these families would need each month? *Many of the families in this activity did not have enough income to pay for basic expenses. This makes it difficult, if not impossible, to purchase a wide range of other necessities including cleaning supplies, toiletries, vitamins, laundry soap and services, dental care, field trips, etc.*
- There are both community and government responses to hunger and poverty; let's brainstorm some of them: *Community responses would include non-profit organizations such as the Salvation Army, pantry programs and food banks that distribute groceries, Goodwill Industries, etc. Government responses to hunger include the Federal Nutrition Programs, such as Supplemental Nutrition Assistance Program (SNAP – formerly Food Stamp Program), Women, Infant, Children (WIC), school lunch program, etc. (See Food Bank Glossary and the list of websites to learn more about community and government responses to hunger and poverty.) Additionally, the Earned Income Tax Credit (EITC) is a federal tax credit for working families earning under \$49,000 per year. It actually lifts some families out of poverty.*
- How could food stamps help some of the families in this activity? *Many of these families have no money left over for food. Food stamps increase access to nutritious food, providing an opportunity to pay for other household necessities, etc.*
- What are some of the challenges faced by working families trying to access food stamps, EITC, or other programs? *Challenges could include: lack of awareness and/or misconceptions about government programs; stigma, time, and lack of transportation often create barriers to access; and administrative red tape, such as lost applications, etc. during the application process.*
- In the 1970s, a family could feed their children and pay for housing on a minimum-wage income. What has changed? *Expenses such as housing, health care, food, and fuel have all skyrocketed. Wages have not kept up with the cost of living. An increasing number of people don't have health-care coverage with work (and health-care bills are now the leading cause of personal bankruptcy in the United States). The increasing costs of housing and child care have made it impossible for a low- to middle-wage earner to afford basic needs. Food gets cut with the pressure to pay for housing. A minimum-wage earner would have to work over 100 hours per week to be able to begin to afford fair market rents.*

Activity 6B: Responses to Hunger in the United States

*Appropriate for 5th grade and older — can be adapted for younger audiences.

Description: Participants will identify, learn about, and list various community and government responses to hunger. By applying them to the family scenarios they have explored in Activity 6A, they will learn how various programs work and gain an understanding of how they themselves can respond to hunger in their community.

Objectives:

- Increase awareness about community and government responses to hunger.
- To explore some of the misconceptions and myths that surround both community and government responses to hunger.

Materials:

- Smart board, white board, or flip chart with markers

Time: 15 minutes

Activity Directions

- Divide students into two groups.
- Ask one group to come up with a list of *community* responses to hunger and the other group to create a list of *government* responses to hunger. Some audiences may have more knowledge than others. It's important to explain that this is a brainstorm activity, and there are no wrong answers.
- You may have to give some examples: *An example of a community response to hunger is a food pantry or a homeless shelter. An example of a government response is the free or reduced-price school lunch program.*
- Ask each group to select a spokesperson.
- Once each group has reported, review and see if you can add any from the list below.

Community Responses to Hunger and Poverty

Food drive: A community-wide effort sponsored by schools, faith-based groups, businesses, organizations, grocery stores, TV stations, food banks, and more, in which members of the community donate a certain amount of nonperishable food.

Food bank: A nongovernmental charitable organization that distributes food to shelters, community kitchens, or other organizations to help feed the hungry.

Food pantry: A place where those in need of food assistance receive a supply of food to take home and cook. Food is usually acquired from food banks and distributed through community centers and churches. (In 2009-10, an estimated 234,545 were served each month by ACFB partner agencies; this includes both food pantries and community kitchen programs. An estimated 2,814,540 people were served in 2009-10. This is an example from Atlanta, Ga. Please search for your own state or local data. One good source is Feeding America's Map the Hunger Gap website — <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>.)

Meals on Wheels: A food delivery program that delivers one meal a day to elderly people or people who are very ill and unable to leave their homes.

Shelter: A place that temporarily houses homeless people, usually overnight, sometimes for long stretches of time. Meals are usually served. Some shelters serve families; some serve individuals.

Community kitchen: A place where a hungry and/or poor person receives a free meal. Most community kitchens are housed in churches or community buildings.

Prepared and Perishable Food Rescue Program (PPFRP): Many local restaurants, hotels, caterers, grocery stores, school cafeterias, and special events donate leftover food to PPFRPs. These programs usually operate in partnership with a food bank and distribute the food to community kitchens, shelters, and other funding agencies.

Government Programs

Federal Nutrition Programs

The following programs assist individuals and households:

Supplemental Nutrition Assistance Program (SNAP): (Formerly Food Stamps) helps low-income individuals and families purchase food. More than half of food stamp recipients are children. Food stamps cannot be used to buy important nonfood items (such as toilet paper or soap).

The average monthly SNAP benefits/person in GA for 2009 was \$125.95. This breaks down to approximately \$4.15/day.

WIC (Special Supplemental Nutrition Program for Women, Infants & Children): a program that provides low-income pregnant women, new mothers, infants, and children with nutritious foods, nutrition education, and improved access to health care in order to prevent nutrition-related health problems in pregnancy, infancy, and early childhood.

School and Summer Meals (National School Breakfast Program, National School Lunch Program, and Summer Food Program): subsidized programs that assist low income students to improve their nutritional status. These meals are available during the school year as well as during the summer months.

The following programs assist community organizations such as shelters and after-school programs:

Child and Adult Care Food Program (CACFP): provides resources to assist after-school, homeless, and preschool programs in using the child nutrition programs.

The Emergency Food Assistance Program (TEFAP): provides USDA commodities to states that distribute the food through local emergency food providers such as food banks.

Community Food and Nutrition Program: provides funding for anti-hunger and nutrition advocacy groups at the local, state, and national levels.

Government Programs that Respond to Poverty

Temporary Assistance for Needy Families (TANF): In August 1996, what many people knew as “Welfare” changed in the United States — it became Temporary Assistance for Needy Families. The new system includes a series of block grants that the states administer. There is a limited amount of time that a person can receive assistance. For example, Georgia citizens are limited to four years of assistance per lifetime. All TANF recipients are required to engage in some type of work activity to receive the benefit. The maximum monthly benefit for a family of three is \$280. In Georgia, the number of people enrolled in TANF has declined sharply in recent years despite rising poverty and unemployment rates that are rising. For more information about the TANF Program visit:

<http://www.hhs.gov/recovery/programs/tanf/tanf-overview.html>

You may want to look up your own state’s requirements, as well.

Earned Income Tax Credit: The Earned Income Tax Credit (EITC) is a refundable federal income tax credit for low-income working individuals and families. Congress originally approved the tax credit legislation in 1975 to offset the burden of social security taxes and to provide an incentive to work. When the EITC exceeds the amount of taxes owed, it results in a tax refund to those who claim and qualify for the credit.

To qualify, taxpayers must earn income from working and meet other requirements. They also must file a tax return, even if they did not earn enough money to be obligated to file a tax return.

The EITC has no effect on certain welfare benefits. In most cases, EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income (SSI), food stamps, low-income housing or most Temporary Assistance for Needy Families (TANF) payments.

Potential Government Responses to Family Scenarios

Use the following information to let students know which government programs the family scenarios in **Activity 6A** might be eligible for. (The scenarios were originally developed in Georgia; federal programs such as SNAP, Medicaid, and WIC are available nationwide and many states have subsidized child-care subsidies and comparable insurance programs for children.)

Scenario #1

***Potentially eligible for:**

- SNAP (formerly Food Stamps)
- 1- and 4-year-old for Medicaid
- WIC (Women, Infants and Children)
- 7-year-old for PeachCare (or comparable state insurance program for children)
- Subsidized child care and energy assistance (if available)
- Earned Income Tax Credit (EITC)

Scenario 2

***Potentially eligible for:**

- SNAP (formerly Food Stamps)
- 3-year-old for Medicaid, 6-year-old for PeachCare (or comparable state insurance program for children)
- WIC (Women, Infants and Children)
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 3

Not eligible for SNAP (formerly Food Stamps) — income is too high

***Potentially eligible for:**

- WIC (Women, Infants, and Children) for 2- and 4-year-old
- Medicaid or PeachCare for kids (or comparable state insurance program for children)
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 4

***Potentially eligible for:**

- SNAP (formerly Food Stamps) and WIC (Women, Infants, and Children)
- Medicaid
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 5

***Potentially eligible for:**

- SNAP (formerly Food Stamps) and WIC (Women, Infants, and Children)
- Low-income Medicaid for kids
- Subsidized child care
- Earned Income Tax Credit (EITC)

Scenario 6

***Potentially eligible for:**

- SNAP (formerly Food Stamps)
- Low-income Medicaid
- Energy services
- Aging services (if available)
- Earned Income Tax Credit (EITC)

Scenario 7

Not eligible for SNAP (formerly Food Stamps) — income is too high.

***Potentially eligible for:**

- PeachCare (or comparable state insurance program for children)
- WIC (Women, Infants, and Children)
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 8

***Potentially eligible for:**

- SNAP (formerly Food Stamps)
- Medicaid and WIC (Women, Infants and Children)
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 9

***Potentially eligible for:**

- SNAP (formerly food stamps) (just barely)

- WIC, Medicaid (for 3-year-old)
- PeachCare (for 9- and 12-year-old) (or comparable state insurance program for children)
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 10

*Potentially eligible for:

- SNAP (formerly food stamps)
- WIC, Medicaid
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

Scenario 11

*Potentially eligible for:

- WIC
- Subsidized child care and energy assistance
- Earned Income Tax Credit (EITC)

*It is important to recognize that being “**potentially eligible**” does not mean that people will have easy access to these benefits. Applying for these benefits is time consuming and often requires taking time off work. Additionally, applicants may not meet all eligibility requirements.

Discussion Questions

- Were you previously aware of any of these different community and government responses to hunger? If so, which ones?
- To receive most government assistance, whether it's SNAP or TANF, requires meeting certain eligibility criteria. These criteria may include having children and earning under a certain income. What are some ways that having to meet criteria is helpful? What are ways that having to meet criteria could be harmful? (*Eligibility criteria can help streamline access and screen for highest need, but it can also restrict access to programs for people in need.*)
- Some community responses to hunger and poverty (shelters, pantry programs, etc.) have established criteria to determine if they can serve an individual or family. For instance, some pantries will only see individuals who reside in a specific zip code or area, or who come to them with specific referrals. Why do you think programs establish this type of criteria? (*Many small nonprofits or churches don't have the financial or volunteer support they need to serve everyone who comes to them. In some instances, they are working in collaboration with other nonprofits or churches in their area and have established clear lines of service.*)
- There are conflicting thoughts and opinions regarding government involvement in poverty and hunger issues. Before the Great Depression, there was no government involvement in these issues. There were poorhouses or workhouses and each community would decide how it would respond to those in need. What changes do you think would occur in this country if there were no government response to hunger?
- What might your own individual response to hunger be? What are some specific ways that you can join forces with both community and government responses to make a difference in your community? (*Becoming aware of the needs within your own community is a great place to start. Where can people go if they need help? Check in with local churches and other agencies responding to hunger and poverty. What kind of support do they need?*)

Activity 6C: How Access Defines What We Eat

Description: Students will shop for food from three different types of food stores with three different food budgets. They will then discuss how the different grocery stores and budget scenarios affect their access to nutritious food.

Objectives:

- To illustrate that many people do not have access to affordable, nutritious groceries in the United States
- To explore the benefits and limitations of SNAP (formerly Food Stamps)

Materials:

- Three different food store price lists:
 - Large grocery store (such as Kroger, Dillons, Hy-Vee, Wal-Mart, Target, Publix, Ingles, etc.)
 - Corner store or gas station grocery (QT, 7-Eleven, Kwik-Shop, Casey's, etc.)
 - WIC-Only voucher store (often with names like *Baby Xpress and Mommy and Me*, etc.)
- Menu planning sheets
- Pencils or pens
- Calculators (optional)
- USDA's www.ChooseMyPlate.gov

Time: 20 to 30 minutes

Activity Directions

- Have the class work in small groups of two or three.
- Give each group one of the grocery price lists. (Be sure that all three different price lists are represented.)
- Tell each group to use their price list, menu page, and the MyPlate guide to create the most nutritious meals possible (breakfast, lunch, dinner, and a snack) for one person for one day.
- Then have teams representing each grocery price list share their menus and total costs for one day.
- Now, give each team a budget for the daily menus they have created. At the top of each menu page, write one of the following daily budgets: \$1.00 (a *minimum* daily SNAP (food stamp) allotment for an individual — the actual minimum allotment is closer to 50 cents), *\$4.75 (the *average* daily SNAP allotment for an individual, 2011) or \$7.14 (the *maximum* daily SNAP allotment for an individual). **The maximum monthly SNAP allotment for an individual is \$200, the average monthly allotment for an individual is about \$133, and the minimum monthly allotment is about \$16.*

- Have students see if they can still afford the nutritious menus they created prior to the budget restrictions.

Discussion Questions

- What differences did you notice in the price lists?
- How much money did you initially spend? How did your menu change after you were given the new budget?
- How easy or difficult was it to purchase nutritious food at your given store and budget? If it was difficult, what would have made it easier?
- Were there foods you wanted that you could not afford, or could not find on the grocery store price list you were given?
- What can we do as citizens to increase access to nutritious foods to all Americans? For example:
 - Create community gardens and increase access to farmer's markets
 - Encourage major grocery stores to build stores in lower-income neighborhoods
- How do the nutrition programs explored in Activity 6B help increase people's access to nutritious foods? How does the store a family has access to affect the purchasing power of SNAP (food stamps)?
- Think about the stores in your community. Do you have a variety of food choices?
- This activity illuminates how even people on SNAP (food stamps) may need to access supplemental food from community organizations such as church pantries, community kitchens, food banks, etc. Additionally, it's important to note that many people who cannot afford proper nutrition earn too much to be eligible for SNAP (food stamps).

Large Store Price List

You may choose to gather prices from local stores, using this list as a starting point. *Please note that items are priced per serving!* Good luck!

Item	Price	Item	Price
Grains		Vegetables	
Wheat bread/slice	07 cents	Broccoli	50 cents
White bread/slice	05 cents	Green beans	13 cents
Crackers	11 cents	Spinach	50 cents
Biscuit	17 cents	Carrots	12 cents
Muffins	15 cents	Corn	50 cents
Buns	14 cents	Zucchini	50 cents
Cheerios	29 cents	Mushrooms	75 cents
Cream of wheat	17 cents	Sweet potatoes	99 cents
Grits	21 cents	White potatoes	19 cents
Oatmeal	15 cents	Collard greens	60 cents
Corn bread mix	11 cents	Frozen vegetables	36 cents
Breakfast bars	33 cents	Tomato sauce	11 cents
Pancake mix	15 cents		
Brown rice	11 cents	Protein & Dairy	
White rice	11 cents	Peanut butter	19 cents
Elbow pasta	13 cents	Ground meat (beef)	88 cents
Spaghetti	13 cents	Ground meat (turkey)	99 cents
		Chicken (wings)	\$1.35
		Chicken (drumsticks)	\$1.20
		Chicken (breast)	\$2.60
Fruits		Tilapia (fish)	\$1.20
Apple	32 cents	Bacon	36 cents
Banana	12 cents	Eggs	12 cents
Orange	50 cents	Beans	11 cents
Grapefruit	79 cents	Sliced sandwich meat	78 cents
Mango	\$1.00	Infant formula	\$1.49
Peach	60 cents	Milk	22 cents
Plum	25 cents	American cheese slices	21 cents
Raisins	25 cents	Yogurt	30 cents
Tomato	29 cents	Chocolate pudding	25 cents
Apple juice	41 cents		
Orange juice	27 cents		
Jelly	24 cents		

Daily food budget: _____

Corner Store or Gas Station Price List

You may choose to gather prices from local stores, using this list as a starting point. *Please note that items are priced per serving!* Good luck!

Item	Price	Item	Price
Grains		Vegetables	
Wheat bread/slice	15 cents	Tomato sauce	21 cents
White bread/slice	12 cents	Canned vegetable medley	28 cents
Biscuit	27 cents	Canned baked beans	50 cents
Muffins	25 cents		
Buns	34 cents	Protein & Dairy	
Cheerios	39 cents	Peanut butter	21 cents
Cream of wheat	27 cents	Sausage biscuit	99 cents
Grits	31 cents	Eggs	32 cents
Oatmeal	25 cents	Prepared sandwich	\$1.99
Breakfast bars	43 cents	Milk	42 cents
Pancake mix	21 cents	American cheese slices	31 cents
White rice	21 cents		
Elbow pasta	43 cents		
Spaghetti	43 cents		
Fruits			
Apple	50 cents		
Banana	89 cents		
Orange	50 cents		
Apple juice	41 cents		
Orange juice	47 cents		
Jelly	34 cents		

Daily food budget: _____

WIC Store Price List

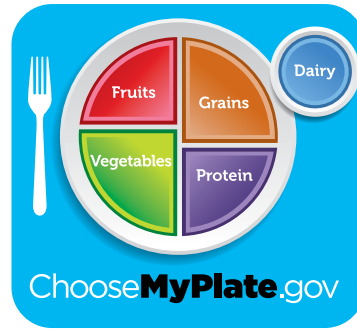
You may choose to gather prices from local stores, using this list as a starting point. *Please note that items are priced per serving!* Good luck!

Item	Price	Item	Price
Grains		Vegetables	
Wheat bread/slice	10 cents	Broccoli	64 cents
White bread/slice	07 cents	Frozen vegetables	46 cents
Biscuit	28 cents	Tomato sauce	21 cents
Buns	24 cents	Canned beans	40 cents
Cheerios	75 cents	Peas	11 cents
Grits	21 cents		
Oatmeal	25 cents	Protein & Dairy	
Breakfast bars	31 cents	Infant dry formula	17 cents
Pancake mix	25 cents	Infant fruit	\$1.50
Brown rice	44 cents	Tuna	\$2.00
White rice	44 cents	Canned salmon	57 cents
Elbow pasta	43 cents	Sliced sandwich meat	25 cents
Spaghetti	43 cents	Peanut butter	21 cents
		Sausage biscuit	99 cents
Fruits		Eggs	33 cents
Apple	50 cents	Milk	57 cents
Banana	50 cents	Cheddar cheese slices	33 cents
Orange	50 cents		
Jelly	19 cents	Sweets	
Apple juice	88 cents	Boxed cakes	13 cents

Daily food budget: _____

Make Healthy Choices on a Budget

Use MyPlate to guide your food choices, and place your choices and each item's cost per serving under the appropriate column.



	Breakfast		Lunch	
	Item	Cost	Item	Cost
Grains				
Veggies				
Fruits				
Oils				
Dairy				
Meats/Beans				
	Dinner		Snack	
	Item	Cost	Item	Cost
Grains				
Veggies				
Fruits				
Oils				
Dairy				
Meats/Beans				

Total cost: _____

Fruits

Serving size is 1 cup, unless otherwise noted. Minimum of 2 servings are needed daily. For example:

- Apple
- Banana
- Grapefruit
- Mango
- 1 cup 100% fruit juice

Vegetables

There are five subgroups. Serving size is 1 cup raw, unless otherwise noted. Minimum of 3 servings needed daily. For example:

- Dark green
 - 2 cups baby spinach
 - 2 cups kale or collard greens
 - Broccoli
- Red and orange
 - Carrots
 - Baked sweet potato
 - Beans and peas
- Starchy
 - Corn
- Other
 - Green beans
 - Zucchini
 - Mushrooms

Grains

Include foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. 6 to 8 ounces is needed daily.

For example:

- 1-ounce servings
- ½ cup brown rice
- ½ cup oatmeal
- 1 slice whole wheat bread
- 1 cup cereal
- ½ cup cooked pasta

Proteins

Include meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts and seeds. About 5 ounces are needed daily. For example:

- 1-ounce servings
- 3 slices of lunchmeat
- ¼ cup cooked beans
- 1 egg
- 1 tablespoon peanut butter

Dairy

3 servings are needed daily.

For example:

- 1 serving
- 8 fluid ounces milk or soymilk
- 2 slices of cheese
- 8 fluid ounces yogurt

Activity 7: Building Miniature Houses

**Adapted from a similar activity in Rethinking Globalization*

Description: Participants are divided into small groups of two to four and given envelopes with simple materials to construct a 3-dimensional, miniature house. What the groups don't initially realize is that each group has different materials. Some have an abundance of supplies and others don't.

Objectives:

- Experience the impact of limited and unequal resources
- To stimulate discussion about the different ways we can respond to the needs and challenges faced within our own communities

Materials:

You can be flexible and creative with the materials you use. The following is a good starting point:

- 3 to 5 large manila envelopes
- 6 to 10 sharpened pencils
- 6 to 11 pieces of construction paper
- 6 to 15 colorful markers
- 1 to 2 manila folders (or cardstock)
- 2 to 4 pairs of scissors
- 1 to 3 rolls of scotch tape
- 1 stapler

Materials distribution:

For example:

- **Envelope 1** — 1 piece of construction paper and 2 pencils
- **Envelope 2** — 2 pieces of construction paper, 2 pencils and 2 markers
- **Envelope 3** — 2 pieces of construction paper, 2 pencils, 4 markers and a pair of scissors
- **Envelope 4** — 3 pieces of construction paper, 1 manila folder (or cardstock), 2 pencils, 4 markers, scissors and scotch tape, and a stapler
- **Envelope 5** — 3 pieces of construction paper, 2 manila folders, 2 pencils, 5 markers, 2 pairs of scissors, scotch tape, masking tape, paper clips and a stapler

Time: 30 minutes

Activity Directions

- Divide the group into 3 to 5 smaller groups.
- Explain that each group will have 10 minutes to build a 3-dimensional house with the materials inside their envelope.
- Explain that their houses will be judged on three criteria:
 - Beauty and style
 - Form and function
 - Stability
- Explain that there is only one rule: they cannot use the large envelope in their house construction.
- Keep an eye on the time and continually alert the groups to how much time they have.
- Encourage groups to be creative.
- Do not tell the groups that they can share or collaborate. If they ask you if they can, tell them it's up to each group to decide.

Facilitators should be prepared for groups to have strong reactions to the unequal distribution of materials. Some groups may want to share, some may steal materials from others, etc. All responses should be addressed in the discussion following the activity.

Discussion Questions

- How did it feel to be in a group that had lots of (or some, or few) materials?
- Was there anything beyond the materials that had an impact on your group's ability to build something?
- Did the amount of materials affect the size of the house or the stability?
- Did anyone ask to borrow or offer to share any of your extra materials? What was the outcome?
- If you didn't share or borrow, why didn't you?
- What materials had the most impact on the ability of your group to build a stable and secure house?
- Did you feel a sense of pride in the house you built?
- Which house would you rather live in and why?
- What did you feel was most important — beauty and style, form and function, or stability? Why?
- Is it possible to judge the houses fairly since the resources were so different?
- How could each team have helped other teams increase the stability of the houses they built?
- What parallels can you draw between this activity and our community at large? Or between this activity and the unequal division of food resources that results in hunger?

Activity 8: The Bag Game

Description: Participants are asked to sit in a circle and told that they will be receiving a small snack or treat. A small brown paper bag is placed in front of each person. What participants don't initially realize is that each bag contains very different amounts of snack or treat. One participant will receive an abundance of the snack or treat, while most will receive a small amount or none.

Objectives:

- To demonstrate the impact of unequal access to food
- To stimulate discussion about the different ways we can respond to food insecurity within our own communities

Materials:

- Boxes of raisins or candy (*using a snack or treat that participants like will raise the stakes in this activity*)
- Lunch-size paper bags (*number of bags depends on the number of participants*)
- Smart board, whiteboard, or flip chart with markers

Materials distribution:

Example for a group of 25

- 8 bags — no treat
- 8 bags — 5 small boxes of raisins or pieces of candy
- 8 bags — 10 small boxes of raisins or pieces of candy
- 1 bag — full of raisins or candy

Time: 30 minutes

Activity Directions

- Be sure to divide the treats so that roughly an equal number of participants receive none and small or moderate amounts, and only one student receives a large amount of the snack.
- While participants sit at their desks, tables, or in a circle on the floor, explain that you are giving them a snack or treat.
- Pass out a closed brown (*so you can't see contents*) paper sack to each person. (*Students should not open bags until instructed by facilitator. It's a good idea to fill the empty sacks with crumpled paper so that they all look the same.*)
- When everyone has received a bag, instruct the participants to open them; give them a minute to absorb what is happening.

Discussion Questions

- How did it feel to be the one in the group that received the most snacks? What were your initial thoughts?
- How did it feel to be among the few who received nothing in your snack bags? What were your first thoughts?
- What parallels can you draw between this activity and our community at large? Or between this activity and unequal access to food and other resources?
- How can we come up with a solution for distributing today's snacks so that everyone has enough, and what are some action steps that we can take in our own communities so that everyone has enough to eat?



Activity 9: The Hunger Myth Masher Quiz

**Adapted from Bread for the World curriculum: Make Hunger History*

Description: This activity can be used in a variety of ways to quiz people about their perceptions of hunger and poverty. It can also be used to launch a variety of discussions about myths and misconceptions surrounding hunger and poverty issues.

Objectives:

- To quickly illustrate some of the myths and misconceptions people have about hunger and poverty issues
- To raise awareness, dispel myths, and clarify people's misconceptions of who is hungry in the United States and globally

Materials:

- Copy of *The Hunger Myth Masher Quiz* and answer sheet. (Multiple copies optional)
- Pens or pencils (optional)

Time: 5 to 10 minutes

Activity Directions

- This activity works well as a *call and response* (pre- and post-quiz) before and after some of the Hunger Advocacy activities or discussions. The quiz can also be given to individuals or to small groups, and written responses brought back to the larger group for discussion.
- Explain to participants that they are about to take a quiz.
- Make sure the group hears (or reads) the answers to all quiz questions and then review answers, clarifying any misconceptions.
- If using the Myth Masher Quiz as a stand-alone activity, please familiarize yourself with information in the Hunger Advocacy section of the toolkit.

Hunger Myth Masher Quiz

True or False

1. ___ There are hungry people in the United States.
2. ___ Only homeless people are hungry.
3. ___ There isn't enough food for everyone in the world.
4. ___ Children who go to school hungry have trouble learning.
5. ___ People who are hungry should just get a job.
6. ___ Natural disasters like floods and earthquakes are the biggest cause of hunger.
7. ___ Not very much food is wasted in the United States.
8. ___ Hunger isn't really a big problem.
9. ___ Kids can't do anything to help end hunger.

Myth Masher Quiz Answers

1. **True** — **One in 6** Americans lives in households that cannot always afford the food they need to lead healthy, active lives. (48.8 million) *(See Knowing Hunger, Activities 5A to 5D.)*
2. **False** — Nearly **40 percent** of all people seeking help with food in the United States are kids and working households. About **12 percent** of all people seeking help with food are homeless. This does not mean that homelessness is a small problem — we are talking about millions of people, but one reason that many people mistakenly believe that the homeless are the only group struggling with hunger is that they are often the most visible. *(See Knowing Hunger, Activities 5A to 5D.)*
3. **False** — Hunger is not caused by a lack of food; there is enough food to feed everyone in the world, but there are many barriers that prevent people from getting the food they need. Barriers in this country include, but are not limited to: not having enough money to buy food, not having access to a grocery store, or not having transportation. *(See Income and Food Security, Activities 6A to 6C.)*
4. **True** — Children who go to school hungry are often tired and unable to concentrate. Hunger also leads to illness and hinders development. *(See Knowing Hunger, Activity 5C.)*
5. **False** — Many hard working people earn wages that do not cover basic household expenses. In the United States, many workers earn far less than what a family needs for housing, food, and transportation. Additionally, illness and other unexpected crises can add to budgeting challenges. *(See Income and Food Security, Activity 6A.)*
6. **False** — While natural disasters such as drought can cause famines, hunger is primarily caused by poverty (not having enough money to purchase food). However, when disasters such as hurricanes and earthquakes hit, it is people with the least resources who don't have the funds for health care, to rebuild, or to move, if necessary.
7. **False** — Some studies indicate that more than 40 percent of food grown and produced in the United States is wasted. Waste happens on farms, in stores, restaurants, and homes. Food banks reduce waste by gleaning, recovering, and redistributing food and other products that for various reasons are not marketable, despite being usable and edible.
8. **False** — Hunger is a big problem for a lot of people around the world. There are 925 million people in the entire world who face hunger regularly. In the United States, 48.8 million people live in homes that struggle with hunger. How many people live in poverty in your state? There are many ways to get involved in the fight to end hunger — let's get started! *(See Income and Food Security, Activities 6A and 6B.)*
9. **False** — Kids can do LOTS of things to help end hunger. Kids can raise awareness, volunteer, organize food drives, and learn about the needs within their own community! *(See the Hunger Advocacy section for more ideas.)*

HUNGER 101: Additional Resources

Glossary/Food Banking Terms

Community Gardening — what we call a community that comes together to start and care for a garden. Community gardens can serve as a catalyst for neighborhood development, beautification, recreation, therapy, and food production.

Community Kitchen — often referred to as a soup kitchen, this is a charitable program providing hot meals to homeless and low-income residents of a neighborhood or community. Most community kitchens are housed in churches or community buildings.

Feeding America — the national network of more than 200 food banks (formerly known as America's Second Harvest). Feeding America Food Banks have operated in the United States for more than 30 years. Feeding America headquarters are in Chicago, Ill. <http://feedingamerica.org/>

Food Bank — a private, nonprofit distribution warehouse often affiliated with Feeding America, the national network of food banks. Food banks provide a central location for the receiving of donated food and distribution of food and grocery products to local nonprofits in their communities. (Note: There are some food banks that are not affiliated with the Feeding America network; some food pantries also use the term *food bank* in their names.)

Food Pantry — community-based, nonprofit food assistance program most often found at churches, synagogues, mosques, and social service agencies. Food pantries are places where those without food receive a supply of food to take home and prepare. Pantries often acquire a substantial portion of their food supply from food banks.

Nonprofit Organizations — refers to those legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public purpose and are tax-exempt according to the IRS. All food banks and their partner agencies are IRS-approved nonprofit agencies.

Prepared Food Recovery Program — private, nonprofit program based on the food banking model but concentrating on donations of prepared, perishable food from restaurants, hotels, caterers, and others in the hospitality industry. Strict adherence to safe food handling is a prime concern, as is a quick turnaround of product from the donor to the food recovery program to on-site feeding agencies.

Share Maintenance Contribution — refers to the fee that Feeding America affiliated food bank partner agencies pay per pound of product to help defray the costs of product storage, transportation, and distribution. *Currently, the Atlanta Community Food Bank and most Feeding America food banks set a 16-cents-per-pound-of-product-distributed limit on share contribution.*

Shelter: A place that temporarily houses homeless people, usually overnight; meals are almost always served. Some shelters are for families and others for individuals. Some have a limited time that a family or individual can stay, and others will let people stay for extended periods of time.

SNAP (State Nutrition Assistance Program): federally funded program administered by the state of Georgia to provide funds for food banks to purchase high nutrition food products for distribution to partner agencies serving children and families with children. Funding approval comes from the state legislature annually. Research how this federal program works in your state. *(Not to be confused with SNAP (Supplemental Nutrition Assistance Program), which was formerly called the Food Stamp Program.)*

Hunger Terms

Advocacy: the act of arguing in favor of something. An anti-hunger advocate would be an individual, group, or organization that speaks out about the issues of hunger, and works to enact policies that will provide hunger relief. Research what your state does to address these issues. *For example: The Atlanta Community Food Bank participates in anti-hunger advocacy by educating and empowering the community to be involved in hunger issues, sending out advocacy alerts during the legislative session, and urging citizens to connect with their elected officials.*

Anemia: a condition in which the hemoglobin concentration is lower than normal due to disease or as the result of a deficiency of one or more nutrients, such as iron.

Food insecurity: refers to the lack of access to enough food to fully meet basic needs at all times due to lack of financial resources.

As defined by the United States Department of Agriculture (USDA):

- **Low food security:** People who make changes in the quality or the quantity of their food in order to deal with a limited budget.
- **Very low food security:** People who struggle with having enough food for the household, including cutting back or skipping meals on a frequent basis for both adults and children.

Food security: assured access to enough nutritious food to sustain an active and healthy life, including: food availability (adequate food supply); food access (people can get to food); and appropriate food use (the body's absorption of essential nutrients).

As defined by the USDA:

- **High food security:** Do not have difficulty securing food.
- **Marginal food security:** Have some difficulty securing food.

Characteristics of a food secure community include:

- Availability of a variety of foods at a reasonable cost;
- Ready access to grocery stores and other food sources;
- Enough personal income to purchase adequate food to meet nutritional needs for all household members;
- Freedom to choose acceptable foods;
- Personal confidence in the safety and quantity of food available; and
- Easy access to good information about nutrition.

Human nutrition: the study of how food affects the health and survival of the human body.

Low Birth Weight: newborns weighing 2,500 grams (5 pounds, 8 ounces) or less, and are especially vulnerable to illness and death during the first months of life.

Malnutrition: a condition resulting from inadequate consumption or excessive consumption of a nutrient; can impair physical and mental health and contribute to, or result from, infectious diseases; general term that indicates a lack of some or all nutritional elements necessary for human health (*Medline Plus Medical Encyclopedia*).

Nutrition: the study of foods and nutrients and their effect on health, growth, and development of the individual.

Poverty: The state or condition of having little or no money, goods, or means of support; condition of being poor.

Poverty guideline: official, federal measure of poverty. The United States instituted the poverty measure in 1967. *The “Knowing Hunger” section of this guide explains the history and function of this measure.*

Vulnerability to hunger (at risk): a condition of individuals, households, communities or nations that have enough to eat most of the time, but whose poverty status makes them especially susceptible to hunger due to changes in the economy, climate, political conditions, or personal circumstances.

Working poor: a term used to describe individuals and families who maintain regular employment, but remain in poverty due to low levels of pay and dependent expenses.

Hunger and Poverty Programs and Terms

EITC (Earned Income Tax Credit): U.S. Federal tax refund for low- to medium-income working families. *Many households are not aware that they could be eligible for this credit, which can often total more than \$1,000.*

Meals on Wheels: food delivery program that delivers one meal a day to elderly people or people unable to leave their homes for medical reasons.

Nutrition assistance programs: are funded through the U.S. Farm Bill and administered by the U.S. Department of Agriculture. Federal nutrition programs such as SNAP (Food Stamps) and the free or reduced-price breakfast and lunch programs help increase food security for low-income individuals and families in the United States.

School/summer meals: The National School Breakfast Program, National School Lunch Program, and Summer Food Service Program for Children are subsidized programs that assist low-income students to improve their nutritional status.

SNAP (Supplemental Nutrition Assistance Program): formerly the Food Stamp Program, SNAP is the nation's primary food assistance program for low-income families. The program provides purchasing power via *EBT (electronic benefits transfer)* cards to eligible households, which can be used to purchase food items only. *EBT* is provided by federal funds through county social service agencies to eligible low-income persons. More than half of food stamp recipients are children.

Social safety net: government and private charitable programs to assist the needs of low-income, disabled, elderly, and other vulnerable people.

Supplemental Nutrition Program for Women, Infants & Children (WIC): federal supplemental feeding program designed to decrease risk for nutritional and medical problems in women, infants, and children. Assistance is provided through local health agencies and health departments to poor pregnant and breastfeeding women, infants, and children up to age 6.

TANF (Temporary Assistance for Needy Families): federally funded cash assistance program signed into law in August 1997. This program is often referred to as *welfare*. People must meet income qualifications, have dependent, minor children and begin employment or training in order to receive TANF benefits. Administered in Georgia by the Department of Family and Children's Services (DFACS). Research how this program is administered in your state.

The Emergency Food Assistance Program (TEFAP): Federal food commodities made available to state food banks. TEFAP is administered in Georgia through the Department of Education for USDA. Research how this program is administered in your state.

Activity 10: Three Worlds

**This activity is from the Alabama Cooperative Extension Service, Auburn University*

Description: This physical activity helps increase student awareness of hunger and the privilege that many people take for granted in countries such as the United States. Students also learn that not all people in the United States have the same degree of food security.

Objectives:

- The students will experience what it is like to live at different levels economic privilege.

Materials:

- 20 to 30 empty, plastic water jugs.
- One box of cocoa powder.
- Boxes of crackers
- Different toppings for the crackers, such as different types of cheese, peanut butter, jelly, cream cheese, banana slices, etc.
- Paper plates and plastic spoons or knives for putting toppings on the crackers
- Coolers of ice, jugs of fresh water, paper cups (base on number of children in class), and a track for children to walk on
- Slips of paper that say “First World,” “Second World,” and “Third World.” Make approximately 10 percent First World, 30 percent Second World, and 60 percent Third World. So for a class of 30: 3 slips say First World, 9 say Second World, and 18 say Third World.

** In case of bad weather, be prepared to conduct the activity inside in the gymnasium using cones to designate the track for members of the second and third world countries to walk around.

Activity Directions

Preparation

- Fill half the number of water jugs with water and cocoa mix. This is in an effort to make the water appear cloudy and contaminated, much like the water is in many communities in Third World countries.
- In the front of the room or area, so First World members can watch the others, set up the ice in coolers and stack paper cups near the ice with clean water in pitchers. Spread out the crackers and toppings at a table, all for the members of the First World country.

Completing the activity

- Provide students with the following background information:

Hunger: the body's way of knowing it is running short of food and needs to eat something. Hunger can lead to malnutrition.

Undernourishment: describes the status of people whose food intake does not include enough energy (calories) to meet minimum physiological needs. Today, one in nearly seven people do not get enough food to be healthy and lead an active life. This makes hunger and malnutrition the number one risk to health worldwide.

Hungry children are weak and vulnerable, making them unable to fight off diseases because they have a weakened immune system. Hunger and poverty claim 25,000 lives every day; 226 million children are stunted physically and mentally from malnutrition; 2 million babies a year are so weak from hunger that they die when they get a case of diarrhea. Drought has been a significant reason for hunger problems in Second and Third World countries. Clean, filtered water is not an option for drinking or for crops, which are a major source of food for most people in these countries.

- Now explain First, Second, and Third World (adjust explanation according to the ages of the students):

First World: refers to so-called developed, capitalist, industrial countries; roughly, a block of countries and regions aligned with the United States after World War Two, with more-or-less common political and economic interests: North America, Western Europe, Japan and Australia. These are countries that are democracies, are technologically advanced, and whose citizens have a high standard of living.

Second World: a phrase that was used to describe the former Communist states within the Soviet Union's sphere of influence. Today, this term would refer to industrial states and regions, such as Russia, Eastern Europe (e.g., Poland), and some Central Asian countries (e.g., Kazakhstan) as well as China.

Third World: includes all other countries generally referred to as **developing countries**, such as nations in Africa, Asia, and Latin America. This would also include capitalist (e.g., Mexico or Paraguay), communist countries, (e.g., North Korea), and very poor countries (e.g., Sudan, Mali, and Bangladesh).

- Have each student draw a slip of paper from a basket. The paper will say one of three groups: First World Group, Second World Group, or Third World Group. Each group of students should sit together.
- Invite the First World group to come up and relax, get a cold water bottle or cup of ice water, and select crackers and toppings to eat. Wait until most have finished their snacks and invite the group to go back for seconds. Invite the First World group to sit down, relax, and watch the other two groups; note that they do not have to worry about getting water or food for themselves or their families.
- Next, invite the Second World members to get two empty jugs and ask them to walk twice around the track with the empty jugs and then trade them in for filled, room-temperature water jugs. Ask them to walk (“walk back” from the water well to their village) around the track two times again. When they get back to their village, hand each member of the Second World a cracker with a slice of cheese. Tell them that is all they get.
- Finally, ask the Third World members to get two empty jugs and walk around the track four times. Then ask them to trade in their empty jugs for filled jugs with the cloudy water and to walk (“back from the water well to their village) back around the track four times. Explain that the cloudy water is just a cocoa powder and water mix, but it represents the contaminated water that would come from many wells in Third World countries. Give the members of the Third World countries one cracker for every four people. Instruct them to share.
- Hand out questionnaires to each class member, asking them to rate how it felt to be placed without any say into a country and required to follow certain guidelines for getting food and water. They should rate from 1 to 5, with 5 being the best feeling and 1 being the worst feeling.
- Get someone from Second and Third World groups to explain how it felt to get their food and water after watching the First World group have a variety of food and endless cold water without effort. Have the students in the First World group share what it was like to be in that group and watch their peers have such a different experience.
- Explain that this game was conducted in an effort to help students understand their experience and how it may compare to the experience of those in other parts of the world. While there are many impoverished people in the United States, poverty in developed and developing nations can be very different.
- Many children from developing countries do not have a choice of what to eat and are lucky to get a few crackers a day. This activity helps give students an idea of how limited the situations of children in Second and Third World countries can be. One way students can help children in other countries is

to sponsor a child. Explore various aid organizations to determine if this is a good option for your group.

- After playing the game, let the students who were members of the Second and Third World countries get more crackers and their choice of toppings, as well as something cold to drink. Explain that they are fortunate to live in a country where they have enough to eat, but then note that not all children in the United States always have enough to eat. Share information about hunger in your county and state from Feeding America:

Map the Meal Gap Study

<http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>

Hunger in Rural America

<http://feedingamerica.org/hunger-in-america/hunger-facts/rural-hunger.aspx>

Census of Hunger in America

<http://feedingamerica.org/hunger-in-america.aspx>



Hunger Advocacy

Activity 1: Community Garden

Description: For this activity, students create a garden with informational posters. Through this project, students learn that hunger is a problem found everywhere, including in the United States. Also through this activity, the students will learn how to get involved in helping reduce the problem of hunger.

Objectives:

- To increase awareness of hunger related problems.
- To engage youth in an activity that will help them retain the important facts about hunger and make them aware that it is an ongoing problem.
- To help youth realize that although hunger seems like such a big problem, there are ways to help.

Materials:

- Poster board
- Construction paper
- Markers
- Glue
- Scissors
- Lamination or clear contact paper for completed posters
- Hunger facts or a list of hunger education websites
- Pots
- Seeds or seedlings of herbs, vegetables, and flowers.
- Soil
- Water
- Wooden sticks or hangers

Activity Directions

- Pass out a list of websites and have students look up facts about the hunger problem in your state or worldwide. The following websites offer information about global and domestic hunger:

America's Second Harvest of the Big Bend

www.fightinghunger.org

Food Research and Action Center

www.frac.org

Feeding America

feedingamerica.org

Oxfam America

www.oxfamamerica.org

World Hunger Education Service Hunger Notes

www.worldhunger.org

Bread for the World

www.bread.org

Hunger Task Force

www.hungertaskforce.org

United Nations World Food Programme

www.wfp.org

- Have students discuss the facts they learned from the websites and write these facts on a board for all to see.
- After a variety of facts have been written, the group will discuss the facts and decide which ones they think are most important to put in the garden.
- Pass out construction paper or poster board and have students cut out shapes that will serve as the signs they will place in the garden or hang around the garden. If you are using pots to plant the garden or creating an indoor garden, smaller signs to go in the pots can be cut out.
- Ask each student or groups of students to write one fact on each of their signs.
- To make sure the facts last for a while in the garden, it may be necessary to get them laminated or covered in clear contact paper.
- Next glue or tape a wooden stick or hanger to the fact so it can be put in the garden.

- Now it is time to plant the garden. Pass out seeds or seedlings to the students so they can plant them. These will be their plants to take care of for the year (or some specified period of time).
- After the plants have grown, they can be sold to parents and other members of the community. The money raised can be donated to the World Food Programme or some other group working to end hunger. See the Community Service project section of the guidebook for more information about the plant sale part of the project.



Photo courtesy Ted Carey, K-State Research and Extension

Activity 2: Food Drive at the Fair

The following are suggestions for conducting a food drive at your county or state fair from the International Association of Fairs and Expositions (IAFE), which is a trade association representing county and state fairs. These include a step-by-step guide for a food drive at your local fair.

In addition, food banks associated with Feeding America can provide current statistics, as well as fresh approaches to conducting such a food drive. You can find Feeding America food banks in your state at <http://feedingamerica.org/foodbank-results.aspx>. Other area food banks may also be able to help with data and suggestions.

A Step-by-Step Guide for a Food Drive at your Fair

Based on the experiences of several fairs across the International Association of Fairs and Expositions (IAFE) that have implemented successful food drives, the following steps provide an outline for developing one at your fair. The guide is designed for a food drive held during your fair, but could be used for doing food drives at other events or as a community service project by the fair and partnering organizations at any time during the year.

I. Find a Food Bank (or other charity providing food to the hungry) in your community.

- Feeding America is the largest hunger relief organization in the world. They have 200 member food banks with service to every county in the United States. (www.feedingamerica.org)
- Food Banks Canada (<http://www.foodbankscanada.ca/>) represents the food bank community across that country.
- If there is more than one provider in community, see if all will work together for this promotion.
- Learn more about their operations, who they serve, critical needs, etc.
- Find out more about which local organizations and businesses regularly partner with or support their activities.
 - Hint: One of your fair sponsors may already be involved. There could be opportunities to do more with that sponsor, to create a greater event with their assistance.
- Discuss your ideas for a food drive at the fair, explain the global IAFE project, and come to an agreement on a plan to work together.
- Create a list of food items needed and accepted or preferred condition (for example, must be non-perishable and unopened).

Tips from IAFE Member Fairs

- The Cabarrus County Fair (N.C.) has several pantries. They all worked together at the gates to collect the goods, then took them to the largest pantry for food to be weighed for total then separated according individual pantry needs.
- When in doubt, host a peanut butter drive. It is an excellent protein source. (Puyallup Fair)
- Insure that the food bank serves everyone, not just the members of a particular group (Puyallup Fair).
- The Ozarks Food Harvest (food bank serving Southwest Missouri, home of the IAFE) suggests an early meeting or brainstorming session with your local “Sara” (she’s the in-house food drive coordinator here at OFH in Springfield). Most Feeding America members will have such a coordinator.

2. Identify potential partnering organizations in your community

- Corporate sponsorship (perhaps a new sponsor or a way to enhance the visibility of an existing sponsor — see above).
- Cooperating organizations to assist in logistics, operations, and promotions (4-H, FFA, Scouts, etc.) see more in 2a — Volunteer organization.
- Grocery stores, food manufacturers, and distributors are partner possibilities.

Tips from IAFE Member Fairs

- Puyallup (Wash.) Fair stresses that media can be one of the most valuable partners as they will dedicate promotional time for the project. Also, DJs or on-air personalities endorsing the drive will help spur participation. Ask if they will also distribute flyers about your drive at any remotes or events they participate in before the fair.
- Cabarrus County Fair (N.C.), Delaware State Fair, and North Carolina State Fair all partner with a regional grocery chain, Food Lion. The sponsorship/partnership agreements may vary, but the grocery chain promotes the drive in-store and may also provide volunteers.
- A local food manufacturer might be willing to “hold” their regular donation to the food bank so that the total is counted for the fair’s drive and may also inspire other food manufacturers to donate (Puyallup Fair).
- Ask the food service purveyor(s) supplying the vendors for your fair to get involved. (Puyallup Fair).
- The Pima County Fair (Ariz.) worked with a local grocer that matched the fair’s collection and got food brands to participate as well.
- Organize a Canstruction® competition or exhibit as part of your fair (Nebraska State Fair, Indiana State Fair, Missouri State Fair). www.canstruction.org

2a. Volunteer Organization

- This type of activity requires a large number of volunteers for collection day. In addition to volunteers from partnering or sponsoring organizations or the food bank or pantry, look outside your existing volunteer base for the help you need.

Tips from IAFE Member Fairs

- Cabarrus County Fair requires participating pantries to provide volunteers, but also works with an internal county employee organization that not only creates awareness with other county employees, but provides 12 volunteers on the day of the event.
- A number of fairs suggested the Boy Scouts as potential source volunteers.
- The Arizona State Fair suggests using veterans groups.
- Some high schools require seniors to complete some community service (Puyallup Fair).
- Rally the troops! The Cabarrus County Fair convenes a meeting of volunteers and partners about 2 weeks before the fair in order to review logistics and get volunteer input (gives volunteers “ownership” and motivation).
- Plan on extending hospitality to volunteers! The LA County Fair (Calif.) provides tickets for volunteers to return to the fair as well as providing refreshments during the collection day.

3. Determine incentive to be offered at fair for fair guests bringing food to the drive.

- Examples include free admission, buy one/get one, \$x discount, etc.

Tips from IAFE Member Fairs

- Pick the slowest weeknight to do the promotion — what do you have to lose? (Volusia County Fair)
- Cabarrus County Fair offers free admission for the first 2 hours opening day with four canned food items per adult, two per child.
- Volusia County Fair’s deal was two food items for half-priced admission on Monday evening.
- Be prepared to offer the discount in exchange for a cash donation to the food bank. Be prepared — have a receipt book and minimum donation amount set (San Mateo County Fair, Calif.).
- Avoid using negative language — “only one can per person per discount” — as it may **discourage** giving. Use positive language — “one discount per person” instead (San Mateo County Fair, Calif.).
- Pima County Fair promotion was free admission with two cans of food per person from noon to 3 p.m. on a Thursday.

- Consider other types of goods such as toothpaste, socks, water, bus cards, etc., especially if teaming with a group other than a food bank — they have diverse needs. (Arizona State Fair)
- Missouri State Fair’s deal is one can equals \$1, with maximum discount to half-off admission (\$8 regular admission).
- A number of fairs suggested willingness to accept donations in exchange for the discount at other times during the fair. This situation should be discussed in advance and make a decision so all your personnel understand what to do.

4. Marketing and Promotion Plan

- Identify **all** areas of existing marketing plan in which the food drive can be promoted. Be sure all departments, volunteers, and staff are aware and include it in all channels for promotion.
- Brainstorm new ways to promote that might be unique to the food drive
 - Messaging channels of the sponsor(s) or partner(s)
 - Social media campaign
 - Grocery store POP displays
- Be sure day-of and post-event publicity plans are in place.

Tips from IAFE Member Fairs

- Involve the media before, during and after — as partnering organization (Puyallup), with remotes (San Mateo County Fair).
- Food bank or receiving organization should be promoting this through all their own channels — supporters, press releases, website, newsletters, etc. (Arizona State Fair).
- Toot your own horn — be sure to promote in press releases in advance and after the fact with information about the amount raised.
- Ask your town to declare it “Food Donation Day at the Fair” and promote it through their channels. (Puyallup Fair)
- Send a fair staffer and food bank staffer around to local civic clubs. It not only promotes the drive but the awareness of hunger in the community (Puyallup Fair).
- Get groups to compete to raise the most food (i.e. high schools).
- Develop quarter-page or half-page flyers to distribute everywhere — churches, youth groups, partnering organizations, bag stuffers at local retailers, civic and service clubs (Puyallup Fair).
- The Volusia County Fair drive is named in honor of a much beloved fair board director who had passed away.

- Incorporate facts about hunger in your community. Your food bank or participating agencies can provide information.
- Tie in with a major event or activity. Feeding America has some sort of national promotion underway almost every month (Do a “Souper Bowl” promotion if your fair occurs around Super Bowl time; March fairs could tie in with National Scouting for Food Month; May is time for the national Postal Carriers food drive, and September is the organization’s “Hunger Action Month”). *Information suggested by Ozarks Food Harvest.*

5. Logistics and Operations

- Equipment needs for collection points at gates (i.e. barrels, large boxes, carts, pallets, fork lifts, trucks, etc.)
- Signage necessary for collection points at gates
- Volunteers necessary to assist at collection points at gates
- Volunteers, place, equipment, and supplies for sorting and packing food
- Line control for all collection points
- Method of counting items
- Transportation of items to food bank or recipient organization
- Photographer(s) to capture images of the event throughout the day(s)
- Refreshments for volunteers
- Canopies, tents, etc. to shelter against weather

Tips from IAFE Member Fairs

- Determine your redemption process well in advance. At the San Mateo County Fair the guest takes the canned goods to a table to exchange for a voucher, which in turn is presented to box office personnel. Outline all steps necessary for proper accounting.
- Numerous fairs stressed that the containers will be heavy. Be prepared with sturdy containers (the food bank may be able to provide special equipment they already are used to handling), pallets, forklifts (and the room to maneuver), trucks for hauling.
- Find a high-visibility location to place trucks from the food bank — provides great visual backdrop and additional promotion (Puyallup Fair).
- Ensure arrangements are in place to get the food to the food bank or secured storage at a time when it is after hours for many food bank operations.
- Many food banks have scales and other equipment to calculate weight, numbers, etc. It is important to get an accurate count as soon as possible in order to take advantage of post-event publicity (and to submit to IAFE).
- Incorporate signage that creates awareness of hunger in your community.

6. DREAM BIG!

- With all your plans and partners in place, have a great day!
- Be sure top fair officials (board, director/CEO, senior staff, etc.) are visible and engaging with fair guests at gates.

7. Post-Event

- Complete the on-line report form (<http://bit.ly/RUPqaf>) so the Dream Big 2013 “can counter” is up-to-date and your fair entered into the monthly drawing for prizes from Etix.
- Follow post-event publicity plan
 - Work with a local food bank to get statement on need, number/pounds collected, number of meals this will provide, etc.
- De-brief with staff, volunteers, sponsors and partners
 - Celebrate success and recognize key players
 - While it is fresh, think about how the event could be improved.
- Thank you’s

Tips from IAFE Member Fairs

- The Arizona State Fair handles the food drive as it does with any other sponsor, with a complete debrief and recap. They take photos of the charity staffing the event, guests enjoying free admission, loading the food into the trucks, etc.
- Be sure to put information on your website and on any social media channels used such as Facebook and Twitter.
- If it is a first-time program, mention plans or increased goal for next year (San Mateo County Fair).

Activity 3: Starving Artists Dinner

This set of activities engages youth with the community and permits both awareness raising and the collection of canned goods and money to help fight hunger. The activity involves inviting parents and other community members to a “Starving Artists Dinner” at a school or community location where soup can be prepared and served. Pieces of art created by students and their art teachers can be auctioned off. Students can share facts about local and global hunger with those attending the dinner. In addition, students can share their ideas for ways the community can help reduce hunger.

Objectives:

- To raise awareness about global and local hunger within the community.
- To provide youth with leadership roles in the education and fundraising aspects of fighting hunger. (Canned goods and money raised will be donated to local food banks; money also can be sent to the World Food Programme or other national or international organizations that fight hunger.)

Pre-event activities:

- Creation of artwork in the form of sketches, paintings, sculpture and other media to reflect students’ understanding of what poverty and hunger look like. These art pieces can be created by students alone or in cooperation with art teachers and other adults. Students and teachers can decide which pieces will be auctioned off during the “Starving Artists Dinner.” Other pieces not for auction can simply be displayed. A silent auction, a live auction, or both can be held.
- Purchase disposable soup bowls, plastic spoons, soup ingredients (e.g., ingredients for a vegetable or bean soup), bread, and cups for water. Have students determine how much soup they will need to make for the number of people attending. Extra help from parents in the soup preparation process is a good idea.

Activity Directions

- Friday after school, students will meet in the cafeteria of their school to set up for the dinner. Tickets will be taken at the door. Before dinner, a presentation will be given in order to educate attendees on the facts surrounding hunger. Following the presentation, teachers or other volunteers will serve dinner. The dinner will consist of a bowl of soup and a slice of bread.
- After the meal, the silent and/or live auction can be held.
 - **Silent Auction:** Bid sheets are placed with each item and people attending the event have a period of time (about an hour) to view the art pieces and write down a bid on the bid sheet. During the silent auction period, participants can write increasingly higher bids on the sheets until the specified period for the silent auction is over.
 - **Live Auction:** Pieces are auctioned off using an auctioneer. The audience members are given bid signs to use that contain a unique number for each bidder. The highest bid gets the art piece. At each table there will be a set of evaluation forms for the attendees to complete, in order to assess what was learned.

Evaluative Questions for Members

- How much money was raised?
- What programs benefited from the proceeds collected from the dinner?
- Do you think the parents and attendees learned much from this project?

Evaluative Questions for Recipients

- Do you feel that this benefit dinner was helpful in learning about the war on hunger?
- Do you have any suggestions to make this project better?
- After listening to the presentation, what do you feel is your part in helping fight hunger

Activity 4: Canned Food Scavenger Hunt

Planning and Setup

- Read this sheet and decide on the best date and time for your activity.
- Plan for a space to store your food until you can deliver it to food banks or similar facilities in your area during business hours.
- Organize the following:
 - Maps of safe neighborhoods to gather food donations within an area around a central meeting site. Mark the various territories on it so you know where everyone is.
 - Two sturdy medium-sized containers per team.
 - A car or van and a responsible adult driver for each team.
 - Team Tally sheet for each team (attached).
 - Name tags for participants with first names only.
 - A team leader who stays at the meeting site with a stopwatch and records the time and tally totals for each group on the Team Tally Summary sheet (attached).
 - If desired, appropriate prizes for winners and all participants.

Orientation/Preparation

- Tell participants that collected food items will be donated to the local food bank. Share some statistics from the food bank information sheet.
- Organize participants into teams, depending on how many adults and youth you have; two to four adults or four to six kids with an adult driver is a workable team. (They can split up on location with two or three on each side of the street.)
- Determine which neighborhoods each team will work and designate locations on maps. These should be safe neighborhoods and as close to your meeting site as possible.
- Determine a time limit for the activity and write it on the Team Tally sheet. Instruct participants that points will be deducted for every 5 minutes they are late.
- Drivers should be reminded to **be cautious**, extremely responsible, and not exceed the speed limit. Groups traveling to the farthest location depart first, and so on in order. All groups must return within a specific time limit (one hour is good).
- Each group should have a sturdy box and a Team Tally sheet.

Into the Streets

- **Safety first — then see how much you can collect in the allotted time!**
- Once in their assigned neighborhood, team members can stay together or split up to cover both sides of the road. One person carries the box, another carries the score sheet, and another carries the introduction/information cards.
- Team members knock or ring the doorbell, greeting the resident politely. Youth introduce themselves; for example, “Hello! We are from (name of your organization). We are collecting food items for the local food bank. Do you have any non-perishable food you wish to donate? Our youth group is doing this activity as a scavenger hunt with certain food items worth more points than others. You are free to donate any pantry items you wish! But this list might give you an idea of what items the food bank really needs.” (Most folks will like the theme and purpose of this activity and will want to see how many items on your list they can provide.)
- Use the attached tally sheet to keep track of the food the teams gather, but don’t take time to count while you’re out. Do that later, after you get back.
- Remind team members that when they approach a home, they should remain at the entrance where the adult driver can see them. They should never go into another part of the house without making sure the driver gives an obvious signal of approval.
- The driver cruises slowly between the two teams to monitor them at all times. If the food boxes become too heavy to carry, unload food items in the trunk of the vehicle and continue.

And to a Thrilling Finish!

- All teams must return by the agreed-upon time or they will be penalized. Mark the time on each Team Tally sheet.
- When all teams have returned, they should unpack their collected goods, tally them on the food bank Team Tally sheet, and report their total to the group leader.
- Give appropriate awards to each winning team, as desired, but be sure to **recognize the contribution of the group as a whole**. You’re fantastic!!

Tally Sheet for Scavenger Hunt

Thank you for participating in our canned food scavenger hunt! We will gladly take any non-perishable food items you offer us. Our list of foods and their point values are listed below. Please note there are some items with higher point values than others. These are items the food pantry has indicated are a high need. You can refer us to your neighbors and friends as well! Thank you for taking the time to participate. Not only are you giving to others who are in need, you are also giving our young people the opportunity to have fun while serving others.

Item	Points	Item	Points
Canned meat		Beverages	
Tuna fish	40	Kool aid mix	10
Chicken	40	Fruit juice	40
Salmon	20	Tea	20
Canned ham	40	Lemonade	20
Spam	20	Powdered milk	40
Other canned meat	20		
Canned vegetables		Breakfast items	
Whole kernel corn	30	Cereal	30
Cream style corn	30	Granola/breakfast bar	30
Green beans (any)	30	Oatmeal	30
Other canned beans	30	Poptarts	20
Peas	30	Syrup	20
Carrots	30		
Sweet potatoes	30	Soup/sauce	
Potatoes	30	Canned soup	30
Other vegetable	30	Dried soup mix	20
		Gravy jar/can	50
Canned fruit		Gravy dry mix	20
Pears	40	Spaghetti sauce	50
Peaches	40	Salad dressing	20
Applesauce	50	Chili	30
Fruit cocktail	40		
Other canned fruits	40	Dessert items	
		Cake mix	30
Pasta		Frosting	30
Macaroni and cheese	30	Pudding (ready to eat)	30
Dried pasta (spaghetti, etc.)	30	Jello (ready to eat)	30
Ravioli, spaghettios, etc.	30	Pudding dry mix	20
Other pasta items	30	Jello dry mix	20

Item	Points	Item	Points
Miscellaneous items		Any nonperishable item not listed	10
Peanut butter	50		
Jelly	20		
Beanie weenies	20		
Rice	30		
Stuffing	30		
Mashed potatoes	30		
Baby food	30		

Activity 5: Food Packaging Event

Many organizations work to make pre-packaged meals to give to families who need them. Included are links to sites that can help you organize a packaging event.

Kids Against Hunger

<http://www.kidsagainsthunger.org/>

Stop Hunger Now

<http://www.stophungernow.org/site/PageServer>

If organizing a packaging event is too large for your intended audience, organize a smaller event with supplies donated by families, from a canned food scavenger hunt, community garden, or provided by local businesses. Prepare boxes of food that will last for a few days and then donate those boxes to the local food bank or distribute them to families that need them.

Have members create an assembly line process where they work together to package as many meals as they can in a specified amount of time. Then re-group after you have finished packaging and discuss the impact that was made on the local community fight against hunger.

Activity 6: Backpack Program

The backpack program is similar to the food packaging program, only these items will go directly to kids that need them the most. If possible, buy new bookbags for the students to take home and put in food items they can use for the weekends. These items can vary, but make sure the items are easy to open and can be easily transported.

Items that could be put in bookbag:

- Peanut butter (12-ounce jar) and a sleeve of crackers
- Beans and franks (pop-top can)
- Beef jerky (1 ounce)
- Granola bars
- Cereal (1-ounce bowl or box)
- Fruit cups (peaches, applesauce, etc.)
- Raisins (snack-size boxes)
- Pudding cups
- Juice boxes (apple, orange, or other juice)
- Milk (aseptic pack boxes that do not require refrigeration)

Work with the local school to assess the needs of students, figure out a distribution solution, and how to ensure students get the right supplies.

Activity 7: Hunger Obstacle Course

**Adapted from an Auburn University/Alabama Cooperative Extension Service program*

Description: The Hunger Obstacle Course has participants engage in creative problem solving through a time-limited process of generating solutions to different hunger-related problems. Small groups of students circulate around the room and write down solutions to each of the hunger obstacles. Each group uses a unique colored pencil or marker. One catch, they cannot write down a solution for an obstacle that a previous group has already provided. When all groups have had a chance to study each obstacle, the number of total responses that each group has generated is tallied.

Groups discuss which solutions stand out as most creative or helpful and acknowledge the groups who contributed these solutions. Finally, it is noted that the full set of solutions generated across the entire group demonstrates the many ways people can make a difference in addressing hunger.

Objectives:

- To increase youth awareness of hunger-related problems
- To help youth generate multiple solutions for addressing hunger-related problems
- To facilitate a team effort for generating effective solutions
- To encourage youth to think about solutions to both global and domestic hunger

Materials:

- Giant Post-Its
- Hunger obstacle cards
- Hunger solutions deck
- Markers of different colors
- Whistle or bell
- Definition of food insecurity:
 - **Food Insecurity:** *uncertain or limited access to enough food*

Activity Directions

- For this activity there are up to eight obstacles that can be addressed. Place giant post-it sheets* around the room and tape to the top of each post-it one of the hunger obstacle cards. It works best to have as many obstacles as you have groups (e.g., if you have five groups, select five obstacles for this activity).
- Divide the participants into groups of four to six people each.
- Give each group a different color marker.
- Have each group stand in front of one of the obstacle cards.
- Tell each group they have 2 minutes to think of as many solutions as they can for dealing with the obstacle. They are to write their solutions below the obstacle on the post it, with the first group writing its solutions immediately below the obstacle card.
- Use the whistle or bell to start and stop the 2-minute process.
- When 2 minutes are up, have the groups rotate clockwise to the next obstacle. Tell them they cannot repeat any of the solutions that have already been written under the obstacle — they need to come up with new solutions. Let them know this will get harder as more groups write solutions for that obstacle. Give each group time to read the prior groups' solutions. Start the 2-minute solution generation process again.
- Repeat the process until all groups have had a chance to respond to each obstacle.
- When all groups have completed the obstacle course, count up how many solutions each group has generated across all the obstacles. Congratulate the top scoring group, but also congratulate all groups for the many solutions they each have generated.
- Next, have the groups look at the solutions generated for one of the obstacles and discuss what they think are some of the best solutions for addressing the obstacle. Have them consider how combining two or more of the solutions will increase the likelihood that the problem the obstacle represents will be solved.
- *If it is not feasible to place Post-It sheets around the room, stations can be formed by having four to eight students make circles with their desks. Each circle represents a station that receives a large sheet of paper with one of the obstacles written at the top. The student groups (each using a different color pencil or marker) can circulate to each of the stations and write down their solutions on the sheets.
- Repeat this process for the other obstacles. If time does not permit review of all the obstacles and solutions, have the participants select the obstacles they would most like to discuss.

Alternative Directions for Younger Groups

- Divide the students into three groups and assign them each a color that is associated with a colored marker (e.g., a red group, a green group, and a blue group).
- Select three obstacles for the students to address.
- Starting with obstacle 1, have the red group think of as many solutions as they can within a 1- to 2-minute period (the teacher writes their solutions down using the red marker).
- Next have the other color groups each take a turn generating solutions for obstacle 1. After doing obstacle 1, go to obstacle 2, but this time, start with the green group. Finally repeat the process for obstacle 3, starting with the blue group.
- Once all three obstacles are addressed, see how many responses each group generated, and discuss the value of the different types of ideas they listed.

Obstacle 1

There are families in your community where the adults and children often miss meals because of food insecurity.

Obstacle 2

Your class learns that there are poor children in Kenya who would like to communicate with children in the U.S. but do not know how.

Obstacle 3

Many children in your school do not know very much about the problem of hunger and do not seem to care.

Obstacle 4

There are poor children living in rural developing countries who could receive food at school if more donations were made. It takes 19 cents to feed a school child for one day (\$34 for one year).

Obstacle 5

There are some elderly people in your community who live alone and often don't have healthy meals to eat, and little social contact.

Obstacle 6

There are families living in a U.S community in simple houses with no electricity, who are experiencing hunger because of a serious unemployment or other issues.

Obstacle 7

A new family has moved to your community and the two kids in the family attend your school. Some other kids are making fun of them because they have bad teeth due to malnutrition.

Obstacle 8

You find out that some of the kids at your school are experiencing food insecurity (going hungry several days per week).

Activity 8: Hunger: What Can We Do?

Overview: This activity shows how others may feel when they are not treated in the same manner. Participants will assess the situation and discuss reactions and how they felt. The second part of the activity shows how these situations can be handled differently and how helping others can promote societal growth.

Staging Inequality

Objectives:

The students will:

- Build conceptions of what it means for a person to be victimized by inequality and remain victimized even after the issue has come to the attention of others.
- Be able to define systemic inequality.
- Understand and (be able to identify a few) systemic consequences.
- Know how to frame the issue of hunger in terms of injustice and not merely charity.

Materials:

- The students
- Open space

Time: 1 hour

Activity Directions

- Identify five young adults and take the young adults away from the other young adults. Away from the rest of the group, teach them the skit and explain the importance of fully acting out their parts. For the actual play, sit one of the young adults in front of the classroom before the rest of the class. This student actor will be roped to a chair before the other students enter so the students do not have a conception of how the student actor became roped. After the class is settled, have the other student actors enter one by one. Each will dramatically pass before the roped up student and perform the appropriate action. These actions are listed below in order:
 1. First person comes by and gives him a dollar.
 2. Second person comes by and gives him food.
 3. Third person comes by and says, “God bless you.”
 4. Fourth person comes by and mumbles “Get a job.”
- End the play. Allow the young adults to process it through individual writing or small groups. A brief lecture on the systemic causes of hunger should follow. Leader can then lead a class debate or a class discussion on the implications and reality of the situation. If no student asks the question, “How did the young adult actor get tied up?,” use this as an opportunity to explore why they didn’t ask that question and why citizens have an obligation to explore that question. Together, as a class, have the students engage this topic critically.
- Read aloud the definition of systemic inequality. (Consider having the students research the definition independently.) After explaining how the definition applies to the current situation of the student tied up, have students come up with other examples of systemic inequality.
 - **Definition of Systemic Inequality:** Systemic inequalities are those that are reliably reproduced over time along the lines of social group differences even in the absence of patterns of overt or intentional discrimination on the part of identifiable social agents.

Discussion Questions

- What have you learned about inequality?
- What is systemic inequality?
- What might be some examples?
- What are some consequences of systemic inequality?
- Why is helping stop hunger not just an issue of charity but also an issue of justice?

Activity 9: Action Tree

Overview: It is often difficult to understand how one single person or even a small group of people can make a difference for society as a whole. This activity uses the image of a tree to help students understand the problem of hunger that may seem overwhelming and impossible to change at first. This Action Tree activity helps youth think through this problem and helps them understand what it looks like and why it occurs. They also think together about actions that can be taken to help reduce the problem of hunger. Reading and discussing the story, *The Family Under the Bridge* is another way students can understand that helping others is part of one's civic duty and is good for society as a whole.

Objectives:

- The students will be able to describe the problem of hunger and how it affects individuals and society today.
- The students will recognize some of the root causes of hunger.
- The students will think of creative ways for themselves and other students to serve their community and help reduce the problem of hunger.
- The students will be able to understand how the story *The Family Under the Bridge* relates to the Action Tree activity and taking action to help others who are in need.

Materials:

- A large sheet of butcher paper or a giant Post-It for drawing the outline of a tree that will be placed on the wall.
- Markers or colored pencils
- Construction paper (for leaves and fruit)
- Scissors
- Action Graph (one per student group of three to four students)
- Action Tree Guide (for facilitator)

Activity Directions

- Pass out the Action Graph and have students work in groups of three to four people to fill out the graphs (20 to 30 minutes).
 - First have the students brainstorm ways that hunger affects individuals and society. For example, hunger affects adults and children by making it harder for them to recover from illness. It also makes it hard for children to do well in school (not enough energy to focus on school work). When people cannot get their basic needs met (such as enough nutrition), this affects the quality of their society (fewer people in the community are able to get their educations, maintain employment, effectively support their children and this results in a community that cannot thrive).
- Have students come up and write these examples on the TRUNK of the tree.
 - Next have students generate ideas on their action graphs about what causes hunger (see examples in the Action Tree Guide for the facilitator).
- Have students come up and write the causes among the ROOTS of the action tree.
 - Have students generate ideas on their action graphs about the actions that could be taken to reduce hunger (for example, have a canned food drive, have events that increase awareness of the community about hunger, put information in the newspaper about hunger in the local area . . .)
- Make a list on the board of possible actions. Have each group of students choose some of the actions that they will put on leaves or fruit. Have the groups create the leaves or fruit with the actions written on them. Once these are created, have students place their LEAVES and FRUIT among the branches of the Action Tree.

Discussion Questions

- Which actions do we think, as young people, that we could do to help reduce hunger in our community (or more broadly)?
- Whose help might we need to ensure we are successful in our efforts to help reduce hunger?
- Where should we hang our Action Tree so others can learn about hunger and how to help stop it by seeing the tree we created?

Summary

The Family Under the Bridge begins with Armand, a hobo, making his way through Paris. He is convinced that something wonderful is going to happen and it makes him happy. He even finds a scrap of holly to adorn his coat to make him look handsome. He meets a gypsy on his walk and she tells him that he is in for adventure and to be careful or someone will see his heart and what a kind man he is and that is just what happens. Armand has a bridge that he usually sleeps under and when he arrives he finds three children have made it their new home. Their mother is out working but since their father died they don't have enough money to rent a place. Armand cares for them during the day and helps them stay happy in spite of the sad circumstances. He takes them to see Father Christmas (the Santa Claus of France) and they ask him for a house. One day, two women pass by and notice the children alone and say that they are going to get someone to help them. The children are scared because they don't want to be taken away from their mother but Armand takes them to a gypsy camp where they are given good food and a warm place to sleep. Armand, though resistant, welcomes them into his heart and in the end gets a job, becomes part of the family, and most of all finds them a house.

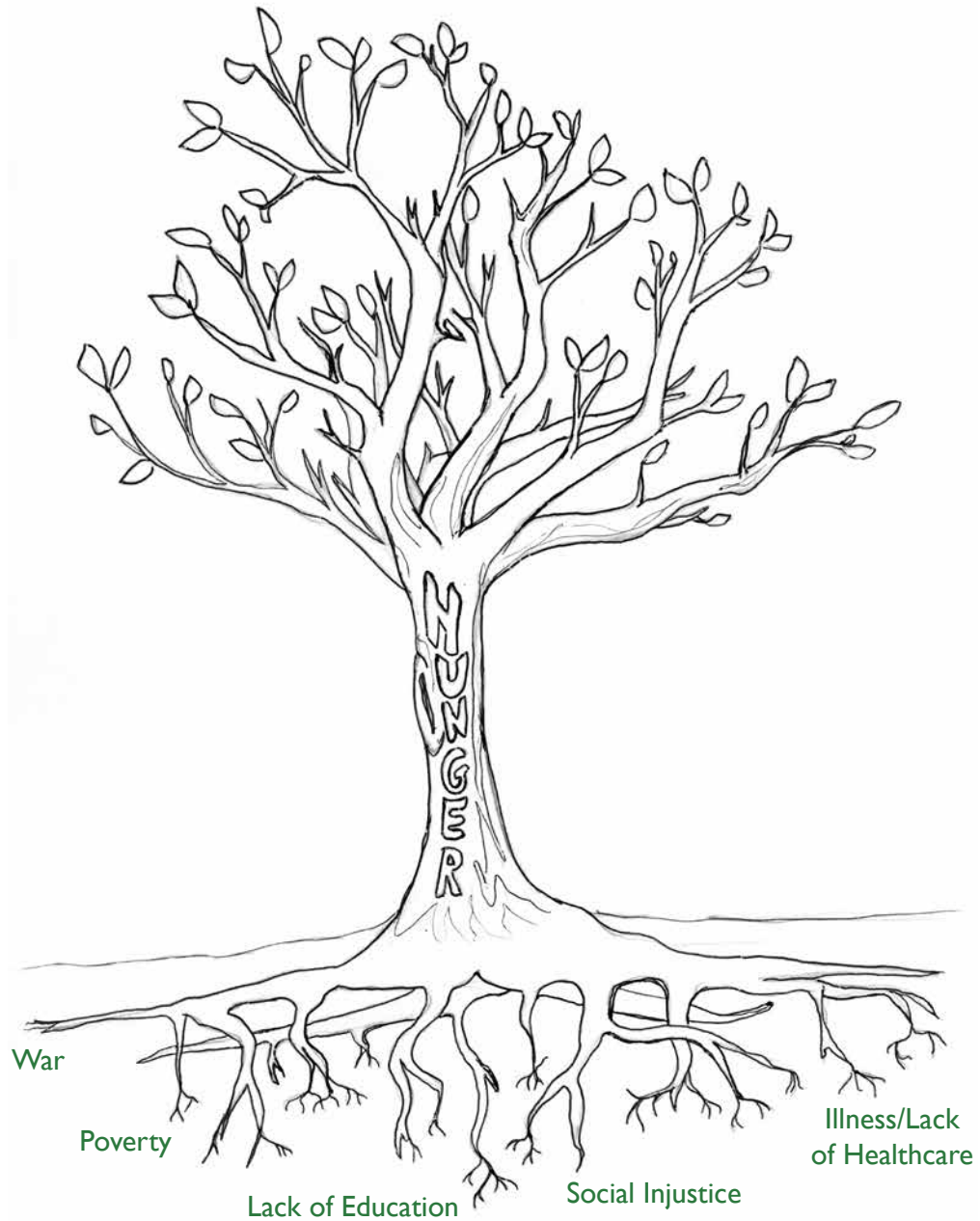
<p style="text-align: center;">Action Graph for Understanding and Addressing the Problem of Hunger</p>		
<p>Descriptions of hunger</p>	<p>Root causes of the problem</p>	<p>Actions to alleviate the problem</p>
<p>Not enough energy for children to do well in school</p>	<p>Poverty</p>	<p>Have a canned food drive</p>

Action Tree Guide

Among the branches, have students make and place leaves and pieces of fruit (e.g., apples, oranges...) that show the kinds of actions that can be taken to reduce poverty.

Have students add pictures and words describing hunger on the tree's trunk.

Have students write the above root causes of hunger on the tree; add others that students think of.



Promoting Invest An Acre

“ In the land of plenty, more than 50 million Americans, including one in five children, don’t always know where their next meal is coming from. That’s unacceptable.”

— Howard G. Buffet

Gaining Pledges to Donate

Pre-Harvest Meal

The Invest An Acre program needs donations from farmers for the local Food Bank. Solicit donations by working with a local farm agency to plan a pre-harvest meal. This could be the local Farm Bureau, Crop Insurance agency, ADM facility, or other farm service organization. Food banks affiliated with Feeding America may be interested in helping with this activity.

Pick an area that will accommodate the number of farmers that will attend. Since you are asking farmers to donate to the Invest An Acre program, it may be best to let this be a free meal for farmers, and additional attendees may pay by small donation.

Host a small program during the meal to make farmers aware of the program. Included are links to the 4-H Ending Hunger Facebook page, YouTube videos, website, and Prezi. If an Internet connection is not available, a Powerpoint is also provided, giving an overview of Invest An Acre.

At the end of the dinner, have tables set up for farmers to pledge donations. After they have visited the table, give them the sticker or window sign indicating they have committed to donating. Thank all the farmers for coming and supporting the local food bank.

4-H Ending Hunger Facebook Page

<https://www.facebook.com/4HandInvestAnAcre>

Invest An Acre Website

<http://investanacre.org/>

Invest An Acre – Why (video)

<http://www.youtube.com/watch?v=QeL6nbW8A3g>

Fighting Rural Hunger: Invest An Acre (video)

<http://www.youtube.com/watch?v=X7i4V4PZXKg>

Invest An Acre – How It Works (video)

http://www.youtube.com/watch?v=BXGf_g_owbw

Invest An Acre – Prezi Presentation (video)

<http://prezi.com/ut4luowr6evr/invest-an-acre/>

Harvest Meal

Host a harvest meal at your local ADM facility or other independent elevator to show appreciation and support of farmers. This meal can consist of whatever the group feels is appropriate and benefits farmers. During harvest, while farmers are stopped at the grain elevator or while eating, inform them about the Invest An Acre program and how they will be fighting hunger in their local community. This could be done at lunch or dinner, depending on the number of farmers that will be stopping by. Suggestions include a sandwich and a bag of chips that can be eaten on the run. Make sure that you work with the ADM facility to find a time that works for them and doesn't interfere with business during the harvest. Food banks affiliated with Feeding America may be interested in assisting with this activity.

Snacks at ADM Facility

This is a similar concept to the harvest meal, but substitute snack items for a meal. Again, ask if they would like to make a pledge to Invest An Acre and explain how all proceeds will go to the local food bank. Food banks affiliated with Feeding America may be interested in assisting with this activity.

Traveling to Fields with Snacks

Farmers work long hours in the field and in the long hours, some may struggle to find a time to sit and eat. Head to various fields and give farmers healthy snacks such as water, granola bars, fruit, vegetables, or other healthy items. While visiting with them, talk about the Invest An Acre initiative and why they should get involved. Ask if they will make a pledge and take that pledge to the local ADM facility. Food banks affiliated with Feeding America may be interested in assisting with this activity.

Speak at Farm Organization Meeting

Just getting the word out about American hunger is just as important. Figure out when and where local farm organizations meet and ask to attend on of their meetings. Feel free to use any of the resources provided in this Toolkit to help you present. You may use the Prezi, Powerpoint, YouTube videos, workshops, or activities to provide more information. Contact a food bank affiliated with Feeding America for statistics related to hunger in your state and around the country.

Farm organizations to visit might include: Farm Bureau, National Farmers Union, FFA Alumni meeting, 4-H Alumni meeting, or other farm organization in your community. Farmers may make pledges after you present; take those pledges to your ADM facility. Call ahead and schedule a time to be at their meeting and make sure to send a thank you card after the presentation.



GIVE AN ACRE OF HOPE

Please donate an acre of your crop proceeds to fight hunger in your community.

One in six people in America struggles with hunger. That's why ADM and The Howard G. Buffett Foundation are partnering with Feeding America, the nation's leading domestic hunger-relief organization, to launch the Invest an Acre program. By donating just one acre of crop proceeds, you can help provide thousands of healthy meals to your neighbors in need. Use the pledge form on the back to make your donation today.



Your entire donation goes directly to your local Feeding America food bank.



INVEST AN ACRE PLEDGE FORM

Yes, I would like to support my local Feeding America food bank through the **Invest an Acre** program.

I plan on donating:

_____ ACRES / _____ BUSHELS / _____ DOLLARS

to Feeding America to combat hunger in my local area. Please remind me of this pledge at settlement for my final commitment.

FARM NAME _____

PRINTED NAME _____

SIGNATURE _____

DATE _____

By signing above, I authorize ADM to share my name and address with Feeding America to facilitate my donation.

Please return your completed form to your local ADM location.

Visit InvestAnAcre.org or contact your **ADM location** to learn more.

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Tools to Tell Your Story

Press Releases and Marketing

FOR IMMEDIATE RELEASE:

4-HER'S FIGHT LOCAL HUNGER

Subhead: [Describe title of event and where it took or will be taking place.]

[City], [STATE in AP Style] — The [4-H Club of your county] is working to fight local hunger. They are taking steps beyond the local canned food drive and are making sure that every citizen of [your county] is being fed.

The [4-H Club] is holding an event to raise awareness about hunger in [Your County]. They have been working with the local food pantry to help eliminate hunger in [Your County]. [Toolkit Note: The rest of the story should provide further details about the event points covered in the lead paragraph. You can include some background information on the announcement. If you are explaining why your event is unique, be sure to write your release in terms most readers will understand.]

According to Feeding America, 14.7 percent of Americans were considered food insecure in 2011. The United States is considered one of the most food abundant nations in the world. It is not that there isn't enough food in the world to feed everyone, it is the lack access or that they cannot afford it. Families or individuals that struggle to put food on the table also lack access to healthy food.

The [4-H Club] knows that they can work with community member and other local businesses to help eliminate hunger. Programs like Invest An Acre and Feeding America hope that direct donations or hunger awareness will cause people to take a second and think about the impacts of hunger in the local community.

The [4-H Club] hopes that they can make a difference in the community by hosting [a/an event here] to raise awareness. No one in [Your County] should go hungry. Help the 4-H Club by supporting their cause!

[About Company]

Invest An Acre and Feeding America are working toward ending American hunger. They are teaming up with organizations that have an impact in local communities. Invest An Acre, Feeding America, and 4-H are all non-profit organizations.

###

Media Inquiries:

Your First Name Last Name

Title for 4-H

Address City, State Zip

Phone Number

Marketing Your Project or Event

If you're stuck on how to market Invest An Acre or your event, follow this link to gain more ideas about press releases, how to give an effective presentation, and newsletter designs.

Communications Notebook

<http://www.communications.k-state.edu/doc/training/agtcommspring2012.pdf>

Using Social Media Effectively

As you consider different forms of communication, it's important to use social media to get the word out about your Invest An Acre activity or hunger awareness workshop. Within Facebook, you can create events, "Like" pages, and groups to help promote your cause. Which one should you use though? While the differences between the three are vast, they have a similar purpose. They all bring people together under one unified page, without creating a new website or sending paper invitations.

A Facebook event is similar to sending out paper invitations, but you do everything online and through Facebook. Creating an event is great if your event is going to happen once or twice. You can upload pictures, the time, date, and invite people to attend. You can also make the event open to the public or private depending on who your target audience. People who have decided to come to your event can even tag your event and post it to their news feed.

Facebook Event Tutorial

<http://www.youtube.com/watch?v=FYAVXCmruxA>

Facebook groups are great for being able to send direct messages to the group you are working with. If you need to be in contact with many people about a project, a Facebook group is a great way to make sure everyone is in the loop. For example, you may have a group that is working on a community garden together and you will need to know who is bring what supplies.

Facebook Group Tutorial

<http://www.youtube.com/watch?v=Xmuffq9X124>

Pages on Facebook are a little more complicated than groups or events, but they are effective on getting word out about your cause or project. They act similar to a

Facebook account, but you “Like” the page, instead of becoming friends. You can post photos, videos, or links to your page and others can do the same on your wall.

Facebook Page Tutorial

<http://www.youtube.com/watch?v=ZSS3A1UapnM>

Tips on Using Social Media

- Have only one or two people assigned to post updates or contact people. This will keep your message and content consistent.
- Post often! Three to four times a week is a good number to shoot for. Too little and people have no idea you exist. But if you post too often, people will ignore what you are posting.
- Make sure that what you are posting is relevant and helpful to those who visit your event, group, or page.
- Know that videos and photos on pages get re-posted more than anything else. If you want to spread a vibrant message use images.

Using the Revolution of Responsibility Tools

This is a link on how to use the Revolution of Responsibility tools to help promote and make your project a success. These are provided by National 4-H Council.

<http://www.4-h.org/about/revolution/share-story/>



Photo by Marissa Dickson, Stanton County, Kansas





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