



What Can We Do About Hunger?

Source: <http://live-learning-to-give.pantheon.io/units/what-will-you-bring-table-3-5/what-can-we-do-about-hunger>

Standards: Please refer to website for specific standard look up.

<http://live-learning-to-give.pantheon.io/units/what-will-you-bring-table-3-5/what-can-we-do-about-hunger#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

Four 45-Minute Sessions, plus time to carry out a service project

Objectives

The learner will:

- Deduce patterns and discover a “rule” through a word game.
- Investigate child hunger locally or in the U.S.
- Compute hunger statistics using ratio and researched local statistics.
- Identify time, talent, and treasure students can bring to the table.
- Prepare for the service experience with planning and goal setting. Hunger Fighters Food Drive will be held during the Kansas State Fair for local community. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5).
- Take action through designing and carrying out a service to address the issue of child hunger.
- Use communication skills to advocate, promote, and demonstrate.

Materials

One small tablecloth

Internet access to view hunger statistics

Read-aloud copy of *Mama Panya's Pancakes* by Mary and Rich Chamberlin

Supplies for building or decorating a table or mural of a table

Student copies of Handout One: Brainstorm Your Time, Talent, and Treasure and Handout Two: Taking Action

Record Sheet

Vocabulary

Food insecurity: the risk or fear of not having consistent access to food that meets people's dietary needs and food preferences; not being sure one will have enough food or the right food to feel full, grow, and be healthy

Starving: not having enough food to grow or be healthy

Hunger: an uneasy or unpleasant feeling caused by an empty stomach

Community: A group of people living in the same area and under the same government; a group having common interests and goals and who work together

Ratio: the relationship in quantity, amount, or size between two or more things

Philanthropy: giving or sharing time, talent, and treasure or taking action for the common good

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Reflection

Read: The ostrich is known to “bury its head in the sand.” While animal experts agree that this is not really true, an ostrich is said to be avoiding reality. We say that someone who buries their head in the sand is someone who chooses not to see what is really going on. This is one way many people choose to look at child hunger. They cover their eyes hoping that no one expects them to be part of the solution to this problem. Or they bury their heads in the sand in an effort to avoid having to see the problem for what it is. That way they don’t feel the need to be involved in being part of the solution to the problem.

Discuss: Child hunger does not go away just because we think we can “hide” from it. How can we avoid “hiding” ourselves from this issue? How can we share with others that food insecurity won’t go away on its own? How can our table project help people stop burying their heads in the sand?

Bibliography

Chamberlin, Mary and Rich. *Mama Panya’s Pancakes*.

Feeding America - Child Hunger Facts <http://feedingamerica.org/hunger-in-america/hunger-facts/child-hunger-facts.aspx>

Feeding America - Scroll over the different states to see their hunger statistics and compare: <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>

FreeRice.com - Practice basic skills while earning rice for hungry people worldwide: www.freerice.com

Food Waste - Americans Throw Away about Half Their Food http://www.huffingtonpost.com/2012/08/21/food-waste-americans-throw-away-food-study_n_1819340.html#slide=1193348

World Health Organization Hunger Fact sheet - Uplifting and concerning facts about the current state of international hunger. <http://www.who.int/mediacentre/factsheets/fs290/en/index.html>

INSTRUCTIONS

Anticipatory Set:

1. Teacher Note: How do you address the issue of hunger with young people if some of your students have personal experience with hunger?

First of all, be sensitive as you discuss the issue, being careful not to speak negatively about circumstances or as if the problem is distant. Students who have personal experience with hunger may have good ideas about what helps, and may be the best advocates for getting help for others. There are many projects students can do that do not require contributions of money or food items. Students may share ideas, skills, hard work, artistic talent, or an activist voice. Raising awareness of and visibility to the issue are important elements of service that do not require “treasure.” By spending time on studying hunger issues in the community and guiding students to take action, you bring a loving heart to the table.

Have the students count off from 1 to 5. Have each student that said five move to the side of the room. Tell the students that if our whole class represents all the children in the U.S., this group of fives represents the number

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of children who are hungry in the U.S. This means that 1 in 5 children in this classroom, school and local community are thinking about where their next meal will come from. Challenge them to use math skills to figure out numbers such as, “If there were 1,000 children in the community, how many would one in five be? What if there were 100,000?” Use ratios that fit the skills of your students. Name the number of children in your own community, and ask them to estimate how many are likely to be food insecure.

Note: use inclusive language, keeping in mind that students participating in this discussion may be hungry. Honor the idea that they may want to keep this private and/or especially interested in doing something to address the issue.

2. Say, “Sometimes families gather around a table that doesn’t have enough food on it. Today we are going to talk about bringing something to those tables.”
3. Investigation: Write the term “food insecurity” on the board. Ask the students to share what they think the term means. Share with them that in the United States, one out of five children lives in a food-insecure household, which means they do not always know where they will find their next meal. Tell them that children in need of food live right in their own school, community and in other parts of the world.
4. Print some facts about children who are hungry from this fact page and have students read and report on parts of the data: <http://feedingamerica.org/hunger-in-america/hunger-facts/child-hunger-facts.aspx>. If students have access to computers, allow small groups to explore the “Map the Meal Gap” page of Feeding America’s website. This interactive map provides data about hunger needs in local communities. <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx>
5. Get students thinking about their role in the issue by asking, “What do you think we can do about the issue of child hunger in the U.S. or our community?”
6. Day Two
7. Share this observation from a student who participated in a service-learning project in which backpacks of food were sent home to families in the school. “To me this is such a big deal. We don’t have much food in my house and my parents don’t make a lot of money. There are five family members in my house and when we are low on money, we don’t have enough to buy food. We have to plan on how we’re going to get by with the food that we

Cross Curriculum

The students design and carry out a service project called, “What Will You Bring to the Table?” The project involves taking action to address the issue of childhood hunger in their community through a food drive or awareness campaign. Part of the project involves decorating or building a table and displaying it in the community to help children who are hungry. They may use a real table, a mural of a table, or a tablecloth set up in the lunchroom. They may be creative about their table and where it is displayed. The table may be a collection site for donations or a display that teaches others about the needs of children who are hungry. The table can also be a gathering place for conversations about hunger and what they can do to address the issue.

Donations can be brought to Kansas State Fair for Reno County Food bank.

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have over several days until my parents earn enough money to buy more. When I heard about this program and brought home food, my parents were thrilled! It is such a blessing for my family to be able to eat three meals each weekend. We are all so much happier when we are not hungry.” --Ariel, grade 6

8. Discuss what it might feel like to plan to make a small amount of food last for several days. Discuss how hunger can affect students' mood, ability to concentrate, health, and school performance. Encourage students to share their thoughts on the importance of everyone having enough to eat.
9. Ask the students to share with the class ideas that they think might help provide food for children who are food insecure. List their suggestions on the board (share hunger statistics with the community; collect canned food; help in a food kitchen; raise money to donate). Even if your students in your classroom are experiencing food insecurity, they may be interested in contributing to addressing the issue for the sake of their family and others like them.
10. Define or review the term philanthropy as “giving time, talent and treasure for the sake of another, or taking action for the common good.” Tell the students that helping children who are hungry is an act of philanthropy. Encourage them to list reasons why helping children get food is good for everyone in the community. And tell them when they work as philanthropists together, they can make a bigger difference than (an adult) working alone.
11. Review the list that they helped to create, and tell them to talk about this with their families tonight and bring more ideas to the table tomorrow.
12. Day Three:
Tell the students about a middle schooler who made a difference by leading a group of students to take action together to magnify their giving. Aulona Graham-Sims is the organizer of Kids for Change: Nourishing Minds, Battling Hunger. In this youth-led program, middle school students make and sell bracelets and other items to purchase food for local food banks. Aulono recently inspired students from three local middle schools to design 1,706 items to raise awareness about childhood hunger and led students to “Wear Jeans for Canned Goods,” which motivated students to collect over 2,000 canned goods. This young person applied creativity to remedy an unjust situation.
13. Read aloud *Mama Panya's Pancakes* by Mary and Rich Chamberlin. Before reading, review the discussion from Day One. Tell the students you are going to read a book about one happy and crowded table.
14. During reading, ask the students to infer what the story says about the value of community. Discuss how different cultures have traditions around a table and infer why the table is a good place for that.
15. After reading, ask the students how the boy Adika felt when he invited people from the community to the pancake feast. How did the mother feel? And why did it work in the end? What gifts do people bring besides food and money that bring joy? (friendship, help, kindness) Ask how we might benefit from helping children in our community. Ask how the people who receive the help might benefit.

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16. Preparation:
17. Tell the students that they are going to design and carry out a service project called, “What Will You Bring to the Table?” Part of the project involves decorating or building a table to help children who are hungry. They may use a real table, a mural of a table, or a tablecloth set up in the lunchroom. They may be creative about their table and where it is displayed. The table may be a collection site for donations or a display that teaches others about the needs of children in the United States who are hungry.
18. Refer to the list started in Day Two. Students may add to the list after talking to their families about ideas.
19. Suggest that one group of students researches the need in the community by calling a local shelter or food bank to find out what is needed. Another group of students may discuss how to include other people in the school or community into the project. Another group of students may determine how they will advertise their project. Another group of students may start designing plans for the table. Direct this project based on the interest, enthusiasm, and skills of your students.
20. Teacher’s Note: Kansas State Fair Food Drive will be held during the Kansas State Fair, raising donations for Reno County. Students will have the chance to drop off their donations as well as participate in activities to learn more about child hunger and helping local communities. You may also use the Food Bank Locator to locate food banks in the community that the class might consider partnering with to help with the food drive project. This site also tells about the hunger statistics in your community. www.feedingamerica.org/zip_code.jsp
21. Day Four and Beyond: Action, Reflection, and Demonstration:
22. Take action on the service-learning project (Hunger Fighters Food Drive) over the next several days or weeks. Engage the students in critical thinking and problem solving as questions and challenges arise. Help them recognize that they are making a difference.
23. Here is one project idea: Have the students raise their hands if they have ever thrown away food at home or at school. Tell them that there is enough food in the world to feed everyone, and the challenge is getting it to the children who need it. Americans throw away nearly half of their food. This article about food waste also includes some tips for using every bit of food. Share these ideas with the students to raise awareness of ways we can reduce food waste: http://www.huffingtonpost.com/2012/08/21/food-waste-americans-throw-away-food-study_n_1819340.html#slide=1193348
24. Challenge the students to each write one creative idea for how people can use food they typically throw away. These ideas may be published and shared in a newsletter, on a bulletin board, on an interactive website, or in a booklet format that is printed and shared to advocate for reducing waste. Have the students decide on the best format for publishing and sharing.
25. As students work on the hunger project centered around a table, they can document what they are doing, keep

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graphs and records of food collected and donated, if you are collecting treasure. Reflect with students daily on how it is going, what needs to be done, and how they feel about their work. They may use the handout “Taking Action Record Sheet” for documenting their service experience.

26. Reflect on how their service project (Hunger Fighters Food Drive) is going. Have students sit around a table to discuss what time, talent, and treasure people can “bring to the table” to reduce child hunger. Discuss the class results. Sample questions: How do you feel about what you are bringing to the table? Why is a table a good place to discuss hunger and bring the community together? Is our project important or making a difference to children who are hungry?
27. After the project is complete, involve the students in reporting on the project in a formal demonstration that may include delivering supplies, thanking people who helped, and creatively demonstrating the success of the project. Be sure to tell the media and school community about the success. The demonstration may include a display of numbers and student work on the table. Invite families to view the demonstration, which may be a presentation or display. Donations can be taken to Kansas State Fair where students will be able to donate to the Reno County Food Bank as well as see where their food is coming from and how it gets to the table.

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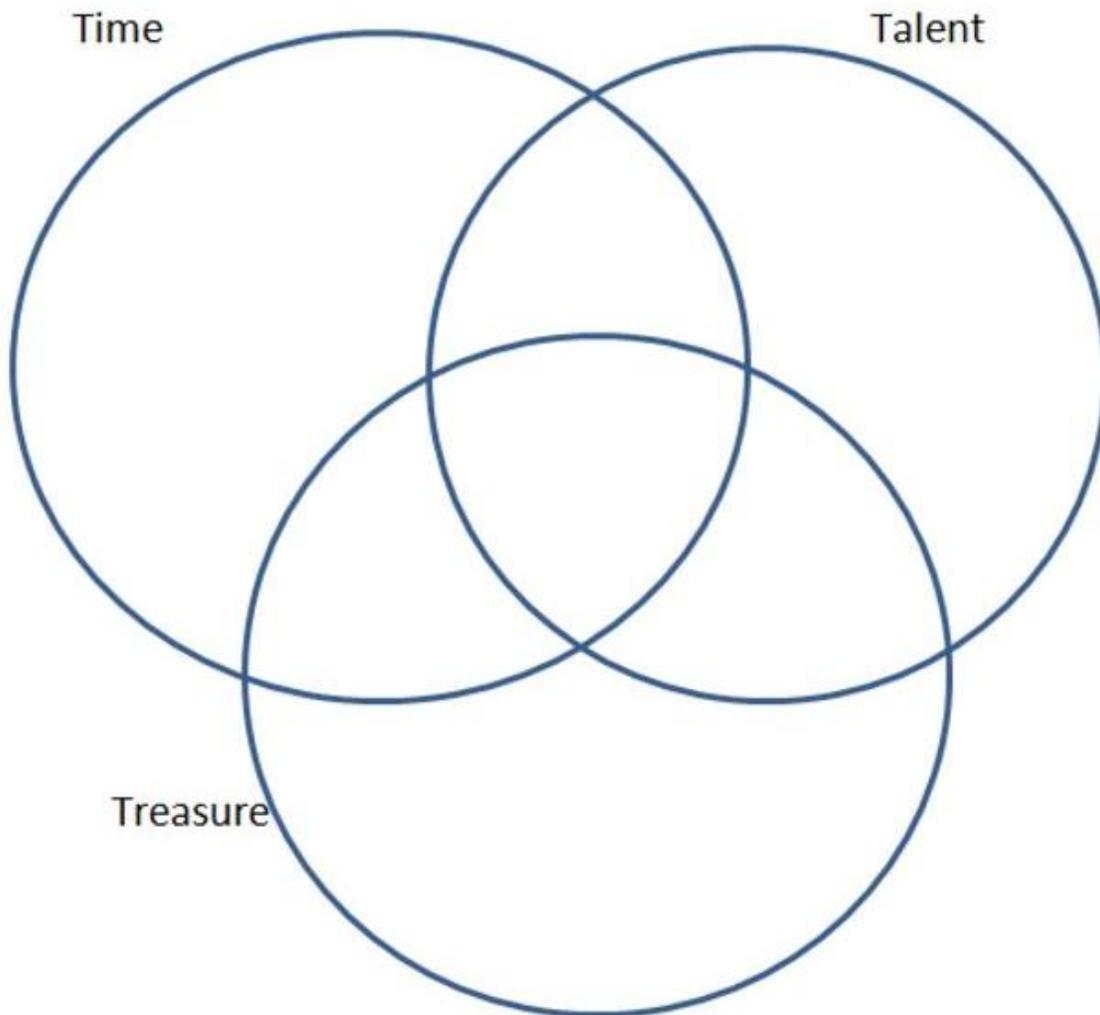
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Brainstorm your Time, Talent, and Treasure

What Will You Bring to the Table?

Write some ideas of what you can share or take action to do that helps children who are hungry.





Taking Action Record Sheet

Document your service-learning experience.

1. Who is doing what?
 - a. Students

 - b. Teachers/Parents

 - c. Community Partners

2. What are the results of your work?

3. What evidence are we collecting along the way? How? (Keep track of all your work and collections, and take pictures!)

4. What donations and additional volunteers are needed and contacted?

5. Fundraising Ideas:

6. How are we alerting the media to let people know the good we are doing and how they can help (flyers, posters, email, blogs, TV, newspaper, social media)?