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## Favorite Foods

**Source:** <http://live-learning-to-give.pantheon.io/units/global-health-hunger-and-food-around-globe-k-2/favorite-foods>

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

<http://live-learning-to-give.pantheon.io/units/global-health-hunger-and-food-around-globe-k-2/favorite-foods#block-views-ae565e9bc923c99f39e8017da09af2c7>

## Duration

Two 30-Minute Sessions

## Objectives

The learner will:

- Define hunger, starvation, and food insecurity
- Compare and contrast sharing meals with friends and family with eating at a soup kitchen
- Connect adequate healthy eating with a person's well-being

## Materials

A read-aloud copy of *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan

Self-stick notes, one per child

Markers or crayons

Handouts One and Two: for educator background information, not for student use

## Reflection

Before participating in a service project (Hunger Fighters Food Drive) related to health and hunger, this lesson raises children's sensitivity to the diversity of lifestyles related to food security. Have the children reflect quietly for two minutes on what they wish for all people related to food security. Say, "Close your eyes and imagine all the people of the world have enough to eat. How does that make you feel? Sit quietly with that image in mind.

## Reflection

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

# 2016 Kansas State Fair Food Drive

## Educational Lesson Plans

**Grades: K, 1, 2**  
**Subjects: Philanthropy, Social Studies,  
Media / Technology**



### **Bibliography**

DiSalvo-Ryan, DyAnne. *Uncle Willie and the Soup Kitchen*. NY: Harper Collins, 1997. ISBN-13: 978-0688152857

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](http://www.freerice.com)

USDA "Choose My Plate"--A visual diagram of our nation's current dietary suggestions.  
<http://www.mypyramid.gov/downloads/MiniPoster.pdf>

### **INSTRUCTIONS**

Anticipatory Set:

1. Teacher Note: Be sensitive that mealtimes may not be positive for all children.

Ask the children about their favorite foods. Have a brief discussion about foods that the children like to eat.

2. Give each child a self-stick note and have them draw a picture of one favorite food. When they have completed their drawings, ask a few children to name the food they illustrated and to stick it to a spot on the wall..
3. Ask if anyone else chose the same food (if so, they add their illustration to the same spot on the wall). Ask these children to stand near their illustrations.
4. Continue calling on children until everyone has had an opportunity to post their food illustration and is standing in a group. Ask the children what they notice about the groups by asking the following questions:
  - 1) Which group has the most children? Why do you think that is so?
  - 2) Which groups do you think represent foods that are the healthiest for our bodies? Why?
  - 3) If you didn't have the one food you illustrated for a whole week, do you think you would starve? Why or why not?
  - 4) Is your favorite food healthy?
5. Define hunger, starvation, and food insecurity. Ask children to describe the feeling of being hungry between meals. Ask them what activities are difficult to do when they are hungry (schoolwork, thinking, cooperating).
6. Day Two
7. Ask the children to name their favorite place to eat. Ask them to think about how they are able to get food there. Lead the discussion to the idea that someone pays for that food. Note: Be sensitive that there may be children

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who are food insecure in your classroom.

8. Lead children to recognize that a soup kitchen may provide a warm, caring community for people. Tell the children you are going to read about a special place where people can go to eat if they don't have enough money to buy food and stay healthy. Read aloud the book *Uncle Willie and the Soup Kitchen*. As you read, talk about the details, ask children to predict what will happen next, and check for understanding.
9. After reading, discuss the following questions:
  - 1) How does the boy in the story feel about the soup kitchen?
  - 2) How can you tell?
  - 3) Why are soup kitchens so important? How do they help the community?
  - 4) Where do you think the food comes from to feed the guests at the soup kitchen?
  - 5) Do you think soup is the only food served there?
  - 6) What do you think we could do to help if this soup kitchen was in our town?
10. Have students pair up and discuss what they enjoy most about sitting down for a meal with their school mates. Ask them to discuss what volunteers at a soup kitchen could do that would give visitors that same enjoyment. Ask a few students to tell the whole class what they discussed with their partner.
11. What can students do to increase the fun and sense of community for the children visiting the soup kitchen?



## Undernourishment and Life Expectancy Around the Globe

Prevalence of Undernourishment in Population	Number of Undernourished Persons	Total Population	Dietary Energy Supply	Life Expectancy
<b>Bolivia</b>				
27%	2.5 million	9.4 million	2090 kcal per person	66.5 years
<b>Central African Republic</b>				
40%	1.7 million	4.2 million	1960 kcal per person	44.22 years
<b>Dominican Republic</b>				
24%	2.3 million	9.7 million	2260 kcal per person	73.4 years
<b>Ghana</b>				
5%	1.2 million	22.4 million	2850 kcal per person	59.5 years
<b>Jordan</b>				
Less than 5%	Less than 1 million	5.8 million	2980 kcal per person	78.7 years
<b>Kenya</b>				
31%	11.2 million	36.8 million	2060 kcal per person	56.6 years

# Why Learn about Hunger and Global Health

## The Importance of Understanding Hunger

As George Eliot once said, “no man can be wise on an empty stomach.” Without their basic needs met, people are far less likely to improve in other essential areas such as education and economy. How does the health of individuals affect our global health? As responsible global citizens, it is important to make sustainable personal choices and provide resources to help others meet their basic needs. Youth in after-school programs have diverse levels of experience with hunger, from awareness to personal experience. Some come from homes with plentiful healthy food choices, while others do not have many healthy choices available to them. The goal of this set of activities is to raise awareness of nutrition needs for all and to empower youth to take personal action to make responsible choices about health that are sustainable for themselves and others. In our interconnected world, global citizens share resources and learn from one another. By teaching youth the about the prevalence of hunger and international famine, you can provide them with the foundation they need to make life-long choices with awareness of their own impact on others. Providing youth with interesting facts and up-close looks at the state of international hunger will help to engage them in taking action and bolster their understanding of the issue.

## A Closer Look: Some Startling Facts about Hunger across the Globe

- “852 million people worldwide suffer from hunger, a number greater than the populations of the U.S., Canada and the European Union combined.” ([www.dosomething.org](http://www.dosomething.org) accessed October 5, 2010)
- “Malnutrition affects a child's intellectual development. Malnourished children often score significantly lower on math and language achievement tests than do well-nourished children.” ([www.dosomething.org](http://www.dosomething.org) accessed October 5, 2010)
- “More than 16,000 children die each day from hunger-related conditions. Almost all of these deaths occur in developing countries. Africa and Asia suffer from the highest rates of hunger and malnutrition. ([www.dosomething.org](http://www.dosomething.org) accessed October 5, 2010)
- “Currently, kids are consuming 25% of their daily calories between meals, compared with 18% in 1977. That means kids are eating about a meal's worth of calories from snacks.” (USA Today <http://www.usatoday.com/news/health/2001-04-30-kids-snack.htm>)
- A report released by the United States Department of Agriculture (USDA) states that 36.2 million Americans, including 12.4 million children, are food insecure, or didn't have the money or assistance to get enough food to maintain active, healthy lives. Almost a third of those, 11.9 million adults and children, went hungry at some point. That's 691,000 children who went hungry in 2007, up from 430,000 in 2006. The highest rates of food insecurity are in families headed by single mothers (30.2%), black households (22.2%), Hispanic households (20.1%), and households with incomes below the official poverty line



(37.7%). States with families reporting the highest prevalence of food insecurity during 2005-2007 were Mississippi (18.4%), New Mexico (15%), Texas (14.8%) and Arkansas (14.4%). ([www.dosomething.org](http://www.dosomething.org) accessed October 5, 2010)

### A Comparative Look:

Youth need to understand that hunger is a worldwide problem. Just as importantly, they need to realize how widespread hunger is within the United States. Below is a graph with a random sampling of nations from continents around the globe. This may be used as a resource in the context of the upcoming activities. When presenting this to youth, encourage them to voice their predictions about the state of health in the given countries before allowing them to examine the data. Youth are encouraged to compare these numbers and see how they match up with their initial expectations.

### Background:

Food-related health issues involve nutrition, undernourishment, food security, fitness and exercise, and nutrition-related diseases. Some of these issues are based on personal choices, but many are determined by opportunities and availability of resources. The health of people across the world affects and determines political and economic decision-making.

Although the majority of hungry people live in developing countries, hunger is also an issue in developed countries. (Food and Agriculture Organization <http://www.fao.org/hunger/faqs-on-hunger/en/>)

Below is a list of the number of hungry people spanning different regions of the world:

- Sub-Saharan Africa: 239 million
- Asia and the Pacific: 578 million
- Latin America and the Caribbean: 53 million
- Near East and North Africa: 37 million
- Developed Countries: 19 million

