



Helping People Who are Hungry

Source: <http://live-learning-to-give.pantheon.io/units/global-health-hunger-and-food-around-globe-k-2/helping-people-who-are-hungry>

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/helping-people-who-are-hungry#block-views-ae565e9bc923c99f39e8017da09af2c7>

Duration

One 30-Minute Session

Objectives

The learner will:

- Listen and respond to the story of Stone Soup.
- Visualize people working together for the greater good, or common good.
- Design and carry out a service project that helps people who are hungry. Donation can be brought to Kansas State Fair for Reno County Food Bank donation. Students will also have the chance to participate in the Hunger Fighters scavenger hunt to learn more about hunger and food productions in their communities. (Kansas FFA Association Agriculture Educational Exhibits/Wick Buildings, Gate E5)
- Create a Service Experience Time-line.

Materials

- Read-aloud copy of Attachment One: *The Story of Stone Soup*
- Copy of Attachment Two: Decision-Making Model, either on a chart or projected on an interactive screen
- A piece of paper several feet long (i.e. rolled “butcher” paper) to create a Service Experience Time-line as a class demonstration of their service experience
- Drawing paper and crayons/markers for each student

Teacher Preparation

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/>)

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

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- Food distribution: a method of distributing or transporting food or drink from one place to another – an important part of public nutrition
- Malnutrition: a state of poor nutrition caused by either insufficient food supply or by excessive or unbalanced diet

Reflection

Facilitate reflection after the service project. Have children draw a picture of themselves showing how they participated in the service project. Ask them to draw either a happy, sad, or straight face with their illustrations. Ask for volunteers to share their illustration and why they chose to put the “face” they did indicating how they felt. Post the illustrations in the meeting room.

Bibliography

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

Heifer International--A nonprofit that provides livestock and training to families in need.
<http://www.heifer.org/>

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

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INSTRUCTIONS

Anticipatory Set:

1. Ask: "How do you feel when you are hungry?" Go around the circle and ask each student to share one idea for helping hungry people. Use the following sentence: "I can _____ to help hungry people."
2. Remind children of what they learned about food insecurity.
3. Tell the children you are going to read aloud a short story about people who experienced food insecurity but learned to work together to help the whole community. Read aloud the story in Attachment One: *The Story of Stone Soup*. Discuss the questions at the end of the attachment. Discuss the idea that "working together creates a greater good."
4. Ask the children if they believe they have talents and treasures to contribute that can make a difference for hungry people in the world. Generate excitement about helping and contributing to a greater good.
5. Brainstorm a list of activities they can do to take action for the common good related to health, nutrition, and global hunger.
6. Children may work in a soup kitchen or hold a food drive to collect foods for a local food bank. Kansas FFA will be collecting donations for Reno County Food Bank during the Kansas State Fair. Students will be able to drop off donations as well as participate in learning activities about food, hunger and agriculture.
7. After brainstorming a list, use a decision-making model (Attachment) to choose the service activity that best suits the interests, resources, talents and opportunities of the group. For example, utilize the Penny Drive to gather supplies and donations to bring to the Kansas State Fair for Reno County Food Bank.
8. Teacher Note: Due to the ages of the children present, these activities will need adult assistance. Discuss ways that the children can get their parents and facilitators involved in charities and fundraisers, and how they can work with other adults to provide for their communities. Plant the seed for future service by developing these ideas early on
9. Help the children plan and carry out a food drive.
10. After the service project is completed, as a class the student will create a time-line. Work with the children to

Cross Curriculum

The class may hold a penny & food drive to raise money for delivery at the Kansas State Fair. To hold the competition, each class or team competes against all others. Each team has a jar & bin in a central location labeled with the team name and the charity they are raising money for (Reno County Food Bank). The idea is to earn the most money & food for your class or grade. In a penny or food war, teams try to collect the most food, pennies, and silver coins count against their total. This creates a competition where other teams try to sabotage the other teams by adding silver coins or dollar bills to the competitors' jars. The value of the coins count against the total, so a quarter subtracts 25 points from a jar of pennies. You can have two winners: one winner is the team that has the most points and another winner collects the highest monetary value.

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sequence what they did before the act of service (investigation and preparation), what they did during the service (action), and what they did after the project (reflection). As a group, compose a sentence or two about each stage of the project to put on the time-line. Ask the students to draw a picture of themselves at one of the stages of the project and to glue their picture to the appropriate part of the time-line. Teacher Note: If the service experience was chronicled using photographs, those photos can also be added to the time-line.

11. Display the time-line in the classroom, school hallway or media center. Invite members of the school staff, families and/or other students to view the time-line and have the students act as “guides” through the time-line of their service experience.

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Dear Family,

Our class is learning about being philanthropists. A philanthropist can be anyone, of any age, who gives of his/her time, talent and treasure, and takes action for the common good. The lesson encourages students to think about choices people make with their own resources. We will learn the differences between spending, saving and donating.

The project involves collecting money and/or food to donate to a nonprofit organization. The children may use money from their own personal banks, earn money by doing extra jobs, or by enlisting help from family members and friends of the family.

This is not meant to be a major donation, but something from the heart and generosity of the students. Spend time with your child talking about where they can get some small change for this project. Please do not send your child door to door.

The money that our class gathers until the date of _____ will be collected in one large classroom container.

We will practice our math skills by sorting and counting the money.

Please talk with your child about the following vocabulary words and concepts:

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

Spend: using money for immediate needs or wants.

Save: keeping for future needs or wants.

Donate: to make a gift of money, time or talent.

Community: a group of people that work, live or gather together for a purpose.

Charity: money or help given to aid the needy.

Thank you for your support!

Sincerely,

Decision-Making Model

Choices	What's Important to Us? (Criteria)			
	We have the skills to do it.	It has an affordable cost.	There is a need for this.	Most of our group likes the idea.

Decision-Making Model Steps

1. Select project choices from your list and write them on the chart.
2. Determine criteria for a feasible project. (You may change the criteria given.)
3. Rate from 5-1, with five as most in agreement with the criteria.
4. Evaluate.
5. Make a decision based on the tallied ratings.





The Story of Stone Soup

Once upon a time, there was a great famine (which means there wasn't enough food to go around). The people in one small village didn't have enough to eat, and definitely not enough to store away for the winter. People were afraid their families would go hungry, so they hid the small amounts of food they did have. They even hid their food from their friends and neighbors. One day a wandering soldier came into the village. He asked the different people he met about finding a place to eat and sleep for the night.

"There's not a bite to eat in the whole county," they told him. "You better keep moving on."

"Oh, I have everything I need," he said. "In fact, I would like to make some stone soup to share with all of you." He pulled a big black cooking pot from his wagon. He filled it with water and built a fire under it. Then, he reached slowly into his knapsack and, while several villagers watched, he pulled a plain gray stone from a cloth bag and dropped it into the water.

By now, hearing about the magic stone, most of the villagers were surrounding the soldier and his cooking pot. As the soldier sniffed the stone soup and licked his lips, the villagers began to overcome their lack of trust.

"Ahh," the soldier said aloud to himself, "I do like a tasty stone soup. Of course, stone soup with cabbage is even better."

Soon a villager ran from his house into the village square, holding a cabbage. "I have this cabbage from my garden," he said as he held it out for the soldier.

"Fantastic!" cried the soldier. The soldier cut up the cabbage and added it to the pot. "You know, I once had stone soup with cabbage and a bit of beef, and it was delicious."

The butcher said he thought he could find some beef scraps. As he ran back to his shop, other villagers offered bits of vegetables from their own gardens--potatoes, onions, carrots, celery. Soon the big black pot was bubbling and steaming. When the soup was ready, everyone in the village ate a bowl of soup, and it was delicious.

The villagers offered the soldier money and other treasures for the magic stone, but he refused to sell it. He had many offers for a cot to sleep on that night. The next day he traveled on his way.

(Adapted from the classic folktale from the Aarne-Thompson folktale system)

Ask: What is the moral of the story? (Hint: By working together, with everyone contributing what they can, a greater good is achieved.)

Questions for discussion:

1. Was the stone magic? Why do you think that?
2. Do you think the soldier made stone soup before? Do you think he knew what would happen?
3. Were the villagers selfish or selfless?
4. What do you think the villagers gained in addition to a good meal?
5. What is a "greater good"?