

Understanding Local Hunger

A classroom resource for raising awareness about local hunger issues. This package is part of the WE Scare Hunger campaign.

Grades 1 to 3
American Edition

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Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

When Dr. Jonathan White, a professor at Bentley University, created the original Halloween for Hunger campaign, he recognized how important it was for young people to become active participants in their community and to support those affected by the issue of hunger. Millions of families in Canada and around the world are currently experiencing food insecurity, which means they don't have access to a sufficient amount of affordable and nutritious food. Access to food is a fundamental human right and it's critical that we recognize that this is an issue affecting people in our own communities.

In this classroom resource, your students will learn about the complex causes and effects of hunger. Through dynamic activities and experiences, visual art and multimedia, they will discover what hunger looks like and who is really affected by this issue.

This resource will prepare your students with the knowledge and skills they need to engage meaningfully with the WE Scare Hunger campaign, which is made possible through the generous support of Ford. Your students will be empowered to use their action planning skills to collect material support for hunger initiatives in their local community and raise awareness for those who struggle to access food every day. We hope that through this experience your students will become hunger advocates who are dedicated to ending the issue of hunger both locally and globally.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

3.

Take Action

Students implement their action plan.

Local

Global



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument formation



Information literacy



Leadership skills



Organization



Action planning



Research and writing



Critical thinking



Reflection

Understanding Local Hunger Overview

Every Halloween, young people around the world take action to fight local hunger and poverty by participating in the WE Scare Hunger campaign. Formerly named Halloween for Hunger, this campaign was originally created by Dr. Jonathan White, a professor at Bentley University. As of 2017, through WE Scare Hunger programming, 12.3 million pounds of food has been collected by youth..

Before participating in this local campaign, it is essential that students engage with the issue of hunger and become knowledgeable advocates for change.

Rationale

This classroom resource is designed to prepare students to become hunger advocates who understand the causes and effects of hunger and the challenges millions of families face, locally and globally. Students will be encouraged to take action to raise awareness and material support for local food programs and initiatives. They will develop an understanding of how their actions can have a positive impact on those experiencing hunger within their school and their local community.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include read aloud, think-pair-share, opinion line, discussions and demonstrations.

Assessment strategies include reflections, exit slips and observations.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

Subject(s): Social Studies, Health and Physical Education

Grade Level: Grades 1 to 3

WE Learning Framework Skills:



Essential Questions:

- ▶ How does hunger affect our community?

Word Bank

Hunger—A weakened condition brought about by prolonged lack of food.

Hungry—Feeling the need for food.

Need—Something that is necessary, a necessity.

Want—Something that is desired.

* **Sources for definitions:**

Oxford Dictionary www.en.oxforddictionaries.com

Merriam-Webster www.merriam-webster.com

Materials And Resources

- Chart paper or craft paper
- Computer or tablet (for educator use)
- Paper and writing utensils
- Tape
- A plate and one or two basic food items (or images of food items)
- Appendix 1: Classroom Observation Forms
- Appendix 2: Resource List
- Blackline Master 1: Tracking Our Progress

▶ Explore other resources and current campaign offerings at WE.org

Lesson 1:

What Is Hunger?



Suggested Time:

30 minutes

Common Core Alignment (Grades 1–3)

- CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.3 - Describe characters, settings and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RL.2.3 - Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.RL.3.3 - Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.

Learning Goals:

Students will:

- Begin to understand how experiencing hunger is different from being hungry
- Begin to understand how chronic hunger can affect people physically, socially and emotionally

Investigate and Learn

Educator's Note: Be mindful that there may be students in your class who are currently experiencing food insecurity and are accessing food banks or other services. If this is the case, you may hesitate to discuss the topic of hunger in your class; however, this is an issue that affects communities locally and globally and it's important to make your students aware of it. To create an inclusive and respectful environment for all students, make sure students' privacy is protected during discussions and activities and that no student feels exposed in any way. This lesson package uses the stories of book characters and other scenario-based activities to discuss the issue of hunger without putting any students in vulnerable situations.

1. Read one of the following books to students to introduce them to the issue of hunger:
 - *Maddi's Fridge*, by Lois Brandt, Flashlight Press, 2014
 - *The Lunch Thief*, by Anne C. Bromley, Tilbury House, 2010

2. **Recommended Assessment For Learning:** Discuss:
 - What kinds of food items does the main character usually eat?
 - Why does the main character want to keep secrets about what they eat?
 - When do you feel hungry?
 - When might the main character feel hungry? How do you know?

3. Ask students to discuss one of following questions with a partner:
 - What would a day be like without enough food for breakfast, lunch and dinner?
 - How does your body feel when you are hungry before lunch? How might your body feel if you were hungry all day?

Educator's Note:

- The think-pair-share strategy can be used here if students are already familiar with it.
- If students require more support, consider giving them a sentence starter to complete, such as "When I am hungry I feel ..." or "If I didn't have anything to eat all day I would feel ..."

4. **Recommended Assessment As Learning:** As students are discussing the questions, use a clipboard and one of the forms from **Appendix 1: Classroom Observations Forms** and circulate around the class to make observations about students' understanding of the issue of hunger.

5. Ask three or four pairs of students to share their ideas with the class. This is an opportunity to clarify any misunderstandings students might have about how feeling hungry is different than experiencing chronic hunger.

6. **Recommended Assessment Of Learning:** After students have had a chance to discuss, ask them to write their response to one of the questions above. As an alternative, students can draw their response and describe it orally while an adult transcribes or they can record their responses.

Lesson 2:

Needs Versus Wants



Suggested Time:

40 minutes (or 2 x 20 minutes)

Common Core Alignment (Grades 1–3)

- CCSS.ELA-LITERACY.RL.1.1 - Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.RL.2.1 - Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.SL.2.2 - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Learning Goals:

Students will:

- Understand the difference between needs and wants

Educator's Note: Before students arrive, prepare for the opinion line activity by placing a strip of tape along the center of the floor. Label one side of the tape with the word *Need* and the other side with the word *Want*.

1. Read *Those Shoes*, by Maribeth Boelts (Candlewick, 2009) to introduce students to the concept of needs and wants.
2. After reading, tell students that you will read one of the items from the following list and ask them to consider whether the item is something they need or something they might want. Then ask students to move to the side of the tape on the floor that corresponds with their opinion.

Water	Bicycle	Food
Running Shoes	Medicine	Television
Toys	Laptop/Tablet/ Videogame	Pets

Educator's Note:

- For English Language Learners or students who require visual support, consider using images to accompany the items on the list.
- Students may also use cards at their desks, with Need on one side and Want on the other, if space is a consideration.
- Items on the list may be altered to reflect the interests and experiences of the students in the classroom.

3. **Recommended Assessment For Learning:** Ask students to explain their choices. If any students find it difficult to make a choice or to explain their choice, ask: What would happen if you didn't have this item? Does everyone have this item? Continue with each item on the list to help students come to an understanding of the difference between things they need versus things they might want.

Educator's Note: The focus of this activity is for students to reach a consensus and discover the definitions of need and want.

4. **Recommended Assessment Of Learning:** Encourage students to think about what might happen to a person who doesn't have access to something they really need. Ask students to write or draw their reflections on an exit slip. Students can also respond orally or create a voice recording. This is an opportunity to assess students' understanding of the difference between needs and wants before moving on to explore food as a basic human need.

Educator's Note:

- If students are having difficulty relating to the experiences of others, consider reading *The Very Hungry Bear*, by Nick Bland (Scholastic, 2012) before moving to Lesson 3. Ask students to imagine how the bears might feel when they don't have the things they need (e.g., food, shelter). Students may find it easier to imagine the experiences of animals before moving on to understanding the experiences of people.
- If students need support to start their reflection, provide them with the following sentence frame:

Everyone needs _____ and without it _____.

Depending on the needs of your students, provide a model for how to complete the sentence frame before asking students to write independently.



Extension: Have students write a class book about wants and needs that can help other children understand the difference. Share the story with students from other classes or create a digital copy of the book that can be shared with parents, on the school website or on other social media platforms.

Lesson 3:

What Does Hunger Feel Like?



Suggested Time:

40 minutes (or 2 x 20 minutes)

Common Core Alignment (Grades 1–3)

- CCSS.ELA-LITERACY.SL.1.1.B - Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- CCSS.ELA-LITERACY.SL.1.1.C - Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.2.1.B - Build on others' talk in conversations by linking their comments to the remarks of others.
- CCSS.ELA-LITERACY.RL.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-LITERACY.SL.3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

Learning Goals:

Students will:

- Understand why food is a basic human need
- Recognize the physical, social and emotional effects of chronic hunger

1. Explore the difference between “feeling hungry” and “hunger” with students by showing students a plate with two or three basic food items on it (e.g., a bowl of cereal, a sandwich, a small carton of milk). As an alternative, use images of food for this activity.

2. **Recommended Assessment For Learning:** Discuss:

How would you feel if...

- this is all you had to eat for the entire day?
- you had less than this to eat?
- this is all you had to eat tomorrow as well?
- this is the amount of food you had to eat each day for a week? A month?

3. As a class, discuss what students feel are the differences between “hungry” and “hunger.” Encourage students to think about how a person could move from feeling hungry to experiencing hunger.

Educator’s Note:

- The National Health Institute recommends that children from six to nine years old consume 1,400–2,000 calories per day (www.nhlbi.nih.gov/health/educational/wecan/downloads/calreqtips.pdf).
- Consider displaying foods on a large calendar to help students visualize prolonged hunger.

4. Ask for a volunteer from the class. On a large piece of chart paper or craft paper, trace around the student to create the outline of a body.
5. As a class, begin by reviewing why we need to eat food and how healthy food helps our bodies. Then, examine each part of the body and discuss how it could be affected if someone was experiencing hunger. For example: if someone hasn't eaten all day, how would their stomach feel? How would it affect their brain? Would they be able to learn a new math strategy? How would it affect their arms and legs? Would they have enough energy to play soccer or ride bicycles? Ask volunteers to help draw and label the outline as the students share their ideas.

6. **Recommended Assessment For Learning:** As students are sharing, use a clipboard with one of the forms from **Appendix 1: Classroom Observations Forms** to make observations about student learning. This is an opportunity to clarify any misunderstandings or misconceptions about hunger. As an alternative, record the activity and assess after.

7. **Recommended Assessment Of Learning:** Ask students to share what they have learned, what surprised them or questions they still have about the issue of hunger. Provide each student with a sticky note to write or draw their reflections. Display the body outline in the classroom and have students post their sticky notes on the outline.



Extension: Before introducing this activity to students, collect flyers and catalogs from supermarkets and other stores that sell food products.

According to the United States Department of Agriculture, families at the lowest socioeconomic level spend approximately \$75.00 per week on food (www.ers.usda.gov/data-products/chart-gallery/gallery/chart-detail/?chartId=58372). Give students an opportunity to investigate how much food that amount of money can buy by inviting them to create a shopping list, flyers and catalogs. Challenge them to try to use their \$75.00 budget to buy enough food for a family of four for one week.

Once students have completed the activity, discuss:

- Do you think you had enough money to buy food for a family of four?
- What did you notice about the most expensive foods? What did you notice about the cheapest foods?
- What types of food were you able to buy?
- What affect could this have on people who don't have a lot of money to spend on food?

Lesson 4:

Hunger in Our Community



Suggested Time:

160 minutes (or 4 x 40 minutes)

Common Core Alignment (Grades 1–3)

- CCSS.ELA-LITERACY.W.1.7 - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- CCSS.ELA-LITERACY.W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.W.2.7 - Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- CCSS.ELA-LITERACY.W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.
- CCSS.ELA-LITERACY.W.3.7 - Conduct short research projects that build knowledge about a topic.
- CCSS.ELA-LITERACY.W.3.8 - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Learning Goals:

Students will:

- Understand how their actions can have a positive impact on those experiencing hunger
- Develop and implement an action plan and analyze the results
- Actively participate in their school or local community

Action Plan

Educator’s Note: Before starting this lesson, research a program or initiative in your community that helps children and adults affected by hunger (e.g., a school breakfast or snack program, a local food bank, a community garden). Gather materials and resources that are appropriate to share with students.

1. **Recommended Assessment For Learning:** Reread the book from Lesson 1 and discuss how the characters in the book helped their friends who were affected by hunger. What strategies did the characters try? Which strategies worked? Which strategies didn’t work?

2. Share the information with students about the program or initiative you have chosen.

3. Discuss:
 - What does this program do to help those affected by hunger?
 - Who does it help?
 - How can people access their services?
 - How could we support this program?

4. As a class, develop an action plan for what students could do as a group to support this program. Students may consider participating in the **WE Scare Hunger campaign**, www.WE.org/we-schools/program/campaigns/we-scare-hunger, or hosting a Crazy Hat Day, where students who wish to participate donate what they can. Help students set a specific, achievable goal for their action plan that they will be able to measure and evaluate (e.g., to collect 200 items of nonperishable food items, to raise \$100 for the school breakfast program).



Extension: Consider contacting the administrator of the program or initiative the class will support and invite them to speak to the class in person or through a video call, to help students learn more about how this initiative operates.

Take Action

5. **Recommended Assessment As Learning:** Give students the opportunity to put their plan into action. Ask students to use **Blackline Master 1: Tracking Our Progress** to record their goal, track their progress and evaluate the results of their action to determine if they met their goal.

Report and Celebrate

6. Recommended Assessment Of Learning: As a class, reflect on the learning and experiences from the Action Plan and Take Action sections. Was the goal of the action plan achieved? What part of the experience are you most proud of? What problems or challenges did you face? What do you know about hunger now that you didn't know before? Ask students to draw or write their reflections on an exit ticket or in a short reflective paragraph. Students may also respond orally or create a voice recording.

Educator's Note: Students who have difficulty with data management skills may require additional support when using **Blackline Master 1: Tracking Our Progress**.

7. Share and celebrate the results of students' actions and raise awareness for the issue of hunger through one of the following options:

Option 1

Create an oral storytelling presentation where each student contributes something they have learned about the issue of hunger. Students may also use cards or other visual aids to support the presentation. This can be presented live at an assembly or it could be recorded and shared with parents, on the school website or other social media platforms.

Option 2

Create a class book share what they have learned about the issue of hunger. Encourage students to draw from what they have learned throughout these lessons. Students can share the book with different classes or at a school assembly. Students may also create a digital version of their book that can be shared on the school website or other social media platforms.

Educator's Note: Review your school or school district's Internet-use guidelines before engaging with social media.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Learning Outcomes Student Names			

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 2: Resource List

Picture Books about Hunger

- *Maddi's Fridge*, by Lois Brandt, Flashlight Press, 2014
- *The Lunch Thief*, by Anne C. Bromley, Tilbury House, 2010
- *The Good Garden: How One Family Went from Hunger to Having Enough*, by Katie Smith Milway, Kids Can Press, 2010

Picture Books about Needs and Wants

- *Those Shoes*, by Maribeth Boelts, Candlewick, 2009

Videos about Hunger

- **"Food Banks Canada: HungerCount 2016"**
www.youtube.com/watch?v=h7rDaKB7Tio&feature=youtu.be (1:08)
- **"Food Banks Canada - ABC's of Hunger.mov"**
www.youtube.com/watch?v=VsClzDgdRdl (0:30)
- **"Food Bank Canada 'Say No To Hunger,'"** vimeo.com/41929117 (0:30)

Links to Food Banks and Other Hunger Initiatives

- **Food Banks Canada**, www.foodbankscanada.ca
- **Food Matters Manitoba**, www.foodmattersmanitoba.ca
- **Food Secure Canada**, foodsecurecanada.org
- **Hunger Awareness Week**, hungerawarenessweek.ca

