Understanding Local Hunger

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

Grades 4 to 6
American Edition
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
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.

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.

4. Report and Celebrate
   Students present the results of their service-learning initiatives.

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.

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

WE Schools Introduction: 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 programing 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.

Subject(s): Social Studies, Health and Physical Education
Grade Level: Grades 4 to 6
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.oxforddictionaries.com
Merriam-Webster www.merriam-webster.com

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.

Explore other resources and current campaign offerings at WE.org

Materials And Resources

- Chart paper or craft paper
- Art materials
- Writing utensils
- Computers or tablets
- 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: Statistics about Hunger
- Blackline Master 2: Tracking Our Progress
- Blackline Master 3: My Reflections
Lesson 1:

**What Is Hunger?**

**Suggested Time:**
60 minutes

**Common Core Alignment (Grades 4–6)**

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.4.3 - Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words or actions).
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.RL.5.3 - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**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 the 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?

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 from 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: 60 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.RL.4.1 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.RL.5.1 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- CCSS.ELA-LITERACY.SL.5.2 - Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
- CCSS.ELA-LITERACY.RL.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.SL.6.2 - Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text or issue under study.

Learning Goals:

Students will:

- Understand the difference between needs and wants
- Recognize and acknowledge the perspectives of others

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.

<table>
<thead>
<tr>
<th>Water</th>
<th>Bicycle</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running Shoes</td>
<td>Medicine</td>
<td>Television</td>
</tr>
<tr>
<td>Toys</td>
<td>Laptop/Tablet/</td>
<td>Pets</td>
</tr>
<tr>
<td></td>
<td>Videogame</td>
<td></td>
</tr>
</tbody>
</table>

Eduator’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.

3. **Recommended Assessment As 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.

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 their reflections on an exit slip or to record an oral response. 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.

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:
60 minutes

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- CCSS.ELA-LITERACY.SL.4.1.D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- CCSS.ELA-LITERACY.SL.5.1.C - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- CCSS.ELA-LITERACY.SL.5.1.D - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- CCSS.ELA-LITERACY.SL.6.1.C - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.
- CCSS.ELA-LITERACY.SL.6.1.D - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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 the differences between “hungry” and “hunger.” Discuss how long it takes to move from feeling hungry to experiencing hunger.

4. Invite students to discuss how chronic hunger could affect a person physically, socially and emotionally. Prompt students to consider 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? How could it affect their mouth? If someone is experiencing hunger could it affect their mood and the things they say?

5. Divide students into small groups and provide each group with a large piece of chart paper or craft paper. Ask one student in each group to volunteer to have another student trace him or her to create the outline of a body. Ask students to draw and label how each part of the body could be affected by hunger.

6. Recommended Assessment As Learning: Using a clipboard and one of the forms from Appendix 1: Classroom Observation Forms, move around to each group to make observations about student learning. If students are having difficulty, prompt them to think about why we need to eat food and how eating healthy food helps our bodies. This is also an opportunity to ask students about their thoughts and assumptions about hunger, and to clarify any misunderstandings or misconceptions.

7. Display the body outlines in the classroom and, using a gallery walk strategy, ask students to view each group’s outline. Discuss what students saw on other outlines that they hadn’t considered and how it changed their thinking about hunger. Ask students to return to their outlines to add anything they might have missed.

Educator’s Note:

- The National Health Institute recommends that children from 9 to 11 years old consume 1,600–2,200 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.
Recommended Assessment Of Learning: Provide each student with a sticky note and ask them to write or sketch three things they have learned about the issue of hunger, two things that surprise them about the issue of hunger and one question they still have. Ask students to sign their names on their sticky notes and post them on their outline. Collect student responses on one of the forms from Appendix 1: Classroom Observations Forms to gauge students’ understanding of hunger and plan for the time to return to any concepts students have questions or misconceptions about before moving to the next activity.

Enrichment: Educator’s Note: 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 using 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.

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 other expenses does a family have to think about?
Lesson 4:

What Does Hunger Look Like?

Suggested Time:
180 minutes (or 3 x 60 minutes)

Common Core Alignment (Grades 4–6)

- CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.
- CCSS.ELA-LITERACY.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.SL.5.4 - Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.MATH.CONTENT.6.SP.B.5 - Summarize numerical data sets in relation to their context.
- CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:

Students will:

- Analyze and interpret data related to the issue of hunger
- Recognize the importance of data in understanding social justice issues
- Produce multimedia artwork to communicate information

1. Show students one of the videos from Appendix 2: Resource List to introduce students to statistics about hunger in their local or national community.

2. Recommended Assessment For Learning: Discuss:
   - What surprised you about the video?
   - How can statistics help us understand the issue of hunger?
   - What problems or challenges occur when working with statistics?
   - How can statistics inform our opinions about hunger?

3. Divide students into small groups and give each group one of the hunger statistics from Blackline Master 1: Statistics about Hunger. Challenge students to create a visual representation of the statistic. Students could consider making a poster, a diorama/3D model, a tableau or skit, etc.

4. Recommended Assessment As Learning: As students are working, use a clipboard with one of the forms from Appendix 1: Classroom Observations Forms and circulate around the class to make observations about students’ ability to analyze and interpret data and their understanding of the issue of hunger. This is also an opportunity to support students who may have difficulty with data management skills.

5. Recommended Assessment Of Learning: Ask each group to present their visual representation to the class and explain why they chose to represent their statistic the way they did. Why is this statistic important for understanding more about hunger? How did this statistic change your views and understandings of hunger? Encourage the audience to share whether the visual representations helped them to understand more about hunger. Did seeing a visual representation of the statistic change your understanding? What aspects of the representation were most effective?

6. Recommended Assessment Of Learning: After the presentations, ask students to write a reflective paragraph describing three new things they have learned about the issue of hunger, two things that surprise them about the issue of hunger, and one new question they still have. Students may also share their responses orally or create a voice recording. This is an opportunity to gauge where students are in their understanding of the issue of hunger and provide information or clarification for students who still have questions.

Extension: Have students present their visual representations to other classes within the school or in the community to raise awareness about the issue of hunger.
Lesson 5:

Taking Action Against Hunger

Suggested Time:
180 minutes (or 3 x 60 minutes)

Common Core Alignment (Grades 4–6)

- CCSS.ELA-LITERACY.W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.W.5.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.5.4 - Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- CCSS.ELA-LITERACY.W.6.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.6.4 - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:
Students will:

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

Action Plan

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 were effective and ineffective?

2. Ask students to describe a program or initiative in their community they already know about that helps children and adults affected by hunger.

**Educator’s Note:** If students do not have prior experience with food programs or other initiatives, explore the links in Appendix 2: Resource List to help students learn more about the programs and services in their local community.

3. **Discuss:**

   - What is a food bank/food pantry/community kitchen/ breakfast program?
   - What is its purpose?
   - Who does it support?
   - How can people access their services?
   - How could we support this type of program?

4. As a class, choose one local program or initiative and create an action plan for what students could do as a group to support it. Students may consider volunteering at a food bank, trick-or-treating for nonperishable food instead of candy, or participating in the WE Scare Hunger campaign, www.WE.org/we-schools/program/campaigns/we-scare-hunger. 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 cans of non-perishable food items, to raise $100 for the school breakfast program).

**Extension:** Consider visiting the program students will support or inviting an administrator from the program 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 2: 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 As Learning:** Ask students to complete Blackline Master 3: My Reflections to share their learning and experiences from the Action Plan and Take Action sections.

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:** Individually or in pairs, have students create a book to 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

<table>
<thead>
<tr>
<th>Classroom Observation Form 1</th>
<th>Lesson/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 1: Classroom Observation Forms

### Classroom Observation Form 2

<table>
<thead>
<tr>
<th>Student Names</th>
<th>Learning Outcomes</th>
<th>Lesson/Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 1: Classroom Observation Forms

<table>
<thead>
<tr>
<th>Lesson/Activity</th>
<th>Observations</th>
<th>Questions/Concerns</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

- “A Family Faces Food Insecurity in America’s Heartland” www.youtube.com/watch?v=uV2XCQZWf_g (4:49)
- “Feeding America Youtube Channel” www.youtube.com/channel/UCsroi4rRBMwrs9CIpJP4jiw
- “Kids Respond to Child Hunger” www.youtube.com/watch?v=OwluOVJAn-0 (2:49)

Links to Food Banks and Other Hunger Initiatives

- Feeding America, www.feedingamerica.org
- Food Bank For New York City, www.foodbanknyc.org
- No Kid Hungry, www.nokidhungry.org
- Second Harvest Food Bank, no-hunger.org
## Blackline Master 1: Statistics about Hunger

<table>
<thead>
<tr>
<th>Description</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thirteen percent of all American households are estimated to be food insecure.</td>
<td><a href="http://www.feedingamerica.org">www.feedingamerica.org</a></td>
</tr>
<tr>
<td>One in 6 people in America face hunger.</td>
<td><a href="http://www.dosomething.org">www.dosomething.org</a></td>
</tr>
<tr>
<td>Food-insecure households are 15 times as likely as food-secure households to get food from a food pantry, and 19 times as likely to have eaten a meal at an emergency kitchen.</td>
<td><a href="http://www.nokidhungry.org">www.nokidhungry.org</a></td>
</tr>
<tr>
<td>Forty-two million Americans live in households that are food insecure, meaning there is limited or uncertain access to enough food to support a healthy life.</td>
<td><a href="http://www.feedingamerica.org">www.feedingamerica.org</a></td>
</tr>
<tr>
<td>In 2016, a typical food-secure household spent 29 percent more for food than the typical food-insecure household of the same size and composition.</td>
<td><a href="http://www.ers.usda.gov">www.ers.usda.gov</a></td>
</tr>
<tr>
<td>One in 7 people are enrolled in Supplemental Nutrition Assistance Program (SNAP). Nearly half of them are children.</td>
<td><a href="http://www.dosomething.org">www.dosomething.org</a></td>
</tr>
<tr>
<td>As of 2014, 5.4 million seniors (over age 60), or 9 percent of all seniors, are estimated to be food insecure.</td>
<td><a href="http://www.feedingamerica.org">www.feedingamerica.org</a></td>
</tr>
<tr>
<td>More than 20 million children get a free or reduced-price school lunch on an average school day.</td>
<td><a href="http://www.nokidhungry.org">www.nokidhungry.org</a></td>
</tr>
<tr>
<td>More than 1 in 5 children is at risk of hunger. Among African-Americans and Latinos, it’s 1 in 3.</td>
<td><a href="http://www.dosomething.org">www.dosomething.org</a></td>
</tr>
<tr>
<td>Food insecurity exists in every county in America, ranging from a low of 3 percent in Grant County, KS, to a high of 38 percent in Jefferson County, MS.</td>
<td><a href="http://www.feedingamerica.org">www.feedingamerica.org</a></td>
</tr>
<tr>
<td>In 2016, 4.9 percent of American households had very low food security, which means the food intake of some household members was reduced and normal eating patterns were disrupted at certain times of the year, due to limited resources.</td>
<td><a href="http://www.ers.usda.gov">www.ers.usda.gov</a></td>
</tr>
<tr>
<td>Nearly 6 percent of all American households do not always have the food they want or need because it’s not accessible.</td>
<td><a href="http://www.ers.usda.gov">www.ers.usda.gov</a></td>
</tr>
<tr>
<td>In 2015, 13 million American children experienced hunger.</td>
<td><a href="http://www.feedingamerica.org">www.feedingamerica.org</a></td>
</tr>
</tbody>
</table>
Blackline Master 2: Tracking Our Progress

1. On the grid below, label the Y-axis with what you will measure and the scale you will use to measure it.

2. Use one colour to represent the goal of your action and another colour to track your progress.

3. Calculate the results of your action.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did we achieve our goal? ____________________________________________

How do you know? _________________________________________________
Blackline Master 3: My Reflections

1. Was the goal of the action plan achieved? Explain.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What part of the experience are you most proud of? Why?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. What challenges did you face? How did you overcome them?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. How has your understanding about hunger changed after having this experience?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________