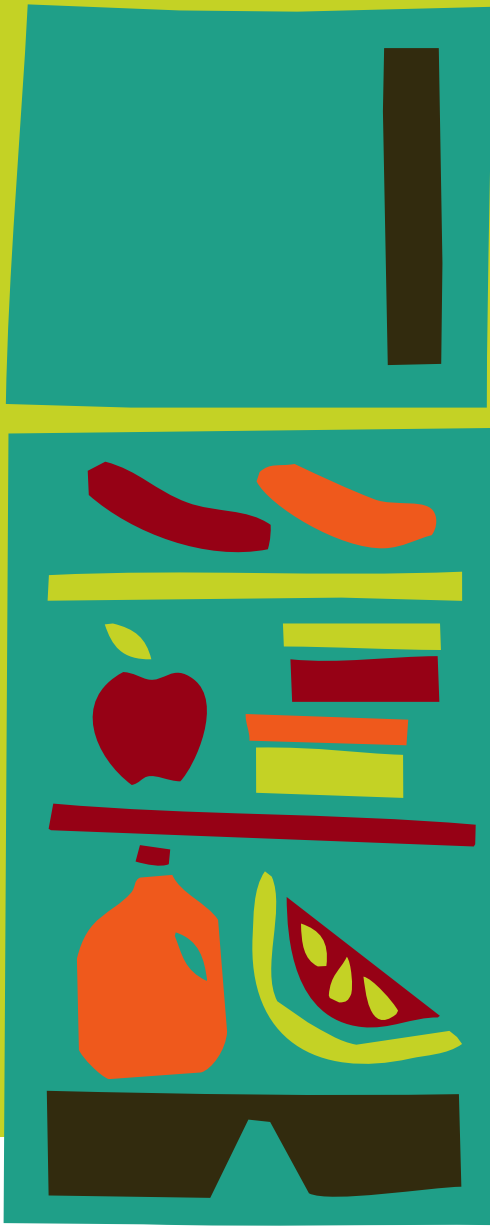


HUNGER

101



Curriculum for K-12 Instructors

TABLE OF CONTENTS

Introduction

page 3

Atlanta Community Food Bank
Hunger 101

Activity 1: Food and Life

page 4

Quickwrite Worksheet
Concept Map Worksheet

Activity 2: Defining Hunger, Food Security and Poverty

page 8

Teacher Guide: Defining Hunger, Food
Security and Poverty

Activity 3: Who Is Food Insecure?

page 12

Who is Food Insecure Fact Sheet
S-O-S Student Summary Sheet

Activity 4: Family Budgets

page 16

Family Scenarios Worksheets
Poverty Guidelines Chart
Potential Government Responses to Family
Scenarios

Activity 5: Responses to Hunger and poverty in the U.S.

page 31

Notetaking Worksheets
Response Handouts
Headbanz Game

Activity 6: How Access Defines What We Eat

page 41

Store Price Lists
Food Budget Worksheet

Activity 7: Building Miniature Houses

page 47

Activity 8: Bag Game

page 49

Activity 9: Hunger Myth Masher Quiz

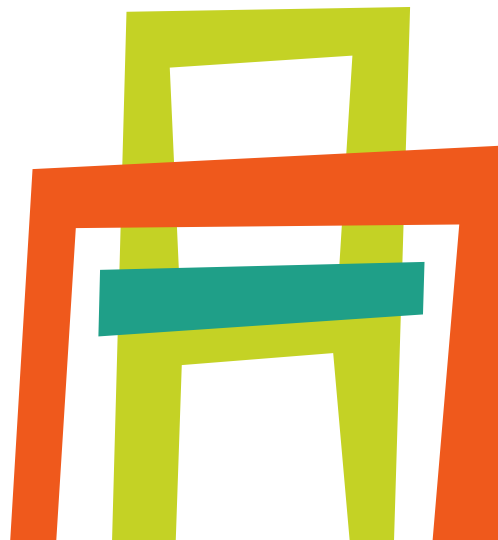
page 51

Hunger Myth Masher Q&A

Additional Resources

page 55

Glossary, page 56
Recommended Websites, page 61
Book List, page 63
Film List, page 70
Common Core and GPS Standards, page 72



Introduction to Atlanta Community Food Bank

Founded in 1979, the Atlanta Community Food Bank is one of the largest hunger relief organizations in the Southeast, supporting a network of 600 partner nonprofits - community and faith-based organizations - across 29 counties in greater Atlanta and north Georgia. Together, the Food Bank connects over 750,000 people each year with more than 61 million pounds of food - or more than 50 million meals. But our work isn't just about food - it's about community change. We engage, educate and empower the community to fight hunger. The transformational change we catalyze in the community leads to transformational change in the lives of our clients.

The Atlanta Community Food Bank is a member of Feeding America, the national network of more than 200 food banks. For more information on the Food Bank, visit acfb.org, and for more information on Feeding America visit feedingamerica.org.

Hunger 101 Curriculum Overview

This curriculum was created to help engage, educate and empower the community to take action against hunger with understanding and urgency. These materials include activities, facts and other resources to help define and explore the issues surrounding hunger, food insecurity and poverty. Additionally, these materials will help support service learning opportunities around these interrelated issues.

Teachers and community educators using these materials should feel free to adapt activities to their audience. This curriculum

can be used with young people and adults, within schools as well as with corporate and civic groups, and in other community settings.

It is important to realize that people will bring their own experiences and attitudes to these activities and discussions. With 1 in 5 people in this country experiencing food insecurity, it is likely that someone in your group or class will have experienced food insecurity and/or hunger at some point, or will know someone who has. Other people may live in an environment of plenty and have a difficult time understanding how hunger persists in the United States. When using these materials, it is essential not to judge or criticize different perspectives. It is our hope that these materials will help dispel myths and misconceptions that surround hunger issues and underscore the urgent need to get involved in the work being done to address hunger in this country.

Teachers

Guided by a Georgia educator, these materials have been aligned to Common Core and/or Georgia Performance Standards to make it easier for teachers to incorporate hunger education in the classroom. Features include links to standards, texts and resources for literacy development, Lexile scored reading lists, discussion guides and templates for fact sheets and activity materials. If you have any questions or concerns regarding the Hunger 101 Curriculum, please email the Food Bank's Education Team at education@acfb.org.

1



GRADES 2-12

Inspired by PBS documentary
The Meaning of Food
CC Standard Alignment: ELA

FOOD AND LIFE

Student Learning

Students will examine the many ways food plays a role within culture, history, families and communities.

Objectives

Students will be able to discuss and compose narrative writings based on:

- The many different ways that food is experienced in life
- How food connects us to others
- How food is an expression of our diversity, culture and history

Materials

- Pens/Pencils
- Quick Write Worksheet
- Viewing/listening device like a computer/smart board
- See Book List in the resource section of this curriculum for books that can support this activity.

Performance Tasks

Ask students to identify the different ways they think food brings people together or where it is an integral part of an activity, function or event.

Have students view one or more short videos, or clips from longer films, that explore food, as well as food and culture. Some links we recommend include:

pbs.org/food/video

pbs.org/food/blogs/the-history-kitchen

npr.org/programs/morning/features/hiddenkitchens

(Teachers must determine what stories on these sites are appropriate for their students.)

Quick Write

Engage students in a 2-5 minute writing activity responding to one or more of the following questions: What does food mean to you? How does the food you eat impact your life? What are your most significant memories of food?

Explain that Quick Writes are meant to capture immediate thoughts and impressions and are not focused on grammar or organization.

Allow students to share responses in small groups or with the entire class.

Discussion

Use the following questions to stimulate discussion and ensure understanding:

- How does culture or where a person lives influence the food a person likes to eat?
- Do you think people express love with food? If so, what are some ways we do that?
- Does your family have any special recipes? If yes, who created them? Have they been passed down over more than one generation?
- Do you have any special memories of preparing or eating a meal with someone? If so, what made that experience stand out?
- What are some ways that not having access to the foods we love and/or need for proper nutrition can have an impact on us?

Concept Maps

Have students create a concept map or a collage that describes how food creates meaning in either their own lives or in different communities or cultures. You can use the Concept Map Worksheet or have students create their own.

Extension Ideas

Have students share a story or an experience (either written or verbally) where food, or the lack of food, impacted someone's life. The story can come from their own personal experience, the experience of a family member from another time in history, or a story they have read or seen in a film.

Have students either individually or in groups identify an idea or topic that relates to food and culture, food and community, or food and history and research and write a

paper or create a presentation. Some ideas/topics include:

- Explore and research the foods and recipes from a culture or country different from your own.
- Write a “food autobiography” about your family’s favorite food, how they were introduced to it, and who cooks this food. Where does your family come from? Does that influence the way you think about food?
- Explore farmer’s markets in your area and how they are different or similar to a grocery store; interview a farmer or farmers about their experience and history.
- See book and film lists and links to related websites in Additional Resources to explore other ideas.

Have students find recipes from their own culture or family history and create a classroom cookbook. If possible, cook and test some of the recipes.

Adaptation Ideas for Grades K-2

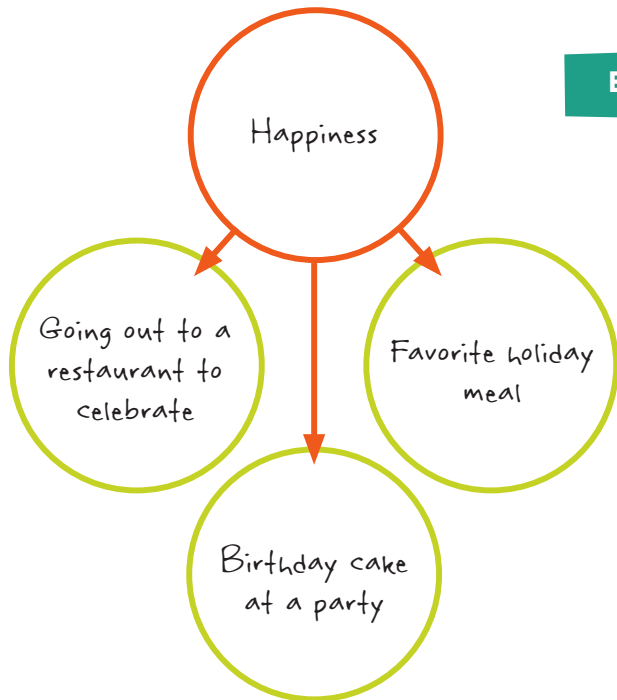
Use paper plates or paper, and have students draw or make a collage of pictures of their favorite meal. Ask students to compose and share a sentence that describes their picture.

Create puppets using paper lunch bags and craft materials and decorate paper plates with drawings of favorite foods or foods that reflect a story that was read in class. Have a puppet show feast that celebrates food and the ways we can share food with others.

FOOD AND LIFE CONCEPT MAP

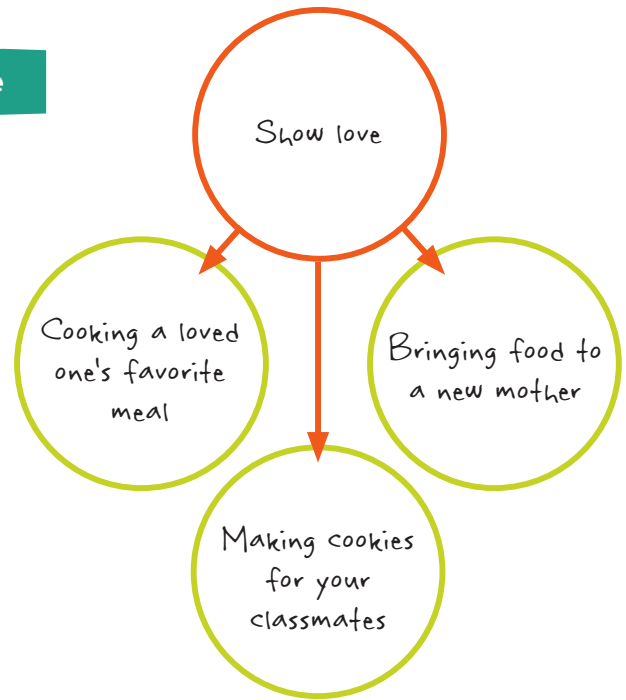
In each bubble, please write a word or a phrase that reflects what food means to you.

FOOD IS...

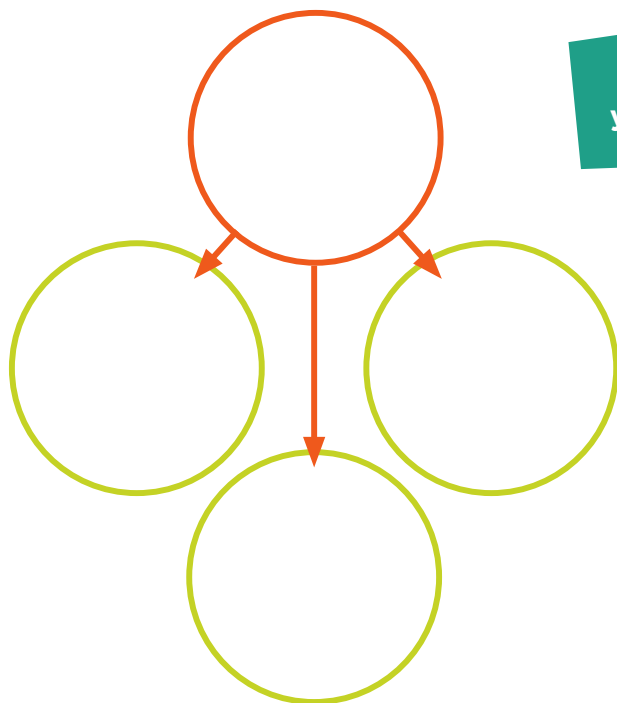


Example

FOOD IS HOW WE...

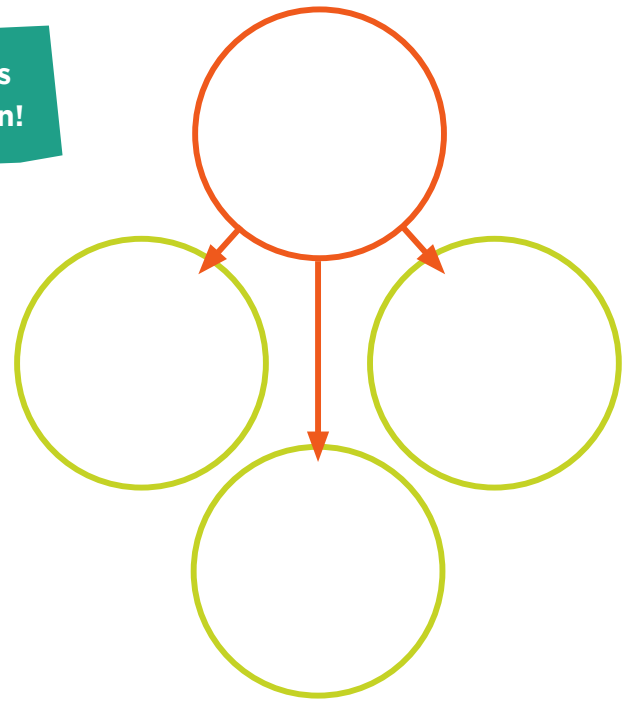


FOOD IS...



Now it's your turn!

FOOD IS HOW WE...





GRADES 5-12

CC Standard Alignment: ELA

GPS Standard Alignment: Social Studies

DEFINING HUNGER, FOOD SECURITY AND POVERTY

Student Learning

Students will develop an understanding of what the Atlanta Community Food Bank and other hunger fighting organizations mean when referring to hunger, food security and poverty in our community. Participants will examine how these words can be interpreted in different ways and how they relate to one another.

Objectives

Students will be able to define the meanings of the following words: hunger, food insecurity and poverty.

Students will be able to examine misunderstandings and misconceptions that surround these words and the issues they represent.

Materials

- Pens/Pencils
- Flip Chart Paper or Whiteboard
- Markers or Pens/Pencil
- Teacher Guide

Performance Tasks: Chalk Talk

On three separate pieces of chart paper or on three different sections of white board,

write one of these three phrases:

- What is Hunger?
- What is Food Security?
- What is Poverty?

Explain that Chalk Talk is a silent activity. No one may talk and each student should contribute to each sheet. You may comment on other people's ideas by drawing a connecting line to the comment.

Allow 5 minutes for students to write as they feel moved on each topic. Students may write definitions, what a term means to them, their perceptions of the terms, etc.

Facilitator may choose to stand back and let the Chalk Talk unfold or expand thinking by:

- Circling interesting ideas
- Connecting related or opposing thoughts
- Inviting more comments
- Adding your own reflections/ideas

After 5 minutes (or after all students have had a chance to participate) compare students' answers to the explanations in the Teacher's Guide.

Conclude activity by engaging students in a dialogue using the suggested discussion questions.

Extension Ideas

If time allows, break students into three groups to research the terms on their own before the reveal and comparison.

Once students have engaged in the Chalk Talk, assign an essay with one or more of the terms - they can research on their own. Students should include what the term means to them, as well as how/if their perceptions changed after the Chalk Talk.

Choose scenarios from the Family Budget Activity (Activity 4) and using the Federal Poverty Guidelines (page 11), have students determine if the family is in poverty and if they might face food insecurity.

Discussion Questions

How did the group's definitions of hunger, food security and poverty compare with the official definitions? Were they similar or different? If different, in what ways?

Were there misconceptions around any of the terms? If so, what were they and where might they have come from?

The Poverty Guidelines were created in the 1960s. How might redefining who is considered poor in this country alter the way we respond to poverty?

How could we do a better job of measuring poverty, hunger and food security? What types of questions could we be asking of families and individuals to gain a better understanding of household income needs and expenses?

TEACHER GUIDE: DEFINING HUNGER, FOOD SECURITY AND POVERTY

What is Hunger?

Hunger is an individual-level physiological condition that may result from food insecurity. Hunger is a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness or pain that goes beyond the usual uneasy sensation.

What is Food Security?

Access by all members at all times to enough food for an active, healthy life. Food security includes at a minimum (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (that is, without resorting to emergency food supplies, scavenging, stealing or other coping strategies). (United States Department of Agriculture)

Food banks often talk about hunger and food insecurity interchangeably. However, hunger is difficult to measure and requires more extensive research and data based on an individual's physical condition rather than a household's ability to access food.

Because of this, the Committee on National Statistics (CNSTAT) of the National Academies recommended that the USDA make a clear distinction between hunger and food insecurity (and for the most part food banks follow suit):

Food Insecurity - the condition assessed with a food security survey is a household level economic and social condition of limited or uncertain access to adequate food.

Hunger - is an individual-level physiological condition (defined above) that may result from food insecurity.

What is Poverty?

It's difficult talk about hunger and food insecurity without talking about poverty. Hunger and food insecurity are often consequences of poverty.

Individuals or families are considered officially poor if their annual pretax cash income falls below a dollar amount, or poverty threshold, that the Census Bureau determines using a federal measure of poverty that is recalculated slightly each year.

However, many people whose annual income is above that threshold - people who are not considered officially poor - struggle with food insecurity. This is largely due to how we measure poverty in this country. Learn more about the history of poverty thresholds and guidelines at aspe.hhs.gov/poverty/faq.shtml

The current federal poverty guidelines in the United States are delineated by family size. (2016 HHS Poverty Guidelines)

Number in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$11,880	\$14,840	\$13,670
2	\$16,020	\$20,020	\$18,430
3	\$20,160	\$25,200	\$23,190
4	\$24,300	\$30,380	\$27,950
5	\$28,440	\$35,560	\$32,710
6	\$32,580	\$40,740	\$37,470
7	\$36,730	\$45,920	\$42,230
8	\$40,090	\$50,140	\$46,110
Each Additional	+\$4,020	+\$5,080	+\$4,670

U.S Department of Health and Human Services, 2016.
[aspe.hhs.gov/poverty-guidelines](https://www.aspe.hhs.gov/poverty-guidelines)



GRADES 4-12

CC Standard Alignment: ELA
GPS Standard Alignment: Health

WHO IS FOOD INSECURE?

Student Learning

Students will develop an understanding of who is affected by food insecurity and will explore prevailing myths and misconceptions of food insecurity in the United States.

Objectives

Students will have increased awareness of the groups impacted by food insecurity.

Students will be able to understand the access issues that impact people's food security.

Materials

- Statement - Opinion - Support (S-O-S) Summary Worksheet
- Who is Food Insecure Fact Sheet
- Pens/Pencils
- Flipchart Paper or Whiteboard
- Markers or Pens/Pencil

Performance Tasks

Part 1

Review definition of food insecurity from Activity 2.

Have students brainstorm who they think is food insecure in the United States.

Encourage them to think of as many different groups and causes as possible. (Remember that with 1 in 4 children in the U.S. struggling with food insecurity, it is highly likely that there are students in the class who are food insecure or know someone who is.)

Capture each idea on a flipchart or whiteboard as a master list.

Part 2

Provide students with Who is Food Insecure Fact Sheet and give them a few minutes to review.

Hand out the S-O-S Summary Worksheets.

Write one or both of the following statement on the board for students to copy:

- The majority of people facing food insecurity are homeless.
- Some people have to make choices between buying food and paying for things like transportation and medicine.

Give students five minutes to respond on their S-O-S Summary Worksheets. Have them use their fact sheet data and facts held up during discussion to determine if they agree or disagree with the statement.

Collect S-O-S Summary Worksheets to assess student understanding.

Conclude activity by engaging students in a dialogue using the suggested discussion questions.

Suggested Discussion Questions

How were the hunger and poverty statistics similar or different from your perceptions of who is hungry in the United States?

Do you think that the most recent economic downturn has changed the way we view hunger in this country? If yes, how? If not, why?

Whose responsibility is it to help people who are food insecure in this country?

What are your ideas for how we can better address food insecurity? Do you think we can handle it with charity alone?

As our country wrestles with deficits and budget cuts, there will continue to be food insecurity in this country. See **Activity 5: Responses to Hunger and Poverty** to help your student understand and explore both community and government responses to food insecurity.

We encourage you to stay tuned to **feedingamerica.org** and **FRAC.org** regarding hunger and poverty budget and policy decisions.

Extension Idea

Using the Feeding America Map the Meal Gap tool at **map.feedingamerica.org/county/2013/overall**, find the county in your state with the highest rate of food insecurity. Find the county with the lowest rate of food insecurity.

Questions to Explore:

- How do these counties compare to the national average?
- How do child food insecurity rates differ from overall food insecurity rates?
- Why might this be?
- What are some reasons for higher or lower food insecurity rates in different areas?
- Where in these counties can people go for help?

WHO IS FOOD INSECURE FACT SHEET

Hunger in America Survey

- 48.1 million Americans lived in food insecure households, including 32.8 million adults and 15.3 million children.
- 14% of households (17.4 million households) were food insecure.
- 6.9 million households (6%) experienced very low food security.
- Households with children reported food insecurity at a significantly higher rate than those without children, 19% compared to 12%.
- One in five (20%) of households served by the Feeding America network has at least one member that has served in the military.
- One in ten adults served by the Feeding America network are students (2 million are full time, 1 million are part time.)
- Households that had higher rates of food insecurity than the national average included households with children (19%), especially households with children headed by single women (35%) or single men (22%), Black non-Hispanic households (26%) and Hispanic households (22%).
- 5.4 million seniors (over age 60), or 9% of all seniors were food insecure.
- Food insecurity exists in every county in the U.S., ranging from a low of 4 percent in Slope County, ND to a high of 33 percent in Humphreys County, MS.
- The Hunger in America Study is the largest, most comprehensive analysis of charitable food assistance in America

and is conducted every 4 years. The most current study was released in August of 2014. During the summer of 2013, ACFB and hundreds of other food banks across the country participated in data collection for Feeding America's Hunger in America 2014 report. ACFB staff and volunteers visited 102 partner agencies and conducted over 625 client surveys. Visit acfb.org/hunger-study for details. (Feeding America/Atlanta Community Food Bank. 2016)

Georgia Food Insecurity

- 76% report making choices between paying for food and paying for utilities within the past year.
- 20% of Georgians struggle to put enough food on the table - 1 in 5 people.
- Each year an estimated 755,400 (1 in 7) people in metro Atlanta and north Georgia turn to the Food Bank network for food.
- 28.2% of Georgia children don't have enough to eat- more than 1 in 4 kids.
- 73% report choosing between paying for food and paying for medical bills within the past year.
- 59% of households served by ACFB partner agencies have at least one member employed in the past year.
- 82% report choosing between paying for food and paying for transportation within the past year.
- 11.2% (more than 1 in 10) Georgia seniors live in poverty.

S-O-S STUDENT SUMMARY WORKSHEET

Name _____

Date _____

Write Statement Here

What does it mean?

What's your opinion? I agree I disagree

Support your opinion with evidence (facts, reasons, examples etc.)

S-O-S STUDENT SUMMARY WORKSHEET

Name _____

Date _____

Write Statement Here

What does it mean?

What's your opinion? I agree I disagree

Support your opinion with evidence (facts, reasons, examples etc.)



GRADES 3-12

CC Standard Alignment: Mathematics/
Reading Comprehension

GPS Standard Alignment: Social
Studies/Economics

FAMILY BUDGETS

Student Learning

This activity explores the relationship between a household's income and its level of food security, as well as the community and government responses to hunger and poverty. Students will learn about the daily challenges millions of people face in this country.

Objectives

Students will have increased awareness about the gap that often exists between wages and expenses.

Students will explore the various government and community responses to marginal, low and very-low food security.

Materials

- Copies of Family Scenarios
- Fact Sheet: Family Budgets' Government Responses to Hunger
- Poverty Guidelines Chart
- Pens/Pencils
- Calculators
- Flipchart Paper or Whiteboard
- Markers or Pens/Pencil

Performance Tasks

Depending on the size of the group, divide the group into smaller groups of 2-3 people.

Give each group a different Family Scenario. Each scenario will describe a household and the household's income and expenses.

Ask each group to add up all their expenses and subtract these from their starting income. The amount left over is the income they can use toward food and other expenses.

After they have completed the activity, have each group share their scenario's situation.

Share with the class that, on average, a person will need between \$200-\$300 per month for groceries (according to the USDA: www.cnpp.usda.gov/USDAFoodPlansCostofFood/reports)

Have each group brainstorm what other expenses a family might have. For example, diapers, cleaning supplies, car repair, etc.

Suggested Discussion Questions

What insights or surprises did you experience while working with your family scenario's budget?

What other necessary items would these families need each month? (Many of the families in this activity did not have enough income to pay for basic expenses. This makes it difficult, if not impossible, to purchase a wide range of other necessities including cleaning supplies, toiletries, vitamins, laundry soap and services, dental care, field trips, etc.)

How could some of the government responses to hunger (SNAP, WIC, SLP, etc.) help families in this activity? (Many of these families have no money left over for food. SNAP and WIC increase access to nutritious food, providing an opportunity to pay for these other household necessities, and more.)

What do you imagine some of the challenges being for families trying to access SNAP, WIC, EITC, etc? Challenges include: lack of awareness and/or misconceptions about government programs, stigma, time, lack of transportation, administrative red tape, etc.

In the 1970s, a person earning minimum wage could feed their children and pay for housing. What has changed? Expenses like housing, healthcare, food and fuel have all skyrocketed. Wages have not kept up with the cost of living. An increasing number of people don't have healthcare coverage with work and health care bills are now the leading cause of personal bankruptcy in the United States. The increasing costs of housing and childcare have made it impossible for a low to middle wage earner to afford basic needs. Food gets cut with the pressure to pay for housing. A minimum wage earner would have to work over 100

hours every week to be able to begin to afford fair market rents in Atlanta.

Extension Ideas: Graphing and Research

Have each group create a pie graph illustrating percentage of income that each expense utilized.

Have students explore how location can impact a family's budget. Research cost of living in various parts of the country: e.g. New York City, San Francisco, Birmingham, Atlanta, Minneapolis... How would location and regional differences in the cost of living impact each family's budget?

Ask students, either individually or in groups, to research and report on a community or government response to hunger. Some questions to help get them started include:

- How does one apply for the benefits or community service?
- Who is eligible?
- How long can someone access services or benefits?
- What are common misperceptions or myths about receiving help with food?

Have students research the history of food assistance since the Great Depression. What has changed? What has stayed the same? What programs are in existence today that are attributed to policies made during The New Deal, World War II and The War on Poverty during the Lyndon B. Johnson Administration?

FAMILY SCENARIO #1

Who You Are

You and your spouse have three children ages 2, 5 and 8.

One of you works for \$11/hour and one of you works for \$12.50/hour.

You both work full time and your combined **monthly income** is **\$3,760**.

You were recently diagnosed with high cholesterol and high blood pressure. Your doctor recommended you reduce sugar, fat and salt in your diet and increase fruits and vegetables.

Monthly Expenses

1. Rent (three bedroom apartment)	\$1,200
2. Utilities (electricity, gas, water and phone)	\$350
3. Transportation	\$120
4. Childcare (one in day care, two in after school)	\$900
5. Medical (health insurance plus co-pays)	\$400
6. Taxes	\$650
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #2

Who You Are

You and your spouse have two small children ages 2 and 4, and you are expecting your third child soon. You both work full time. One of you works for \$10/hour and one of you works for \$9/ hour. Your combined **monthly income** is **\$3,000**.

This pregnancy has involved significant complications, including a hospital stay and gestational diabetes.

Monthly Expenses

1. Rent (two bedroom apartment)	\$800
2. Utilities (electricity, gas, water and phone)	\$140
3. Transportation	\$120
4. Childcare (two in day care)	\$700
5. Medical (insurance and bill payments)	\$600
6. Taxes	\$500

Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #3

Who You Are

You are a couple with three children ages 2, 4 and 7.

You both work full time. One of you works for \$12/hour and the other works for \$7.50/ hour.

Your combined **monthly income** is **\$3,120**.

Monthly Expenses

1. Rent (two bedroom apartment)	\$850
2. Utilities (electricity, gas, water and phone)	\$150
3. Transportation (car note, gas and insurance)	\$450
4. Childcare (two in day care, one in after school)	\$800
5. Medical (health insurance)	\$250
6. Taxes	\$290
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #4

Who You Are

You are a retired couple.

You have a combined fixed **monthly income** of **\$1,700** from Social Security.

You are both 71 years old and have been married 40 years.

Monthly Expenses

1. Rent (two bedroom apartment)	\$800
2. Utilities (electricity, gas, water and phone)	\$200
3. Transportation	\$60
4. Childcare (help w/special homecare for grandchildren)	\$200
5. Medical (health insurance and two prescriptions)	\$420
6. Taxes	\$180

Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #5

Who You Are

You are a 60 year-old grandmother, raising three grandchildren, ages 9, 11 & 17.

You receive a monthly disability check of \$750, a special TANF (Temporary Assistance for Needy Families) payment of \$135 and you watch two children from your neighborhood for a total of \$250/month. Your total **monthly income** is **\$1,135**.

You have multiple health issues that have placed you on disability.

Monthly Expenses

1. Rent (one bedroom apartment)	\$600
2. Utilities (electricity, gas, water and phone)	\$197
3. Transportation	\$60
4. Medical (state funded health insurance)	\$150

Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #6

Who You Are

You are a couple with two small children ages 2 and 4.

You both work full time for \$11.50/hour and have a combined **monthly income** of **\$3,680**.

You were recently diagnosed with Type 2 Diabetes.

Monthly Expenses

1. Mortgage (small hours)	\$900
2. Utilities (electricity, gas, water and phone)	\$300
3. Transportation (two cars: 1 car note, gas etc.)	\$800
4. Childcare (two in day care/receive discount)	\$650
5. Prescriptions	\$275
6. Medical (hospital bills)	\$658
7. Taxes	\$370
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #7

Who You Are

You are married and have two young children, ages 3 and 6.

One of you works for \$7.25/hour (minimum wage) and one of you works for \$8/hour. You both work full time and have a combined **monthly income** of **\$2,440**.

Monthly Expenses

1. Rent (two bedroom apartment)	\$800
2. Utilities (electricity, gas, water and phone)	\$190
3. Transportation (two monthly bus passes)	\$120
4. Childcare (one in day care, one babysitter)	\$600
5. School & household supplies	\$75
6. Medical (health insurance)	\$50
7. Taxes	\$278

Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #8

Who You Are

You are senior citizen.

You live alone on a fixed Social Security **monthly income** of **\$870**.

Monthly Expenses

1. Rent (one bedroom apartment)	\$600
2. Utilities (electricity and phone)	\$80
3. Medical (health insurance)	\$185
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #9

Who You Are

You are a single parent of three children ages 3, 7 and 9.

You work full time for \$7.25/hour (minimum wage). Your **monthly income** is **\$1,160**.

Monthly Expenses

1. Rent (two bedroom apartment)	\$650
2. Utilities (electricity, gas, water and phone)	\$150
3. Transportation	\$120
4. Childcare (one in day care)	\$100
5. Taxes	\$120
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

FAMILY SCENARIO #10

Who You Are

You are a single parent of three children ages 3, 6 & 7.

You work full time earning \$10/hour and your **monthly income** is **\$1,600**.

Monthly Expenses

1. Rent (one bedroom apartment)	\$600
2. Utilities (electricity, gas and water)	\$80
3. Transportation	\$60
4. Childcare (one in day care, two in after care)	\$650
5. Taxes	\$150
Total of expenses	\$
Monthly income	\$
Minus total of expenses	- \$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What are other things that your family would need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay?
- Which bills are the most important?
- See Poverty Guidelines Chart - is your family's income above, at or below the poverty line?

POVERTY GUIDELINES CHART

Family Size	Monthly Income	Yearly Income
1	\$990	\$11,880
2	\$1,335	\$16,020
3	\$1,680	\$20,160
4	\$2,025	\$24,300
5	\$2,370	\$28,440
6	\$2,715	\$32,580
7	\$3,061	\$36,730
8	\$3,341	\$40,090
Each Additional	+\$335	+\$4,020

2016 Federal Poverty Guidelines for the 48 Contiguous States and the District of Columbia

POTENTIAL GOVERNMENT RESPONSES TO FAMILY SCENARIOS

Note: These responses are specific to Georgia. If in another state, please check your state's eligibility criteria as it varies some by state.

Scenario #1

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid for 1-year-old & 4-year-old
- PeachCare (Georgia Only)
- WIC (Women, Infants and Children)
- Energy assistance (if available)
- EITC (Earned Income Tax Credit)
- Child Tax Credit

Scenario #2

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid for 2-year-old, 4-year-old & pregnant mother
- PeachCare (Georgia Only)
- WIC (Women, Infants and Children)
- Energy assistance (if available)
- EITC (Earned Income Tax Credit)
- Child Tax Credit

Scenario #3

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC (Women, Infants, and Children) for 2-year-old and 4-year-old
- Medicaid for kids

- PeachCare (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- TEFAP (Emergency Food Assistance)
- EITC (Earned Income Tax Credit)
- Child Tax Credit

Scenario #4

Potentially eligible for:

- SNAP (formerly Food Stamps)
- Medicaid
- Energy assistance(if available)
- TEFAP (Emergency Food Assistance)
- CSBG (Local Community Based Services)
- Aging Services
- CSFP

Scenario #5

Potentially eligible for:

- SNAP (formerly Food Stamps)
- Medicaid for kids
- PeachCare (Georgia Only)
- Energy Assistance (If available)
- TEFAP (Emergency Food Assistance)
- CSBG (Local Community Based Services)
- Aging Services

Scenario #6

Potentially eligible for:

- Low income Medicaid for 2-year-old & 4-year-old
- WIC (Women, Infants and Children)
- EITC (Earned Income Tax Credit)

Scenario #7

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC (Women, Infants and Children)
- Medicaid
- Peachcare (Georgia Only)
- Energy assistance
- EITC (Earned Income Tax Credit)
- Child Tax Credit
- TEFAP (Emergency Food Assistance)

Scenario #8

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid
- Energy assistance
- TEFAP
- Aging Services
- CSFP
- CSBG (Local Community Based Services)

Scenario #9

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC

- Medicaid
- Peachcare (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- TEFAP (Emergency Food Assistance)
- EITC (Earned Income Tax Credit)
- TANF
- CSBG (Local Community Based Services)

Scenario #10

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC for 3-year-old
- Medicaid for 3-year-old
- Peachcare for 6-year-old and 7-year-old (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- EITC (Earned Income Tax Credit)
- TEFAP (Emergency Food Assistance)
- CSBG (Local Community Based Services)

It is important to recognize that being **“potentially eligible”** does not mean that people will have easy access to these benefits. Applying for these benefits is time consuming and often requires taking time off of work. Additionally, applicants may not meet all eligibility requirements.



GRADES 3-12

CC Standard Alignment: ELA
GPS Standard Alignment: Social
Studies/Health

RESPONSES TO HUNGER AND POVERTY IN THE U.S.

Student Learning

Students will identify and expand their understanding of both community and government responses to hunger. They will also learn how certain programs work and how they can respond through action and advocacy to fight hunger in their community.

Objectives

Students will be able to interpret some of the misconceptions and myths that surround both community and government responses to hunger.

Students will have a greater understanding and be able to increase awareness about community and government responses to hunger.

Materials

- Notetaking worksheets on Community, Government and Anti-Hunger Advocacy Responses
- Handouts on Community, Government and Anti-Hunger Advocacy Responses
- “Headbanz” terms (optional)
- Scissors (optional)

- Pens/Pencils
- Flipchart Paper or Whiteboard
- Markers

Performance Tasks

Part One

Divide class/group into smaller groups of 5 or 6 people.

Explain that these are their “Home Groups”.

Divide these “Home Groups” into 3 smaller groups representing: Community Responses to Hunger, Government Responses to Hunger, and Anti-Hunger Advocacy.

Distribute materials, including one of all three Notetaking worksheets per student.

Explain that each sub group will become an expert on one of three subject areas: Community Responses to Hunger, Government Responses to Hunger, or Anti-Hunger Advocacy. They will then return to their “Home Group” to teach their subjects.

Stress the importance of accuracy in group work as they will be responsible for what their other Home Group members learn, just as a teacher is responsible for what they teach.

Part Two

All members of the same group need to work together to come up with a consensus on the definitions, importance of and any myths surrounding their subject. Groups are welcome to share different Community and Government Responses with their “Home Groups”.

Students should take notes on their subject via the page on their notetaking worksheet that corresponds to their subject.

Give expert groups an appropriate amount of time (15-20 minutes) to review their reading; agree on definitions, importance and myths of their subject; and decide how to present the information to their “Home Groups”.

It is VERY important that the instructor is circulating during this time to make sure that groups are on task and that all group members are being given equal opportunity to participate. Teachers also need to make sure information is being accurately represented so that misconceptions or misunderstandings aren't being perpetuated.

Part Three

Move everyone back into their “Home Groups.”

Tell students that it is now time to present their findings to their “Home Group” and using their worksheets, take notes on each of the subjects from the other “experts.” Give students 15-20 minutes to present.

Remind students that it is important to listen intently to each “expert” and for each “expert” to practice patience while teaching their new pupils.

Naturally, students may become frustrated

having to repeat information to their classmates, so it's important to remind them patience is key to a positive collaboration experience.

Part Four

After students have received information from all three expert groups, bring the whole group together to answer wrap up questions to check for understanding.

- What is an example of a government response?
- What is the definition of a community response?
- Why is advocacy important?

Extension Idea: Headbanz

Test student understanding of government and community responses by playing a fun guessing game modeled after the 20 Questions game.

Print and cut out the discussion topic game pieces for each group. (It may be helpful to print on cardstock so that the word is not visible when looking at the blank side.)

Students should place the game pieces face down in the center of the table, and WITHOUT LOOKING collect one each and place the game piece on their forehead in view of the other players.

Instruct students that the goal is to figure out which government or community response they have on their game piece by asking questions that will help them identify the response.

Students have one minute each to ask their questions and try to decide their game piece. (examples: Am I community or government? Do I have certain eligibility

criteria? Do I have a well-known acronym/ abbreviation? Am I only for expecting mothers and kids? Am I WIC?)

If after one minute, the student hasn't answered correctly, they keep that game piece until they guess. Correct guessers choose a new game piece; the student who guesses the most community and government responses to hunger is the winner.

Extension Idea: Create a Resource Guide

Ask students to create a resource guide or pamphlet that would help others to identify resources (food, shelter, financial assistance, clothing, etc).

Locating Resources: Atlanta Community Food Bank's locator map acfb.org/local-impact and United Way Atlanta's 211 211online.unitedwayatlanta.org are good places to start. If you are not in the Atlanta area, 211.org is a great place to find area resources.

Share and discuss findings as a class or have students create reports either individually or in groups.

How easy is it to find assistance? How might one find assistance if they did not have internet or telephone access?

Extension Idea: Explore Hunger in the Media

For one week have students research and observe whether the issue of hunger and/or food security is talked about by local or national media outlets.

Discuss ways that your students/class could raise awareness about hunger in your community or state. Examples might

include: writing an article for your school newspaper or a letter to the editor, or launching a social media campaign.

Extension Idea: Anti-Hunger Advocacy

Have students explore what it means to be civically engaged by identifying their elected officials or identifying the elected officials who serve the school community. Invite them to your class or write a letter(s) asking them to add hunger and food insecurity issues to their agenda.

Have students organize or implement an anti-hunger advocacy campaign/plan:

Could include a Paper Plate Campaign like the one conducted by the food bank in Eastern Wisconsin: feedingamericawi.org/content/hunger-action-month-paper-plate-campaign.

Could include an awareness campaign through social media.

You may contact the Education and Outreach Team at Education@acfb.org or go to feedingamerica.org/take-action/advocate to learn about current local, state and national hunger policy issues or campaigns that you might be able to support.

NOTES ON ANTI-HUNGER ADVOCACY

If you are an Anti-Hunger Advocacy expert, take notes to share with your Home Group.
If not, wait to take notes from that expert when you regroup.

Myths

Definition

Examples

Importance

NOTES ON GOVERNMENT RESPONSES

If you are a Government Responses expert, take notes to share with your Home Group.
If not, wait to take notes from that expert when you regroup.

Myths

Definition

Examples

Importance

NOTES ON COMMUNITY RESPONSES

If you are a Community Responses expert, take notes to share with your Home Group.
If not, wait to take notes from that expert when you regroup.

Myths

Definition

Examples

Importance

EXPERT HANDOUT: ANTI-HUNGER ADVOCATE

What is advocacy?

Advocacy is the act of pleading or arguing in favor of something; one who argues for a cause; a supporter; a defender; one who pleads on another's behalf.

What is an anti-hunger advocate?

It's someone who is willing to talk passionately about their community, take action immediately, as well as inform and inspire legislators

Voices are needed

The people most vulnerable to hunger in this country have less voice in government. If you live in poverty, you probably have less time, trust, access, transportation and money to promote candidates who are most connected to the issues affecting you. This is why other voices are needed. When informed and coordinated voices come together, change can happen.

Advocacy and hunger

Hunger advocates are important in connecting community voices, issues and stories to elected officials and public policy makers (the people who make the laws) in the fight against hunger and poverty.

Ways to advocate

There are many ways to be an anti-hunger advocate. Whatever your interest, talent or skill, you can use it to write letters or call policy makers, educate your community on the issues, or campaign for a candidate you know supports policies that address hunger and poverty.

Who can advocate?

EVERYONE! Elected officials love to hear from people in their community of all ages. The participation of children in schools, local action, organizations, media, programs and policy advocacy has gained growing support over the past years. Students raising their voice have influenced changes in park and recreation services, school nutrition and neighborhood safety. If you stand up and speak up, people will listen.

EXPERT HANDOUT: GOVERNMENT RESPONSES TO HUNGER

What are government responses to hunger?

They are resources provided and actions taken by the government to help meet immediate needs and find long-term solutions for those who are food insecure.

Supplemental Nutrition Assistance Program (SNAP)

This program (formerly known as Food Stamps) helps low-income individuals and families purchase food. More than half of people receiving food stamps are children. Food stamps cannot be used to buy important non-food items (like toilet paper or soap).

Women, Infants & Children (WIC)

This program provides low-income pregnant women, new mothers, infants and children with nutritious foods, nutrition education, and improved access to health care in order to prevent nutrition-related health problems in pregnancy, infancy and early childhood.

School and Summer Meals

The National School Breakfast Program, National School Lunch Program, and Summer Food Program assist low income students to improve their nutrition. These meals are available during the school year as well as during the summer months.

Child and Adult Care Food Program (CACFP)

Provides food and resources to assist afterschool, homeless, and preschool programs in using the child nutrition programs.

The Emergency Food Assistance Program (TEFAP)

Provides USDA commodities (foods that the government pays farmers to grow) to states that distribute the food through local emergency food providers like food banks.

Temporary Assistance for Needy Families (TANF)

Temporarily provides money for needy families. There is a limited amount of time that a person can receive assistance. Georgia citizens are limited to four years of assistance per lifetime. All TANF recipients are required to engage in some type of “work activity” to receive the benefit. The maximum monthly benefit for a family of three is \$280.00.

Earned Income Tax Credit (EITC)

This is a tax credit for low-income working individuals and families. To qualify, taxpayers must earn income from working and meet other requirements. They have the opportunity to receive a refund of taxes paid if they file a tax return and the credit is more than taxes owed.

EXPERT HANDOUT: COMMUNITY RESPONSES TO HUNGER

What are community responses to hunger?

They are resources provided and actions taken within one's community to help meet immediate needs of those living with food insecurity.

Food drive

A community-wide effort sponsored by schools, faith-based groups, businesses, organizations, grocery stores, TV stations, food banks and more, in which members of the community donate a certain amount of non-perishable food.

Food bank

A non-governmental charitable organization that distributes food to shelters, community kitchens or other organizations to help feed the hungry.

Food pantry

A community-based, nonprofit food assistance program most often found at churches, synagogues, mosques and social service agencies. Food pantries are places where those without food receive a supply of food to take home and prepare. Pantries often acquire a substantial portion of their food supply from food banks. Food pantries distribute food to an estimated 90,000 people in Georgia each month.

Meals on Wheels

A food delivery program that delivers one meal a day to elderly people or people who are very ill and unable to leave their homes.

Shelters

A place that temporarily houses homeless people, usually overnight, sometimes for long stretches of time. Meals are usually served. Some shelters serve families; some serve individuals.

Community Kitchen

A place where a hungry and/or poor person receives a free meal. Most community kitchens are housed in churches or community buildings.

Prepared and Perishable Food Rescue Program (PPFRP)

Many local restaurants, hotels, caterers, grocery stores, school cafeterias, and special events donate left-over food to PPFRPs. These programs distribute the food to community kitchens, shelters and other feeding agencies.

HEADBANZ GAME PIECES

Food Drive	Community Gardens
Food Pantry	EITC (Earned Income Tax Credit)
SNAP	Volunteering
TANF	Mobile Food Pantry
WIC	Food Banks
Summer Feeding Programs	School Lunch Programs
Meals on Wheels	Community
Shelters	TEFAP



HOW ACCESS DEFINES WHAT WE EAT

Student Learning

Students will shop for food from three different types of stores while assessing the quality and quantity of food they are able to purchase. They will then discuss how different stores impact their access to nutritious food and how access to healthier options varies by community and income.

Objectives

Students will understand and be able to discuss various access issues that impact food security. Instructors will be able to explain that many people do not have access to affordable, nutritious groceries in the United States

Students will be able to explore the benefits and limitations of the Supplemental Nutrition Assistance Program (SNAP).

Materials

- Food store price lists
- Food budget worksheets
- Pencils/Pens
- Calculators (optional)
- Printout of USDA's MyPlate from choosemyplate.gov

Performance Tasks

Have the class work in small groups of two or three.

Give each team one of the grocery price lists. Instructors should be sure that all three different price lists are represented.

Part One

Tell each team to use their price list, menu page, and the MyPlate guide to create the most nutritious meals possible (breakfast, lunch, dinner and a snack) for one person for one day.

Part Two

Once menus have been created give each team one of each of the following daily budgets for food: \$1.50, \$2.35 and \$4.57 (the average daily SNAP allotment).

Have each team share their menus and experiences shopping in their store.

Conclude activity by engaging students in a dialogue using the suggested discussion questions.

Extension Ideas

Have each team construct graphs representing the different outcomes in this

activity. For example, the number of items from each food group they will be able to obtain, compared to the amount of money spent. Or, comparing the money spent for each food group at each different store. (Amy, welcome your great wordsmithing if this isn't clear.

Discussion Questions

What differences did you notice in the price lists?

How much money did you initially spend? How did your menu change after you were given the new budget?

How easy or difficult was it to purchase nutritious food with your given store and budget? If it was difficult, what would have made it easier?

Were there foods you wanted that you could not afford, or could not find on the grocery store price list you were given?

What can we do as citizens to increase access to nutritious foods to all Americans? (Examples: create community gardens, increase access to farmer's markets, encourage major grocery stores to build stores in lower-income neighborhoods)

How do the nutrition programs we explored in the Responses to Hunger in the United States activity help increase people's access to nutritious foods? How does the store that a family has access to impact the purchasing power of SNAP (food stamps) or WIC?

PHARMACY STORE PRICE LIST

Please note all items are priced per serving.

Vegetables	
Mushroom soup	\$0.60
Canned peas	\$0.48
Canned corn	\$0.36
Canned diced tomatoes	\$0.57

Grains	
Yakisoba noodles	\$1.19
Macaroni and cheese	\$0.75
Bread (wheat and white)	\$0.10
Honey nut cereal	\$0.27
Minute rice	\$0.57
Pasta bowl	\$1.99
Granola bars	\$0.71
Pancake mix	\$0.16
Elbow macaroni	\$0.17

Fats, Oils, Snacks	
Chips	\$0.60
Chocolate bars	\$0.48
Chocolate cookies	\$0.36
Toaster Pastries	\$0.57

Fruits	
Dried fruit	\$0.43
Cranberry raisins	\$0.50
Sliced pineapples	\$0.35
Raisins	\$0.42
Sliced mandarin oranges	\$0.38
Grape jelly	\$0.21
Apple Sauce	\$0.54

Protein and Dairy	
Beef stew	\$3.29
Tuna	\$0.99
Yogurt	\$0.55
Whole milk	\$0.19
Frozen supreme pizza	\$1.25
Mixed nuts	\$0.60
Beef jerkey	\$2.16
Chimichanga	\$1.79
Frozen sausage, egg and cheese biscuit	\$2.14
Frozen pot pie	\$2.24
Frozen pre-cooked wings	\$1.72
Eggs	\$0.21

BIG GROCERY STORE PRICE LIST

Please note all items are priced per serving.

Grains	
Wheat bread	\$0.07
White bread	\$0.05
Crackers	\$0.11
Biscuit	\$0.17
Muffins	\$0.15
Buns	\$0.14
Cheerios	\$0.29
Cream of wheat	\$0.17
Grits	\$0.21
Oatmeal	\$0.15
Corn bread mix	\$0.11
Breakfast bars	\$0.33
Pancake mix	\$0.15
Brown rice	\$0.11
White rice	\$0.11
Elbox pasta	\$0.13
Spaghetti	\$0.13

Protein and Dairy	
Peanut butter	\$0.19
Ground meat (beef)	\$0.88
Ground meat (turkey)	\$0.99
Chicken (wings)	\$1.35
Chicken (drumsticks)	\$1.20
Chicken (breast)	\$2.60
Tilapia (fish)	\$1.20
Bacon	\$0.36
Eggs	\$0.12
Beans	\$0.11
Sliced sandwich meat	\$0.78
Infant formula	\$1.49
Milk	\$0.22
American cheese slices	\$0.21
Yogurt	\$0.30
Chocolate pudding	\$0.25

Fruits	
Apple	\$0.32
Banana	\$0.12
Orange	\$0.50
Grapefruit	\$0.79
Mango	\$1.00
Peach	\$0.60
Plum	\$0.25
Raisins	\$0.25
Tomato	\$0.29
Apple juice	\$0.41
Orange juice	\$0.27
Jelly	\$0.24

Vegetables	
Broccoli	\$0.50
Green beans	\$0.13
Spinach	\$0.50
Carrots	\$0.12
Corn	\$0.50
Zucchini	\$0.50
Mushrooms	\$0.75
Sweet potatoes	\$0.99
White potatoes	\$0.19
Collard greens	\$0.60
Frozen vegetables	\$0.36
Tomato sauce	\$0.11

CORNER STORE/GAS STATION PRICE LIST

Please note all items are priced per serving.

Grains	
Wheat bread	\$0.15
White bread	\$0.12
Biscuit	\$0.27
Muffins	\$0.25
Buns	\$0.34
Cheerios	\$0.39
Cream of wheat	\$0.27
Grits	\$0.31
Oatmeal	\$0.25
Breakfast bars	\$0.43
Pancake mix	\$0.21
White rice	\$0.21
Elbox pasta	\$0.43
Spaghetti	\$0.43

Fruits	
Apple	\$0.50
Banana	\$0.89
Orange	\$0.50
Apple juice	\$0.41
Orange juice	\$0.47
Jelly	\$0.34

Protein and Dairy	
Peanut butter	\$0.21
Sausage biscuit	\$0.99
Egg	\$0.32
Prepared sandwich	\$1.99
Milk	\$0.43
American cheese slices	\$0.43

Vegetables	
Tomato sauce	\$0.21
Canned vegetable medley	\$0.28
Canned baked beans	\$0.50

FOOD BUDGET WORKSHEET

Use MyPlate to guide your food choices, and place your choices in each item's cost per serving under the appropriate column.

Daily food budget:

Breakfast

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Lunch

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Dinner

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Snack

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Total cost:



7

BUILDING MINIATURE HOUSES

Student Learning

Students will explore as teams how to work together to complete a task, while confronting different challenges in the process. They will also have an opportunity to explore what it feels like to have fewer or more resources than someone else.

Objectives

Students will be able to explain the impact of limited resources.

Students will be able to discuss different ways we can respond to the needs and challenges faced within our community.

Materials

You can be flexible and creative with the materials you use. The following list is a good starting point.

- 3-5 large pocket folders
- 1-2 manila file folders
- 6-10 sharpened pencils
- 6-11 pieces of construction paper - different colors.
- 2-4 pieces of cardstock/manila folder material
- 6-15 colorful markers

- 2-4 pairs of scissors
- 1-3 rolls of scotch tape
- 1-2 staplers

Envelope #1: 1 piece of construction paper and 2 pencils.

Envelope #2: 2 pieces of construction paper, 2 pencils, and 2 markers.

Envelope #3: 2 pieces of construction paper, 2 pencils, 4 markers and 1 pair of scissors.

Envelope#4: 3 pieces of construction paper, 2 pencils, 4 markers, 1 pair of scissors and 1 roll of tape.

Envelope #5: 3 pieces of construction paper, 2 sheets of cardstock/1 manila folder, 2 pencils, 5 markers, 2 pairs of scissors, 2 rolls of scotch tape, 1 roll of masking tape and a stapler.

Performance Tasks

Have the class work in small groups of two or three.

Explain that each group will have about 10 minutes to build a 3D miniature house with the materials they will be given.

Explain that their constructions will be judged on 3 criteria:

- Beauty and style
- Form and function
- Stability

Explain that the only rule is that they can't use their big envelopes as part of their house construction.

Do not tell groups that they can share or collaborate. If they ask you if they can, tell them it's up to each group to decide.

Give each team one of the prepared envelopes.

Tell each team to use their price list, menu page and the MyPlate guide to create the most nutritious meals possible (breakfast, lunch, dinner and a snack) for one person for one day.

Have each team share their menus and experiences shopping in their store.

Conclude activity by engaging students in a dialogue using the suggested discussion questions

Discussion Questions

How did it feel to be in a group that had a lot of (or only a few) materials?

Were there any issues beyond the materials that had an impact on your group's ability to build something?

Did the amount of materials affect the size of the house or the stability?

Did anyone ask to borrow materials or offer to share any materials? What was the outcome?

If you didn't share or borrow, what stopped you from helping?

What materials had the most impact on your group's ability to build a stable and secure house?

Did you feel a sense of pride in the house you built?

Which house would you rather live in and why?

What did you feel was most important: beauty and style, form and function or stability? Why?

Is it possible to judge the houses fairly since the resources were so different?

How could each team have helped other teams to increase the stability of the houses they built?

What parallels can you draw between this activity and our community at large? What do you believe are the parallels between this activity and the unequal food resources that results in hunger?



8

THE BAG GAME

Student Learning

This activity demonstrates unequal distribution of food using familiar snacks. Without prior knowledge, one participant will receive an abundance of a snack, while most will receive a small amount or none at all. Students will experience this under the watchful eye of a teacher/facilitator and then take part in a guided discussion. It is important to be mindful when you introduce this activity to know your students well. If your students are food insecure in their real lives, this activity might not be the most appropriate. We recommend using this activity in conjunction with a larger hunger unit that encompasses a variety of activities to give it context.

Objectives

Students will be able to experience and demonstrate the impacts of unequal distribution of food.

Students will be able to discuss the different ways we can respond to food insecurity within our own communities.

Materials

- Boxes of raisins or candy (using a snack

or treat will raise the stakes in this activity)

- Lunch-size paper bags (number of bags depends on the number of participants).

Distribution (example for a group of 25)

- 8 bags: No treat
- 8 bags: 5 small boxes of raisins or pieces of candy
- 8 bags: 10 small boxes of raisins or pieces of candy
- 1 bag: Full of raisins or candy

Performance Tasks

Part One

Be sure to divide the treats so that roughly an equal number of participants receive none, small or moderate amounts, and only one student receives a large amount of the snack.

While students sit at their desks, tables or in a circle on the floor, explain that you are giving them a special snack or treat.

Pass out a closed brown paper bag (so you can't see contents) to each person. Students should not open bags until instructed by facilitator. It's a good idea to fill the empty sacks with crumpled paper so

that they all look the same.

Part Two

When everyone has received a bag, instruct them to go ahead and open their bag but to not eat their snacks until you give them the ok. Allow them to have a minute to adjust before starting the discussion.

Be sure to capture thoughts and ideas that emerge from the discussion.

Suggested Discussion Questions

How did it feel to be the one in the group who received the most snacks? What were your initial thoughts? Feelings?

How did it feel to be among the few who received nothing in your snack bags? What were your first thoughts? Feeling?

Did you realize you weren't alone? Did that help? If so, how?

What parallels can you draw between this activity and our community at large? "Like the bags in this activity, not all people and all communities have the same resources. In this activity, the resource is food. It hurts on so many levels to not have enough food. The lack of food hurts our health, our feelings and our wider community if people don't have the nourishment they need to grow, learn, and work."

What is a solution for distributing today's snacks so that everyone has enough?

What are some ideas you have for making sure everyone in our community has enough to eat? Are there things our class can do to help address hunger?



HUNGER MYTH MASHER QUIZ

Student Learning

Students will gain a deeper understanding about hunger issues and insight into how easily misconceptions are perpetuated.

Objectives

Students will be able to illustrate some of the myths and misconceptions that surround hunger and poverty issues.

Students will have better understanding and another tool to help raise awareness, dispel myths and clarify misconceptions about who is hungry in the United States.

Materials

- Hunger Myth Masher Quiz
- Hunger Myth Masher Answer Key
- Pens/Pencils

Performance Tasks

This activity works well as a call and response before and after you have gone through Activities 1-9 to measure learning and identify misconceptions. The quiz can also be given to individuals or small groups, and written responses brought back to the

larger group for discussion. If using the Hunger Myth Masher Quiz as a stand alone activity, please familiarize yourself with the entire Hunger 101 Curriculum.

- Explain to participants that they are about to have a quiz.
- Make sure the group hears (or reads) all quiz questions.
- Review answers with group and clarify any misconceptions.

HUNGER MYTH MASHER QUIZ

True (T) or False (F).

1. ____ There are hungry people in the United States.
2. ____ Only homeless people are hungry.
3. ____ There isn't enough food for everyone in the world.
4. ____ Children who go to school hungry have trouble learning.
5. ____ If people could just get a job they wouldn't be hungry.
6. ____ Kids can't do anything to help end hunger.
7. ____ Natural disasters including floods and earthquakes are the biggest cause of hunger.
8. ____ Not much food is wasted in the United States.
9. ____ Hunger in the United States isn't a big problem.
10. ____ All neighborhoods have equal access to healthy, nutritious, and culturally appropriate food.

11. Circle the two largest groups experiencing hunger in the United States:

Homeless Children Elderly Sick Working Poor

12. List two government programs that were created to respond to the hunger crisis in the United States.

- 1)
- 2)

13. Identify two action steps that you can take to address hunger in your community.

- 1)
- 2)



HUNGER MYTH MASHER QUIZ

ANSWER KEY

1. **TRUE.** 1 in 6 Americans (48.1 million people) live in households that cannot afford the food they need to lead healthy, active lives. (Hunger in America, 2014) (See Activities 2,3 and 4)
2. **FALSE.** Nearly 40% of people seeking help with food in the U.S. are working families. About 12% of people seeking help with food are homeless. This does not mean that homelessness is a small problem - we are talking about millions of people - but one reason that many people mistakenly believe that the homeless are the only group struggling with hunger is that they are often the most visible. (Hunger in America, 2014) (See Activities 2, 3, 4.)
3. **FALSE.** We have enough food to feed everyone in the world, but there are many barriers that prevent people from getting the food they need. Barriers in this country include: not having enough money to buy food, not having access to a grocery store, or not having transportation. (See Activity 3.)
4. **TRUE.** Children who go to school hungry are often tired and unable to concentrate. Hunger also leads to illness and hinders development. (feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/child-development.html)
5. **FALSE.** Many hard working people earn wages that do not cover basic household expenses. In the United States, many workers earn far less than what a family needs for housing, food, and transportation. Additionally, illness and other unexpected crises can add to budgeting challenges. (See Activity 4.)
6. **FALSE.** Kids can do many things to help end hunger. Children can raise awareness, volunteer, organize food drives and learn about the needs within their own community! (kidscanmakeadifference.org/what-kids-can-do)
7. **FALSE.** While natural disasters like drought can cause famines, hunger in the United States is primarily a result of poverty (not having enough money to purchase food) and other access issues. When disasters strike, people with the least amount of resources often don't have the funds to rebuild or to move. (wfp.org/stories/8-facts-disasters-hunger-and-nutrition)
8. **FALSE.** Some studies indicate that more than 40% of food grown and produced in the United States is wasted. Waste happens on farms, in stores, restaurants and homes. Food banks reduce waste by gleaning, recovering and redistributing food and other products that for various reasons are not marketable, despite being usable and edible.

(feedingamerica.org/about-us/how-we-work/securing-meals/reducing-food-waste.html?referrer=https://www.google.com)

9. **FALSE.** Hunger is a big problem for a lot of people in the United States. In the United States, 48.8 million people live in homes that struggle with hunger. In Georgia, 1.7 million people live in poverty. There are many ways to get involved in the fight to end hunger - let's get started! (See Activity 2.)
10. **FALSE.** Many people do not have access to affordable, nutritious groceries in the United States. An area that lacks accessibility to sources of healthy food, as measured by distance to a store or by the number of stores in an area is called a Food Desert. Limited access to fresh produce and other healthy foods can lead to obesity and other serious health issues like hypertension and diabetes. (frac.org/initiatives/hunger-and-obesity/why-are-low-income-and-food-insecure-people-vulnerable-to-obesity)
11. **Children and the Working Poor** are the two largest groups experiencing hunger in the United States. (Hunger in America, 2014. See Activity 2)
12. Correct responses to government responses to hunger include but are not limited to:

SNAP (Supplemental Nutrition Assistance Program) (Formerly Food Stamps) helps low-income individuals and families purchase food. More than half of food stamp recipients are children. Food stamps cannot be used to buy important non-food items (like toilet paper or soap).

WIC (Special Supplemental Nutrition Program for Women, Infants & Children) is a program that provides low-income pregnant women, new mothers, infants and children with nutritious foods, nutrition education and improved access to health care in order to prevent nutrition-related health problems in pregnancy, infancy and early childhood.

TEFAP (The Emergency Food Assistance Program/Emergency Food Assistance) provides USDA commodities to states that distribute the food through local emergency food providers like food banks.

CSFP (Commodity Supplemental Food Program) is a federally funded program, which works to improve the health of low-income pregnant and breastfeeding women, other new mothers up to one year postpartum, infants, children up to age six, and elderly people at least 60 years of age by supplementing their diets with nutritious USDA commodity foods.

13. Correct responses to taking action to address hunger include but are limited to:
 - Volunteer
 - Spread awareness/Host a Hunger 101 for your community
 - Become an advocate/champion in the fight against food insecurity/poverty
 - Donate food or funds to a hunger fighting organizations

ADDITIONAL RESOURCES



GLOSSARY

Advocacy – The act of arguing in favor of something; An anti-hunger advocate would be an individual, group, or organization that speaks out about the issues of hunger, and works to enact policies that will provide hunger relief. The Atlanta Community Food Bank participates in anti-hunger advocacy by educating and empowering the community to be involved in hunger issues, sending out advocacy alerts during the legislative session and urging citizens to connect with their elected officials.

Anemia – A condition in which the hemoglobin concentration is lower than normal due to disease or as the result of a deficiency of one or more nutrients, such as iron.

Commodity Supplemental Food Program (CSFP)- a Federally funded program, which works to improve the health of low-income pregnant and breastfeeding women, other new mothers up to one year postpartum, infants, children up to age six, and elderly people at least 60 years of age by supplementing their diets with nutritious USDA commodity foods.

Community Gardening – A community that comes together to start and care for a garden. Community gardens can serve as a catalyst for neighborhood development, beautification, recreation, therapy and food production. The Atlanta Community Food Bank helps communities start gardens by providing seeds, education and volunteer support.

Community Kitchen – Often referred to as a soup kitchen, this is a charitable program providing hot meals to homeless and low-income residents of a neighborhood or community. Most community kitchens are housed in churches or community buildings. In Georgia, an estimated one million meals are served each month at community kitchens.

Daily Calorie Requirement – The average number of calories needed to sustain normal levels of activity and health, taking into account age, gender, body weight, and climate; on average, about 2,350 calories per day.

Earned Income Tax Credit (EITC) – U.S. Federal tax refund for low to medium income working families. Many households are not aware that they could be eligible for this credit, which can often total more than \$1,000. For more information on EITC, visit acfb.org/about/our-programs/atlanta-prosperity-campaign

Farm Bill - is the primary agricultural and food policy tool of the federal government. The comprehensive bill is passed every 5 years or so by the United States Congress and deals with both agriculture and nutrition programming.

Feeding America – The national network of more than 200 food banks (formerly known as America's Second Harvest). Feeding America Food Banks have operated in the U.S. for over 30 years. Feeding America headquarters are located in Chicago, IL. The Atlanta

Community Food Bank has been affiliated with the national network since it began in 1979.

feedingamerica.org

Food Bank – A private, nonprofit distribution warehouse often affiliated with Feeding America, the national network of food banks. Food banks provide a central location for the receiving of donated food and distribution of food and grocery products to local nonprofits in their communities. (Note: There are some food banks that are not affiliated with the Feeding America network; and some food pantries also use the term food bank in their names.)

Food Drive – A food drive is a community-wide effort to collect non-perishable foods for distribution to the hungry. Food drives are organized by groups such as schools, congregations, associations, and businesses. They are sometimes sponsored by a grocery store, TV or radio station and/or held in conjunction with a special event in the local community.

Food Insecurity - The lack of access to enough food to fully meet basic needs at all times due to lack of financial resources.

As defined by the United States Department of Agriculture (USDA):

- Low Food Security: People who make changes in the quality or the quantity of their food in order to deal with a limited budget.
- Very Low Food Security: People who struggle with having enough food for the household, including cutting back or skipping meals on a frequent basis for both adults and children.

Food Pantry – A community-based, nonprofit food assistance program most often found at churches, synagogues, mosques and social service agencies. Food pantries are places where those without food receive a supply of food to take home and prepare. Pantries often acquire a substantial portion of their food supply from food banks. Food pantries distribute food to an estimated 90,000 people in Georgia each month.

Food Security – Assured access to enough nutritious food to sustain an active and healthy life, including: food availability (adequate food supply), food access (people can get to food) and appropriate food use (the body's absorption of essential nutrients).

As defined by the USDA:

- High Food Security: Does not have difficulty securing food.
- Marginal Food Security: Have some difficulty securing food.

Characteristics of a food secure community include:

- Availability of a variety of foods at a reasonable cost
- Easy access to grocery stores and other food sources

- Enough personal income to purchase adequate food to meet nutritional needs for all household members
- Freedom to choose acceptable foods
- Personal confidence in the safety and quantity of food available
- Easy access to good information about nutrition

Human Nutrition - The study of how food affects the health and survival of the human body.

Hunger - The USDA determined that while hunger is difficult to measure, it “should refer to a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation.”

Hunger 101 - The Atlanta Community Food Bank’s educational project - a series of interactive curricula and educational programming designed to inform a wide range of audiences about hunger and poverty and solutions to these issues such as food banking and government aid.

Living Wage - A theoretical wage level that allows the earner to afford adequate shelter, food and the other necessities of life. The living wage should be substantial enough to ensure that no more than 30% of it needs to be spent on housing. The goal of the living wage is to allow employees to earn enough income for a satisfactory standard of living.

Low Birth Weight - Newborns weighing 2,500 grams (5 pounds, 8 ounces) or less, and are especially vulnerable to illness and death during the first months of life.

Malnutrition - A condition resulting from inadequate consumption or excessive consumption of a nutrient; can impair physical and mental health and contribute to, or result from, infectious diseases; general term that indicates a lack of some or all nutritional elements necessary for human health. <https://www.nlm.nih.gov/medlineplus/ency/article/000404.htm#Definition>

Meals on Wheels - food delivery program that delivers one meal a day to elderly people or people unable to leave their homes for medical reasons.

Minimum Wage - Minimum wage is the minimum amount of compensation an employee must receive for performing labor. Minimum wages are typically established by contract or legislation by the government. As such, it is illegal to pay an employee less than the minimum wage.

Nonprofit Organizations - Legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public purpose and are tax-exempt according to the IRS. All food banks and their partner agencies are IRS approved nonprofit agencies.

Nutrition - The study of foods and nutrients and their effect on health, growth, and development of the individual.

Nutrition Assistance Programs – are funded through the U.S. Farm Bill and administered by the U.S. Department of Agriculture. Federal nutrition programs like SNAP and the Free & Reduced Breakfast/Lunch Programs help to increase food security for low income individuals and families in the United States. fns.usda.gov/fns

Partner Agency – The term used to describe the nonprofit program that gets food from the Atlanta Community Food Bank. The food is distributed by the food bank through a network of nonprofit organizations. These organizations offer one (or both) of two broad types of food assistance, on-premise meal service and/or grocery distribution. The food bank works with more than 600 partner agencies in a 29 county service area.

PeachCare for Kids – a low cost health insurance option for income eligible uninsured children in Georgia. dch.georgia.gov/peachcare-kids

Poverty – The state or condition of having little or no money, goods, or means of support; condition of being poor.

Poverty Guideline – The official, federal measure of poverty. The United States instituted the poverty measure in 1967. Module One, Activity 2 of the Atlanta Community Food Bank’s Hunger 101 Curriculum explains the history and function of this measure.

Prepared Food Recovery Program – Private, nonprofit program based on the food banking model but concentrating on donations of prepared, perishable food from restaurants, hotels, caterers, and others in the hospitality industry. Strict adherence to safe food handling is a prime concern, as is a quick turnaround of product from the donor to the food recovery program to on-site feeding agencies.

School/Summer Meals – (National School Breakfast Program, National School Lunch Program, and Summer Food Service Program for Children) are subsidized programs that assist low income students to improve their nutritional status.

Service Area – Each Feeding America certified Food Bank has an assigned service area. The Atlanta Community Food Bank has 29 counties in its service area, which covers the metro Atlanta area and much of north Georgia.

Share Maintenance Contribution – The fee that Feeding America affiliated food bank partner agencies pay per pound of product to help defray the costs of product storage, transportation, and distribution. Currently, the Atlanta Community Food Bank and most Feeding America food banks set a “16 cents per pound of product distributed” limit on share contribution.

Shelter - A place that temporarily houses homeless people, usually overnight; meals are almost always served. Some shelters are for families, and others for individuals. Some have a limited time that a family or individual can stay, and others will let people stay for extended periods of time.

Social Safety Net – government and private charitable programs to assist the needs of low income, disabled, elderly and other vulnerable people.

Supplemental Nutrition Assistance Program (SNAP) - formerly the Food Stamp Program, SNAP is the nation's primary food assistance program for low-income families. The program provides purchasing power via EBT (electronic benefits transfer) cards to eligible households, which can be used to purchase food items only. EBT is provided by federal funds through county social service agencies to eligible low income persons. More than half of food stamp recipients are children. frac.org/html/federal_food_programs/programs/fsp.html

Supplemental Nutrition Program for Women, Infants & Children (WIC) - federal supplemental feeding program designed to decrease risk for nutritional and medical problems in women, infants and children. Assistance is provided through local health agencies and health departments to poor pregnant and breast-feeding women, infants and children up to age 6. frac.org/WIC/index.htm

Temporary Assistance for Needy Families (TANF) - federally funded, cash assistance program. This program is often referred to as welfare. People must meet income qualifications, have dependent, minor children and begin employment or training in order to receive TANF benefits. Administered in Georgia by the Department of Family and Children's Services (DFACS). acf.hhs.gov/programs/ofa/tanf/about.html

The Emergency Food Assistance Program (TEFAP) - Federal food commodities made available to state food banks. TEFAP is administered in Georgia through the Department of Education for USDA. frac.org/html/federal_food_programs/programs/tefap.html

Vulnerability to Hunger (at Risk) - a condition of individuals, households, communities or nations that have enough to eat most of the time, but whose poverty status makes them especially susceptible to hunger due to changes in the economy, climate, political conditions or personal circumstances.

Working Poor - a term used to describe individuals and families who maintain regular employment, but remain in poverty due to low levels of pay and dependent expenses.

RECOMMENDED WEBSITES

Hunger, Poverty and Advocacy Information

Atlanta Community Food Bank acfb.org

Bread for the World bread.org

Center on Budget & Policy Priorities cbpp.org

Children's Defense Fund childrensdefense.org

Church World Service churchworldservice.org

Food Research and Action Center frac.org

Georgia Budget and Policy Institute gbpi.org

Kids Can Make a Difference kidscanmakeadifference.org

National Center for Children in Poverty nccp.org

Mazon: A Jewish Response to Hunger mazon.org

Poverty USA povertyusa.org/poverty-resources/education-center

Project Vote Smart vote-smart.org

Share our Strength nokidhungry.org

World Hunger Notes worldhunger.org

Links to Healthy Food and Nutrition Information

Farm to School farmtoschool.org

Georgia Organics georgiaorganics.org

Let's Move letsmove.gov/healthy-communities

Links to Info on Hunger and Poverty Related Services & Programs

Earn Benefits Online atlanta.earnbenefits.org

EITC (Earned Income Tax Credit) eitc.irs.gov/central/main

Families First familiesfirst.org

Georgia Compass (Common Point of Access to Social Services)

<https://compass.ga.gov/selfservice>

Medicaid dch.georgia.gov

PeachCare **peachcare.org**

Section 8 Housing **hud.gov/offices/pih/programs/hcv** , **atlantahousing.org**

Supplemental Nutrition Assistance Program (SNAP) **fns.usda.gov/FSP**

Supplemental Nutrition Program for Women, Infants & Children (WIC) **fns.usda.gov/wic**

Temporary Assistance for Needy Families (TANF) **dfcs.dhr.georgia.gov**

USDA Food and Nutrition Services **fns.usda.gov/fns**

BOOK LIST

Stories for the Young Child

DiSalvo-Ryan, DyAnne. **City Green.** 1994. Right in the middle of Marcy's city block is a littered vacant lot. Then one day she has a wonderful idea that not only improves the useless lot but her entire neighborhood as well. **Lexile: AD480L**

Bunting, Eve. **Fly Away Home.** 1991. A story about a boy and his father who live in a busy airport. Both illustrator and author focus on giving the child's-eye view of the problem, and their skill makes this a first-rate picture book. **Lexile: 450L**

Cooper, Melrose. **Gettin' Through Thursday.** 1998. A young boy in a family that is just making it paycheck to paycheck feels the richness of family love. **Lexile: 680L**

Carlson, Laurie. **Green Thumbs.** 1995. Budding gardeners will learn what it takes to make things grow with fun activities that require only readily available materials. **Lexile: Unknown**

Chamberlin, Mary and Rich. **Mama Panya's Pancakes, A Village Tale from Kenya.** 2006. This clever and heartwarming story about Kenyan village life teaches the importance of sharing, even when you have little to give. **Lexile: Unknown**

Pollak, Barbara. **Our Community Garden.** 2004. Charmingly illustrated in a folk art style, this heartfelt story captures the excitement of children getting their hands dirty and learning to nurture living things for the first time. A celebration of different cultures and a gentle reminder of the value of people working together, Our Community Garden will appeal to all ages. **Lexile: Unknown**

De Costa Nunez, Ralph. **Our Wish.** Published by Institute for Children and Poverty Inc. 1997. After their home is destroyed, Mrs. Bun E. Rabbit and her children find themselves in need of a helping hand. **Lexile: Unknown**

Brown, Marcia. **Stone Soup.** 1947. Based on an old French tale, this story is about three hungry soldiers who outwit the inhabitants of a village into sharing their food. **Lexile: AD480L**

Hazen, Barbra Shook and Hyman, Trina Schart. **Tight Times.** 1983. Tight Times means lima beans instead of roast beef and a trip to the sprinkler instead of the lake. But family love makes things go all right, even when times are tough. A small boy, not allowed to have a dog because times are tight, finds a starving kitten in a trash can on the same day his father loses his job. **Lexile: AD420L**

DiSalvo-Ryan, DyAnne. **Uncle Willie and the Soup Kitchen.** 1991. The story of a young boy's introduction to work in a community kitchen. He learns from his Uncle Willie about how to

help and support those living in poverty in his community. **Lexile: 450L**

Hesse, Karen. **Spuds**. 2008. Ma is working late shifts but there doesn't ever seem to be enough to eat. So one frosty night Jack and Maybelle put little Eddie in a wagon with some empty sacks and sneak into a farmer's field to liberate the potatoes that are just lying there. **Lexile: AD810L**

McBrier, Page and Lohstoeter, Lori. **Beatrice's Goat**. Published by Atheneum Books for Young Readers. Page McBrier and Lori Lohstoeter beautifully recount this true story about how one child, given the right tools, is able to lift her family out of poverty. **Lexile: AD640L**

McGovern, Ann. **The Lady in the Box**. 1997. This is the story of two children who help and befriend a homeless woman who lives in a box on their street. It is a wonderful book to introduce children to the concepts of service and compassion. It is also a great tool to address some of the myths that prevail about who is homeless and why we have homelessness in this country. **Lexile: AD370L**

Noble, Trinkia Hakes. **The Orange Shoes**. 2007. Delly Porter enjoys the feel of soft dirt beneath her feet as she walks to and from school, but after a classmate makes her feel ashamed about not having shoes she learns that her parents and others, too, see value in things that do not cost money. **Lexile: NC1010L**

Nunez, Ralph Costa, and Schrage, Willow. **Cooper's Tale**. Published by Institute for Children and Poverty, Inc. When two fat cats take over the cheese shop, Cooper the pink mouse suddenly finds himself homeless. The friendship he develops with three homeless children changes all of their lives in ways they never expected. **Lexile: Unknown**

Rosen, Michael J. **The Greatest Table**. Published by Harcourt Brace and Company. This is a book that unfolds into a 12-foot long accordion book, showing the various ways people eat together and the variety of foods people eat. This book lends itself to a number of art projects for children. This book is out of print but does have limited availability through some bookstores and Amazon.com **Lexile: Unknown**

Fiction for the Older Child

Armstrong, William and Barkley, James. **Sunder**. 1995. This is the story of an African American sharecropper family in the late 19th century south. **Lexile: 900L**

Bromley, Anne C. **The Lunch Thief**. 2010. Rafael is angry that a new student is stealing lunches, but he takes time to learn what the real problem is before acting. **Lexile: AD720L**

Carlson, Nancy; Williams, Garth. **The Family Under the Bridge**. Originally, 1958. Reissued, 1989. The story of a homeless man named Armand who lives in Paris under a bridge. He suddenly finds himself helping care for a newly homeless family. **Lexile: 680L**

Curtis, Christopher Paul. **Bud, Not Buddy**. 1999. The story of Bud Caldwell, a ten-year old boy on his own, on a journey to find his unknown father in the depression era Michigan. **Lexile: 950L**

Fleischman, Paul. **Seedfolks**. 1997. Thirteen very different voices - old, young, Haitian, Hispanic, tough, haunted and hopeful - tell one amazing story about a garden that transforms a neighborhood. **Lexile: 710L**

Mathis, Sharon Bell. **Sidewalk Story**. 1986. A young girl comes to the aide of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy. **Lexile: 510L**

Neufield, John. **Almost a Hero**. 1995. A young boy in Santa Barbara does a community service assignment at a childcare center for homeless children. **Lexile: Unknown**

O'Connor, Barbara. **How to Steal a Dog**. 2007. Living in the family car in their small North Carolina town after their father leaves them virtually penniless, Georgina and her younger brother concoct an elaborate scheme to get money by stealing a dog and then claiming the reward. **Lexile: 700L**

Voigt, Cynthia. **Homecoming**. 1981. Abandoned by their mother, four children begin to search for a home and an identity. **Lexile: 630L**

Wilder, Laura Ingalls. **The Long Winter**. 1940. During an already hard winter, a terrible storm keeps trains from getting through with food/supplies. **Lexile: 790L**

Fiction for Youth and Teens

Carey, Janet Lee. **The Double Life of Zoe Flynn**. 2004. When Zoe's family has to live in their van for months after moving from California to Oregon so her father can find work, Zoe tries to keep her sixth-grade classmates from discovering that she is homeless. **Lexile: 770L**

Fenner, Carol. **The King of Dragons**. 1998. Eleven-year-old Ian and his troubled Vietnam Veteran father have been living on the streets by day and sleeping in a deserted courthouse by night. Now as the weather gets cooler, food is becoming scant, and Ian's father has disappeared. **Lexile: 820L**

Flake, Sharon. **Money Hungry**. 2001. All thirteen-year-old Raspberry can think of is making money so that she and her mother never have to worry about living on the streets again. **Lexile: 650L**

Greenwald, Shelia. **My Fabulous New Life**. 1993. An 11-year-old girl adjusts to her new neighborhood in Manhattan. **Lexile: Unknown**

Haworth-Attard, Barbara. **Theories of Relativity**. 2005. When his volatile mother throws him out of the house, sixteen-year-old Dylan is forced to live on the streets and beg for money, yet through it all, he finds a way to survive. **Lexile: Unknown**

McDonald, Janet. **Chill Wind**. 2002. Afraid that she will have nowhere to go when her welfare checks stop, nineteen-year-old high school dropout Aisha tries to figure out how she can support herself and her two young children in New York City. **Lexile: 820L**

Mulligan, Andy. **Trash**. 2010. Fourteen-year-olds Raphael and Gardo team up with a younger boy, Rat, to figure out the mysteries surrounding a bag Raphael finds during their daily life

of sorting through trash in a third-world country's dump. **Lexile: 860L**

Shulman, Mark. **Scrawl**. 2010. When eighth-grade school bully Tod gets caught committing a crime on school property, he must stay after school and write in a journal under the eye of the school guidance counselor. As he writes, details of his home life emerge. Tod's house is barely habitable, and he is forced to help his mother in her job as a seamstress to make ends meet. His bullying is often less about wanting to hurt other kids than genuinely needing money. **Lexile: 650L**

Strasser, Todd. **Can't Get There from Here**. 2004. Tired of being hungry, cold, and dirty from living on the streets of New York City with a tribe of other homeless teenagers who are dying, a girl named Maybe ponders her future and longs for someone to care about her. **Lexile: 620L**

White, Ruth. **Little Audrey**. 2008. It's 1948, and eleven-year-old Audrey lives in a Virginia coal-mining camp with her father, who drinks; her mother, who is emotionally adrift; and her sisters, the "three little pigs." A fiercely honest child's-eye view of what it's like to be poor, hungry and sometimes happy. **Lexile: 630L**

Fiction for Teens and Adults

Allison, Dorothy. **Bastard Out of Carolina**. 1993. A deeply engaging story of a young girl growing up in poverty during the 1950's and 60's. **Lexile: 900L**

Arnold, Harriet. **The Dollmaker**. 1954. An enormously popular novel from the late 1940's, The Dollmaker is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit. **Lexile: 1120L**

Baldwin, James. **Another Country**. 1962. A genius of American fiction, this is one of Baldwin's most eloquent statements about the intersection of race and class. **Lexile: Unknown**

Ellison, Ralph. **The Invisible Man**. 1952. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives. **Lexile: 1400L**

Erdrich, Louise. **Love Medicine**. 1984. Lends insight into life on and off Native American reservations. **Lexile: 780L**

Grimsley, Jim. **My Drowning**. 1998. An evocative, uncompromising account of a hardscrabble childhood in rural North Carolina in the 1940s. **Lexile: Unknown**

Islas, Arthur. **Migrant Souls**. 1990. A tale of the conflicts of a Latino family in south Texas. **Lexile: Unknown**

Morgan, Robert. **Gap Creek: A Story of a Marriage**. 1999. A view of life at the turn of the century and the strength and grit required to gather, make and prepare food and the utter dependence upon nature. **Lexile: Unknown**

Morrison, Toni. **The Bluest Eye**. Beloved. Jazz. 1972. Any work by Morrison speaks to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as

the basic struggles of human existence. **Lexile: 920L (The Bluest Eye), 870L (Beloved), 970L (Jazz)**

Mukherjee, Bharati. **The Middleman**. 1988. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States. **Lexile: 750L**

Non-Fiction for Teens and Adults

Abramsky, Sasha. **Breadline USA: The Hidden Scandal of American Hunger and How to Fix It**. 2009. The author combines an account of his own seven-week experiment in living on a poverty budget with moving vignettes of men and women who have fallen through society's frayed safety net and are suffering from food insecurity. **Lexile: Unknown**

Beckmann, David and Simon, Art. **Grace at the Table: Ending Hunger in God's World**. 2002. A primer on the causes of international hunger. **Lexile: Unknown**

Berg, Joel. **All You Can Eat: How Hungry Is America?** 2008. Berg, Executive Director of the New York City Coalition Against Hunger, spotlights domestic poverty and hunger in this book that has sharp words for politicians, charities and religious denominations. The author reveals how consistently the federal government has ignored hunger in the United States. **Lexile: Unknown**

Bloom, Jonathan. **American Wasteland: How America Throws Away Nearly Half of Its Food (And What We Can Do about It)**. 2010. Follows the trajectory of America's food from gathering to garbage bin in this compelling and finely reported study, examining why roughly half of our harvest ends up in landfills or rots in the field. Bloom says, "Current rates of waste and population growth can't coexist much longer," and makes smart suggestions on becoming individually and collectively more food-conscious. **Lexile: 1150L**

DeGraf, John, and others. **Affluenza**. 2002. Based on the PBS documentary, which is a one-hour television special that explores the high social and environmental costs of materialism and overconsumption. **Lexile: Unknown**

Edelman, Marian Wright. **Families in Peril: An Agenda for Social Change**. 1987. Based on Edelman's 1986 W.E.B. DuBois lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.) **Lexile: Unknown**

Ehrenreich, Barbara. **Nickeled and Dimed: On (Not) Making it in America**. 2001. This book gives us a compelling look at the challenges of being a part of America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force. **Lexile: 1340L**

Kilman, Scott and Thurow, Roger. **Enough: Why the World's Poorest Starve in an Age of Plenty**. 2009. A powerful investigative narrative that shows how, in the past few decades, American, British, and European policies have conspired to keep Africa hungry and unable to feed itself. **Lexile: Unknown**

Lappe, Frances Moore, Collins, Joseph and Rosset, Peter. **World Hunger: Twelve Myths**.

1998. Addresses the myths about hunger and poverty that keep us from adequately approaching and addressing the problem. **Lexile: Unknown**

LeBlanc, Adrian Nicole. **Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx.** 2003. LeBlanc provides a profoundly intimate portrait of a teenager, her family and a community in the Bronx throughout the 90's. It illuminates the complicated and many layered challenges of poverty. "The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and its related burdens, the texture of their real experiences is obscured..." Adrian LeBlanc. **Lexile: Unknown**

Newman, Katherine. **No Shame in My Game: The Working Poor in the Inner City.** 2000. Katherine Newman explores the explosion of working poverty in urban America. **Lexile: Unknown**

Phillips, Kevin. **Wealth and Democracy.** 2002. A social criticism and economic history of plutocracy, excess and reform. **Lexile: Unknown**

Roberts, Paul. **The End of Food.** 2008. The author of The End of Oil considers how we make, market, and consume food, which leaves too many people fat and too many others starving. **Lexile: Unknown**

Rusch, Elizabeth. **Generation Fix.** 2013. Capturing kids ideas on how to solve the problems that we face in this world—hunger, homelessness, violence, discrimination, and problems with health care, education and the environment—the book also inspires them to take action with their own ideas and resources. **Lexile: Unknown**

Russell, Sharman. **Hunger: An Unnatural History.** 2005. Analyzes the psychological and physical consequences of food deprivation and semi-starvation, discussing topics ranging from hunger strikes and religious fasts to cannibalism and anorexia nervosa. **Lexile: Unknown**

Schlosser, Eric. **Fast Food Nation.** 2001. Schlosser documents the effects of fast food on America's economy, its youth culture, and allied industries, such as meatpacking, that serves this vast food production empire. **Lexile: 1240L**

Shipler, David K. **The Working Poor: Invisible in America.** 2004. An analysis of the plight of the surprisingly diverse and numerous Americans who work, but still walk the official poverty line. Poverty is shown to be a "collection of difficulties that magnify one another." **Lexile: Unknown**

Sider, Ronald J. Rich. **Christians in an Age of Hunger: Moving from Affluence to Generosity.** 1997. Explores Biblical perspectives on the poor and possessions, the causes of poverty, and strategies for implementing solutions to the poverty problem. Emphasizes personal lifestyle choices, building communities of caring within churches, and the need for structural change and greater social justice. **Lexile: Unknown**

West, Cornel. **Race Matters.** A Collection of Valuable Essays from One of Our Principal Social Critics. 2001. West allows his readers to see race as a lens through which Americans

view life. **Lexile: 1460L**

Winne, Mark. **Closing the Food Gap: Resetting the Table in the Land of Plenty**. 2008. The former executive director of the Hartford Food System offers an insider's view on what it's like to feed our country's hungry citizens. Winne explains Hartford's typical inner-city challenges and the successes he witnessed and helped to create there. The story concludes in our present food-crazed era, where the author gives a voice to low-income shoppers and explores where they fit in with such foodie discussions as local vs. organic. **Lexile: Unknown**

FILM LIST

Most of these are available for rent or streaming.

30 Days. 2005. Created by Morgan Spurlock, 30 Days is the innovative TV show that dares the viewer to take a walk in someone else's shoes. In the season opener, Spurlock and his fiancé try to make ends meet by working minimum-wage jobs. **Not Rated** (We recommend parental guidance for children under 13).

Hidden in America. 1996. A Citadel/As Is Production in association with The End Hunger Network. A father of two is downsized out of his job. He struggles to support his children alone in a new city. **Rated for All.** (We recommend parental guidance for children under 13).

In America. 2002. Director, Jim Sheridan. From Academy Award Nominee Jim Sheridan comes this deeply personal and poignant tale of a poor Irish family searching for a better life In America. **PG-13.**

Meaning of Food. 2004. PBS. Directors, Karin Williams, Vivian Kleiman, Maria Gargiulo, and Kris Kristensen. A wonderful documentary that explores all the different ways that food creates meaning in our lives. **Not Rated.**

Place at the Table. 2011. Directors, Lori Silverbush and Kristi Jacobson. "A Place at the Table shows us how hunger poses serious economic, social and cultural implications for our nation, and that it could be solved once and for all, if the American public decides- as they have in the past- that making healthy food available and affordable is in the best interest of us all." **PG.**

Poor Kids. 2012. In this powerful documentary from PBS's Frontline, the economic crisis is explored through the eyes of children. **Not Rated** (We recommend parental guidance for children under 13).

Sounder. 2003. Director, Kevin Hooks. An African American family struggling during the Great Depression suffers when the father is arrested for stealing a ham. The punishment is five years of hard labor. **PG.**







The Dollmaker. 1984. Director, Daniel Petrie. A mountain family from Kentucky moves to Detroit during WWII towards the promise of work, a steady paycheck and food on the table. **Not rated.** (We recommend parental guidance for children under 13).








The Garden. 2008. Scott Hamilton Kennedy. "The fourteen-acre community garden at 41st and Alameda in South Central Los Angeles is the largest of its kind in the United States. Started as a form of healing after the devastating L.A. riots in 1992, the South Central Farmers have since created a miracle in one of the country's most blighted neighborhoods.








Growing their own food. Feeding their families. Creating a community.” **Not Rated.**








Waste Land. 2010. Directors, Lucy Walker, Joao Jardim and Karen Harley. “Filmmakers follow renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world’s largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro.” **Not Rated.**





STANDARD ALIGNMENTS

Activity	Subject	Grade	Standard
 1	ELA	3-5	CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
 1	ELA	6-8	CCSS.ELA-LITERACY.W.6.2/7.2/8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
 1	ELA	6-8	CCSS.ELA-LITERACY.W.6.3/7.3/8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
 2	ELA	6	CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
 2	Social Studies	9-12	SSSocIC1: Students will analyze forms of social inequality.
 3	ELA	K-12	CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

	3	Health	K-12	Standard 8 (Georgia health education performance standards): Students will demonstrate the ability to advocate for personal, family and community health.
	3	ELA	3-5	CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
	3	ELA	6	CCSS.ELA-LITERACY.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
	4	Math	3	CCSS.MATH.CONTENT.3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
	4	Reading Comprehension	3-12	CCSS.ELA-LITERACY.SL.3-12.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others’ ideas and expressing their own clearly.
	4	Social Studies	3	SS3E4: The student will describe the costs and benefits of personal spending and saving choices.
	4	Social Studies	4	SS4E1: The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events. (a) Describe opportunity costs and their relationship to decision-making across time.

	4	Social Studies	8	SS8E5: The student will explain personal money management choices in terms of income, spending, credit, saving and investing.
	4	Economics	9-12	SSEF2: The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action (b) Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
	4	Economics	9-12	SSEPF3: The student will explain how changes in monetary and fiscal policy can have an impact on an individual's spending and saving choices.
	5	Health	K-12	Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.
	5	ELA	3-12	CCSS.ELA-LITERACY.SL.3-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
	5	Social Studies	8	SS8CG5: The student will analyze the role of local governments in the state of Georgia (d) Evaluate the role of local government working with state agencies to administer state programs.
	6	Health	K-12	Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

	6	Math	2	CCSS.MATH.CONTENT.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems 1 using information presented in a bar graph.
	6	Health	8	HE8.1: Eighth grade students will focus on identifying and understanding diverse internal and external factors that influence health practices and behaviors.
	6	Social Studies	8	SS8E5: The student will explain personal money management choices in terms of income, spending, credit, saving and investing.
	6	Economics	9-12	SSEF2: The student will give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action (b) Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
	6	Sociology	9-12	SSSocIC1: Students will analyze forms of social inequality.
	7	Sociology	9-12	SSSocIC1: Students will analyze forms of social inequality. (a) Explain how unequal distribution of power and resources affects the life chances of individuals in that society.
	7	Sociology	9-12	SSSocIC2: Students will analyze social change processes in a society (a) Explain the impact of globalization on social change.

	8	Sociology	9-12	SSSocIC1: Students will analyze forms of social inequality. (a) Explain how unequal distribution of power and resources affects the life chances of individuals in that society
	8	Sociology	9-12	SSSocIC2: Students will analyze social change processes in a society. (b) Explain the impact of globalization on social change.
	9	Health	K-12	Standard 8 (Georgia health education performance standards): Students will demonstrate the ability to advocate for personal, family and community health.
	9	Sociology	9-12	SSSocIC1: Students will analyze forms of social inequality. (a) Explain how unequal distribution of power and resources affects the life chances of individuals in that society