

**Feed Your Mind Series:
Hunger Word Search 2
Activity**



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Appendices

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Feed Your Mind Series Program

Description

Hunger 101 is a tool designed to increase public awareness of hunger and poverty in Arizona and nationwide. It is intended to start a conversation on these issues and spur participants to take action to address food insecurity, poverty, and hunger.

Feed Your Mind Series participants will complete varied activities to increase their awareness of the issues surrounding hunger and poverty in the United States, as well as their empathy toward people living with poverty and hunger.

The activities contained in the **Hunger 101** program address the complex issues that contribute to, result in, and aggravate hunger and poverty.

The **Feed Your Mind Series** is intended to encourage participants to think critically of short-term and long-term solutions to hunger and poverty, as well as take individual and group action to fight hunger and poverty.

Goals

- ◆ To create awareness of hunger and poverty on national, state and local levels
- ◆ To address the causes and consequences of hunger and poverty
- ◆ To identify short-term and long-term solutions to hunger and poverty
- ◆ To empower participants to plan and participate in solutions to eliminate hunger and poverty



Feed Your Mind Series Program Activity: Hunger Word Search 2

Description

- ◆ This program activity presents participants with an introduction to hunger and poverty in America.

Recommended Participation

- ◆ It is recommended a minimum of four (4) individuals participate in order for it to be interactive and effective.

Objectives

Our objectives are to:

- ◆ Introduce the concepts of poverty and hunger
- ◆ Introduce the groups of people who live with hunger and poverty in America
- ◆ Identify several myths commonly associated with hunger and poverty

Time

20 minutes

Materials

- ◆ **Appendix 1:** Feed Your Mind Series Preparation Checklist
- ◆ **Appendix 2:** Poverty Facts Sheets.
- ◆ **Appendix 3:** Hunger 101, Feed Your Mind Series Evaluation

Advance Work

- ◆ Use **Appendix 1: Feed Your Mind Series Preparation Checklist** to prepare for the Activity.
- ◆ Review the program, paying close attention to the time requirements. You may need to modify the activities included in the program to suit the needs of your participants and your classroom.
- ◆ Make copies of all worksheets and materials for each participant, including the assigned readings.
- ◆ Ask participants to fill out the evaluation forms.
 - These evaluations will help St. Mary's/Westside Food Bank Alliance better determine if the Hunger 101 program is reaching its goal (to increase public awareness of hunger, poverty and nutrition).



Materials Needed

- ◆ 1 Hunger Word Search Game Sheet for every three participants
- ◆ Poverty Facts Sheets.
- ◆ Pens, pencils or colored markers for each participant

Advance Work

- ◆ Print Hunger Word Search Game sheets.
- ◆ Print Poverty Facts Sheets.

Facilitation Instructions

1. Divide participants into groups of three.
2. Distribute word sheets to each group.
3. Instruct participants to circle or highlight 15 different words related to hunger and poverty. Refer to the Poverty Facts sheet for the hidden words. Note that the words may be vertical, horizontal, diagonal or backwards. Letters may be used in more than 1 word.
4. Note they have 10 minutes to find as many words as possible. They should notify the facilitator as soon as they have found all 15 words.
5. Stop participants after 10 minutes and ask each group respectively to note one word they found and where it is located on the sheet.
6. Move to general and specific questions\discussions.
7. Provide final summary statement.
8. Ask for feedback from the teams as a transition to general discussion issues.

Discussion Issues \ Facilitation Questions

- ◆ Why are these world-based questions and issues relevant to our Arizona hunger challenges?
- ◆ What might have surprised you most by the answers? Why?
- ◆ Were any of previously held understandings changed or challenged by the answers during the game?
- ◆ How might the inequitable access to the world's water supply cause problems related to hunger, poverty and health?
- ◆ How might the challenges of illiteracy with both men and women impact hunger, poverty and health? In developed nations? In underdeveloped nations?
- ◆ What might be done to help better deal with the anticipated population growth in underdeveloped countries before 2050? Short-term? Long-term?

General Comments or Activity Tips

1. An alternative process for this activity would be to make it a contest by which each team earns 1000 points for each word found within a 5 minute period and collect sheets after 5 minutes to determine words found. Then announce and post team scores, and review all the words locations with the group at-large.
2. As a variation any *Optional Activity*, school programs might distribute the Word Search sheets the day or morning before the group activity with participants (individual or teams) determining their answers before the group activity and then quickly review the words found as a basis for group discussion.



Optional Activity - Hunger Word Search

A	V	U	L	A	S	T	O	O	D	O	N	A	C	L	E	A	D
V	A	E	A	F	V	A	L	U	E	C	L	U	B	P	F	P	I
D	D	E	E	E	S	E	M	E	R	P	X	K	R	O	I	O	N
E	U	M	D	I	S	T	R	I	B	U	T	I	O	N	S	K	F
I	L	E	B	R	F	N	F	P	X	U	Y	S	W	E	W	I	Q
S	T	R	R	F	O	O	D	P	L	U	S	N	N	M	A	D	I
D	N	G	O	A	O	M	B	R	V	N	C	I	B	E	G	S	V
A	K	E	K	I	O	K	I	A	P	O	C	O	A	R	O	C	A
F	I	N	P	I	R	A	L	U	B	U	L	O	G	O	I	A	L
E	S	C	O	M	M	U	N	I	T	Y	S	U	O	P	S	F	E
E	H	Y	V	A	U	S	E	P	R	I	B	O	N	A	T	E	U
F	O	C	E	T	G	X	I	O	O	T	A	O	R	T	C	E	C
Q	P	S	R	B	R	E	A	D	S	E	R	D	X	N	E	U	L
S	P	H	T	A	O	F	N	M	M	C	I	O	N	E	L	E	B
A	I	V	Y	S	P	O	V	C	S	C	H	T	L	D	S	B	R
F	N	D	B	L	S	A	O	R	Y	S	F	O	N	U	A	N	B
E	G	F	R	K	I	T	C	H	E	N	O	A	O	N	S	C	A
B	R	O	E	O	E	S	C	H	O	T	E	K	I	L	C	H	E

1. adult
2. bread
3. community
4. emergency
5. Kids Cafe
6. poverty
7. shopping
8. volunteer

9. baby boxes
10. brown bag
11. distributions
12. FoodPLUS
13. kitchen
14. school
15. Value Club



Optional Activity - Hunger Word Search Answer Key

A	V	U	L	A	S	T	O	O	D	O	N	A	C	L	E	A	D
V	A	E	A	F	V	A	L	U	E	C	L	U	B	P	F	P	I
D	D	E	E	E	S	E	M	E	R	P	X	K	R	O	I	O	N
E	U	M	D	I	S	T	R	I	B	U	T	I	O	N	S	K	F
I	L	E	B	R	F	N	F	P	X	U	Y	S	W	E	W	I	Q
S	T	R	R	F	O	O	D	P	L	U	S	N	N	M	A	D	I
D	N	G	O	A	O	M	B	R	V	N	C	I	B	E	G	S	V
A	K	E	K	I	O	K	I	A	P	O	C	O	A	R	O	C	A
F	I	N	P	I	R	A	L	U	B	U	L	O	G	O	I	A	L
E	S	C	O	M	M	U	N	I	T	Y	S	U	O	P	S	F	E
E	H	Y	V	A	U	S	E	P	R	I	B	O	N	A	T	E	U
F	O	C	E	T	G	X	I	O	O	T	A	O	R	T	C	E	C
Q	P	S	R	B	R	E	A	D	S	E	R	D	X	N	E	U	L
S	P	H	T	A	O	F	N	M	M	C	I	O	N	E	L	E	B
A	I	V	Y	S	P	O	V	C	S	C	H	T	L	D	S	B	R
F	N	D	B	L	S	A	O	R	Y	S	F	O	N	U	A	N	B
E	G	F	R	K	I	T	C	H	E	N	O	A	O	N	S	C	A
B	R	O	E	O	E	S	C	H	O	T	E	K	I	L	C	H	E

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13. kitchen
14. school
15. Value Club



Activity - Hunger Word Search Score Sheet

	Score
Team 1	
Team 2	
Team 3	
Team 4	
Team 5	
Team 6	
Team 7	
Team 8	
Team 9	
Team 10	



Appendix 1: Feed Your Mind Series Preparation Checklist

- ◆ This is a program planning and tracking tool to assist facilitators to plan, prepare and implement the Hunger 101 Feed Your Mind Series.
 - ◆ This list indicates items recommended with most effectively deliver the activity. For details, refer to the **Materials Needed** section of this guide.
-
- Review activity to ensure understanding of the process sequence, and content.
 - Review the program, paying close attention to the time requirements – facilitators may need to modify the activities included in the program to suit the needs of their students and classroom.
 - Review **Appendices** to ensure understanding of the session's activities, process sequence and content.
 - Review all related resource materials to ensure understanding of the session's activities, process sequence and content.
 - Review all **Materials Needed** lists for all activities.
 - Prepare (if needed for this session) adequate supplies of Program Evaluation
 - Prepare copies of all **Appendices** and resource information to ensure there is a sufficient supply for all participants, presenters, and/or guests.
 - Review and become familiar with the photographs, correlated descriptions and other resource materials.
 - Confirm room space and tables to accommodate the members of the group.
 - Confirm ALL Guest Presenters (if any); dates, time, and topics.
 - Prepare Class roster, and finalize it.
 - Send Pre-Session Assignment (if needed for this session) reminder to participants and guest presenters.
 - Confirm availability and accessibility of activity presentation, craft areas, and breakout rooms.
 - Prepare, print, and collate all participants' materials. Make copies of all worksheets and materials for each student, including the assigned readings.
 - Ensure that there is a white board or flip chart available to compile and post participant key points.
 - Ensure there is an adequate supply of pens, pencils, calculators, and paper for all participants.
 - Determine participant team work areas.



Appendix 2: Poverty and Hunger Statistics



Poverty & Hunger Statistics

www.FirstFoodBank.org

St. Mary's Food Bank
2831 N. 31st Avenue
Phoenix, AZ 85009
Phone: (602) 352-3640
Fax: (602) 352-3659

Westside Food Bank
13050 W. Elm St.
Surprise, AZ 85374
Phone: (602) 242-3663
Fax: (623) 583-9245

Phoenix Food Bank &
FoodPLUS Center
4211 N. 43rd Ave.
Phoenix, AZ 85031
Phone: (602) 272-6326
Fax: (602) 272-9734

Agua Fria Food Bank
405 E. Harrison Dr.
Avondale, AZ 85323
Phone: (623) 932-9135
Fax: (623) 925-2365

Glendale Food Bank
5605 N. 55th Ave.
Glendale, AZ 85301
Phone: (623) 934-5331
Fax: (623) 934-0072

POVERTY, FOOD INSECURITY AND HUNGER DEFINED

- The Department of Health and Human Services defines **poverty** by setting a threshold of income based upon the size of a family. As of 2005, these are the federal poverty guidelines:
 - 1 person: \$9,570
 - Family of 2: \$12,830
 - Family of 3: \$16,090
 - Family of 4: \$19,350
 - Family of 5: \$22,610
 - Family of 6: \$25,870
 - Family of 7: \$29,130
 - Family of 8: \$32,390
 - (for each additional person, add \$3,260)
- The USDA defines **food insecurity** as, "Limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways."
- **Hunger** is defined by the USDA as, "The uneasy or painful sensation caused by a lack of food. The recurrent or involuntary lack of access to food."

NATIONAL STATISTICS

- As of 2004, the U.S. Census Bureau estimates 37.0 million people live at or below the federal poverty line – an increase from 2003 of 1.1 million people.
- The current poverty rate in U.S. is 12.7 percent, or nearly 1 in 8 people.
- The number of children in poverty in 2004 was 13 million.
- The USDA deemed 38.0 million people food insecure in 2004.
- 10.6 million people were considered food insecure with hunger in 2004.

ARIZONA STATISTICS

- Based on the 2004 Census Bureau American Community Survey **800,027 people in Arizona** live at or below the federal poverty line.
- Arizona's poverty rate is higher than the national average – **14.2 percent**, or 1 in every 7 people.
- 312,966 of Arizona's children – about 1 in 5 – live in poverty.
- 7.5 percent of those 65 and older live in poverty.
- More than 700,000 individuals in Arizona are considered food insecure.

ARIZONA'S GOVERNMENT ASSISTANCE LANDSCAPE

- As of December 2004, the State of Arizona provided cash assistance through **Temporary Assistance for Needy Families** for 111,046 individuals, on average.
- As of May 2005, an average of 547,671 individuals received **Food Stamps** each month. The average monthly benefit is \$90.94 per person.
- More than 574,000 low-income and poor children in Arizona participate in the **National School Lunch Program**, which provides free and reduced-price lunches.
- More than 190,000 children participate in the **School Breakfast Program**, which provides free and reduced-price breakfasts to low-income and poor children.
- As of June 2005, 177,199 women and young children received benefits from **WIC** (Special Supplemental Nutrition Program for Women, Infants and Children).
- More than 34,000 Arizona children receive nutritious food at daycare and after-school programs through the **Child and Adult Care Food Program**.



Appendix 3: Hunger 101, Feed Your Mind Series Activity Evaluation

St. Mary's/Westside Food Bank Alliance would like to know how you feel about your experience with the Hunger 101, Feed Your Mind Series. By filling out this short questionnaire, you are helping ensure the Food Bank is providing a quality program to the community and meeting your educational needs. Thank you for participating.

1. Beside each of the statements presented below, please check the box of your answer, indicating whether you Strongly Agree (SA), Agree (A), are Neutral (N), Disagree (D) or Strongly Disagree (SD) with the statement.

	SA	A	N	D	SD
a. The participant interactive activities were useful and engaging.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher of the program was prompt and courteous.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The information was not presented in a clear and concise manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Overall, I enjoyed the multi-session program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The Hunger 101 program did not advance my knowledge on the issues of hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I now feel more informed about hunger and poverty in my community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please rate the following aspects of the role-playing game by checking the box of your answer.

	Excellent	Good	Average	Fair	Poor
a. The overall organization of the program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher's knowledge of the material.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The teacher's presentation of the material.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The materials utilized with the game, i.e., the worksheets, handouts, etc.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The effectiveness of the interactive elements increased my awareness of hunger and poverty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. What is your gender? (*Circle only one letter.*)

- a. Male
- b. Female

4. What is your current grade? (*Circle only one letter.*)

- a. 6th Grade
- b. 7th Grade
- c. 8th Grade
- d. 9th Grade
- e. Other _____?

5. Please use the space below to include any additional suggestions or comments on the Hunger 101 curriculum. Remember - St. Mary's/Westside Food Bank Alliance welcomes all comments and suggestions in order to improve its programs!



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- ◆ U.S. Department of Housing and Urban Development