

**High School Program:  
Session 2 Curricula**



<b>Table of Contents</b>		<b>Page</b>
<b>Session 2: Hunger and Poverty (Defining the Issues &amp; Consequences)</b>		<b>8</b>
◆ <b>Activity 1: Defining Food Insecurity, Hunger &amp; Poverty</b>		<b>8</b>
• <i>Optional Activity - Glossary Snacks</i>		<b>12</b>
◆ <b>Activity 2: The Relationships between Housing Costs, Wage(s), Hunger &amp; Poverty</b>		<b>16</b>
• <i>Optional Activity - Cryptogram Message 1</i>		<b>21</b>
◆ <b>Activity 3: Impacts &amp; Consequences of Hunger &amp; Poverty</b>		<b>26</b>
◆ <b>Glossary, Web Site Resource, Readings Resources &amp; Appendices</b>		

## Appendices and Resources

- ◆ **Appendix 2:** Photos of Individuals or Groups Affected by Hunger
- ◆ **Appendix 3:** Photos of Individuals or Groups Affected by Hunger
- ◆ **Appendix 4:** Poverty & Hunger Statistics
- ◆ **Appendix 7:** Groups Affected by Hunger
- ◆ **Appendix 8:** Budgeting Worksheet
- ◆ **Appendix 9:** Fair Market Rent & Wages
- ◆ **Appendix 10:** USDA Food Pyramid 2005
- ◆ **Appendix 11:** USDA Food Pyramid 2005 (Spanish)
- ◆ **Appendix 12:** St. Mary's/Westside Food Bank Alliance Online Virtual Tour Instructions
- ◆ **Appendix 13:** St. Mary's/Westside Food Bank Alliance Online Scavenger Hunt Instructions and Answer Pages
- ◆ **Appendix 13a:** St. Mary's/Westside Food Bank Alliance Online Scavenger Hunt Instructions and Completed Answers
- ◆ **Appendix 14:** St. Mary's/Westside Food Bank Alliance: Background and Programs
- ◆ **Appendix 15:** Online Tour Score tracking
- ◆ **Glossary of Terms**
- ◆ **Reading Resources**
- ◆ **Web Site Resources**



## High School 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.

Facilitators may find that some participants in **Hunger 101** sessions have experienced, or are experiencing, hunger and poverty themselves. Participants will bring their own experiences, attitudes and opinions about these issues. Listening to and recognizing the diversity of participants' perspectives requires sensitivity and effective communications skills. Help participants form their own opinions on the issues surrounding hunger and poverty.

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

### Purpose

- ◆ 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

### Objectives

Our objectives are to ensure participants:

- ◆ Increase their awareness of the issues surrounding hunger and poverty in the United States.
- ◆ Demonstrate sensitivity and empathy toward people living with poverty and hunger.
- ◆ Can describe the major barriers to obtaining food to prevent hunger.
- ◆ Seek and participate in solutions to hunger and poverty.



## Goals

**Goal #1** – Participants will demonstrate knowledge of hunger and poverty in the U.S.

Participants will be able to:

- Define the terms, hunger, poverty line, food insecurity
- Quantify the magnitude of hunger, poverty, and food insecurity nationally and in Arizona
- Identify several myths commonly associated with hunger and poverty
- Identify the groups most at-risk to experience poverty and hunger

**Goal #2** – Participants will demonstrate knowledge of the causes of hunger and poverty.

Participants will be able to:

- Explain the relationship between poverty and hunger
- Explain the relationships between housing costs and wage(s) with poverty and hunger
- List major barriers to obtaining food

**Goal #3** – Participants will demonstrate knowledge of the consequences of hunger.

Participants will be able to:

- Define nutrition
- Identify several health and behavioral consequences of hunger
- Define the relationship between hunger and nutrition
- Discuss and evaluate the relevance of the Food Guide Pyramid

**Goal #4** – Participants will critically think of short-term and long-term solutions to hunger and poverty, and become proactive in planning and implementing these solutions.

Participants will be able to:

- List two solutions to eliminating hunger and poverty
- Identify government and charitable programs that provide food assistance
- Select one anti-hunger, anti-poverty project to implement within 30 days
- Select one anti-hunger, anti-poverty project to implement within 90 days
- Discuss various strategies to increase community food security



<b>High School Program (Grades 9 through 12)</b>	
<b>Session 1: Hunger and Poverty (An Introduction)</b>	♦ <b>Activity 1:</b> Images & Interpretations
	• <i>Optional Activity</i> - Hunger Word Search
	♦ <b>Activity 2:</b> Defining Food Insecurity, Hunger & Poverty
	• <i>Optional Activity</i> - Crack the Code
<b>Session 2: Hunger and Poverty (Defining the Issues &amp; Consequences)</b>	♦ <b>Activity 1:</b> Defining Food Insecurity, Hunger & Poverty
	• <i>Optional Activity</i> - Glossary Snacks
	♦ <b>Activity 2:</b> The Relationships between Housing Costs, Wage(s), Hunger & Poverty
	• <i>Optional Activity</i> - Cryptogram Message 1
<b>Session 3: Creating Understanding</b>	<b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs and Services - Real World Tour Option 1
	<b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs & Services Virtual Tour Option 2
	• <i>Optional Activity</i> - Crossword Glossary
	• <i>Optional Activity</i> - Hunger Terms Matching
<b>Session 4: The Consequences</b>	♦ <b>Activity 1:</b> Hunger Quilt Option 1
	♦ <b>Activity 1:</b> Hunger Quilt Option 2
	♦ <b>Activity 1:</b> Hunger Quilt Option 3
	♦ <b>Optional Activity:</b> The Food Game Simulation
<b>Session 5: Finding Solutions</b>	♦ <b>Activity 1:</b> Government & Community-Based Organizations
	♦ <b>Activity 2:</b> Advocacy & You
	♦ <b>Activity 3:</b> Hunger Quilt Presentations (if needed)
	♦ <b>Activity 4:</b> Evaluation & Action



## High School Program Introduction

- ◆ Participants will complete a multi-session program of discussions, activities and projects 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 program 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.

## High School Program Preparation

### Description

- ◆ This program activity prepares the instructor and students for the Five-Session Hunger 101 program for students. The instructor should make these preparations the week prior to the introduction of the Five-Session instructional program.

### Objectives

Our objectives are:

- ◆ To prepare the instructor for the program.
- ◆ To prepare the students for the program.
- ◆ To evaluate the students' knowledge of hunger, poverty and nutrition prior to the program.

### Time

2 hours, estimated

### Materials

- ◆ St. Mary's/Westside Food Bank Alliance web site at [www.FirstFoodBank.org](http://www.FirstFoodBank.org)
- ◆ High School Program Guide
- ◆ High School Program Worksheets
- ◆ High School Program Readings
- ◆ All Appendices (1-27)
- ◆ Glossary of Terms
- ◆ Web-Based Resources
- ◆ Readings Resources

### Advance Activities

- ◆ Use **Appendix 1: High School Program Preparation Checklist** to prepare for the session(s).
- ◆ Review St. Mary's/Westside Food Bank Alliance web site at [www.FirstFoodBank.org](http://www.FirstFoodBank.org).
- ◆ Review High School Program curriculum.
- ◆ Review High School Program Worksheets.
- ◆ Review High School Program Readings.
- ◆ Review All Appendices (1-26).
- ◆ Review Glossary of Terms.
- ◆ Review Web-Based Resources.
- ◆ Review Readings Resources.



- ◆ At the facilitator's discretion, guest speakers and/or other relevant resource individuals may be invited to participate with any of the Session activities to enhance the understanding or presentation of content.
- ◆ At the facilitator's discretion, other students, faculty, administration and student guests may be invited to the Session 5 Hunger Quilt presentation activity at which students' Hunger Quilts (prepared during Session 4) will be presented and discussed as a key activity in Session 5 of this program.
- ◆ It is important that participants be informed at the beginning of Session 1 of the Hunger 101 Glossary of Terms and its availability for use beginning with the first activity, as well as throughout all activities (including Optional Activities).
- ◆ Review and become familiar with the respective photographs and correlated descriptions.
- ◆ Use relevant checklists to confirm the room setup with chairs/tables/work areas necessary for respective 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 students and your classroom.
- ◆ Make copies of all worksheets and materials for each student, including the assigned readings.
- ◆ Ask students to fill out the evaluation forms, preferably one day prior the introduction of the Five-Session instructional program.
- ◆ 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).
- ◆ Participants in the program should fill out these evaluations prior to the program, and fill them out again after the program as well. The difference in scores between the two evaluations will provide the Food Bank with the estimated impact of the program.
- ◆ View photographs and accompanying true stories prior to classroom viewing.
- ◆ Assign the readings, Chapters 1, 2 and 12 from *No Place to Be: Voices of Homeless Children*.
- ◆ Look over the readings to ascertain how much time you wish to allow students to complete them in time for Session 4 of the program.
- ◆ In Sessions 4 and 5 of the program, students will work together on a group project involving these readings.



## Session 2: Hunger and Poverty: Defining the Issues

### Activity 1: Defining Food Insecurity, Hunger & Poverty

#### Description

- ◆ This program activity facilitates discussion on the groups of people most at-risk to experience food insecurity, poverty, and hunger.

#### Recommended Participation

- ◆ It is recommended a minimum of four (4) individuals participate in order for the multi-session High School Program to be interactive and effective.

#### Objectives

Our objectives are to ensure participants:

- Are able to identify groups most at-risk for hunger
- Are able to identify groups affected by hunger

#### Time

20 minutes

#### Materials

- ◆ **Appendix 7: Groups affected by hunger affected by hunger, or most at-risk to experience hunger**
- ◆ **Appendix 2: 12 Photos of individuals or groups affected by hunger, or most at-risk to experience hunger**
- ◆ White Board and/or Flip chart and markers, or overhead projector with transparencies
- ◆ Blank sheets of paper
- ◆ Pens or pencils
- ◆ 12 B&W photographs or photographic images to be presented by display in the session room, or via a computer, or 12 photographs projected via an overhead projector, or a computer-based projection system

#### Advance Work

- ◆ Review **Appendix 7: Groups affected by hunger.**
- ◆ Ensure that there is a white board or flip chart available to compile and post key points from the participant.
- ◆ Review the 12 B&W photographs or photographic images to be used in the activity
- ◆ Ensure there is a presentation or image projection capability within the session room to present the 12 photographs during the activity.



## Facilitation Instructions

1. Note to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
2. Introduce the issue that there are a variety of groups within the general population that experience food insecurity, hunger and poverty in Arizona.
3. Separate participants into groups of three to five.
4. Give each group a blank sheet of paper, and a pen or pencil.
5. Have group members brainstorm and list groups of people that are hungry in the United States, and the reasons they believe these groups of people are hungry or are at-risk for hunger.
  - Each group will designate a member to write down the ideas presented by their group.
  - Each group will designate one member as a spokesperson to contribute their group's ideas.
  - Encourage students to think of as many groups and reasons they can.
  - You might want to remind them of the people they saw in the photographs in Session 1 or actually provide the photographs on display for the participants to reference.
6. Gather the various groups back together and sequentially ask each spokesperson to offer one group suggestion until every group has an opportunity to offer their ideas,
7. Write group ideas on the white board, flip chart, or blank overhead transparency to keep a master list.
8. Add to the participants' ideas, as needed, to cover the groups listed below and in **Appendix 6: Groups affected by hunger, or most at-risk to experience hunger**, but do not limit discussion to these groups only.
9. Review the "Master Photo List" with the participants.
10. Ask the participants to vote and come to a consensus as to the two (2) groups from the list they think are most affected by or at-risk for experiencing hunger.
11. Provide a brief summary comparison of their consensus perceptions with reality, and clarify any misconceptions.

**Note:** The top two (2) groups that are most at-risk for experiencing hunger are **children and senior citizens**.



## Groups affected by hunger, or Most At-Risk to Experience Hunger

- ◆ **Acutely or Chronically Ill**
  - Physical weakness
  - Inability to prepare food
  - Inability to eat solid foods
  - Homebound, limiting access to transportation
  - Special dietary needs
  - Medical expenses, limiting funds for food
- ◆ **Children**
  - Poverty
  - Neglect
  - Lack of family resources and support
  - Lack of family knowledge of federal child nutrition programs
- ◆ **Developmentally Disabled**
  - Difficulty preparing meals
  - Lack of adequate transportation
  - Limited food planning and purchasing skills
  - Low job skill levels, limiting income levels
  - Medical expenses, limiting funds for food
- ◆ **Homeless**
  - Poverty
  - Limited resources
  - No access to facilities to cook or store food
  - Low job skill levels, limiting income levels
  - Chronic illness and physical injuries
- ◆ **Senior Citizens**
  - Poverty or limited finances
  - Lack of adequate transportation
  - Physical limitations and chronic illness
  - Medical expenses, limiting funds for food
- ◆ **Undocumented Workers**
  - Low wages
  - Language barriers
  - No access to government aid
- ◆ **Under-educated**
  - Inability to attain high-wage jobs
  - Inability to apply for government aid
- ◆ **Under-employed**
  - Low wages
  - Increasing costs of housing and childcare
- ◆ **Unemployed**
  - Poverty or limited finances



## General Comments or Activity Tips

1. As a visual reference during the discussion of which groups are affected by food insecurity, hunger and poverty, facilitators may find it useful to display the relevant photographs about the room during this activity.
2. At the facilitator's discretion, *Optional Activity: Glossary Snack* that follows may be completed at this time or at any other opportunity that best supports the program's impact to better understand the basic terminology and issues related to food insecurity, hunger and poverty nationally and in Arizona.



## Optional Activity - Glossary Snacks

### Description

- ◆ This activity allows participants to synthesize what they have already learned about hunger and poverty, and incorporate the information from the readings.

### Objective

Our objective is to ensure participants:

- ◆ Better understand the basic terminology and issues related to food insecurity, hunger and poverty nationally and in Arizona.

### Materials Needed

- ◆ 1 Hunger Glossary Snacks Sheet for every three participants.
- ◆ 1 Poverty Facts Sheet for each participant.
- ◆ Pens, pencils or colored markers for each participant.

### Time

20 minutes

### Advance Work

- ◆ Print Hunger Glossary Snacks 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 try to find the secret message in the Glossary Snack Sheet.
4. Note they have 10 Minutes to unscramble as many of the word groups possible and to notify the facilitator as soon as they have completed all of it.
5. Stop participants after 10 minutes and ask each group respectively to state the word(s) they have unscrambled or the entire message they have identified.
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.



## 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 5 minutes and collect sheets in 5 minutes to determine words found. Then announce and post team scores, and review all the word locations with the group at large.
2. As a variation on *Optional Activity 1*, school programs might distribute the Glossary Snacks sheets the day or morning before the group activity with participants (individual or teams) determining their answers before the group activity and then quickly reviewing the words found as a basis for group discussion.



## Optional Activity - Glossary Snacks - Answer Key

- ◆ Unscramble the ten (10) groups of letters below to create 10 words or terms related to hunger and poverty.
- ◆ If necessary, you may use the Hunger 101 Glossary.
- ◆ If necessary, you may use available dictionaries.
- ◆ If necessary, you may use online search capabilities if you have Internet access.

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○ cserxiee	E	X	E	R	C	I	S	E					
○ ngielgna	G	L	E	A	N	I	N	G					
○ odof kbna	F	O	O	D		B	A	N	K				
○ euvlonert	V	O	L	U	N	T	E	E	R				
○ lavsgea	S	A	L	V	A	G	E						
○ dofo eridv	F	O	O	D		D	R	I	V	E			
○ aacnlbed eidt	B	A	L	A	N	C	E	D		D	I	E	T
○ oodfydrmaip	F	O	O	D		P	Y	R	A	M	I	D	



## Optional Activity - Glossary Snacks

- ◆ Unscramble the ten (10) groups of letters below to create 10 words or terms related to hunger and poverty.
- ◆ If necessary, you may use the Hunger 101 Glossary.
- ◆ If necessary, you may use available dictionaries.
- ◆ If necessary, you may use online search capabilities if you have Internet access.

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## Session 2: Hunger and Poverty: Defining the Issues

### Activity 2: The Relationships Between Housing Costs, Wage(s), Hunger and Poverty

#### Description

- ◆ This activity explores the relationships between housing costs and wage(s) with hunger and poverty.

#### Recommended Participation

- ◆ It is recommended a minimum of four (4) individuals participate in order for the multi-session High School Program to be interactive and effective.

#### Objectives

Our objective is to ensure participants:

- ◆ Understand the relationships between housing costs, wage(s), hunger and poverty in Arizona.

#### Time

20 minutes

#### Materials

- ◆ Flip chart and markers, dry erase board, or chalk board
- ◆ **Appendix 8: Budgeting Worksheet**
- ◆ **Appendix 9: Fair Market Wage/Rent Estimates**
- ◆ Pens or pencils
- ◆ Calculator (optional)
- ◆ Blank sheets of paper

#### Advance Work

- ◆ Review **Appendix 8: Budgeting Worksheet**
- ◆ Ensure that there is a white board or flip chart available to compile and post key points participant discussion key points.
- ◆ Review **Appendix 9: Fair Market Wage/Rent Estimates**
- ◆ Pens or pencils
- ◆ Calculator (optional)
- ◆ Blank sheets of paper



## Facilitation Instructions

1. Note to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
2. Ask the participants for their vote (by quick show of hands) on whether the following statement is True or False. **“People won’t be hungry if they’d just get a job!”**
3. Note the response and then clarify the answer by noting that a large percentage of the population that deals with food insecurity, hunger, and poverty everyday even if they have jobs. These are commonly known as the “Working Poor” of America.
4. Ask some of the following questions to encourage a clarifying group discussion:
  - Why is this the case?
  - Don’t we have a minimum wage?
  - How much must I make to escape poverty and hunger?
  - Will the same wages be enough in different locations? City? Rural? East? West? South? North?
5. Ask participants:
  - What do you think of the relationships between housing costs and the minimum wage with poverty and hunger?
  - How do federal programs like Food Stamps or Temporary Assistance for Needy Families (TANF) fit into the picture?
6. Distribute the Budget Worksheet to each participant.
7. Instruct the participants to read the instructions on the worksheet and complete the budgets accordingly within 5 minutes.
8. Request each group attempt to fill out the remaining portions of the budget exercise.
  - They should only fill in the remaining budget for the minimum wage earner.
  - Allow 5 minutes.
9. Distribute the Budget Worksheet to participants.
10. Read through the brief synopsis at the top of the worksheet.

**Note:** The following is a list of monthly wages necessary to meet HUD’s standard of affordable housing (paying no more than 30 percent of one’s net income on housing):



### HUD 2005 Fair Market Wage/Rent Estimates

- Bullhead City: \$1,963 (Mohave County)
- Casa Grande: \$2,127 (Pinal County)
- Clifton: \$1,577 (Greenlee County)
- Flagstaff: \$2,677 (Coconino County)
- Nogales: \$1,640 (Santa Cruz County)
- Parker: \$1,590 (La Paz County)
- Payson: \$1,747 (Gila County)
- Phoenix / Mesa: \$2,127 (Maricopa County)
- Prescott: \$1,897 (Yavapai County)
- Saint Johns: \$1,420 (Apache County)
- Safford: \$1,673 (Graham County)
- Show Low: \$1,487 (Navajo County)
- Tucson: \$1,803 (Pima County)
- Wilcox: \$1,583 (Cochise County)
- Yuma: \$1,873 (Yuma County)

**Note:** The following is a list of the hourly wages necessary to meet HUD's standard of affordable housing (paying no more than 30 percent of one's net income on housing).

### HUD 2005 Qualifying Arizona City Estimated Hourly Wages

- Bullhead City: \$12.27
- Casa Grande: \$13.29
- Clifton: \$9.85
- Flagstaff: \$16.73
- Nogales: \$10.25
- Parker: \$9.94
- Payson: \$10.92
- Phoenix / Mesa: \$13.29
- Prescott: \$11.85
- Saint Johns: \$8.88
- Safford: \$10.46
- Show Low: \$9.29
- Tucson: \$11.27
- Wilcox: \$9.90
- Yuma: \$11.71



### Budget Scenario Description

- You are a single parent with two children. You earn minimum wage (\$5.15/hour) as a clerk in a convenience store.
- You work full-time: 40 hours a week, 52 weeks every year.
- One of your children is in the second grade; the other is a preschooler who spends the day at a daycare center while you are at work.
- You own a second-hand car that you use to take your children to school or the daycare center, run errands, and to drive to work.
- You live in Phoenix, and share a one-bedroom apartment with your two children.
- **Your gross annual salary is \$10,712. Your gross monthly salary is \$893.**
- Listed below are a few basic monthly expenses. The dollars for some of the expenses have been provided.

### Instructions:

1. Finish the monthly budget if you earned \$5.15/hour by estimating the dollar amounts needed to cover the remaining expenses for the year, but do not spend more than you earn.
2. Finish the monthly budget if you earned \$7.00/hour by estimating the dollar amounts needed to cover the remaining expenses for the year, but do not spend more than you earn.

	\$5.15/hr.		\$7.00/hr.
	<b>\$893</b>		<b>\$1,213</b>
FICA and taxes:	- \$74	FICA and taxes:	- \$262
	<b>\$818</b>		<b>\$951</b>
Rent + Utilities:	- \$664	Rent + Utilities:	- \$664
	<b>\$154</b>		<b>\$287</b>
Childcare:	- \$	Childcare:	- \$
Transportation:	- \$	Transportation:	- \$
Healthcare:	- \$	Healthcare:	- \$
Food:	- \$	Food:	- \$
Miscellaneous:	- \$	Miscellaneous:	- \$

1. Can you afford decent housing and adequate amounts of food for your family if you earn the minimum wage in Phoenix? Yes? No? Why?
2. Can you afford decent housing and adequate amounts of food for your family if you increase your earnings to \$7.00/hour? Yes? No? Why?



11. Gather participants back together.
12. Review the budget as a group, and ask the following questions:
  - Were you able to fill out the remaining portion of the budget to your satisfaction? Why or why not?
  - What items in the budget are expendable?
  - Do you think you will be significantly better off if you made \$7.00/hour?
13. Ask the following facilitating questions:
  - How many had enough for all their expenses using the Minimum Hourly Wage?
  - How many had enough to set aside some savings for a “Rainy Day”?
  - Is there enough money for you to ensure you and your children will have enough nutritious food each day?
  - What sort of “Trade-offs” did you consider to stay within your budget?
  - What kind of gift of a special day out would you be able to afford for your 2<sup>nd</sup> grader who’s earned “Student of the Year” for their elementary class?
  - How many had enough for all their expenses using the \$7.00/hr. wage?
  - Where did you choose to make the biggest adjustments to your budget with the “extra” dollars earned now that you were making more than the minimum wage?
  - How many had enough left over to handle the \$375 transmission repair for their car, which is a must to keep your job and get your youngest child to pre-school?

## General Comments or Activity Tips

1. At the facilitator’s discretion, *Optional Activity*: Cryptogram Message that follows may be completed at this time or at any other opportunity that best supports the program’s impact to:
  - Better understand the basic terminology and issues related to food insecurity, hunger and poverty nationally and in Arizona



## Optional Activity - Cryptogram Message Option 1

### Description

- ◆ This activity allows participants to synthesize and utilize what they have already learned about hunger and poverty.

### Objectives

Our objectives are to ensure participants:

- ◆ Attain a fuller understanding of key terms related to fighting world hunger and poverty.
- ◆ Have an opportunity for participants to discuss and explore issues related to world hunger.

### Materials Needed

- ◆ Cryptogram Message Sheets for each participant or team
- ◆ Pens or pencils for each participant

### Time

20-30 minutes

### Advance Work

- ◆ Prepare Cryptogram Message Sheets for each participant or team
- ◆ Review Cryptogram Message Sheets

### Facilitation Instructions

1. Distribute Hunger Terms Cryptogram Message sheets to each group with every other group or individual (if done individually) receiving Cryptogram Message 1 and the other Cryptogram Message 2. However, do not indicate that the sheets are different to the participants.
2. Instruct participants to use the numbers in the left column and the letters in the right column to decipher the cryptogram listed. By placing the letter that matches each number on the blank line above the numbers, the message can be completed.
3. Note they have 5 Minutes to complete as many matches as possible.
4. Notify the participants when they have 1 minute left to decipher the message.
5. Stop participants after 5 minutes.
6. Ask for volunteers to state the deciphered message(s).
7. Move to general and specific questions/discussions.
8. Provide final summary statement.
9. Ask for feedback from the teams as a transition to general discussion issues.



## Discussion Issues \ Facilitation Questions

- ◆ Why should we be concerned about people getting food from all 5 food groups if they're already getting the minimum required daily calorie intake?
- ◆ What's the difference between "Hunger" and "Food Insecurity"?
- ◆ What impacts (positive or negative) might the Food Stamp Program have on a family?
- ◆ Why are there Food Banks and Food Pantries? What is the difference? Why?

## General Comments or Activity Tips

1. An alternative process for this activity would be to make it a contest by which teams of three have to complete the Cryptogram Message within 5 minutes.
2. As a variation of the activity, school programs might distribute the Cryptogram Message Sheets the day or morning before the group activity with participants completing their sheets before the group activity and then quickly reviewing the words found as a basis for group discussion.



## Optional Activity - Cryptogram Message 1 - Answer Key

**Instructions:**

- ◆ Use the numbers on the left with the letters on the right to decipher the cryptogram message listed by placing the letter that matches each number on the blank line above the numbers in the blank message below the code.
- ◆ You have 5 Minutes to decipher as much of the message as possible.
- ◆ 1 point will be earned for each correct letter deciphered.
- ◆ 10 points will be earned for each correct word deciphered.
- ◆ 0 points will be earned for blank spaces within or between words.
- ◆ 15 points will be lost for any incorrect letters.
- ◆ 800 points will be earned for deciphering the entire message correctly.

1-A	2-B	3-C	4-D	5-E	6-F	7-G	8-H	9-I	10-J	11-K	12-L
13-M	14-N	15-O	16-P	17-Q	18-R	19-S	20-T	21-U	22-V	23-W	24-X
25-Y	26-Z										

**Cryptogram Message 1 Answer:**

**An income based on the national minimum wage level does not provide a family with an income at or above the United States Poverty Level.**



## Optional Activity - Cryptogram Message 1 - Answer Key

**Instructions:**

- ◆ Use the numbers on the left with the letters on the right to decipher the cryptogram listed by placing the letter that matches each number on the blank line above the numbers.
- ◆ You have 5 Minutes to decipher as much of the message as possible.
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<b>A</b>	<b>n</b>		<b>i</b>	<b>n</b>	<b>c</b>	<b>o</b>	<b>m</b>	<b>e</b>			
<u>1</u>	<u>14</u>		<u>9</u>	<u>14</u>	<u>3</u>	<u>15</u>	<u>13</u>	<u>5</u>			
<b>b</b>	<b>a</b>	<b>s</b>	<b>e</b>	<b>d</b>		<b>o</b>	<b>n</b>		<b>t</b>	<b>h</b>	<b>e</b>
<u>2</u>	<u>1</u>	<u>19</u>	<u>5</u>	<u>4</u>		<u>15</u>	<u>14</u>		<u>20</u>	<u>8</u>	<u>5</u>
<b>n</b>	<b>a</b>	<b>t</b>	<b>i</b>	<b>o</b>	<b>n</b>	<b>a</b>	<b>l</b>				
<u>14</u>	<u>1</u>	<u>20</u>	<u>9</u>	<u>15</u>	<u>14</u>	<u>1</u>	<u>12</u>				
<b>m</b>	<b>i</b>	<b>n</b>	<b>i</b>	<b>m</b>	<b>u</b>	<b>m</b>		<b>w</b>	<b>a</b>	<b>g</b>	<b>e</b>
13	9	14	9	13	21	13		23	1	7	5
<b>l</b>	<b>e</b>	<b>v</b>	<b>e</b>	<b>l</b>		<b>d</b>	<b>o</b>	<b>e</b>	<b>s</b>		
12	5	22	5	12		4	15	5	19		
<b>n</b>	<b>o</b>	<b>t</b>		<b>p</b>	<b>r</b>	<b>o</b>	<b>v</b>	<b>i</b>	<b>d</b>	<b>e</b>	
14	15	20		16	18	15	22	9	4	5	
<b>a</b>		<b>f</b>	<b>a</b>	<b>m</b>	<b>i</b>	<b>l</b>	<b>y</b>				
1		6	1	13	9	12	25				
<b>w</b>	<b>i</b>	<b>t</b>	<b>h</b>		<b>a</b>	<b>n</b>					
23	9	20	8		1	14					
<b>i</b>	<b>n</b>	<b>c</b>	<b>o</b>	<b>m</b>	<b>e</b>		<b>a</b>	<b>t</b>		<b>o</b>	<b>r</b>
9	14	3	15	13	5		1	20		15	18
<b>a</b>	<b>b</b>	<b>o</b>	<b>v</b>	<b>e</b>		<b>t</b>	<b>h</b>	<b>e</b>			
1	2	15	22	5		20	8	5			
<b>U</b>	<b>S</b>		<b>p</b>	<b>o</b>	<b>v</b>	<b>e</b>	<b>r</b>	<b>t</b>	<b>y</b>		
21	19		16	15	22	5	18	20	25		
<b>l</b>	<b>e</b>	<b>v</b>	<b>e</b>	<b>l</b>							
12	5	22	5	12							



## Optional Activity - Cryptogram Message 1

**Instructions:**

- ◆ Use the numbers on the left with the letters on the right decipher the cryptogram message listed by placing the letter that matches each number on the blank line above the numbers in the blank message below the code,
- ◆ You have 5 Minutes to decipher as much of the message as possible.
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- ◆ 10 points will be earned for each correct word deciphered.
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—	—	—	—	—	—	—	—	—			
<u>1</u>	<u>14</u>		<u>9</u>	<u>14</u>	<u>3</u>	<u>15</u>	<u>13</u>	<u>5</u>			
—	—	—	—	—		—	—		—	—	—
<u>2</u>	<u>1</u>	<u>19</u>	<u>5</u>	<u>4</u>		<u>15</u>	<u>14</u>		<u>20</u>	<u>8</u>	<u>5</u>
—	—	—	—	—	—	—	—				
<u>14</u>	<u>1</u>	<u>20</u>	<u>9</u>	<u>15</u>	<u>14</u>	<u>1</u>	<u>12</u>				
—	—	—	—	—	—	—		—	—	—	—
<u>13</u>	<u>9</u>	<u>14</u>	<u>9</u>	<u>13</u>	<u>21</u>	<u>13</u>		<u>23</u>	<u>1</u>	<u>7</u>	<u>5</u>
—	—	—	—	—		—	—	—	—		
<u>12</u>	<u>5</u>	<u>22</u>	<u>5</u>	<u>12</u>		<u>4</u>	<u>15</u>	<u>5</u>	<u>19</u>		
—	—	—		—	—	—	—	—	—	—	
<u>14</u>	<u>15</u>	<u>20</u>		<u>16</u>	<u>18</u>	<u>15</u>	<u>22</u>	<u>9</u>	<u>4</u>	<u>5</u>	
—		—	—	—	—	—	—				
<u>1</u>		<u>6</u>	<u>1</u>	<u>13</u>	<u>9</u>	<u>12</u>	<u>25</u>				
—	—	—	—		—	—					
<u>23</u>	<u>9</u>	<u>20</u>	<u>8</u>		<u>1</u>	<u>14</u>					
—	—	—	—	—	—		—	—		—	—
<u>9</u>	<u>14</u>	<u>3</u>	<u>15</u>	<u>13</u>	<u>5</u>		<u>1</u>	<u>20</u>		<u>15</u>	<u>18</u>
—	—	—	—	—		—	—	—			
<u>1</u>	<u>2</u>	<u>15</u>	<u>22</u>	<u>5</u>		<u>20</u>	<u>8</u>	<u>5</u>			
—	—		—	—	—	—	—	—	—		
<u>21</u>	<u>19</u>		<u>16</u>	<u>15</u>	<u>22</u>	<u>5</u>	<u>18</u>	<u>20</u>	<u>25</u>		
—	—	—	—	—							
<u>12</u>	<u>5</u>	<u>22</u>	<u>5</u>	<u>12</u>							



## Session 2: Hunger and Poverty: Defining the Issues

### Activity 3: Defining Impact & Consequences of Hunger & Poverty

#### Description

- ◆ This activity explores and fosters participants' understanding of the health and behavioral consequences of hunger.

#### Recommended Participation

- ◆ It is recommended a minimum of four (4) individuals participate in order for the multi-session High School Program to be interactive and effective.

#### Objectives

Our objectives are to ensure participants:

- ◆ Are able to identify three health or behavioral consequences of hunger.
- ◆ Are able to describe the relationship between hunger and nutrition.
- ◆ Are able to define nutrition.
- ◆ Are able to discuss the relevance of the **Food Guide Pyramid**.

#### Time

20 minutes

#### Materials

- ◆ Flip chart and markers, dry erase board, or chalk board
- ◆ **Appendix 10: The Food Guide Pyramid**
- ◆ **Appendix 11: The Food Guide Pyramid (Spanish)**

#### Advance Work

- ◆ Review **Appendix 10: The Food Guide Pyramid**.
- ◆ Review **Appendix 11: The Food Guide Pyramid (Spanish)**.
- ◆ Ensure that there is a white board or flip chart available to compile and post key points from the participant discussion.
- ◆ At the facilitator's discretion, guest speakers and/or other relevant resource individuals may be invited to participate with of this session's activities to enhance the understanding or presentation of content.



## Facilitation Instructions

1. Note to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
2. Request participants to arrange themselves in pairs.
3. Brainstorm with participants about the health and behavioral consequences of hunger.
4. Make two columns on the chalkboard or flip chart, and label one column "Health" and the other "Behavior."
  - Facilitator may need to start the activity by listing a few consequences for each category so participants understand what the activity entails.
  - Try to elicit group participation and interject ideas when participants seem stuck.
  - The following list contains some of the health and behavioral consequences of hunger.

HEALTH	BEHAVIOR
<ul style="list-style-type: none"><li>◆ <b>Under-nutrition:</b> Not eating enough food can lead to Stunting, which limits normal height and weight gain for one's age.</li><li>◆ <b>Malnutrition:</b> A medical condition resulting from inadequate or excessive consumption of a particular nutrient. Malnutrition can impair physical and mental health, and can contribute to one's vulnerability to infectious diseases.</li><li>◆ <b>Children who are hungry experience:</b><ul style="list-style-type: none"><li>• Headaches</li><li>• Fatigue</li><li>• Frequent illness that impairs physical activity</li><li>• Iron-deficiency anemia, which influences attention span and memory</li></ul></li><li>◆ <b>Adults who are hungry experience:</b><ul style="list-style-type: none"><li>• Weakened bones and muscles</li><li>• Increased risk of illness</li><li>• Lack of energy</li><li>• Depression</li><li>• Aggravation of existing health problems</li></ul></li><li>◆ <b>Pregnant women who are hungry are at risk of having low birth-weight babies:</b><ul style="list-style-type: none"><li>• Low birth-weight babies suffer from more frequent bouts of illness, and impaired growth and development</li></ul></li></ul>	<ul style="list-style-type: none"><li>◆ <b>Children who are hungry may:</b><ul style="list-style-type: none"><li>• Be less attentive</li><li>• Be less independent</li><li>• Be less curious</li><li>• Have difficulty concentrating</li><li>• Have lower reading, verbal, and motor skills</li><li>• Be less able to perform complex tasks</li></ul></li><li>◆ <b>Adults who are hungry may:</b><ul style="list-style-type: none"><li>• Be more nervous</li><li>• Be more irritable</li><li>• Have difficulty concentrating</li></ul></li><li>◆ <b>Hunger can have an emotional impact:</b><ul style="list-style-type: none"><li>• It may diminish self-confidence</li><li>• It may diminish self-esteem</li><li>• It may cause shame and embarrassment</li></ul></li></ul>



5. Ask participants to define **nutrition**.

**Nutrition** is the study of how food affects the health and survival of the human body. Human beings require food to grow, reproduce, and maintain good health. Without food, our bodies could not stay warm, build or repair tissue, or maintain a heartbeat. Eating the right foods can help us avoid certain diseases or recover faster when illness occurs. These and other important functions are fueled by chemical substances in our food called nutrients. Nutrients are classified as carbohydrates, proteins, fats, vitamins, minerals, and water.

5. Distribute copies of The Food Guide Pyramid (English or Spanish as appropriate).
6. Review with participants the major food groups in each, and the number of servings needed from each group to eat a well-balanced diet.
7. Ask participants to reflect upon the meals they have eaten over the past week. How do they rate the nutritional value of their diets?
8. Note the average monthly Food Stamp benefit per person in Arizona is **\$95.98 (\$92.68 nationwide)**. This breaks down to approximately **\$3.20/day**.
9. Discuss the nutritional challenges a person faces with this food budget.
10. Provide a summary statement.

## General Comments or Activity Tips

1. At the facilitator's discretion, *Optional Activity: Crossword Glossary* that follows may be completed at this time or at any other opportunity that best supports the program's impact to:
  - Better understand the basic terminology and issues related to food insecurity, hunger and poverty nationally and in Arizona.