

**High School Program:  
Session 3 Curricula**



<b>Table of Contents</b>		<b>Page</b>
<b>High School Program: Introduction</b>		<b>3</b>
<b>High School Program: Preparation</b>		<b>6</b>
<b>Session 3: Creating Understanding</b>		<b>8</b>
◆ <b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs & Services Virtual Tour Option 1		<b>8</b>
◆ <b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs and Services Real World Tour Option 2		<b>11</b>
• <i>Optional Activity</i> - Crossword Glossary		<b>16</b>
• <i>Optional Activity</i> - Hunger Terms Matching		<b>21</b>

## Appendices and Resources

- ◆ **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 3: Creating Understanding

### Activity 1: Option 1 - Introduction to St. Mary's/Westside Food Bank Alliance Programs and Services Online Virtual Tour

#### Description

- ◆ This activity presents a fuller understanding of the St. Mary's/Westside Food Bank Alliance programs, services, operations, and facilities as students learn how community organizations combat hunger and poverty on a local level.

#### Recommended Participation

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

#### Objectives

Our objectives are to ensure participants:

- Visit St. Mary's/Westside Food Bank Alliance virtually.
- Learn about local and national initiatives to combat hunger and poverty virtually.

#### Time

- ◆ 1 hour – Virtual Tour and Online Scavenger Hunt

#### Materials

- ◆ **Appendix 12: St. Mary's/Westside Food Bank Alliance Online 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 Answers**
- ◆ **Appendix 14: Online Tour Score Tracking**
- ◆ Computers for individual or team use
- ◆ Internet access for individual or team use
- ◆ List of Online Tour Questions
- ◆ List of relevant Internet links for use during online tour
- ◆ Pens or pencils



## Advance Work

- ◆ Print the list of questions for students to use to complete their online tour.
- ◆ Confirm that computing and Internet access capabilities you will need either at the school location or other locations such as libraries, student homes, or other Internet access location exist.
- ◆ Review and test each question and online path access.
- ◆ Print **Appendix 12: St. Mary's/Westside Food Bank Alliance Online Tour Instructions.**
- ◆ Print **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 Answers**
- ◆ **Appendix 14: Online Tour Score Tracking**

## 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 topic that there are a variety of groups within the general population that experience food insecurity, hunger, and poverty in Arizona and that St. Mary's/Westside Food Bank Alliance is a key source to meet their daily nutritional needs, as well as an advocate for means to eliminate food insecurity and hunger in Arizona.
3. Briefly review the key concepts covered during Sessions 1 and Session 2.
4. Divide participants into groups of two or three students.
5. Refer the participants to Appendices.
6. Distribute the instructions for completing the online tour, as well as the questions sheet that the students are to complete within twenty-five (25) minutes.
7. Note that they will earn:
  - ◆ 5 Points for each correct answer
  - ◆ 20 Points for each correct confirmed "Path" to where they found the answer
8. Notify the participants when they have 5 minutes left to complete their answers.
9. Stop participants after 25 minutes.
10. Direct the students to access the Internet by whatever means the facilitator deems appropriate depending on the computer equipment and locations being used for this activity.
11. Ask a representative from each group to report on the number of answers they obtained and what their total score is using the scoring systems of 5, 10 and 20 points per word.
12. Ask each group to provide the facilitator with the "Path" they used to find two of their answers with the facilitator **confirming** their Path to find the answer source.
13. Post the team scores on a flip chart, wall board, or just list them on the score sheet provided with the activity and announce the winner and rankings for each team.
14. Ask each group to pass their completed answer sheets and score sheets forward to the facilitator.
15. Move to general and specific questions/discussions.
16. Summarize a few key facts learned during the tour and remind the students that in future Hunger 101 sessions, they will be discussing the impacts of hunger, possible solutions, and actions they and others can take to eliminate hunger in Arizona.



## General Comments or Activity Tips

1. As a follow-up to the online tour, facilitators may provide students with a list of five or ten additional questions about other poverty, food insecurity, or hunger issues that they would research at sites other than *St. Mary's/Westside Food Bank Alliance's web site*. They should provide written answers by a designated date.
2. At the facilitator's discretion, *Optional Activity: Hunger Terms Matching* 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.
3. At the facilitator's discretion, *Optional Activity: Hunger Terms New Words* 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.
4. 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.



## Session 3: Creating Understanding

### Activity 1: Option 2 - Introduction to St. Mary's/Westside Food Bank Alliance Programs and Services Tour

#### Description

- ◆ This activity presents a fuller understanding of St. Mary's/Westside Food Bank Alliance programs, services, operations, and facilities as students learn how community organizations combat hunger and poverty at a local level.

#### Recommended Participation

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

#### Objectives

Our objectives are to ensure participants:

- ◆ Visit St. Mary's/Westside Food Bank Alliance, or one of its partner agencies (in reality or virtually).
- ◆ Tour the facilities of the agency (in reality or virtually).
- ◆ Learn about local initiatives to combat hunger and poverty (in reality or virtually).

#### Time

- ◆ 2 hours - real world visit

#### Materials

- ◆ **Appendix 15: St. Mary's/Westside Food Bank Alliance: Background and Programs**
- ◆ Pens or pencils
- ◆ Field Trip Releases
- ◆ List of Site Visit Tour questions



## Advance Work

- ◆ Review **Appendix 15: St. Mary's/Westside Food Bank Alliance: Background and Programs**
- ◆ Ensure that you have contacted the Hunger 101 Coordinator at least a week in advance to arrange your St. Mary's/Westside Food Bank Alliance facility on-site tour.
- ◆ If you prefer to visit one of the Food Bank's partner agencies (rather than a St. Mary's/Westside Food Bank Alliance site), you must allow a minimum of two (2) weeks for the Hunger 101 Coordinator to make the arrangements for a partner agency tour in order to meet your requirements.
- ◆ If you prefer to visit a community agency not related with the Food Bank, then you must independently ensure that you have contacted the relevant representative with the community agency you would prefer to visit at least two (2) weeks in advance to arrange your visit.
- ◆ Develop a list of questions relevant to the agency you will be visiting that you and your students would like answered during the tour to ensure you obtain the most relevant information and meet your objectives of the site visit.
- ◆ If you plan on completing the virtual tour and online scavenger hunt activity, confirm the computer and internet access capabilities are what you will need either at the school location or other locations, such as libraries and student homes.

## Facilitation Instructions

Please make arrangements for the field trip at  
**St. Mary's/Westside Food Bank Alliance facility**  
at least one (1) week prior to your proffered visit date.

Please make arrangements for the field trip at  
agencies other than a **St. Mary's/Westside Food Bank Alliance facility**  
at least two (2) weeks prior to your proffered visit date.

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. Review the key concepts covered during Sessions 1 and 2.
4. Have each student pose at least one question related to one of the programs St. Mary's/Westside Food Bank Alliance provides based on those programs listed in the agency overview that follows.



## An Introduction: St. Mary's /Westside Food Bank Alliance

**St. Mary's Food Bank, founded in 1967** by John van Hengel, is the world's first food bank. In its first year of operation, the Food Bank, with a handful of volunteers, distributed approximately **250,000** pounds of food to local social service agencies. Westside Food Bank opened its doors in 1973 to provide the community with new human services, such as the gleaning of fruits and vegetables for distribution and a program to serve seniors. In fiscal year 2004/2005, St. Mary's/Westside Food Bank Alliance, with more than **317,000** volunteer hours, distributed approximately **61** million pounds of food to **900** nonprofit agency sites throughout the Valley of the Sun, and in 13 Arizona counties. That is enough food to provide **200,000** meals each day.

### Mission Statement:

- ◆ To promote the elimination of hunger through the gathering and distribution of food while encouraging self sufficiency through advocacy and education.

### St. Mary's/Westside Food Bank Alliance Programs

St. Mary's/Westside Food Bank Alliance has a number of programs that enable it to feed those in need:

- ◆ **Agency Shopping** – This program makes perishable food available to those agencies that prepare congregate meals for their clients. These agencies “shop” at the Food Bank for the food items they need Monday through Friday.
- ◆ **Value Club** – This is a cooperative food-buying program which offers food and meat boxes to low-income families and individuals for \$15 and \$10, stretching their food-budget dollar. Value Club distributions take place throughout Arizona.
- ◆ **Community Kitchen** – The Community Kitchen is a 16-week program that trains low-income adults for employment in the food service industry. Each student receives instruction in the culinary arts and life skills, and is provided an internship in some of the Valley's finest restaurants and resorts.
- ◆ **Kids Cafe®** – This program prepares and provides food to disadvantaged children participating in recreational and educational activities in safe and accessible environments.
- ◆ **School Distributions** – Held at schools, the Food Bank distributes free food boxes to children of neighborhoods where poverty is prevalent. These distributions take place across the valley.
- ◆ **B.R.E.A.D.** – This acronym stands for Bridges Reaching the Elderly and Disabled. Each month volunteers deliver food boxes to nearly 1,500 homebound seniors, providing not only sustenance, but companionship as well.
- ◆ **Emergency Baby Boxes (EBB)** – EBB provides the essentials for children, under a year old, including diapers, baby food, juice, cereal, and formula. Boxes are specifically designed to meet the changing nutritional needs of a baby's various growth stages.
- ◆ **Emergency Food Boxes (EFB)** – Emergency Food Boxes are provided to clients of the Food Bank's partner agencies who find themselves in an emergency situation where food is scarce. Each box provides a three-day supply of nutritious food, offering a helping hand until they are able to receive permanent assistance.
- ◆ **Emergency Services Network (ESN)** – This program salvages millions of pounds of fresh fruits and



vegetables for distribution to hungry people. Volunteers glean excess produce from the fields, orchards and commercial growers of Central Arizona. The ESN also serves as a transportation system for the USDA commodities programs. Food banks, emergency food box outlets, feeding operations, Indian reservations, and church and social services programs are linked in this cost-effective distribution system.

- ◆ **Senior Brown Bag Program** – This is a self-help program is designed for low-income senior citizens and disabled individuals. It utilizes "gleaning," the gathering and sharing of crops that remain in the fields after harvest. It provides food for senior and disabled individuals who meet the income requirements and effectively uses surplus food that would otherwise be discarded.
  - ◆ **FoodPLUS** – A monthly food box and nutritional education program for individuals at-risk. The program currently serves more than 15,000 people, 85% of whom are seniors. FoodPLUS focuses on prevention - for every dollar spent on this program, \$3 is realized in healthcare savings for taxpayers!
  - ◆ **USDA TEFAP** – The Emergency Food Assistance Program (TEFAP) provides food products through Emergency Food Boxes, brown bag programs, and on-site feeding for low-income households at 185% or less of the federal poverty level. Each month, distributions of basic TEFAP commodities, such as peanut butter, vegetables, fruit, pasta, and pinto beans are made to individuals and families at sites in Apache, Coconino, Maricopa, Mohave, Navajo, and Yavapai counties.
5. Take students on a field trip to a St. Mary's/Westside Food Bank Alliance site, or one of its partner agencies.
- Review possible questions that student might ask during the tour.
    - Who founded of St. Mary's Food Bank? When?
    - What is St Mary's/Westside Food Bank Alliance's "Mission"?
    - Who can volunteer with the Food Bank?
    - How does a person or group arrange to volunteer with the Food Bank?
    - Who donates food to the Food Bank?
    - What kinds of hunger-fighting food programs does the Food Bank have?
    - What kind of foods does the Food Bank distribute?
    - About how much help (hours) did the Food Bank from volunteers yearly?
    - How much of each dollar collected goes directly to helping people and sharing food?
    - Do more or fewer people need food from the Food Bank now than in past years?
    - How would I make a donation to the Food Bank? What can be donated?
    - What time of the year can I volunteer?
    - What is the Food Bank web site address?
    - Does the Food Bank only share food in Phoenix and Maricopa County?
    - Does the Food Bank work with other Arizona or national groups to fight hunger?
    - How many warehouses does the Food Bank have?
    - How much food does it distribute in a year?
    - How much food does the Food Bank distribute on an average day?
    - How much money do volunteers save the Food Bank?



- Is all the food free or do people have to pay for it?
  - Name three groups of people who receive food program help from the Food Bank in Arizona.
  - What group(s) of people need the most food program help in Arizona?
  - What is a food drive? What kind of foods can be collected? Who can hold a food drive?
  - What is the square footage of the Food Bank's warehouse at its 31st Avenue location?
6. Summarize key facts learned during the tour and remind students that in future Hunger 101 sessions, they will be discussing the impacts of hunger, possible solutions, and actions they, and others, can take to eliminate hunger in Arizona.

## General Comments or Activity Tips

1. At the facilitator's discretion, Crossword Glossary *Optional Activity 6* 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
2. At the facilitator's discretion, Hunger Terms Matching *Optional Activity 7* 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
3. At the facilitator's discretion, Hunger Terms New Words *Optional Activity 7a* 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 - Crossword Glossary

### Objectives

Our objectives are to ensure participants:

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

### Materials Needed

- ◆ 1 Hunger Crossword Sheet for every three participants
- ◆ Pens, pencils or colored markers for each participant

### Time

20 minutes

### Advance Work

- ◆ Print Hunger Crossword sheets

### Facilitation Instructions

1. Divide participants into groups of three.
2. Distribute crossword puzzle sheets to each group.
3. Instruct participants to try to complete the crossword puzzles using the words and descriptions provided on the Crossword Clues Sheet.
4. Note they have 10 Minutes to find as many as possible and to notify the facilitator as soon as they have found all of them.
5. Stop participants after 10 minutes and ask each group respectively to note 1 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

- ◆ What population group do you think is the largest percentage of people visiting Community (Soup) Kitchens in Arizona? Single men? Women? Children? Senior citizens? Other groups?

### 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 solved within the 5 minute time period 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.







## **Optional Activity - Crossword Puzzle Clues**

### **ACROSS**

- 5** - Efforts on the part of people, movements or organizations to speak out on behalf of others.
- 6** - \_\_\_\_\_ Hunger: within the United States.
- 7** - Program that provides hot meals to homeless and low-income residents of a community.
- 10** - Harvesting surplus food and vegetables from commercial farms and backyard orchards.
- 11** - Individuals and families that are working but do not make enough wages from work to raise them above the federal poverty line
- 12** - Private, nonprofit food distribution center that provides a central location for the receipt of donated food, and, through various methods, distributes the food to social service agencies.
- 13** - Eating the appropriate amount and variety of food.

### **DOWN**

- 1** - A harmful condition caused by not having enough food or eating too much of the wrong food.
- 2** - Drastic and wide-reaching shortage of food usually resulting in increased disease and deaths.
- 3** - Edible and usable products donated by food chains. Items are sorted, repackaged, and distributed to Food Bank agencies.
- 4** - Hunger that continues over a long period of time
- 8** - Uneasy or painful sensation caused by a lack of food. The recurrent or involuntary lack of access to food.
- 9** - Food items that will not spoil.
- 12** - Collecting nonperishable food items for donation to a food bank.



## ***Optional Activity - Hunger Crossword Score Sheet***

### **Score**

**Team 1**

\_\_\_\_\_

**Team 2**

\_\_\_\_\_

**Team 3**

\_\_\_\_\_

**Team 4**

\_\_\_\_\_

**Team 5**

\_\_\_\_\_

**Team 6**

\_\_\_\_\_

**Team 7**

\_\_\_\_\_

**Team 8**

\_\_\_\_\_

**Team 9**

\_\_\_\_\_

**Team 10**

\_\_\_\_\_



## **Optional Activity - Hunger Terms Matching – Option 1**

### **Objectives**

Our objectives are to ensure participants:

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

### **Materials Needed**

- ◆ 1 Hunger Terms Matching Sheet for every participant
- ◆ Pens or pencils for each participant

### **Time**

30 minutes

### **Advance Work**

- ◆ Print Hunger Terms Matching sheets

### **Facilitation Instructions**

1. Distribute Hunger Terms Matching sheets to each group.
2. Instruct participants to match the terms or phrases on from the left column with the definitions or descriptions from the right column by placing the number listed before each description on the line next to the terms on the left.
3. Note they have 10 minutes to complete as many matches as possible.
4. Note that they will earn 20 points for each correct match.
5. Note that they will lose 10 points for each incorrect match.
6. Note that they will lose 15 points for any incomplete matches.
7. Notify the participants when they have 2 minutes left to match the terms and definitions.
8. Stop participants after 10 minutes.
9. Review the matches with the group by asking participants to volunteer answers and clarify any differences in matches.
10. Move to general and specific questions/discussions.
11. Provide final summary statement.
12. 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 teams of three have to complete the matching of a list that is twenty matches within 5 minutes.
2. As a variation of the activity, school programs might distribute the Hunger Terms Matching 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 - Hunger Terms Matching – List 1 (20)****Instructions:**

- ◆ 10 Minutes to complete as many matches as possible.
- ◆ 20 points will be earned for each correct match.
- ◆ 10 points will be lost for each incorrect match.
- ◆ 15 points will be lost for any incomplete matches.

<b>Malnutrition</b>	_____	1. Physical activity to make your body fit and healthy.
<b>RDA</b>	_____	2. The study of how food affects the health and survival of the human body.
<b>Working Poor</b>	_____	3. The uneasy or painful sensation caused by recurrent or involuntary lack of food.
<b>Famine</b>	_____	4. To contribute or give (money, food, clothing, toys) to a charitable cause.
<b>Healthy</b>	_____	5. Eating the appropriate amount and the appropriate variety of food.
<b>Poverty Line</b>	_____	6. A private, nonprofit centrally-located food distribution center.
<b>Homeless</b>	_____	7. To have a fit mind and body.
<b>5 Food Groups</b>	_____	8. The official measure of poverty in the United States.
<b>Food Stamp Program</b>	_____	9. A harmful condition caused by not having enough food or eating too much of the wrong food.
<b>Nutrition</b>	_____	10. Efforts on the part of people, movements or organizations to speak out on behalf of others.
<b>Exercise</b>	_____	11. Limited or uncertain availability of nutritionally adequate and safe foods or uncertain ability to acquire acceptable foods in socially acceptable ways.
<b>Shelter</b>	_____	12. People who do not have a permanent place to live.
<b>Balanced Diet</b>	_____	13. Wide-reaching shortage of food usually resulting in increased disease and deaths.
<b>Food Bank</b>	_____	14. Federal program designed to improve the nutrition of low-income individuals by providing supplemental benefits.
<b>Advocacy</b>	_____	15. A community-based, nonprofit organization that provides temporary housing for the homeless.



<b>Hunger</b>	_____	16. Parts of the food pyramid that tell us what to eat and how much of it to eat.
<b>Donate</b>	_____	17. Individuals and families that are working, but do not make enough wages from work to raise them above the federal poverty line.
<b>Volunteer</b>	_____	18. To offer to help without being paid.
<b>Salvage</b>	_____	19. The amount of specific nutrients in the diet that should decrease the risk of chronic disease for most individuals.
<b>Food Insecurity</b>	_____	20. Edible and usable products donated by food chains. Items are sorted, repackaged, and distributed to Food Bank agencies.



## Optional Activity - Hunger Terms Matching – List 2 (20)

**Instructions:**

- ◆ 10 Minutes to complete as many matches as possible.
- ◆ You will earn 20 points for each correct match.
- ◆ You will lose 10 points for each incorrect match.
- ◆ You will lose 15 points for any incomplete matches.

<b>Poverty Line</b>	_____	1. Physical activity to make your body fit and healthy.
<b>Working Poor</b>	_____	2. The study of how food affects the health and survival of the human body.
<b>Homeless</b>	_____	3. The uneasy or painful sensation caused by recurrent or involuntary lack of food.
<b>Famine</b>	_____	4. To contribute or give (money, food, clothing, toys) to a charitable cause.
<b>Healthy</b>	_____	5. Eating the appropriate amount and the appropriate variety of food.
<b>Malnutrition</b>	_____	6. A private, nonprofit centrally-located food distribution center.
<b>Exercise</b>	_____	7. To have a fit mind and body.
<b>Food Stamp Program</b>	_____	8. The official measure of poverty in the United States.
<b>Advocacy</b>	_____	9. A harmful condition caused by not having enough food or eating too much of the wrong food.
<b>Nutrition</b>	_____	10. Efforts on the part of people, movements or organizations to speak out on behalf of others.
<b>5 Food Groups</b>	_____	11. Limited or uncertain availability of nutritionally adequate and safe foods or uncertain ability to acquire acceptable foods in socially acceptable ways.
<b>Donate</b>	_____	12. People who do not have a permanent place to live.
<b>Shelter</b>	_____	13. Wide-reaching shortage of food usually resulting in increased disease and deaths.



<b>Food Bank</b>	_____	14. Federal program designed to improve the nutrition of low-income individuals by providing supplemental benefits
<b>Balanced diet</b>	_____	15. A community-based, nonprofit organization that provides temporary housing for the homeless.
<b>Salvage</b>	_____	16. The amount of specific nutrients in the diet that should decrease the risk of chronic disease for most individuals.
<b>Volunteer</b>	_____	17. Edible and usable products donated by food chains. Items are sorted, repackaged, and distributed to Food Bank agencies.
<b>Hunger</b>	_____	18. Parts of the food pyramid that tell us what to eat and how much of it to eat.
<b>RDA</b>	_____	19. Individuals and families that are working, but do not make enough wages from work to raise them above the federal poverty line.
<b>Food Insecurity</b>	_____	20. To offer to help without being paid.





## **Optional Activity - Hunger Terms Matching Score Sheet**

**Score**

**Team 1**

\_\_\_\_\_

**Team 2**

\_\_\_\_\_

**Team 3**

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**Team 4**

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**Team 5**

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**Team 6**

\_\_\_\_\_

**Team 7**

\_\_\_\_\_

**Team 8**

\_\_\_\_\_

**Team 9**

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**Team 10**

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