

**High School Program:
Session 4 Curricula**



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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



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

Activity 1: Option 1 - Hunger Quilt, (Computer-Based Graphics & Presentation)

Description

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

Objectives

Our objectives are to ensure participants:

- ◆ Attain a fuller understanding of individual perspective and feelings concerning hunger and homelessness.
- ◆ Discuss their feelings about the assigned readings.
- ◆ Work with fellow students to construct a "Hunger Quilt," through which students will visually represent the stories in the readings.

Materials Needed

- ◆ **Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas**
- ◆ 1 /participant - Reading materials: *No Place to Be: Voices of Homeless Children*, Judith Berck, (Chapter 1, Pp.17-26, Chapter 12 Pp.123-128)
- ◆ These reprint pages are located in the following PDF files to be used with this activity. Reading-Chap 1-p 17.pdf, Reading-Chap 1-pp 18-19.pdf, Reading-Chap 1-pp 20-21.pdf, Reading-Chap 1-pp 22-23.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 12- p 123.pdf, Reading-Chap 12- pp 124-125.pdf, Reading-Chap 12- pp 126-127.pdf and Reading-Chap 12- p 128.pdf.
- ◆ Each team should have access to:
 - 1/team - Internet access and/or computer clip art programs availability
 - 1/team - Internet access and/or computer clip art programs availability
 - 1/room with PC connection
 - 1/team - large poster board (various colors)
 - 1/team - Glue Sticks
 - 1/team – Pair of Scissors
 - 1/team – Roll of Tape
 - Assorted/team - Colored pencils, markers, or paint/brushes (facilitator's preference)
 - Assorted/team - Colored construction paper, stickers, and/or tissue paper (facilitator's preference)
 - Overhead projector (optional)
 - White board and/or flip chart and markers
 - 1/team - large poster board (various colors)
 - Overhead projector (optional)
 - Note paper
 - Pens or pencils



- 1/Team - Hunger Quilt Activity: Images & Phrases Ideas Sheet

Time

60-90 minutes

Advance Work

- ◆ Review **Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas**
- ◆ Ensure that there is a white board flip chart available to compile and post key points from the participant discussion.
- ◆ Confirm access to Internet or clip art.
- ◆ Confirm access to a computer printer that is networked to a computer in the room.
- ◆ Assemble required activity materials for the **Hunger Quilt**.
- ◆ Determine participant team work areas.
- ◆ Determine a location and means to display or hang the activity quilt once assembled.
- ◆ Ensure that each team has read: *No Place to Be: Voices of Homeless Children*, Judith Berck, (Chapter 1, Pp.17-26, and Chapter 12 Pp.123-128).
- ◆ Ensure that each participant and team has the necessary materials.

Facilitation Instructions

1. **Note** to the students that this activity's end product, their Hunger Quilts, will be presented and discussed as a key activity in Session 5 of this program.
2. **Note:** At the facilitator's discretion, other students, faculty, administration and student guests may be invited to quilt presentation activity.
3. **Note:** to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
4. Divide participants into groups of four or five and assign each team to a computer.
5. Distribute reading materials and ask them to read it.
6. Note they have 15 Minutes to complete the readings.
7. Notify participants when they have 5 minutes left to finish reading.
8. Ask teams to discuss the readings within their teams and how they might visually represent key ideas using the materials provided at each work area. Students should work as a group, coming up with ideas of what they want to represent from the story, and how they want to represent it.
9. To stimulate the creative process, it might be helpful to ask them the following some of these questions to focus participants thoughts about the readings and their quilt images:
 - ◆ Who are the people in the stories?
 - ◆ What family members do they mention? And, what do they think about their family?
 - ◆ What are the people's ages?
 - ◆ What are the people's living circumstances?
 - ◆ Where do these individuals come from?
 - ◆ Where do these people live now?
 - ◆ What are some of the things these people have encountered in life?
10. Direct each team to decide who will be the lead computer keyboard user to access the Internet or clip art for photos, graphics, and clip art for use in creating one square of a quilt using their poster board and



materials.

11. Refer each team to the "Hunger 101 Activity Images Phrases and Ideas" sheet to help them focus on the types of images and phrases they might consider obtaining for use with their quilt square creation.
12. **Remind** them to leave a 1" border around the square for connecting the various squares from all teams. Their representation can be anything they choose, so long as it is relevant to the story. The content of the project is up to them. Encourage BOLD colors, graphics, and creativity.
13. Direct each team to create one square of a quilt using their poster board and materials. Remind them to leave a 1" border around the border for connecting the various squares from all teams. Their representation can be anything they choose, so long as it is relevant to the story. The content of the project is up to them. Encourage BOLD colors, graphics, and creativity.
14. Note they have 30 minutes to complete their quilt square, including clean-up time. Assist them, as necessary.
15. Notify teams when they have 5 minutes left to complete their quilt square
16. Inform the students they will make short presentations in which they will explain the content of their section of the "quilt". and it represents the stories in the readings.
17. Ask each team to select one person who will make a 1-2 minute presentation of how their respective team's square represented the readings content and intent.
18. Ask each team to select 1 person who will work with the other team representatives to connect the various squares together (connecting technique is facilitator's preference.)
19. Stop the team quilt assembly after 5 minutes.
20. Ask each respective team spokesperson to explain how their square's elements relate to :
 - ◆ Who the people are.
 - ◆ Their family situation.
 - ◆ Each person's age.
 - ◆ Where each person comes from.
 - ◆ Where they live now.
 - ◆ The challenges or circumstances they faced.
21. Ask if anyone has any other comments about their square's images or those of other quilt squares.
22. Provide a final summary statement.

Discussion Issues \ Facilitation Questions

- ◆ Does anyone think people like those in the stories exist in your community? The Valley of the Sun? Arizona?
- ◆ How might this quilt or similar quilts be used to inform others about issues of hunger and poverty?
- ◆ Would anyone like to discuss the possibility of creating a cloth version of the quilt, or another, representing these issues and stories as a community project? As a team project or possibly a community project with a senior citizen group in the area?



General Comments or Activity Tips

1. Creation of the quilts and presentations could be shared with other students, friends and family members via cell phone during or after the process.
2. The finished paper quilts or cloth fabric versions could be displayed in a school, community center, or other appropriate business area.
3. Creation of the quilts and presentations could be photographed for Web sites, blogs, newsletters, etc.
4. Creation of the quilts and presentations could be videotaped for school dissemination or for participants' personal use.



Hunger Quilt Activity: Images & Phrases Ideas

- ◆ These are ideas for Web site and/or clip art images, words and phrases related to “The Hunger Quilt” Activity.

Images Ideas

Baskets	Cornucopia	Grocery Bags
Beverages	Cook	Farm Workers
Bowls	Microwave Oven	Grocery Store
Boxed Food	Grocer	Feast & Festivals
Breads	Dinner Table Meal	Infants
Canned Foods	Baker	Oven
Cups	Farmer's Markets	Shopping Carts
Dairy Products	Glasses	Physically Challenged persons
Fruits	Cash Registers	Pots & Pans
Meats	Money (paper or coin)	Children
Napkins	Toaster	Toaster Oven
Pasta	Kitchen Table Meal	Adults
Plates	Toaster	Fresh Fruit
Prepared Meals	Butcher	Food Assistance logos
Rice	TV Snack Tables	Senior Citizens
Utensils	Stove Microwave	Teacher
Vegetables	Dollar Signs	Stove

Words and Phrases Ideas

End Hunger!	1 in 5 Arizona Children	Second Harvest
Feed Your Mind!	Hunger & Poverty	Food Rescue
Fight Hunger!	Food For Thought	Food for Families!
Food Drive	1 in 8 people	Hunger Hurts!
Food for All!	Why Hunger?	Waste Not
Food for Friends	Solve Hunger!	Hunger Quilt
Gleaning is Great!	There is a Solution!	Help
Help the Hungry!		Food Bank



Session 4: The Consequences

Activity 1: Option 2 - Hunger Quilt, (Cloth Sewn Quilt)

Description

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

Objectives

Our objectives are to ensure participants:

- ◆ Provide a fuller understanding of individual perspective and feelings concerning hunger and homelessness.
- ◆ Discuss their feelings about the assigned readings.
- ◆ Work with fellow students to construct a "Hunger Quilt," through which students will visually represent the stories in the readings.

Materials Needed

- ◆ Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas.
- ◆ 1 /participant - Reading materials: No Place to Be: Voices of Homeless Children, Judith Berck, (Chapter 1, Pp.17-26, Chapter 12 Pp.123-128).
- ◆ These reprint pages are located in the following PDF files to be used with this activity., Reading-Chap 1-p 17.pdf, Reading-Chap 1-pp 18-19.pdf, Reading-Chap 1-pp 20-21.pdf, Reading-Chap 1-pp 22-23.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 12- p 123.pdf, Reading-Chap 12- pp 124-125.pdf, Reading-Chap 12- pp 126-127.pdf and Reading-Chap 12- p 128.pdf.
- ◆ Provide to each team:
- ◆ 1/student - Fabric squares (preferably 8"x8", 10"x10" or larger) various light colored cotton
- ◆ 1/student - Quilt backing material
- ◆ 1/student - Quilt batting material
- ◆ 1/Quilt - Quilt edge finishing material (amount based on the number of squares to be created)
- ◆ 1/ 3 students – Pair of scissors
- ◆ Fabric glue sticks
- ◆ 50-150 - Safety pins (determined by estimating 6 pins/square created)
- ◆ Assorted colored cloth markers
- ◆ Fabric paints
- ◆ Assorted self-adhesive appliqués or bead items
- ◆ 1/team – Roll of tape
- ◆ Assorted/team - Colored pencils, markers, or paint/brushes (facilitator's preference)
- ◆ Note paper
- ◆ Pens or pencils
- ◆ 1/Team - Hunger Quilt Activity: Images & Phrases Ideas Sheet



Time

60-90 minutes

Advance Work

- ◆ Review **Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas.**
- ◆ Ensure there is a white board or flip chart available to compile and post key points from the key points.
- ◆ Assemble required activity materials for the HUNGER QUILT.
- ◆ Confirm a parent(s), teacher(s), student(s), staff member(s), etc. who will volunteer to piece together and finish the quilt using the participant-created quilt squares.
- ◆ Determine participant team work areas.
- ◆ Determine a location and means to display or hang the activity quilt once assembled.
- ◆ Ensure that each participant and team has the necessary materials.
- ◆ Ensure that each team has read: *No Place to Be: Voices of Homeless Children*, Judith Berck, (Chapter 1, Pp.17-26, and Chapter 12 Pp.123-128).

Facilitation Instructions

1. **Note** to the students that this activity's end product, their Hunger Quilts, will be presented and discussed as a key activity in Session 5 of this program.
2. **Note:** At the facilitator's discretion, other students, faculty, administration and student quests may be invited to quilt presentation activity.
3. **Note:** to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
4. Divide participants into groups of four or five participants
5. Distribute reading materials and ask student to read them.
6. Note they have 15 Minutes to complete the readings.
7. Notify participants when they have 5 minutes left to finish reading.
8. Ask teams to discuss the readings within their teams and how they might visually represent key ideas using the materials provided at each work area. Students discuss with their group what ideas want to represent from the story, and how they might accomplish this.
9. To stimulate the creative process, it might be helpful to ask some of the following questions to focus participant thoughts about the readings and their quilt images
 - ◆ Who are the people in the stories?
 - ◆ What family members do they mention? And, what do they think about their family?
 - ◆ What are the people's ages?
 - ◆ What are the peoples living circumstances?
 - ◆ Where do these individuals come from?
 - ◆ Where do these people live now?
 - ◆ What are some of the things these people have encountered in life?
10. Refer each team to the "**HUNGER 101 Activity Images Ideas**" sheet to help them focus on the types and diversity of images and phrases they might consider using with their quilt square creation.
11. Their representation can be anything they choose, so long as it is relevant to the story. The content of the project is up to them. Encourage BOLD colors, graphics, and creativity.



12. Direct each participant to create one square of a quilt using the materials.
13. Remind them to leave a 1/2" border around the edge for sewing the various squares together into a quilt.
14. Note they have 30-45 minutes (depending on session time allotted) to complete their quilt square" including clean-up time. Assist them, as necessary.
15. Notify participants when they have 5 minutes left to complete their quilt square.
16. Inform the students they will make short presentations in which they will explain the content of their section of the "quilt," and how it represents the stories in the readings.

17. Ask each respective team spokesperson to explain how their square's elements relate to :
 - ◆ Who the people are.
 - ◆ Their family situation.
 - ◆ Each person's age.
 - ◆ Where each person comes from.
 - ◆ Where they live now.
 - ◆ The challenges or circumstances they faced.

18. Ask if anyone has any other comments about their square's images or those of other quilt squares.
19. Provide a final summary statement.

Discussion Issues \ Facilitation Questions

- ◆ Does anyone think people like those in the stories exist in their community? Arizona?
- ◆ How might this quilt or similar quilts be used to inform others about issues of hunger and poverty?
- ◆ Would anyone like to discuss the possibility of creating a larger version of the quilt, or another, representing these issues and stories as a community project? As a team project or possibly a community project with a senior citizens group in the area?

General Comments or Activity Tips

1. Creation of the quilts and presentations could be shared with other students, friends, and family members via cell phone photographs during or after the process.
2. The finished quilt could be displayed in a school, community center, or other appropriate area.
3. Creation of the quilts and presentations could be photographed for Web sites, blogs, newsletters, etc.
4. Creation of the quilts and presentations could be videotaped for school dissemination or for participants' personal use. This would be an excellent option for schools with a media center or broadcasting program.



Hunger Quilt Activity: Images & Phrases Ideas

◆ These are ideas for patterns, shapes, items, words and phrases related to "The Hunger Quilt" Activity,

Images Ideas

Baskets	Cornucopia	Grocery Bags
Beverages	Cook	Farm Workers
Bowls	Microwave Oven	Grocery Store
Boxed Food	Grocer	Feast and Festivals
Breads	Dinner Table Meal	Infants
Canned Foods	Baker	Oven
Cups	Farmer's Markets	Shopping Carts
Dairy Products	Glasses	Physically Challenged persons
Fruits	Cash Registers	Pots & Pans
Meats	Money (paper or coin)	Children
Napkins	Toaster	Toaster Oven
Pasta	Kitchen Table Meal	Adults
Plates	Toaster	Fresh Fruit
Prepared Meals	Butcher	Food Assistance logos
Rice	TV Snack Tables	Senior Citizens
Utensils	Stove Microwave	Teacher
Vegetables	Dollar Signs	Stove

Words and Phrases Ideas

End Hunger!	1 in 5 Arizona Children	Second Harvest
Feed Your Mind!	Hunger & Poverty	Food Rescue
Fight Hunger!	Food For Thought	Food for Families!
Food Drive	1 in 8 people	Hunger Hurts!
Food for All!	Why Hunger?	Waste Not
Food for Friends	Solve Hunger!	Hunger Quilt
Gleaning is Great!	There is a Solution!	Help
Help the Hungry!		Food Bank



Session 4: The Consequences

Activity 1: Option 3 - Hunger Quilt, (Poster Board/Paper)

Description

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

Objectives

Our objectives are to ensure participants:

- ◆ Attain a fuller understanding of individual perspective and feelings concerning hunger and homelessness.
- ◆ Discuss their feelings about the assigned readings.
- ◆ Work with fellow students to construct a "Hunger Quilt," through which students will visually represent the stories in the readings.

Materials Needed

- ◆ **Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas**
- ◆ 1 /participant - Reading materials: *No Place to Be: Voices of Homeless Children*, Judith Berck, (Chapter 1, Pp.17-26, Chapter 12 Pp.123-128)
- ◆ These reprint pages are located in the following PDF files to be used with this activity: Reading-Chap 1-p 17.pdf, Reading-Chap 1-pp 18-19.pdf, Reading-Chap 1-pp 20-21.pdf, Reading-Chap 1-pp 22-23.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 12- p 123.pdf, Reading-Chap 12- pp 124-125.pdf, Reading-Chap 12- p 126-127.pdf and Reading-Chap 12- p 128.pdf.
- ◆ 1/team - large poster board (various colors)
- ◆ 4-5/team - Magazines and/or catalogs or newspaper ads
- ◆ 1/team - Glue Sticks
- ◆ 1/team - Scissors
- ◆ 1/team - Tape
- ◆ Assorted/team - Colored pencils, markers or paint/brushes (facilitator's preference)
- ◆ Assorted/team - Colored construction paper, stickers and/or tissue paper (facilitators' preference)
- ◆ Overhead projector (optional)
- ◆ White Board and/or Flip chart and markers
- ◆ Note paper
- ◆ Pens or pencils
- ◆ 1/Team - Hunger Quilt Activity: Images & Phrases Ideas Sheet
- ◆ **Review Appendix 16: Hunger Quilt Activity Images, Phrases and Ideas**
- ◆ Ensure that each participant has read: *No Place to Be: Voices of Homeless Children*, Judith Berck, (Chapter 1, Pp.17-26, Chapter 12 Pp.123-128)
- ◆ Ensure that each participant has these reprint pages are located in the following PDF files to be used with this activity., Reading-Chap 1-p 17.pdf, Reading-Chap 1-pp 18-19.pdf, Reading-Chap 1-pp 20-21.pdf, Reading-Chap 1-pp 22-23.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 1-p 26.pdf, Reading-Chap 12- p 123.pdf, Reading-Chap 12- pp 124-125.pdf, Reading-Chap 12- pp 126-127.pdf and Reading-Chap 12- p 128.pdf.
- ◆ Ensure that each participant and team has the necessary materials.



Time

60 minutes

Advance Work

- ◆ Ensure that there is a white board or flip chart available to compile and post key points from the participant discussion.
- ◆ Obtain a sufficient number of magazines, catalogs and other sources which include pictures of people and food that may be cut out.
- ◆ Assemble required activity materials for the Hunger Quilt.
- ◆ Determine participant teams work areas.
- ◆ Determine a location and means to display (preferably hang) or hang the activity quilt once assembled.
- ◆ 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 students that this activity's end product, their Hunger Quilts, will be presented and discussed as a key activity in Session 5 of this program.
2. **Note** to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
3. Divide participants into groups of 4-5.
4. Distribute reading materials and ask them to read it.
5. Note they have 15 Minutes to complete the readings.
6. Notify participants when they have 5 minutes left to finish reading.
7. Ask teams to discuss the readings within their teams and how they might represent key thoughts visually using the materials provided at each work area. Students should work as a group, coming up with ideas of what they want to represent from the story, and how they want to represent it.



8. To stimulate the creative process, it might be helpful to ask them the following some of these questions to focus participants thoughts about the readings and their quilt images
 - ◆ Who are the people in the stories?
 - ◆ What family members do they mention? And, what do they think about their family?
 - ◆ What are the people's ages?
 - ◆ What are the people's living circumstances?
 - ◆ Where do these individuals come from?
 - ◆ Where do these people live now?
 - ◆ What are some of the things these people have encountered in life?
9. Note they have 5 minutes left to complete the readings.
10. Direct each team to create one square of a quilt using their poster board and materials. Remind them to leave a 1" border around the border for connecting the various squares from all teams. Their representation can be anything they choose, so long as it is relevant to the story. The content of the project is up to them. Encourage BOLD colors, graphics, and creativity.
11. Note they have 30 minutes to complete their quilt square including clean-up time. Assist them, as necessary.
12. Notify teams when they have 5 minutes left to complete their quilt square.
13. Inform the students they will make short presentations in which they will explain the content of their section of the "quilt," and how the group square represents the stories in the readings.
14. Ask each team to select one person who makes a 1-2 minute presentation of how their respective team's square represented the readings content and intent.
15. Ask each team to select one person to work with the other team representatives to connect the various squares together (connecting technique is facilitator's preference.)
16. Stop the team quilt assembly after 5 minutes.
17. Ask each respective team spokesperson to explain how their square's elements relate to :
 - ◆ Who the people are.
 - ◆ Their family situation.
 - ◆ Each person's age.
 - ◆ Where each person comes from.
 - ◆ Where they live now.
 - ◆ The challenges or circumstances they face.
18. Ask if anyone has any other comments about their square's images or those of other quilt squares.
19. Provide a final summary statement.



Discussion Issues \ Facilitation Questions

- ◆ Does anyone think that people like those in the stories exist in your community? Arizona?
- ◆ How might this quilt or similar quilts be used to inform others about issues of hunger and poverty?
- ◆ Would anyone like to discuss the possibility of creating a cloth version of the quilt or another representing these issues and stories as a community project? As a team project or possibly a community project with a senior citizens group in the area?

General Comments or Activity Tips

1. At the facilitator's discretion, the participant may be provided the activity readings prior to this activity to save time during the activity and provide time for the participant's to more fully consider the content of the readings.
2. Creation of the quilts and presentations could be shared with other students, friends and family members via cell phone photographs while the process is in progress or after.
3. The finished paper quilts or cloth fabric versions could be displayed in a school, community center or other appropriate business area.
4. Creation of the quilts and presentations could be photographed for Web sites, blogs, newsletters, etc.
5. Creation of the quilts and presentations could be videotaped for school dissemination of participants' copies for personal use.



Hunger Quilt Activity: Images & Phrases Ideas

- ◆ These are ideas for Web site and/or clip art images, words and phrases related to this "The Hunger Quilt" Activity.

Images Ideas

Baskets	Cornucopia	Grocery Bags
Beverages	Cook	Farm Workers
Bowls	Microwave Oven	Grocery Store
Boxed Food	Grocer	Feast & Festivals
Breads	Dinner Table Meal	Infants
Canned Foods	Baker	Oven
Cups	Farmer's Markets	Shopping Carts
Dairy Products	Glasses	Physically Challenged persons
Fruits	Cash Registers	Pots & Pans
Meats	Money (paper or coin)	Children
Napkins	Toaster	Toaster Oven
Pasta	Kitchen Table Meal	Adults
Plates	Toaster	Fresh Fruit
Prepared Meals	Butcher	Food Assistance logos
Rice	TV Snack Tables	Senior Citizens
Utensils	Stove Microwave	Teacher
Vegetables	Dollar Signs	Stove

Words and Phrases Ideas

End Hunger!	1 in 5 Arizona Children	Second Harvest
Feed Your Mind!	Hunger and Poverty	Food Rescue
Fight Hunger!	Food For Thought	Food for Families!
Food Drive	1 in 8 people	Hunger Hurts!
Food for All!	Why Hunger?	Waste Not
Food for Friends	Solve Hunger!	Hunger Quilt
Gleaning is Great!	There is a Solution!	Help
Help the Hungry!		Food Bank



Session 4: The Consequences

OPTIONAL ACTIVITY –The Food Game Simulation

Description

- ◆ Through a role-playing game, this Hunger 101 Session provides participants an opportunity to experience the challenges involved in obtaining satisfying and nutritious food for one week.
- ◆ Participants will experience the following: (1) working within a very tight budget, (2) lacking sufficient funds to buy satisfying and nutritious food, (3) encountering barriers to receiving assistance that people in poverty consistently face, and (4) the challenges of social service agencies for both clients and staff.
- ◆ This is a major activity that can be used as an alternative to the Hunger Quilt Activity Options. It requires a minimum of one hour, but can be more effective if extended to a 1 1/2hour session or 2 hour session.
- ◆ **The Food Game is actually the main programs from the Hunger 101 Adult Program.**
- ◆ To access the materials and Appendices required to present this activity, please go to the Hunger 101 AZ web site www.hunger101az.org and download the full Adult Program and Appendices. This will provide the syllabi, information and instructions and all related materials that are required to deliver this very unique program.

Number of Participants

- ◆ Confirm the number of participants. (**Minimum 9 participants are required** for the 6 consumer roles, 1 Cashier, 1 Social Service Agent & 1 Community Dining Room Worker. Confirm the number of attendees, the room and setup.

Objectives

Our objectives are to ensure participants:

- ◆ Increase participants' awareness of the issues surrounding hunger and poverty in the United States.
- ◆ Demonstrate sensitivity and empathy toward people living with poverty and hunger.
- ◆ Describe the major barriers to obtaining food to prevent hunger.
- ◆ Encourage participants to seek and participate in solutions to hunger and poverty.

Food Game Introduction:

- Participants begin by completing a budget worksheet to understand how it is possible for even working people to lack the necessary resources to buy food. Participants then use their own experiences and information to obtain food. In some cases they will simply lack the necessary resources to do so.
- The interaction between participants during the Food Game is expected to be a pivotal learning point for participants in their understanding of poverty and hunger.
- **Explain the Food Game is only a simulation exercise, but that the consumer roles being played are based upon real people.**
- The Food Game is divided into three (3) parts, and runs for approximately 60-90 minutes. During Parts 1 and 2, each participant takes on one of nine (9) roles. There are six (6) different consumer roles, one Cashier role, one Social Services Agent role, and one Community Dining Room Worker role. In Part 3, participants regroup to discuss their experiences during the game.
 - 1/Team - Hunger Quilt Activity: Images & Phrases Ideas Sheet



Part 1

- ◆ Participants who take on consumer roles will complete budget worksheets based upon the information provided to them in their *Participant Role Description Packets*. The budget worksheet will prepare participants for Part 2, shopping for food through a process in which participants determine how much money they will have to purchase food for one week after monthly expenses have been paid. Participants quickly come to understand that having a job does not always equate to having enough money to purchase food.
- ◆ While the consumers are completing their worksheets, the cashier(s), social service agent(s) and community dining room worker(s) will set up their tables, as explained in their Participant Role Description Packets.

Part 2

- ◆ Participants who play consumers try to purchase enough satisfying and nutritious food for one week for them from the Food Store. Nutritional information about each food item is provided for each participant, and participants will be asked to refer to the Food Pyramid Guide for guidance.
- ◆ Most of the consumers will have difficulty purchasing satisfactory meals with the money left over from their budget; therefore, they will be forced to look for options. Participants are encouraged to improvise and consult with other consumers. Some will be able to make use of the Social Service Agency and obtain food stamps. To accomplish this task, however, they must acquire a transportation card or a phone card. Participants may end up seeking a free meal at the community dining room to make ends meet. Some participants may even resort to stealing or begging.
- ◆ The cashier(s) will run the Food Store, and the social service agent(s) will assist consumers with obtaining food stamps during this time.

Part 3

- ◆ After the allotted time, participants regroup for a debriefing session. At this time participants will share their personal reactions and feelings about their experience with the group as a consumer or provider of services to meet the food needs of their community.
- ◆ **Encouraging feedback and discussion** among group members is important for participants' understanding of the effects of hunger and poverty, and increasing awareness of groups who live with hunger.

Time: 1, 1 ½, 2 Hours

1 Hour Session Times:

- Part 1: Budget Worksheet, 10 Minutes
- Part 2: Purchase Food/Meals, 25 Minutes
- Part 3: Debriefing, 15-25 minutes

1 ½ Hour Session Times:

- Part 1: Budget Worksheet, 25 Minutes
- Part 2: Purchase Food/Meals, 35 Minutes



- Part 3: Debriefing, 20-30 minutes

2 Hour Session Times:

- Part 1: Budget Worksheet, 40 Minutes
- Part 2: Purchase Food/Meals, 40 Minutes
- Part 3: Debriefing, 30-40 minutes