

**Middle School Program:
Session 4
Appendices**



Appendix 1: Middle School Program Preparation Checklist and Middle School Program Materials Needed

- ◆ This is a program planning and tracking tool to assist facilitators to plan, prepare and implement the Hunger 101 Middle School Program.
 - ◆ This list indicates items recommended with most effectively deliver the multi-session Hunger 101 program. For details, refer to the respective **Materials Needed** section of each activity guide.
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- Review each session to ensure understanding of the activities, process sequence, and content.
 - Review the program, paying close attention to the time requirements – facilitators may need to modify the activities included in the program to suit the needs of their students and classroom.
 - Review **Appendices** to ensure understanding of the session's activities, process sequence and content.
 - Review all related resource materials to ensure understanding of the session's activities, process sequence and content.
 - Review all **Materials Needed** lists for all activities.
 - Prepare adequate supplies of Program Evaluation Forms and Middle School Program Quizzes.
 - Prepare copies of all **Appendices** and resource information to ensure there is a sufficient supply for all participants, presenters, and/or guests.
 - Confirm room space and tables to accommodate the members of the group.
 - Confirm that the computing and Internet access resources you need are available, either at the school location or other locations such as libraries, student homes, or other Internet access location.
 - Ensure availability and acquisition of **Hunger Quilt** supplies, which vary depending on whether Option 1, 2, or 3 is used for the activity.
 - Confirm ALL Guest Presenters (if any); dates, time, and topics.
 - Prepare Class roster, and finalize it.
 - Send Pre-Session Assignment reminder to participants and guest presenters (if any).
 - Confirm availability and accessibility of activity presentation, craft areas, and breakout rooms.
 - Prepare, print, and collate all participants' materials. Make copies of all worksheets and materials for each student, including the assigned readings.
 - Deliver all of the materials needed to the activity room in advance of the day they are to be used.
 - Confirm that all required **Hunger Quilt** activities materials are available.
 - Ensure that there is a white board or flip chart available to compile and post participant key points.
 - Ensure there is an adequate supply of pens, pencils, calculators, and paper for all participants.
 - Obtain sufficient number of magazines, catalogs, and other sources that include pictures of people and food that may be cut out.
 - Determine a location and means to display or hang the Hunger Quilt once assembled.



- Determine participant team work areas.
- Confirm parent(s), teacher(s), student(s), staff member(s), etc. volunteering to piece together and finish the quilt using the participant-created quilt squares. This only applies to groups completing the Hunger Quilt fabric materials option.



Appendix 2: Poverty and Hunger Statistics



Poverty & Hunger Statistics

[www.FirstFood
Bank.org](http://www.FirstFoodBank.org)

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

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

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

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

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

POVERTY, FOOD INSECURITY AND HUNGER DEFINED

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

NATIONAL STATISTICS

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

ARIZONA STATISTICS

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

ARIZONA'S GOVERNMENT ASSISTANCE LANDSCAPE

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



Appendix 16: Hunger Quilt Activity: Images and Phrases Ideas

- ◆ These are ideas for the 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



Appendix 26: Hunger 101, Middle School Program Evaluation

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

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

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

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

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

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

- a. Male
- b. Female

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

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

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



Appendix 27: Hunger 101 Middle School Program Content Correlated to Arizona State Standards

Session #	Activity #	Standard Area	Standard #	Sub-Standard #	PO # & Description
1	1	Health	5	E	PO1 & PO2 – Respect for self and others
		Commun.	1	E5	Identify feelings
			2	E2	Solutions to issues & problems
				E3	Support opinions
			5	E1	Oral reports
			7	E2	Write letters
				E3	Interviews
1	1	Writing	S1-2	All	Teacher to determine focus
			S3	C4	PO1, Persuasive text writing
			S4	VPE1	Visual media used to influence opinions
	Optional: Word Search	Reading	S1	C4	PO5, Using glossary
1	2	Math	2	E1	PO3 & PO4, Interpret Data
		Reading	1	C4	Identify new word meanings
			2	C6	Draw conclusions & make inferences
1	2	Health	S1	7CH-E8	PO2, How nutrients affect health
			S7	7CH, E2 & E5	PO1 & 2, cooperative setting to advocate for health & how nutrients affect health
		Social Studies	S4	4SS-E4	PO1, 2, & 4, Scarcity & choice
		Writing	S1	C1	PO1, Generate ideas
	Optional: Crack the Code	Reading	SI	C4	PO2, Definitions using glossary



2	1	Health	1	E3	PO2, Health & Growth
	1	Writing	S1	C1	PO1, Generate ideas
		Health	S1	CH1-E1	PO1, Generate ideas
			S7	CH7 & E5	PO1 & PO2, Cooperative setting to advocate for health
	Optional: Glossary Snacks	Reading	S1	C4	PO5, Definitions using glossary
2	2	Social Studies	4SS	E2	PO1 & PO4 Providing service & making choices
		Math	5		PO1, Problem solving
		Commun.	2	E2	PO1, Problem solving
				E3	PO1, Problem solving
	2	Math	S1	C2	PO2, Subtraction, PO7, Grade level
		Math	S5	C1 & 2	PO1, Discriminate necessary information in word problems & solve logic problems
		Social Studies	S4	4SS-E4	PO1 & 2, Scarcity & choice
	Optional: Cryptogram	Math	S3	C1	PO1 & 3, Using symbols & solving patterns
2	3	Health	2	E1	PO1 & PO2, Access information
		Health		E3	PO2, Cost of products
		Health	3	E3	PO1 & PO2, Identify healthy & risky behaviors
		Health	6	E1	PO1, Decision-making
	3	Social Studies	S4	4SS-E4	PO1-2 & 4, Scarcity & choice
		Writing	S1	C1	PO1& 5, Prior knowledge & organizing
		Health	S1	CH1-E1	PO1, Positive behaviors prevent bad conditions
		Health	S1	CH1-E5	PO1, Compare healthy & unhealthy environments
		Health	S1	CH1-E8	PO1 & 2, Nutrients & diet
		Health	S6	CH6-E1	PO2, Three consequences of health issues
		Health	S2	CH2-E1	PO1, Apply health information (Food A)



3	1	Social Studies	4ss	E2	PO1, Private services
	Opt 1	Technology	3	E1	PO1 & PO2 Using the Internet
		Technology	S3	E3	PO1 & PO2, Create & present multi-media production
			S6	E1	PO1, Identify & use appropriate technology tools
		Reading	1	C4	Identify new word meanings
			2	C6	Draw conclusions & make inferences
3	1	Health	S2	CH2-E1	PO1, Apply health information (Food A)
		Health	S2	CH2-E5	PO1 & 2, Emergency resources
		Health	S4	CH4-E1	PO1 & 2, Different cultures utilize health services
		Health	S5	CH5-E1	PO1, Five ways to show respect
		Health	S7	CH7-E2	PO1 & 2, Health issues- positive & negative aspects
		Health	S7	CH7-E5	PO1 & 3, Cooperative ways of dealing with health issues
		Language Arts	S3	LS-E3	Interpret & respond to interview questions
		Language Arts	S4	VP-E1	Analyze media used to influence opinions & decisions
	1 (Virtual)	Technology	S1	IT-E2	PO2 & 3, Retrieve information & operate a technology (computer)
		Technology	S5	5T-E1	PO2, Search by subject
	Optional: Crossword	Reading	S1	C4	PO5, Definitions using a glossary
	Optional: Hunger Terms	Reading	S1	C4	PO5, Definitions using a glossary
	Optional: Hunger Terms, New words	Reading	S1	C4	PO5, Definitions using a glossary



4	Opt 1	Art	S1	E1	PO1, Using appropriate media
					PO2, Communicate ideas
		Reading	S1	C6	PO7, Draw conclusions & make inferences
			S2	C1	PO1, Clear ideas
		Commun.	S5	E1	Make clear reports
	Opt 2	Art	S1	E1	PO1, Using appropriate media
					PO2, Communicate ideas
		Reading	S1	C6	PO7, Draw conclusions & make inferences
			S2	C1	PO1, Clear ideas
		Commun.	S5	E1	Make clear reports
		Technology	S3	E1	PO1 & PO2, Use of technology tools
					PO4, Original perspective
	Opt 3	Art	S1	E1	PO1, Using appropriate media
					PO2, Communicate ideas
		Reading	S1	C6	PO7, Draw conclusions & make inferences
			S2	C1	PO1, Clear ideas
		Commun.	S5	E1	Make clear reports



5	1	Social Studies	4SS	E2	PO1 & PO4, Knowledge of private & government services
		Commun.	S2	E2	Solutions to issues
				E3	Support opinions
	2	Commun.	S2	E2	Solutions to issues
				E3	Support opinions
	3	Commun.	S2	E2	Solutions to problems & issues
			S5	E1	Make clear reports
	4	Self Assessment & Program Evaluation			



Glossary of Terms

Advocacy - Efforts on the part of people, movements, or organizations to speak out on behalf of others who have need(s) in order to bring about greater awareness and change.

America's Second Harvest (A2H) – Network of approximately 200 food banks across the United States. Corporate headquarters are located in Chicago, IL. Web site is www.secondharvest.org.

Arizona Department of Economic Security – This state agency is responsible for promoting the safety, well-being and self-sufficiency of all Arizonans. This includes implementing and administering cash assistance and all other welfare-related programs. Web site is www.de.state.az.us.

Balanced Diet – Eating the appropriate amount and variety of food.

Budget – A basic family budget comprises income and expenses for family needs to feed, shelter, and clothe itself, get to work and school, and subsist. Family budgets usually include: housing costs, transportation costs, family health care costs, and living expenses, meeting financial obligations, education expenses, family recreation and sometimes savings.

Charity - The act of giving something (such as financial support, a tangible item, or emotional support) to individuals or families in need.

Charity, Aid, Recovery and Empowerment Act (CARE) – Federal law which allows family farmers, ranchers, and restaurant owners to deduct from their tax returns the costs of food they donate to hunger-relief charities.

Child and Adult Care Food Program (CACFP) – Federal program administered by the USDA, which provides a monetary reimbursement to approved nonprofit or licensed daycare or after-school programs that provide meals and snacks to needy children.

Community Dining Room – A community-based nonprofit organization that serves meals to people living in poverty at no cost. Examples are St. Vincent de Paul, Salvation Army, and Andre House. (*See Soup Kitchen*)

Charitable Organization – Organizations such as food banks, community dining rooms that provide food to low-income individuals or families, as well arts programs, counseling centers, job-assistance programs, museums, community-focused foundations, etc. that serve our communities. The organization must be designated as a 501 organization by the Internal Revenue Service.

Child Nutrition Programs – Federal programs that help schools and other organizations prepare breakfast, lunch and after school snacks to children.

Chronic Hunger – Hunger that continues over a long period of time.

Cognitive Deficiency - Inadequacy in mental processing or brain function often associated with insufficient nutrition among children.

Cognitive Development - The stages of mental or brain development in infancy and childhood.

Daily Calorie Requirement – The average number of calories needed to sustain normal levels of physical activity and health taken into account age, gender, body weight, and climate. On average the requirement is approximately 2,350 calories per day.

Department of Health and Human Services – Federal agency responsible for protecting the health of all Americans and providing essential human services, especially to those with the greatest need. Specifically, HHS oversees the implementation and administration of Medicare, Medicaid, and TANF (*see Temporary Assistance for Needy Families*). Web site is www.os.dhhs.gov.

Domestic Hunger – Hunger within the United States.

Donate – To contribute or give (money, food, clothing, toys, services, time, etc.) to a charitable cause.

Donations – Items (money, food, clothing, toys, services, time, etc.) a non-profit organization receives from people who want to give to a charitable cause.



Eligibility Requirements - Rules set to determine whether particular applicants/households are eligible to receive the benefits of government or private sector programs. A common measure is often meeting some level of the Poverty Threshold.

Emergency Food Assistance – Providing food to low-income individuals and families facing a crisis on a temporary emergency basis until more consistent assistance is obtained.

Empower - To give greater ability (through skills or knowledge) to those who do not have sufficient power to advocate for their own needs.

Exercise – Physical activity to make your body fit and healthy.

Famine - A drastic and wide-reaching shortage of food usually resulting in increased disease and death.

Federal Nutrition Programs - Programs established through laws passed by Congress to safeguard the nutrition of different population groups, such as families, children, and seniors. Such programs include Food Stamps, WIC and CACFP.

Federal Poverty Standard - Income levels set by the federal government, based on household size and income, which determine whether an individual or family lives in poverty; adjusted annually for inflation. For example, a family of three earning less than \$16,090 in 2005 was considered to be in poverty.

Five Food Groups – The groups in the Food Guide Pyramid; grains, fruits, vegetables, dairy, meats, fats, oils, and sweets.

Food Bank – A private, nonprofit food distribution center. Food banks provide a central location for the receipt of donated food, and, through various methods, distribute the food to social service agencies in a designated service area that, in turn, provide food to their clients.

Food Drive – A method through which members of the community can become involved with a food bank. Organized by a variety of organizations, including schools, corporations, churches, and civic organizations, participants collect nonperishable food items for donation to a food bank.

Food Guide Pyramid – A guide to tell people which foods and how many servings of each they should eat every day in order to stay healthy and strong. Created by the USDA (*see United State Department of Agriculture*), the pyramid is a visual display of the eight food groups common to the average American's diet. The pyramid recommends a range of the number of servings to choose from each group, based on the nutritional needs of males and females, and different age groups.

Food Insecurity – Limited or uncertain availability of nutritionally adequate and safe foods, or limited or uncertain ability to acquire acceptable foods in socially acceptable ways.

Food Pantry – Community-based nonprofit food assistance program that provides a limited amount of food to individuals or families facing food emergencies and/or ongoing food needs.

Food Security - Access to enough food to maintain a healthy lifestyle, including: a) the availability of a nutritious and safe food supply and b) the ability to get food in socially acceptable ways (without resorting to criminal activity, scavenging or other emergency tactics).

Food Security Safety Net - Federal nutrition policies and programs designed, altogether, to insure people have access to a normal, available, and adequate food supply.

Food Stamp Program – A federal program designed to improve the nutrition of low-income individuals by providing supplemental benefits to assist them with their food budget. Food Stamp programs provide coupons or EBT cards that function like debit cards for low-income people to cover a portion of a household food budget.

Farmer's Market – Place where people can sell or buy fresh fruits and vegetables.

Gleaning – Harvesting surplus food and vegetables from commercial farms and backyard orchards.

Gross Income - Total income to an individual or household before deductions for items such as taxes or health care coverage.



Hunger – The uneasy or painful sensation caused by a lack of food. The recurrent or involuntary lack of access to food that over time may result in malnutrition in which people do not get enough food to provide the nutrients necessary for a fully productive healthy life..

Harvest – To gather ripe fruits and vegetables.

Healthy – To have a fit mind and body.

Homeless – People who do not have a permanent place to live.

Living Wage - A wage sufficient to meet the basic needs of a worker, his or her family and his or her dependents to live adequately.

Low Birth Weight – Newborns who weigh 2,500 grams (5 pounds, 8 ounces) or less are considered of low birth weight. These newborns are especially vulnerable to illness and death during the first months of life.

Malnutrition – A harmful condition caused by not having enough food or eating too much of the wrong food. A medical condition resulting from inadequate or excessive consumption of a particular nutrient. Malnutrition can impair physical and mental health, as well as contribute to one's vulnerability to infectious diseases.

Meals on Wheels – Community-based nonprofit organizations provide home delivery of meals to homebound seniors and/or disabled individuals through this program.

Medicaid - A Federally aided, State-operated and administered program that provides medical benefits for certain indigent or low-income persons in need of health and medical care. The program, authorized by Title XIX of the Social Security Act, is basically for the poor. It does not cover all of the poor, however, but only persons who meet specified eligibility criteria.

Medicare - A national, federally-administered senior health insurance program authorized in 1965 to cover the cost of hospitalization, medical care, and some related health services for seniors over age 65 and certain other eligible individuals

Member Agency (Partner Agency) – Food distributed by St. Mary's/Westside Food Bank Alliance is done so through a network of social service organizations that provides food to their clients. These organizations apply for membership to the Food Bank, are evaluated with a number of criteria, and, if approved, hold membership to the Food Bank.

Minimum Wage - The lowest hourly wage that federal law permits most employers to pay workers. Currently the rate is \$5.15/hour, although some states have raised their minimum wage higher than the federal required level.

National School Lunch Program – Provides free and reduced-price lunches for needy children in participating schools. Children participating in the program receive one-third or more of the Recommended Daily Allowance of key nutrients.

Nonprofit Organization – Legally constituted, non-governmental entities that are incorporated under state law as charitable or not-for-profit corporations. These organizations serve a public need, and hold tax-exempt status. All food banks and their partner agencies are IRS-approved 501(c) 3 private nonprofit organizations.

Nutrition – 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.

Nutritional Deprivation - The condition of not getting sufficient food (minerals and vitamins) to meet scientific standards for healthy growth and development.

Nonperishable – Fully intact original cans, jars, or food-grade dry repacked foods with legible labels that will not spoil or lose their nutritional value unless stored for extended timeframes. Packaging does not indicate previous opening, punctures, bulging, or broken seals; however, even these foods may become inedible over long periods of storage time.

Number of Servings – The size and amount of each food group you should eat every day.



Poverty Line – The official measure of poverty in the United States. Developed by Mollie Orshansky in the 1960s, and adopted by the federal government in 1967, the poverty line establishes an absolute dollar amount, based upon family size and indexed for inflation, by which the government ascertains the number of Americans who subsist below socially acceptable standards of living. The official poverty line is based upon Orshansky's study that concluded an average family spends one-third of its income on food. The official poverty line is set at triple the cost of the "Thrifty Food Plan" – a subsistence diet established by the USDA.

Perishable – Food items that will spoil quickly.

Public Policy - Laws or regulations set by federal, state and local governments that regulate various aspects of life such as taxes, employment, and health care.

Recommended Dietary Allowances (RDA) – Established by the Food and Nutrition Board of the National Academy of Sciences, RDAs reflect the amount of specific nutrients in the diet that should decrease the risk of chronic disease for most individuals.

School Breakfast Program – Provides free or reduced-cost nutritious morning meals to participating, low-income children in participating schools.

Shelter – A community-based, nonprofit, or state/city organization that provides temporary housing for the homeless. Usually congregate meals are served. Local examples are UMOM, Central Arizona Shelter Services, and Phoenix Rescue Mission.

Single-Parent Families - Families with children under age 18 headed by a parent who is without a spouse raising children on his or her own.

Social Justice - A broad concept that encompasses the idea that all people should have a fair opportunity to partake of the tangible benefits of our democracy, at least to the extent that fundamental or basic human needs are met. An idea first associated with John Rawls in his book, *A Theory of Justice*.

Social Safety Net – The network of government and private charitable programs that exist to assist low-income, disabled, elderly, and other vulnerable populations.

Summer Food Service Program for Children – This program provides children of low-income households with nutritious meals during the summer months when school is not in session and students have limited or no access to the school lunch programs.

Salvage – Edible and usable non-perishable products donated by food chains. Items are sorted, repackaged, and distributed to Food Bank agencies.

Soup Kitchen – A community-based nonprofit organization that serves meals to people living in poverty at no cost. Examples are St. Vincent de Paul and Salvation Army. (*See Community Dining Room*)

Stunting - A condition when young children fail to reach their normal height for their age range, due to long-term nutritional deprivation.

Supplemental Food Programs – Any organization that provides bags of food to individuals in need.

TEFAP and CSFP – The Emergency Food Assistance Program and the Commodity Supplemental Food Program provide commodities donated by the USDA to food banks, food pantries, soup kitchens, and emergency shelters for distribution to low-income people.

Temporary Assistance for Needy Families (TANF) – In 1997, Congress voted to replace Aid to Families with Dependent Children (AFDC) with TANF, which is the current system of "welfare" in place in the United States. This program provides direct cash assistance, and support for childcare, job training, shelter, transportation, education, family planning, domestic violence, homelessness, substance abuse, marriage skills, teen pregnancy, and medical needs. Recipients must meet income qualifications, have dependent children, and begin employment or job training in order to qualify for benefits. In Arizona, the program is called Employing and Moving People Off Welfare and Encouraging Responsibility, or EMPOWER, and is administered by the Department of Economic Security.

Total Household Income - Income from all sources available to members of a household.



United States Department of Agriculture (USDA) – Federal agency that oversees the administration of anti-hunger programs, such as Food Stamps and child nutrition programs. The USDA is also a research leader in human nutrition. Web site is www.usda.gov.

Volunteer – To offer help at a charitable non-profit organization or on its behalf without being paid.

(WIC) Special Supplemental Nutrition Program for Women, Infants, and Children– A federal program that provides nutrition education and food vouchers to pregnant women and lactating mothers, as well as young children under the age of five. The Special Supplemental Nutrition Program for Women, Infants and Children program aims to improve the health of low-income pregnant, breast-feeding and postpartum women, and infants and children who are at-risk of poor nutrition. WIC benefits include supplemental nutritious foods, nutrition education, and access to healthcare.

Working Poor – Individuals and families who are working, but do not make enough wages from work to raise them above the federal poverty line.



Web Site Resources

St. Mary's/Westside Food Bank Alliance	www.FirstFoodBank.org
America's Second Harvest	www.secondharvest.org
Arizona Department of Economic Security	www.de.as.state.us
Arizona Nutrition Network	www.eatwellbewell.org
Association of Arizona Food Banks	www.azfoodbanks.org
Brandeis University's Center on Hunger and Poverty	www.centeronhunger.org
Bread for the World	www.bread.org
Center for Law and Social Policy	www.clasp.org
Center on Budget and Policy Priorities	www.cbpp.org
Children's Defense Fund	www.childrensdefense.org
Congressional Hunger Center	www.hungercenter.org
Department of Health and Human Services	www.os.dhhs.gov
Feeding Minds - Fighting Hunger	www.feedingminds.org
Food Research and Action Center	www.frac.org
Healthy Fridge	www.healthyfridge.org
Institute for Women's Policy Research	www.iwpr.org
Kids Can Make a Difference	www.kidscanmakeadifference.org
Manpower Demonstration Research Corporation	www.mdrc.org
Mazon: A Jewish Response to Hunger	www.mazon.org
My Pyramid Nutritional (Adults)	www.mypyramid.gov
My Pyramid For Kids	www.fsa.usda.gov/fsakids
National Center for Children in Poverty	www.nccp.org
Oxfam America	www.oxfamamerica.org
Project Vote Smart	www.vote-smart.org
Results	www.results.org
Share Our Strength	www.strength.org
Service Learning Mission Online	www.n4hccs.org/servicelearning/resources
The Urban Institute	www.urban.org
Tufts Friedman School of Nutrition Science and Policy	www.nutrition.tufts.edu
United States Department of Agriculture	www.usda.gov
Vegetarian Kitchen	www.vegkitchen.com
World Hunger Year	www.worldhungeryear.org
5 A Day Nutrition	www.pbhfoundation.org



Reading Resources

Hunger and Hunger-Related Issues

- *Starving in the Shadow of Plenty – Loretta Schwartz-Nobel*
The author spent seven years interviewing a wide variety of people across the country, all of whom detail their experiences living with hunger.
- *Growing Up Empty: The Hunger Epidemic in America – Loretta Schwartz-Nobel*
The sequel to *Starving in the Shadow of Plenty*, Schwartz-Nobel again allows people living with hunger to describe their experiences in their own words. This book is a call to action.
- *The War on Hunger: Dealing with Dictators, Deserts, and Debt – Ron Fridell*
Fridell describes the conditions that cause hunger across the world and in the United States, and details steps being taken to address the issue.
- *Toward an End to Hunger in America – Peter K. Eisinger*
This book quantifies the crisis of hunger in the United States, discusses the method with which the government defines hunger, and details short-term and long-term solutions to the problem.

Poverty in the United States

- *A Different Shade of Gray: Midlife and Beyond in the Inner City – Katherine S. Newman*
Harvard professor Katherine Newman offers a look at aging in the inner city.
- *America's Struggle Against Poverty in the Twentieth Century – James T. Patterson*
Patterson explores the debate over poverty and social welfare in the 1990s, including the impact of welfare reform in 1996.
- *Lives on the Line: American Families and the Struggle to Make Ends Meet – Martha Shirk*
The author melds demographic analysis with personal profiles to show what life is like for children growing up in poverty.
- *Nicked and Dimed: On (Not) Making It in America – Barbara Ehrenreich*
Anthropologist Ehrenreich spent a year trying to survive in low-wage jobs, and provides us with a portrait of the working poor in America.
- *Poverty in the United States: A Handbook – John Iceland*
This book provides an in-depth look at the trends, patterns, and causes of poverty, utilizing the latest statistics, historical data, and social scientific theory.
- *Rachel and Her Children: Homeless Families in America – Jonathan Kozol*
The author spent months interviewing homeless men, women and children who live in the Martinique Hotel in New York City.



- *The End of Poverty: Economic Possibilities of Our Time* – Jeffrey Sachs
Marrying vivid eyewitness storytelling with concrete analysis, Sachs provides a conceptual map of the world economy and the different categories into which countries fall, explaining why wealth and poverty have diverged and evolved as they have and why the poorest nations have been so markedly unable to escape the cruel vortex of poverty
- *The Working Poor: Invisible in America* – David K. Shipler
Powerful, humane study of the invisible poor who are engaged in the activity most respected in American ideology—hard, honest work.
- *There are No Children Here: The Story of Two Boys Growing Up in the Other America* – Alex Kotlowitz
A powerful, personal account of two families living in the Chicago ghetto. Inspired by Michael Harrington's *The Other America*.
- *The "Underclass" Debate: Views from History* – Michael B. Katz, ed.
A collection of essays focusing on the causes of poverty in America.
- *Understanding Poverty* – Sheldon Danziger and Robert Haveman, eds.
The authors explore how the poor have fared since President Johnson declared a "War on Poverty."
- *When Did I See You Hungry?* – Gerard Thomas Straub
Straub tells the story of the poor through a series of photographs.
- *A Girl, In Parts* – Jasmine Paul
A gritty, realistic portrait of a young girl in poverty coming of age.
- *Another Country*– James Baldwin
One of America's greatest literary talents, Baldwin makes a profound statement on the nature of race, class and poverty.
- *Love Medicine RI*– Louise Erdrich
A multigenerational saga of two families living on a Chippewa reservation in North Dakota.
- *Migrant Souls*– Arthur Islas
The author, through the story of the Angel family, explores the effects of life on the Mexican border.
- *The Middleman and Other Stories*– Bharati Mukherjee
A National Book Critics' Circle Award winner, this collection of short stories examines the lives of recent immigrants to the United States.

Poverty and Welfare

- *Beyond Entitlement: The Obligations of Citizenship*– Lawrence M. Mead
Mead argues the problem with the welfare system is not its size, but is permissive nature, and advocates making welfare benefits conditional upon a beneficiary's willingness to work.
- *Flat Broke with Children: Women in the Age of Welfare*– Sharon Hays
Utilizing demographic analysis and personal stories, this book explores the effects of welfare reform on women and their children.



- *Losing Ground: American Social Policy, 1950 – 1980*– Charles Murray
Murray, most famous for co-authoring *The Bell Curve*, maintains the social programs of the Great Society missed the mark: instead of helping the poor, they often made things worse.
- *Poor Support*– David T. Ellwood
Ellwood rejects the arguments made by Charles Murray and Lawrence Mead, and, instead, offers his own interpretation of what causes poverty and how the government can remedy it.
- *Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present*– Mimi Abramovitz
Abramovitz provides analysis of the role of gender in social welfare programs, and the “feminization of poverty.”
- *Regulating the Poor: The Functions of Public Welfare*– Frances Fox Piven and Richard A. Cloward, Eds.
Considered by many a social science classic, Piven and Cloward mix history, politics, and sociology in their analysis of social welfare programs.
- *The Other America* – Michael Harrington
Credited with “rediscovering” poverty in the 1960s, this is Harrington’s classic account of an isolated and self-perpetuating underclass.
- *The Price of Citizenship: Redefining America’s Welfare State*– Michael Katz
Historian Katz traces the roots of the modern welfare system and implications for the future.
- *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy* – William Julius Wilson
Utilizing demographic data from his native Chicago, Wilson details his theory of spatial mismatch and social isolation as the cause of poverty among African-Americans in urban environments.
- *Unwanted Claims: The Politics of participation in the U.S. Welfare System* – Joe Brian Soos
This book explores the relationships between agency and client as a site of political action as they participate in federal welfare programs.
- *When Work Disappears: The World of the New Urban Poor*– William Julius Wilson
The author expands on his theories of spatial mismatch and social isolation, and outlines a series of programs that can help the urban poor and the middle class.
- *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*– Martin Gilens
Drawing on more than 40 years of public opinion polls and media stories on poverty, the author argues the public’s attitude toward welfare is fueled by misinformation about America’s poor.

For Young Children

- *A Castle on Viola Street* – Dyanne DiSalvo
After Andy and his parents work as volunteers for an organization that buys abandoned buildings and fixes them up, they learn they will soon be working on a house that will become their own.
- *Carly* – Annegert Fuchshuber
A homeless girl wanders the land in search of food and shelter, but no one will help her.



- *Cooper's Tale* – Ralph da Costa Nunez
A young mouse named Cooper befriends three homeless children.
- *Fly Away Home* – Eve Bunting
Andrew and his father are homeless and live in an airport. In order to survive, they change terminals and sleep sitting up. Andrew becomes hopeful when he sees a trapped bird through an open door.
- *Gettin' Through Thursday*– Melrose Cooper and Nneka Bennett
Thursday is the day before Andre's mother receives her paycheck, and the day when money is tight and spirits low.
- *Sam and the Lucky Money* – Karen Chin
Sam must decide how to spend the lucky money he received for the Chinese New Year and ends up donating his money to a homeless man.
- *The Lady in the Box* – Ann McGovern
Two young children befriend an elderly homeless woman, and become her friend.
- *Uncle Willie and the Soup Kitchen*– Dyanne DiSalvo-Ryan
A young boy volunteers at a soup kitchen, and learns how to help those living in poverty in his community.

For Middle School Children

- *Darnell Rock Reporting* – Walter Dean Myers
Darnell joins the school newspaper staff on a whim, and writes an editorial suggesting the school use an empty parking lot as a community garden.
- *Leaves in October* – Karen Ackerman
Nine year old Livvy tries to understand the turn of recent events that have occurred: her father loses his job, her mother leaves the family, and they are forced to live in a shelter.
- *Lupita Manana*– Patricia Beatty
Following their father's death, Lupita and Salvador leave their Mexican fishing village for the United States to earn income for their widowed mother.
- *Maybe Next Year*– Frances P. Carlisle
Based on the author's own childhood, *Maybe Next Year* describes growing up on a farm in rural Georgia.
- *Sidewalk Story* – Sharon Bell Mathis
This book tells the story of a young girl who aids a family being evicted from an apartment across the street from where she lives.
- *Souder*– William H. Armstrong
A Newberry Award-winning novel, *Souder* tells the story of how a young boy's life is changed when his sharecropper father steals to feed his family.



- *The Girl With 500 Middle Names*– Margaret Peterson Haddix and Janet Hamlin
Janie's mother moves the family to a new school district, where she must deal with new classmates who live in bigger houses and wear more expensive clothes.
- *The Journal of Jenny September* – Isaacsen-Bright
Jenny's teacher required her students to keep a daily journal, but never expected to read what Jenny turned in. Jenny's mother has left her and her father and they soon become homeless. Jenny uses the journal to describe the difficulties and problems she faces.

For Young Adults and Adults

- *Black Boy (American Hunger): A Record of Childhood and Youth* – Richard Wright
Autobiographical in nature, *Black Boy* recounts the author's experiences growing up in rural Mississippi.
- *Children in Poverty: Child Development and Public Policy* – Aletha C. Huston, ed.
The author discusses the role of public policy regarding poverty, and the effect poverty has on a child's physical, cognitive, social, and emotional well being.
- *Hunger and Malnutrition in America (An Impact Book)*– Gerald Leinwand
The author discusses the paradox of hunger in America, one of the richest countries in the world, and some solutions to eliminate the problem.
- *Make Lemonade*– Virginia Euwer Wolff
Tells the story of LaVaughn, a 14-year-old girl living in the projects, but determined to be the first in her family to go to college.
- *Poverty in America: Causes and Issues (Issues in Focus)*– Kathiann M. Kowalski
This book focuses on poverty in the United States by relating real-life stories of those in poverty and the organizations that help them.

Community Service and Advocacy for All Ages

- *Chicken Soup for the Volunteer's Soul: Stories to Celebrate the Spirit of Courage, Caring, and Community* – Jack Canfield, Mark Victor Hansen, Arline McGraw Oberst, John T. Boal, and Tom and Laura Lagana.
Inspiring stories of every day people who want to make a difference in the lives of others.
- *Community Building: What Makes It Work: A Review of Factors Influencing Successful Community Builders*– Paul Mattessich and Barbara Monsey
The authors utilize examples, research and a detailed bibliography to provide a method by which one can build a successful community initiative.
- *The Big Help Book: 365 Ways You Can Make a Difference by Volunteering* – Alan Goodman
The author offers numerous ideas for young children (ages 6 to 14) to volunteer their time in their community.



- *How Can You Help? Creative Volunteer Projects for Kids Who Care* – Linda Schwartz
For children ages 9 to 12, this book offers ideas for family activities, classroom projects, and community groups in order to make a difference.
- *The Kid's Volunteering Book* – Arlene Erlbach
Suggests opportunities for children ages 9 to 12 to provide community service, and profiles children who have volunteered.
- *A Kid's Guide to Social Action: How to Solve the Social Problems You Choose – and Turn Creative Thinking into Positive Action* (1998) – Barbara Lewis, Pamela Espeland, and Caryn Perner
For children 10 and older, this book profiles real-life stories of youth who have made a difference in their community by taking action, and provides step-by-step instructions for advocating for a chosen cause.
- *Generation Fix: Young Ideas for a Better World* – Elizabeth Rusch and Pamela Hobbs
An anthology of true stories about youth taking action to make their communities a better place.
- *Take Action! A Guide to Active Citizenship* – Marc and Craig Kielburger
Written by the founders of "Leaders Today," this book provides easy-to-follow guidelines for making a difference in the lives of people all over the world.
- *Reinvesting in America: the Grassroots Movements that are Feeding the Hungry, Housing the Homeless, and Putting Americans Back to Work* – Robin Garr
The author explores how small movements across the country are addressing the problems of hunger, homelessness, employment and education.
- *160 Ways to Help the World: Community Service Projects for Young People* – Linda Leeb Duper.
Using the motto, "Think globally, act locally," this book provides young adults with a variety of projects and volunteer opportunities.



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- ◆ Center for Budget and Policy Priorities
- ◆ Center for Law and Social Policy
- ◆ Chandler-Gilbert Community College
- ◆ Feeding Minds - Fighting Hunger: A Program of the Food and Agriculture Organization of the United Nations
- ◆ Five-A-Day Nutrition: A Program of the Produce for Better Health Foundation
- ◆ Greater Chicago Food Depository
- ◆ Judith Berck
- ◆ Kids Can Make a Difference: A Program of the World Hunger Year
- ◆ Mazon – A Jewish Response to Hunger
- ◆ National 4-H Cooperative Curriculum Systems, Inc.
- ◆ Oxfam International
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