

**Middle School Program:  
Session 5**



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## Middle 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



**Middle School Program (Grades 6 through 8)**

<p><b>Session 1: Hunger and Poverty (An Introduction)</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Activity 1:</b> Images &amp; Interpretations <ul style="list-style-type: none"> <li>• <i>Optional Activity</i> - Hunger Word Search</li> </ul> </li> <li>◆ <b>Activity 2:</b> Defining Food Insecurity, Hunger &amp; Poverty <ul style="list-style-type: none"> <li>• <i>Optional Activity</i> - Crack the Code</li> </ul> </li> </ul>
<p><b>Session 2: Hunger and Poverty (Defining the Issues &amp; Consequences)</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Activity 1:</b> Defining Food Insecurity, Hunger &amp; Poverty <ul style="list-style-type: none"> <li>• <i>Optional Activity</i> - Glossary Snacks</li> </ul> </li> <li>◆ <b>Activity 2:</b> The Relationships between Housing Costs, Wage(s), Hunger &amp; Poverty <ul style="list-style-type: none"> <li>• <i>Optional Activity</i> Message–Option 1 Cryptogram</li> </ul> </li> <li>◆ <b>Activity 3:</b> Impacts &amp; Consequences of Hunger &amp; Poverty</li> </ul>
<p><b>Session 3: Introduction to the Food Bank &amp; Creating Understanding</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs and Services Tour Option 1</li> <li>◆ <b>Activity 1:</b> Introduction to St. Mary's/Westside Food Bank Alliance Programs &amp; Services Virtual Tour Option 2 <ul style="list-style-type: none"> <li>• <i>Optional Activity</i> - Crossword Glossary</li> <li>• <i>Optional Activity</i> - Hunger Terms Matching</li> <li>• <i>Optional Activity</i> - Hunger Terms New Words</li> </ul> </li> </ul>
<p><b>Session 4: Exploring &amp; Clarifying the Consequences</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Activity 1:</b> Hunger Quilt Option 1</li> <li>◆ <b>Activity 1:</b> Hunger Quilt Option 2</li> <li>◆ <b>Activity 1:</b> Hunger Quilt Option 3</li> </ul>
<p><b>Session 5: Solutions &amp; Action</b></p>	<ul style="list-style-type: none"> <li>◆ <b>Activity 1:</b> Government &amp; Community-Based Organizations</li> <li>◆ <b>Activity 2:</b> Advocacy &amp; You</li> <li>◆ <b>Activity 3:</b> Hunger Quilt Presentations</li> <li>◆ <b>Activity 4:</b> Evaluation &amp; Action</li> </ul>



## Middle 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.

## Middle School Program Preparation

### Description

- ◆ 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)
- ◆ Middle School Program Guide
- ◆ Middle School Program Worksheets
- ◆ Middle School Program Readings
- ◆ Appendices 1, 2, 7, 8 and 17-26
- ◆ Glossary of Terms
- ◆ Web-Based Resources
- ◆ Readings Resources

### Advance Activities

- ◆ Use **Appendix 1: Middle 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 Middle School Program curriculum.
- ◆ Review Middle School Program Worksheets.
- ◆ Review Middle School Program Readings.
- ◆ Review Appendices (1, 2, 7, 8 and 17-26).
- ◆ 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).
- ◆ 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.
- ◆ 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 3 of the program.
- ◆ In Sessions 3 and 5 of the program, students will work together on a group project involving these readings.



## Session 5: Finding Solutions

### Activity 1: Government & Community-based Organizations

#### Description

- ◆ This activity facilitates discussion on existing solutions to hunger and poverty as participants learn about government and local, community-based programs that provide food assistance.

#### Objectives

Our objectives are to ensure participants:

- ◆ Can identify government programs that provide food assistance.
- ◆ Can identify local, community-based programs that provide food assistance.

#### Materials Needed

- ◆ Flip chart and markers, dry erase board, chalkboard, or overhead projector with transparencies.
- ◆ **Appendix 17 – A Government Assistance Road Map**

#### Time

10 minutes

#### Advance Work

- ◆ Determine participant team work areas.
- ◆ Ensure that Flip chart and markers, dry erase board, chalkboard, or overhead projector with transparencies are available.
- ◆ Review **Appendix 17 – A Government Assistance Road Map**.
- ◆ At the facilitator's discretion, guest speakers and/or other relevant resource individuals may be invited to participate with of this session's activities to enhance the understanding or presentation of content.

#### Facilitation Instructions

1. Note to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
2. Print two (2) headings on a flip chart, chalkboard or dry-erase board: **Government Assistance** and **Community-Based Assistance**.
3. Ask participants to brainstorm programs or organizations that currently exist with the purpose of alleviating hunger.
4. Their ideas may focus on hunger nationally or locally.



5. Write down all ideas on the flip chart or chalkboard.

◆ **Note:**

- Some participants may feel uncomfortable with this discussion if they are receiving food assistance, or have received food assistance in the past. Please be attentive and sensitive to this matter.
- Some participants may suggest “welfare” as a “Government Assistance” hunger-relief program.
- Explain: The nature and purpose of Temporary Assistance for Needy Families, commonly known as “welfare.”
- See the Glossary of Terms for a definition of TANF. The purpose of TANF is to alleviate poverty, and, while cash assistance may assist in alleviating hunger, that is not the direct purpose of the program.

6. Guide the discussion by asking such questions as these:

- How does the government try to alleviate hunger?
- What programs are available to people?
- What other sources of assistance exist for people in Arizona?

Government Assistance (examples)	Community-Based Programs (examples)
◆ Food Stamps	◆ Food Bank
◆ Child Nutrition Programs	◆ Shelter (Examples: Central Arizona Shelter Services or Phoenix Rescue Mission)
• School Breakfast Program	◆ Food Pantry
• National School Lunch Program	◆ Meals on Wheels
• Summer Food Service Program	◆ Community Dining Room (Examples: St. Vincent de Paul, Andre House, or Salvation Army)
◆ Child and Adult Care Food Program	
◆ WIC (Special Supplemental Nutrition Program for Women, Infants and Children)	
◆ Commodities Programs	
• TEFAP (The Emergency Food Assistance Program)	
• CSFP (Commodity Supplemental Food Program)	

7. Distribute and refer to **Appendix 17: Government Assistance Road Map.**

8. Discuss all the programs available to alleviate hunger, both government and community-based, and ask participants to share their reactions to these programs.



9. Lead the discussion by asking the following questions:
  - Are there more or fewer programs available than you thought?
  - How do the numbers of participants in government assistance programs compare with the number of people living in poverty, or who are food insecure? Recall the statistics from Session 2.
  - What are some reasons government programs do not reach all people who are food insecure? Possibilities are lack of knowledge of the programs available, “red tape,” fear of seeking assistance, embarrassment about asking for help, pride, etc.
10. Provide summary statement and transition to **Advocacy & You Activity**.



## Session 5: Finding Solutions

### Activity 2: Advocacy & You

#### Description

- ◆ This activity facilitates discussion on practical and effective solutions to hunger, poverty and food insecurity. Participants will discuss methods, both short-term and long-term, by which they can become involved in creating and implementing solutions to hunger and poverty.

#### Objectives

Our objectives are to ensure participants:

- ◆ Be able to identify short-term and long-term solutions to alleviate hunger.
- ◆ Discuss their strategies to address hunger nationally and locally.

#### Materials Needed

- ◆ **Appendix 18: Arizona Government**
- ◆ **Appendix 19: 40 Ways to Fight Hunger in Your Community**
- ◆ **Appendix 20: Activist Advice: Writing a Letter to Your Elected Officials (sample letter)**
- ◆ Flip chart and markers, dry erase board, chalkboard, or overhead projector with transparencies.
- ◆ Determine participant team work areas.

#### Time

30 minutes

#### Advance Work

- ◆ Review **Appendix 18: Arizona Government.**
- ◆ Review **Appendix 19: 40 Ways to Fight Hunger in Your Community.**
- ◆ Review **Appendix 20: Activist Advice: Writing a Letter to Your Elected Officials (sample letter).**
- ◆ Determine participant teams work areas.
- ◆ Ensure the flip chart and markers, dry erase board, chalkboard, or overhead projectors with transparencies are available.



## 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. Put two headings on a flip chart, chalkboard, or dry-erase board: **Short-term** and **Long-term**.
3. Ask participants to brainstorm methods by which they can alleviate or end hunger and poverty. Ask them to label their suggestions as **Short-term** or **Long-term**, and write their suggestions under the appropriate heading.  
**Explain:** Short-term strategies help alleviate hunger and poverty, i.e., holding a food drive provides food to a food bank to give to people in need. Long-term strategies aim to end hunger and poverty, and involve advocating for political and economic change.
4. Distribute the **40 Ways to Fight Hunger in Your Community** list sheets.
5. Ask participants to review the 40 Ways sheets and request the group participants, teams or entire group select one short-term strategy and one long-term strategy to implement.
  - The short-term strategy should be something the group can implement fairly quickly, while the long-term strategy may take considerably more time and planning.
  - At the facilitator's discretion, they may vote on their choices.

### Note:

Should the group or individual members of the group decide to write a letter to their elected representatives as part of their long-term strategy, an **Arizona Government Appendix**, **Activist Advice: Writing a Letter to Your Elected Officials Appendix** and a **Sample Advocacy Letter** have been provided in the resources section of this guide for facilitators to share as deemed appropriate.

6. Fill out the pledge card listing your short-term and long-term strategies for alleviating hunger in our community, and return it to St. Mary's/Westside Food Bank Alliance.

**Chet Provorse, Hunger 101**  
**St. Mary's/Westside Food Bank Alliance**  
**2831 N. 31st Avenue, Phoenix, AZ 85009-1512**  
**[cdprovorse@FirstFoodBank.org](mailto:cdprovorse@FirstFoodBank.org)**  
**602-352-3640, ext 169**  
**Fax: (602) 352-3659**  
**[www.FirstFoodBank.org](http://www.FirstFoodBank.org)**

7. Confirm with participants that their next step will be to meet after these educational sessions to begin planning the logistics of your short-term and long-term strategies.
8. Remind the group that the staff at St. Mary's/Westside Food Bank Alliance can advise them on how to effectively implement their short-term and long-term strategies!

### Remember

**St. Mary's/Westside Food Bank Alliance**  
**is here to help them succeed with their strategies.**



## Session 5: Finding Solutions

### Activity 3: Hunger Quilt Presentations

#### Description

- ◆ This activity facilitates discussion on practical and effective solutions to hunger, poverty and food insecurity. Participants will discuss methods, both short-term and long-term, by which they can become involved in creating and implementing solutions to hunger and poverty.

#### Objectives

Our objectives are to ensure participants:

- ◆ Present their “Hunger Quilts” to the class.
- ◆ Attain a fuller understanding of individual perspective and feelings concerning hunger and homelessness.

#### Materials Needed

- ◆ Internet access and/or computer clip art programs
- ◆ Room with PC connection
- ◆ White board and/or flip chart and markers
- ◆ Determine a location and means to display or hang the activity quilt once assembled

#### Time

30 minutes

#### Advance Work

- ◆ Confirm Internet access and/or computer clip art programs availability.
- ◆ Confirm room PC connection.
- ◆ Confirm availability of white board and/or flip chart and markers.
- ◆ Determine a location and means to display (preferably hang) or hang the activity quilt once assembled.

#### Facilitation Instructions

1. Note to the participants of the availability of **Hunger 101 Glossary of Terms** in their material for use throughout all activities (including Optional Activities).
2. Ask for the first group presenter to begin their presentation and note which group will be next and the following sequence of presenters.
  - If no volunteers occur, just pick a group starting with the last group number and proceeding back from there.



3. Request that each presenter (with support from their group) makes a short (4-6 minutes) presentation of their "Hunger Quilts" to the class including:
  - A brief summary of the readings, i.e., provide an overview of the story sections they were assigned.
  - What is the meaning of their "quilt?"
  - How does their piece of the quilt relate to the story?
4. After each presentation, ask for interpretations of the quilt, other comments or feedback.
5. Conclude the activity with a discussion covering the following points:
  - Raising awareness about the issues surrounding hunger and poverty in Arizona and nationwide is the first step toward finding solutions.
  - The next step is to become part of the solution by taking action steps. The 40 Ways to Fight Hunger list contains ways to get involved in the fight against hunger, but these suggestions are only a beginning.
6. Encourage participants to be creative when coming up with solutions to alleviating and ending hunger.
7. Transition to program Evaluation and Action.



## Session 5: Finding Solutions

### Activity 4: Evaluation & Action

#### Description

- ◆ This activity is to be a brief assessment of the Hunger 101 Program and a brief assessment of the participants' understanding of the issues surrounding hunger and poverty in the United States, as well as the barriers to obtaining food to prevent hunger in Arizona.

#### Objectives

Our objectives are to:

- ◆ Determine the impact of the Hunger 101 Program curricula on the Middle School Program participants and their understanding of the issues surrounding hunger and poverty in the United States, as well as the barriers to obtaining food to prevent hunger in Arizona.
- ◆ Assess the quality of the content, materials, and delivery of the Hunger 101 program.

#### Materials Needed

- ◆ **Appendix 22: Hunger 101 Middle School Program Quiz 1**
- ◆ **Appendix 23: Hunger 101 Middle School Program Quiz 1 Answers**
- ◆ **Appendix 24: Hunger 101 Middle School Program Quiz 2**
- ◆ **Appendix 25: Hunger 101 Middle School Program Quiz 2 Answers**
- ◆ **Appendix 26: Hunger 101 Middle School Program Evaluation**
- ◆ Pens or pencils

#### Time

20 Minutes

#### Advance Work

- ◆ Ensure copies for each participant of the **Appendix 22: Hunger 101 Middle School Program Quiz 1**
- ◆ Ensure copies for each participant of the **Appendix 24: Hunger 101 Middle School Program Quiz 2**
- ◆ **Appendix 26: Hunger 101 Middle School Program Evaluations** for all participants
- ◆ Pens or pencils



## Facilitation Instructions

1. Notify the participants that they will now complete two assessments. One of their growth during the program. The second will assess their perspective of the program will be used to enhance the program in the future, as well as help with development of other Hunger 101 programs.
2. Distribute the **Appendices 22 and 24 Middle School Program Level Quiz(s) (Version 1 or Version 2)** (using both is fine). **Appendices 23 and 25** are the respective Answer Keys for the quizzes.
3. Request that participants complete the quizzes and present it/them to the facilitator, who will then provide the student with a **Hunger 101 Middle School Program Evaluation**.
4. Request that participants take a few moments to complete the evaluation and leave it on the facilitator's desk or podium as they leave the session.

**We are always looking for ways to improve and appreciate feedback!**

## General Comments or Activity Tips

1. If there is not sufficient time to have the students complete the quizzes at this time, then the facilitator may have them complete it at a later time, or have them complete it overnight to be provided to the facilitator the next day or at the end of this day.

**It is very important that the two assessments be completed and then forwarded to St. Mary's /Westside Food Bank Alliance for use in the continued enhancement and new development of other Hunger 101 programs.**

End of  
**Hunger 101**  
**Middle School Program**