

**Elementary School Program:  
Session 5 Appendices**



## Appendix 49

# 25 Ways to Help Kids Fight Hunger

	<b>Rank (1, 2 or 3)</b>
1. Talk with a friend, family member or other school clubs about Hunger 101 and what they might do to fight hunger with you	
2. Plan, organize and promote a Food Drive with St Mary's\Westside Food Bank Alliance's or one of our 900 partner agencies.	
3. Contribute to and participate with St Mary's\Westside Food Bank Alliance food drives	
4. Invite a representative from St Mary's\Westside Food Bank Alliance to speak with your other social, educational and professional group meetings to discuss hunger awareness issues.	
5. Hold a school or community event where admission or discounts are provided when food donations are provided during attendance.	
6. Hold an art contest that focuses on issues of poverty, hunger and nutrition with donations of food items encouraged for exhibition admission.	
7. Create and hang posters about hunger-related issues and post them (with permission) in your school, community center, religious center or other community-based facility	
8. Participate with St Mary's\ Westside Food Bank Alliance's partner "Gleaning" programs, and/or other area family, school and/or community group gleaning activities	
9. Make and/or decorate cloth grocery bags or, back packs or shoulder packs for senior citizens, physically challenged, mobility limited or children to support their shopping in the community and/or work.	
10. Host an "Empty Bowl" or "Empty Soup Mug" event where children and adults create, sell or raffle ceramic bowls and a small meal to raise funds and awareness for hunger-related issues.	
11. Hold a public event with community where admission or discounts are provided with food donations for attendance.	
12. Organize and/or attend a St. Mary's\Westside Food Bank Alliance Hunger Banquet in your area	
13. Compile a small book of healthy recipes using reasonably priced easily obtained food items. Publish and distribute these online and in hardcopy to various others schools, community organization, community services agencies and food pantries to reach those who receive community food support. Possibly exchange the booklet food non-perishable food	



products that then could be donated to the St. Mary's/Westside Food Bank Alliance	
14. Establish a student and teacher group to discuss and take action on hunger-related issues	
15. Make & distribute flyers, post-cards, etc encouraging others in your community to take action against hunger	
16. Sponsor a Walk-A-Thon against Hunger	
17. Host a "Food Scavenger Hunt" based on a list of nutritious canned and dry goods. Make it a school groups' competition to see who collects the items first.	
18. Write a letter to your US congressional members, state legislators, county officials or city council Members to express concern about hunger and poverty in Arizona.	
19. Keep a diary of the food you eat for a week to raise consciousness of your diet and adjust your healthy cooking and eating habits	
20. Create and send greeting cards as your personal note cards that include nutrition, recipes, hunger & other food ideas	
21. Volunteer at one of the over 900 St Mary's\Westside Food Bank Alliance partner agencies serving our community.	
22. Contribute financial support to St Mary's\Westside Food Bank Alliance and/or area hunger relief organizations.	
23. Schedule a tour of a St Mary's\Westside Food Bank Alliance Bank facility or Community Kitchen.	
<b>Be creative and decide on another action that you or your group would do to fight Poverty and Hunger in your community. And, please share these additional ideas with Hunger 101 at <a href="mailto:cdprovorse@firstfoodbank.org">cdprovorse@firstfoodbank.org</a> so that we may continue to share new ways to fight Hunger with other individuals and community groups.</b>	
24.	
25.	



## Appendix 50: Elementary School Program Preparation Checklist and Elementary School Program Materials Needed

- ◆ This is a program planning and tracking tool to assist facilitators to plan, prepare and implement the Hunger 101 Elementary 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's 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 Elementary 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.
  - Review and become familiar with the photographs and correlated descriptions.
  - Confirm room space and tables to accommodate the members of the group.
  - 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.
  - 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.
  - Ensure you have contacted the Hunger 101 Coordinator at least a week in advance to arrange your St. Mary's/Westside Food Bank Alliance facility on-site tour field trip.
  - If you prefer to visit one of the Food Bank's partner agencies (rather than a St. Mary's/Westside Food Bank Alliance site), you must allow a minimum of two (2) weeks for the Hunger 101 Coordinator to make the arrangements for a partner agency tour in order to meet your requirements.



- If you prefer to visit a Non-Food Bank community agency, then you must independently ensure that you have contacted the relevant representative with the community agency you would prefer to visit at least two (2) weeks in advance to arrange your visit to a community agency.
- Develop a list of questions relevant to the agency you will be visiting that you and your students would like to have answered during the tour to ensure you obtain the most relevant information and meet your objectives of the site visit.
- Determine participant team work areas.



## Appendix 51: Elementary School Program Quiz 1 (True – False)

**Instructions:**

Please circle T (True) or F (False) as to whether you think the following statements are True or False.

<b>T</b>	<b>F</b>	1. Currently nearly 1 in 8 people live in poverty in the United States.
<b>T</b>	<b>F</b>	2. Arizona's poverty rate is higher than the national average – 14.2 percent, or 1 in every 7 people.
<b>T</b>	<b>F</b>	3. "Hunger" is "the uneasy or painful sensation caused by a lack of food, or the recurrent lack of food."
<b>T</b>	<b>F</b>	4. Worldwide, there is more than enough food every year to feed everyone on the planet.
<b>T</b>	<b>F</b>	5. Hunger is not a problem in a powerful, wealthy country such as the United States.
<b>T</b>	<b>F</b>	6. Homeless people are the largest segment of the population that experience hunger.
<b>T</b>	<b>F</b>	7. After a family pays rent, utilities, and medical bills, they just may not have much money left to buy enough food to live healthily.
<b>T</b>	<b>F</b>	8. You have to be starving to know hunger.
<b>T</b>	<b>F</b>	9. Hunger is only a problem in big cities.
<b>T</b>	<b>F</b>	10. Being malnourished means being really skinny.
<b>T</b>	<b>F</b>	11. It's not that food insecure people never get to eat; they may eat an unbalanced diet and skip meals or not have enough healthy food.
<b>T</b>	<b>F</b>	12. Without food, our bodies could not stay warm, build or repair tissue, or maintain a heartbeat.
<b>T</b>	<b>F</b>	13. Eating the right foods can help us avoid certain diseases or recover faster when sick.
<b>T</b>	<b>F</b>	14. We can overcome hunger.
<b>T</b>	<b>F</b>	15. St. Mary's/Westside Food Bank Alliance distributes enough food to provide 200,000 meals each day.



## Appendix 52: Elementary School Program Quiz 1 (True – False) Answer Key

**Instructions:**

Please circle T (True) or F (False) as to whether you think the following statements are True or False.

<b>T</b>	<b>F</b>	1. Currently nearly 1 in 8 people live in poverty in the United States.
<b>T</b>	<b>F</b>	2. Arizona's poverty rate is higher than the national average – 14.2 percent, or 1 in every 7 people.
<b>T</b>	<b>F</b>	3. "Hunger" is "the uneasy or painful sensation caused by a lack of food, or the recurrent lack of food."
<b>T</b>	<b>F</b>	4. Worldwide, there is more than enough food every year to feed everyone on the planet.
<b>T</b>	<b>F</b>	5. Hunger is not a problem in a powerful, wealthy country such as the United States.
<b>T</b>	<b>F</b>	6. Homeless people are the largest segment of the population that experience hunger.
<b>T</b>	<b>F</b>	7. After a family pays rent, utilities, and medical bills, they just may not have much money left to buy enough food to live healthily.
<b>T</b>	<b>F</b>	8. You have to be starving to know hunger.
<b>T</b>	<b>F</b>	9. Hunger is only a problem in big cities.
<b>T</b>	<b>F</b>	10. Being malnourished means being really skinny.
<b>T</b>	<b>F</b>	11. It's not that food insecure people never get to eat; they may eat an unbalanced diet and skip meals or not have enough healthy food.
<b>T</b>	<b>F</b>	12. Without food, our bodies could not stay warm, build or repair tissue, or maintain a heartbeat.
<b>T</b>	<b>F</b>	13. Eating the right foods can help us avoid certain diseases or recover faster when sick.
<b>T</b>	<b>F</b>	14. We can overcome hunger.
<b>T</b>	<b>F</b>	15. St. Mary's/Westside Food Bank Alliance distributes enough food to provide 200,000 meals each day.



## Appendix 53: Elementary School Program Quiz 2 (True – False)

**Instructions:**

Please circle T (True) or F (False) as to whether you think the following statements are True or False.

<b>T</b>	<b>F</b>	1. People are hungry because there is not enough food for everybody on our planet.
<b>T</b>	<b>F</b>	2. Hunger is not a problem in a powerful, wealthy country such as the United States.
<b>T</b>	<b>F</b>	3. Currently nearly 1 in 8 people live in poverty in the United States.
<b>T</b>	<b>F</b>	4. Arizona's poverty rate is lower than the national average.
<b>T</b>	<b>F</b>	5. Nutrition is the study of how food affects the health and survival of the human body.
<b>T</b>	<b>F</b>	6. "Hunger" is "the uneasy or painful sensation caused by a lack of food, or the recurrent or involuntary lack of food".
<b>T</b>	<b>F</b>	7. Hunger is only a problem in big cities.
<b>T</b>	<b>F</b>	8. Human beings require food to grow, and to maintain good health.
<b>T</b>	<b>F</b>	9. You have to be starving to know hunger.
<b>T</b>	<b>F</b>	10. I can tell if someone is hungry just by looking at them.
<b>T</b>	<b>F</b>	11. Being malnourished means being really "skinny."
<b>T</b>	<b>F</b>	12. Most hungry people are homeless.
<b>T</b>	<b>F</b>	13. It's not that food insecure people never get to eat; they may eat an unbalanced diet and skip meals because they don't have enough money to buy healthy food.
<b>T</b>	<b>F</b>	14. It is possible to end hunger.
<b>T</b>	<b>F</b>	15. St. Mary's/Westside Food Bank Alliance is the world's first food bank.



## Appendix 54: Elementary School Program Quiz 2 (True – False) Answer Key

**Instructions:**

Please circle T (True) or F (False) as to whether you think the following statements are True or False.

<b>T</b>	<b>F</b>	1. People are hungry because there is not enough food for everybody on our planet.
<b>T</b>	<b>F</b>	2. Hunger is not a problem in a powerful, wealthy country such as the United States.
<b>T</b>	<b>F</b>	3. Currently nearly 1 in 8 people live in poverty in the United States.
<b>T</b>	<b>F</b>	4. Arizona's poverty rate is lower than the national average.
<b>T</b>	<b>F</b>	5. Nutrition is the study of how food affects the health and survival of the human body.
<b>T</b>	<b>F</b>	6. "Hunger" is "the uneasy or painful sensation caused by a lack of food, or the recurrent or involuntary lack of food".
<b>T</b>	<b>F</b>	7. Hunger is only a problem in big cities.
<b>T</b>	<b>F</b>	8. Human beings require food to grow, and to maintain good health.
<b>T</b>	<b>F</b>	9. You have to be starving to know hunger.
<b>T</b>	<b>F</b>	10. You can tell if someone is hungry just by looking at them.
<b>T</b>	<b>F</b>	11. Being malnourished means being really "skinny."
<b>T</b>	<b>F</b>	12. Most hungry people are homeless.
<b>T</b>	<b>F</b>	13. It's not that food insecure people never get to eat; they may eat an unbalanced diet and skip meals because they don't have enough money to buy healthy food on a regular basis.
<b>T</b>	<b>F</b>	14. It is possible to end hunger.
<b>T</b>	<b>F</b>	15. St. Mary's/Westside Food Bank Alliance is the world's first food bank.



## Appendix 55: Hunger 101, Elementary School Program Evaluation

St. Mary's/Westside Food Bank Alliance would like to know how you feel about the Hunger 101, Elementary 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, to show whether you Strongly Agree (SA), Agree (A), are Neutral (N), Disagree (D) or Strongly Disagree (SD) with the statement.

	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
a. The activities were interesting.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher was prompt and courteous.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The information was presented in a clear and concise manner .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I enjoyed most of the program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hunger 101 program did help me learn new things about hunger and poverty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I now feel know more 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.

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
a. The overall program.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teacher's knowledge was .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The teacher's presentation was.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The games, worksheets, handouts, .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The activities and discussions helped me become more aware of hunger and poverty in my area.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- a. Male
- b. Female

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

- a. 1st Grade
- b. 2nd Grade
- c. 3rd Grade
- d. 4th Grade
- e. 5th Grade
- f. 6th Grade
- g. Other: \_\_\_\_\_?

- ◆ Please use the space below to write any ideas or comments on the Hunger 101 program.
- ◆ Remember - St. Mary's/Westside Food Bank Alliance welcomes all suggestions to help us make new and better activities.

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## Appendix 56: Hunger 101 Elementary School Program Content Correlated to Arizona State Standards

Session #	Activity #	Standard Area	Standard #	Sub-Standard #	PO # & Description
<b>Grade 2</b>					
1	1	Commun.	2	F1	Express Feelings
				F2	Follow directions & ask questions
		Writing	1	Conc.1	PO, Generate ideas
	2	Commun.	2	F2	Follow directions & ask questions
				F5	Acquire information through interaction
		Writing	1	Conc.1	PO, Generate ideas
		Art	1 AV	F1	PO, Use subjects in art
1	4	Health	1 CH	F1	PO1, Effects of diet on health
				F2	PO2, Relationship of feelings & behavior
<b>Grade 5</b>					
1	1	Writing	2	Concept 1	PO1, Express ideas clearly
			2	Concept 2	PO1, Narrative
			3	Concept 2	PO2, Expository paragraph
	2	Art	1	E1	PO1, Create art work
		SS	4SS	E4	PO1, Use of resources
	4	Health	1 CH	E3	PO2, Describe healthy life-styles
		Math	2	Concept 1	PO1, Compare sets of data



<b>Grade 2</b>					
2	1	Health	1 CH	F1	PO1, Positive effects of balanced diet
			1 CH	F2	PO2, Relationship of feelings & behavior
			7 CH	F2	PO1, State health issues
	2	Health	1 CH	F1	PO1, Positive effects of a healthy lifestyle
					PO2, Importance of healthy behavior
			1 CH	F2	PO1, Relationship of feelings & behavior
	2	Commun.	2	F2	PO1, Follow directions & ask questions
			1	F2	Comprehension of brief written message
			2	F3	Exchange information
<b>Grade 5</b>					
2	1	Health	1 CH	E2	PO1, Interrelationships of health factors
			1 CH	E8	PO1, Identify nutrients
	2	Health	1 CH	E2	PO1, Interrelationships of health factors
	Optional Activity 1	Health	1 CH	E8	PO1, Identify nutrients
	Optional Activity 2	Reading	2	Concept 1	PO2, Identify message of a literary selection



<b>Grade 2</b>					
3	1	Health	1 CH	F1	PO1, Positive effects of balanced diet
			3 CH	F2	PO1, PO2, PO3, Discuss & plan for good health habits
	2	Health	1 CH	F1	PO1, Positive effects of balanced diet
<b>Grade 5</b>					
3	1	Health	1 CH	E2	PO1, Identify nutrients
			1 CH	E2	PO2, Balanced diet
			6 CH	E1	Decision-making
	Optional Activity	Health	1 CH	E2	PO1, Identify nutrients
	Optional Activity	Health	1 CH	E2	PO1, Identify nutrients
			1 CH	E2	PO2, Balanced diet
	Optional Activity	Health	1 CH	E2	PO1, Identify nutrients
	2	Health	1 CH	E2	PO1, Identify nutrients
			1 CH	E2	PO2, Balanced diet
	3	Health	5 CH	E1	Express & react to feelings
			1 CH	E2	PO2, Balanced diet
	Optional Activity	Health	5 CH	E1	Show caring for oneself & others
		Commun.	1FL	E1	Comprehend main idea
		Commun.	2FL	E1	Express & react to feelings
		SS	4	E4	PO1, Relationship between resources & lifestyle choices.



<b>Grade 2</b>					
4	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
<b>Grade 5</b>					
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD



<b>Grade 2</b>					
5	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
<b>Grade 5</b>					
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD
	TBD	TBD	TBD	TBD	TBD



## Appendix 57: Activist Advice: Writing a Letter

**Writing a letter is one of the most effective methods to communicate your elected officials.** Your opinion – and the opinions of your friends, family, neighbors and co-workers – is a major factor in the decision making process on Capitol Hill in Washington, D.C., and here at home in Arizona. Most elected officials actually tally the number of letter and phone calls they receive that address a particular issue.

There is **power in numbers** – you **can** have a positive impact on the policies that affect your community!

These tips will help you write an effective and persuasive letter to your elected officials:

- ◆ **Be certain you are writing to the appropriate elected official.**  
If you are concerned about a bill that is being considered in the House of Representatives, make sure you write your representative, not your senator, and vice versa. Log onto the government sites listed on the Arizona Government information sheet or [www.vote-smart.org](http://www.vote-smart.org) to be sure.
- ◆ **Keep it short.**  
Limit your letter to one page and one issue.
- ◆ **Identify yourself and the issue about which you are concerned.**  
In the first paragraph of your letter, state who you are (e.g. “I am a student/voter in your district...”) and the specific issue about which you are writing. If you are referring to a specific bill, be sure to mention the bill number in the letter.
- ◆ **Focus your letter on the main points of your argument.**  
Choose three strong points to support your argument, and develop and state them clearly. Too much information can be distracting to a busy senator or representative.
- ◆ **Make it personal.**  
Tell your elected official why the issue matters to you, and how it affects your community. Use statistics and personal stories. Make a connection with the legislator. Be sure to mention if you voted for him/her, or contributed to his/her campaign.
- ◆ **Ask your official to take action.**  
The purpose of your letter is to spur your elected official to action. Be clear and brief about what action you would like him/her to take (e.g. “I would like you to vote for...”)
- ◆ **Ask for a reply.**  
Include your name and address on both the letter and the envelope. Request a reply to your letter indicating what action he/she will take to address your issue.
- ◆ **Trust your voice.**  
Be polite, but firm when taking your position on an issue. Be confident that you understand the issue – the legislator may know less than you do. Thank him/her when they vote the way you want.



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



## Elementary School 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.

### 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.
- *Nickeled 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.
- *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.
- *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.
- *When Did I See You Hungry? – Gerard Thomas Straub*  
Straub tells the story of the poor through a series of photographs.
- *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.



## 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 Elementary 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.
- *Sounder*– William H. Armstrong  
A Newberry Award-winning novel, *Sounder* 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.
- *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.

## 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.
- *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.
- *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.
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- ◆ San Francisco Food Bank
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