

GOOD BRUNCHES

FACILITATORS GUIDE



RO●TED
GO●OD

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INTRODUCTION



The aim of Good Brunches is to take a disparate group of people with the common denominator being they all want to “do good” and over several brunches create cohesion, a shared vision, enthusiasm and motivation to consider how they as a group might change the world.

Good Brunches can be held in two parts. Part one considers a number of values and themes to doing and seeing good. Part two gets participants to consider real issues and see if there is anything they want to or can do about them. The final session evaluates what has been achieved, learnt and what the group are still eager to do more of. All sessions are interactive and facilitated.

Preparing for Good Brunches

Facilitators

At each session you will hopefully have enough people to have a few groups discussing the topic. Ideally you should have a facilitator in each group.

Having a group of facilitators identified before you start the Good Brunch program is ideal. These facilitators will know the content of the sessions and this will help with group dynamics.

Your facilitators will also be key in promoting Good Brunches to their networks so that you get a wide range of people (and not just all your friends).

Promoting

Have a pre-Good Brunch meeting with your facilitators before it all kicks off. Discuss the type of group/community you are wanting to build. This will help them think about the folks they can invite.

Make sure you share the schedule with your facilitators well in advance so that they have time to spread the word.

Consider using social media to promote (MeetUp, Facebook, Twitter etc). This does take a bit of time and thought so see if you have a social media guru amongst your ranks.

A blog can also be useful. Again it takes time and commitment but allows for the conversation to continue outside of the session.

Venue

The venue should be somewhere people will feel comfortable even if they don't know anyone. Good food at a reasonable price is important. It doesn't need to be in the same venue every session but that might help with a consistent crowd. Consider asking people to sign-up in advance and maybe even take payment for the Brunch. This will certainly help the restaurant or caterer with planning.

Part two and the last session

You can choose the order of part two. You can also choose whether or not to run the final session. It will largely depend on whether you have developed a core group that are keen to carry on meeting and/or start their own project or initiative.

World café

Many of the sessions use something called World Café style conversation technique. This is explained below:

THE WORLD CAFÉ STYLE INVOLVES THE FOLLOWING:

- 1 note taker for each group
- A set of questions
- 2 minutes for each person to give his or her answer to the question
- 0 interruptions whilst each person is talking
- The opportunity to switch tables after each question should be encouraged

Each group should have a facilitator who ensures each person has a full 2 minutes to respond. As they speak the note taker should try and capture some of the points. However, detailed 'minutes' of what is said is NOT needed.

The groups should be told what is going to happen and what the style of discussion consists of and what is expected of each member of the group.

Some individuals will love this opportunity to have an uninterrupted two minutes to say their piece and may need to be stopped at the buzzer. However, others will hate this and be convinced that they have nothing to say and certainly not for two minutes. The facilitator should be aware of these people and not pressurise them to go first and acknowledge that part of their two minutes may be in silence. Everyone is to have their time and not give it up for others to speak more!

If what the individual is saying is prompting others to ask follow-up questions or add to with their own thoughts they should be encouraged to write these down for discussion at a later stage.

Once each person in the group has answered and before the next question is posed, individuals may have the opportunity (and be encouraged) to swap groups. The facilitator however, should remain with their group.

Part one

SESSION 1: Hope

SESSION 2: Justice

SESSION 3: Restoration

SESSION 4: Design Thinking for Social Change game

Part two

SESSION 5: The Other

SESSION 6: Education

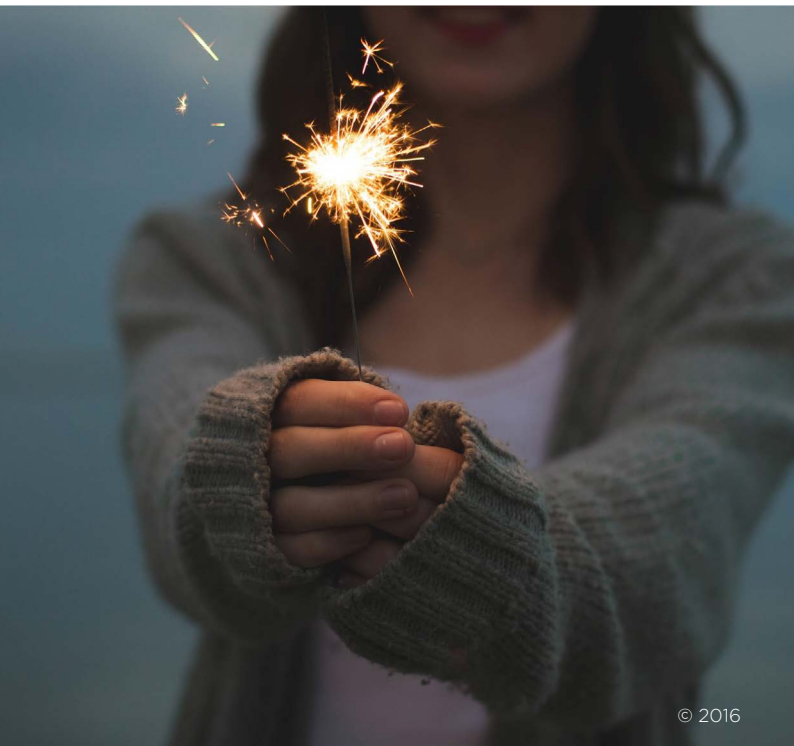
SESSION 7: Tolerance

SESSION 8: Food Insecurity

SESSION 9: What's Next?

SESSION 1

HOPE



Hope is something that most people will identify with and/or cherish as a value. Any social justice project is likely to aspire to bring hope in one form or another.

This exercise will expose that which is a sign of hope to one is not necessarily the same for another. However, after discussion it is possible that the group will have been challenged to have a broader understanding of hope than they had before.

This first Good Brunch gets us talking about something I expect we all value - Hope. Although we all value it, want it and see it as a good thing, how do we know it when we see it? If we would like to be or support an antidote to hopelessness, how will we know we are on the right track?

*READ
ALOUD*

PART ONE

These questions should follow the World Café style of group discussion. Make sure you explain to the Brunchers how this works (refer back to the notes at the start of this pack if necessary).

1 What does hope mean to you?

2 What stories of hope have you heard of recently?

3 What is driving hopelessness in our city, nation, world today?

PART TWO

These next questions can be discussed as a group rather than using World Café style:

4 Which one of the areas of hopelessness would you inject hope into?

5 How would you know that hope has been brought to that area/issue?

PART THREE

At the end of the round of questions someone from the group should do a brief summary of the discussion and bring any significant or interesting points to the whole group. These could be the more controversial, the more thought provoking or the more succinct way of saying something.



SUGGESTED TIMINGS

Part one - 30 mins

Part two - 15 mins

Part three - 5 mins

Wrap up/close

Total = 70 mins



EQUIPMENT NEEDED

Paper

Pens

SESSION 2

JUSTICE



The aim of this discussion is for the group to come up with a 'definition' of justice. However, it is unlikely this will be achieved! Do not be disheartened (or see it as a challenge to force a definition).

For this Brunch you will need a stack of weekend papers. Distribute them about the tables before people arrive.

As last week, once everyone has got their food they need to be in smaller groups of 4-5.

Is there a difference between justice and fairness? Where does our sense of justice and injustice come from?

*READ
ALOUD*

PART ONE

Make sure everyone has a paper, a part of a paper (or supplement). Tell them to look for a story that highlights to them an issue of justice or injustice. Try not to give an example as this may bias the theme of the others.

Encourage people to do this as a solo activity – there will be time for discussion later.

PART TWO

Just as with the World Café style – everyone should be able to share their story and support it with why they think this an example of a justice or injustice, all without interruption or question from others. Give people a maximum of 1 minute to share it.

PART THREE

Only when everyone has shared can people then ask questions, challenge or comment on other people's stories.

PART FOUR

Remind the group that they need to come up with a definition for justice by the end of Brunch. Get them to give it ago as individuals.

Stop the attempts after 5 minutes as it's unlikely you will have consensus. If you do have consensus ask if the group thinks that others would agree with their definition.

If conversation is a little slow, ask this:

Is justice the same as fairness? Is it an injustice that I get a smaller slice of cake than my friend at a birthday party?

As discussion is happening start to note down a few themes that occur.

People should be free to move between groups during the discussion, injecting ideas from the other group. If people don't want to move - do one big swap around halfway through the discussion time.

PART FIVE

Recap some of the themes and ask one more time if the group can agree on a definition. If not a definition, then perhaps a statement that summarizes the complexity of the issue.

SUGGESTED TIMINGS

Brunchers arrive and
food ordered - 20mins

Part One - 15 mins

Part Two - 5 mins

Part Three - 10 mins

Part Four - 15 mins

Part Five - 5 mins

Wrap up/close

Total = 70 mins



EQUIPMENT NEEDED



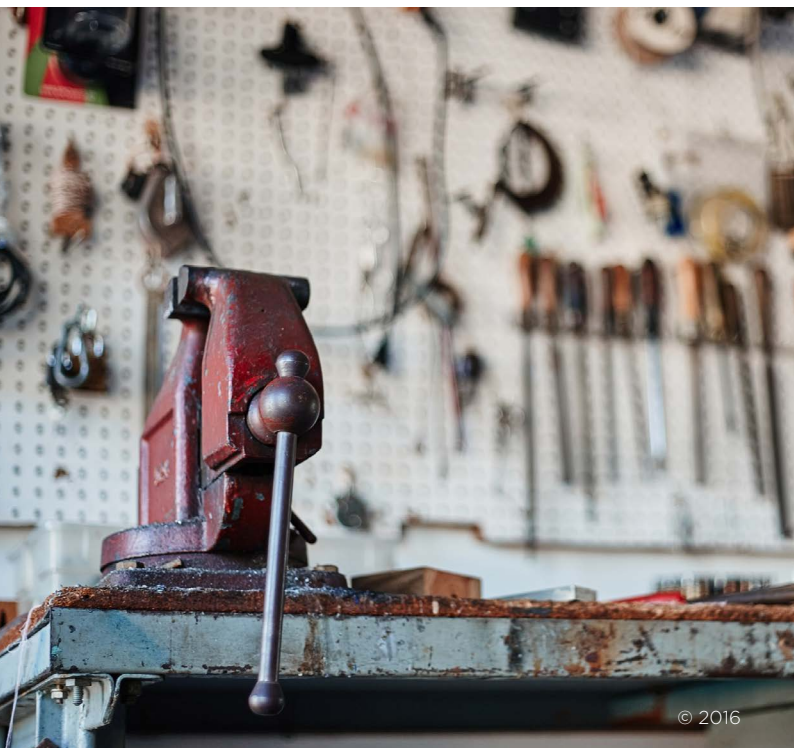
Paper

Pens

Weekend newspapers

SESSION 3

RESTORATION



The purpose of this week is to get people thinking about restoration. Restoration in terms of restoring relationships, peace, buildings (maybe) but society mostly.

Partly it is about fixing what was broken, but the word restoration seems to infer something deeper than that. Can we get at that deeper meaning in this discussion?

Introduction for the group

Does restoration allude to just a time gone by or is it about something bigger and deeper? Often with campaigns and movements we either want to 'stop progress' or 'start progress'. Stop carbon consumption; start gender equality; stop texting; start conversing; stop pulling down the old cinema; start building new schools.

*READ
ALoud*

PART ONE

The first half of the discussion should be a debate on the tables where people 'get into character' regardless of what they actually believe and debate two descriptions of restoration.

Hand out these definitions to people on the tables, making sure they are distributed equally.

Restoration: A returning of what was once glorious back it to its unimpaired condition.

Restoration: Don't be fooled. It's the re-inventing of the wheel. It is a rejection of progress in both social and technical advancement.

Spend a few minutes letting people think about how they feel/ what they think about these statements.

Then spend 15 minutes defending the statements.



PART TWO

The next exercise follows the World Café style of group discussion (as per week one).

Make sure you explain to the Brunchers how this works (refer back to the notes at the start of this pack if necessary).

1 What does restoration mean to you?

2 When have you seen and liked restoration happen?

3 Why do you think restoration might be better than just starting again?

PART THREE

These next questions can be discussed as a group rather than using World Café style.

1 What would you like to see restored (rather than fixed) in your neighborhood, city, state, country or world?

2 How might you be able to contribute to this?

PART FOUR

At the end of the round of questions someone from the group should do a brief summary of the discussion and bring any significant or interesting points to the whole group. These could be the more controversial, the more thought provoking or the more succinct way of saying something.

SUGGESTED TIMINGS

Brunchers arrive and
food ordered - 20mins

Part one - 15 mins

Part two - 20 mins

Part three - 10 mins

Part four - 5 mins

Wrap up/close

Total = 70 mins



EQUIPMENT NEEDED



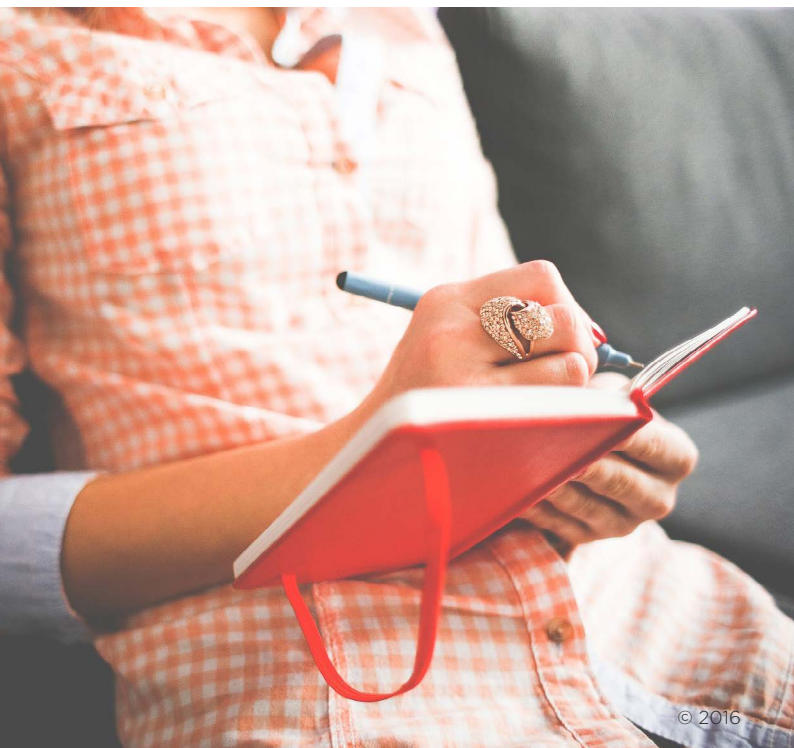
Paper

Pens

Copies of the 'debate
statements' for each
person/group

SESSION 4

DESIGN THINKING FOR SOCIAL CHANGE



Now that you have spent three weeks talking about values, it is time to see how your group would actually do something to bring about change.

This week is a fun exercise in designing a project. In a few more weeks you might want to do this with a real social issue.

Please note to get the most out of this week you may have to allow a bit more time.

It's time to bring some integration

This is actually a brief version of a tool RootedGood have created called Mission Possible. If you are interested in playing the full version, please contact us on info@rootedgood.org and we'll tell you more.

The logo for 'Mission Possible' is displayed on a dark grey rectangular background. The word 'MISSION' is in a white, sans-serif font, with the letter 'O' replaced by a white target symbol consisting of concentric circles and a crosshair. Below 'MISSION' is the word 'POSSIBLE' in a larger, bold, white, sans-serif font. At the bottom of the rectangle, the phrase 'Design thinking for social change' is written in a smaller, white, sans-serif font.

MISSION
POSSIBLE
Design thinking for social change

PART ONE

Introduce the session to the group explaining a little bit about what will happen. Tell them there will be a prize for the most innovative team.

People will be in the same group for this entire exercise. The ideal group size 4-5, it would be best if people that know each other well are on different teams.

Put the following things on paper (2 of each) and have the groups draw one out of a hat or alternatively you can just assign them to different groups:

- Get everyone rollerblading to work
- Bring back the drive in theatre
- Create a new version of American Bandstand or Soul Train
- Campaign for rap to be taught in schools
- Get all the over 65s on twitter

Give each group one of the following sets of resources at step 2: (if you have more than 6 groups just give out the same set to another group)

100 hours of volunteer time
1000 cents in a jar
An empty shop front

A chef for 20 hours
10 volunteers
A theatre

Film studio
A graphic designer
10 sewing machines

A project manager
5 vintage bikes
A shipping container

100 hour volunteer time
Film studio
An artist

1 good camera
Web designer
100 glass jars

PART TWO

Once all the groups have their problem and resources set them the following questions (one at a time):

1. Understand the problem (5 mins)

What is the problem you are trying to solve? What does each person in the group know about the problem?

2. What resources do you have to work with? (5 mins)

Your resources can drive your activity or your activity can drive the resources you need.

For the purposes of this activity your resources are driving the activity. (However, when as a group we decide to do something our idea might drive the resources we need.)

Spend 5 minutes talking about your resources. What resources have you been given?

3. Ideate! (10 mins)

Ok... push the boundaries, get creative, the sky is the limit. How are you going to make this happen?

Spend 10-15 minutes talking about your idea, what are you going to do. How are you going to use your resources.

The goal of the ideation process is to construct the single best solution to get the job done faster, more conveniently, and more effectively than ever before.

4. Collaborate (5 mins)

We can not operate in a silo. We have to work with others and have joined up thinking. Who else is working on the issue? Who do you want to work with or what types of organizations do you want to partner with?

5. What impact will this have? (5 mins)

How will you know your idea will bring hope, justice or restoration? What difference will your idea make?

6. What else do you need to know about the problem? (2 mins)

You need to know what you don't know!

What information are you lacking to take this idea forward?

7. What are your next steps? (5 mins)

What are the next two things you need to do to start working on making your idea a reality?

PART THREE

Each group has 1-2 minutes (depending on time) to feedback what their idea is and how it is going to make a difference.

At the end of the feedback the lead facilitator must award a prize to the most creative or innovative group.



SUGGESTED TIMINGS

Brunchers arrive and food ordered - 20mins

Part one - 10 mins

Part two - 35-40 mins

Part three - 15 mins

Wrap up/close

Total = 85 mins



EQUIPMENT NEEDED

Paper

Pens

Copies of the 'problems' for each group

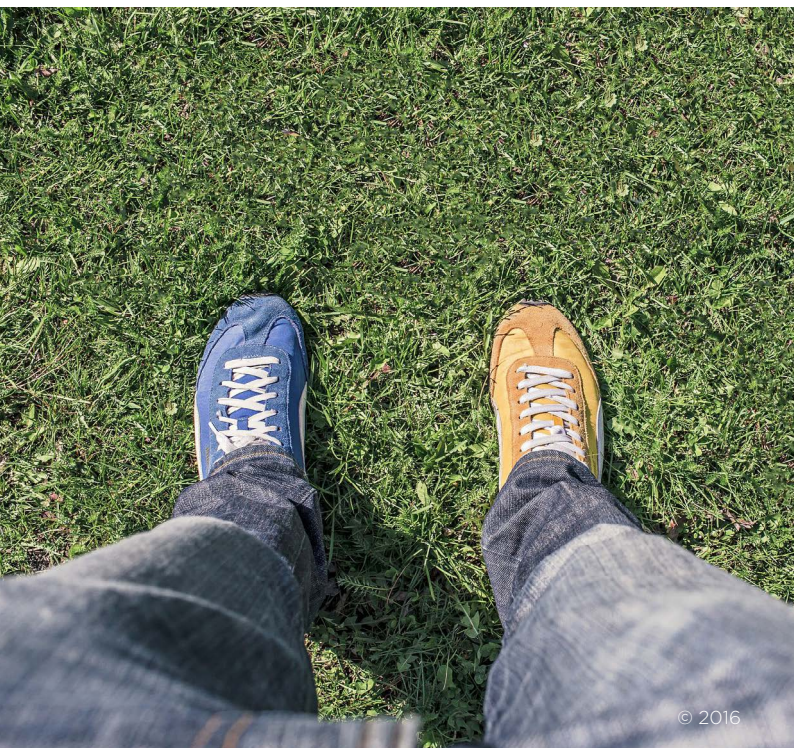
Copies of the lists of resources for each person/group

Timer

A prize

SESSION 5

THE OTHER



The purpose of this week is to think about ‘the other’. Rather than have a conversation specifically about race or gender or sexuality or disability, we have created a conversation about ‘the other’. It is hoped people will leave encouraged but also challenged to look for ways they consider or relate to ‘the other’.

Introduction for the group

So, what do we mean by ‘the other’? In its most crude definition, for the purposes of this Good Brunch, we will say the other is the one that is different or feels they are different. But different to what? Different to who? Those in the minority, those in the majority. Those with power, those without. Those we don’t easily associate with, those we would like to associate with but will never get the chance. Those we judge without knowing, those we forget without loving, those we hate without thinking.

*READ
ALoud*

PART ONE

Make sure everyone has a paper, a part of a paper (or supplement). Tell them to look for a story that highlights to them an issue of 'othering'. Try not to give an example as this may bias the theme of the others.

Encourage people to do this as a solo activity - there will be time for discussion later.

PART TWO

Just as with the World Café style - everyone should be able to share their story and support it with why they think this an example of a othering all without interruption or question from others. Give people a maximum of 1 minute to share it.

PART THREE

Only when everyone has shared can people then ask questions, challenge or comment on other people's stories.

PART FOUR

As a group do a 'download' of all the ways in which people can be 'the other'. Why do these characteristics, traits, demographics or people become 'other than'? Do any members of the group ever feel like they are 'the other' - in any context?



PART FIVE

Answer this question World Café style (but give only a minute to speak rather than two.)

- 1** How does a particular characteristic become something that people without it stigmatize or ridicule? Or why are they unconsciously provoked to treat the possessor of that trait differently to others?

Answer this question a group:

- 2** What is the impact on society of prejudice and stereotyping? What can we do to minimize the impact? Are we better to minimize/relieve the impact or attack the root of the problem?

Try to think about what you have the power and influence to do.

PART SIX

At the end of the round of questions and discussion someone from the group should do a brief summary and bring any significant or interesting points to the whole group. These could be the more controversial, the more thought provoking or the more succinct way of saying something.



SUGGESTED TIMINGS

Brunchers arrive and food ordered - 20mins

Part One - 10 mins

Part Two - 5 mins

Part Three - 10 mins

Part Four - 5 mins

Part Five - 15 mins

Part six - 5 mins

Wrap up\close

Total = 70 mins



EQUIPMENT NEEDED

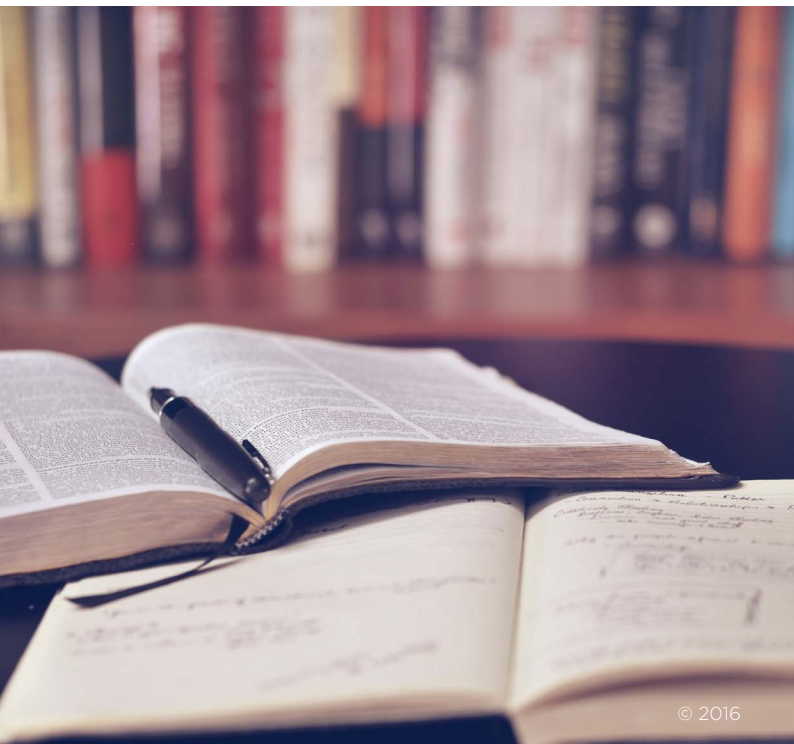
Paper

Pens

Weekend Newspapers

SESSION 6

EDUCATION



Education is a hot topic of debate and political discourse. This Good Brunch helps people with different views and ideas have a conversation where these views can be shared.

PART ONE

As people arrive, give each person a pencil with a question wrapped around the top (see equipment list for questions and illustration). Tell them to ask 2-3 people the question they have been given.

Introduction for group

Education. Is it a right or a privilege? What is the difference between a school system and education? We will discuss education—in our city, country, and across the globe. How has it become so contentious? Is there anything we as individuals and groups do about it?

*READ
ALOUD*

PART TWO

Answer this question World Café style:

-
- 1 How has your access (or lack there of) to education shaped your career, values, hopes, and life experiences?

PART THREE

For the next question, each group is given a different focus. One group answers in regards to their city, another for their country, and another for the world. If you have more than three groups, that group can pick their focus.

In your groups, answer a) in World Café style and both b) and c) as a group discussion.

-
- A What is right and wrong with education in your city/in your country/worldwide? (depending on the focus your group has been given)

-
- B Choose one of the issues that you have identified. What impact would be had if you solved this problem?

-
- C Pass your list of issues to the group on your left. Repeat b) with your new list.

PART FOUR

- 1 Is there an action that you can take as an individual or as a group to make a difference in any of the issues you have addressed today?

Spend some time thinking about this on your own and write down some of your thoughts. Then discuss your ideas with the rest of your group.

Some examples of how the Brunchers might answer the question about actions they can take are as follows...

- Advocate for the education of girls worldwide.
- Help a student who is struggling in their child's class.
- Sign a petition about standardized testing.



SUGGESTED TIMINGS

Brunchers arrive and food ordered & part one - 20mins

Part two - 10 mins

Part Three - 15 mins

Part Four - 15 mins

Wrap up/close

Total = 60 mins



EQUIPMENT NEEDED

Paper

Pens

Pencils

Tape

Strips of paper



QUESTIONS FOR STRIPS

Who was your favourite teacher? and Why?

What did you learn at school that you use in your job every day?

What do you wish you had learnt at school?

Did you ever skip school? If so, what was the most fun you had on a “day off?”

What was your high school superlative?

SESSION 7

TOLERANCE



We seem to be in a more polarized society than ever before. You are either for or against, left or right, right or wrong. There doesn't seem to be much space in the middle for real conversation and understanding as to why we might be where we are.

Perhaps if we were more tolerant of each others views and opinions we might learn from each other and find that middle ground.

Introduction for group

As a society are we too tolerant or not enough? Would more or less tolerance prevent war, inequality and injustice? We probably think we are pretty tolerant but we still have things we wouldn't change our position on. How do we avoid letting an opinion become divisive or polarizing? How do we find a middle ground? This Good Bruch will discuss tolerating and understanding where others are coming from without asking them or ourselves to compromise beliefs.

*READ
ALOUD*

PART ONE

As Brunchers arrive, hand out the questionnaire (see appendix 1). Tell them to complete it before food is served/finished.

PART TWO

Read the following quote to the group:

“Could a greater miracle take place than for us to look through each other’s eyes for an instant?”
–Henry David Thoreau

*READ
ALOUD*

PART THREE

Refer back to the questionnaire. Having answered all of these questions, do you think you are a generally tolerant person? Is there anything listed on the questionnaire that you could some day change your opinion on? What do your answers to this exercise reveal about you and your tolerance level?

Discuss this question with your group (you do not have to reveal your answers).

PART FOUR

Discuss these questions as a group:

- 1 Have you ever been in a conversation with someone in which they were not tolerant to your views?
- 2 How would society be different if people were generally more tolerant?
- 3 How can you make steps within your own life to grow by being more open-minded to others?

SUGGESTED TIMINGS

Brunchers arrive and food ordered & part one - 20mins

Part two - 5 mins

Part Three - 10 mins

Part Four - 30 mins

Wrap up/close

Total = 65 mins



EQUIPMENT NEEDED

Paper

Pens

Copies of the questionnaire



SESSION 8

FOOD SECURITY



As the Good Brunches draw to an end, people might be thinking ‘what next?’ or ‘what can we do to bring hope, justice and restoration?’. This weeks session discusses the very specific issue of food insecurity and the prevalence of food deserts. Perhaps this could be something that captures the groups imagination for a future project.

Introduction for the group

In 2014, 48.1 million Americans lived in food insecure households. Their overall wellbeing (as well as the community’s ability to prosper) is affected by this disadvantage.

For a household to be considered food secure, it’s members must be able to acquire this food without resorting to emergency food programs, scavenging, stealing and other coping strategies.

*READ
ALoud*

PART ONE

Give each person a fictitious Community Member or Community Resource (see appendix 2). Ask them to read the unique details about 'your' situation.

PART TWO

Brunchers now spend time introducing themselves and their situation to as many of the others as possible.

PART THREE

Community Members must partner* up with a Community Resource and discuss how they can partner together to answer the question below:

How can you help get resources you need or be part of a bigger solution to address food security in this fictitious community? This may be on a family basis or a community/society level. Spend 15 minutes on this.

*Can be 2-3 in a partnership. At least one Member and one Resource in the partnership. Sit together and work on solution.

PART FOUR

Join other groups and discuss your:

1. Solutions
2. Roadblocks
3. Observations and Take aways.



SUGGESTED TIMINGS

Brunchers arrive and food ordered and part one - 20 mins

Part two - 5-10 mins

Part three - 15 mins

Part four - 15 mins

Wrap up/close

Total = 60 mins



EQUIPMENT NEEDED

Paper

Pens

Copies of the roles to hand out to each person

SESSION 9

WHAT'S NEXT?



This final Good Brunch is optional and only worth doing if you have a core group of people who have been to three or more of the Good Brunch sessions. They can use this session to see if there is something the group would like to do or work on or do next.

Introduction for the group

Good Brunches was designed to get you thinking about what doing good might look like and to hopefully get you thinking about issues you may not have thought about before. This session might help you decide if there is something the group can tackle together.

*READ
ALoud*

PART ONE

If possible prepare a red, yellow, brown heart and blue cloud for each participant. Ask each person to take their hearts and complete them in the following way:

- Red: Something that they have found they are really passionate about
- Yellow: Something that they noticed other people are really passionate about
- Blue: Something that has changed in their life, thinking, relationships since starting Good Brunches.

PART TWO

Spend some time in groups reading out each of the hearts. What are the common themes?

PART THREE

Next, ask each person to think about what they are longing to see, do, achieve, be part of and to write this on the cloud.

Then get each person to read this out to their group.

Make a short-list of 2-3 issues the group are interested in tackling.

PART FOUR

Think about the current resources of the group. On a piece of paper write the following headings:

- Skills
- Facilities
- Equipment

Next to these write all the skills that exist in the group, all the facilities and buildings the group have access to and lastly any equipment available to the group.

PART FIVE

Have a look at your short-list and spend time brainstorming possible projects that would use the resources on the list.

PART SIX

Are you excited? Do you want to meet again to work on some of these ideas more? You could also consider playing a full version of Mission Possible (as mentioned in session four) to work on ideas.

If you haven't reached a consensus or generated excitement about meeting again - thanks ok! Everyone will be leaving thinking differently and may very well implement ideas in other areas of their lives.



SUGGESTED TIMINGS

Brunchers arrive and food ordered and part one - 20 mins

Part two - 5 mins

Part three - 10 mins

Part four - 15 mins

Part five - 15 mins

Part six - 5 mins

Wrap up/close

Total = 70 mins



EQUIPMENT NEEDED

Paper

Pens

Colored hearts
(red, yellow, blue)

Cloud

APPENDICES



APPENDIX 1

SESSION 7: TOLERANCE QUESTIONNAIRE

I believe I am open-minded towards:	VERY OPEN-MINDED?	SOMEWHAT OPEN-MINDED?	NOT AT ALL OPEN-MINDED?
Littering			
Pacifism			
Peeing in the pool			
Atheists			
Fraud			
Call center workers who don't speak English well			
Equal rights for homosexauls			
Secularism			
Slow drivers			
Democrats			
Polygamy			
Social Media addicts			
Facial tattoos			
Drones			
Liberalism			
Meat eaters			
Immigration			
Global warming sceptics			

I believe I am open-minded towards:	VERY OPEN- MINDED?	SOMEWHAT OPEN- MINDED?	NOT AT ALL OPEN- MINDED?
The team that rivals mine			
Vegetarianism			
Republicans			
Country music			
The NRA			
Tardiness			
Choosing not to work			
Sarah Palin fans			
Texting during dinner			
Suicide bombers			
Advertising			
Different religions			

APPENDIX 2

COMMUNITY MEMBER

1. MOM

- Single mom with four children.
- Most nights you work until 7pm, when you return home you make dinner for your children. You walk the mile to and from work.
- No vehicle and are dependent on public transportation so you purchase food within a mile of your home. There are no grocery stores within this radius.

Perspective: On an average night, I need a source for affordable, nutritious protein to provide a balanced meal for myself and my 4 children.

2. 10-YEAR OLD GIRL

- The only regular meals you can count on are breakfast and lunch, Monday through Friday at school.
- You overeat every Monday morning due to extreme hunger, causing nausea and vomiting. This takes you out of class for half a day.
- Anticipating a long weekend of no food, you act out and misbehave each Friday taking you out of class for half a day each Friday.

Perspective: I need access to inexpensive or free nutritious meals each weekend, summer and during school holidays.

3. GRANDFATHER

- Raising your two grandchildren by yourself.
- Unable to drive and the closest grocery store is two miles away.
- Forgo meals to feed your grandchildren, therefore you can only walk 10 minutes before experiencing extreme fatigue.

Perspective: I need access to affordable food sources — primarily fresh fruits and vegetables.

4. DAD

- There are three adults and three children in your household.
- You work a double shift and rarely get home before 9 pm.
- \$40 per week budget for food to feed your household.
- You have one vehicle.

Perspective: I provide the primary income for my family and have \$40 per week to use on food for six.

5. REFUGEE

- Been in America for six months.
- Live in an apartment complex with 50 other refugee families.
- Do not read or speak English well.
- No form of transportation.
- No knowledge of preservatives or freezing and thawing food properly.
- You have two adults and three kids to feed.

Perspective: I am a refugee and only have food stamps to use to purchase food for a family of five.

6. TEENAGER

- Responsible for helping raise your two younger siblings and provide for all three of the daily meals.
- Mom and dad work extra shifts preventing them from being home during the day at all.
- Due to its expense, you and your siblings lack protein rich foods in the home.
- Little access to good vegetables.

Perspective: I am a 17-year-old balancing raising my two younger siblings with my own responsibilities. I need access to affordable protein and vegetables.

7. TEACHER

- Have at least five students in your classroom who you know don't have access to food when they are not at school.

Perspective: I am looking for a long-term solution to help feed the hungry students I encounter at my school.

8. CITY COUNCIL MEMBER

- You see first-hand the extreme hunger and poverty taking place in this area of the city.
- You are up for reelection soon and could potentially lose the place of influence you are currently in.

Perspective: As a City Council Member, I am looking to solve the need with a long-term solution, but I am in a time crunch since I am up for reelection in the coming the year.

9. POLICE OFFICER

- You see a common thread in the theft arrests you have made: people (primarily mothers) are stealing food from grocery stores, convenient stores and gas stations.

Perspective: I am a police officer desiring to find an alternative option to incarceration for those who are stealing food to provide for their families.

COMMUNITY RESOURCE

1. ACTIVE NEIGHBOR

- You do not have a large disposable income, but you and your family are food secure.
- Have several chickens which regularly produce eggs. On an average week you have a surplus of eggs that your family can't eat.
- Have a garden and occasionally have a surplus of vegetables that you can't eat before they spoil.
- You are open to sharing your surplus, but it is sporadically available and you do not have a system for always getting the food in the hands of those who really need it.

2. FOOD PANTRY

- You run a food pantry on the edge of a deprived neighborhood.
- You are able to serve 75 families a week.
- Volunteers are only available to staff the facility midweek so you only provide food on Tuesdays, Wednesdays and Thursdays.

3. WAREHOUSE

- As a business owner you have a piece of property that has a 9,000 square foot warehouse that you do not need for your business purposes.
- You also have a van that you store at the property that is unused on the weekends.
- You are open to creative uses for this space but are new to the neighborhood and do not know many of the people or needs.

4. GROCERY STORE

- You are a small family run grocery store and you accept food stamps.
- You are regulated to get rid of food based on expiration dates whether it is truly spoiled or not.

5. RESTAURANT

- You can't accept food stamps.
- While great quality, your meals start at \$10 a meal.
- You throw out at least 200 pounds of food everyday.

6. FAST FOOD CHAIN

- Your meals start at \$3.00 a meal.
- The meals you serve lack nutritional value.
- You can't accept food stamps.
- You throw out 10% of your food each day.

7. GAS STATION

- Can't accept food stamps.
- Your foods are sold at about 1.5x the cost of the average grocery store.
- Offer a variety of snacks and food, but the only foods of nutritional value you sell are a select amount of apples, oranges and bananas as well as nuts.