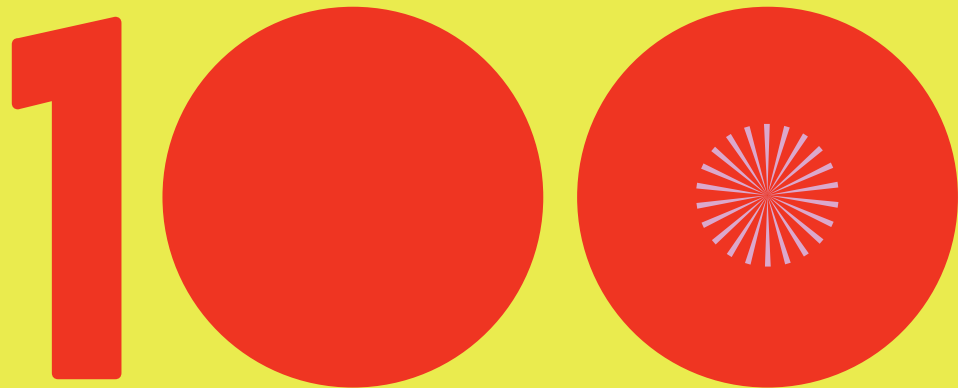
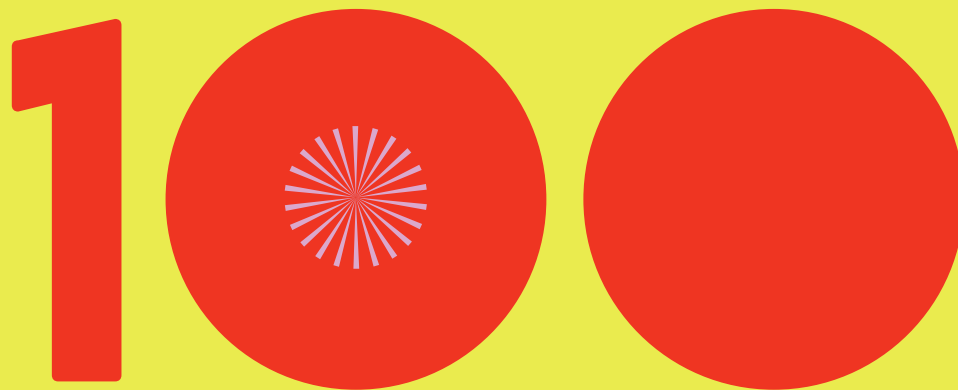


REALIZE
the DREAM



— FOR —



FIGHTING HUNGER

**A CLASSROOM RESOURCE FOR RAISING
AWARENESS AND TAKING ACTION ON HUNGER**



KINDERGARTEN TO GRADE 3

an initiative of

**MARTIN
LUTHER
KING III
FOUNDATION**

LEGACY+



BE THE CHANGE THAT MAKES A DIFFERENCE.

Realize the Dream is a monumental initiative that incorporates experiential service-learning in your classroom to inspire students to become engaged citizens.

Together, we will ignite a nationwide movement through a bold call to action—achieving 100 million hours of service by the 100th anniversary of Dr. King's birth in 2029.

**“LIFE’S MOST
PERSISTENT
AND URGENT
QUESTION IS,
‘WHAT ARE YOU
DOING FOR
OTHERS?’”**

DR. MARTIN LUTHER KING JR.



Essential Question

What is experiential service-learning and how can I incorporate it into my classroom instruction with Realize the Dream and Education+ resources?

WHAT IS EXPERIENTIAL SERVICE-LEARNING?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's an instructional practice that engages teachers and students with their communities and allows students to meet their learning objectives while addressing their community's needs.

THE FOUR STEPS OF SERVICE-LEARNING

Part 1: Investigate & Learn

Students explore issues related to a real-world challenge or opportunity.

Part 2: Action Plan

Students develop a plan to implement their service-learning project.

Part 3: Take Action

Students implement their action plan.

Part 4: Report & Celebrate

Students present the results of their service-learning initiatives and share through social media or other forms of celebration.

ABOUT REALIZE THE DREAM AND EDUCATION+

Realize the Dream is a monumental initiative to unite America through service. Martin Luther King III, Arndrea Waters King and their daughter, Yolanda Renee King, are deeply passionate about enriching students' experiences to become conscientious and well-rounded citizens.

By realizing his father's dream of an equitable and united America through a service-learning model, our goal is to educate and equip students to gain a deeper understanding of how their actions apply to real-world issues and promote a message of hope and unity, both locally and globally.

Education+ is a free platform designed to help teachers inspire students to change their lives by changing the world. It uses experiential service-learning that challenges young people to identify the local issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change.

The goal of the **Fighting Hunger** classroom resources is to empower teachers to inspire and equip students with the experiences necessary to become conscientious citizens who take action on real-world issues.



Educator's Note: The goal of the **Fighting Hunger** lesson package is to empower teachers to inspire and equip students with the experiences necessary to become conscientious citizens who take action on real-world issues.

Additional Educator Resources:

"Creating a Culture of Caring Through Student-Led Service-learning"

<https://www.edutopia.org/video/elementary-student-led-service-learning-caring-confidence>

"Ready to Engage"

https://casel.org/readytoengage_final/

"How Teachers Can Make Caring More Common"

<https://www.gse.harvard.edu/ideas/usable-knowledge/14/09/how-teachers-can-make-caring-more-common>

"Developing SEL Skills With Service-learning"

<https://www.edutopia.org/article/service-learning-fosters-sel/>



SERVICE-LEARNING SKILLS LEGEND



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH
AND WRITING



CRITICAL
THINKING



REFLECTION

FIGHTING HUNGER OVERVIEW:

Millions of families worldwide are experiencing food insecurity, which means they do not have access to enough affordable and nutritious food. Access to food is a fundamental human right, and it is critical that we recognize that this is an issue affecting people in our own communities. Most people know what it feels like to be hungry, but for them, it can be fixed by eating something. For the 44 million people struggling to find healthy meals, however, it is a problem that is not being fixed.

Before participating in this local campaign, it is essential that students engage with the issue of hunger and become knowledgeable advocates for change. This lesson package will provide students with the background knowledge and resources they need to create that change.

Essential Question

- How does hunger affect our community?

Rationale

The mission of Education+ is to help teachers inspire and equip their students to change their lives by changing the world. We believe that engaging youth in service-learning will guide them to become agents of positive change leading to healthier, safer, and more united communities. We created the **Fighting Hunger** classroom resources to prepare students to become advocates for providing access to food and to understand the causes and effects of hunger as well as the challenges millions of families face, locally and globally. Students will be encouraged to take action to raise awareness and material support for local food programs and initiatives. They will develop an understanding of how their actions can have a positive impact on those experiencing issues with food accessibility within their school and their local community.

ASSESSING THE LEARNING

You know your students best—their learning styles and preferences, skill levels and knowledge. You are in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

The lesson packages span several grade levels, so differentiation is suggested throughout, but further differentiation may be needed depending on your specific group of students.

Teaching strategies include collaborative group work, videos, picture books, T-charts, graphic organizers, questions and discussion, action planning and reflection.

Assessment strategies include observation, entry and exit slips, charts, written, verbal or recorded reflection, and discussions.

This classroom resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning, visit your Teacher-Librarian, local library or school district resource center to get access to the resources listed in the Appendices.

- Explore other resources and current campaign offerings at <https://educationplus.org/>

LESSON ONE:

**WHAT IS
HUNGER?**

LESSON 1: WHAT IS HUNGER?

SKILLS LEARNED:

SUGGESTED TIME:

- 30 minutes

LEARNING GOALS:

Students will:

- Begin to understand how experiencing hunger is different from being hungry
- Begin to understand how chronic hunger can affect people physically, socially and emotionally

MATERIALS:

- Video: *Maddi's Fridge* read aloud, by Lois Brandt
- Video: *The Lunch Thief* read aloud, by Anne C. Bromley

Common Core Alignment

■ CCSS.ELA-Literacy RL.4.1	With prompting and support, ask and answer questions about key details in a text.
■ CCSS.ELA-Literacy SL.K.1.B-2.1B	Continue a conversation through multiple exchanges.
■ CCSS.ELA-Literacy W.K.8-3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions

Word Bank

■ Hunger	A weakened condition brought about by prolonged lack of food
■ Hungry	Feeling the need for food

Investigate and Learn

! Educator's Note: Be mindful that there may be students in your class who are currently experiencing food insecurity and are utilizing food banks or other services. If this is the case, you may hesitate to discuss the topic of hunger in your class; however, this is an issue that affects communities locally and globally and it's important to make your students aware of it. To create an inclusive and respectful environment for all students, make sure students' privacy is protected during discussions and activities and that no student feels exposed in any way. This lesson package uses the stories of book characters and other scenario-based activities to discuss the issue of hunger without putting any students in vulnerable situations. **Remember, all students can serve their community—even those who are recipients of service themselves.**

Read or play video of read aloud for one of the following books to students to introduce them to the issue of hunger:

- ***Maddi's Fridge*** by Lois Brandt, Flashlight Press, 2014
- ***The Lunch Thief*** by Anne C. Bromley, Tilbury House, 2010

Discuss:

- What kinds of food items does the main character usually eat?
- Why does the main character want to keep secrets about what they eat?
- When do you feel hungry?
- When might the main character feel hungry? How do you know?

Ask three or four pairs of students to share their ideas with the class.

- This is an opportunity to clarify any misunderstandings students might have about how feeling hungry is different than experiencing chronic hunger.
- Be sure students understand that being hungry is how we might feel between meals, but hunger is when that feeling is not fixed with food for long periods of time.

Recommended Assessment of Learning:

- After students have had a chance to discuss, ask them to write or draw their response to one of the questions above.

! Educator's Note: The think-pair-share or turn-and-talk strategy can be used here if students are already familiar with it.

Ask students to discuss one of the following questions with a partner:

- How does your body feel when you are hungry before lunch? How does your body feel after lunch?
- What would a day be like if you didn't have lunch? Or even dinner or breakfast the next morning?



LESSON TWO:

NEEDS
VS.
WANTS

LESSON 2: NEEDS VS. WANTS

SKILLS LEARNED:


REFLECTION


 CRITICAL
THINKING

SUGGESTED TIME:

- 30 minutes

LEARNING GOALS:

Students will:

- Understand the difference between needs and wants

MATERIALS:

- Video: *Those Shoes* read aloud, by Maribeth Boelts



Educator's Note: Before students arrive, prepare for the opinion line activity by placing a strip of tape along the center of the floor. Label one side of the tape with the word "Need" and the other side with the word "Want."

Common Core Alignment

■ CCSS.ELA-Literacy RL.4.1	With prompting and support, ask and answer questions about key details in a text.
■ CCSS.ELA-Literacy SL.K.1.B-2.1B	Continue a conversation through multiple exchanges.
■ CCSS.ELA-Literacy W.K.8-3.8	With guidance and support from adults, recall information from experiences or information from provided sources.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions

Word Bank

■ Need	Something that is necessary; a basic requirement or necessity
■ Want	Something that is desired, but not essential



Educator's Note: Instead of using an Opinion Line, students may also use cards with "Need" on one side and "Want" on the other to hold up at their desks when you read the word or write the words on a T-chart.

Items on the list may be altered to reflect the interests and experiences of the students in the classroom.

- Read or play *Those Shoes* by Maribeth Boelts (Candlewick, 2009) to introduce students to the concept of needs and wants.
- After reading, tell students that you will read one of the items from the following list and ask them to consider whether the item is something they need or something they might want. Then ask students to move to the side of the tape on the floor that corresponds with their opinion.

Water	Bicycle
Food	Running Shoes
Medicine	Television
Toys	Pets
Laptop/Tablet/Video Game	

- Ask students to explain their choices. If any students find it difficult to make or to explain their choice, ask: What would happen if you didn't have this item? Does everyone have this item?
- Encourage students to think about what might happen to a person who doesn't have access to something they really need. This is an opportunity to assess students' understanding of the difference between needs and wants before moving on to explore food as a basic human need.



Educator's Note: The focus of this activity is for students to reach a consensus and discover the definitions of need and want. Depending on the needs of your students, provide a model for how to complete the sentence frame before asking students to write independently.

Independent Activity:

Ask students to think of food at the grocery store. Have them fold a piece of paper in half:

- On the left side write "Foods and Drinks I Want" and on the right side write "Foods and Drinks I Need."
- Have students list or draw the foods they want vs need.



Educator's Note: Alternatively, students could use this sentence starter:

A food I want is " _____," but food I need is " _____."

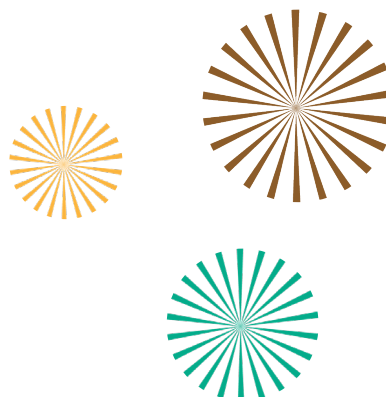
Write a paragraph with supporting details as to why one type of food is a need and the other is a want.

- You may wish to have students share their ideas and record them on chart paper to post in your classroom or hallway.



Extension:

- Have students write a class book about wants and needs that can help other children understand the difference. Share the story with students from other classes or create a digital copy of the book that can be shared with parents, on the school website or on other social media platforms.



LESSON THREE:

**THE IMPACT
OF HUNGER**

LESSON 3: THE IMPACT OF HUNGER

SKILLS LEARNED:


REFLECTION


 CRITICAL
THINKING

SUGGESTED TIME:

- 40 minutes

LEARNING GOALS:

Students will:

- Understand why food is a basic human need
- Recognize the physical, social and emotional effects of chronic hunger

MATERIALS:

- Paper large enough to trace the outline of a student
- Video: *Kids Respond to Child Hunger* by SoulPancake
- Grocery store fliers or websites

Common Core Alignment

- CCSS.ELA-Literacy SL.K.1.B-2.1B

Continue a conversation through multiple exchanges.

National Curriculum Standards for Social Studies

- NCSS #4

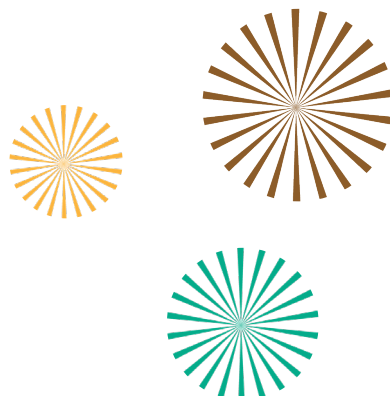
Individual Development and Identity

- NCSS #5

Individuals, Groups and Institutions

- NCSS #7

Production, Distribution and Consumption





Educator's Note: The National Health Institute recommends that children from six to nine years old consume 1,400– 2,000 calories per day (www.nhlbi.nih.gov/health/educational/wecan/downloads/calreqtips.pdf). Consider displaying foods on a large calendar to help students visualize how much food this is.

Explore the difference between “feeling hungry” and “hunger” with students.

- We’ve talked about what it feels like to feel hungry. Maybe our stomach growls, it’s hard to focus and we might get a little cranky, but this gets better or goes away when we eat. What if we don’t eat something?
- How do you think a person could move from feeling hungry to experiencing hunger?
- In your own words, what do you think the difference between being hungry and experiencing hunger is?

While being hungry can be uncomfortable, hunger can affect our whole body.

- Ask for a volunteer from the class. On a large piece of chart paper or craft paper, trace around the student to create the outline of a body.
- Display the body outline at the front of the class. Invite students to help you label the stomach, brain, arms and legs. Then, discuss how each of these parts could be affected if someone was experiencing hunger.

For example: if someone hasn’t eaten all day, how would their stomach feel? How would it affect their brain? Would they be able to learn a new math strategy? How would it affect their arms and legs? Would they have enough energy to play soccer or ride bicycles? Write key ideas next to each part on the outline.

Hunger in Our Communities

- Why do you think some people experience hunger and others don’t?
- 1 out of every 5 kids in the United States experiences hunger. How does that make you feel?
- Have you ever seen someone help someone experiencing hunger?
- Play video: *Kids Respond to Child Hunger* by SoulPancake

Discuss:

- The kids in the video were surprised that 1 in 5 kids in the US experience hunger. Does it surprise you? Why or why not?
- What were some of the ideas the kids had about how they could help end hunger?

Recommended Assessment of Learning:

- Ask students to write or draw a reflection of what they have learned and how it makes them feel. This will not only show understanding, but also allow students to process their emotions.



Optional Extension:

- According to the United States Department of Agriculture, families at the lowest socioeconomic level spend approximately \$75.00 per week on food <https://www.ers.usda.gov/data-products/chartgallery/gallery/chart-detail/?chartId=5837>

Give students an opportunity to investigate how much food that amount of money can buy by inviting them to create a shopping list, and then have them look through grocery store flyers or websites for food on their list. Challenge them to try to use their \$75.00 budget to buy enough food for a family of four for one week. Use this opportunity to reflect back on the concept of wants and needs from lesson 2.

Once students have completed the activity, discuss:

- Do you think you had enough money to buy food for a family of four?
- What did you notice about the most expensive foods? What did you notice about the cheapest foods?
- What types of food were you able to buy?



LESSON FOUR:

**HUNGER
IN OUR
COMMUNITY**

LESSON 4: HUNGER IN OUR COMMUNITY

SKILLS LEARNED:



ACTION
PLANNING



REFLECTION



CRITICAL
THINKING

SUGGESTED TIME:

- 40 minutes (plus time to implement the plan)

LEARNING GOALS:

Students will:

- Understand how their actions can have a positive impact on those experiencing difficulties accessing food
- Develop and implement an action plan and analyze the results
- Actively participate in their school or local community

MATERIALS:

- Optional: ***Fighting Hunger Campaign Guide***

Reread/replay either:

- Video: ***The Lunch Thief*** read aloud, by Anne C. Bromley
- Video: ***Maddi's Fridge*** read aloud, by Lois Brandt

Common Core Alignment

■ CCSS.ELA-Literacy W.K.7-3.7	Participate in shared research and writing projects.
■ CCSS.ELA-Literacy SL.K.1.B-2.1B	Continue a conversation through multiple exchanges.

National Curriculum Standards for Social Studies

■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions
■ NCSS #7	Production, Distribution and Consumption



Action Plan

! Educator's Note: Before starting this lesson, research a program or initiative in your community that helps children and adults affected by food accessibility (e.g., a school breakfast or snack program, a local food bank, a community garden OR look into starting a garden at your own school, possibly accessing parent volunteers or high school students to help). Gather materials and resources that are appropriate to share with students. See Appendix 2 for guidance in choosing an appropriate organization.

Recommended Assessment of Learning:

Reread the book from Lesson 1 and discuss how the characters in the book helped their friends who were affected by hunger. What strategies did the characters try? Which strategies worked? Which strategies didn't work?

- Share the information with students about the program or initiative that you have chosen. If possible, allow them to explore the program website.

Discuss:

- What does this program do to help those affected by not having access to healthy food?
- Who does it help?
- How can people use their services?
- How could we support this program?

As a class, develop an action plan for what students could do as a group to support this program. Students may consider participating in the **Fighting Hunger** campaign, or hosting a Crazy Hat Day, where students who wish to participate donate what they can.

Help students set a specific, achievable goal for their action plan that they will be able to measure and evaluate (e.g., to collect 200 nonperishable food items, raise \$100 for the school breakfast program).



Extension:

- Consider contacting the administrator of the program or initiative the class will support and invite them to speak to the class in person or through a video call, to help students learn more about how this initiative operates.



Take Action

Give students the opportunity to put their plan into action. Ask students to use **Blackline Master 1: Tracking Our Progress** to record their goal, track their progress and evaluate the results of their action to determine if they met their goal.

- Create jobs that the students may engage in—creating posters or announcements with information about your action plan, writing letters or emails to administration, creating visuals for social media, designing a work schedule if necessary, etc.

Report and Celebrate

As a class, reflect on the learning and experiences from the Action Plan and Take Action sections:

- Was the goal of the action plan achieved?
- What part of the experience are you most proud of?
- What problems or challenges did you face?
- What do you know about food accessibility now that you didn't know before?

Ask students to draw or write their reflections on an exit ticket or in a short reflective paragraph. Students may also respond orally or create a voice recording.

! Educator's Note: For younger students, you may want to project **Blackline Master 1: Tracking Our Progress** on your board to complete as a class.

Share and celebrate the results of students' actions and raise awareness for the issue of hunger and food accessibility through one of the following options:

Option 1: Create an oral storytelling presentation where each student contributes something they have learned about the issue of hunger and food accessibility. Students may also use cards or other visual aids to support the presentation. This can be presented live at an assembly, or it could be recorded and shared with parents on the school website or other social media platforms.

Option 2: Create a class book to share what students have learned about the issue of hunger and food accessibility. Encourage students to draw from what they have learned throughout these lessons. Students can share the book with different classes or at a school assembly. Students may also create a digital version of their book that can be shared on the school website or other social media platforms.

! Educator's Note: Review your school's or school district's internet-use guidelines before engaging with social media.



Appendix 1: Resource List

Picture Books About Hunger

Maddi's Fridge by Lois Brandt, Flashlight Press, 2014

The Lunch Thief by Anne C. Bromley, Tilbury House, 2010

The Good Garden: How One Family Went from Hunger to Having Enough by Katie Smith Milway, Kids Can Press, 2010

Lulu and the Hunger Monster by Erik Talkin, Free Spirit Publishing Inc., 2020

Picture Books About Needs and Wants

Making Smart Choices: Needs and Wants by Lisa Bullard, Learner Publications, 2021

Those Shoes by Maribeth Boelts, Candlewick, 2009

Charlie and Lola: I Really, Really Need Actual Ice Skates by Lauren Child, Dial Books, 2010

Lesson Plans

Hungry To Help

https://www.scholastic.com/hungrytohelp/pdfs/Feeding_America_AllMaterials.pdf

Videos About Hunger

Emma and the Food Bank

www.youtube.com/watch?v=6l3aPDp4j1M (3:03)

What is a Food Bank? (The FoodBank Inc.)

www.youtube.com/watch?v=VFgJq539rOA (1:34)

What is a Food Bank? (TVO Today)

www.youtube.com/watch?v=xZ1UAtGnXr4 (1:39)

Links to Food Banks and Other Hunger Initiatives

Feeding America – Find Your Local Food Bank

www.feedingamerica.org/find-your-local-foodbank

Food Bank For New York City

www.foodbanknyc.org

No Kid Hungry

www.nokidhungry.org

Second Harvest Food Bank

www.no-hunger.org

Move For Hunger

www.moveforhunger.org/take-action/food-drive

Appendix 2: Vetting Organizations

Once students have identified the issues they are most passionate about and have a strong understanding of the types of actions they would like to take on behalf of that issue, a possible next step for you as an educator might be to identify an organization that your students could work with or support. Deciding on an organization is a critical part of the service-learning experience, and one that can present a variety of challenges. Identifying and collaborating with outside organizations is another opportunity for students and educators to develop skills and focus on their service-learning.

The Organization

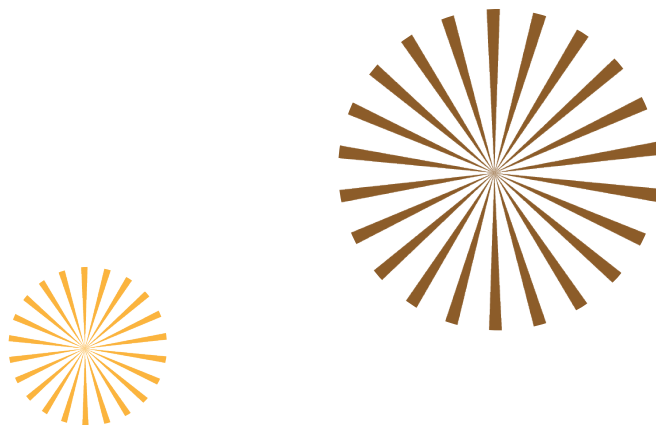
- What are the organization's goals?
- What populations or stakeholders does the organization serve?
- Do the organization's culture and values align with the work my students are seeking to do?
- Have other student groups volunteered with this organization in the past?

The Service

- What types of service does the agency seek from its volunteers?
- Is the service one-off in nature or is the service opportunity for the students ongoing?
- Will my students receive or need training to volunteer?
- Does the type of service the organization requires match my students' skill set?

The Logistics

- How accessible is the organization?
- Where is the organization located in relation to my students?
- Are the times volunteers are accepted times when my students can serve?
- Can the organization accommodate accessibility issues that my students may have?
- Does the organization have a minimum or maximum number of volunteers they can accommodate?
- Does the organization require liability waivers or permission slips?



- 1. On the grid below, label the left column with what you will measure (for example, "Types of Food") and label the right column with the scale you will use to measure it (for example, "Amount of Items").
- 2. Use one color to represent the goal of your action and another color to track your progress.
- 3. Calculate the results of your action.

Example: Types of Food	Example: Amount of Items

Did we achieve our goal?

How do you know?

REALIZE
the DREAM

