

REALIZE
the **DREAM**



100

— FOR —

100

FIGHTING HUNGER

A CLASSROOM RESOURCE FOR RAISING
AWARENESS AND TAKING ACTION ON HUNGER



GRADES 4 TO 6

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: Service-learning experiences help to promote social, emotional, mental and physical well-being and give children and youth opportunities to develop competencies such as social awareness, self-management, responsible decision making and relationship skills.

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



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 and the challenges millions of families face, locally and globally. Students will be encouraged to make an action plan 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.

UN Sustainable Development Goals:



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, watching videos, reading picture books, and using T-charts, graphic organizers, questions and discussion, creating an action plan and reflection.

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

This classroom resource includes suggestions for 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:

DEFINING HUNGER AND FOOD ACCESSIBILITY

LESSON 1: DEFINING HUNGER AND FOOD ACCESSIBILITY

SKILLS LEARNED:


REFLECTION


 CRITICAL
THINKING

SUGGESTED TIME:

- 30-45 minutes

LEARNING GOALS:

Students will:

- Begin to understand how experiencing hunger is different from being hungry
- Be able to distinguish between hunger and food insecurity physically, socially and emotionally

MATERIALS:

- Read or watch: *Lulu and the Hunger Monster* by Erik Talkin, Free Spirit Publishing Inc., 2020
- Video: *What is Food Insecurity?*
- **Blackline Master 1 – Hunger and Food Insecurity**

Common Core Alignment

■ CCSS.ELA-Literacy RL.4.1-6.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
■ CCSS.ELA-Literacy RL.4.3-6.3	Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text.
■ CCSS.ELA-Literacy SL.4.2-6.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.

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
■ Hunger	Feeling the need for food
■ Food Insecurity	The state of not having reliable access to enough healthy food that you can afford
■ Food Accessibility	The ability for people to find and afford healthy foods

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.

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

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

Choose from the following depending on your time availability:

- Read or watch: *Lulu and the Hunger Monster* by Erik Talkin, Free Spirit Publishing Inc., 2020.
- Watch: *What is Food Insecurity?*
- Do: *Blackline Master 1 – Hunger and Food Insecurity*

If you read the picture book, 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? What do you do when you feel that way?
- When might the main character feel hungry? How do you know?

If you watch the video, discuss:

- When do you feel hungry? What do you do when you feel that way?
- Why do you think the narrator didn't realize her family had trouble accessing food? (Lead students to realize that food insecurity often is dependent on income and resources—when you have the money or there are places available to get food, you might not realize you aren't eating that differently.)
- Why do people have difficulty accessing healthy food or the amount of food necessary to be healthy?

If you used the Blackline Master, discuss:

- When do you feel hungry? What do you do when you feel that way?
- What is the difference between hunger and having access to sufficient food?

Recommended Assessment of Learning:

- Write a class definition of hunger and food accessibility. This is an opportunity to clarify any misunderstandings students might have about how feeling hungry is different from experiencing chronic hunger and how food accessibility can fluctuate.



LESSON TWO:

**CAUSES AND
EFFECTS OF
HUNGER
AND FOOD
ACCESSIBILITY**

LESSON 2: CAUSES AND EFFECTS OF HUNGER AND FOOD ACCESSIBILITY

SKILLS LEARNED:


INFORMATION LITERACY



CRITICAL THINKING



REFLECTION

SUGGESTED TIME:

- 45 minutes

LEARNING GOALS:

Students will:

- Understand the causes and effects of hunger and limited food accessibility
- Begin to spread awareness about food accessibility/insecurity

MATERIALS:

- Video: Part 1 and 2 of the ***Food Insecurity in the U.S.*** playlist from the Congressional Hunger Center
- **Blackline Master 2: Causes and Effects**

Common Core Alignment

■ CCSS.ELA-Literacy W.4.4-6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
■ CCSS.ELA-Literacy SL.4.4-6.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
■ CCSS.ELA-Literacy SL.4.1 - 6.1	Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

National Curriculum Standards for Social Studies

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

LESSON 2: CAUSES AND EFFECTS OF HUNGER AND FOOD ACCESSIBILITY



Educator's Note: Before the lesson begins, create a T-chart with cause and effect as the headings. You may use chart paper so that it can be hung up in the room to review later, write it on a white board or use the slide deck on the Education+ website.

Review the concept of cause and effect:

Ask your students:

- If you don't tie your shoes, what might the effect be?
- If someone is laughing, what might have caused that?
- Show this first example, then have students fill in the blanks with different examples:

Because I flipped the switch, the lights turned on.

(cause)

(effect)

Because I _____, the _____.

(cause)

(effect)

Watch: Part 1 and 2 of the ***Food Insecurity in the U.S.*** playlist from the Congressional Hunger Center.

In small groups, have students answer the following questions:

- What is food insecurity?
- What are some of the causes food insecurity?
- What are some of the effects of food insecurity?

Once students are finished discussing the questions, create a cause and effect T-chart as a class to record the causes and effects of food insecurity that they learned and discussed.

Using **Blackline Master 2: Causes and Effects**, students can:

- Cut the fact boxes and glue them on a cause and effect T-chart
- Use the information to write an informational paragraph
- Use the information to create posters or social media posts to spread awareness about food insecurity

Once students are finished, discuss how you can use what they created to spread awareness about food insecurity around their school.



LESSON THREE:

**COMMUNITY
SUPPORT FOR
HUNGER**

LESSON 3: COMMUNITY SUPPORT FOR HUNGER

SKILLS LEARNED:


REFLECTION



CRITICAL THINKING

SUGGESTED TIME:

- 30 minutes (discussion)
- 30 minutes (visual creation and presentations)

LEARNING GOALS:

Students will:

- Recognize the importance of understanding social justice issues
- Research programs and organizations that support food security in their community

MATERIALS:

- **Blackline Master 3: Super Scientist Templates**

Videos:

- ***Brittany's Story***
- ***Irene's Story***
- ***Harvey's Story***
- ***Elodia and Junior's Story***

Common Core Alignment

■ CCSS.ELA-Literacy W.4.3-6.3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.
■ CCSS.ELA-Literacy SL.4.4-6.4	Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
■ CCSS.ELA-Literacy SL.4.1 - 6.1	Engage effectively in a range of collaborative discussions with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.

National Curriculum Standards for Social Studies

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

Word Bank

■ Food Bank	An organization that stores basic food supplies for distribution to people in need; the food is often passed on to local food pantries, which give it to the people who need it
■ Food Pantry	An organization that gives food to poor people who live in a particular area; they often distribute food received from a food bank

LESSON 3: COMMUNITY SUPPORT FOR HUNGER

Background Knowledge Check:

- Have you ever seen members of your community helping someone experiencing food insecurity?
- Do you know of any places in your community that support food security?

Play the following videos from the Feeding America YouTube Channel:

- [Brittany's Story](#)
- [Irene's Story](#)
- [Harvey's Story](#)
- [Elodia and Junior's Story](#)

Discuss:

- What food programs did you hear about in these videos?
- How did these programs help people in their community?
- Have you heard of any of these food programs before?
- What stuck out to you the most about these videos?

Review the following types of community programs—what they are and their purpose:

- **Food bank:** an organization that distributes food to food pantries and soup kitchens
- **Food pantry:** a distribution center where community members can receive food
- **Community/soup kitchen:** a public meal service that prepares hot meals for community members
- **Community garden:** a shared plot of land that promotes access to healthy fruits and vegetables

Small Group Research:

Have students work in small groups or pairs to research food programs that exist in your own community. Have them take notes on the name of the organization, how they serve the community, and how people can help support their organization.

Once students have done their research, share everyone's findings as a class and make a list of these programs and organizations to refer back to in Lesson 4.



Optional Extension:

- Have students use the **Blackline Master 3: Super Scientist Templates** to create a comic strip about a Superhero or Scientist who helps people with food insecurity. Their comic must include at least one of the food programs or organizations they learned about today.



LESSON FOUR:
TAKING ACTION
ON FOOD
ACCESSIBILITY

LESSON 4: TAKING ACTION ON FOOD ACCESSIBILITY

SKILLS LEARNED:


LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



REFLECTION

SUGGESTED TIME:

- 60 minutes (plus time to implement and celebrate)

LEARNING GOALS:

Students will:

- Understand how their actions can have a positive impact on those experiencing food accessibility
- Develop and execute an action plan

MATERIALS:

- Video: *Kids Respond to Child Hunger* by SoulPancake
- **Blackline Master 4: Tracking Our Progress**
- **Blackline Master 5: My Reflections**

Common Core Alignment

■ CCSS.ELA-Literacy W.4.4-6.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
■ CCSS.ELA-Literacy SL.4.4-6.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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■ NCSS #4	Individual Development and Identity
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Educator's Note: Use Appendix 2 to make sure you have proper information about the program or initiative you choose.

Action Plan

Watch ***Kids Respond to Child Hunger*** by SoulPancake.

- The kids in the video were surprised that 1 in 5 kids in the US don't have enough food to eat. After all we have learned about food insecurity, how do you feel about this? Are you surprised?
- What were some of the ideas the kids had about how they could help end hunger?
- Now that we know about food programs and organizations in our community, what could we do to help end hunger?

As a class, choose one local program or initiative and create an action plan for what students could do as a group to support it. Students may consider volunteering at or collecting needed items for a food bank, starting a school garden, or participating in the **Fighting Hunger** campaign. 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 cans of nonperishable food items, to raise \$100 for the school breakfast program.)

Take Action

Recommended Assessment of Learning:

Give students the opportunity to put their plan into action. Ask students to use **Blackline Master 4: 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

Recommended Assessment of Learning:

Ask students to complete **Blackline Master 3: Super Scientist Templates** to share their learning and experiences from the Action Plan and Take Action sections. Share and celebrate the results of students' actions and raise awareness for the issue of food accessibility through one of the following options:

- **Option 1:** Create an oral storytelling presentation where each student contributes information they have learned about the issue of 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:** Individually or in pairs, have students create a book or slide deck to share what they have learned about the issue of food accessibility. Encourage students to draw from what they have learned throughout these lessons. Students can share the book or slide deck 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

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

Food Scarcity and Hunger Myra Faye Turner and Katharine Doescher, Capstone Press, 2022

Saturday at the Food Pantry by Diane O'Neill, Albert Whitman & Company, 2021

Adult Books

Food Insecurity & Hunger in the United States, The Reference Shelf. Vol 93, Number 2, Greyhouse Publishing, Amenia, NY, 2021

Michael's Desserts – Sweets for a Cause by Michael C. Platt, Get Creative 6, 2022

Lesson Plans

Hungry To Help

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

Videos About Hunger

What is Food Insecurity?

<https://www.youtube.com/watch?v=3sRhBW1HOx0> (2:39)

Feeding America Inspiring Stories

<https://www.youtube.com/channel/UCsroi4rRBMwrs9ClpJP4jiw>

Videos About Food Banks

Emma and the Food Bank

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

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

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

What is a Food Bank? (TVO Today)

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

Links to Food Banks and Other Hunger Initiatives

Links to Food Banks and Other Hunger Initiatives

<https://www.feedingamerica.org/find-your-local-foodbank>

Food Bank For New York City

<https://www.foodbanknyc.org>

No Kid Hungry

<https://www.nokidhungry.org>

Second Harvest Food Bank

<https://www.no-hunger.org>

Move For Hunger

<https://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. The process of identifying and collaborating with outside organizations is another opportunity for students and educators to develop skills and focus on the purpose of their service-learning. Below are suggested questions to ask when researching, identifying and creating a set of criteria for their ideal organization. This list is not exhaustive, but starts the conversation between you, your students and the possible organizations that your students may work with during their service.

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?



You know what it feels like to be hungry. At some point, your stomach may have started rumbling, you might have felt grumpy, and it may have been hard to concentrate. What do you do when that happens? Most likely, you eat something. And once your stomach is full, you feel happy or satisfied.

But being hungry for a few minutes or an hour isn't the same as experiencing true hunger. As stated in the book *Food Insecurity & Hunger in the United States*, "Hunger is not knowing if there is a next meal, which is quite different from being temporarily hungry" (p.13). Hunger isn't occasional—it's a constant, gnawing feeling. While being hungry can end once you eat, long-term hunger can lead to sickness and more serious problems.

A related issue is food insecurity. According to the Oxford Dictionary, food insecurity is "the state of not having

reliable access to enough healthy food that you can afford" (<https://www.oxfordlearnersdictionaries.com>).

Food insecurity can vary depending on a person's access to healthy food and the resources available to them. Since 2018, food insecurity among children has increased, and the COVID-19 pandemic made things worse. When schools shut down, many students lost access to the free breakfast or lunch they used to receive. In response, schools have expanded free meal programs to reach more students.

Today, over 44 million people in the United States—about 12% of the population—do not have access to healthy food every day. This includes 1 in 5 children. Some of these children may live in your neighborhood or go to your school. Even though this is a serious issue, it often doesn't get enough attention.

1. What is food insecurity, and how is it different from just being hungry?

2. How are food insecurity and food accessibility related?

3. Why do you think food insecurity got worse during the COVID-19 pandemic?

4. How does having enough food affect a person's ability to learn and do well in school?

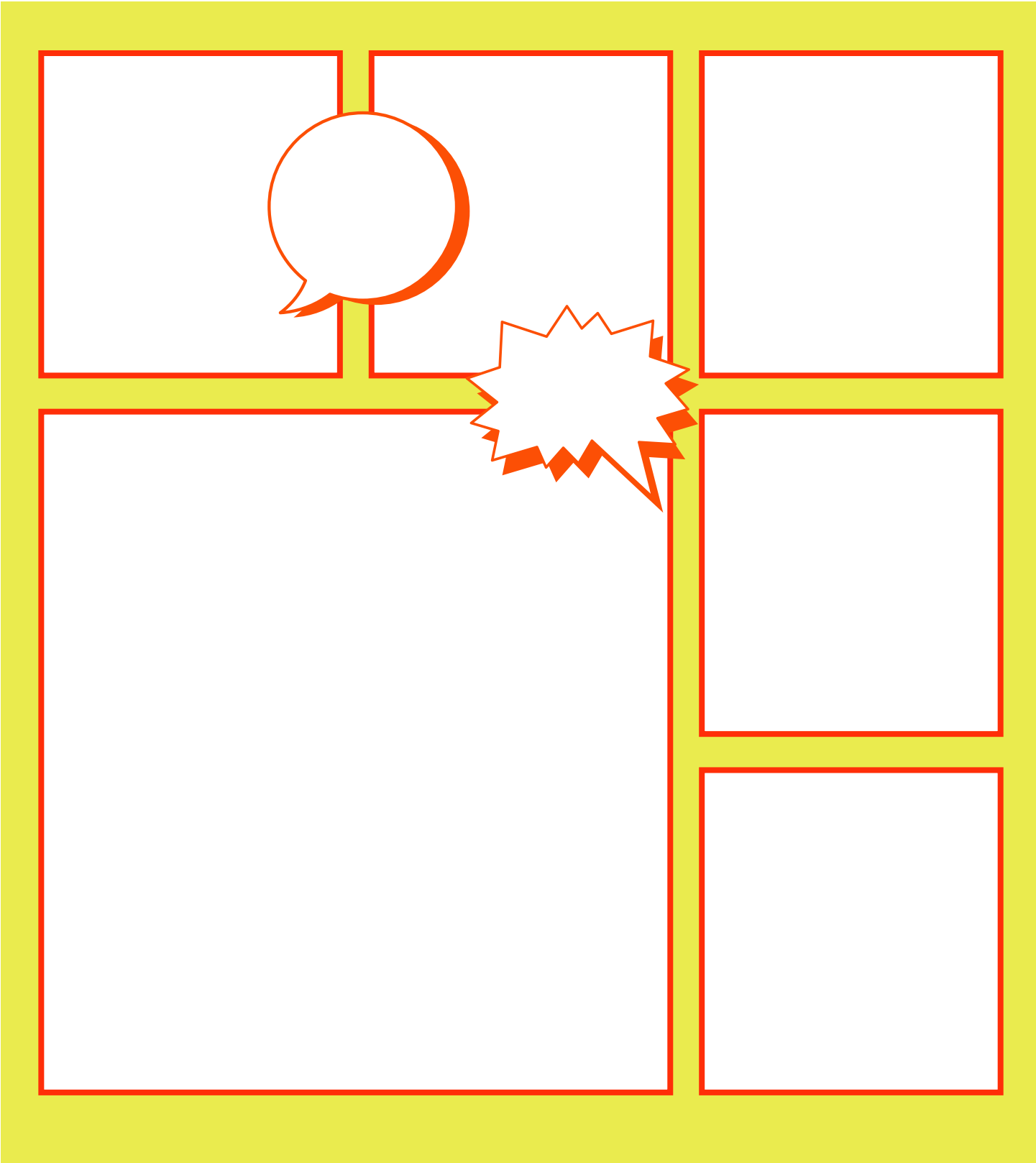
5. What are some ways schools help students who don't have enough food?

Blackline Master 2: Causes and Effects

Why are so many people hungry? To understand this, we have to look at hunger as part of a bigger issue: poverty and inequality. According to a survey by Feeding America, 72% of the people who go to food banks live at or below the poverty line and make less than \$9,000 per year (Move For Hunger, <https://moveforhunger.org/hunger-facts>). Getting enough food—and good quality food—is a big struggle for many Americans. Because of rising food prices and low-paying jobs, many families don't have enough money to put food on the table every day.

Below are some statistics about Hunger and Food Accessibility.

After the pandemic, when many people lost their jobs, the number of people who had difficulty accessing healthy food nearly tripled. Source: The Courier, 2020	1 in 5 kids in the United States is living with hunger. Some of these children are missing meals; others are faced with daily uncertainty about food as their parents make tradeoffs between buying groceries or paying bills. Source: nokidhungry.org
When the COVID pandemic first hit, hunger in the United States skyrocketed as millions of families faced unemployment, hospital bills, evictions and hardship. Source: nokidhungry.org	Because of poverty, cost of living and unemployment, more people in rural areas and the South are more likely to lack access to food. Source: https://www.feedingamerica.org/hunger-in-america
The food insecurity rate for older adults rose to 13.5% in 2020 because they have not been able to save for retirement. Source: moveforhunger.org	A child living in a food-insecure household might not get enough food to eat. Or her mother may have to skip meals to feed her. Or the family may have enough to eat one month, but not the next. Source: nokidhungry.org
About 55% of households who had difficulty accessing healthy food participated in one or more of the three largest Federal nutrition assistance programs. Source: USDA Economic Research Report Number 325, October 2023	In 2022, about 381,000 households with very low food security among children reported that children were hungry, skipped a meal or did not eat for a whole day because there was not enough money for food. Source: USDA Economic Research Report Number 325, October 2023
Race and gender discrimination causes some people to make less money in their jobs. Differences in employment, income and retirement can impact food security. Source: moveforhunger.org	In college, meal plans are available to students living on campus, but students can only sign up if they can afford it. For this reason, many students in college go hungry. Source: moveforhunger.org
According to the World Food Programme, 1.7 billion people have been affected by extreme weather and climate-related disasters over the past decade. Source: technoserve.org/blog/global-hunger-causes-effects-solutions/	Those who are unable to access healthy food may also deal with obesity, diabetes, heart disease and other long-term illnesses Source: moveforhunger.org
Because of the increased number of families that are experiencing food insecurity, food banks and charities are not able to keep up with the demand to provide food. Source: Food Insecurity & Hunger in the United States, 2023	Many students depend on meals at school because they don't know if there will be enough dinner at home. Source: Michael's Desserts –Sweets for a Cause, 2022
Some people must drive over three hours to get to a grocery store. Stores that are far away often don't have healthy products or are too expensive for people to buy. These areas are called food deserts. Source: moveforhunger.org	Children who don't have good nutritious food may experience problems with their thinking, difficulty concentrating and behavior problems. Source: technoserve.org/blog/global-hunger-causes-effects-solutions/
Lack of technology and knowledge about good farming practices, lead to low food production which increases the difficulty of accessing fresh, healthy food. Source: technoserve.org/blog/global-hunger-causes-effects-solutions/	People who live in food deserts don't have reliable grocery stores or farmers markets, so they often shop at gas stations or convenience stores which don't always carry nutritious food or simply don't buy food. Source: Food Insecurity & Hunger in the United States, 2023
Hunger kills more people worldwide than malaria, tuberculosis, and AIDS combined. Source: Michael's Desserts –Sweets for a Cause, 2022	Food insecurity is determined by many factors, including the economy (such as inflation and prices); Federal, State and local policies; and household circumstances. Source: USDA Economic Research Report Number 325, October 2023



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- 1. On the table 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"). Decide as a group what your goal is and write it above the table.
- 2. As you take action, use the table to track your progress.
- 3. Calculate the results of your action to determine if you met your goal.

Example: Types of Food	Example: Amount of Items

Did we achieve our goal?

How do you know?

Was the goal of the action plan achieved? Explain.

What part of the experience are you most proud of? Why?

What challenges did you face? How did you overcome them?

How has your understanding of hunger and food accessibility changed after having this experience?

REALIZE
the DREAM

