

REALIZE
the DREAM



100

— FOR —

100

FIGHTING HUNGER

A CLASSROOM RESOURCE FOR RAISING
AWARENESS AND TAKING ACTION ON HUNGER



GRADES 7 TO 8

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: 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:

**HUNGER IN
COMMUNITIES**

LESSON 1: HUNGER IN COMMUNITIES

SKILLS LEARNED:

SUGGESTED TIME:

■ 40 minutes

LEARNING GOALS:

Students will:

- Identify what basic needs are and determine whether their community meets the needs of everyone
- Examine their assumptions about the issue of hunger within their community

MATERIALS:

- Chart paper
- Sticky notes
- Video: ***A Family Faces Food Insecurity in America's Heartland***
- **Blackline Master 1 – “I Used to Think... Now I Think...”**

Common Core Alignment

■ CCSS.ELA-Literacy SL.7.1-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade level topics, texts and issues, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy RH.6-8.8	Distinguish among fact, opinion and reasoned judgment in a text.
■ CCSS.ELA-Literacy SL.7.3-8.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

National Curriculum for Social Studies Themes

■ NCSS #3	People, Places and Environments
■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions
■ NCSS #6	Power, Authority and Governance
■ NCSS #7	Production, Distribution and Consumption
■ NCSS #10	Civic Ideals and Practices

Word Bank

■ Assumption	A thing that is accepted as true or as certain to happen, without proof
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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.

1. As students enter the class, provide them with an entry slip and ask them to make a list of everything they consider to be basic human needs. What things should all people have access to in order to live a safe and healthy life?

2. Recommended Assessment of Learning:

Ask students to share their ideas with the class and incorporate them into one list on the front board or on a piece of chart paper. You can also use the slide deck in the resources provided on <https://educationplus.org/>. Remind students to consider the difference between something a person wants and something they really need (e.g., food, water, shelter, clothing, sleep, protection).

3. Once the list is complete, display a chart like this one on the board:



Pose the following statement to students: Our community meets the needs of every person. Ask students to record their response and a justification for their response on a sticky note and place it on the corresponding spot on the line of the chart above.

4. Discuss students' responses and justifications. Ask them to provide any evidence they can to support their justifications. For example, if they don't think their community supports everyone's needs, how can they tell? Explain that when we accept something without proof, this is called an assumption.

5. Ask students what they know about the issue of hunger.

- Watch: [*A Family Faces Food Insecurity in America's Heartland*](#)
- Optional: You may choose to watch a few stories from the [*Feeding America YouTube Channel*](#)



Educator's Note: The aim of this activity is to help students recognize the assumptions they may hold about social issues within their community, specifically the issue of hunger. Some students may not be aware that these issues exist and it's important that they can acknowledge their lack of awareness in a safe environment that will encourage them to be open to learning rather than to become defensive.

6. Recommended Assessment of Learning:

After watching the video, ask students to use **Blackline Master 1 – "I Used to Think ... Now I Think ..."** chart and identify at least two beliefs they previously held about hunger that have changed. This can be done individually or as a whole group, collaborative chart. This will be an opportunity to determine students' understanding of the issue of hunger and clarify any misconceptions they might have.



Educator's Note: The purpose of this chart is for students to examine how their understanding or their perspective on a concept or issue changes as they learn more about it. Students can continue to add to this chart throughout the lessons to monitor their learning process around the issue of hunger. If students create these charts individually, they should be collected at the end of each lesson to assess students' learning process throughout the lesson package. As an alternative, students may also create voice recordings or videos to document their learning throughout the lessons.

LESSON TWO:

CAUSES AND EFFECTS OF HUNGER

LESSON 2: CAUSES AND EFFECTS OF HUNGER

SKILLS LEARNED:


INFORMATION LITERACY CRITICAL THINKING REFLECTION

SUGGESTED TIME:

■ 40 minutes

LEARNING GOALS:

Students will:

- Explore the causes and effects of hunger
- Understand how complex social issues like hunger do not have one simple solution

MATERIALS:

- **Blackline Master 2: Facts and Myths about Hunger**
- **Blackline Master 3: Problem Tree**

Common Core Alignment

■ CCSS.ELA-Literacy SL.7.1-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade level topics, texts and issues, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy RH.6-8.8	Distinguish among fact, opinion and reasoned judgment in a text.
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Word Bank

■ Food Insecurity	The state of being without reliable access to a sufficient quantity of affordable, nutritious food
■ Hunger	A weakened condition brought about by prolonged lack of food
■ Sustainable Community	One that is economically, environmentally and socially healthy and resilient; it meets challenges through integrated solutions rather than through fragmented approaches that meet one of those goals at the expense of the others

Investigate and Learn

1. Recommended Assessment of Learning:

Divide a large piece of chart paper into two sections and write Fact on one side of the board and Myth on the other. Present students with the statements from **Blackline Master 2: Facts and Myths about Hunger**.

Ask students to vote on whether the statement is a fact or a myth and place the statement on the corresponding side of the chart.

! Educator's Note: If students strongly disagree with one another, allow them to briefly share their opinion, but place the statement on the side that had most votes. Students will have a chance to investigate the facts and myths in more detail in the next activity.

2. Ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.
3. In pairs or small groups, ask students to discuss the following questions:
 - Why is hunger an issue in our community?
 - What are the contributing factors?
 - Who is affected by hunger?
 - How are they affected?
4. Give students a chance to go online to investigate the causes/effects of hunger. If there are time constraints, have them find two causes and two effects.

Opportunity for Differentiation

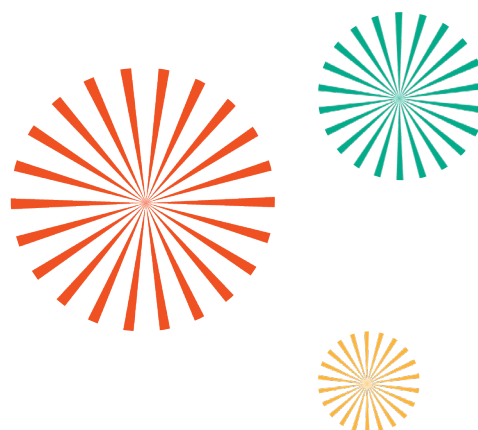
Research can be done as a whole class by projecting websites or the following websites can be given to the students rather than have them blindly search.

- <https://www.wfpusa.org/drivers-of-hunger/>
- <https://www.feedingamerica.org/hunger-in-america/impact-of-hunger>
- <https://www.fao.org/hunger/en/>

5. In partners or small groups, have students work together to complete **Blackline Master 3: Problem Tree**. Explain to students that the image of a tree can help them to think about what the core problem is (the trunk) and also what the causes (the roots) are and what the effects (the branches) are.
6. Once students complete Blackline Master 3, as a class discuss:
 - The core problem within the issue of hunger (e.g., people don't have enough safe and nutritious food to eat)
 - The causes and effects of hunger
7. As you discuss, encourage them to consider the many layers of factors that can contribute to the issue of hunger (mental health, unemployment, cost of housing, etc.) as well as the many layers of effects that the issue can have on a single person, on a family and on a community. Note for students that causes and effects are typically not one-dimensional, but can have a ripple effect.

! Educator's Note: The aim of the problem tree is to help students understand the complexity of the issue of hunger and that simple solutions often do not address all the causes and effects. When this happens, the solution is not sustainable.

For more information about the causes and effects of hunger refer to the links in **Appendix 1: Resource List**.



LESSON THREE:

**WHAT
DOES HUNGER
LOOK LIKE?**

LESSON 3: WHAT DOES HUNGER LOOK LIKE?

SKILLS LEARNED:



INFORMATION
LITERACY



CRITICAL
THINKING



REFLECTION



SOCIAL
EMOTIONAL

SUGGESTED TIME:

- 40 minutes (extra time might be needed for students to present their visual representation)

LEARNING GOALS:

Students will:

- Analyze and interpret data related to the issue of hunger
- Recognize the importance of data in understanding social justice issues
- Produce multimedia art works to communicate information

MATERIALS:

- **Blackline Master 4: Statistics About Hunger and Food Insecurity**
- Video: ***What is Hunger? - World Hunger Day***
- Materials for visual project, such as poster paper, markers or Canva

Common Core Alignment

■ CCSS.ELA-Literacy SL.7.1-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade level topics, texts and issues, building on others' ideas and expressing their own clearly.
■ CCSS.ELA-Literacy W.7.8-8.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain flow of ideas and following a standard format for citation.
■ CCSS.ELA-Literacy SL.7.4-8.4	Present information, findings, and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.

National Curriculum for Social Studies Themes

■ NCSS #3	People, Places and Environments
■ NCSS #4	Individual Development and Identity
■ NCSS #5	Individuals, Groups and Institutions
■ NCSS #6	Power, Authority and Governance
■ NCSS #7	Production, Distribution and Consumption
■ NCSS #10	Civic Ideals and Practices

LESSON 3: WHAT DOES HUNGER LOOK LIKE?

1. Distribute **Blackline Master 4: Statistics About Hunger and Food Insecurity** and review the statistics.

Play the video ***What is Hunger? - World Hunger Day*** and have students write down statistics they hear related to hunger as they watch that aren't already on Blackline Master 4.

Discuss:

- Which statistic surprised you the most?
 - How can statistics help us understand the issue of hunger?
2. Divide students into small groups; ask each group to research and select one statistic about hunger in their local community that stands out for them. Students may choose a statistic from the videos or access reputable websites or articles to find their own statistic. Challenge students to create a visual representation of the statistic to raise awareness for hunger within the school. Students could consider making a poster, a 3D model or social media post.

Opportunity for Differentiation

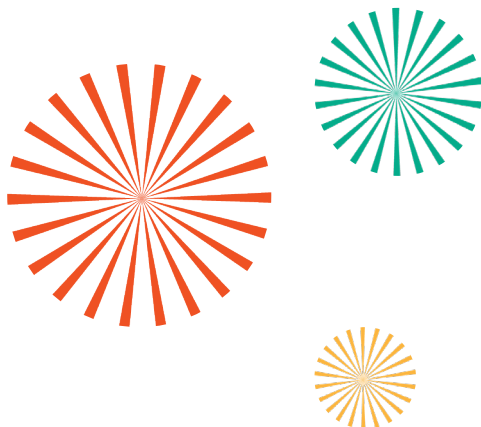
For an additional challenge, students may work together to create a social media awareness campaign with digital posters and even videos about hunger statistics. Alternatively, they could create presentations or share on your school announcements.

3. Ask each group to present their visual representation to the class and explain why they chose to represent their statistic. Why is this statistic important for understanding more about hunger? How did this statistic change your views and understandings of hunger? Encourage the audience to share whether or not the visual representations helped them to understand more about hunger statistics. What aspects of the representation were most effective?

4. Recommended Assessment of Learning:

After the presentations, ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.

5. Discuss students' background knowledge on how their community helps support food security.
 - If enough people in the community, both locally and globally, contribute, how do you think it could impact the statistics we learned about?



LESSON FOUR:

HUNGER IN OUR COMMUNITY

LESSON 4: HUNGER IN OUR COMMUNITY

SKILLS LEARNED:



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



REFLECTION

SUGGESTED TIME:

- 60 minutes (you may need two sessions – one for research/ planning and the other for presenting their plans)
- Plus time for implementing the action plan and time to celebrate

LEARNING GOALS:

Students will:

- Understand how their actions can have a positive impact on those experiencing hunger
- Actively participate in their school or local community

MATERIALS:

- Video: [*Kids Respond to Child Hunger*](#) by SoulPancake
- [**Blackline Master 5: Action Plan**](#)
- [**Blackline Master 6: My Reflections**](#)

Common Core Alignment

■ CCSS.ELA-Literacy SL.7.1-8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade level topics, texts and issues, building on others' ideas and expressing their own clearly.
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Action Plan

1. 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?
- What are some food programs and organizations that you know of?

2. Explain to students that they will work in small groups to explore food banks and other initiatives within their community that support children and adults affected by hunger (see suggested links in [Appendix 1: Resource List](#)). Each group will choose one program and create an action plan for how they could support their initiative.

Then, the class will vote on which action plan they believe will be most effective and implement that plan as a class. For example: Students might consider hosting a food drive to support the local food bank or hosting a school dance fundraiser to support a local breakfast program.



Educator's Note: Encourage students to also consider choosing to support programs that address a cause of hunger other than a lack of access to food. For example: They may choose to fundraise for a program that provides services for homeless youth or an initiative that helps new immigrants find employment. These types of programs contribute to a sustainable solution to hunger and food insecurity and address causes and effects that are often not recognized.

3. Provide each group with a copy of **Blackline Master 5: Action Plan**. Encourage students to consider:

- What causes and effects of hunger does your initiative address?
- How could you help or contribute?
- What resources would you need to implement your action plan?

4. 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 non-perishable food items, to raise \$100 for the school breakfast program).

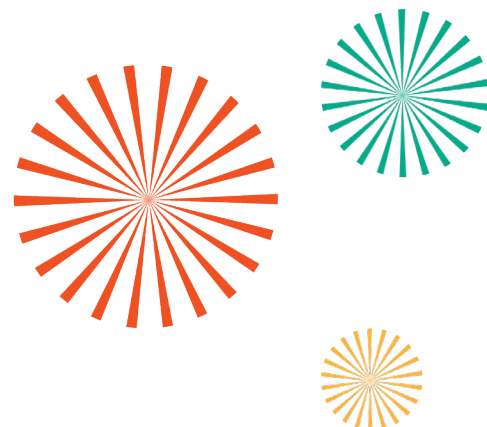
5. Ask each group to present their action plans to their peers. This is an opportunity to assess students' understanding of the issues of hunger within their community, their understanding of the causes and effects of hunger and their ability to apply that knowledge to create a plan to enact change within their community.

6. As a class, vote on which action plan students would like to implement.



Extension:

Encourage students to put the action plans they could not support as a class, into action at school or with their families.



Take Action

8. Give students an opportunity to put their plan into action. Help students assign roles and responsibilities and acquire any resources or additional support they might need.

Reflect and Celebrate

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

10. Recommended Assessment of Learning:

Provide each student with a copy of **Blackline Master 6: My Reflections** to share their learning and experiences from the Action Plan and Take Action sections.

- What causes and effects of hunger does your initiative address?
- How could you help or contribute?
- What resources would you need to implement your action plan?



Extension:

Ask students to write a letter to the administrators of the program or initiative they supported through their action to describe how the experience changed the way they think about the issue of hunger and what they have learned about their community from the experience.

11. Share and celebrate the results of students' actions and raise awareness for the issue of hunger 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. 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:** Organize for students to visit the program or initiative they supported through their action to present the material supports they collected and share what they learned about hunger with the administrators and other people involved with the program. Encourage students to share how their views of hunger within their community have changed and what they believe are sustainable solutions to the issue of hunger. This will allow students to not only recognize how their actions can have a positive impact within their community, but also how being active participants in their community contributes to their own learning.



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 by 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
www.scholastic.com/hungrytohelp/pdfs/Feeding_America_AllMaterials.pdf

Videos About Hunger

A Family Faces Food Insecurity in America's Heartland
www.youtube.com/watch?v=uV2XCQZWf_g (4:49)

A Place At the Table
<https://www.youtube.com/watch?v=DKOiT1vY7v0> (2:19)

Feeding America YouTube Channel
<https://www.youtube.com/channel/UCsroi4rRBMwrs9ClpJP4jiw>

Kids Respond to Child Hunger
<https://www.youtube.com/watch?v=OwluOVJAn-0> (2:49)

World Hunger Day
<https://www.youtube.com/watch?v=gbUANmb9iYM> (1:35)

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

Feeding America - Find Your Local Food Bank
<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>

Additional Links for Information and Statistics About Hunger

Hunger Notes
<https://www.worldhunger.org>

United States Department of Agriculture Economic Research Service <https://www.ers.usda.gov>

Sources for Definitions

Oxford Dictionary
<https://www.oxfordlearnersdictionaries.com/us/>

Merriam-Webster
<https://www.merriam-webster.com>

Institute for Sustainable Communities
<https://sustain.org/about/what-is-a-sustainable-community/>

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?

"I Used to Think ... Now I Think ..."

I Used to Think ...

Now I Think ...

Facts and Myths About Hunger

Hunger is not always visible; if people are suffering from hunger in my community,
I may not be able to see it.

If someone in my community is suffering from hunger, it is their own fault.

Children, adults and elderly people use food assistance programs.

Food assistance programs provide sufficient quantities of food
to all people who need them.

Contributing to local food assistance programs is the only way we can fight
against hunger in our community.

Problems associated with hunger are confined to certain areas of the country
or certain neighborhoods. My community and neighborhood are not affected.

People become hungry because they are lazy and don't work hard.

Only adults can contribute to ending hunger in our community.

People who access a food assistance program once will access it for the rest of their lives.

Feeling hungry and suffering from hunger are the same thing.

Problem Tree

Leaves/Branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?"

Example: Children are undernourished and have difficulty learning at school. They quickly fall behind their classmates and become very discouraged.

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Example: Families lack access to safe and nutritious food.

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem.

Example: A local factory has closed and has caused the unemployment rate to increase.

Statistics About Hunger and Food Insecurity

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	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
About 55% of households who had difficulty accessing healthy food participated in one or more of the three largest Federal nutrition assistance programs. Source: <u>Economic Research Report, Number 325, October 2023</u>	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: <u>Economic Research Report, Number 325, October 2023</u>
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: <u>technoserve.org/blog/global-hunger-causes-effects-solutions/</u>	Some people must drive over 3 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
12.8% (17.0 million) of U.S. households were food insecure at some time during 2022. Source: <u>ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/key-statistics-graphics/</u>	One in 20 (5.1%) households in the U.S. experienced very low food security, a more severe form of food insecurity, where households report regularly skipping meals or reducing intake because they could not afford more food. Source: frac.org/hunger-poverty-america

Blackline Master 5: Action Plan

Which program or initiative will we support? _____

How does this program or initiative help people affected by hunger? _____

Goal (What do we want to achieve?)	Tasks (What steps do you need to take to achieve your goal?)	Success Criteria (How will we know if we have achieved our goal?)	Timelines (When will we need tasks to be completed?)	Resources (What or who will help us complete our tasks?)

My Reflections

1. Was the goal of the action plan achieved? Explain.

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

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

4. How has your understanding about hunger changed after having this experience?

REALIZE
the DREAM

