

REALIZE
the **DREAM**



100

— FOR —

100

FIGHTING HUNGER

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



GRADES 9 TO 12

**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 Education+ initiative 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 in a structured way 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 topics 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+



Education+ Introduction: <https://educationplus.org>

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 help them develop into 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, inspire and equip students to become more conscientious citizens, 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 and equip their 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** lesson package is to empower teachers to inspire and equip students with the experiences necessary to become conscientious citizens taking 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



ARGUMENT
FORMATION



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH
AND WRITING



CRITICAL
THINKING



REFLECTION



SOCIAL
EMOTIONAL

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 Questions:

- 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 Lesson Packages 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.

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>

Subject(s): Social Studies, Health

Grade Level: Grades 9-12

Education+ Learning Framework Skills:



INFORMATION
LITERACY



LEADERSHIP
SKILLS



ORGANIZATION



ACTION
PLANNING



RESEARCH
AND WRITING



CRITICAL
THINKING



REFLECTION



Essential Questions

- *How does hunger affect our community?*
- *How can our community meet the needs of everyone?*

Word Bank

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

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/>

Materials and Resources:

- Chart paper or craft paper
- Art materials
- Writing utensils
- Computers or tablets with Internet access
- Appendix 1: Classroom Observation Forms
- Appendix 2: Resource List
- Appendix 3: Vetting Organizations
- Blackline Master 1: Sustainable Communities
- Blackline Master 2: "I Used to Think ... Now I Think ..."
- Blackline Master 3: Statistics About Hunger and Food Insecurity
- Blackline Master 4: Action Plan

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

CURRICULAR ALIGNMENT

The lessons in this package are aligned with Common Core Standards, NCSS, and UN Sustainable Development Goals.

Common Core Alignment (Grades 9–12)	
■ CCSS.ELA-Literacy W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
■ CCSS.ELA-Literacy SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
■ CCSS.ELA-Literacy SL.9-10.1.D	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
■ CCSS.ELA-Literacy SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.
■ CCSS.ELA-Literacy SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
■ CCSS.ELA-Literacy SL.9-10.1, 11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
■ CCSS.ELA-Literacy SL.9-10.4, 11-12.4	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.
■ CCSS.ELA-Literacy SL.9-10.5, 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
■ CCSS.ELA-Literacy W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
■ CCSS.ELA-Literacy W.9-10.2.B, 11-12.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
■ CCSS.ELA-Literacy W.9-10.4	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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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

UN Sustainable Development Goals



LESSON ONE:

SUSTAINABLE COMMUNITIES

LESSON 1: SUSTAINABLE COMMUNITIES

SKILLS LEARNED:

INFORMATION
LITERACY

REFLECTION

SUGGESTED TIME:

- 40 minutes

LEARNING GOALS:

Students will:

- Identify the characteristics and attributes of sustainable communities
- Develop an awareness of hunger as a social issue within their local community

MATERIALS:

- Chart paper
- Sticky notes
- Video: [A Family Faces Food Insecurity in America's Heartland](#)

Common Core Alignment (Grades 9–12)

■ CCSS.ELA-Literacy SL.9-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
■ CCSS.ELA-Literacy SL.9-12.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
■ CCSS.ELA-Literacy SL.9-12.1.D	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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National Curriculum for Social Studies Themes

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Word Bank

■ Assumption

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

■ 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



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. Pose the following question to students: Is our community sustainable? Discuss what is necessary for a community to be considered sustainable (e.g., access to clean water for everyone, adequate housing for everyone, access to nutritious food for everyone, etc.). Clarify for students that in this context they should consider whether it is socially sustainable as well as environmentally sustainable. Does it meet the needs of everyone? Is everyone able to live a safe and healthy life?



Educator's Note: If students find this activity challenging, ask them to first make a list of what they consider to be basic human needs. What things should all people have access to in order to live a safe and healthy life? Then ask them to think about whether the needs of everyone in the community are being met.

For more information about sustainable communities, visit <https://sustain.org/about/what-is-a-sustainable-community/> or <https://ssec.si.edu/sustainable-communities>

2. In small groups, provide students with a copy of **Blackline Master 1: Sustainable Communities**. Give students time to review the information independently before moving on to collaborative groups.



Educator's Note: You may wish to project the UN Sustainable Goals using the slide deck from the resources on the Education+ website. <https://educationplus.org/>

Opportunity for Differentiation:

This can be done as a whole class if there are time constraints or students need more guidance with reading and understanding.

3. Based on their review of Blackline Master 1, ask students to brainstorm and discuss whether their community is sustainable and whether it meets the needs of everyone.
4. Once each group has had time to discuss, come back together as a whole group to discuss this question once more: Is our community sustainable? If students feel that the community doesn't meet everyone's needs, ask them to give evidence to support their opinion. If students believe their community does meet the needs of everyone, challenge them to consider why we have food banks or other food programs.
5. Explain to students that over the next four lessons they will be exploring the issue of hunger and how it affects their community.
6. Distribute **Blackline Master 2: "I Used to Think ... Now I Think ..."** to record their reflections regarding their beliefs about the issue of hunger. This can be done individually or on a whole-group, collaborative chart. Let students know that they will be adding to this chart as they learn more during the next lessons.



Educator's Note: The purpose of **Blackline Master 2: "I Used to Think... Now I think..."** is for students to examine how their understanding of or 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 are creating a collaborative chart, you may choose to give them sticky notes to use when adding their reflections so each student's contribution can be monitored.

LESSON TWO:

CAUSES AND EFFECTS OF HUNGER AND FOOD INSECURITY

LESSON 2: CAUSES AND EFFECTS OF HUNGER AND FOOD INSECURITY



INFORMATION LITERACY



REFLECTION



CRITICAL THINKING

SKILLS LEARNED:

SUGGESTED TIME:

- 40 minutes

LEARNING GOALS:

Students will:

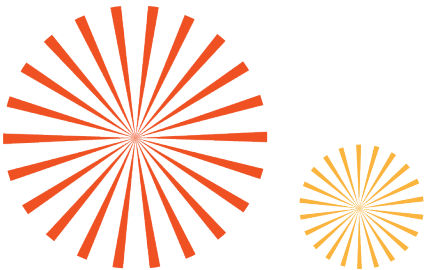
- Explore the causes and effects of hunger
- Understand how complex social issues like hunger do not have one simple solution

MATERIALS:

- Chart paper
- Sticky notes
- Video: **What is Food Insecurity and Why is it a Problem?**

Common Core Alignment (Grades 9–12)	
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CCSS.ELA-Literacy SL.9-12.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
CCSS.ELA-Literacy SL.9-12.1.D	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-Literacy SL.9-12.4	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.

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NCSS # 10	Civic Ideals and Practices



1. Provide each student with an entrance slip and ask them to consider what they have learned about sustainable communities and to answer the following question: Can a community be considered sustainable if it has a food bank or another type of food assistance program? Why or why not?
2. Review the concept of a sustainable community from lesson 1 and then pose 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?
3. Show students the video **What is Food Insecurity and Why is it a Problem?** or one or more of the videos from Appendix 3: Resource List.
4. Create a class definition of Hunger vs. Food Insecurity.
5. **As a Class:**
Create a t-chart to help students understand the causes and effects of hunger and food insecurity. Identify the core problem within the issue of hunger (e.g., people don't have enough safe and nutritious food to eat) and write it on the chart.
6. Then have students work in groups to brainstorm and research the causes and effects of hunger based on what they've already learned. Using sticky notes, ask students to place the causes and effects in the correct column of the chart.
7. **Recommended Assessment of Learning:**
As students add to the chart, encourage them to consider the many factors that can contribute to the issue of hunger (mental health, unemployment, cost of housing, systemic racism, etc.) as well as the many 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 exist as part of a ripple effect.



Educator's Note: For more information about the causes and effects of hunger refer to the links in Appendix 2: Resource List.

8. **Recommended Assessment of Learning:**
Ask students to return to their "I Used to Think ... Now I Think ..." chart and record at least two beliefs they held about hunger that have changed.

9. Is there a solution?

As a class, review the causes and effects you have gathered as a class.

Discuss:

- What would some solutions be for these causes and effects?
- What would it take for those solutions to occur?
- Why do you think these issues haven't been solved yet?
- How do you think we could help?

The following resources provide different perspectives on the traditional approach to food assistance programs, which can help students to construct their arguments:

"Initiatives Underway to Combat Richmond's Food Deserts," https://richmond.com/business/initiatives-underway-to-combat-richmonds-food-deserts/article_f2562095-d01b-5bbc-a18e-b769f4566da2.html

"A Guerrilla Gardener in South Central LA," https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la (10:45)

"Why food won't solve the problem of hunger," Nick Saul, TEDxToronto, <https://www.youtube.com/watch?v=xwyrMK81-FQ&feature=youtu.be> (11:55)

LESSON THREE:

**WHAT DOES
HUNGER LOOK
LIKE?**

LESSON 3: RAISING AWARENESS ABOUT HUNGER

SKILLS LEARNED:



INFORMATION LITERACY



CRITICAL THINKING



REFLECTION



RESEARCH AND WRITING

SUGGESTED TIME:

- 60 minutes

More time may be needed for students to share 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:

- Optional: Blackline Master 3: Statistics About Hunger and Food Insecurity.
- Materials will vary depending on student project choice
- VIDEO: What is Hunger? – World Hunger Day

Common Core Alignment (Grades 9–12)	
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■ CCSS.ELA-Literacy SL.9-10.5, 11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

National Curriculum for Social Studies Themes	
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1. Play the following video and have students write down statistics they hear related to hunger:
What is Hunger? - World Hunger Day

Discuss:

- What surprised you about the video?
 - How can statistics help us understand the issue of hunger?
 - What problems or challenges occur when working with statistics?
 - How can statistics inform our opinions about 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 video, but must further their research on how the statistic relates to their own community. Encourage students to find the most up to date statistics from reputable websites or articles.

Opportunity for Differentiation:

- If students need more guidance in their research, you can provide the following websites:
- <https://sustain.org/about/what-is-a-sustainable-community/> or <https://ssec.si.edu/sustainable-communities>
- **Blackline Master 3: Statistics About Hunger and Food Insecurity.**

3. Using their research, have students create a visual representation of the statistic to raise awareness of hunger within the school. Students could consider making a poster, a 3D model, social media posts, a tableau, or skit, etc. Students may work in groups, or independently.
4. **Recommended Assessment of Learning:**
Once visual representations are complete, have students/groups present their research and visual representation with the class. Discuss how students can share their visual representations with the school and even the community to spread awareness about hunger. Discuss how spreading awareness can help hunger and food insecurity.

5. 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. 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 their views and understandings of hunger?

6. Assist students in sharing their visual representations, as needed, with the school and community. Be sure to document this by taking pictures and videos, you can use this to celebrate their accomplishments later on!

Extension:

- Have students measure their school’s awareness about hunger through conducting student surveys. This can be done through student email, a survey station in the school, or by students collecting data by asking questions as students walk in the building.



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 for the celebration

LEARNING GOALS:

Students will:

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

MATERIALS:

- Optional: **Blackline Master 3: Statistics About Hunger and Food Insecurity.**
- Materials will vary depending on student

Common Core Alignment (Grades 9–12)	
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FIGHTING HUNGER

GRADES 9 TO 12 20



Educator's Note: If time is an issue, you can provide a list of places in your community to your students and have them research those and then vote on one. See [Appendix 3: Vetting Organizations](#)

1. Explain to students that, in groups, they will explore food banks and other initiatives within their community that support people affected by hunger (see suggested links in [Appendix 2: Resource List](#)). Then, each group will choose an organization or initiative that they would like to support.

2. Provide each group with a copy of [Blackline Master 5: Action Plan](#). Groups will work together to create an action plan for how they could support their chosen organization or initiative.

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?
3. Once each group has prepared their action plan, they will take turns presenting their plan to the class. Once each group has presented, decide as a class how you are going to take action. Options may include:
- Voting on one action plan as a class
 - Implementing each action plan over the course of the school year
 - Implementing the action plans as school wide initiatives, allowing students to sign up for the action plan of their choice
 - Doing further research to determine which action plan will have the greatest impact, or combining action plans together
4. Help students set a specific, achievable goal for their action plan that they will be able to measure and evaluate (e.g., collect 50 blazers, suits, ties, etc. from a clothing drive for new immigrants to use for



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.

job interviews, or raise \$500 for a local community kitchen).

5. Recommended Assessment of Learning:

After each group presents their action plan, have students to give the group feedback to improve on their plan. This is an opportunity to assess students' understanding of the issues of hunger within their



Educator's Note: Consider inviting community members into the class to hear students' presentations and give feedback to students on their action plans as well.

TAKE ACTION

Give students an opportunity to put their plan into action and help them to acquire any resources or additional supports they might need. If the students' actions are taking place inside the school (such as a clothing drive), it's important for them to also have an opportunity to visit the program or initiative they supported through their action to present the material supports they collected, if possible.



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

REFLECT AND CELEBRATE

1. As a class, reflect on the learning and experiences from the Action Plan and Take Action sections.
2. **Recommended Assessment of Learning:**
Provide each student with a copy of Blackline Master 5: My Reflections to share their learning and experiences from the Action Plan and Take Action sections.
3. **Recommended Assessment of Learning:**
Ask each student to write a letter to the administrators of the program or service they supported through their action, to describe how the experience changed the way they think about the issue of hunger and what the experience taught them about creating sustainable communities. 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. Alternatively, students could also create a video version of their letter.
4. Share and celebrate the results of students' actions and raise awareness for the issue of hunger. Create a presentation where each student contributes something they have learned about the issue of hunger, to raise awareness for this issue within the school and the community. 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.



Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Lesson/Activity:

[illegible]

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observation	Questions/Concerns	Next Steps

Appendix 2: Resource List

Books About Hunger

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

Sustainable Communities

<https://ssec.si.edu/sites/default/files/SC-Guide.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/UCsroi4rRBMwrs9C1pJP4jiw>

Kids Respond to Child Hunger

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

What is Hunger? - 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.)

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

<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>

Appendix 3: 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?

Blackline Master 1: Sustainable Communities

There are communities all over the world that may look different but may share similar problems. When you have a problem, what do you do? You may talk to a friend, a family member or a trusted adult. Just like people, when communities have problems, they often connect with other communities that have similar problems to come up with a solution. Communities may work with other communities nearby or with communities in another part of the world. They also work with scientists and other researchers to help understand their problems better.

As action researchers, you will be gathering information about your own community. As you notice problems, you can help your community who then may be able to help other communities by giving them new ideas, just as information from other communities can help you.

In the world we have problems that are so big that they really need the entire world to work together to make progress. We have many groups that work together to solve those big problems. One of them is the United Nations or UN. It is a group of people from around the world that work together to help governments and people around the world work collaboratively.

In 2016, the UN “asked countries and people around the world to imagine a better world. They worked together to determine a list of goals. Then the countries of the UN came to consensus on the most important goals needed to get to a better world.” (Sustainable Communities!, Smithsonian Institution, 2021).

The UN Sustainable Development Goals, or SDGs are 17 goals created to help make the world more equitable, sustainable, peaceful and prosperous.

Look at the goals below. Think about your community and answer the following questions:



1. Which of the 17 goals are related to Hunger? Be able to defend your answer.

2. Which of these goals do you think your community has difficulty meeting?

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

I Used to Think ...

Now I Think ...

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 percent of households who had difficulty accessing healthy food participated in one or more of the three largest Federal nutrition assistance programs. Source: 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: Economic Research Report Number 325 October 2023
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/	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 percent (17.0 million) of U.S. households were food insecure at some time during 2022. Source: ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-u-s/key-statistics-graphics/	One in 20 (5.1 percent) 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
theDREAM

