Holiday Spoons Project
(2016 Edition)

Lessons on Hunger

Project Bread is the only statewide anti-hunger organization committed to providing people of all ages, cultures, and walks of life with sustainable, reliable access to nutritious food—because we believe the opposite of hungry is not simply full, but healthy.

Children need to be both full and healthy to learn; adults need to be both full and healthy to get, and excel at, their jobs. That’s why we’re so thankful to you as an educator for helping us educate youth about the reality of hunger—and breaking the cycle of hunger in families in the state of Massachusetts.

In an effort to develop awareness among children about the issue of hunger in our communities, we have developed the following curriculum to complement your participation in the Holiday Spoons Project.
Table of Contents

Lesson 1 3-4 What do we need?
A picture activity that helps students understand our basic needs as humans.

Lesson 2 5-6 Who is hungry?
Reading, discussion based, drawing exercise that helps students understand different representations of food and hunger.

Lesson 3 7 The Tortoise and the Hare
A classic fable is used to explain the importance of a healthy breakfast.

Lesson 4 8-11 What’s for dinner?
A math exercise that helps students understand how affording healthy food can be difficult.

Lesson 5 12-14 Ways to help people in need
Reading and discussing stories of people who face hunger.

Appendix 15-16 Resources for furthering lessons on hunger.
Lesson 1

**Objective:** Students will be able to identify our basic daily needs.

**Materials:** Copies of “What Do You Need?” worksheet, pencils, and crayons to distribute to the class.

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**What do we need?**

Teacher will lead a discussion helping the students to identify our three basic daily needs (food, clothing, shelter). Possible discussion questions might include:

a) “What are some things we need every day?”
b) “What is the difference between a need and a want?”

Explain the difference between these two and provide examples.

Explain that in addition to these three needs we have other needs such as medical care, steady income, and education. Possible topics might include:

1) Food  
2) Clothing  
3) Housing  
4) Income  
5) Job  
6) Help

Students will complete the “What Do I Need?” worksheet by circling the pictures of needs and coloring.
What Do I Need?
Lesson 2

Objective: There are many reasons that people are hungry. This exercise will help students understand how people find themselves in need of help.

Materials: *Stone Soup* by Marcia Brown

Who is Hungry?

Read *Stone Soup* by Marcia Brown to the class and discuss the text. Below are some suggested questions:

a) “What kind of people do you think are hungry?”
   - Children, elderly, adults, people in cities and suburbs
   - People of all colors and ethnic backgrounds

b) “What happens in this book?”

c) “What do we learn from this story?”

d) “Have you ever been hungry? What did it feel like?”

e) “Why are some people very hungry?”
   - No money to buy food
   - No kitchen to cook in (homeless)
   - No transportation to buy food
   - Physical limitations (especially elderly)

f) “How can we apply what we have learned to our community and even the Holiday Spoons that we have created?”
Lesson 2

Materials: Sheets of paper for children to draw on, spoons, glitter, yarn, glue, and ribbon.

Activity: Who is Hungry?

Teacher will continue a discussion focusing on the children and their experiences when they helped someone else. Possible discussion questions might include:

a) “Can you think of a time when you did something nice for someone? When?”
b) “How did you feel about yourself when you did it? Did you feel good? Proud? Strong?”
c) “What would happen if everyone did something to help hungry people?”

Once the discussion has taken place, you can select one or more of the following activities.

1) Create hunger cards either by cutting or drawing pictures. Have pictures of people eating, people who are hungry, and people who are serving other people food. Discuss why some people have enough to eat and others do not.

2) Decorate spoons and plan ways to sell the spoons to raise money for the hungry.
Lesson 3

Objective: Food gives us energy to work, play, and learn. A healthy breakfast, especially one containing whole grains and fresh fruit, provides a steady source of energy that will last throughout the morning. This exercise uses the fable of the Tortoise and the Hare to show why eating a healthy breakfast is important.

Materials: *Folktale Tortoise and the Hare*

The Tortoise and the Hare

Read *The Tortoise and the Hare* to the class and discuss the text. Explain to the students that eating breakfast provides the energy we need. If you do not eat breakfast, you lack the energy you need. If you eat a breakfast that is high in sugar, you have energy for a short period of time, but you run out of energy long before lunch. A breakfast high in whole grains and fresh fruit releases energy at a steady rate all morning long.

Discuss how the slow but steady pace of the tortoise won in a race with the hare. Compare the healthy breakfast, and unhealthy breakfast with the tortoise and the hare. Remind the students that many families cannot afford a healthy breakfast, and do not have the energy needed to stay focused all morning.

Possible discussion questions might include:

a) “If you didn’t eat a healthy breakfast, would you have the energy to play at recess? Could you do well in Physical Education? Soccer practice? Math class?”

Provide your students with information about your school’s breakfast program. Let them know how to participate and emphasize the importance of eating a good breakfast.
Lesson 4

Objective: We all want our families to have healthy, nutritious food to eat. Unfortunately, healthy foods often cost more than foods that are not as good for us. This exercise will help students understand how difficult it can be to buy healthy food of a family for four.

Materials: Copies of the “Shopping List” worksheets, review questions, pencils, and crayons to distribute to the class.

What’s for Dinner?

Lead a brainstorming session about what makes a healthy meal. Emphasize fruits, vegetables, and whole grains as healthy foods and steer the students away from foods high in sugar, fat, and salt.

Hand out the “Shopping List” worksheets on the following page and ask the students to add the cost of the healthy meals and the unhealthy meals. If the level of math is too advanced or not advanced enough for your grade level, feel at will to simplify or complicate the costs.

By using the review questions, close the activity with a discussion of how eating healthily can be difficult on a limited budget. Remind the students how much easier it is to concentrate in class when you have a healthy breakfast.
## Unhealthy Shopping List Worksheet

<table>
<thead>
<tr>
<th></th>
<th>Item</th>
<th>Quantity/Size</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakfast</strong></td>
<td>Frozen Waffles (10)</td>
<td></td>
<td>$1.20</td>
</tr>
<tr>
<td></td>
<td>Syrup (12 Fl.oz.)</td>
<td></td>
<td>$1.90</td>
</tr>
<tr>
<td></td>
<td>Fruit Drink (1 gallon)</td>
<td></td>
<td>$2.80</td>
</tr>
<tr>
<td><strong>Snack</strong></td>
<td>Potato Chips (1 lb.)</td>
<td></td>
<td>$2.50</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>White Bread (1 loaf)</td>
<td></td>
<td>$1.10</td>
</tr>
<tr>
<td></td>
<td>Bologna (1 lb.)</td>
<td></td>
<td>$2.20</td>
</tr>
<tr>
<td><strong>Dinner</strong></td>
<td>Pasta Sauce with Meat (1 lb.)</td>
<td></td>
<td>$1.90</td>
</tr>
<tr>
<td></td>
<td>Pasta (1 lb.)</td>
<td></td>
<td>$0.90</td>
</tr>
<tr>
<td><strong>Dessert</strong></td>
<td>Ice Cream (1/2 gallon)</td>
<td></td>
<td>$2.40</td>
</tr>
</tbody>
</table>

**Total Cost: ____________________**
## Healthy Shopping List Worksheet

<table>
<thead>
<tr>
<th>Breakfast</th>
<th>Cereal (10 oz.)</th>
<th>$2.70</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Skim Milk (1 gallon)</td>
<td>$2.80</td>
</tr>
<tr>
<td></td>
<td>Orange Juice (1 gallon)</td>
<td>$5.30</td>
</tr>
<tr>
<td>Snack</td>
<td>All Natural Popcorn (1 lb.)</td>
<td>$5.30</td>
</tr>
<tr>
<td>Lunch</td>
<td>Whole Wheat Bread (1 loaf)</td>
<td>$3.50</td>
</tr>
<tr>
<td></td>
<td>Solid White Tuna (1 lb.)</td>
<td>$3.44</td>
</tr>
<tr>
<td>Dinner</td>
<td>Pasta Sauce with Meat (1 lb.)</td>
<td>$1.90</td>
</tr>
<tr>
<td></td>
<td>Pasta (1 lb.)</td>
<td>$0.90</td>
</tr>
<tr>
<td>Dessert</td>
<td>Yogurt (1/2 gallon)</td>
<td>$3.40</td>
</tr>
</tbody>
</table>

**Total Cost: ____________**
Lesson 4

Review: What’s for Dinner?

Teacher will continue a discussion focusing on the results of the math activity. Possible discussion questions might include:

a) “Which shopping list costs more?”

b) “How much more did it cost?”

c) “Can you explain, in sentences, why hungry people often eat less healthy foods?”
Lesson 5

Objective: Students will be able to identify ways in which they can help hungry people and families.

Materials: *Uncle Willie and the Soup Kitchen* by DyAnne Ryan

Ways to Help the Hungry

Read *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan to the class and discuss the text. Below are some suggested questions:

1. “What kind of people do you think are hungry?”
   - Children, elderly, adults, people in cities and suburbs
   - People of all colors and ethnic backgrounds

3. “What do we learn from this story?”
4. “How does that apply to our community?”
5. “What does it feel like to be hungry?”
6. “Where do you see hunger? Can you always see hunger?”
7. “What problems do some hungry children have?”

Discuss TV images of hunger. More than 200,000 children in Massachusetts are struggling with hunger. Hungry children become sick more often, cannot concentrate in school, become tired, get headaches, and do not develop properly. Teachers can help children get breakfast and lunch at school. People can call the FoodSource Hotline at 1-800-645-8333 to get help finding a place nearby where a bag of groceries or hot meal can be provided.
Lesson 5

Materials: Sheets of paper for children to write and draw on, an “I can help” worksheet, with pencils, markers, and crayons.

Activity: Ways to help

Have each child in the class write and illustrate a story about a child who is hungry, being sensitive to the reality that some children in the class, may, in fact, be hungry. Provide a framework for the story and some questions or suggestions to help guide the story. You may also want to divide the class into small groups and have each group together write and illustrate a story.

Have each child use their “I can help” sheet to write and illustrate ways they would help the child that was depicted in their story. Afterwards, have the children share with the class how they would help someone in need, in addition to creating decorative spoons to raise funds to end hunger in Massachusetts.
I can help someone in need by…
Appendix A – Reading about Hunger

Reading about hunger allows students to get a better idea of how people who do not have enough to eat struggle to get by. Choose books from the following list to read with your class. Discuss what life is like for the characters, how people treated them, and what the students can do to help.


A good overview of the issues of poverty and homelessness. Includes excerpts from interviews with homeless children, poems, and photos.


Authors study firsthand the extent of hunger, a "man-made epidemic created and spread by government policies."


Armand likes his life as a Parisian hobo, but his life changes when he meets three small homeless children and their mother, who sleep under a bridge.


Children ages 8 to 13 give readers a first-hand look at life in a shelter. Children learn that even though these children live in a shelter, their wants, needs, likes, and dislikes are the same as all children’s.


Today is report card day, the same as Mom’s payday. Mom promises a party if Andrew makes the honor roll, which he does. Can she keep her promise?


A good introduction to emergency food programs and other endeavors to fight local hunger. Grades K-2


Interesting investigative report on people trying to live on low wages in service jobs. Grades 6-8


Someone leaves a mystery message with a large donation for the local soup kitchen. Who was it, and why is the money disappearing?


Rosie, who lives in the streets, receives gifts of kindness from people she encounters.


Children are introduced to the world of homelessness when Ben and his sister befriend Dorrie, a homeless woman.
Appendix B – Hunger & Nutrition Online Resources

These websites are great sources of information on hunger, poverty, and programs aimed at relieving hunger. Many of these sources include information about kids’ nutritional needs, as well as activities and resources for teachers.

Project Bread
www.projectbread.org

The Project Bread website contains information about childhood nutrition and elderly outreach, hunger facts, public policy information, opportunities to get involved, and information about our annual Walk for Hunger.

24 Carrots Press
www.nutritionforkids.com

This website is a very balanced source for anyone interested in nutrition and kids. Users can subscribe to “Feeding Kids” bimonthly newsletter, and teachers can access engaging activities.

America’s Second Harvest
www.secondharvest.org

America’s Second Harvest is a charitable hunger-relief organization that solicits and distributes food and grocery products through a nationwide network of food banks.

Congressional Hunger Center
http://www.hungercenter.org

The Congressional Hunger Center is a nonprofit that works to make issues of domestic and international hunger a priority to policymakers in the U.S. government, and to raise a new generation of leaders to fight against hunger and poverty.

CNOP
www.meals4kids.org

The Child Nutrition Outreach Program (CNOP) is a service provided by the Massachusetts Department of Education and administered by Project Bread. The Outreach Program works with community members to increase participation in both the School Breakfast and the Summer Food Service Programs.

Bread of the World
www.bread.org

This nationwide Christian movement seeks justice for the world’s hungry people by lobbying U.S. decision makers.

Food and Nutrition Information Center
www.nal.usda.gov/fnic

This website focuses on nutrition topics, including the Dietary Guidelines, Food Guide Pyramid, and Food Composition Tables. The main menu includes “Resource Lists,” which, when searched using the words “hunger” or “school breakfast,” yields a wealth of information.

Food Research and Action Center
http://frac.org/

The Food Research and Action Center (FRAC) is the leading national nonprofit organization working to improve public policies and public-private partnerships to eradicate hunger and under nutrition in the United States.
About Project Bread

Project Bread is the only statewide antihunger organization committed to providing people of all ages, cultures, and walks of life with sustainable, reliable access to nutritious food. From community-based meal programs, to early childhood and school nutrition initiatives, to improved access to farm-to-table resources, Project Bread approaches hunger as a complex problem with multiple solutions. With funds raised through The Walk for Hunger, the oldest continual pledge walk in the country, and other sources, Project Bread pioneers innovative initiatives and supports effective programs to eradicate hunger in our state. For more information, visit www.projectbread.org, www.facebook.com/projectbread, or www.twitter.com/projectbread.

About the Lessons on Hunger Curriculum

Project Bread has developed this curriculum to increase young people’s awareness of hunger, including its causes and consequences. In addition, the curriculum also teaches young people that every sector of society—government, business, charitable organizations, and individuals—has a critical role to play in alleviating hunger in our community. The curriculum seeks to inspire young people to explore opportunities to help those in need through volunteering and building their communities.

Project Bread gratefully acknowledges the following in the development of the Lessons on Hunger Curriculum:

World Hunger: Awareness, Affinity, Action. Sponsored by The Alan Shawn Feinstein Foundation, Washington, DC
Brethren House Ministries, St. Petersburg, FL
Kids for Kids: A Curriculum Addressing Hunger in Maryland, Maryland Food Committee