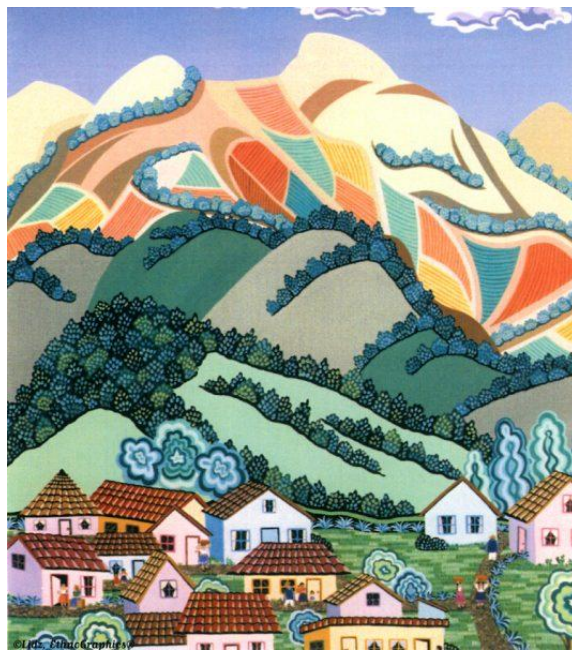


HUNGER 101

A GUIDE AND ACTIVITY WORKBOOK



Developed by the Gallatin Valley Food Bank
www.gallatinvalleyfoodbank.org

INTRODUCTION

The Gallatin Valley Food Bank Background Information

The mission of the Gallatin Valley Food Bank is to improve food security throughout the Gallatin Valley.

We achieve this mission primarily by providing a five-day supply of food to families and individuals who are food-insecure and have a need for food. Food banks were originally designed to fill the gap when households were out of food and resources due to an emergency. Emergency situations are **now less than half** of our customers. We also provide food for those that are underemployed (work, sometimes multiple jobs, but the money does not stretch enough to also include buying food), seasonally unemployed households, the unemployed, people waiting for additional assistance such as their SNAP (food stamp) benefits, and those living on a fixed income (example: social security). In 2009 we served **1 in 9** Gallatin County residents.

The Gallatin Valley Food Bank (GVFB) has 7 projects besides our **Emergency Food Box Program**. **The Food Rescue Program** collects perishable (examples: dairy, eggs, meats, cheese, fresh fruits and vegetables) from local grocery stores and restaurants. The food is transported back to our warehouse where we immediately put it to use in our “store” for our customers to add to their monthly box of food. When people come and use the food bank, after a brief interview with our volunteers who share information about other community resources they are given a shopping list based on the size of their household and can go into our “store” and select food from the choices available that day. Once our customers have completed shopping, volunteers pack up their groceries and then they are on their way with nutritious, nourishing food.

Our other projects include, **The Senior Grocery Program** (Commodity Supplement Food Program), **Kids’ Summer Lunch**, **Healthy KidsPack**, our **Garden** initiative, and our **satellite service in Belgrade** on Saturdays. We also provide food for other agencies like senior centers, low-income housing complexes, and other non-profits like HAVEN and AWARE. As efficient as our networks are, we cannot come close to meeting the full need for food among people in need in our community. To better help meet that need, many food banks, like ours, embrace a broader vision of our role to help to end hunger, and we actively work in the community to educate others about hunger, help people in need connect to other programs such as SNAP (formerly food stamps), and help influence dietary choices for better health. Please contact us if you would like more information about the GVFB or how to get involved.

www.gallatinvalleyfoodbank.org

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GUIDELINES FOR USING THE HUNGER 101 CURRICULUM

Hunger 101 is a tool to help increase awareness of hunger and poverty. Although certain aspects of the curriculum have been specifically designed for Montana, it can be easily adapted for use in any location. The curriculum is intended for students who are new to discussions about hunger and poverty. Hunger 101 can be incorporated into existing lesson plans for Geography, Social Studies, Science, Nutrition, Health, and English. Hunger 101 is a tool to build community and to **engage, educate** and **empower** students, youth groups, civic organizations and corporations.

You will want to tailor the activities for the age group and audience with whom you are speaking. Each section contains an explanation of the activities, a list of objectives, necessary materials, and a step-by-step procedure. The resource section contains a glossary you may find helpful.

The Gallatin Valley Food Bank is always available as a community resource. Please visit our website at www.gallatinvalleyfoodbank.org and call with any questions or comments regarding the curriculum or the Hunger 101 Project. Be aware that some of your students may have experienced, or are experiencing, some of the hunger and food insecurity issues explored in this curriculum. There should be no "victim blaming" and "finger pointing" at any time. Students will bring their own experiences, as well as their parents' experiences and attitudes to the table. It is important to hear and recognize the diversity of perspectives, which will help your students form their own opinions. The activities of **Hunger 101** will address the complex issues that contribute to the problem of hunger.

- **Educating:** Activity 1 explores the definitions of hunger and food security, as well as the myths surrounding hunger and poverty.
- **Educating:** Activity 2 focuses on factors that contribute to global and domestic hunger, giving the participants an experience with unequal distribution of resources.
- **Educating:** Activity 3 helps students understand who is at risk of suffering from hunger and food insecurity.
- **Educating:** Activity 4 students work out the relationship between housing costs, food security and hunger.
- **Educating:** Activity 5 helps students understand the health and behavioral consequences of hunger.
- **Empowering:** Activity 1 encourages students to think critically about practical and effective solutions to hunger and empowers them to take action in the fight against hunger.
- **Empowering:** Activity 2 offers a template for students to practice writing to elected officials.
- **Empowering:** Activity 3 is an opportunity for students to develop skills in assessing needs/assets within their own communities and to develop community-building strategies.

PURPOSE, GOALS AND OBJECTIVES OF THE HUNGER 101 CURRICULUM

Purpose:

- a. To create awareness about hunger.
- b. To address the causes and consequences of hunger.
- c. To identify public and private hunger relief programs that provide food to people who suffer from hunger.
- d. To empower students to plan and participate in projects aimed at reducing hunger.
- e. To introduce students to the concept of community building.

Goals and Objectives:

1. To address the factors that contribute to global and domestic hunger, students will be able to:
 - a. Demonstrate an awareness of the unequal global distribution of food.
 - b. Describe the relationship between poverty and the unequal distribution of food.
 - c. Define hunger and food security.
 - d. Identify the root causes of hunger.
 - e. Identify where our food comes from.
 - f. Identify two myths commonly associated with the problem of hunger.
 - g. Quantify the magnitude of hunger in Montana and the United States.
 - h. Identify the groups most affected by hunger.
2. To understand the causes and effects of hunger, students will be able to:
 - a. Explain the relationship between poverty and hunger.
 - b. List major barriers to obtaining food.
 - c. Identify three health or behavioral consequences of hunger.
 - d. Define nutrition.
 - e. Describe the relationship between hunger and nutrition.
 - f. Discuss and evaluate relevance of the Food Guide Pyramid.
3. To think critically about practical and effective solutions to hunger, and to empower students to become proactive in the fight against hunger, students will be able to:
 - a. Brainstorm potential action steps to help alleviate hunger.
 - b. Identify community programs that provide food.
 - c. Select one anti-hunger project to plan and implement within 90 days.
 - d. Learn various strategies to increase community food security.
 - e. Identify at least 2 anti-hunger advocacy activities.
 - f. Write an elected official, expressing concern about hunger/poverty related issues.
4. To introduce the concept of '**Community Building**' students will:
 - a. Take a critical look at their own communities and do an assessment of needs and assets.
 - b. Discuss ways they might be able to get other community members involved in making change happen.
 - c. Select at least one 'community building' action to support a need in community.
 - d. Implement this action within 3 months of beginning research.

- e. Students will keep a journal of the experience. Students will be encouraged to keep detailed notes of challenges faced, positive and negative aspects of the experience, and research done.
- f. Students will compile contact lists of active community members and a list of resources that community members can refer to in the future.
- g. Students will organize a final presentation with chosen community leaders/participants.
- h. All students will be encouraged to continue their involvement with community building efforts and to educate others about the experience.

This curriculum has been designed so that it can be used chronologically or by using specific activities and resources as needed.

The Gallatin Valley Food Bank is continually looking for ways to improve this course. Please allow time for students to fill out evaluations and complete the instructor's evaluation (the rear of the guidebook). These should be sent to the GVFB

An Introduction to Community Building

What is community building?

Community Building is an approach to improving conditions, expanding opportunities, and sustaining positive change within communities by developing, enhancing, and sustaining the relationships and social networks of those who make up the community. National Community Building Network, 2003

Those of us at the Gallatin Valley Food Bank embrace the concept of Community Building wholeheartedly. We see it as a viable method to improve the conditions that produce hunger and poverty. We strive to incorporate the key principles of community building into our daily work and relationships with other food banks, partner agencies, volunteers, and other supporters and collaborating organizations. Listed below are 4 of the 8 key principles as offered by the National Community Building Network- and examples of how a community can implement these principals:

1. Integrate community development and human service strategies.

Many times traditional anti-poverty efforts have separated the development of “bricks and mortar” projects from those that offer personal assistance to individuals and encourage the development of human capital; each approach needs the other to be successful. In Bozeman, Montana the GVFB is part of a larger family of non-profits called the Human Resource Development Council. We provide information about some of the services they provide, likewise they recommend the Food Bank as an additional resource to assist in times of need. At the Food Bank we also provide information to community members about how to access SNAP (food stamp benefits), housing, medical, and provide child care assistance programs to name just a few.

2. Forge partnerships through collaboration.

Building community requires work by all sectors- local residents, community-based organizations, for profit businesses, schools, religious institutions, health and social service agencies within an atmosphere of trust, cooperation, and respect. The Gallatin Valley Food Bank partnered with Gallatin Valley Farm to School to bring fun, hands-on kids’ activities to our Summer Lunch Program. Through this partnership kids explored m gardening activities, and information about where their food comes from and helped increase participation in the Summer Lunch Program.

3. Build on community strengths.

Sometimes efforts to improve urban/rural life have too often addressed community deficits/weaknesses; our efforts should focus on local capacities and assets/strengths. One of the Food Bank’s projects is our Garden Initiative. From our Grow a Row for the Hungry to having our own Learning Garden, and partnerships with local churches growing food specifically for the food bank we believe that the growth from a community’s hands while working the land together is an important tool to promote food security and highlight neighborhood/community assets.

5. Foster broad community participation.

Many programs have become ‘professionalized’ and alienated from the people they serve; community residents must shape new programs and policies. Recently the Food Bank created an art installation using the stories of Food Bank clients written on papers plates and asked community members viewing the exhibit to help us find solutions to end hunger in our community. By providing food bank customers with a voice and

asking the community to weigh in on the solutions, the potential for creating lasting change improves with broad participation.

This is a very brief introduction to the concept of Community Building. We hope it's just enough to make you want to become a "builder" within your community. For more information visit the following websites for additional resources:

<http://www.commbuild.org/index.html>- This web site provides a broad array of resources and information about innovative community building efforts to revitalize poor neighborhoods and improve the life circumstances of residents and their families.

www.race-democracy.org - A Community Builder's Tool Kit- a Primer for Revitalizing Democracy from the Ground Up.

ACTIVITIES FOR LEARNING

EDUCATING....



WHAT IS HUNGER?

Activity 1

(Suitable for grades 3 and above)

Students should always be provided with a brief overview of the lesson/activity.

Description

This lesson is designed to discuss the definition of **hunger** and **food security** and illustrate the experience through the reading and discussion of quotations and stories about hunger.

Objectives

Students will:

1. Become aware of the problem and experience of hunger.
2. Be able to define hunger.
3. Be able to define food security.
4. Discuss and witness the experience of hunger through quotations and stories.

Time: 15-20 Minutes

Materials

- Flip chart and markers or overhead projector and transparencies.
- Definition of hunger and food security.
- Quotations describing hunger (QUOTES and STORIES section of this guidebook).
- (If you are using a flip chart, prepare the definition of hunger, food security and several quotations you wish to use.)

Activity

1. The instructor should introduce him/herself and tell why s/he is interested in talking about this material. Have the students introduce themselves.
2. Explain the mission of the Gallatin Valley Food Bank (or your own hunger fighting organization or why, as a teacher, you have chosen to work with this curriculum) and give a brief overview of the lesson.

GVFB Mission: *The mission of the Gallatin Valley Food Bank is to improve food security throughout the Gallatin Valley.*

3. As a group, brainstorm ideas about the definition of hunger. Write down all of the answers. Ask participants to think about any time they have “hungered” for anything.
 - A. Read one or two quotes and a story about the experience of hunger. (See QUOTES and STORY section of workbook)
Questions you might ask:
 - What physical effects did the person experience?

- What mental and emotional effects were experienced?
- Have you ever experienced anything like that?
- Were you surprised by the descriptions of hunger that you heard?

B. After a short discussion, refer to the definition of hunger below. Compare this definition to those of the group. Discuss all the definitions of hunger. Can they imagine what it would be like to be hungry consistently?

Hunger is a condition in which people do not get enough food to provide the nutrients (carbohydrates, fats, proteins, vitamins, minerals and water) for fully productive, active lives.

C. Introduce the definition of food security. Tell the students to reflect on it and connect it to the definition of hunger.

Food security is access by all people at all times to enough food for an active, healthy life. At a minimum, this includes the ready availability of nutritionally adequate and safe foods and the assured ability to acquire personally acceptable foods in a socially acceptable way.

NOTE: Keep these definitions available for the rest of the class. Refer back to them whenever it is helpful for the discussion. Transparencies of the definitions can be made from templates found in QUOTES section.

WHO IS HUNGRY?

Groups at Risk in the United States

ACTIVITY 2

(Suitable for grades 3 and above)

Description

Students will list and discuss groups affected by hunger and food insecurity in the United States. They will also explore the reasons behind the increase in the number of people living in poverty and identify some of the issues surrounding the increase. Prevalent myths surrounding the hungry and the poor will be explored.

Objectives

Students will be able to:

1. Identify the groups affected by hunger.
2. List major barriers to obtaining food.
3. Discuss how acute and chronic illness might lead to hunger.

Materials

- Blank sheets of paper
- Pens or pencils
- Flip chart and markers or overhead projector and transparencies

Time: 20- 30 minutes

Activity

1. Separate students into groups of 3-5 people. Give each group a blank piece of paper and a pen or pencil. Have group members brainstorm and list groups of people that go hungry and reasons for their hunger or lack of food security. Encourage students to think of as many groups and causes as they can. Allow 5 minutes
2. Have each group appoint a spokesperson to contribute their group's ideas. Call on each spokesperson and write their group's ideas on the flip chart as a master list. Add to the students' ideas as needed to cover the following list, but do not limit discussion to these groups.
3. Have the entire group consider two common myths about hunger in the United States.
 - The first myth: Some people assume that others are hungry because they are too lazy to work. Explain that many people who are hungry are working, going to school, or are actively seeking work, but do not make enough money to purchase an adequate quantity of nutritious food. (36% of households using emergency services in the U.S. live in a household where there is at least one wage earner (Feeding America, 2010))

(Students age 8 and up can do the exercise *Poverty Despite Work-in The Games* section!)

- The second myth: Many people believe that most hungry people who participate in food assistance programs are homeless. About 10% of those seeking emergency food in this country are homeless. Many more are from low income families who require assistance from charitable food programs (e.g., food banks and community kitchens) as well as from the government (e.g., food stamps).

Ask: What other things do you think are true about poor people, homeless people, or people who might use a food pantry?

List their thoughts. Together talk about which would tend to be true and which are probably not true.

Talk about the large gap between the rich and the poor:

In many countries, particularly the United States, a gap between the rich and the poor exists. This gap can lead to malnutrition and hunger among low-income people because they do not have enough money to buy enough nutritious food.

NOTE: The wealthiest 6 % of households in the U.S. received almost 1/3 of the national income and those and those with upper-middle incomes control a large, yet declining, share of the total income. Leaving the poorest receiving only 3.7% of the national income (2010 - U.S. Census) In the United States, there are a few very rich people, many middle-income people, and a smaller number of poor people. The poor often go hungry because they do not have enough money for food resources. "In the United States, hunger is not caused by a scarcity of food. There is more than enough food to feed everyone. We have the infrastructure to deliver it. There is a network of interstate highways and a trucking industry ready to move mountains of food daily wherever it needs to go. The supermarket store shelves are stocked to the ceiling. But none of this matters if customers have no money in their pockets." Bread for the World, 2010 The Changing Politics of Hunger. <http://www.bread.org/>. Explain how in some countries, such as Sweden, very few people go hungry because most people are middle-income and make enough money to eat sufficiently. Contrast Sweden with India, where most of the people are poor and, as a result, suffer from hunger on a frequent basis. In India, nearly half the adult population regularly consumes an inadequate number of calories. Hunger also remains a serious problem in the region surrounding India, which is home to two-thirds of the world's chronically undernourished.

Review the list we compiled identifying groups vulnerable to hunger.

Compare with list your groups have generated.

Ask the students to choose the two groups they think are most affected by hunger.

Note: The two largest groups seeking emergency food in this country are children and senior citizens. Compare perceptions to reality and correct any misconceptions.

Children	Poverty, neglect, lack of family resources and support
Senior Citizens	Poverty or limited finances, lack of transportation, inadequate social support, physical limitations and chronic illness, medical bills
Homeless	Poverty, few resources, no facilities to store or cook food, low skill levels, chronic illness, injuries
Acutely or Chronically ill	Physically weak, unable to prepare food, eat solid food, or shop, special dietary needs, medical bills
Physically Challenged	Difficulty preparing meals, lack of transportation, medical Bills
Substance Abusers	Expense of addictive substance (drugs or alcohol), loss of appetite when using drugs
Unemployed	Poverty or limited finances
Mentally Challenged	Medical bills, limited food planning and purchasing skills, transportation, low job skill levels
Undocumented Immigrants	Low wages, language barriers, no access to government aid and prejudice.
Runaways	Uncertain housing, limited finances, lack of family resources and support
Under educated	Inability to attain high wage jobs, inability to apply for assistance.
Under employed- Working Poor	Minimum wage is not a livable wage. The increasing costs of housing and childcare have made it impossible for a low wage earner to afford basic needs. Food gets cut with the pressure to pay for housing.

Montana

FACT

1 in 5 Montana children lives in poverty.¹

FACT

One in 5 elderly Montanans lives in poverty or at extreme risk of living in poverty. 1

FACT

Over 143,000 households 15% of Montanans live in poverty. ¹

FACT

More than 1 in 3 Montanans (33.7%) and 42.7% of children lived in households with incomes below 185% of the poverty line (\$40,804 a year for a four-person family), the threshold economists consider to be food secure. ¹

FACT

15 % (Almost in 1 in 6) Gallatin County residents lives at or below the federal poverty line.

The 2010 Poverty Guidelines for the 48 Contiguous States and the District of Columbia	
Persons in family	Poverty guideline
1	\$10,830
2	14,570
3	18,310
4	22,050
5	25,790
6	29,530
7	33,270
8	37,010
For families with more than 8 persons, add \$3,740 for each additional person.	

¹ American Community Survey, 2009

UNITED STATES

FACT

Almost 13 million (more than 1 in 5) children in the United States do not have access to enough food to lead an active, healthy life.

²(If all these children held hands they would reach from New York City to Los Angeles, back to NYC and half way back to L.A.)

FACT

The nationwide poverty level reached a 15-year high of 14.3%, or 43.6 million people. ³

FACT

49.1 million people live in households that experience hunger and/or the risk of hunger. (If all these people held hands they would reach from New York City to Los Angeles, back to NYC, back to Los Angeles, all the way back to NYC and then some.) ²

FACT

36% of those seeking emergency food live in families where there is at least one full time worker. ⁴

FACT

Currently, 3.4 million seniors age 65 and older live below the poverty line. Millions more are barely making ends meet just above the poverty line. ⁵

² US Census Data, 2010

³ United States Department of Agriculture, 2005

⁴ Americas Second Harvest, 2010

⁵ US Census Data, 2010

GLOBAL

FACT

Every day, more than 22,000 children die from hunger-related causes--one child every five seconds.⁶

FACT

No flood and no earthquake has ever claimed the lives of 217,000 children in a single week but malnutrition has and does.⁷

FACT

1 billion children live in poverty (1 in 2 children in the world).⁸

FACT

Almost half the world — over 3 billion people — live on less than \$2.50 a day.⁸

FACT

In the last 50 years, 400 million people worldwide have died from hunger and poor sanitation. That's 3 times the number of people killed in all wars fought in the entire 20th century.⁷

Notes and Comments:

⁶ State of Food Security in the World, 2009. Food and Agriculture Organization of the United Nations

⁷ Bread for the World www.bread.org

⁸ World Bank Development Indicators, 2009

WHAT CAUSES WORLD HUNGER?

Activity 3

(Suitable for grades 3 and above)

Description

Students will participate in an activity to increase their awareness of and sensitivity to the widespread existence of hunger in our world. Students will learn about the root causes of hunger. Tailor the conversation and information to the grade level.

Objectives:

Students will be able to:

1. Demonstrate an awareness of the unequal food distribution globally.
2. Describe the relationship between poverty and the unequal distribution of food.
3. Define hunger and food security.
4. Identify two myths commonly associated with hunger and poverty.
5. Identify the root causes of hunger.

Time: 20 minutes

Materials and Teacher Preparation: (For a group of 25)

Box of raisins (We have found that using food that kids really like will raise the stakes in this activity.)

25 lunch-size paper bags

Distribution:

- 8 bags – none
- 8 bags - 5 raisins, carrot sticks, candy, etc.
- 8 bags - 10 raisins, carrot sticks, candy, etc.
- 1 bag - 50 raisins, carrot sticks, candy, etc. (full)
- Chalkboard and chalk or a flip chart and markers
- Optional: World map

Procedure:

NOTE: You may want to have a world map at the front of the classroom as you talk about different countries, so students can see how far reaching hunger is in our world. It is always a good idea to write ideas and discoveries down so that you can refer to them throughout the workshop.

1. Give out snacks.

Explain to students that they are going to receive a snack. Pass out a stapled closed bag to each student containing a snack. (Students should not open bags until instructed by teacher) Divide proportions so that roughly an equal number of students receive none, small, or moderate amounts of the snack, and only one student receives a large amount.

When every student has received a bag, instruct students to open their bags.

Ask: What has happened?

After the initial shock and laughter among students at seeing the unequal portions, tell students that they have a few minutes to work out a fairer distribution system. Students should be strongly encouraged to work out a way to share their snack as a group, and they should be praised for their efforts.

NOTE: Be prepared for difficulties. Some students may be unwilling to share, which, you may explain, demonstrates the difficulty of getting people to work together to share resources. This is a good place to discuss the value and challenge of community building.

2. Explain the unequal distribution of food.

Discuss with students their feelings about receiving either a small or large portion of snack. Explain that this was an activity to help them understand that, in many countries in the world, including the United States, there is an unequal distribution of food.

3. Review the definitions of hunger and food security.

Hunger is a condition in which people do not get enough food to provide the nutrients (carbohydrates, fat, protein, vitamins, minerals and water) for fully productive, active lives.

Food Security is access by all people at all times to enough food for an active healthy life. At a minimum this includes: 1) the availability of nutritionally adequate and safe foods, and 2) the assured ability to acquire personally acceptable foods in a socially acceptable way.

Ask: What did you feel as you realized that food had been distributed unequally?

Some Supplemental Activities

Refer to ACTIVITIES AND GAMES section and have students do the POPULATION and FOOD PRODUCTION activity.

Refer to the following stories- (You can find them in our curriculum: “Looking Through Stories’ Windows: Representations of Hunger and Poverty in Literature)

Angela’s Ashes by Frank McCourt

Breath, Eyes and Memory by Edwidge Danticat

6. Discuss population and hunger

The world produces enough food to feed everyone. Many of the world's hungriest countries are not as densely populated as well-fed ones. Emphasize that hunger is not a symptom of overpopulation, but rather of the unequal distribution of resources.

7. Discuss war and hunger

War can be another cause of hunger. Food problems arise predominantly in countries where dislocation and destruction are direct results of fighting. War has been the primary cause of widespread hunger in several countries throughout the world. (The instructor may want to use an example from recent events and bring in newspaper articles to familiarize the students with these situations.)

Ask: Did anyone want to take someone else's food during the snack exercise?

What feelings came up for each of you? TALK ABOUT IT!

TALK ABOUT the connection between hunger and crime/war and deprivation.

Ask: What areas of the world have the students read about where people suffer from famine?

Areas of the world to mention and cause of famine:

North Korea – Political upheaval

Iraq- Political upheaval/war

Afghanistan- Political upheaval/damages of war.

Ethiopia – Civil War

Eritrea – Civil War

Angola – Civil War

Bangladesh – Civil War

Bosnia – Civil War

Sudan – Civil War

Bhopal, India – Environmental Disaster

Forests in the Philippines – Environmental Disaster

Review hunger and poverty statistics (The world, United States, Montana).

The following statistics on hunger and poverty in the world, the United States and Montana will assist students' understanding of the prevalence of hunger at home and abroad.

Notes and Comments:

HOUSING AND FOOD SECURITY

What is the Connection?

Special thanks to the National Alliance to End Homelessness

Activity 4

(Suitable for grades 6 and above)

Description

This activity is designed to help participants gain a better understanding of the relationship between housing costs and food security.

Objectives

Students will learn:

1. How housing costs have changed.
2. How housing costs and food security are directly related.
3. The challenges that face low-income people when it comes to finding safe and affordable housing and food.

Time: 20-30 minutes

Materials

- Flip chart or dry erase board,
- Photocopies of worksheets,
- Pens, calculator (optional).

Questions for research

1. What is the average monthly rent for a two-bedroom apartment in Bozeman (Montana)? (Hint: It may depend on where you live!)
2. Check out your local classified listings for places to rent. As you look imagine that you are a single parent with kids or an elderly person on a fixed income.
3. Get a city map and mark areas with lower rents. Explore those communities. Are they near where the jobs are? Do they have easy access to good grocery stores?
4. What can you learn about how rental costs affect a family's food security?

Fair Market Rents

Which area of town has the most expensive housing cost?

Which area has the least expensive housing cost?

Why do you think there is such a big difference between housing costs in these two parts of town?

Pick two cities in Montana. Research what the main industries/employers are for each town. (Hint: the internet, the U.S. Census Bureau's website or the library.)

- Which industries would pay the highest wages?
- Which industries would pay the lowest wages?
- Why would one employer pay higher wages than another?
-

The federal government defines "affordable housing" as paying no more than 30% of your net income on housing, including utilities.

If you earned minimum wage (\$7.25 in 2010) and worked full time (40 hours per week), how many hours would you have to work to pay rent in your select town? How is it different from rents in the other town you picked? (You can do this research for any area in the United States.)

_____ **Hours in Town 1**

_____ **Hours in Town 2**

Here is a list of other expenses you would have to have each month. Pretend you are a parent with two children; one is a preschooler and needs to be at the day care center while you work. You own a second hand car. We have given you amounts for some of the expenses. Finish the monthly budget. Do not spend more than you earn. See POVERTY DESPITE WORK in the Games Section of this workbook.

Transportation \$150.00

Childcare \$600.00

Food \$

Medicine \$

Clothing \$

Laundry \$

Pets \$

Church offering \$

Miscellaneous \$

Taxes (15% of income) \$

Can you afford housing and nutritious food to prepare meals for your family every day of the month?

Yes

No

*The United States Department of Agriculture estimates that a thrifty family of 4 would need approximately \$400.00/month for an adequate quantity of food.

<http://www.usda.gov/cnpp/FoodPlans/Updates/foodjan04.pdf>

List **four** ideas that would help any working person, earning low wages, afford decent housing and nutritious food – every day of every month.

1.

2.

3.

4.

HOW DOES HUNGER AFFECT US?

Activity 5

(Suitable for grades 3rd to 8th)

Description

Students will participate in an activity that will help foster their understanding of the health and behavioral consequences of hunger. Students will learn about the relationship between hunger and nutrition and will review the four basic food groups using the Food Pyramid. Students will have an opportunity to explore how the Food Guide Pyramids are adapted to reflect healthy food from all cultures.

Objectives

Students will be able to:

1. Identify three health or behavioral consequences of hunger.
2. Describe the relationship between hunger and nutrition.
3. Define nutrition.
4. List the food groups as structured in the Food Guide Pyramid.
5. Discuss the relevance of the Food Guide Pyramid and adjust it to represent foods from other countries and cultures.

Time 20 minutes

Materials

- Chalkboard and chalk or flip chart and markers.
- Copies of Food Guide Pyramid:
http://fnic.nal.usda.gov/nal_display/index.php?info_center=4&tax_level=1
- Copies of Healthy Eating Pyramid:
<http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/pyramid/>
- Copies of Food Guides for different countries. You can access Food Guide Pyramids from other countries by going to <http://www.gourmetgiftbaskets.com/Listing-Of-Special-Food-Pyramids.asp>

Optional Activity

Have students keep a journal of their food intake for the week or day prior to this lesson to assist them in determining the nutritional value of their own diets.

Procedure

1. Discuss health and behavioral consequences.

Brainstorm with students about the health and behavioral consequences of hunger. Make two columns on the chalkboard or flip-chart and label one column "health" and the other "behavior." You may need to start the activity by listing a few consequences for each category so students understand what the

activity entails. Try to elicit group participation and interject ideas when students seem stuck. The following lists contain some of the health and behavioral consequences of hunger.

Health Consequences

Fact: **Under-nutrition** (not eating enough) and **malnutrition** (not eating enough of the nutrients recommended for proper development) lead to the deaths of approximately 40,000 children a day globally (about 15 million a year).

Fact: Children who are hungry often experience headaches, fatigue, frequent colds, and other illnesses that may cause them to be less physically active.

Fact: Undernourished pregnant women tend to have low birth weight babies. Low birth weight babies suffer from more physical illness, as well as impaired growth and development. Undernourished infants are at greater risk of dying within their first year of life.

Fact: Chronic hunger in adults weakens bones and muscles, increases the risk of illness, worsens existing health problems, and contributes to depression and lack of energy.

Fact: Iron deficiency anemia, a form of malnutrition affecting nearly 25% of poor children in the nation, is associated with impaired cognitive development. Anemia influences attention span and memory. This pervasive deficiency is now known to have a severe impact on cognitive development.

Fact: Poor maternal and infant nutrition affect an infant's birth weight, cognitive development, immune system and overall health.

Fact: Children and pregnant women have relatively high nutrient needs for growth and development. Therefore, they are often the first to show signs of nutrient deficiencies.

Behavioral Consequences

Fact: Children who are hungry may be less attentive, independent, and curious. Many hungry children have difficulty concentrating; therefore their reading ability and verbal and motor skills suffer.

Fact: Short-term nutritional deficiencies affect children's ability to concentrate and perform complex tasks.

Fact: Hunger in adults produces nervousness, irritability, and difficulty in concentration.

Fact: Hunger can have a devastating emotional impact; it may diminish self-confidence and self-esteem. In a culture that encourages self-reliance, individuals who need food assistance may hesitate

to seek help. They may experience feelings of shame or embarrassment due to circumstances that are out of their control.

2. Define nutrition.

Human Nutrition is the study of how food affects the health and survival of the human body.

The study of nutrition explores the processes by which one chooses different types and amounts of food, and it examines the balance of nutrients in one's diet. The science of nutrition also analyzes how the body digests, absorbs, transports, uses, and excretes the foods one eats.

3. Distribute the Food Guide Pyramid.

The USDA Food Guide Pyramid was called into question in 2001 by Harvard University professor Walter Willet- a top nutrition researcher and author of the book *Eat, Drink and Be Healthy: The Harvard Medical School Guide to Healthy Eating*. Willet believes it promotes too much red meat and dairy and eating too many different carbohydrates together.

Distribute the Food Guide Pyramid produced by The United States Department of Agriculture and the Healthy Eating Pyramid developed by Harvard Medical School nutrition researcher Walter Willet. (On the next 2 pages) Review with students the major food groups in each and the number of servings needed from each group to eat a well-balanced diet. Have students research the history of the pyramid and evaluate its relevance today. Talk about food guides that have been developed to represent and address different cultures and locations around the world. If the students kept a food journal from the previous week or day, this is an appropriate time for them to calculate the number of servings they consumed from each food group. Encourage students to examine their journals to determine the nutritional value of their diets.

4. Brainstorm with students several ideas for meals that would be nutritious and inexpensive.

What would it be like to feed a family of four on less than \$150 per week or less – or approximately \$25 per person? For thousands of families across Montana this is not an idle question, it is the reality they face. In Montana, the maximum food stamp benefit is only \$5.50 per person per day or less than \$40 per week. A sample shopping list and menu is provided below. With only \$38 to spend each week, meal options are extremely limited and it is difficult to purchase an adequate amount of nutritious food, such as fresh fruits and vegetables. Discuss the nutritional challenges facing a person on this food budget.

Have students try this food budget for a couple of days and share their reflections, food choices and challenges.

Notes and Comments:

WHAT CAN WE DO

TO FIGHT HUNGER AND BUILD COMMUNITY?

Engaging...

Educating...

Empowering....



Empowering...

What Can We Do?

ACTIVITY 1

(Suitable for Third Grade and Up)

Description

Students will discuss various short-and long-term approaches to alleviating hunger in their community, and will implement a class project that addresses hunger. Students will learn about different community-wide programs that provide assistance for people who may suffer from hunger.

Objectives

Students will:

1. Identify two types of community programs that provide food for people who are hungry.
2. Organize and participate in projects related to hunger reduction.
3. Discuss their ideas for strategies to address hunger.
4. Compare state, national and private programs that attempt to address hunger issues (Example: USDA, SNAP, food banks, TANF- Temporary Assistance for Needy Families).
5. Research and identify how public policies could alleviate hunger in this country.
6. Be able to define Community Building and have an opportunity to explore the communities where they live.
7. Be able to write an elected official, expressing concern about hunger-related issues.
8. Volunteer time in a program that deals with short-term or long-term strategies to address hunger.

Time

Will vary depending on the selected project(s). The brainstorming and research might be done over the course of one week. A chosen project might take a quarter or a semester.

Materials

Will vary depending on the selected project(s). Addresses of Montana elected officials are in the VOICES section of the workbook- this contact information will change regularly. Visit www.vote-smart.org for access to updated information about elections and elected officials and legislation nationwide.

Procedure

Ask students to brainstorm ways to alleviate hunger.

They may list things they know currently exist; however, encourage them to be as imaginative as possible. They may deal with hunger locally, nationally or internationally. Jot down all ideas.

Put two headings on a flip chart or transparency: **“Short-term strategies”** and **“Long-term Strategies.”** Short-term strategies are temporary measures to relieve hunger; long-term strategies are intended to end hunger.

Let students put the ideas in one column or the other. Have them label each idea with “**L(ocal), N(ational), or I(nternational)**”. The class may want to rank-order and prioritize their ideas. They should write an elected official suggesting one of their ideas.

Talk then, about the strategies that currently exist. You can guide the discussion by asking questions such as:

- What sources of food are available to relieve hunger in the Atlanta area?
- What assistance does government provide? Are food stamps adequate?
- Do you know what happens to leftover food in restaurants, hotels, school cafeterias, etc?
- What changes in public policy might help to end hunger?
- What can private citizens do to end hunger?

Begin the lesson by having a discussion with students about community-wide food assistance programs. (**NOTE:** This discussion may make some students feel uncomfortable if they receive or have received food assistance. Please be attentive and sensitive to this matter.) The following explanations of the different types of programs will help guide the discussion:

SHORT TERM STRATEGIES – Local Initiatives

Food Drive: A community-wide effort sponsored by schools, religious organizations, grocery stores, TV stations, or food banks in which members of the community donate a certain amount of non-perishable food.

Food Bank: A public or charitable organization that distributes food to shelters, community kitchens or other organizations to help feed the hungry.

Food Pantry: A place where those without food receive a 3-5 day supply of food to take home and cook. Food is usually acquired from food banks and distributed through community centers and churches. Food pantries distribute food to 90,000 people in Georgia each month.

Meals on Wheels: A food delivery program that delivers one meal a day to elderly people or shut-ins.

Shelter: A place that temporarily houses homeless people, usually overnight. Meals are usually served.

Prepared and Perishable Food Rescue Program (PPFRP): Many local restaurants, hotels, caterers, grocery stores, school cafeterias, and special events donate left-over food to PPFRPs. These programs usually operate in partnership with a food bank and distribute the food to community kitchens, shelters and other feeding agencies. The Gallatin Valley Food Bank has a Food Rescue Program where we pick up perishable goods from local grocery stores.

SHORT-TERM STRATEGIES: GOVERNMENT FUNDED PROGRAMS

Supplemental Nutrition Assistance Program: Electronic Benefits Transfer (EBT) provided by federal funds through county social service agencies to eligible low income persons. More than ½ of SNAP recipients are children. Benefits are minimal, so most families run out of food before the end of the month. SNAP cannot be used to buy important non-food items. (see FACTS section)

WIC (Women, Infants & Children) Program: Federal supplemental feeding program designed to decrease risk for nutritional and medical problems in this population. Assistance is provided through local health agencies and health departments to poor pregnant and breast-feeding women, infants and children up to age 6.

School and Summer Meals (National School Breakfast Program, National School Lunch Program, Summer Food Program): Subsidized programs assist low income students to improve their nutritional status. These meals are available during the school year as well as during the summer months.

LONG TERM STRATEGIES

Long-term strategies for ending hunger involve political and economic changes.

Educating yourself and then the public about hunger is a method to work toward political and economic change. Becoming involved in short-term strategies provides education and experiences about hunger.

In the following activity you will help the students choose one or more projects that will help to reduce hunger in the community.

Activity: Return to the list the students have generated. Choose at least one short-term and one long-term activity from the list.

Listed below are some short- and long-term ideas. There is an additional list **30 Ways You Can Fight Hunger** in the GAMES section of this workbook.

1. Ask the Gallatin Valley Food Bank and/or partner agencies what you can do to help them fight hunger.
2. Write a letter to a local, state, or national politician expressing your concern about the existence of hunger in your community.
3. Plan and promote a school-wide food drive. Call (406)586-7600 and ask for the Food Drive Coordinator.
4. Visit your local library or the Internet to learn more about the scope of hunger in your community, the United States and in the world.
5. Go on a field trip to a local food assistance program to find out how it operates and whom it serves.
6. Donate money that you would have ordinarily spent on snacks or "fun-time" activities, such as the movies or roller-skating, to local food assistance programs.
7. Invite to your school a representative from a food bank or a local agency that works to alleviate hunger have them describe poverty and hunger in your community.
8. Develop a class survey to administer to your school peers concerning their knowledge about the causes and consequences of hunger.
9. Call Gallatin Valley Food Bank and sign up for a time volunteer.
10. Make posters to illustrate the causes, consequences and possible solutions to hunger.
11. Make a banner to honor Hunger Action Month (September)
12. Contact your local food bank to become involved with special activities during Hunger Action Month in September.
13. Discuss the idea of living more simply. What are the benefits? What are the sacrifices?

Choose one activity that you can accomplish fairly quickly and one activity that will take some time.

WRITING THAT LETTER

Activity 2

(Suitable for middle and high school students)

Description

Students practice addressing specific social issues with the elected officials in their districts.

Related Subjects

Civics, Social studies and English.

Materials

- Paper, pens, computer (optional), addresses for local and national legislators.

Time: 30 minutes to an hour.

Objectives

Students will:

1. Identify an issue connected to hunger and poverty about which they feel strongly. (Affordable housing or childcare, etc.)
2. Identify the appropriate elected official for the issue. (Mayor, Congressperson, Governor or President)
3. Compose and send a letter to that official.

Writing a letter is one of **the most** effective ways to communicate with legislators.

Public opinion is a major factor in the decision making process on Capitol Hill, in state and in local government. Most elected officials tally the number of calls and letters on an issue.

There is **POWER** in numbers, in coalitions, in raising one strong and centered voice. We can have- and frequently do have an amazing impact on public policy.

IMPORTANT TIPS

Be certain you are writing to the appropriate official- If it is a House Bill then don't write your Senator, etc. www.senate.gov and www.house.gov (as well as most of the advocacy links in the resource section of this curriculum) will offer you up to date information about legislative activities and where to put your advocacy efforts.

Be personal- a mailed, handwritten letter receives much greater attention than anything preprinted or e-mailed. Always remember to include your return address on the letter and on the envelope.

Be concise- Tell them why you are writing. If you have learned something that surprised you, tell them! “ I was shocked to learn that 1 in 7 children in Montana suffers from hunger each month.” Be clear and brief about what action you would like them to take. “ I would like you to support...

Put the situation in concrete terms and make sure you have your facts in order- “Studies show that, after leaving TANF, 33 percent of adults find full-time work and 16 percent find part-time work. This work is often unsteady, limited and almost always low paying.” (Please see page in FACTS section of this workbook for a brief discussion of TANF.)

FINDING YOUR VOICE

ACTIVITY 3

(Suitable for middle and high school students)

Objective:

1. To identify important issues in our community (school, neighborhood, faith (to name a few) and develop various strategies for change.

Related Subjects: Civics, Social Sciences, Government, Sociology and Research skills.

Materials:

- Internet access (a helpful research tool but not necessary to the brainstorming component of this activity.)
- List of local lawmakers (See our list of websites-we have links to sites that will give you contacts by state.)
- Local media contact information (see 'media contacts' on website page)
- Note paper/pens
- Flip chart

Time: 45 minutes for the brainstorming component/1-2 days for research.

Procedure:

Brainstorm a list of rules or laws that we live by-either in school or in our communities.

Examples: Dress code/uniforms, how free or reduced lunch is administered or who is eligible for food stamps.

Possible discussion questions:

- How do we feel about these rules?
- Are they fair?
- What are the origins of these rules?
- Can these rules be changed?
- Are these rules effective in serving the community?
- How might you change certain rules?

Brainstorm examples throughout history where people lived under oppressive conditions with grave injustices. Example: Slavery, child labor, lack of voting rights, etc.

Brainstorm examples of injustice in our world and or country currently.

Brainstorm lists of peaceful strategies for changing a policy or law to generate justice, including:

- Letter writing to newspapers and legislators
- Lobbying
- Voting

Rallies and demonstrations
Strikes
Collective bargaining
Negotiation

Take this activity to another level:

Have groups choose an issue that is connected to poverty and hunger. Then research the selected issue:

Cost of Health Care
Housing Crisis
Cost of Health Insurance
Minimum Wage
Access to affordable childcare
Transportation
SNAP Program
School Lunch Program
W.I.C. Program
Emergency Food
Food Insecurity

Some questions to ask as they research:

What are the latest statistics?
Who do programs serve?
Who is suffering?
What are the limitations of these programs?
What are the access issues? (How easy is it to get to?)

The focus of this activity is to learn about and address an issue. Focus your efforts on ideas to improve programs or supports and develop a strategy. The following is a list of questions you should work into discussions with your group:

Which strategy or strategies will we use?
Why are these strategies appropriate?
Is this a federal, state or municipal issue?
What resources will we need?
Whose support will we need?
Which tactics will help promote our strategies? (slogans, buttons, ads, editorials, videos)
What is our timetable?
How will we divide up our tasks?

Present the campaigns to the entire group. You might decide to meet over several weeks to allow more time for research and development. You might decide to brainstorm now and check resources later.

We would like you to implement your strategies and move this from the classroom or table to action. Make sure that you access the resources available in this Guidebook.

Conclude the lesson with a discussion covering the following points:

- Raising awareness about the hunger and poverty issues facing our local and global community is the first step toward finding solutions.

- The next step is to become a part of the solution by taking action steps examples include: assisting with a food drive, writing letters to elected officials, participating in a hunger walk, educating members of your community, learning more about the needs and assets in your community and/or volunteering with a local hunger relief agency. If your group has not yet volunteered at the Food Bank, talk about that as an opportunity to get involved. Call (406) 586-7600 to schedule a time.
- Visit our website www.gallatinvalleyfoodbank.org to see about all the different ways you can get involved with food drives, sorting food, community gardening and/or Food Bank events like Crop Walk, Huffing for Stuffing, Postal Drive, etc.)

Pass out evaluation forms for students to complete (in EVALUATION section of guidebook). Collect completed forms and return them to the Gallatin Valley Food Bank.

We are always looking for ways to grow and improve and deeply appreciate feedback.

Notes and Comments:

SOME FACTS!

2010 Poverty Guidelines

Size of Family

Unit

48

Contiguous

The 2010 Poverty Guidelines for the 48 Contiguous States and the District of Columbia	
Persons in family	Poverty guideline
1	\$10,830
2	14,570
3	18,310
4	22,050
5	25,790
6	29,530
7	33,270
8	37,010
For families with more than 8 persons, add \$3,740 for each additional person.	

How are Poverty and Hunger Measured?

Determining what equates “poverty” and how little nutrition intake signals “hunger” is difficult. Presently, the National Academy of Sciences is convening a study panel to design new measuring methods to determine national thresholds to define poverty. These thresholds have not been reconfigured since 1963 when they were developed by Dr. Mollie Orshansky for the Social Security Administration. President Johnson, in an effort to begin his War on Poverty, elected to use Orshansky’s “Thrifty Food Plan” calculations to determine which Americans should be eligible for program benefits, such as Head Start, food stamps, etc.

The poverty thresholds are the original version of this federal poverty measure. The Census Bureau updates them annually. The thresholds are used for statistical purposes, such as preparing estimates of the number of Americans living in poverty each year. Poverty thresholds can be found on the Census Bureau’s website: www.census.gov. The poverty guidelines are another official version of the federal poverty measure. They are issued each year in the Federal Register by the Department of Health and Human Services. The guidelines are an easier read of the poverty thresholds for administrative purposes. These are used to determine financial eligibility for certain federal programs – food stamps, free or reduced price school meals, Medicaid, Medicare, etc.

The average poverty threshold for 1963 was \$3100 for a family of two adults and two children. This threshold has been adjusted annually since 1965 for inflation. Therefore, the 2010 poverty threshold of \$22,050 for the same family has much the same, if less, purchasing power as the 1963 figure. The Economic Policy Institute reports that the poorest fifth of the nation’s families have 6% less purchasing power today than they had in the late 1970s.

Welfare Reform

In August 1996, the Nation’s welfare laws were reformed. A new system of block grants is now made to each state. The name of this program is Temporary Assistance for Needy Families (TANF). For the first time in welfare’s history, there is a limited amount of time a person can receive assistance. A Montana family is terminated after a lifetime limit of 60 months (5 years) of assistance. The previous program known as Aid to Families with Dependent Children (AFDC) has ended. Each state now decides, within certain guidelines, how it spends the block grant money it is awarded. Welfare to Work grants are also provided to states to help TANF clients become employed and successful in the workforce.

For more information about the TANF Program visit: <http://www.dphhs.mt.gov/hcsd/tanf/tanfeligibility.shtml>

Earned Income Tax Credit

The Earned Income Tax Credit is a special tax benefit for working people who earn low or moderate incomes. It has several purposes: to reduce the tax burden on these workers, to supplement wages, and to make work more attractive than welfare. Workers who qualify and fill out a federal tax return can get back some or all of the federal income tax that was taken out of their pay during the year. They may also get extra cash back from the IRS. Even workers whose earnings are too small to have paid taxes can get the EITC.

For more information about the Earned Income Tax Credit:

<http://www.irs.ustreas.gov/individuals/article/0%2C%2Cid=96406%2C00.html>

FEDERAL FOOD PROGRAMS

Supplemental Nutrition Program for Women, Infants & Children (WIC)

Supplemental Nutrition Assistance Program (SNAP) formerly known as Food Stamps

National School Lunch Program

School Breakfast Program

Summer Food Service Program for Children

Food Distribution Program on Indian Reservations (FDPIR)—provides commodity foods to low-income households, including the elderly living on Indian Reservations and Native American families residing in designated areas near reservations.

Senior Farmers' Market Nutrition Program (SFMNP)—awards grants to States in order to provide low-income seniors with coupons that can be exchanged for eligible foods at farmers' markets, roadside stands, and community supported agriculture programs.

Child and Adult Care Food Program (CACFP) -- Resources to assist after school, homeless, and preschool programs in using the child nutrition programs

The Emergency Food Assistance Program (TEFAP)

Commodity Supplement Food Program (CSFP)— supplemental foods available for low-income pregnant and breastfeeding women, other new mothers up to one year postpartum, infants, children up to age six, and elderly people at least 60 years of age by supplementing their diets with nutritious USDA commodity foods.

For more information and great resources on the above program visit Food, Research and Action Center- www.frac.org

QUOTATIONS AND DEFINITIONS

Quotations

Have a student read a selection. Let the class react and discuss:

“ I’ve had no income and I’ve paid no rent for many months. My landlord let me stay. He felt sorry for me because I had no money. The Friday before Christmas he gave me ten dollars. For days I had nothing but water. I knew I needed food; I tried to go out but I was too weak to walk to the store. I felt as if I was dying. I saw the mailman and told him I thought I was starving. He brought me food and then he made some phone calls and that’s when they began delivering these lunches. But I had already lost so much weight that five meals a week are not enough to keep me going. I just pray to God I can survive. I keep praying I can have the will to save some of my food so I can divide it up and make it last. It’s hard to save because I am so hungry that I want to eat it right away. On Friday, I held over two peas from the lunch. I ate one pea on Saturday morning. Then I got into bed with the taste of food in my mouth and I waited as long as I could. Later on in the day I ate the other pea. Today I saved the container that the mashed potatoes were in and tonight, before, bed, I’ll lick the sides of the container. When there are bones I keep them. I know this is going to be hard for you to believe and I am almost ashamed to tell you, but these days I boil the bones till they’re soft and then I eat them. Today there were no bones.”

“Old and Hungry” – Food First Curriculum

“Looks can be deceiving, for the clothes I have on cost me no more than \$5.00. My slender body isn’t sexy, it’s malnutrition. I’ve suffered. I’ve suffered more than the so called average 30 year old person has. I’m only 16 and you probably wouldn’t think 3 years is a long time being homeless. Well if you were under 18 and cannot get a job because you have no guardian. It’s a long time! And all I hear from adults is go and do something with your life.”

“Rising Out of Homelessness”

“Hunger is isolating; it may not and cannot be experienced vicariously. He who never felt hunger can never know its real effects, both tangible and intangible. Hunger defies imagination; it even defies memory. Hunger is felt only in the present.”

Elie Wiesel, holocaust survivor and Nobel Prize winner

“She tells me of a child in the Martinique who had an opportunity to testify in Washington. In his testimony before Congress, he reported he was often hungry when he went to school. He said that he had trouble concentrating and sometimes he had to rest his head against his desk because, he said, ‘It hurts to be hungry.’”

Rachel and Her Children, by Jonathan Kozol

“In the morning I’m up at six. The children go to school at eight. Some morning there’s no food. I give them a quarter if I have a quarter. They can buy a bag of chips. After school I give them soup – or bread with peanut butter.”

Rachel and Her Children, by Jonathan Kozol

“All too many of those who live in affluent America ignore those who exist in poor America; in doing so, the affluent Americans will eventually have to face themselves with the question that Eichmann chose to ignore: How responsible am I for the wellbeing of my fellows? To ignore evil is to become an accomplice to it.”

Dr. Martin Luther King, Jr.

“Poverty is an awful, eventually a degrading thing, and it is rare that anything good comes from it. We rise, old friend, in spite of adversity, not because of it.”

Thomas Wolfe

“The difference between a rich man and a poor man, is this – the former eats when he pleases, and the latter when he can get it.”

Sir Walter Raleigh

“Poverty steals children’s potential and in doing so steals from all of us.”

Marian Wright Edelman

“Charity consoles but does not question. When I give food to the poor, they call me a saint. When I ask why the poor have no food, they call me a communist.”

Dom Helder Camara

For the first time in history it is possible to end hunger...rather quickly. The world has the resources, knowledge and structures. The world’s fields, livestock and oceans produce enough food. The world’s economies provide sufficient wealth.

Bread for the World: The Changing Politics of Hunger

Hunger is a man made phenomenon. Human decisions caused it. Human decisions perpetuate it, and human decisions can eliminate it.

Brandt Commission: North/South: A Program for Survival

Peace- that is all that is required of Africa...My country is almost permanently drought stricken, but because there is so much peace, so much democracy-and the government is one of the most incorruptible on the continent- no one has ever died from starvation.

Legwaila Joseph Legwaila, Botswana’s Representative to the United Nations

There has never been serious famine in a country- even an impoverished one- with a democratic government and a free press.

Amartya Sen, Economist, Nobel Prize Winner

The lives of teenagers are demonized much in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and its related burdens, the texture of their real experience is obscured.

Adrian Nicole LeBlanc

What is Hunger?

"Hunger is a curious thing: At first it is with you all the time, walking and sleeping and in your dreams, and your belly cries out incessantly, and there is a gnawing and a pain as if your vitals were being devoured, and you must stop it at any cost...then the pain is no longer sharp but dull, and this too is with you always, so that you think of food many times a day and each time a terrible sickness assails you...then that too is gone, all pain, all desire, only a great emptiness is left, like the sky, like a well in drought."

From Nectar in a Sieve
By Kamala Markandaya
In "Kids Can Make a Difference"

Hunger is:

The inability to acquire or consume an adequate quality or sufficient quantity of food in socially acceptable ways or the uncertainty of being able to do so.

Food Security is:

Access by all people at all times to enough food for an active, healthy life. At a minimum, this includes the ready availability of nutritionally adequate and safe foods and the assured ability to acquire personally acceptable foods in a socially acceptable way.

Activities and Games



Invitation to a Hunger Banquet

Population and Food Production

Buying for a Family of 4

Food for Thought

30 ways to Fight Hunger

Poverty Despite Work

INVITATION TO A HUNGER BANQUET

This can be done for a class or for several classes together. Students might want to invite their families. Without telling guests ahead of time, dinner guests will be served unequally by the following formula, which matches world statistics:

- 73% rice
- 15% Rice with Beans
- 10% Rice with Beans and Salad
- 2% Rice with Beans, Salad and Dessert, water and a place setting.

In the middle of the meal stage a natural disaster or job loss, which pushes people downscale to situations with less food?

For more information about how to put on an effective Hunger Banquet go to:
<http://actfast.oxfamamerica.org/index.php/events/banquet>

POPULATION AND FOOD PRODUCTION

Resource: World Hunger: Awareness, Affinity, Action. Alan Shawn Feinstein World Hunger Program, Brown University, 1992.

Use the chart below to divide students into groups and to distribute peanuts (or crackers) as a symbol of the amount of food produced in each region. The number of students for each region (figured for a class of 25) is based on its population. The number of peanuts is based on the total food produced (not necessarily the food consumed) in 1989 in each region. In 1989, the total world food production exceeded the basic requirements for food calories by roughly 13%. The world needed a total of 75 peanuts to meet its minimum food requirements, but had 10 more peanuts than necessary.

Directions:

1. Group students from each region together so they can clearly see how the world's population is distributed. Have each group make a sign to label its region.
2. Use peanuts or crackers as a symbol of food produced in each region. Give each group a small bag. Count out the group's supply of peanuts and put them in the separate bags.

Region	% of World Population	Number of Students	Number of Peanuts per Group
Asia	59%	15	38
Africa	12%	3	5
Europe	16%	4	23
Latin America	8%	2	6
North America	5%	1	13
TOTAL	100%	25	85

Questions for discussion:

- A. Ask students how they felt when they saw how the food was distributed.
- B. Tell the class that less than $\frac{1}{4}$ of the world's people live in countries where basic needs for food, clean water, health care, etc., are easily met. More than $\frac{3}{4}$ of the world's people live in countries in which basic necessities are not always easily obtained. Explain that these people struggle daily to survive. Ask students how they feel about this.
- C. Ask students to find a way to divide up the peanuts as equally as possible within each group. In a group of 25 students, three peanuts each represents the amount of food needed for an active and healthy life. Ask them how many have less than three peanuts? How many have 3 or more? What are the reactions from the different groups?
- D. An important part of the food problem is an unequal distribution of food in the world. Is there a way to share wealth more equally in the world? How about sharing the wealth in various countries or in your community?

(Alan Shawn Feinstein World Hunger Program/ Brown University)

BUYING FOR A FAMILY OF 4

Give \$150 of play money to a group (family) of 4. Give them price lists of foods from a local grocery and a copy of the Food Pyramid. SNAP Benefits allow about \$5.50 per person per day or less than \$40.00 per week.

per person. http://www.fns.usda.gov/fsp/applicant_recipients/default.htm

What would it be like to feed a family of four on less than \$150 per week – or approximately \$25 per person?

For thousands of families across Montana this is not an idle question, it is the reality they face. In Montana, the maximum food stamp benefit is only \$5.50 per person per day or less than \$40 per week. A sample shopping list and menu is provided below. With only \$38 to spend each week, meal options are extremely limited and it is difficult to purchase an adequate amount of nutritious food, such as fresh fruits and vegetables.

SHOPPING LIST:

Cereal (1 box) = \$1.88	Jelly (1jar) = \$1.84
Bread (1 loaf) = \$1.10	Chicken Noodle Soup (1can) = \$1.17
White Rice (2 lb bag) = \$1.55	Whole Chicken = \$4.83
Macaroni & Cheese (1 box) = \$0.86	Green Beans (2-14.5 oz cans) = \$1.58
Milk (1 gallon) = \$3.41	Corn (1 Can, 2 servings) = \$0.99
Eggs (1/2 dozen) = \$.94	Oranges (4) = \$1.14
Peanut Butter (1 jar) = \$2.41	Bananas (3) = \$1.17

Total = \$24.87

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	Milk and Cereal	Two eggs, Toast & Milk	Milk and Cereal	Milk& Cereal, and Banana	Milk and Cereal	Toast, glass of milk, and an orange	Milk and cereal
Lunch	PB & J Sandwich and Banana	Chicken Noodle Soup and an Orange	PB & J sandwich and a Banana	Egg sandwich and an orange	PB & J Sandwich and a hardboiled egg	Chicken salad sandwich and a hardboiled egg	PB & J sandwich and an orange
Dinner	Macaroni & Cheese and green beans	Chicken, Rice and Corn	Leftover Mac & Cheese with green beans	Leftover chicken, rice, and green beans	Leftover Mac & Cheese and corn	Leftover chicken, rice, and green beans	Leftover chicken, rice, and green beans

Name: _____



FOOD FOR THOUGHT

Keep a record of **everything** you eat in one day. List each item on the left side of the chart. Mark an X in the correct column for each serving the food provides. Separate combination foods as best you can. For example, a turkey and swiss cheese sandwich would be one meat, one dairy and two grains. Foods not included in one of the basic groups (such as candy or soda pop) should be marked in the "Extra" column.

FOOD	FRUIT	VEGETABLE	MEAT	DAIRY	GRAIN	EXTRA

Questions

Did you have 6-11 servings of grains? _____

Did you have 2-4 serving of fruit? _____

Did you have 3-5 servings of vegetables? _____

Did you have 2-3 servings of dairy? _____

Did you have 2-3 servings of meat/protein? _____

How many extras did you have? _____

What are some ways you can add to or subtract from your daily food intake to make it a better balanced diet?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

30 Ways You Can Fight Hunger and Help Your Community

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Pledge Visit the Gallatin Valley Food Bank website and take the Hunger action Pledge	2 Organize Energize your book club around a book that focuses on hunger.	3 Facebook Change your Facebook status to show your support for a local organization.	4 Volunteer Call a local organization and find out how you can help.
5 Share Share this calendar with a friend and help spread the word about the issue of hunger locally and throughout the nation.	6 Food Drive Host a food drive at your school, work or faith community. Visit our website for a manual to help with planning your food drive.	7 Educate Cook a meal with your child and teach your children that healthy food matters for all of us, including those in need.	8 Eat Visit select restaurants involved in the Healthy KidsPack Round UP Program and support children in need of food assistance.	9 Experience Approximately two billion of the world's population live on less than \$3/day. See if you can meet your nutritional needs on \$3/day for five days. Share your experience with others.	10 Plan for next season. Consider planting extra fruits and vegetables in your own or a community garden and donate it to the Food Bank or neighbor in need.	11 Visit Join us for the Food Bank's Open House and tour our facility and learn more about hunger in the community.
12 Give up Give up coffee, pop, or vending machine snacks for one week and estimate the cost and donate that money to hunger relief.	13 Walk Organize a Hunger Awareness Walk	14 Participate Find a local community garden or consider working with neighbors to organize on in your area.	15 Talk about Hunger with your family. For resources visit www.gallatinvalleyfoodbank.org/hunger-awareness/	16 Go Casual Organize a Casual/Jeans Day with your employer. Participants can wear jeans for donation and funds will benefit the Food Bank	17 Listen Invite a Food Bank representative to speak to your school, church or organization. Call 586.7600 to schedule a speaker.	18 Host a Party, and ask your guests to consider bringing a can food items to donate to the Food Bank.
19 Tweet about Hunger.	20 Set an empty plate at your table. Let this be a reminder to you and those at your table of all those who are at risk of hunger.	21 Speak up! Encourage your cafeteria to serve healthy meals.	22 Recycle	23 Spread the Word! "Like" the Gallatin Valley Food Bank or other organizations on your social networks.	24 Clean out your closet Donate those cloths to local organization	25 Experience Approximately two billion of the world's population live on less than \$3/day. See if you can meet your nutritional needs on \$3/day for five days. Share your experience with others.
26 Prepare for the Unexpected: Build two emergency food boxes-one for your family and one for another in need, in case of disaster.	27 Write a letter to the Editor to your local paper newspaper about hunger in your community.	28 It's not too late! Take the Hunger Action Month Pledge and encourage friends to do the same.	29 Join Contact the Food Bank or another organization and have your name added to their email list.	30 Continue Help us work to end hunger in Gallatin County and beyond all year long.		

Steps Toward a Hunger-Free Community

Assess your own communities' food security by asking these questions

Assessing Your Community's Food Security: Determining the level of Food Security in one's own community is a first step toward developing a Hunger-free community. Here is a partial list of the type of questions that need to be answered:

Access to Food: Access to healthy, safe and affordable food is an essential component of Food Security. Are there supermarkets within walking distance? Does a Streamline or the Galavan bus stop in front of the neighborhood supermarket? What percentage of local residents must rely on public transportation to either get to the store or to carry purchases home? Do local stores have a high rate of shopping cart loss due to shoppers' need to carry groceries home? How does this affect the price of food in the store? What is the quality and freshness of products? Do local supermarkets employ local residents? Do residents rely on mom and pop and /or convenience stores for groceries? What is the selection and price of food at these stores? Do local stores accept SNAP/EBT/WIC vouchers? How does the quality, variety of price of groceries compare to other food vendors in the metro area?

Hunger and Nutrition: Hunger is hard to measure. Proxies are often used instead. For example, what is the area's median household income? What percent of children in local schools receive free or reduced price breakfast and lunch? What percent of elderly persons receive subsidized Meals on Wheels? What percentage of income do residents pay for rent? How many people receive groceries from local food pantries? Is there a local community kitchen? How many local people receive SNAP? WIC? What is the rate of low birth weight babies in the community? Does the community's hospital track rates of diet-related illnesses and diseases?

Resources: Take a look at existing resources. Are there community gardens? If not, is there vacant land available to turn into garden plots? Do Senior Centers serve breakfast and lunch to their guests? Are there any food cooperatives or buying clubs? Do local grocery stores and restaurants donate nonmarketable food to Food Banks or food pantry programs? What anti-hunger organizations operate in the community? Do local schools promote the free meal program to parents and students? Is there an organization that serves as a Summer Meal site for children?

Local Agriculture: Communities need a sustainable food supply to be Food Secure over time. What is the state of local farming? Have a high percentage of farmers in the state gone out of business lately? Has there been farmland loss? What is the median age of farmers? Are young people attracted to farming/agriculture as a career? Do high schools, technical colleges and universities provide agriculture classes, majors or training? What foods are grown regionally? Do residents support local farmers?

Policies: Government policies at all levels impact a community's Food Security. Locally, how do land use, transportation needs, community development and environmental policies act as barriers or offer opportunities to enhance a community's Food Security? Statewide, what kind of support does the Department of Education give to school meal programs? What is the state's policy on access to Food Stamps for young families, legal immigrants and the elderly? Nationally, how do representatives in

Congress or Senators vote on issues, which affect agriculture and hunger? Do they understand the level of Food Security in their districts?

FEDERAL POVERTY GUIDELINES, FAMILY INCOME AND POVERTY DESPITE WORK

(This activity is suitable for 5th Grade and above)

Large percentages of low wage, working families cannot earn enough to make ends meet and stay above the poverty line- regardless of how well they budget.

For example: Suppose the best job available is a 40-hour per week position, which pays \$8.25 an hour (minimum wage in Montana is \$7.25). This is a full dollar more than the current federal minimum wage.

Therefore, the annual maximum income from this job would be:

$\$8.25 \times 40 \text{ hours} \times 52 \text{ weeks} = \mathbf{\$17,160}$

Now compute some of the basic expenses:

15% for FICA and taxes	\$2,574
\$750/month rent/mortgage (Median Household Rent in Bozeman)	\$9,000
\$200/month utilities	\$2,400
\$150/month transportation costs	\$1,800
\$90/month for personal hygiene, laundry, cleaning/school supplies	\$1,080

Total annual expenses: \$16,854

The total above does not include spending for any of life's other essentials: food, medical/dental care, child care, school supplies and fees, clothing, savings, birthday and holiday celebrations, debt payments, etc.

When available cash income cannot exceed or meet normal and reasonable expenses the resulting gap translates into people doing without: food, quality childcare and medical attention. Hopefully, families facing these circumstances can turn to private and public charitable agencies. And hopefully, these agencies will have enough resources to address the most urgent needs. When the gap is small, options for families are easy- fewer meals at restaurants, fewer clothing purchases and entertainment expenses.

However in over 11% of American households the gap is too wide to cover by budgeting tighter and external assistance is needed.

It is often helpful for students to actually work at budgeting with low wages. This exercise works well if one of the students has a calculator.

The following sheet gives federal poverty guidelines. These figures will help students know whether or not a family is living in poverty.

Begin with the following scenarios. Add to them and create your own. You can have the class create families in various situations.

Two parents, one grandparent, three small children.
The father works full-time. He earns \$7.25 an hour.
The mother works part-time in a school cafeteria.
She earns \$7.25 an hour for 20 hours a week, 9 months a year.

One parent, two children. The mother works 32 hours a week most of the year.
Frequently she will be laid off one or two months a year. When she is working, she
needs to find day-care for her children. She makes \$7.35 an hour.

Two parents, one child. The father works 60 hours a week. He makes
\$300.00 an hour. He works all year.

After students have figured the income, have them list the expenses this family would/could have and begin to subtract them from the income.

The class can create families together. Encourage them to think about food, transportation, rent, clothes, birthday celebrations, childcare, etc.

Discuss the different challenges faced by each family and what other resources might be available to them. It is important to talk about how poverty affects the quality and quantity of choice in food, education, medical care, etc.

(Special THANKS to John Arnold, Gleaner's Food Bank, Grand Rapids, MI)

ACTIVITIES FOR SMALL CHILDREN



Reading Recommendations
Make Your Own Butter

BOOKS AND ACTIVITIES FOR SMALL CHILDREN

Here are several books that are appropriate for small children:

Fly Away Home by Eve Bunting, illustrated by Ronald Himler and published by Clarion Books.

This is a story about a boy and his father who live in a busy airport. Both illustrator and author focus on giving the child's-eye view of the problem, and their skill makes this a first-rate picture book that deserves a place in all collections.

Our Wish by Ralph de Costa Nunez, published by Institute for Children and Poverty, Inc.

The workbook can stand by itself as a teaching tool for small children. This book can be ordered from Homes for the Homeless (212) 529-5252. <http://www.hfhny.org/> The is a story about a family of rabbits that loses its home. The go to an animal shelter and with help they find another home in an orchard. You can find several pages of the Our Wish workbook in this section of the curriculum.

Uncle Willie and the Soup Kitchen by DyAnne DiSalvo-Ryan, published by William Morrow and Co.

This story is about a small boy who accompanies his uncle to help in a soup kitchen for the day and how much he learns from the experience.

The Lady in the Box by Ann McGovern, published by Turtle Books. Is the story of two children who help and befriend a homeless woman who lives in a box on their street. It is a wonderful book to introduce children to the concepts of service and compassion. It is also a wonderful tool to address some of the myths that prevail about who is homeless and why we have homeless in this country.

The Greatest Table by Michael J. Rosen, published by Harcourt Brace and Company. This is a book that unfolds into a 12-foot long accordion book, showing the various ways people eat together and the variety of foods people eat. This book lends itself to a number of art projects for children. This book is out of print but does have limited availability through some book stores and Amazon.com

Beatrice's Goat by Page McBrier and Lori Lohstoeter. Published by Atheneum Books for Young Readers.

"Page McBrier and Lori Lohstoeter beautifully recount this true story about how one child, given the right tools, is able to lift her family out of poverty."(2% of publisher's proceeds will be donated to Heifer Project International)

Cooper's Tale by Ralph Costa Nunez with Willow Schragar. Published by Institute for Children and Poverty, Inc.

"When two fat cats take over the cheese shop, Cooper the pink mouse suddenly finds himself homeless. The friendship he develops with three homeless children changes all of their lives in ways they never expected." This book can be ordered from Homes for the Homeless (212) 529-5252. <http://www.hfhny.org/>

MAKE YOUR OWN BUTTER!

1 pint of heavy whipping cream
1 quart size plastic jar
Marbles (clean and sanitized)

Pour cream into a jar and close tightly. Shake the jar 25 times and pass to the next person who shakes it 25 times. Check the cream after 20 turns have been done. Keep shaking as chunks appear. After big lumps form, open the jar and pour out the liquid whey. Taste the butter on an assortment of breads or crackers.

**Talk about other foods you can make from scratch. Talk about the time it takes.
Encourage students to make one thing from scratch in the next week.**

FEAST OR FAMINE THE FOOD SECURITY BOARD GAME:

Created by staff at the Atlanta Community Food Bank and developed by Hothead Studios, this game introduces kids- ages 7-14 to the concept of working poverty and gets kids to "TALK ABOUT IT!" To order a game contact lindy.wood@acfb.org

**The Gallatin Valley Food Bank also has one copy of the game available for use.
Please contact (406)586-7600 for details.**

*If you know of or discover additional resources for small children, please let us know and we will add them to the list.

Contact Information for the Montana 2010 Senators and Representatives

Senators:

DC Address: The Honorable Max Baucus
United States Senate
511 Hart Senate Office Building
Washington, D.C. 20510-2602

DC Phone: 202-224-2651

DC Fax: 202-224-9412

Email Address: <http://baucus.senate.gov/?p=contact>

WWW Homepage: <http://baucus.senate.gov/>

DC Address: The Honorable Jon Tester
United States Senate
724 Hart Senate Office Building
Washington, D.C. 20510-2603

DC Phone: 202-224-2644

DC Fax: 202-224-8594

Email Address: <http://tester.senate.gov/Contact/index.cfm>

WWW Homepage: <http://tester.senate.gov/>

DC Address: The Honorable Dennis Rehberg
United States House of Representatives
2448 Rayburn House Office Building
Washington, D.C. 20515-2601

DC Phone: 202-225-3211

DC Fax: 202-225-5687

Email Address: [http://rehberg.house.gov/index.cfm?
sectionid=62&iontree=662](http://rehberg.house.gov/index.cfm?sectionid=62&iontree=662)

WWW Homepage: <http://rehberg.house.gov/index.html>

Twitter: [@dennyrehberg](https://twitter.com/dennyrehberg)

To find the congressional delegation from your state go to www.house.gov and www.senate.gov

ADDITIONAL RESOURCES



Glossary
Reading Lists
Organizations
Websites

Food Banking Glossary

Feeding America – umbrella organization for certified food banks. Offices are located in Chicago. Website is <http://feedingamerica.org/>

Anemia – A condition in which the hemoglobin concentration is lower than normal due to disease or as the result of a deficiency of one or more nutrients such as iron.

Community gardening – community gardening brings together neighbors and others of diverse cultures, ethnicities, ages and abilities to work for change by creating new community resources. Community gardens can serve as a catalyst for neighborhood development, beautification, recreation, therapy and food production.

Community Kitchen – often referred to as a soup kitchen, this is a charitable program providing hot meals to homeless and low-income residents of a neighborhood or community. Most such programs are volunteer led.

Daily calorie requirement – the average number of calories needed to sustain normal levels of activity and health, taking into account age, gender, body weight, and climate; on average, about 2350 calories per day.

Food Bank – private, nonprofit distribution warehouse. Food banks provide a central location for the receipt of donated food and a decentralized method of food distribution to other nonprofits in local communities. Food banks operate in designated service areas. The GVFB serves individuals living in Park, Gallatin and Madison Counties.

Food Drive – method employed by food banks and food pantries to raise donations of nonperishable food for distribution to low income people. Food drives are often sponsored by churches, civic organizations, schools or civic organizations, which collect food to give to the food bank.

Food Pantry – community-based, nonprofit food assistance program most often found at churches, synagogues, mosques and social service agencies. Food pantries provide a limited amount of food to individuals and families facing either food emergencies or ongoing food needs.

Food Security – access by all people at all times to enough food for an active, healthy life. At a minimum, this includes the ready availability of nutritionally adequate and safe foods and the assured ability to acquire personally acceptable foods in a socially acceptable way. Characteristics of a food secure community include:

- Availability of a variety of foods at a reasonable cost
- Ready access to grocery stores and other food sources
- Enough personal income to purchase adequate food to meet nutritional needs for all household members
- Freedom to choose acceptable foods
- Personal confidence in the safety and quantity of food available
- Easy access to good information about nutrition.

Supplemental Nutrition Assistance Program – the nation’s primary food assistance program for low-income people. The program provides purchasing power via EBT (electronic benefits transfer) cards to eligible households, which can be used to purchase food items only. Administered by the US Department of Agriculture, each state manages the eligibility screening and distribution.

Hunger – A condition in which people do not get enough food to provide the nutrients necessary for a fully productive, active and healthy life.

Hunger 101 –A series of curricula designed to inform a wide range of audiences about hunger, poverty, food banking and food security.

Low Birth Weight – newborns weighing 2500 grams (5 pounds, 8 ounces) or less and are especially vulnerable to illness and death during the first months of life.

Malnutrition – a condition resulting from inadequate consumption or excessive consumption of a nutrient; can impair physical and mental health and contribute to or result from infectious diseases.

Nonprofit organization – refers to those legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public purpose and are tax-exempt according to the IRS. All food banks and their partner agencies are IRS approved 501© (3) private, nonprofits.

Partner Agency – food is distributed by the GVFB through a network of

nonprofit organizations, which have one of two broad types of food assistance on premise meal preparation and/or service and grocery distribution via food pantries.

Poverty line – official, federal measure of poverty. The United States instituted the poverty measure in 1967. It is based on a study that concluded that an average family spent one third of its net income on food. Subsequently, the net cost of poverty level living was set at triple the cost of the “Thrifty Food Plan” deemed a subsistence diet by USDA.

Prepared food recovery program – private, nonprofit programs based on the food banking model but concentrating on donations of prepared, perishable food from restaurants, hotels, caterers, hospitals, commissaries, etc. Strict adherence to food handling safety is a prime concern as is a quick turnaround.

Social Safety Net – government and private charitable programs to assist the needs of low-income, disabled, elderly and other vulnerable people.

TANF (Temporary Assistance for Needy Families) – federally funded, cash assistance program signed into law in August 1997. This new program is often referred to as “welfare.” People must meet income qualifications, have dependent, minor children and begin employment or training in order to receive TANF benefits.

TEFAP – The Emergency Food Assistance Program administered in Montana by the Department of Public Health and Human Services. Federal food commodities are made available to state food banks.

Vulnerability to hunger (at risk) – a condition of individuals, households, communities or nations which have enough to eat most of the time, but whose poverty status makes them especially susceptible to hunger due to changes in the economy, climate, political conditions or personal circumstances.

U.S. HUNGER AND POVERTY READING LIST

Writings about poverty and hunger expand quickly these days. Scholars, politicians, media personalities and advocates of all stripes are busily writing down their thoughts, citing statistics and recalling anecdotes to support their views. Please add your own and share with us!

NON-FICTION

Blackside, Inc. *America's New War on Poverty*. 1995. A companion reader to the recent PBS series about the War on Poverty, this compilation of essays and excerpts speaks about the many facets of poverty in America, citing numerous illuminating facts and statistics, as well as some methodologies for addressing these issues.

Coles, Robert. *The Call of Service: A Witness to Idealism*. 1993. Coles interviews fascinating people who have dedicated time and energy in service to their communities.

DeGraf, John, and others. *Affluenza, 2002*. Based on the PBS documentary.

Edelman, Marian Wright. *Families in Peril: An Agenda for Social Change*. 1987.

Based on Edelman's 1986 W.E.B. Dubois Lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.)

Ehrenreich, Barbara. *Nicked and Dimed: On (Not) Making it in America*. 2001. This book gives us a compelling look at the challenges of being a part of America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force.

Ellwood, David T. *Poor Support*. 1988. Ellwood offers a wealth of information and data about the characteristics of poor people and the American welfare state, debunking many of the popular misconceptions that have been associated with poverty and the notion of welfare dependency.

Harrington, Michael. *The New American Poverty*. 1984. Harrington's reassessment of the issues just a few years before his death.

Harrington, Michael. *The Other America*. 1962. A cornerstone is social analysis, Harrington's story of "hidden poverty" in the United States served as the basis of the War on Poverty.

Jones, Jacqueline. *The Dispossessed: America's Underclasses from the Civil War to the Present*. 1992. A well-written account of the historical roots of the underclass, following the development of the 19th century Southern poor, both black and white.

Katz, Michael. *In the Shadow of the Poorhouse: A Social History of Welfare in America*. Describes how poverty existed and was dealt with by government and private groups throughout American history, from the colonial period to the present.

Katz, Michael. *The Undeserving Poor: From the War on Poverty to the War on Welfare*. 1989. Focusing on the last three decades, Katz's historical analysis follows the course of debate over issues of hunger and poverty in America referring to the differential treatment given to the "deserving" and "undeserving" poor.

Kotlowitz, Alex. *There Are No Children Here: The Story of Two Boys Growing Up in the Other America*. 1991. A powerful personal account of the lives of two families in the Chicago ghetto.

Kozol, Jonathon. *Rachel and Her Children, Homeless Families in America*. 1989. A deeply personal analysis of homelessness, which centers on the travails of one homeless family.

Kozol, Jonathon. *Savage Inequalities: Children in America's Schools*. 1991. Through a strong personal account, Kozol outlines the inequalities in school expenditures and facilities between poor and rich children in America.

LeBlanc, Adrian Nicole. *Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx*. 2003. LeBlanc provides a profoundly intimate portrait of a teenager, her family and a community in the Bronx throughout the 90's. It illuminates the complicated and many layered challenge of poverty. "The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and it's related burdens, the texture of their real experiences is obscured..." Adrian LeBlanc.

Marmour, Theodore R. and Jerry L. Mashaw and Phillip L. Harvey. *America's Misunderstood Welfare State: Persistent Myths, Enduring Realities*. 1990. In separate chapters, analyzes the myths of the American system.

Phillips, Kevin. *Wealth and Democracy*. 2002. A social criticism and economic history of plutocracy, excess and reform.

West, Cornel. *Race Matters*. A collection of valuable essays from one of our principal social critics. West allows his readers to see race as a lens through which Americans view life.

FICTION

Allison, Dorothy. *Bastard Out of Carolina*. A well-written and deeply engaging story of a young girl growing up in poverty during the 1950's and 60's.

Arnow, Harriet. *The Dollmaker*. An enormously popular novel from the late 1940's, *The Dollmaker* is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit.

Baldwin, James. *Another Country*. A genius of American fiction, this is one of Baldwin's

most eloquent statements about the intersection of race and class.

Ellison, Ralph. *The Invisible Man*. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives.

Erdrich, Louise. *Love Medicine*. Lends insight into life on and off Native American reservations.

Islas, Arthur. *Migrant Souls*. A tale of the conflicts of a Chicano family in south Texas.

Morgan, Robert. *Gap Creek: A Story of a Marriage*. 1999. A view of life at the turn of the century and the strength and grit required to gather, make and prepare food and the utter dependence upon nature.

Morrison, Toni. *The Bluest Eye*. *Beloved*. *Jazz*. Any work by Morrison speaks to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as the basic struggles of human existence.

Mukherjee, Bharati. *The Middleman*. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States.

Children's Fiction:

Greenwald, Shelia. *My Fabulous New Life*, 1993. An 11-year-old girl adjusts to new neighborhood in Manhattan. (For middle school students.)

Mathis, Sharon Bell. *Sidewalk Story*. 1986. The story of a young girl who comes to the aid of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy.

Neufield, John. *Almost a Hero*. 1995. Young boy in Santa Barbara does community service assignment at a childcare center for homeless children.

Stories for the Young Child:

Bunting, Eve. *Fly Away Home*. 1991. A tender story about a boy and his father who live in the airport. This is a good story to introduce children to the issues of homelessness.

McGovern, Ann. *The Lady in the Box*. 1997. Two young children aid an elderly homeless woman and in doing so, become her friend. This story is a wonderful way to introduce children to the issue of homelessness and also ways they can be of service in community.

DiSalvo-Ryan, Dyanne. *Uncle Willie and the Soup Kitchen*. 1991. The story of a young boy's introduction to work in a community kitchen. He learns from his Uncle Willie about how to help and support those living in poverty in his community.

WEB SITES

We recommend for in-depth information about Hunger, poverty, hunger education and advocacy.

www.gallatinvalleyfoodbank.org – **Gallatin Valley Food Bank**

www.bread.org - **Bread for the World**

www.cbpp.org - **Center on Budget & Policy Priorities**

www.centeronhunger.org - **Center on Hunger and Poverty**

www.childrensdefense.org - **Children’s Defense Fund**

www.churchworldservice.org - **Church World Service**

www.epinet.org - **Economic Policy Institute**

www.frac.org - **Food Research and Action Center**

www.ghn.org - **Congressional Hunger Center**

www.kidscanmakeadifference.org - **Kids Can Make a Difference**

www.nccp.org - **National Center for Children in Poverty**

www.vote-smart.org - **Project Vote Smart**

www.secondharvest.org - **America’s Second Harvest**

www.shamash.org/soc-action/mazon - **Mazon: A Jewish Response to Hunger**

www.sos.state.ga.us.gov - **Office of Secretary of State**

www.strength.org - **Share our Strength**

www.worldhungeryear.org - **World Hunger Year**

Acknowledgements: This curriculum was first made available by the Atlanta Community Food Bank. The students at the Rollins School of Public Health of Emory University, Atlanta, GA, did much of the original work on this curriculum and the Gallatin Valley Food Bank adapted their work to fit our unique community. In the Activities section of the Appendix, “Population and Food Production,” and “Buying for a Family of 4,” were taken from “World Hunger: Awareness, Affinity, Action, a Resource Unit, “ developed by the Alan Shawn Feinstein World Hunger Program at Brown University.

If we have omitted crediting the appropriate source, we apologize.

We are also grateful to the students who participate in these classes and incorporate new ideas and new ways of thinking about hunger into their minds and imaginations. We appreciate their commitment to continue the work in the fight against hunger.

EVALUATIONS



Participant Quiz
Instructor Evaluation
Content Evaluation

PARTICIPANT/STUDENT QUIZ

(This quiz is for use with your students. Feel free to alter it in any way that is helpful to you.)

1. Which groups are affected the most by hunger?

- a) Homeless b) Immigrants c) Unemployed d) Children
- e) Elderly

2. What are reasons people in each of these groups might be hungry?

3. People who have jobs can always buy enough food to feed their families.

True False

4. SNAP benefits can be used to purchase whatever a family needs.

True False

5. Children who are hungry may:

- a) Be less attentive
- b) Have difficulty concentrating
- c) Be less curious
- d) All of the above

6. What is one thing you learned in this lesson that was new information for you or that was a surprise for you?

7. What additional anti-hunger activity would you like to participate in?

- a) Food drive
- b) Volunteering at the Food Bank, or a food bank near me
- c) Volunteering at an agency that shops at a food bank and does direct service to people experiencing food insecurity.
- d) Other:

HUNGER 101 EVALUATION

You will help us improve our course by completing this evaluation form.

Age of Participants _____

Number of Participants _____

Your Name _____ Phone _____

Address _____

1. The instructor made the objectives clear at the beginning of the class.

Yes 1 2 3 4 5 No

2. The instructor stimulated discussion and involvement.

Yes 1 2 3 4 5 No

3. Did you find any of the material inappropriate for these students?

4. The activity the class seemed to like best was:

5. The activity the class seemed to like the least was:

6. What suggestions do you have for improvement of the Hunger 101 Presentation?

7. How would you describe the class/presentation to someone else?

8. What anti hunger activity did you pursue?

9. Would you recommend Hunger 101 to another group?

10. Would you like more information on other hunger fighting activities?

11. **Other Comments:** (feel free to use the back or additional paper)

Please send or fax this evaluation to:

Gallatin Valley Food Bank

P.O. Box 1129, Bozeman MT 59771

Direct Fax: 406-585-5597

Thank You Very Much!

HUNGER 101-INSTRUCTOR EVALUATION

You will help improve our course by completing this evaluation form

1. How would you describe yourself?

An experienced teacher _____

A new teacher _____

A community group leader with no teaching experience _____

A community group leader with teaching experience _____

2. What age group/grade did you teach material to: _____

3. How did this curriculum fit into the program or unit you were teaching?

4. In general, how would you rate this curriculum? (please circle one)

Helpful? Too detailed? Not detailed enough?

5. How would you describe the activities?

6. What words would you use to describe participant's responses to the information and activities?

7. What activity did the group respond to most enthusiastically?

8. What did the group respond to the least?

9. Was the material appropriate? Too easy? Too difficult? For the group you presented it to?

10. When we update Hunger 101- what should we change?

11. Would you use this curriculum again? If not WHY?

12. What anti hunger activities did the group choose to pursue?

13. Is there anything else you would find helpful? Any other resources you would like for us to include?

Please feel free to use the back of these sheets or additional paper.

Thank you so much for teaching this curriculum. We certainly hope that it was useful to you and to your students. Thank you, also for filling out this evaluation.

Please mail it to:

P.O. Box 1129, Bozeman MT 59771

Fax: 406.585-5597