



## Introduction

Hunger and poverty are a reality in Chicago, across the country and around the world. While many people believe that hunger and poverty are individual problems, there is sufficient evidence demonstrating that government policies have a direct impact on hunger, both the number of people suffering from hunger and malnutrition and the severity of the problem. A considerable number of myths about hunger continue to exist. It is important for students to have an opportunity to examine these myths in order to have a deeper, fuller understanding of the problem of hunger in this country and around the world. One goal of a Service Learning project that focuses on hunger should be that students are equipped to analyze and evaluate the root causes of hunger and different approaches to solving the problem of hunger.

Many CPS students have earned Service Learning credit by conducting food drives, participating in walk-a-thons, serving meals at soup kitchens, helping to pack and prepare food, etc. The purpose of this curriculum guide is to connect these important experiences with academic content. This guide can assist classroom teachers who want to prepare students for a service project that addresses the problems of hunger and poverty. The guide includes facts and figures, definitions and myths about hunger, activities designed to gain a deeper understanding of hunger and poverty, and resources to explore hunger in Chicago. Additionally, service project ideas and ideas for connections to classroom content and standards are included.

The curriculum guide is designed to connect service experiences with academic content. It is divided into six sections:

- ✓ Facts and figures about hunger and poverty
- ✓ Definitions and myths
- ✓ Activities
- ✓ Service project ideas
- ✓ Resources (people, websites, organizations, curriculum)
- ✓ Classroom connections
- ✓ Links to Illinois State Standards

Please use this guide as you see fit. Many of the enclosed activities are inquiry-based. They require that students seek out information and learning on their own or as part of a team. The results of their research can further enrich the learning experience for other students in the class.

## Facts and Figures about Hunger and Poverty

### Worldwide Hunger

- ✓ 780 million people in the developing world are malnourished.
- ✓ World harvest of wheat, corn, rice and other grains produces enough to meet the minimum nutritional requirements for every child, woman and man in the world. Despite this, hunger continues to plague an estimated 841 million people around the world, including 30 million in the United States. *World Watch Institute*
- ✓ Hunger kills. Every day, 34,000 children under five die of hunger or preventable diseases resulting from hunger. *Bread for the World*
- ✓ One in twelve people worldwide is malnourished, including 160 million children under the age of 5. *United Nations Food and Agriculture*
- ✓ It is estimated that 3,100,000 people die each year from diarrhea, and most of the victims are children. *United Nations Food and Agriculture*
- ✓ The Indian subcontinent has nearly half the world's hungry people. Africa and the rest of Asia together have approximately 40%, and the remaining hungry people are found in Latin America and other parts of the world. *Hunger in Global Economy*
- ✓ Around the world the most vulnerable to hunger are children, pregnant and nursing women, single mothers, the elderly, the homeless, the unemployed, ethnic and racial minorities, and the working poor. *United Nations World Food Program*
- ✓ Poverty is the main cause of hunger. Poor people often lack access to land to grow food or inadequate income to buy food. Nearly one in four people, 1.3 billion live on less than \$1 per day, while the world's 358 billionaires have assets exceeding the combined annual incomes of countries with 45 percent of the world's people. *UNICEF*
- ✓ 70% of the world's poor are female. *UNICEF*
- ✓ 100 million people are homeless, and 2.5 billion people have no access to proper sanitation. *UNICEF*
- ✓ 800 million people lack access to basic health care, and 1.2-billion lack access to safe drinking water. *UNICEF*
- ✓ Often it takes just a few simple resources for impoverished people to be able to become self-sufficient. These resources include quality seeds, appropriate tools, and access to water. Small improvements in farming techniques and food storage are also helpful. *OXFAM*
- ✓ Many hunger experts believe that ultimately the best way to reduce hunger is through education. Educated people are best able to break out of the cycle of poverty that causes hunger. *UNICEF*

### Hunger in the United States

- ✓ 31 million people in the United States are hungry or at risk of hunger
- ✓ 23 million low-income people received emergency food assistance through America's Second Harvest network of food banks in 2000.
- ✓ USDA reported 11.2 million people live in hungry households that cannot afford enough food for all in the household. 34.7% live in households that are food insecure, or at risk of hunger.
- ✓ 46% of people using emergency food service are employed.
- ✓ 12% of the elderly in this country go hungry
- ✓ Congregations and charities provide needed emergency help through food pantries, food banks, food rescue programs and soup kitchens. However, private food assistance is about 1/16th the size of government food assistance.
- ✓ The United States could cut domestic hunger in half within two years - and lead a global effort to cut world hunger in half by 2015 - for about an additional \$6 billion annually or 6 cents per day per citizen.
- ✓ 30% of the people who receive emergency food at such places as food pantries are enrolled in the Food Stamps Program.

- ✓ Some facts about food stamps' recipients:
  - 10% are elderly
  - 40% are Euro-American
  - 36% are African-American
  - 18.5% are Hispanic
  - 25% of households have a disabled person.
  
- ✓ 70% of minimum wage workers are adults age 20 and over. 40% are the sole wage earners in their household.
- ✓ In 1994 the Urban Institute in Washington DC estimated that one out of 6 elderly people in the U.S. has an inadequate diet.
- ✓ In 1993, U.S. Citizens spent about the same amount on cruise ships and theme parks as the Federal Government spent on AFDC. The problem, in fact, is not a lack of money, but a series of decisions on how money gets spent. Enough money is available to end worse case poverty in a few years and enough food to provide everyone in the world with a minimally nutritious diet right now.
- ✓ The richest 1 percent had as much income as the 38 percent with the lowest incomes. The top 20 percent of households had slightly more income than the bottom 80 percent of households combined.

### **Childhood hunger in the United States**

In July 1999, the National Center for Children in Poverty issued a report. Following are some of their findings:

- ✓ Poverty is becoming more prevalent among young people. Between 1979 and 1995, the number of children under three living in poverty in the United States grew from 1.7 million to 2.8 million, from 18 % to 24 %—a 33 % increase.
- ✓ Young children are more likely to be poor than any other age group, and that disparity is growing. The poverty rate for children under age three was well over double the rate for adults or the elderly in 1995.
- ✓ Young children in the United States have about a 50-50 chance of escaping the risks of poverty or near poverty.
- ✓ Children who participate in the School Breakfast Program have significantly fewer absences from school and score much better on standardized achievement tests.
- ✓ More than 4 million children under the age of 12 go hungry each month.
- ✓ One in four children (25% - 13.6 million) are hungry or at risk of hunger.
- ✓ Children represent the largest group of people who go hungry.

*Sources not cited from Hunger No More, Decisions 2002, Atlanta Community Food Bank, [www.kids.maine.org](http://www.kids.maine.org)*

## Who is Vulnerable to Hunger?

### **Victims of Conflict**

- ✓ internally displaced people
- ✓ refugees
- ✓ landmine disabled
- ✓ war widows and orphans

### **Migrant workers and their families**

- ✓ migrant laborers seeking seasonal work
- ✓ female-headed households

### **Marginal populations in urban areas**

- ✓ school dropouts
- ✓ unemployed people
- ✓ recently arrived migrants
- ✓ people living in slums
- ✓ workers in the informal sector
- ✓ homeless people
- ✓ orphans
- ✓ street children

### **People belonging to at-risk groups**

- ✓ indigenous peoples
- ✓ ethnic minorities
- ✓ illiterate households

### **Some or all members of low-income households**

- ✓ small-scale farmers
- ✓ landless peasants
- ✓ agricultural laborers
- ✓ day laborers
- ✓ fishers
- ✓ herders

### **Dependent people living alone or in low-income households**

- ✓ elderly people
- ✓ women of childbearing age
- ✓ children under five years old, especially infants
- ✓ disabled and ill people

Source: [www.knowhunger.org](http://www.knowhunger.org)

## Definitions and Myths

**Hunger** – a condition in which people do not get enough food to provide the nutrients (carbohydrates, fats, proteins, vitamins, minerals and water) for active and healthy lives, U.S. families often resort to skipping meals or going a whole day without eating.

**At risk of hunger or food insecure** – families adopt coping strategies such as lowering the quality of their diets or seeking emergency assistance.

**Malnourished** – a condition resulting from inadequate consumption (under-nutrition) or excessive consumption (over-nutrition) of a nutrient that can impair physical and mental health and cause or be the consequence of infectious diseases

**Food security** – access by all people at all times to enough food for an active, healthy life, at 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.

**Minimum wage** - the lowest acceptable level of hourly wages set by law

**Living wage** – the wage necessary to ensure that a person earns enough to live at an adequate standard of living

**Living income** - living wage plus income received through other sources, such as inheritance, Food Stamps, Social Security, other government benefit programs

**Poverty line** -- an official measure of poverty defined by national governments, in the United States, it is calculated as three times the cost of U.S. Department of Agriculture's "thrifty Food Plan," which provides a less-than-adequate diet. In 2000, the poverty line was \$17,650 for a family of four; \$14,630 for a single parent with two children.

**Charitable choice** – the name of a provision in the 1996 welfare legislation which encouraged more religious groups to apply for federal funds to carry out work-oriented programs for poor people in their communities, these groups no longer have to set aside their religious message to get federal money, though they cannot use federal dollars for sectarian worship or proselytizing.

**Myth #1:** *People are hungry because there isn't enough food.* There is more than enough food to feed everyone in the world; the problem is one of unequal distribution. The developing world typically grows adequate food supplies, but exports much of it as cash crops for economic survival and debt relief.

**Myth #2:** *People are hungry because of overpopulation.* Even though the world's population is increasing, global hunger is decreasing.

**Myth #3:** *In order to be 'really hungry', a person must be starving.* Starvation, which usually occurs in emergency situations such as famine, accounts for only 10% of mortalities due to hunger; 90% of mortality associated with hunger is the result of chronic hunger and conditions associated with poverty over a long period of time.

**Sources:** *Hunger No More, 2002* and *Hunger 101*, Atlanta Community Food Bank, and [www.knowhunger.org](http://www.knowhunger.org)

## Activities

### What Causes World Hunger?

The objective of this activity is to demonstrate an awareness of the unequal food distribution globally. Students should be able to:

- ✓ describe the relationship between poverty and the unequal distribution of food.
- ✓ identify two myths commonly associated with the problem of hunger.
- ✓ identify the root causes of hunger.
- ✓ define hunger and food security.

Time: 20 minutes

Materials (for a group of 25):

- ✓ Box of raisins (or nutritional snack – carrot sticks, etc.)
- ✓ 25 lunch-size paper bags

Distribution:

- ✓ 8 bags – empty
- ✓ 8 bags – 5 raisins
- ✓ 8 bags – 10 raisins
- ✓ 1 bag – 50 raisins
- ✓ Chalkboard
- ✓ Optional: world map

1. Explain to students that they are going to receive a snack. Pass out a stapled closed bag to each student. When everyone has received a bag, instruct students to open their bags.
2. After a few moments, pose the following question: What has happened? After the initial shock and laughter, tell students they have a few minutes to work out a fairer distribution system. You may encourage students to design a way to share their snack as a group. 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.)
3. 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.
4. Review definitions of hunger and food security:

**Food security** – access by all people at all times to enough food for an active, healthy life, at 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.

**Hunger** - a condition in which people do not get enough food to provide the nutrients (carbohydrates, fats, proteins, vitamins, minerals and water) for active and healthy lives, U.S. families often resort to skipping meals or going a whole day without eating.

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

6. Consider two common myths about hunger in the United States:

*Myth #1: Some people assume that others are hungry because they are too lazy to work.*

Explain that many people who are hungry are either working, going to school, or are actively seeking work, but simply do not make enough money to eat adequately, especially if they have a family to feed.

*Myth #2: Many people believe that most hungry people who participate in food assistance programs are homeless.*

While this is partially true, many more are low-income families who require assistance from charitable food programs as well as from the government.

7. Ask: What other things do you think are true about poor people, homeless people, or people who might use a food pantry? List their ideas. Together, talk about which would tend to be true and which are probably not true.
8. Talk about the large gap between the rich and the poor. In many countries, particularly the United States, a gap between the rich and poor exists. This gap can lead to malnutrition and hunger among poor people because they do not have enough money to buy enough good food. **Note : The wealthiest 5% of households in the U.S. received 21% of national income. The poorest 20% receive 3.7 % of the national income.** In the United States, there are a few very rich people, many middle-income people, and a smaller number of poor people. The poor persons often go hungry because they do not have enough money for food resources. Explain how in some countries, like 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 of 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.

Being poor doesn't necessarily mean one will be hungry, but often times this is the case. In People's Republic of China, many people are poor, but very few go hungry. Although few people in China go hungry, under-nutrition and poverty do exist. While the Chinese have their basic needs met and severe hunger is absent, health problems arising from nutritional deficiencies persist.

9. Discuss population and hunger
10. Discuss war and hunger
11. Ask: Did anyone want to take someone else's food during the snack exercise? Show the connection between hunger and crime/war/deprivation.
12. Ask: What areas of the world have students read about which are suffering from famine?  
Areas of the world to mention the cause of the famine are:

- ✓ North Korea – political upheaval
- ✓ Ethiopia – civil war
- ✓ Eritrea – civil war
- ✓ Bangladesh – civil war
- ✓ Angola – civil war
- ✓ Bosnia – civil war
- ✓ Sudan – civil war
- ✓ Bhopal, India – environmental disaster
- ✓ Forests in the Philippines – environmental disaster

## Inquiry Activity

### Government Policy versus Charitable Response

Through this activity, students will learn about federal programs that make up part of the food security safety net. These programs were developed to protect people who are vulnerable to the harmful effects of hunger. According to the USDA, the Food Stamp Program, which is the most far-reaching of all federal programs, puts food on the table for 18 million low-income Americans. The WIC (Women, Infants, and Children) program, with over 7 million participants, makes sure young children, newborns, and pregnant women get the nutrition they need. The School Lunch Program ensures that 26 million children do not have to learn on empty stomachs.

Assign small groups to research one or two of the following federal food and nutrition programs. As the students conduct their research, ask them to address the following:

1. Note when the federal program was established, the target population and services offered.
2. Analyze and rate program effectiveness in reducing hunger and/or poverty.
3. Trace the impact of policy on the growth or decrease of this program and its impact on the increase or decrease of hunger and poverty.
4. Discuss roadblocks to eligibility and access.

#### **Special Supplemental Food Program for WIC**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/wic.html](http://www.frac.org/html/federal_food_programs/programs/wic.html)

#### **Food Stamp Program**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/fsp.html](http://www.frac.org/html/federal_food_programs/programs/fsp.html)
- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/sbp.html](http://www.frac.org/html/federal_food_programs/programs/sbp.html)

#### **National School Lunch Program**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/nslp.html](http://www.frac.org/html/federal_food_programs/programs/nslp.html)

#### **Summer Food Program**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/sfsp.html](http://www.frac.org/html/federal_food_programs/programs/sfsp.html)

#### **Child and Adult Care Food Program (CACFP)**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/cacfp.html](http://www.frac.org/html/federal_food_programs/programs/cacfp.html)

#### **The Emergency Food Assistance Program (TEFAP)**

- ✓ [www.fns.usda.gov/fns](http://www.fns.usda.gov/fns)
- ✓ [www.frac.org/html/federal\\_food\\_programs/programs/tefap.html](http://www.frac.org/html/federal_food_programs/programs/tefap.html)

Either subsequently or simultaneously, assign small groups the task of researching local organizations that provide food and nutrition services in the city of Chicago. You can find a starter list in the resource section of this guide or go to [www.chicagosfoodbank.org](http://www.chicagosfoodbank.org). As students make contact with these organizations; ask them to address the following:

1. Note when the program was established (as well as why it was established), the target population, and services offered.
2. Analyze the rate of program effectiveness in reducing hunger and/or poverty. Students should ask for program reports or ask organizations to self-report on their effectiveness. Be sure to gather the number of individuals/families served through each program and the organizational costs per person.
3. Trace the impact of federal or state policy on the growth or decrease of this program and its impact on the increase or decrease of hunger and poverty.
4. Examine roadblocks to achieving organizational goals.

When both groups come back together with their research, ask the whole class to compare and contrast the capacity of public programs versus private or charitable programs to reduce hunger.

Activity adapted from [www.knowhunger.org](http://www.knowhunger.org)

## Hunger in the U.S.: A Brief History

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The fact that more than one of every ten Americans is impacted by hunger and food insecurity makes us quite unique among wealthy democracies in the world. The U.S. is not the only such nation where some people go hungry, but it is the only wealthy industrial country where such a high proportion of its people suffer from nutritional deprivation due to inadequate incomes. Nearly one of every five children in our nation lives below the federal poverty line of \$14,150 annually for a family of three people. While there are year-to-year fluctuations, child poverty increased by more than 50% in the past quarter of a century. The latest data show that some 31 million Americans lived in poverty throughout 1998.

Because we permit such widespread poverty in our nation, we also have widespread hunger. This is so because hunger is the child of poverty. People who have enough money to purchase the right kinds of food do not go hungry. Studies consistently show that when poor people do have enough money to buy food, they use their money as wisely as does the rest of the population when they go to the market. Hunger in the United States has risen and fallen over past decades. These changes usually reflect the strength (or weakness) of the economy, and changes in social policy on the part of the President and Congress.

### **1920s and 1930s: The Depression and the New Deal**

Until the 1930s, the well-being of poor citizens was not the concern of the federal government. Such matters were left to local communities, mainly through the adoption of “poor laws”, local charities, and widespread use of orphanages. Sometimes these local initiatives were helpful, but on many occasions they were very inadequate. Not a lot was known about them at the time, however, because mass communications were less extensive, and the conditions of the poor were seen as local, not national issues. The conditions of the poor, particularly widespread hunger, became a national concern in the 1930s when the Depression left one family in four unemployed. So widespread was the suffering that the public clamored for a national response, which came with the election of President Franklin D. Roosevelt. He ushered in the “New Deal”, the name for federal programs designed to insure that no family starved or died due to bad economic circumstances. A major way that the New Deal dealt with hunger was through the purchase and distribution of surplus agricultural products, which were given to needy families. Another important program established then was Aid to Dependent Children (ADC), which provided cash welfare assistance to care for widows and orphaned children.

### **1940s and 1950s: No News Is Good News**

During the war years of the 1940s, the nation was preoccupied with external threats. Little attention was paid to the lives and living conditions of Americans in local communities. The Depression had ended, and the public was consumed with defeating Hitler to insure the stability of the free world. At the close of the war, the nation helped to rebuild war-torn Europe and Japan, again focusing our attention largely elsewhere. As we entered the 1950s, the country was gripped again by internal problems, but not hunger and poverty. Communism was the dominant interest of political leaders, as the nation made the transition from World War II into the Korean War in the mid- to late-1950s.

### **1960s: Hunger USA**

With the demise of perceived external threats and the return of better economic times, the U.S. again turned its attention to internal conditions. In 1967, the nation was stunned to learn from a group of prominent physicians about alarming levels of hunger suffered in its own midst. The following year the Citizens’ Board of Inquiry into Hunger and Malnutrition issued a study, *Hunger USA*, reporting that millions of citizens suffered from hunger, even extreme malnutrition like that experienced by people in the Third World. CBS News aired a one-hour documentary, *Hunger in America*, showing the faces of hunger in the Mississippi Delta, Indian Reservations, migrant camps, and inner cities. Existing food programs were either insufficient, or not reaching people who needed them most and, as a result, hunger in the land was widespread.

### **1960s and 1970s: A National Response**

In the late 1960s and early 1970s, the public pressed national leaders to respond to these revelations. While their concerns were somewhat slow in arising, they were spurred largely by media reports that aroused public concern, as well as the Civil Rights Movement that highlighted the conditions of both Black Americans and poor Whites. Republican President Richard Nixon, along with a solidly Democratic Congress, passed programs to reduce or even end hunger in the nation. The Food Stamp Program, which provided low-income households with coupons to purchase groceries, was expanded from a pilot program begun under President Kennedy, and became national in scope. The School Breakfast Program also was started, as a companion to the lunch program that began in 1948 (as a way to upgrade the health of young men entering the military). The WIC program, a supplemental food program for pregnant and nursing mothers and their young children, also was begun, as were several smaller programs to safeguard the health of children. For the elderly, two programs were established, one to feed seniors in congregate sites, the other to bring hot meals into their homes (Meals on Wheels). This massive federal response made a real difference. The same teams of doctors that had discovered and reported on hunger a decade before reported in 1977 that while people still were poor, their cupboards now had food. The nation had declared war on hunger, and by and large it had been won.

### **1980s: Hunger Returns to America**

In the early 80s, the media began to write about the reappearance of “breadlines” and “soup kitchens”, places in local communities that were feeding growing numbers of hungry people. By 1982, the U.S. Conference of Mayors drew national attention to this phenomenon when it reported on widespread hunger in cities across the country. By 1985, the Harvard-based Physician Task Force on Hunger in America, a group of doctors that had traveled to half the states in the nation to investigate the problem, estimated that 20 million Americans were going hungry. The problem had returned to the nation, the doctors, reported due to two factors. First, the national economy was weak, and many households were losing income due to unemployment or diminishing wages. The other reason had to do with changes in national policy. At the time that more and more families were having a hard time making ends meet, Republican President Reagan proposed, and a Democratic Congress agreed to, the most far-reaching cuts in food and nutrition programs in the nation’s history. Altogether \$12 billion were cut from school meals and other programs. Without these programs there to provide a safety net for families that were in tough economic times, the number of hungry Americans mushroomed.

### **1990s: Hunger Reaches New Proportions**

This decade saw economic growth for an unprecedented eight years. The economy boomed, the stock market reached new heights, and unemployment reached a record low of 4.1%. But all was not well in the nation, as the number of people seeking emergency food assistance climbed each year, overburdening local charities and food banks around the country. Moreover, federal data showed that since 1995, the number of people who lived in households that experienced hunger and food insecurity remained at more than 30 million. While the number fluctuated somewhat from year to year, this number is unprecedented: Never before has a strong economy seemingly had such a small impact on human suffering. While most Americans were more well off than ever before, the boom in the economy was not reaching millions of others. These latter households were playing by the rules, working hard and trying to support themselves. But they were working at lower and lower wages. Employed in jobs that paid at poverty-level wages or even below, heads of households worked 40, even 50, hours each week, but did not get paid enough to pay for rent, medical care, and food. The nation faced an unprecedented paradox: Hunger amidst prosperity.

### **2000: The Opportunity Before the Nation**

America has the ability to end hunger. We have proven programs that work when fully used, and we have more than enough food to eliminate this problem. We enter this New Millennium with more capacity to end hunger than ever before. The real issue is not whether America can end hunger, but whether we have the leadership to do so. Can we encourage them to come together on a bipartisan basis as they did in the late 60s and early 70s? If so, we have the opportunity to protect all of our people from mankind’s oldest scourge: hunger — and in so doing, turn our sights on doing the same in the rest of the world.

Source: [www.knowhunger.org](http://www.knowhunger.org)

## Service Learning Projects

The following examples of service project ideas represent just a few of the dozens of potential projects that have been completed successfully in Chicago. Brainstorm with your students, colleagues, and organizations that serve the hungry for additional project ideas.

- ✓ Create a community or school garden
  - What would the ideal garden (for supplementing other food sources) look like?
  - What plants would need to be grown?
  - What are the space, soil, and water requirements for these plants to thrive?
  - How would you work the land and prepare for it?
- ✓ Use the produce from the community garden to donate to a shelter or food bank or sell the produce. Examine production costs.
- ✓ Research the location of food banks and soup kitchens and inform the public about their availability through pamphlets, church meetings/services, schools, shelters.
- ✓ Participate in the work of a local food bank and then identify a local food distribution center to provide a needed service at the neighborhood level. (check out [www.chicagosfoodbank.org](http://www.chicagosfoodbank.org))
- ✓ Conduct a food drive at school. (check out [www.chicagosfoodbank.org](http://www.chicagosfoodbank.org))
- ✓ Help design/implement adult or childhood education classes on health and nutrition.
- ✓ Do a survey of school lunches/breakfasts: What types of foods are offered? Why / why not others? What will students eat/not eat (reasonably)? Have students offer recommendations as to how to provide alternatives.
- ✓ Create a low-cost healthy cookbook to give to shelters or churches serving low-income homes. A Mennonite cookbook focuses on healthy eating with simple ingredients and could serve as a model.
- ✓ Participate in the annual CROP Walk or host a CROP Walk at your school or in the community.
- ✓ Participate in a letter writing campaign designed to draw attention to the problem of hunger.
- ✓ Evaluate current food policy at the state, federal and/or international level. Write government leaders to ask them to advocate for more humane and just policies that will reduce the level of hunger.
- ✓ Learn about the living wage campaign in Chicago and participate in the campaign or write advocacy letters to aldermen.
- ✓ Help pack and distribute food at a food bank or local food pantry.
- ✓ Conduct a teach-in about the systemic problems that lead to or exacerbate hunger in the United States and around the world.
- ✓ Conduct a survey of neighborhood food distribution services and food needs, and inform the alderman or other public official about your findings.

## Resources

We have listed some resources that can help you integrate service projects with classroom instruction. The following resources offer suggestions to finding a curriculum for your class.

### **Finding Solutions to Hunger: Kids Can Make a Difference**

(207) 439-9588

[www.kids.maine.org](http://www.kids.maine.org)

This teacher guide contains uplifting, engaging, interactive and challenging lessons for middle and high school students on the causes of and solutions to domestic and international hunger. The Guide costs \$23.00 and contains 25 lessons that provide valuable background and creative suggestions to help students answer the difficult questions dealing with hunger and poverty.

### **Children Hungering for Justice: Curriculum on Hunger and Children's Rights**

Office on Global Education & Center for Teaching International Relations

(202) 635-2404

This curriculum offers an intensive introduction into world hunger and is intended to correspond to programs for World Food Day in October. It offers some detailed lesson plans and handouts and serves as a great introduction to the topic of international law, human rights, the United Nations and international relations. It also gives some suggestions about how children can become involved in ending world hunger.

### **Hunger: Local, National, and International**

(800) 767-9090

[www.centerforlearning.org](http://www.centerforlearning.org)

This is a very comprehensive book divided into age-appropriate sections (adult, high school, middle school, primary). It has a good amount of lessons, handouts, activities, etc.

### **America's Second Harvest**

[www.secondharvest.org](http://www.secondharvest.org)

A2H is the largest domestic hunger-relief organization. This national network is made up of 200 food banks and food rescue programs. You can access data here on national (and regional) hunger and the utilization of free food programs. They also have news on public policy and finding food banks in your area.

### **Science Through Gardening**

[www.letsgetgrowing.com](http://www.letsgetgrowing.com)

### **Step-by-Step Guide to Starting a School Garden**

<http://aggie-horticulture.tamu.edu/kinder/steps.html>

### **Jump Start Teens**

California Project LEAN

Post Office Box 942732, MS-675

Sacramento, CA 94234-7320

Resource Kit for high school teachers and key intermediaries that features interactive lessons that integrate nutrition and physical activity into language arts, math, science, social studies and more. The high school resource kit includes some Spanish-language handouts.

### **Kids' Food Cyber Club**

[www.kidfood.org](http://www.kidfood.org)

A fun, interactive site that has nutrition educational activities for kids and adults.

### **Websites to learn more about hunger**

[www.worldhunger.org](http://www.worldhunger.org)

World Hunger Education Service Associates

[www.bread.org](http://www.bread.org)

Bread for the World

[www.shareourstrength.org](http://www.shareourstrength.org)

Share our Strength

[www.frac.org](http://www.frac.org)

Food Research and Action Center

[www.anti-hunger.org](http://www.anti-hunger.org)

Chicago Anti-Hunger Association

### **Hunger Curricula on the Web**

[www.knowhunger.org](http://www.knowhunger.org)

[www.feedingminds.org](http://www.feedingminds.org)

[www.kids.maine.org](http://www.kids.maine.org)

[www.un.org/cyberschoolbus/poverty2000/index.asp](http://www.un.org/cyberschoolbus/poverty2000/index.asp)

[www.acfb.org](http://www.acfb.org)

[www.oxfamamerica.org/education/index.html](http://www.oxfamamerica.org/education/index.html)

[www.projectbread.org](http://www.projectbread.org)

[www.ach.org](http://www.ach.org)

## Local Organizations Addressing Hunger that also Provide Service Learning Opportunities

### **Greater Chicago Food Depository**

Matt Coatar  
4501 S. Tripp  
Chicago, IL 60632  
773/247-FOOD (3663)  
[mjcoatar@gcfd.org](mailto:mjcoatar@gcfd.org)  
[www.chicagosfoodbank.org](http://www.chicagosfoodbank.org) (Go to this website to find a list of 90 local pantries that need volunteers.)

### **Onward Neighborhood House**

Michele Drzewiecki  
600 N. Leavitt  
Chicago, IL 60612  
312/666-6726  
[volunteering@onwardhouse.org](mailto:volunteering@onwardhouse.org)  
[www.onwardhouse.org](http://www.onwardhouse.org)

### **World Vision/Chicago**

Laura Humbles  
5001 W. Harrison  
Chicago, IL 60644  
773/921-3900 x324  
[lhumbles@worldvision.org](mailto:lhumbles@worldvision.org)

### **Church World Services/CROP Walk**

Janet Young  
900 Joire Blvd Suite 32  
Oak Brook, IL 60523  
888/297-2767  
[jyoung@churchworldservice.org](mailto:jyoung@churchworldservice.org)  
[www.churchworldservice.org](http://www.churchworldservice.org)

### **Inspiration Café**

Jennifer Salopek/Lauren Riley  
4554 N. Broadway Suite 207  
Chicago, IL 60640  
878-0981 x 203  
[volunteer@inspirationcafe.org](mailto:volunteer@inspirationcafe.org)  
[www.inspirationcafe.org](http://www.inspirationcafe.org)

### **Southwest Women Working Together**

Doris Jones  
Dawn Jasper  
4051 W. 63<sup>rd</sup>  
Chicago, IL 60629  
773/582-0440  
[swwt@megsinet.net](mailto:swwt@megsinet.net)  
[www.swwt.org](http://www.swwt.org)

## Classroom Connections

Issues of hunger and poverty can be incorporated into classroom curriculum in many ways. The following are just a few examples.

### Social Sciences

- ✓ Study the laws and policies that impact on the rate of hunger and poverty in America. Are new laws and policies needed? Examine the trends in rates of hunger in the United States during the 20<sup>th</sup> century. Why was there a significant spike in hunger and homelessness during the 1980's?
- ✓ Examine welfare and welfare reform. Are these effective ways to address hunger?
- ✓ Conduct a comparative study of how people approach the process of providing "charity" to the needy:
  - Secular
  - Secular American
  - Buddhist
  - Hindu
  - Judaism
  - Christianity
  - Islam
- ✓ Examine the root causes of hunger (ex: war, drought, political, natural disaster, etc.)
- ✓ Comparative study on who is hungry
  - Rural and urban
  - Urban and suburban
  - Developed and developing nations
  - North and South
  - Local and national
  - Under and over consumption

### Foreign Languages / Bilingual History Classes / ESL

- ✓ Look at how the issue of hunger is addressed in areas where the chosen language is predominant (Latin America is obvious, but French Speaking West Africa, for example).
- ✓ Alternatively, look at the issue in the home countries of ESL students.
- ✓ Translate materials on how to access services or act as translators for people living in the school's community as they seek these services.

### Vocational Education

- ✓ Study agricultural production and how food makes it to the table.
- ✓ Partner with a food bank to work there and also, look for community partners to provide foods and other services to the shelter.
- ✓ Build shelves for a local food pantry.

**Health**

- ✓ Study the resulting diseases from malnutrition and how they affect people, adults as well as children.
- ✓ Compare the rates of obesity in countries around the world with the rates of malnutrition and hunger.
- ✓ Study the food pyramid and the United States Recommended Daily Allowance to determine what makes a good diet.
  - Determine what people of all ages need to eat for a balanced diet.
  - Compare what the average diet for a family that is food insecure is like and that of a healthy diet.
  - Plan a week's worth of meals. Choose three days worth of meals. Determine the necessary ingredients and then go to the grocery store and price how much it would cost to make those healthy meals.

**English**

- ✓ Read excerpts from stories and articles on hunger, effects of, and ways in which communities address hunger (local and world). - ex: A Tale of Two Cities
- ✓ Study different perspectives on how society should manage the problem of hunger.
- ✓ Participate in a service project at a food bank or local food pantry and develop an essay that discusses root causes of hunger and solutions (short- and long-term).
- ✓ Develop an essay that examines the difference between government-led approaches to solving hunger and private, charitable efforts.

**Math/Economics**

- ✓ Create a formula that addresses the income needed to eliminate hunger - local and national
- ✓ Look at who is hungry - demographics and statistics, rural, urban, suburban. Compile, analyze, and graph these statistics.
- ✓ Determine what a family of four at the poverty line would receive in food stamps / welfare benefits and over what time frame. Could they feed their family healthily for this amount of money and for this amount of time?
- ✓ Determine how much money a family of four would need to be able to eat healthily on a regular basis. Look at the economics of healthy food - why is it so expensive to eat well. What are the costs associated with food options? Compare costs of organic and non-organic foods.
- ✓ Have students design a budget for food insecure families which would help them determine how much money is needed for a healthy diet and what are ways of supplementing their income.

**Science**

- ✓ Study the human body - what chemicals/minerals it needs. Study plants - what chemicals/minerals they can provide for the human body. Design a menu that will provide these chemicals and minerals.

## Links to Illinois State Standards

Academic preparation for a Service Learning project can meet the following Illinois State Standards. Conducting a high quality Service Learning project is an excellent way to meet the Applications of Learning standards through which students demonstrate and deepen their understanding of basic knowledge and skills.

### Social Sciences

- ✓ 14.D.5 Interpret a variety of public policies and issues from the perspectives of different individuals and groups.
- ✓ 14.E.5 Analyze relationships and tensions among members of the international community.
- ✓ 14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions.
- ✓ 14.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services, and resources.
- ✓ 15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services, and resources.
- ✓ 15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.
- ✓ 15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service.
- ✓ 15.E.a Explain why government may intervene in a market economy.
- ✓ 15.E.5a Explain how and why government redistributes income in the economy.

### English

- ✓ 1.C.5c Critically evaluate information from multiple sources.
- ✓ 1.C.5f Use tables, graphs, and maps to challenge arguments, defend conclusions and persuade others.
- ✓ 2.B.5b Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social, and political issues and perspectives.
- ✓ 3.C.5a Communicate information and ideas in narrative, informative and persuasive writing with clarity and effectiveness in a variety of written forms.
- ✓ 3.C.5b Write for real or potentially real situations in academic, professional and civic contexts.
- ✓ 4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research.

### Mathematics

- ✓ 10.A.4b Analyze data using mean, median, mode, range, variance and standard deviation of a data set, with and without the use of technology.
- ✓ 10.A.5 Construct a statistics-based presentation to communicate and justify the results of a project.
- ✓ 10.B.4 Design and execute surveys or experiments, gather data to answer relevant question, and communicate results and conclusions to an audience using traditional methods and contemporary technology.
- ✓ 10.B.5 Design a statistical experiment to answer a question about a realistic situation.

### Physical Development and Health

- ✓ 21.B.5 Demonstrate when to lead and when to be supportive to accomplish group goals.
- ✓ 22.B.4 Explain social and economic effects of health problems on individuals and society.
- ✓ 23.A.4 Explain how body system functions can be maintained and improved.
- ✓ 23.B.4 Explain immediate and long-term effects of health habits on the body systems.

**Foreign Languages**

- ✓ 30.A.4d Use the target language to describe and compare daily diet, nutrition and physical fitness regimens in areas where the target language is spoken.
- ✓ 30.A.5a Describe and explain factors affecting economic conditions in target language country(ies) compared to the United States.
- ✓ 30.B.5a Use the target language to analyze data relating to job opportunities, preparation, wages/ salaries, etc., of occupations in areas where the target language is spoken.