

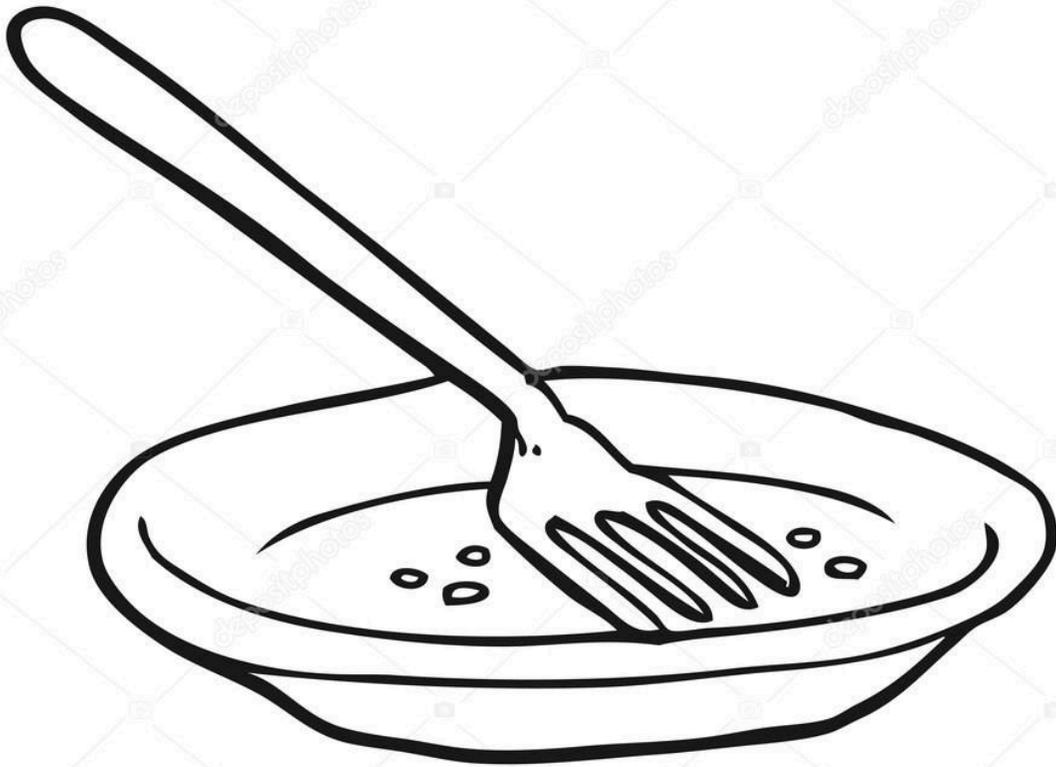


Hunger Hurts!

.....

# Activity Pack

Hunger hurts in so many ways...



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Dear Teacher,

Hunger hurts. And it hurts in a lot of ways. Did you know that over 93,000 people in Guilford County are food insecure? Did you know that over 21,000 children are eligible for free and reduced lunch? Did you know that **in 2015, Guilford County was number one in the country for food insecurity** (we are currently 8<sup>th</sup>)? This summer eight GCS students spent their time investigating the hunger crisis in Guilford County by partnering with a local non-profit, A Simple Gesture. But at the end of twenty days their question was, “We’ve done all this work. What next?” Through a lot of discussion and reflection the “What next?” became obvious: you and your classrooms are the “what next”! But what does “What next?” look like? Why should this topic be addressed? Why is Civics and Economics a good place to do so and how can connections be made to county and state mandated curriculum?

**1. What does “What next?” look like?**

Students have created an activity packet for you to utilize in your classrooms. Designed as a mini-unit, you have the choice of implementing the tasks individually or completing the unit as a whole. Activities include a pre assessment sorting activity, webquest, creative timeline and door/bulletin board task, and Hunger Banquet. Full lesson plans, student instructions and rubrics have been provided. We are also providing schools with a tool-kit that will help other classes, clubs, etc. find ways to become a part of the discussion and solution.

**2. Why should this topic be addressed?**

“Hunger can affect people from all walks of life. Many Americans are one job loss or medical crisis away from food insecurity—but some people, including children and seniors may be at a greater risk than others.” Feeding America

Initiating a discussion and informing students (and yourself!) about the issue of hunger in America (especially in Guilford County) isn’t just important; it’s necessary. You may not realize the number of students daily that may not have access to a meaningful food supply. Your students may not realize that their peer next to them goes without dinner nightly. Your staff may not understand the vital impact of school lunch programs and food pantries. By educating each other, fighting stereotypes about hunger, and starting a dialogue about solutions, you and your students are not only helping to combat hunger at the most local level, but you are helping to eradicate hunger globally. In fact, the World Health Organization has listed “eradicating extreme poverty and hunger” as one of its eight Millennial Goals. It may seem like an impossible task but by working together to initiate education and action, it *CAN* happen.

### 3. How can I incorporate this into my curriculum?

This packet was designed with you in mind. Students wanted to make sure that your curriculum and instructional time were valued, so we brought in a fellow GCS Civics and Economics teacher for some guidance. Also remember that these activities can be completed individually where you see fit or as a mini unit. Our neighborhood C&E teacher pinpointed some places where this packet might be most useful:

- Local government and the creation of public policy to address a local issue
- Types of businesses—the roles of non-profits and how they interact with local government to solve problems
- Local funding/expenditures
- Personal finance—budgeting household expenses, disposable income, needs vs wants comparison shopping
- Economic systems—market vs command economies, role of government in the distribution of resources, how economic systems answer basic questions
- Constitution and rights—is food security a right that should be guaranteed to all individuals in a society and, if not, is it a responsibility of a society to meet basic needs?
- Needs vs. wants—how individuals make decisions; tradeoffs and opportunity costs

Of course, it's your classroom, so it's your call! Maybe you find another section of curriculum that these activities would be great for. Finally, depending on implementation, your students may be able to earn service learning hours during this instruction. If you're interested in offering SL hours, please contact Kayte Farkas at Dudley High School ([farkask@gcsnc.com](mailto:farkask@gcsnc.com)) for more information on how to create an opportunity for your students.

We greatly appreciate your willingness to participate in this opportunity. Hunger hurts. It hurts families and it hurts communities. But there is help. And by starting the conversation in your classrooms, you are helping in a huge way. Thank you.

Sincerely,

Kayte Farkas Dudley High School (teacher)

Carrington Madika Western Guilford HS

Sanket Nain Grimsley HS

Celia Bennett Northwest Guilford HS

Sarah Dudkiewicz Page HS

Jessica Maier Weaver Academy

Spandan Goel STEM Early College

Navya Belavadi Early College at Guilford

Truett Crisco Page HS

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# Activity #1: Myth vs. Fact Activity

**Purpose:** Help students differentiate between the myths and facts of the hunger crisis in Guilford County.

**Time Needed:** 15-20 minutes

- Time includes setting up, completing, and wrapping up the activity.

**Objectives:** Students will be able to:

- Understand the difference between what is commonly believed about hunger and what is real.
- Gain service learning hours for participating in the activity

**Materials:**

- Myths and facts slips
  - See page 4 for template for option #1
  - See page 5 for option #1 answer key
  - See page 6 for template for options #2 and #3
  - See page 7 for options #2 and #3 answer key
- Scissors

**Description of Activity:** (Different variations to choose from)

## Option #1

1. Print out the jumbled up template on page 4 consisting of the myths and the facts.
2. Have students write in “Myth” or “Fact” on each box based on which they think is which.
3. Once they have completed the activity, the teacher should check each group’s work to ensure that they have organized the information correctly.

## Option #2

1. Print out the template given on page 6 consisting of the myths and facts.
2. Have students work in small groups for the activity and distribute one sheet per group.
3. Instruct students to cut the table on the sheet into individual pieces and randomly mix them together on their desk.
4. Give students about 10-15 minutes to organize the information into either the category of myths or facts.

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5. Once they have completed the activity, the teacher should check each group's work to ensure that they have organized the information correctly.
  6. After the whole class has finished, have the students share one interesting or surprising piece of information they learned about hunger from this activity and reflect on why it is such a major issue.

### Option #3

1. Indicate one side of the room as the "Myth" side and one as the "Fact" side.
2. Give each student a slip with either a myth or a fact on it, but do not tell them which is which.
3. Instruct the students to stand at the "Myth" side or the "Fact" side of the classroom based on what they think their slip of paper is categorized as.
4. Once they have completed this activity, the teacher can either project the answer key or call out all of the slips that fall under "Myth."
5. Ask a reflection question, for example:
  - What is an interesting fact that you learned from doing this activity?
  - How did these facts impact the way you view hunger?
  - How have your assumptions or stereotypes (about people, a community, the world, etc.) been challenged by the experience?

## Myths vs. Facts Worksheet

Directions: Read each sentence, and on the line provided write an “M” if you believe it’s a myth, and write an “F” if you believe it’s fact.

- \_\_\_ There isn't enough food to feed the world.
- \_\_\_ Droughts and other natural disasters are to blame for hunger.
- \_\_\_ Hunger also involves the type of food you eat.
- \_\_\_ 1 in 6 people in America face hunger.
- \_\_\_ All of the world's hungry people live in Africa.
- \_\_\_ Hungry children struggle to focus, learn, or even attend school.
- \_\_\_ Hunger is most frequently found in cities.
- \_\_\_ 19% of the population in Guilford County struggles with hunger.
- \_\_\_ People have to choose between food and other needs such as housing, healthcare, and transportation.
- \_\_\_ Emergencies only account for 8% of the world’s hungry.
- \_\_\_ Guilford County is one of the nations leaders in food deserts with 27.
- \_\_\_ Hunger exists when food is unavailable in shops and markets.
- \_\_\_ There is nothing we can do to help hungry people.
- \_\_\_ Most of the households that receive help are not homeless, and they have at least one working adult.
- \_\_\_ It’s better for local charities, not the government, to feed people.
- \_\_\_ You can't be overweight and be food insecure.
- \_\_\_ Resolving hunger means ensuring people have enough to eat.
- \_\_\_ Hunger is common in rural areas—including some of the farming communities that grow America’s crops.
- \_\_\_ More than 41 million people face hunger in the United States.
- \_\_\_ There are more pressing global issues than hunger.
- \_\_\_ People who face hunger in America are typically homeless and unemployed.
- \_\_\_ When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
- \_\_\_ Government programs enable lazy people to live well on society’s dime.
- \_\_\_ When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
- \_\_\_ There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life.
- \_\_\_ People are only hungry during emergencies or disasters.

## Myths vs. Facts Worksheet Answer Key

- M   There isn't enough food to feed the world.
- M   Droughts and other natural disasters are to blame for hunger.
- F   Hunger also involves the type of food you eat.
- F   1 in 6 people in America face hunger.
- M   All of the world's hungry people live in Africa.
- F   Hungry children struggle to focus, learn, or even attend school.
- M   Hunger is most frequently found in cities.
- F   19% of the population in Guilford County struggles with hunger.
- F   People have to choose between food and other needs such as housing, healthcare, and transportation.
- F   Emergencies only account for 8% of the world's hungry.
- F   Guilford County is one of the nations leaders in food deserts with 27.
- M   Hunger exists when food is unavailable in shops and markets.
- M   There is nothing we can do to help hungry people.
- F   Most of the households that receive help are not homeless, and they have at least one working adult.
- M   It's better for local charities, not the government, to feed people.
- M   You can't be overweight and be food insecure.
- M   Resolving hunger means ensuring people have enough to eat.
- F   Hunger is common in rural areas—including some of the farming communities that grow America's crops.
- F   More than 41 million people face hunger in the United States.
- M   There are more pressing global issues than hunger.
- M   People who face hunger in America are typically homeless and unemployed.
- F   When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
- M   Government programs enable lazy people to live well on society's dime.
- F   When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
- F   There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life.
- M   People are only hungry during emergencies or disasters.

## Myths vs. Facts Sorting Activity

<u>Myths</u>	<u>Facts</u>
People who face hunger in America are typically homeless and unemployed.	There isn't enough food to feed the world.
People have to choose between food and other needs such as housing, healthcare, and transportation.	There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life.
Hunger exists when food is unavailable in shops and markets.	Hunger also involves the type of food you eat.
Hunger is most frequently found in cities.	Resolving hunger means ensuring people have enough to eat.
19% of the population in Guilford County struggles with hunger.	People can go hungry even when there's plenty of food around.
More than 41 million people face hunger in the United States.	Droughts and other natural disasters are to blame for hunger.
Most of the households that receive help are not homeless, and they have at least one working adult.	When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
It's better for local charities, not the government, to feed people.	People are only hungry during emergencies or disasters.
Hunger is common in rural areas—including some of the farming communities that grow America's crops.	Emergencies only account for eight percent of the world's hungry.
Government programs enable lazy people to live well on society's dime.	There are more pressing global issues than hunger.
Guilford County is one of the nations leaders in food deserts with 27.	Hungry children struggle to focus, learn, or even attend school.
You can't be overweight and be food insecure.	There is nothing we can do to help hungry people.
1 in 6 people in America face hunger.	All of the world's hungry live in Africa.

## Myths vs. Facts Sorting Activity Answer Key

<u>Myths</u>	<u>Facts</u>
There isn't enough food to feed the world.	There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life.
Resolving hunger means ensuring people have enough to eat.	Hunger also involves the type of food you eat.
Droughts and other natural disasters are to blame for hunger.	People can go hungry even when there's plenty of food around.
Hunger exists when food is unavailable in shops and markets.	Hunger is common in rural areas—including some of the farming communities that grow America's crops.
There are more pressing global issues than hunger.	Guilford County is one of the nations leaders in food deserts with 27.
All of the world's hungry live in Africa.	1 in 6 people in America face hunger.
People are only hungry during emergencies or disasters.	Hungry children struggle to focus, learn, or even attend school.
There is nothing we can do to help hungry people.	Emergencies only account for eight percent of the world's hungry.
People who face hunger in America are typically homeless and unemployed.	When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively.
Hunger is most frequently found in cities.	19% of the population in Guilford County struggles with hunger.
It's better for local charities, not the government, to feed people.	People have to choose between food and other needs such as housing, healthcare, and transportation.
Government programs enable lazy people to live well on society's dime.	More than 41 million people face hunger in the United States.
You can't be overweight and be food insecure.	Most of the households that receive help are not homeless, and they have at least one working adult.

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## Activity #2: Webquest

**Purpose:** Give students the opportunity to research and learn about hunger in the United States.

**Time Needed:** 30-35 minutes

- Time includes setting up, completing, and wrapping up the activity.

**Objectives:** Students will be able to:

- Conduct independent or group research to discover uncommon facts about hunger in America.
- Gain service learning hours for participating in the activity

**Materials:**

- Webquest sheet
- Laptops/computers/cell phones
- Pencils/pens

**Description of Activity:**

1. Print out the webquest given on pages 9 and 10 and distribute one to each person, pair, or small group.
2. Provide computers or allow cell phone access to all students and give them about 20 minutes to finish the webquest.
3. If a student finishes early, suggest that they visit [www.freerice.com](http://www.freerice.com) to learn more, answer questions, and donate rice.
4. Once students have followed the instructions on the webquest and completed the activity, review the answers as a class.
  - a. It is suggested that teachers allow this to be counted as a classwork grade for students. However, it is up to the teacher whether they choose to do so or not.
5. After reviewing answers, have students share one interesting fact they learned about hunger in America from this activity and reflect on the importance of the issue.

# NC Hunger Webquest!

**Directions:** Use the websites given below to answer the following questions about hunger in North Carolina. If you finish early, visit [www.freerice.com](http://www.freerice.com) to learn more, answer questions, and donate rice.

<http://www.feedingamerica.org>

Go to the "Hunger in America" tab and find where it says "Explore our Map the Meal Gap interactive tool to learn more about hunger in your community".

1. What is the child food insecurity rate in Guilford County?
2. What percent of Guilford County citizens are likely eligible for federal nutrition programs?

Go back to the "Hunger in America" tab and click on "Child Hunger".

3. What are the three main effects that hunger can have on children in school?
4. What are some things you can do to help with child hunger?

Go back to the "Hunger in America" tab and click on "Rural Hunger".

5. What percent of the counties with the highest rates of child food insecurity are rural?
6. Kids struggling to get food in rural areas are at risk of what health problems?

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

Search "Greensboro, High Point top nationwide hunger list" and read the article.

7. What is North Carolina ranked in the United States for hungriest states?

8. How many food deserts does Greensboro have?
9. When did the Greensboro-High Point metro area's problems with hunger begin and why?

"If we can conquer space, we can conquer childhood hunger." -Buzz Aldrin

10. Find another quote about hunger, and write 2-3 sentences about why you chose that quote and what it means to you.

Find a distributor near you!

Go to <https://guilfordfoodnetwork.com/map>

Scroll down and type in your home address. In the box that says "Filter to", select "Distributor" and "For children". Zoom out on the map and look for the blue location markers that represent distributor near your home.

What is the closest distributor to you?

**Reflect:** What can you do in your community to help fight hunger, and how? Be as specific as possible.

## NC Hunger Webquest Answer Key

1. 21%
2. 71%
3. They are more likely to repeat a grade, experience developmental impairments in areas like language and motor skills, and have more social and behavioral problems.
4. Help with the backpack program, the kids cafe, summer food service programs, your school's pantry program, and the SNAP application assistance program.
5. 86%
6. Health conditions like anemia and asthma.
7. 8th
8. 17
9. 2007, when textile companies and furniture manufacturers started eliminating jobs.
10. Answers will vary.

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## Activity #3: Timeline

**Purpose:** Allow students to research legislation to address the issue of hunger in schools and design a creative timeline to outline key points in history when school lunches and feeding programs have been affected by U.S. government legislation.

**Time Needed:** 45-50 minutes

- Time includes setting up, completing, and wrapping up the activity.
- Teachers may choose to allot one full class period toward this activity to ensure that students are able to produce their best quality work.

**Objectives:** Students will be able to:

- Use creativity to outline important times in history that have impacted school lunches and feeding programs in the U.S.
- Gain service learning hours for participating in the activity

**Materials:**

- Laptops/computers/cell phones
- Large poster paper
- Pens/pencils
- Art supplies (markers, sharpies, colored pencils, crayons, etc.)
- Construction paper
- Scissors
- Glue
- Large, open table or floor space (for working on the timeline)

**Description of Activity:**

1. Have the students split up into groups of 3 or 4.
2. Print out the question sheet and distribute 2 sheets per group.
3. Instruct the students to research and look up the answers to the questions together. Once finished, let them discuss which facts they plan to include in their timeline.
4. Provide arts and crafts materials. Allow student to think of creative ways to display their information using symbols, graphs, etc. Refer to the rubric as a guideline for how their timelines should look.
5. When all groups have finished their timelines, use the given rubric to grade them on their work.

## School Facts Timeline Example

1. **1946:** The National School Lunch Program (NSLP) is created to provide “low-cost or free” lunches to students in U.S. every day (established by the National School Lunch Act, signed by President Harry Truman).
2. **1954:** Special Milk Program created to provide milk to children in pre-kindergarten and kindergarten programs who otherwise didn’t have access to school meal programs.
3. **1964:** Food Stamp Program was made permanent after President Andrew Johnson signed the Food Stamp Act.
4. **1966:** Lyndon Johnson signed the Child Nutrition Act to expand the nutrition of school lunches and help meet the nutritional needs of children.
5. **1974:** The Food Stamp Program expands to all 50 states and U.S. territories (it is renamed the Supplemental Nutrition Assistance Program (SNAP) in 2008).
6. **1979:** USDA set guidelines on school lunches saying schools needed only to “provide minimum nutritional value”.
7. **Late 1980’s:** Lunchables and processed food become more common in schools. In 1981, President Ronald Reagan makes budget cuts worth of \$1.5 billion, reducing funding to school feeding programs. Obesity begins to rise in America.
8. **1990s-2005:** Schools allow fast food operators to provide lunches, leading to a rise in child obesity. Schools can’t ignore the obesity rates, but they require the funding that fast food operators provide. Some schools tried to change their menus to try to entice kids with non-processed foods, which is where natural and organic food companies enter the kids snack market.
9. **2010:** President Obama signed the Healthy Hunger-Free Kids Act, authorizing funding for federal school meal and child nutrition programs and increasing access to healthy food for low-income children.

<http://www.pbs.org/food/the-history-kitchen/history-school-lunch/>

Above are facts found on a credible website, and the website is linked as well. Students should be given this website and their timelines should include at least 7 of the above facts.

# Timeline Rubric

	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Legibility/ Neatness</b>	No timeline presented.	The timeline is completely illegible and looks very poorly put together.	Parts of the timeline are illegible and parts are neat, but it still looks poorly finished.	Most of the timeline is legible and neat, and it looks well made.	The entire timeline is legible and neat looking, and it looks professionally made.
<b>Creativity</b>	No timeline presented.	There is little to no color presented on the timeline, and there is a lot of white space visible.	There is a small amount of color and visuals on the timeline, though there is still a lot of white space visible.	There are many visuals and colors presented on the timeline, and there is only some visible white space.	The area around the timeline is covered in colors and visuals, and there is little white space visible.
<b>Correct Facts</b>	No timeline presented.	There are no correct facts presented on the timeline. The items presented show no time was spent researching facts.	There are a few correct facts presented on the timeline. The items presented show that only a small amount of time was spent on researching facts.	There are many correct facts presented on the timeline. The items presented show that a substantial amount of time was spent doing factual research.	All the facts presented on the timeline are correct. The items presented show that a significant amount of time was spent researching facts.

Total Points: \_\_\_\_\_/16

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# Activity #4: Door/Bulletin Board Decorating Contest

**Purpose:** To research and apply information about the many aspects of hunger in Guilford County with an artistic activity.

**Time Needed:** 50-55 minutes

- Time includes getting into groups, and decorating the doors

**Objectives:** Students will be able to:

- Learn more about the hunger crisis in Guilford County
- Gain service learning hours by participating in the activity

**Materials:**

- Enough doors/bulletin boards for each group
- Large construction paper
- Markers/crayons/colored pencils
- Phones for research
- Tape/glue
- Scissors
- Optional sticky letters for title

**Description of Activity:**

1. Locate doors/bulletin boards that are available for use.
2. Split your class into however many groups that you see fit.
3. Allow students to research facts before they start working on their door.
4. Provide art supplies to students.
5. Let students tape the paper to the door once they are done.
6. Grade the students doors based on the rubric provided, and declare a winner.

# Door/Bulletin Board Decoration Rubric

	1	2	3	4	Points
<b>Quality</b>	Facts are inaccurate, and there are many grammatical issues, facts don't relate to hunger	Facts are somewhat correct, but there are many grammatical issues, most facts relate to hunger in general	Most facts are correct, but there are some grammatical issues, all facts relate to hunger in the United States	All facts are correct and well-worded, and are all related to hunger in Guilford County	
<b>Organization</b>	The information is very messy and is almost impossible to understand	The information is not in a specific order, and is hard to understand	The information is mostly neat, but the format could use improvement	The information is laid out in a neat and orderly way, and is in a format that is easy to understand	
<b>Creativity</b>	There is little to no creativity, and no effort is shown in the door, there is no color.	Creativity is hard to see, and the door it is not very original, a small amount of color is visible.	Creativity is not as clear but it is visible, and the door is original, there is some color.	Creativity is clear, and you can tell that the student put a lot of effort into the door. It is colorful and original.	
<b>Number of Facts</b>	Three or less facts submitted	Four facts submitted	Five facts submitted	More than five facts submitted	

Total Points: \_\_\_\_/16

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# Hunger Door Decorating Contest

## Instructions

**All door displays should include (at minimum) the following:**

- At least 2 facts about hunger in Guilford County Schools
- At least 2 facts about food deserts in Guilford County
- At least 2 facts about food insecurity in Guilford County
- Include information about organizations that help end hunger in Guilford County
- Door needs to be colorful and creative
- At least 3 visuals (pictures, drawings, logos)
- All group members must participate
- Websites that can be used for more information are
  - <http://www.feedingamerica.org>
  - <http://hunger-research.sog.unc.edu/>
  - <http://www.outofthegardenproject.org/stats-on-hunger-in-guilford-county/>
  - <https://backpackbeginnings.org/>
  - <https://guilfordeducationalliance.org/>

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# Activity #5: Hunger Banquet

**Purpose:** Allow students to experience and discuss the different kinds of disparity that occur around Guilford County regarding food and resources.

**Time Needed:** 50-55 minutes

- Teachers may choose to allot one full class period toward this activity to ensure that students gain a true learning experience and have time for reflection.

**Objectives:** Students will be able to:

- Have holistic definitions of hunger, food insecurity, and poverty
- Gain an understanding of disparities in social class and problems faced with hunger within their own community.
- Gain service learning hours for participating in the activity

**Materials:**

- Food items (see excel document on page 22 for suggested items)
- 2-3 tables
- Table mats
- Chairs
- Fancy/colored plates & silverware (for upper class)
- Paper plates & utensils (for middle class)
- Napkins (to use as plates for lower class and for general use)
- Fake money (see page 23 for money template)
- Small slips of paper (with numbers 1, 2, or 3 on each of them)
  - The suggested distribution is approximately 15% of #1 slips, 30% of #2 slips, and 55% of #3 slips
  - Specific numbers vary depending on class size
- Small box (for storing the number slips)
- Masking/Duct tape
- Trash can

**Classroom Setup for the Activity:**

- ❖ Set up 1 table and decorate with a table mat (optional). This will represent the area for the upper class people.
  - Organize the fancy/colored plates, silverware, and napkins in a presentable manner for each student at the table.

- 
- ❖ Set up an area of chairs without any table. This will represent the area for the middle class people.
    - Place the paper plates, utensils, and napkins at each seat at the table.
  - ❖ The lower class people should be directed to sit on the floor behind the upper and middle class tables.
  - ❖ Set up 1-2 long tables in the middle of the room between the upper and middle class dining tables. This area will represent the supermarket where all individuals can purchase food items.
    - Lay a table mat on top of the table to place the various food items on (optional).
    - Organize the food items in increasing order of price.
  - ❖ Use the tape to draw out a square on the ground in one of the far corners of the room. This will represent the “jail” area.
  - ❖ Leave an empty space in the room for the lower class individuals to be in.
  - ❖ Stick the large poster papers onto the whiteboard/wall at the front of the classroom. Keep markers nearby for students to use at the end of the activity.

### **Description of Activity:**

1. Mix up all of the number slips into the small box and have students randomly pick one slip out of the box as they walk in the door. Each student will get a slip with either the number 1, 2, or 3 on it.
  - a. Number 1 indicates that the student is from the upper class.
  - b. Number 2 indicates that the student is from the middle class.
  - c. Number 3 indicates that the student is from the lower class.
  - d. NOTE: If you are uncomfortable using the word “class” to define the socioeconomic levels in this activity, you may replace the word “class” with an alternative word.
2. Cut the money template into individual money slips for the students. Based on their status, each student will receive a different amount of money to spend at the store during the banquet. After they’ve picked out a number from the box, give each student the appropriate amount of money (see excel document on next page for the suggested distribution of money).
3. According to their number, each student will go to their designated spot in the classroom. Lower class people will sit on the floor in the empty space within the room.
4. Once the class has settled, explain the instructions and rules of the banquet (see page 20 for suggested rules).
5. Call each group one at a time, starting with the upper class group, to come to the store to purchase food.

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6. Handle transactions at the store and jail and give out punishments in case the rules are broken by any student(s).
  7. After the simulation has ended, as a class, discuss the real-world implications of hunger and how the simulation represented real hunger crises relating to food accessibility and affordability.
    - a. While wrapping up the discussion, remind students of how they can play an active role in their community by donating to and volunteering for local food banks and pantries that supply food to those in need. Also, encourage them to participate in the ongoing school wide food drive while keeping this information in mind.
  8. After the discussion, you may open up the table of snacks for all students to take as much as they want.

### **Follow Up Activity: Reflection Questions**

Included below are a few questions for the students to reflect on their experience after the banquet has ended. Choose and write 3-4 of these questions on the large poster paper that is hung up at the front of the room. After discussing within each socioeconomic group, one representative from each group will come to front and write their answers under each question. In total, there should be 3 answers to each question, with one answer from each socioeconomic group.

- What did you do today? What was your role?
- What was the best/worst/most challenging part of this activity?
- What feelings or emotions (if any) did you experience?
- What thoughts (if any) does this experience give you about issues in your local community? The nation? The world?
- How have your assumptions or stereotypes (about people, a community, the world, etc.) been challenged by the experience?
- How will you share this experience and your learning with others?

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## **Suggested Rules for Hunger Banquet**

1. Upper class people cannot donate any food or money to middle or lower class people. If this happens, the middle/lower class people involved will be sent to the “jail”. The upper class person will be pardoned.
2. Upper and middle class people are allowed to “adopt” a person from any class below them for \$25. Along with the adoption cost, the adopter would take care of the food expenses of the person they adopt.
  - a. Upper class people are allowed to adopt anyone from the middle or lower class.
  - b. Middle class people are allowed to adopt anyone from the lower class.
  - c. Lower class people are not allowed to adopt anyone.
3. No student is allowed to trespass into the area of a class other than their own. If this happens, the trespasser will go to the “jail”.
4. No student is allowed to steal food from anyone else. If this happens, the food thief will go to the “jail”.
5. Students in the “jail” are allowed to be bailed out by students from their own class at the cost of \$35.
6. Students are allowed to combine their money with other people within their class to adopt someone or purchase food.

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## KEY DEFINITIONS

**Food desert** - Low-income census tract where a significant number or share of residents are more than 1 mile (urban) or 10 miles (rural) from the nearest supermarket.

**Food insecure** - At times during the year, households that are uncertain of having, or unable to acquire, enough food to meet the needs of all their members because they have insufficient money or other resources for food.

**Hunger** - Not having enough to eat to meet energy requirements

**Metropolitan Statistical Areas (MSAs)** - Census Bureau-defined areas that include central cities plus the surrounding counties with strong economic and social ties to the central cities.

**Poverty** - Simplistically, poverty means not enough money to meet all of a person's basic needs, often leading to choices of what to cut. Poverty can also be linked to blocked access or lack of access, such as the examples of food deserts. Poverty can also be defined as lack of options or lack of choices, with peoples in poverty being forced to make choices.

**Tradeoff** - Giving up something to acquire something else

**Opportunity cost** - what must be given up in order to obtain another item

**Cost-benefit analysis** - systematic approach to estimate the strengths and weaknesses of alternatives (for example in transactions, activities, functional business requirements or projects investments)

**Disposable income** - income remaining after deduction of taxes and other mandatory charges, available to be spent or saved as one wishes

**Comparison shopping** - the practice of comparing the price of products or services from different vendors before buying

**Command economy** - an economy in which production, investment, prices, and incomes are determined centrally by a government.

**Market economy** - an economic system in which production and prices are determined by unrestricted competition between privately owned businesses.

**Public policy** - Public policy is the principled guide to action taken by the administrative executive branches of the state with regard to a class of issues in a

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manner consistent with law and institutional customs. The foundation of public policy is composed of national constitutional laws and regulations.

**Wants** - something that is desired. It is said that every person has unlimited wants, but limited resources (economics is based on the assumption that only limited resources are available to us).

**Needs** - A need is something that is necessary for an organism to live a healthy life. Needs are distinguished from wants in that, in the case of a need, a deficiency causes a clear adverse outcome: a dysfunction or death.

### Hunger Banquet Suggested Food Items, Prices, & Money Allowed Per Person

Suggested Food Items	Suggested Prices		Country	Money
Corn Flakes	2		Upper Class	35
Veggie Straws	3		Middle Class	15
Fruit Snacks	4		Lower Class	3
Popcorn	5			
Chips (Doritos, Cheetos, Lays Original)	6			
Tortilla Chips and Salsa	7			
Tortilla Chips and Queso	8			
Brownies or Muffins	9			
Cookies	9			
Cake	15 (per slice)			







