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# HIGH SCHOOL EDUCATOR LESSONS



## GRADES 9-12

Most of us have probably felt hunger many times before, but for so many people around the world, hunger is a deeper issue they face every day. Hunger is a feeling that is hard to measure and can be different for everyone, so we often talk about hunger issues using the term **food insecurity**. The definition of **food insecurity** is the state of being without reliable access to a sufficient quantity of affordable, nutritious food or as a household's inability to provide enough food for every person to live an active, healthy life. **Food insecurity** can be one way to measure hunger and its impact on an individual.

This program provides students with the opportunity to learn more about issues surrounding hunger and food scarcity in their school and community, and to take action to address these issues. Through a series of four lessons, students will:

- research hunger issues in their school and/or community,
- plan to implement a project that makes breakfast more available to people in your school or community,
- and create a presentation to share the story of your project and inspire others to get involved..

In the United States currently, 1 in 6 people struggles with hunger each day.\*

The lessons are aligned to Social and Emotional Learning standards from CASEL, National Standards for Social Studies from NCSS, Project Based Learning standards from PBL Works and National Literacy Standards from NCTE/ILA. The following guide will provide important information and facilitation tips to support you and your students during the completion of this project.

\* <https://whyhunger.org/just-the-facts>



**Lesson 1: EXPLORE** **4**

**Activity 1:** Explore Hunger as a National Issue 4

**Activity 2:** Explore Hunger at a Local Level 5

**Activity 3:** Breakfast: The Most Important Meal of the Day 6

**Activity 4:** Explore Project Ideas 8



**Lesson 2: PLAN TO ACT** **9**

**Activity 1:** Set a CLEAR Project Goal 9

**Activity 2:** Create an Action Plan 9



**Lesson 3: ACT!** **10**

**Activity 1:** Track & Measure Success 10

**Activity 2:** Implement the Project 11



**Lesson 4: TELL** **12**

**Activity 1:** Personal Reflection 12

**Activity 2:** Create a Presentation 12

**Activity 3:** Complete Competition Submission 13



**Official Competition Submission Form** **14**



## LESSON 1

# EXPLORE

### Activity 1: Explore Hunger as a National Issue

## Activity 1: Explore Hunger as a National Issue

(30–50 minutes)

### FACILITATION TIPS

- One way to begin work on this project is to read the first page of the student guide out loud for the class, or invite a student to do so.
- The term food insecurity is used in the introduction to the student guide. This may be an unfamiliar term for most students. Consider discussing this term with students to be sure they understand the concept and how it will apply to their work on their projects. Feeding America provides an excellent description of the concept at [here \(www.feedingamerica.org/hunger-in-america/food-insecurity\)](http://www.feedingamerica.org/hunger-in-america/food-insecurity).
- As students write down the things they already know about hunger, consider discussing their responses as a class. This can be an opportunity to talk about media literacy and reliable sources in the process of conducting research. [This site \(www.common sense.org/education/articles/media-literacy-resources-for-classrooms\)](http://www.common sense.org/education/articles/media-literacy-resources-for-classrooms) from Common Sense Education provides several resources for teaching and learning about media literacy.
- The United Nations leads the effort around worldwide Sustainable Development Goals. The [UN Zero Hunger Initiative \(www.un.org/sustainabledevelopment/hunger\)](http://www.un.org/sustainabledevelopment/hunger) provides statistics, information and goals toward solving hunger and food insecurity. [WhyHunger \(https://whyhunger.org/just-the-facts\)](https://whyhunger.org/just-the-facts) is another source of information around hunger related issues and activities.
- As donors for this program, the Albertsons Companies Foundation has provided many resources to help students complete their projects. One of these resources is [their website \(http://national.albertsonscorporation.com\)](http://national.albertsonscorporation.com) that contains information about the work they are doing to end hunger around our nation. Encourage students to take time to explore the website and learn more about their partners in this important work.
- Consider asking students to share their findings with a partner, small group or as part of a class discussion. Choose what works best for your classroom set-up. The discussion could even be completed online using a virtual discussion board, such as Google Jamboard or Microsoft FlipGrid or other platforms you may already be using.

**OVERVIEW:** 90–120 minutes

**OBJECTIVES:** Students will...

1. Identify and recognize hunger as a national and community issue.
2. Research issues related to hunger in the nation and their home states.
3. Brainstorm actions they can take to address hunger in their community.



## LESSON 1 EXPLORE

### Activity 2: Explore Hunger at a Local Level

## Activity 2: Explore Hunger at a Local Level

(30–50 minutes)

### FACILITATION TIPS

- Students will use the [Food Bank search \(www.feedingamerica.org/hunger-in-america/the-united-states\)](http://www.feedingamerica.org/hunger-in-america/the-united-states) on the Feeding America website to identify their community's food bank(s) and find data about the impact of hunger issues in their own area. This activity can serve as a bridge between hunger as a national issue and hunger as a concern that affects people they may know in their community. Consider discussing examples of food insecurity issues students have seen themselves in order for the class to make a personal connection to the material. Of course, remind students to respect the privacy of others and to keep people in any stories they may share anonymous.
- As students research hunger at a local level, encourage them to use the student guide to explore other hunger organizations that support the community. While we continue to responsibly practice physical distancing, some of these organizations may provide virtual project opportunities beyond the in-person project ideas such as delivering and/or organizing donations at the local food bank.
- Students are asked to contact “experts” to discuss the issue of hunger in their community. These experts can be representatives from local hunger organizations, other non-profit organizations or managers of local grocery stores. Some students may even have parents and/or other family members who have expertise in this field.
- Consider working with students to plan some interview or discussion questions before they contact these individuals. This can be an excellent opportunity to review professional writing standards and phone and video call etiquette with students.
- Also keep in mind that students may need to practice or rehearse any external communications (*phone calls, emails, presentations, etc*) before they begin contacting people. Consider providing opportunities for students to review these communications with yourself or their peers as they plan and implement their projects.



## LESSON 1 EXPLORE

### Activity 3: Breakfast: The Most Important Meal of the Day

## Activity 3: Breakfast: The Most Important Meal of the Day

(30–45 minutes)

### FACILITATION TIPS

- Invite a student to read the introduction questions and the Breakfast of Champions Game directions.
- Divide the class into two teams, or, if a student is working individually, quiz that student. Direct students to have the Breakfast of Champions Game chart available in order to write some notes as they compete to earn the title “Breakfast Champions!”
- Use a fun strategy to determine which team will receive the first question. (Rock–Paper–Scissors, highest or lowest roll of the dice, highest or lowest value on a card from a deck of cards, etc.)
- Alternate asking a question to each team. If the team answers correctly, they earn a point. If the team answers incorrectly, the other team has a chance to “steal” and answer correctly to earn the point. If neither team answers correctly, there is no point awarded.
- As you go through each question, give students time to write the question and answers on their chart. (See the following answer key.)
- If there is a tie OR if there is a disparity between the two scores toward the end, use the “BONUS” question as a tie breaker or a weighted score.
- After completing the Breakfast of Champions Game, direct students to answer the three questions at the top of the page. Encourage them to use the notes they recorded on their charts to answer the questions. Invite several students to share their answers.

### 1. Why do people say breakfast is the most important meal of the day?

*Eating a healthy breakfast every day will provide your body with the energy and nutrients it needs in the morning, can help you perform better in school, and help you to maintain a healthy weight.*

### 2. What kinds of foods are healthy breakfast foods?

*A healthy breakfast should include a balance of carbohydrates, protein, and healthy fats along with vitamins and minerals.*

### 3. What happens when you don't eat breakfast?

*You might feel tired, hungry, irritable, and could have trouble focusing or concentrating. You might also get a stomachache, headache, or feel dizzy or lightheaded.*



## LESSON 1 EXPLORE

### Activity 3: Breakfast: The Most Important Meal of the Day

#### BREAKFAST OF CHAMPIONS ANSWER KEY

QUESTION	ANSWER
1. How might a person feel if they skip breakfast in the morning?	<b>If a person skips breakfast, they might feel tired, hungry, irritable, and could have trouble focusing or concentrating.</b> They might also get a stomachache, headache, or feel dizzy or lightheaded.
2. Which nutrients should be included in a healthy breakfast? A. Carbohydrate B. Protein C. Fat D. All Three	<b>D. All Three.</b> Choosing a breakfast that includes complex carbohydrates, lean protein, and healthy fats will give you energy and help keep you full until lunch.
3. Which nutrient provides the primary fuel for our brains?	<b>Carbohydrates provide the primary fuel for our brains.</b> There are two different types of carbohydrates: simple and complex. Simple carbohydrates (sugar) are found naturally in foods like fruit and milk and are also contained in foods with added sugars. We want to limit the added sugars in our diet to less than 10% of total calories daily. For an average 2000 calorie diet, the limit would be 50 grams per day. Complex carbohydrates (starches) are found in foods like grains, beans, and certain vegetables. Choosing complex carbohydrates that also contain fiber, like whole grains, will help you to feel full so you won't get hungry again before lunch.
4. Which nutrient helps to build muscle and also provides a feeling of fullness?	<b>Protein.</b> Include a protein that is low in saturated fat to help you feel full and last until lunchtime without getting hungry. Some examples of healthy protein foods to include with breakfast are eggs/egg whites, peanut butter or other nut butters, and low-fat or fat free dairy products like milk, yogurt, and cheese.
5. What is an example of a healthy fat that provides energy and essential fatty acids for our bodies?	<b>Peanut butter, nuts and avocados are some examples.</b> Try to choose monounsaturated and polyunsaturated fats from plant-based foods and oils. Limit intake of saturated fats.
6. What percent of your daily nutrients should breakfast provide?	<b>25%.</b> According to the United States Department of Agriculture, breakfast should provide at least 25% of the Recommended Dietary Allowance (RDA) for the following nutrients: Protein – necessary for lean muscle, tissue growth, repair, and recovery Calcium – important for teeth and bone growth/health Iron – helps to carry oxygen through the blood Vitamin A – a key nutrient for healthy vision Vitamin C – important for immune health Calories – necessary each day to provide energy to the body for daily bodily functions and physical activities
7. A healthy breakfast should include how many of the five food groups?	<b>Three (3).</b> A breakfast that includes foods from at least three food groups can provide enough energy and nutrients to get you going in the morning and keep you full until your next meal.
<i>Use "BONUS QUESTION" as a tie-breaker if needed.</i>	
BONUS QUESTION: What are the five food groups?	<b>Fruits, Vegetables, Grains, Protein Foods and Dairy</b>



## LESSON 1 EXPLORE

### Activity 4: Explore Project Ideas

## Activity 4: Explore Project Ideas

(30 minutes)

### FACILITATION TIPS

- Students have the option to complete a project individually or as a team of students. The lessons have been designed to address the individual option with some tips along the way for working together as a team. Take every opportunity possible to check in with students along the way to be sure they are making appropriate choices based on their decision to complete the project on their own or as a team.
- Again, keep in mind any physical distancing guidelines your district and/or school are following. Encourage students to select project ideas that will allow them to safely follow these guidelines as they work to serve the community. Check out the *Idea Starter Resource Guide* on the website to find virtual project ideas.



## LESSON 2

# PLAN TO ACT

Activity 1: Set A CLEAR Project Goal  
Activity 2: Create an Action Plan

## Activity 1: Set a CLEAR Project Goal

(30 minutes)

### FACILITATION TIPS

- While many teachers are likely familiar with SMART goals, the CLEAR goal model may be new to you. [This article \(www.inc.com/peter-economy/forget-smart-goals-try-clear-goals-instead.html\)](http://www.inc.com/peter-economy/forget-smart-goals-try-clear-goals-instead.html) from Inc.com explains the difference between the two and provides additional information about writing CLEAR goals.
- One example of a CLEAR goal is provided for students. Consider working on another example together as a class before students set out to write their own project goals.
- Once students have completed their CLEAR goals, consider having them write their 1–2 sentence summary in one central location in the classroom for other individuals/teams to view. Alternatively, students can submit their summaries electronically to be compiled in one document and share via Google classroom or other LMS platforms.

**OVERVIEW:** 90–120 minutes

**OBJECTIVES:** Students will...

1. Select a project to address hunger in their school or community.
2. Set a CLEAR goal for their project.
3. Identify tasks necessary to complete the project.
4. Assign roles and determine appropriate deadlines for each task based on competition submission deadline.

## Activity 2: Create an Action Plan

(60–90 minutes)

### FACILITATION TIPS

- As students complete their action plan, “remind them that their competition entry will include a description of their project and outcomes, along with the presentation they create. Be sure that students are thinking of this as they create their task lists and map out their timeline for completing the project.
- For students completing the project individually, they may feel overwhelmed by assigning tasks. The tendency can be to think they need to complete all tasks on their own. Encourage students to think about other people in their lives who may be excited to support them in this undertaking. Completing the “support team” graphic can help students working individually (and even those working in teams) think about the network of people that are available to help them along the way.
- Many students may struggle with creating a timeline and assigning deadlines to individual tasks. Consider discussing the idea of backward planning/design as a way to help students with this process. As an educator, you are likely familiar with this process, but here is a short, simple guide to use with students to introduce the topic: [Mindtools \(www.mindtools.com/pages/article/newHTE\\_84.htm\)](http://www.mindtools.com/pages/article/newHTE_84.htm)
- The action plan table provided in the student guide provides limited space for students to work with. Students may want to create their own electronic version, write their action plan on a separate sheet of paper or even create a larger version on a poster or virtual board such as Flipgrid. Review their plan before they proceed.



## LESSON 3

# ACT!

### Activity 1: Track and Measure Success

## Activity 1: Track and Measure Success

(15–20 minutes for class discussion)

### FACILITATION TIPS

- As students review the benchmarks they will track for their final competition submission, consider talking about quantitative and qualitative data. This topic has many applications across content areas, specifically in the fields of science and statistics.
  - Explain to students that while everything may not be able to be measured by a number, they may still be able to evaluate parts of their project using qualitative data.
  - The benchmark numbers tracked for the amount of money raised, students and parents involved in the project, meals donated, etc are essential points to consider in the success of the project and will be included in the competition entry.
  - Equally as important is the anecdotal evidence such as how well a team worked together, project planning skills students learned and stories collected from community members who benefited from the project.
- Setting benchmarks and goals to measure success is an important skill for students to learn. However, it can also be challenging for students when they do not meet those goals or benchmarks during a project.
  - This is an excellent time to discuss all the ways we can achieve success. Consider speaking with students about goals as something that we strive to achieve.
  - A discussion at this time can help them understand that the journey is equally as important as the destination. You have an opportunity to help students understand the delicate balance between goals as motivation or inspiration and as tools for measuring success.

**OVERVIEW:** 60 minutes with ample time outside of class to implement project

**OBJECTIVES:** Students will...

1. Use benchmarks to track and measure the success of their project.
2. Fully implement a project to address hunger in their community.



## LESSON 3 ACT!

### Activity 2: Implement the Project

## Activity 2: Implement the Project

(10–15 minutes each for regular check-ins)

### FACILITATION TIPS

- Be sure to help students monitor their progress on their projects. Even the most responsible students can lose focus and save important tasks for the last minute. We want students to have the confidence to work independently while also providing appropriate support along the way.
- Consider offering suggestions or brainstorming ideas with students of tools they can use to focus and stay on track:
  - Digital calendars can be shared between teams to keep an eye on deadlines.
  - An online file storage service like Google drive or Dropbox may be helpful to keep resources organized and easily accessible.
  - Social media can be helpful to promote events and send reminders leading up to important dates and lift some of this responsibility from students.
  - A group text message, email or direct message chain on social media can help students streamline communications with their support team and other important stakeholders.



## LESSON 4

# TELL

Activity 1: Personal Reflection  
Activity 2: Create a Presentation

### Activity 1: Personal Reflection

(15 minutes)

- If students completed the project as a group, consider providing time for them to discuss the reflection questions together before writing their own individual reflections. The competition entry asks “How did the project affect students”. Reflections can be shared in the entry.

### Activity 2: Create a Presentation

(30–45 minutes for in-class planning)

- Plan time for students to plan and create their presentation both in and out of class.
- For students who completed their project independently, consider having them work in small groups to create their presentations. Students can select teammates with a similar project or key message and create a presentation to share with the class.

**OVERVIEW:** 60–90 minutes with ample time outside of class to complete presentations.

**OBJECTIVES:** Students will...

1. Reflect on their project experience.
2. Create a presentation to share their project results and inspire others to take action.
3. Complete their Official Competition Submission form.



## LESSON 4 TELL

### Activity 3: Complete Competition Submission

## Activity 3: Complete Competition Submission

(15–30 minutes for in-class completion)

- Consider having a discussion with students about their competition entries before they complete them. Talk about how they can put their best foot forward with their submissions—editing for grammatical and spelling errors, incorporating details and examples in their project summary, providing hard data/statistics for their benchmarks, etc. The project recap form students will submit with their presentations is included below for your reference so you can guide them in an appropriate discussion.
- As students are finalizing their presentations, consider providing an opportunity for a peer review or showcase so students can receive feedback from others on their finished products. This can be a chance for students to refine the final product before submission.
- Once students complete their projects, presentations and competition submissions, it may be worthwhile to take time to celebrate their achievements. Consider planning some kind of celebration together, a ceremony to award their certificates of completion and/or an event during which students can share their project work and presentations with the rest of the school and community.
- The Explore. Act. Tell. competition allows you to showcase your students work. You may submit as many individual and team entries as you wish. The entry form is on the website under “Competition”. A sample is shown below.

### PROJECT RECAP FORM

- |  |  |
|--|--|
| • Educator Name  | • # of people helped or impacted by project  |
| • Educator Email   | • # of students in program   |
| • Educator Phone   | • # of students involved in project<br>(including team members)                      |
| • School Name  | • # of adults involved in project (if applicable)                                    |
| • School Address   | • Total dollars raised (if applicable)   |
| • Street Address, City, State, Zip                       | • Total amount of food collected (if applicable)                                     |
| • Project or Team Name                                   | • Total meals prepared/served (if applicable)  |
| • Project Goal   | • Presentation – This will be an upload, any file type accepted including video.     |
| • Project Description – overview and outcomes            | • Other Documents/Uploads  |
| • List hunger organization(s) involved with your project | • Permission Document Upload (available on website) – Accepted file types: doc, pdf. |
|  | • How did the lessons and project affect students?                                   |
|  | • How did the program affect you, the adult leader?                                  |



# Official Competition Submission Form

Educator Name \_\_\_\_\_

Educator Email \_\_\_\_\_

Educator Phone ( \_\_\_\_\_ ) \_\_\_\_\_

School Name \_\_\_\_\_

School Address \_\_\_\_\_  
Street Address City State Zip

Project or Team Name \_\_\_\_\_

Project Goal \_\_\_\_\_

Project Description – overview and outcomes \_\_\_\_\_

\_\_\_\_\_

List hunger organization(s) involved with your project \_\_\_\_\_

\_\_\_\_\_

# of people helped or impacted by project \_\_\_\_\_

# of students in program \_\_\_\_\_

# of students involved in project (including team members) \_\_\_\_\_

# of adults involved in project (if applicable) \_\_\_\_\_

Total dollars raised (if applicable) \$ \_\_\_\_\_

Total amount of food collected (if applicable) \_\_\_\_\_

Total meals prepared/served (if applicable) \_\_\_\_\_

- Presentation – This will be an upload, any file type accepted including video
- Other Documents/Uploads
- Permission Document Upload (available on website) – Accepted file types: doc, pdf

How did the lessons and project affect students? \_\_\_\_\_

\_\_\_\_\_

How did the program affect you, the adult leader? \_\_\_\_\_

\_\_\_\_\_



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