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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 allows your students the opportunity to learn more about hunger issues in their very own school community and do their part to address these issues. Through a series of four lessons, students will ...

- research hunger issues in their school or community,
- plan a project to address hunger issues in their school or community,
- and create a Public Service Announcement (PSA) video to share the story of their 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*

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FOUNDATION *for* IMPACT *on* LITERACY *and* LEARNING

## 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).

- 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.commonsense.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) provides statistics, information and goals toward solving hunger and food insecurity. WhyHunger (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.albertsonscompaniesfoundation.org) 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.

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**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

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## 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) 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.

## Activity 3: Explore Project Ideas

(30 minutes)

**FACILITATION TIPS**

- Students have the option to complete a project individually or as a team of up to five 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.

## 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) 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.

## Activity 2: Create an Action Plan
(60–90 minutes)

**FACILITATION TIPS**

- As students complete their action plan, "remind them that their contest entry will include a description of their project and outcomes, along with the PSA Video 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)

- 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 Flipggrid. Review their plan before they proceed.

**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 contest submission deadline

## 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 contest 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 contest 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

## 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 help 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

## 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 contest entry asks "How did the project affect students". Reflections can be shared in the entry.

## Activity 2: Create PSA Video
(30–45 minutes for in-class planning)

- While the planning of the PSA can likely be completed during a regular class period, students will need more time to complete the filming and editing. Plan time for students to work on their PSAs both in and out of class.

- Review the Creating a Public Service Announcement Guide so you can assist students as they plan and create their PSAs.

- Even if students completed their projects individually, consider having them work in small groups to create their PSAs. Students can select teammates with a similar project or key message and create a PSA to share with the class.

- Be available throughout the process to assist students as needed. Creating the PSA requires multiple steps and it will be important to keep students focused and on task so they can create a high-quality product.

- Encourage students to think creatively about their PSAs. The videos will be short and students will need to capture the audience's attention quickly. Consider showing examples of popular PSAs as examples for students. Some useful examples are provided below.

- NOTE: These sample videos are not about hunger, rather they are meant to show students how they can share a very strong message in a very short period of time. As you share the examples, encourage students to focus on the methods for getting the audience's attention and making their points effectively.

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

**OBJECTIVES:** Students will…
1. Reflect on their project experience
2. Create a Public Service Announcement toshare their project results and inspire others to take action
3. Complete their Official Contest Submission form

### EXAMPLES

| PARTNERSHIP FOR A DRUG FREE AMERICA "THIS IS YOUR BRAIN ON DRUGS" | U.S. DEPARTMENT OF TRANSPORTATION "YOU COULD LEARN A LOT FROM A DUMMY" |
| --- | --- |

# Activity 3: Complete Contest Submission

(15–30 minutes for in-class completion)

- Consider having a discussion with students about their contest 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 PSAs is included below for your reference so you can guide them in an appropriate discussion.

- As students are finalizing their PSAs, consider providing an opportunity for a peer review or video showcase so students can receive feedback from others on their finished product. This can be a chance for students to refine the final product before submission.

- Once students complete their projects, PSAs and contest 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 PSAs 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
- 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 which hunger organizations you worked with
- # of people helped or impacted by project
- # of Students in Program
- # of parents involved in Project *(if applicable)*
- Total dollars raised *(if applicable)*
- Total amount of food collected *(if applicable)*
- Total meals prepared/served *(if applicable)*
- PSA Upload – video file *(1 minute or shorter)* — Accepted file types: mov, mp4, wmv, flv, mkv.
- 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?

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 which hunger organizations you worked with _____

_____

# of people helped or impacted by project _____

# of Students in Program _____

# of parents involved in Project *(if applicable)* _____

Total dollars raised *(if applicable)*  $ _____

Total amount of food collected *(if applicable)*  _____

Total meals prepared/served *(if applicable)* _____

- PSA Upload – video file *(1 minute or shorter)* Accepted file types: mov, mp4, wmv, flv, mkv
- 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? _____

_____