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EDUCATOR LESSONS

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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 ...

In the United States, 1 in 5 children struggles with hunger each day.*

- **research hunger issues in their school or community,**
- **plan a project to address hunger issues in their school or community,**
- **and create a story video and Challenge entry to share the story of their project and inspire others to get involved.**

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.

More than 14.1 million children face hunger.

According to the USDA, one in every five children is unsure where they will get their next meal.

** Source: Feeding America*

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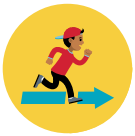

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Closing Lesson: **SELF REFLECTION** (Student Edition)

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The Intro Student Leadership Lesson is a powerful way to begin the four Explore.Act.Tell. lessons. This can be found on page 4 of the Student Guide.

Activity 1: Explore Hunger as a National Issue

(25–45 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

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. An excellent description of the concept can be found at Feeding America (https://feedingamerica.org/find-your-local-foodbank).
- 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. Common Sense Education (https://commonsense.org/education/articles/media-literacy-resources-for-classrooms) 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 (https://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, the website Nourishing Neighbors (https://www.nourishingneighbors.com), 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. Please collaborate with Albertsons' branded stores. (Store names may be different in your region.)
- 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 discussion board.

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Activity 2: Explore Hunger at a Local Level

(30–50 minutes)

FACILITATION TIPS

- Students will use the Food Bank search (https://www.feedingamerica.org/find-your-local-foodbank) 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.
- As students research hunger at a local level, encourage them to use the student guide to explore other hunger organizations that support the community.
- 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, 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.
- We encourage you to consider working with the Albertsons Companies store near you. Find the store brand on the inside cover page and search for their *Find a Store* page online to find the store location nearest you.

Activity 3: Explore Project Ideas

(30 minutes)

FACILITATION TIPS

- Encourage students to select project ideas that will allow them to safely follow guidelines as they work to serve the community. Check out the Starter Resource Guide — Hunger Project Ideas under "Resources" on the website to find project ideas.

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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

- 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.

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 challenge submission deadline

Activity 2: Create an Action Plan

(40–50 minutes)

FACILITATION TIPS

- As students complete their action plan, remind them that their Challenge entry will include a description of their project and outcomes, along with the story 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.
- 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. Review their plan before they proceed.

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Activity 1: Record Progress and Outcomes

(15–20 minutes for class discussion)

OVERVIEW: Time varies 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

FACILITATION TIPS

- As students review the benchmarks they will track for their final challenge 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, meals donated, etc are essential points to consider in the success of the project and will be included in the Challenge 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.

Activity 2: Implement the Project

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.

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Activity 1: Team Reflection

(20 minutes)

- Consider providing time for students to discuss the reflection questions together. The Challenge entry asks "How did the project affect students". Reflections can be shared in the entry.

Activity 2: Create Story Video

(45–75 minutes for in-class planning and editing)

- One component of your Challenge entry is the excitement of telling the story of your journey through the lessons and project. This is where you will share your project story and inspire others to join you in addressing hunger needs in your community.
- **STORY VIDEO** - Your video can be designed in any way you choose. Students on the team should each take a part. Incorporate photos or videos taken while you were doing the project work. And, be sure to give your results! It is important to realize that no one knows your story, so this is your chance to tell it in an exciting and inspiring way. **Story videos should be 1-3 minutes in length.**
- ADDITIONAL MATERIALS (optional) - Support your story video with the materials used in your project. You can upload photos, videos, written documents, samples of fliers or announcements. The items your students used to create and implement their hunger project can all be part of your Challenge entry.

OVERVIEW: Variable times with time outside of class to complete PSAs

OBJECTIVES: Students will...

1. Reflect on their project experience
2. Create a story video and Challenge entry to share their project results and inspire others to take action
3. Complete their official Challenge submission form

Some questions to guide you as you create your story video and entry:

- **What did students do, and why?** Share the project actions and the reason they chose this project focus. Include students actually doing the project.
- **What were the outcomes?** Share the team's results and even the obstacles. Learning happens during the best and worst times in any project.
- **What would they like others to do?** Share a message of inspiration so others might address hunger using your ideas and actions.

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Activity 3: Complete Challenge Submission (by Educator)

(15–30 minutes for in-class completion)

- Consider having a discussion with students about their Challenge entry 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 story video and Challenge entry, is included below for your reference so you can guide them in an appropriate discussion.
- As students are finalizing their story video and Challenge entry, 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 and challenge 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 with the rest of the school and community.
- The Explore.Act.Tell. Challenge allows you to showcase your students' work. A Checklist for preparing your entry is shown below.

PROJECT RECAP CHECKLIST

* *Indicates required field*

Project Information

* Project name _____

* Project description _____

Metrics

* Number of students participating: _____

* Project results in total meals: _____
(2 canned goods = 1 meal, 1.2 pounds = 1 meal, $1 = 4 meals)

* Approx. total volunteer hours contributed to this E.A.T. service project _____

Indicate your impact below by completing one or more fields.

Number of people impacted by project: _____

Total dollars raised: $ _____

Number of food items collected: _____

Pounds of collected food: _____lbs.

Number of meals prepared/served: _____

Supported Charity

* Name of 501c3 or public school:

_____

EIN# if not a public school: _____

Reflection

* Team Reflection (from Lesson 4, Activity 1) document on E.A.T. website > *Resources*

* How did the program affect you as the adult leader?

Uploads

* Action Plan (from Lesson 2, Activity 2) document on E.A.T. website > *Resources*

* Two photos (JPG, PNG)

* Story video (MOV, MP4, WMV, FLV, MKV)

Other documents

* Administrators Permission Form (document on E.A.T. website)

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