



Comprehensive High School Hunger Service Learning Program

Introduction

Welcome to the Gerda and Kurt Klein Foundation Hunger Service Learning Program.

This program strives to create a classroom atmosphere that will empower high school students to mold projects to their own interests, thereby increasing their involvement with and commitment to ending hunger in America.

We have created an extensive service-learning program. The content provides numerous activities and opportunities to learn individually or as a class. We appreciate the time constraints of students and teachers and know it may not be possible to participate in each lesson. It is our mission to present a comprehensive and detailed program with a wide spectrum of activities. We encourage you to engage in as many as possible.

Please share your successes with the Foundation.

This program, like all of the Klein Foundation's programs, is free and downloadable.



UNIT 1: Assessing Hunger in Our Community

In this Unit, students will:

- > Begin to define ways to deal with the hunger problem in their own communities
- > Discuss civic participation and being part of a community
- > Become familiar with organizations in their communities working to eradicate hunger
- > Assess hunger in their school district, state and the nation
- > Discuss the differences between charity and justice
- > Gain group brainstorming skills

Lesson #1: Working in the Community

Lesson #2: Presentation by a Community Expert

Lesson #3: Hunger in the Community and Needs Assessment

Lesson #1: Working in the Community

Purpose: Students will engage with the problem of hunger in their communities by working in a local soup kitchen or food bank. This experience of working with the victims of hunger face-to-face will begin their process of research and needs assessment on hunger in their communities. The experience will also challenge students to take ownership of the hunger issue in their communities.

Objectives:

Upon Completion of Lesson #1, students will be able to:

Explain their feelings regarding their experience in a soup kitchen, food bank or food pantry

Analyze their own connections to the recipients of emergency food programs through reflection on their experience in a soup kitchen, food bank or food pantry

Describe their ideas about the problem of hunger in the community with new first-hand knowledge

Process:

Pre-Lesson:

To locate and set up volunteer dates with a soup kitchen, food pantry or food bank near you, refer to "Setting up a Volunteer Date for your Class" (Resource 1). In the future students will set up such events themselves, but for this introduction the purpose is for them to have the experience of volunteering.

Activity #1: Introduction and Reflection on Community Responsibility

Tell students that they are beginning a process of creating their own projects to help end the hunger problem they have been studying in their communities.

Ask students what they know about emergency food programs in their community. See "What is an Emergency Food Program? Facts on Emergency Food Programs" (Resource 2) .

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Define “emergency food program” (see Resource 2) and tell students that as their first lesson on hunger in the community they will be working at a local emergency food program, a (soup kitchen/food pantry/food bank) called _____.

Activity #2: Working with a Local Organization

Give students a list of questions to be thinking about before they go to the soup kitchen/food pantry/food bank, see “Worksheet for Students on the Trip” (Resource 3).

Tell them they should be thinking about these questions while they are working, but that they will have the opportunity to actually discuss and write their answers later.

Remind students that they are guests of the soup kitchen, that they are there to work hard and to be respectful. Initiate a discussion with students in which they generate ways in which they can show respect as guests of an organization.

Ask the director of the organization or another official to take a few minutes to describe to students how the organization works and how many people it serves. Make sure they have a copy of the “Worksheet for Students on the Trip” (Resource 3), so they know what information the students are responsible for.

Activity #3: Class Discussion

After returning to school (preferably the same day as the field trip), lead the class in a discussion of their experience.

This discussion should focus on how students felt as part of the class group and what the class group could do about the problem, see “Class Discussion Questions on the Trip” (Resource 4).

Activity #4: Introduction to Journaling

Tell students that as part of their service learning experience, they will be keeping journals relating how they are feeling about their activities. Their first journal entries will be reflections on their visit to an emergency food program “Journal Questions for Lesson #1” (Resource 5).

Students should write in their journals the night after they participate in their activities.

Reflection on journal entries will take place as a class the following day.

Journal Questions for each lesson can be found at the end of each Resource Section. The Journal Question Handouts can be copied and passed out to class members or written on the board for students to copy.

Students should keep their journal entries and all other materials they generate from the project in a Project Portfolio.

Resources for Lesson #1:

Resource 1: Setting up a Volunteer Date for your Class/

Sample Phone Conversation

(For teachers)

Go to the Klein Foundation website (www.kleinfoundation.org) to find the food bank nearest you. If this food bank is too far away, 1) check the phone book or internet search engine (www.google.com) to find a local soup kitchen, or 2) contact the nearest food bank in your region for suggestions.

Call the food bank/soup kitchen’s main number or the number for the “volunteers” department

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If possible, set up a date to visit the organization yourself, before the students so that you will be able to meet the organizer and get more information about exactly what they will be doing. You can discuss options such as sending the students in several small groups. If this meeting is impossible, figure out these logistics by phone in advance of the class visit.

Set up a date or dates for the class to visit. Be sure to explain what you are doing and how many students you will have with you. You may have to set up more than one date if you have a large class.

If possible, fax them a copy of the Resource 3 questions that students will be responsible for and ask if they or another official could spend a few minutes explaining the role of the organization to students and answering questions.

Be sure to ask if there is anything the students should bring with them or anything you can tell them beforehand.

Sample Phone Conversation with Food Bank/Soup Kitchen Official:

Hello, my name is _____ and I am a _____ teacher at _____ school in _____. This semester, my students are working on a service learning project on hunger in their communities. As one of their first activities, we would like them to volunteer in a local emergency food program. In this way they will learn about the problem of hunger in our community first hand while also helping you out. Do you have space for volunteers at this time?

I have ___ students in my class. Is that too many student volunteers for them to come all at once? We usually work on our service learning projects on _____. Is _____ a good day for us to come? Which day and time would be best for you?

Is there anything the students should bring with them? Is there anything I should tell them before they come?

Would you have a few minutes to tell the students a little bit about the organization either before or after they volunteer? I can fax you over the worksheet they will be filling out (get fax #).

Thank you and we'll see you _____! (Give your contact information: phone number, fax and e-mail address)

Resource 2: What is an Emergency Food Program? Facts on Emergency Food Programs[i]

(For students in discussion of emergency food programs)

Examples of emergency food programs are food banks, food pantries and soup kitchens

Food banks supply feeding programs with food, while soup kitchens and food pantries supply the needy directly

The number of emergency food programs has increased exponentially since the 80's, when many federally subsidized food programs were cut out of the federal budget.

Emergency food programs are run by both religious and social service agencies.



"In fact, in all the private, charitable feeding programs were to disappear today – without the development and implementation of new social welfare policy to protect us against hunger and poverty – many more people would suffer ill health and malnourishment."^[ii]

Resource 3: Worksheet for Students on the Trip

(For students)

What is the name of the organization?

How long has it been operating?

How many people does it serve? What are the organization's peak demand times? Why is demand so high in these times?

Who does it serve? (men/women/children/families) Where are they from?

What kind of food does the organization prepare/distribute? Are there any rules for what kind of food it will serve?

What do you think are the main reasons that people seek food from your organization in this community?

What does the organization hope to accomplish in the long term?

How are things going at the organization? Do people there feel it is succeeding in its mission?

What can our class do to help?

Resource 4: Class Discussion Questions on the Trip

(For class discussion)

Go over the worksheet questions as a class.

Ask a few student volunteers to share their feelings about their experience with the class. How did they feel at the soup kitchen/food bank/food pantry? Did anything surprise them?

Focus on the last two Worksheet Questions. Do students think that the organization will accomplish its goals? Will its goals contribute to ending hunger in the community? What could the students do to aid this organization in its work?

Resource 5: Journal Questions for Lesson #1

[Click here for Journal Question Handout](#)

Describe your experience at the food bank/food pantry/soup kitchen. What did you see there? How did you feel when you were there?

Did anything surprise you? What did you see that you expected to see? What conclusions can you draw about hunger in your community after this experience?

What is your connection to this organization? How did you feel as a volunteer serving people?

Do you think this organization is effective? What could it do better? Do you think it can reach its long term goals? Do you think its long term goals will contribute to ending hunger?

What might we do to aid this organization in its work?

[i] Facts taken from the kNOw Hunger Curriculum, Unit 5: <http://www.knowhunger.org>

[ii] J. Larry Brown, "Sweet Justice: Domestic Hunger and the Limits of Charity" (Book Review of Sweet Charity: Emergency Food and the End of Entitlement by Janet Poppendieck). Public Health Reports, July/August 1999, volume 114.



Lesson #2: Presentation by a Community Expert

Purpose: Students will have the opportunity to hear a presentation by a community expert on hunger in the locality and to ask questions of the expert. Students will progress from face-to-face interaction with victims of the hunger problem, to thinking about how to solve the problem, to assessing existing programs. Students will begin to gain research skills as they are responsible for locating and scheduling a meeting with a community expert.

Objectives:

Upon completion of Lesson #2, Students will be able to:

- Utilize new phone and internet skills as they find and schedule a community expert to speak to the class
- Describe the community agency the speaker represents and who it serves
- Define the community agency as working on advocacy or relief
- Compare the community agency to the food bank, shelter or food pantry for which they volunteered
- List the strengths of the community agency
- List the weaknesses of the community agency
- Analyze their own connections to the community agency and its work

Process:

Activity 1: Reflection on Volunteering and Introduction to Community Expert

Ask two or three students to share their journal entries on volunteering with the class. Have a very brief class discussion on common themes or differences in students' impressions.

Tell the class that their next step in understanding hunger in their communities will be to consult with a community expert.

Activity 2: Finding a Speaker

Break students into small groups to find a speaker from the community for the class.

- Students should use the "Research Worksheet for Finding a Speaker from the Community" to search the internet, phone book and other school resources to identify a community expert for the class.



- Each group should call one possible speaker to see if he or she is available to speak to the class. Come together as a class or check yourself to make sure the groups do not overlap.
- Once students in their groups have identified a list of possible experts, give them the "Phone Skills Worksheet".

If more than one speaker can speak to the class, try to set up multiple dates. Make sure groups are checking with each other to ensure that they are not double booking speakers. It may be a good idea to set up a calendar so that if students get a speaker, they can relay that information to the class.

Ask each group of students to come up with three questions of their own to ask the speaker. Also give them criteria for information they should know when the speaker leaves, "Worksheet on Speaker's Presentation for Students".

Activity 3: The Event

During the speaker's presentation, if the students are not asking questions to meet their criteria prompt them with some of your own. Encourage students to ask questions.

Activity 4: Class Discussion about the Speaker

Go over the answers to the questions on the board with students to reflect on the speaker's remarks.

Lead the class in "Discussion Questions about the Speaker".

Record the discussion on the board and attempt to reach class conclusions on the discussion questions.

Activity 5: Journaling

Give students the "Journal Questions for Lesson #2" and remind them to work on the questions that night.

Resources for Lesson #2:

Resource 1: Research Worksheet for Finding a Speaker from the Community (To guide students in finding a speaker)

There are many different ways to look for an expert to speak on community hunger in your class. Follow the steps outlined below to try some of those ways.

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- **Step 1:** Look in the phone book for community agencies working on hunger and poverty. Try looking under “non-profit organizations”, “public health organizations” or “community agencies.”
- If you find an agency, call their main number and refer to the “Phone Skills Worksheet”.

- **Step 2:** Search the internet for local organizations.
- Go to a search engine such as “yahoo.com” or “google.com” and type in “hunger, poverty” and the name of your town and state.
- From the listings that come up, find the name of local hunger relief organizations. If none come up, try typing “hunger, poverty” and only your state name to determine if there is an organization in a neighboring town.
- Once you’ve figured out the name of the organization, try searching for that organization to see if they have a website. Or, look for them in the phone book.
- Find the organization’s phone number on their website or in the phone book and call their main number. Refer to the “Phone Skills Worksheet” (Resource 2).

- **Step 3:** Look for a food bank in your area by checking out “Find a Food Bank Near You” on the homepage of the Gerda & Kurt Klein Foundation

- **Step 4:** Do you live near a university? Professors, or perhaps even students, could be very helpful. Try looking on the internet for the university’s website.
- If the university has a website, look for names of professors in medical-related fields or in the social sciences. Ask your teacher for help with the names of those specific departments.
- Once you’ve found the names of these departments, call the university’s main numbers to find out how to get in touch with the heads of these departments.

Refer to the “Phone Skills Worksheet” when you’re calling the professors.

- **Step 5:** If the phone book and the internet aren’t helpful, ask your teacher for the name and phone number of the contact your teacher had at the food bank where you volunteered.
- Using the “Phone Skills Worksheet”, call your teacher’s contact and ask if he/she can suggest a local organization working to eradicate hunger and poverty in the community.
- Ask if the contact knows of organizations doing hunger and poverty advocacy work. If so, ask for recommendations of staff you could speak with at that organization.

- **Step 6:** If none of these methods are helpful, ask your teacher if he or she knows of any resources within the school, such as other teachers or administrators, who might be able to give you ideas on where you might find a speaker.
- If your teacher gives you suggestions, follow up by finding those people, asking them for contacts and calling using the “Phone Skills Worksheet”.

Resource 2: [Phone Skills Worksheet \(PDF\)](#)
(To guide students with phone call planning)

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Be aware that this conversation may not go exactly as planned! Have extra paper available to take notes on the conversation you have with the community expert, and also be ready to schedule additional phone calls if necessary.

PHONE SKILLS SAMPLE WORKSHEET

Name: Amit Caracao Date: 5/12
Group Name: Group C Time: 2pm
Interviewee Name: Dr. John Smith
Title: Director, Anytown Community Projects
Address: 7 Anytown Avenue, Anytown, PZ 09876
Phone Number: 908-987-4567

Introduction: Hello, my name is Amit and I am in the 9th grade at Anytown School. We are learning about hunger in the Anytown community in our Social Studies class and we were wondering if you could come into the school and tell us about what you know about the problem and what your organization is doing.

Question 1: Is there a date that would be convenient for you? The following dates would work for our class: _____, _____, _____. Our class meets from _____am/pm to _____am/pm.

Question 2: Can I fax you a copy of our worksheet so that you know exactly what information we need? You can also look at our service learning curriculum online. We are working with the Gerda and Kurt Klein Foundation. If you check out the website at www.kleinfoundation.org you will have a better idea of what our project is all about. (Get fax number!) We have _____(amount of time) available for your presentation, and we would like to have some time to ask questions.

Question 3: Will you need any special materials for your presentation, like an overhead projector or a TV/VCR? How would you like the room arranged?

Question 4: Do you need directions to the school? I can fax them to you. We are in room _____. My contact information is _____(name, phone/fax number of school, email address).

Conclusion: Thank you and we will see you on _____. I will call you the day before to confirm again. We're looking forward to meeting you!

Remember to:

- Fill in the date of the speaker on the Class Calendar
- Tell your teacher if the speaker will need any special supplies
- Fax the Speaker Worksheet and directions to the school to the speaker
- Call the speaker again the day before the presentation
- Keep a record of the conversation in your portfolio

Resource 3: Worksheet on Speaker's Presentation for Students
(give to speakers)
(For students and speakers)

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- What is the speaker's name? What organization does she/he work for? What is his/her title?
- What is the organization's mission? What are its goals? How does it go about meeting its goals?
- How long has the organization been in existence? What has it already accomplished?
- Who does the organization serve? Which members of the community does it focus on?
- What can the speaker tell you about the hunger problem in the community? How many people are affected and who are they?

Resource 4: Discussion Questions about the Speaker (For class discussion)

- What are the strengths of the speaker's organization? What are its weaknesses? Do you think the work of the organization is effective? Why or why not?
- How is the speaker's organization and work different from the work of the people at the food bank? How are they similar?
- How could we as a class affect the work at the speaker's organization? What could we do to improve, supplement or help their work?

Resource 5: Journal Questions for Lesson #2

[Click here for Journal Question Handout](#)

- How did your group go about finding a speaker for the class? Which process did you use?
- What was most difficult for you in finding a speaker for your class? What did you learn from that experience? What resources worked for you when finding your speaker? Which step was most helpful?
- What were the speaker's main points?
- What was the most significant part of the speaker's presentation? What did you expect to hear? What surprised you?
- Are there any connections between your experience at the food bank and the speaker's presentation and work? Reflect on the class discussion about the differences and similarities between the speaker's work and the food bank.
- What do the past two activities, volunteering and meeting with the speaker, lead you to believe about hunger in your community? What do you think is the extent of the problem? What is being done and what needs to be done?
- What might be our role in the process of reducing hunger in our community? Do you see yourself fitting into the speaker's organization or the work of the food bank? Why? Is there something students can do?



Lesson #3: Hunger in the Community and Needs Assessment

Purpose: Students will discuss food insecurity and assess the extent of the problem in their own self-defined communities. Students will think critically about the organizations they have been exposed to and reflect on the difference between charity and justice. Finally, students will brainstorm ideas for their own projects to reduce hunger in their communities.

Objectives: Upon completion of Lesson #3, students will be able to:

- Experience and evaluate a simulation of a family that is food insecure
- Define food insecurity as a general term and in the context of their own communities
- Identify the scope of food insecurity in their communities
- Assess the extent of hunger in their own communities, their state and the nation, and its impact on health
- Understand and articulate the difference between charity and justice
- Evaluate the organizations they have been exposed to in terms of charity and justice
- List their own ideas for reducing hunger in their communities

Activity 1: Reflection on Community Expert

- Ask a few students to share their journal entries about their meeting with the community expert.

Activity 2: "Heat or Eat"

- Divide the class into their small groups (from the "Finding a Community Expert" lesson).
- Hand out the "Heat or Eat" Activity. Emphasize the points contained in the "Heat or Eat" Discussion and Journal Questions.
- Bring the class back together for the "Heat or Eat" Discussion and Journal Questions". Give students extra time to complete the extra journal questions for the "Heat or Eat" activity individually during class.

Activity 3: Introduction to Food Insecurity

- Give students the definitions of food security and insecurity, see "What is Food Insecurity?". [Discuss the definitions](#) and ask students to put them into their own words.
- Ask students to think about connections between their definitions of "food insecurity" and their discussion from the "Heat or Eat" activity. Were they "food secure" in their families/groups? If not, how did it feel to be "food insecure"?

Activity 4: Brainstorming on Community Food Insecurity



- Break students into small groups and give them “Discussion Questions on Community Food Insecurity” and “[Who? Where? Why? Worksheets](#)”. Students should discuss the items and complete the sheets in their small groups.

Activity 5: Students Assess Hunger in their Community

- Divide the class into their small groups. Each group will investigate a different aspect of hunger in their community. After researching hunger, each group should report back to the class on their findings.
- Group 1 will assess hunger in their school district. Students can investigate the use of the Federal School Breakfast and the Summer Food Programs in their community. To learn about the Federal Programs in your district, students can contact the director of the Department of School Food Services in your school district, or your superintendent. This is public information. See “Federal Programs in your School District” for sample assessment questions.
- Group 2 will assess hunger in their community. They can contact local food banks and hunger relief groups to assess their role in the community. See “Assessing Other Needs in Your Community” for phone worksheet and sample assessment questions.
- Group 3 will assess hunger in their state and nation. A good source of information is the Center on Hunger and Poverty at Brandeis University (www.centeronhunger.org/states/fsistate.html and www.centeronhunger.org/fsifacts.html). Students may also contact local food banks and hunger relief organizations for more information. See “Assessing Hunger in our Nation” for sample assessment questions.
- Group 4 will assess the effects of hunger on the body and mind. In order to conduct their research, students can speak with a biology or health and nutrition teacher, or read the articles indicated in “Assessing the Effects of Hunger”. Resource 8 also contains sample assessment questions.

Activity 6: Charity and Justice: Evaluating Community Organizations

- In their small groups, students should read “[Sweet Justice: Domestic Hunger and the Limits of Charity](#)” and discuss Charity vs. Justice question.
- In a full class discussion, connect your definitions of charity and justice to the organizations you have been in contact with already, the food bank and the speaker’s organization. Are the organizations you have worked with focused on charity or justice, or are they somewhere in between?
- Talk about the strengths and weaknesses of charity and justice in terms of the organizations you were in contact with.

Activity 7: Generating Ideas

Initiate a full class brainstorming session on ideas for reducing hunger in the community, see “Brainstorming Questions on Reducing Hunger in the Community”.



Activity 8: Journaling

Assign students the “Journal Questions for Lesson #3” for homework.

Resources for Lesson #3:

Resource 1: “Heat or Eat” Discussion and Journal Questions

(For teachers to guide class discussion of “Heat or Eat” Activity and for students to reflect individually on the “Heat or Eat” activity)

Discussion Questions:

- What decisions did you face while creating a budget for your “family?” Which was the most difficult decision you had to make?
- How did it feel to have difficulty supplying your “family” with nutritious foods? Did you feel forced to choose other things, such as rent or other bills, over food?
- Did you consider turning to federal or charitable programs when you were having trouble feeding your family? If so, how did it feel to consider these options?
- Are there families in your community that are facing the same decisions you faced during the “Heat or Eat” Activity? Are there programs available to assist them?
- What can be done to decrease the number of families experiencing difficulty buying nutritious foods? What are the root causes of this problem, and what can be done to address it?

Journal Questions:

- What was your role in the “family?” How did it feel to play that role?
- Did your family have enough money for food? How did your family decide to use the money it was given?
- How did it feel to choose between feeding your family and paying other bills?
- Did anything surprise you while you were completing your monthly budget?
- Do you think there are families in your community that are deciding between buying food and paying other bills? What could you do to change this situation?

Resource 2: What is Food Insecurity?

(For teachers to guide discussion on food insecurity)

Definition of the term ‘food security’: “Food security refers to access to enough food to maintain an active and healthy lifestyle, including: (a) the availability of a nutritious and safe food supply, and (b) the ability to get food in socially acceptable ways (without resorting to charity, scavenging, or other emergency tactics).” [1]



Definition of 'food insecurity': "Food insecurity occurs whenever the availability of nutritionally adequate and safe food, or the ability to acquire acceptable foods in socially acceptable ways, is limited or uncertain." [2]

[Pass out these definitions](#) and go over them as a class. Answer any questions students might have.

Resource 3: Discussion Questions on Community Food Insecurity (For small group discussion)

Note to Teachers: Discussing this issue is potentially emotional or threatening for students who are experiencing food insecurity in their own families. Teachers should use discretion in deciding which questions to deal with and how to deal with them, depending on their knowledge of their own classrooms. The following are a suggestion of the concepts to cover in this discussion.

Put these definitions into your own words.

- What does being food insecure mean in everyday life? Were your families food insecure in the "Heat or Eat" activity? What did they do to obtain food for their families? Were services available for them in the "community"?
- What connections can you make between the "community" created in the "Heat or Eat" activity and our own community? What are the differences and similarities between the community we simulated and our real community?
- Why do you think people in your community experience food insecurity? What are the main reasons for this problem? Refer to your experiences at the food bank and with the speaker.
- Fill out the "Who? Where? Why?" worksheets and keep them in your portfolios; you will use them extensively during the rest of the project (see Resource 4).

Resource 4: "Who? Where? Why?" Worksheet (For teachers to distribute to students)

Print out the "[Who? Where? Why?](#)" worksheet and pass out for students to complete during their Community Food Insecurity Discussions.

Resource 5: Federal Programs in your School District (PDF) (For teachers to distribute to students)

Use the following questions to gather information about the Federal School Breakfast Program in your district:

Find out which schools serve school breakfasts:

- How many schools are in your district?
- How many of the schools offer the Breakfast Program?



- What are the names of the schools that don't?

Find out how many kids who may need a breakfast are missed:

- How many kids in your district's schools eat school lunch? (Average daily attendance)
- Check the number of kids in your district who receive school lunches at free or reduced-price. (This will give you the number who may need free or reduced-price breakfast.)
- How many kids in the district actually get free or reduced-price breakfast?
- How many are missed (total getting free or reduced-price lunch, minus total getting free or reduced-price breakfast).
- Are more students receiving lunch than breakfast? Why?
- Is it because some schools fail to offer the breakfast program
- Is it because the program needs to be supported publicly?

Use the following questions to gather information about the Summer Food Program in your community

- How many students in your school system (all schools combined) receive free or reduced-price school lunches?
- How many students last year participated in your community's summer food programs? (The program usually is offered in community agencies, not in the schools.)

Subtract community food program participation from free and reduced-price lunch participation. This will give you the number of needy students not getting summer meals.

- Does your community summer food program provide both a breakfast and lunch during summer months, or only one?
- Is the summer food program offered at enough community sites (parks, Y's, etc.) so that all kids have easy access?

Resource 6: Assessing Other Needs in your Community (PDF)
(For teachers to distribute to students)

You can contact local food banks and hunger relief groups to assess their role in your community.

Remember to keep a record of who you spoke with, contact information and the content of the information in your journals.

Be persistent in contacting people that do not return your phone calls.

Remember to be polite!

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Sample Phone Sheet

Name: _____ Date: _____
Group Name: _____ Time: _____
Interviewee Name: _____
Title: _____
Address: _____
Phone Number: _____

Introduction: Hello, my name is _____ and I am in the _____ grade at _____ School. We are working on a hunger service learning program in our Social Studies Class, and we were wondering if you might be willing to answer some questions about hunger in our community.

- 1) How many food banks, soup kitchens or pantries exist in [name of your community]?
- 2) How many people utilize your services?
- 3) How many families utilize your services? How many children?
- 4) Has need increased or decreased this year versus last?
- 5) How much food do you donate to needy families?
- 6) Do you ever have to limit donations? Turn people away?

Resource 7: Assessing Hunger in our Nation (PDF) (For teachers to distribute to students)

- You can investigate hunger in [your home state](#) and [across the nation](#).
- How many families go hungry in your own home state?
- How does your state compare to other states?
- How many families go hungry in the United States?
- How many children don't have enough food in the United States?
- What are factors which can contribute to the problems of hunger in the United States?

Resource 8: Assessing the Effects of Hunger (PDF) (For teachers to distribute to students)

You can read about the [effects of hunger on the body and on the mind](#), or for a more in-depth look, read "[The Link Between Nutrition and Cognitive Development in Children](#)". Students may also speak with a teacher or health professional to find additional resources to answer the following questions:

- What are the health effects of going hungry?
- What are the effects of hunger on the ability of children to learn?

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- How does hunger affect performance in school?
- What is a well balanced diet?
- Why is it important to eat a well balanced diet?

Resource 9: Discussion Questions on Charity vs. Justice (For small group discussion)

- What are Brown and Poppendieck's main points concerning the role of charity in today's efforts to reduce domestic hunger? Do they support the work of charitable organizations?
- What role, if any, does charity play in ending hunger? Is the primary goal of giving to eliminate hunger? Why/why not?
- Do you think people feel more comfortable with the idea of charity or changing policy to reduce hunger and poverty? Why?
- Why and how has the concept of charity been used to address hunger?
- Define charity and justice. How are they different?

Resource 10: Brainstorming Questions on Reducing Hunger in the Community (For class discussion)

- Look over your "Who? Where? Why?" worksheets, your notes on your trip to the food bank and your meeting with the speaker, and the results of your research on hunger in your school district. Who is experiencing food insecurity in your community?
- Who from that list is receiving help from community organizations?
- What could your group do to supplement that work? Is anyone not receiving help? How could you improve the situation?
- Make a list of possible projects to reduce hunger in your community. Guide students to group projects into two types: advocacy projects and education/public awareness projects.

Project Hints:

Advocacy projects:

- Meet with school officials and state legislators present their research results and learn what their community/state is doing to reduce hunger.
- Conduct a School Wide [Letter Writing Campaign](#) for Legislators
- Design a school/town website about ending hunger
- Meet with school officials and state legislators to lobby to expand school breakfast and lunch programs and summer food programs.

Education/Public Awareness Events:

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a public, non-profit foundation



- Host an [Oxfam Hunger Banquet](#)
- Create an Educational Theater Presentation on Hunger and Nutrition
- Create a Radio Broadcast (interview or program) on hunger in the community
- Design a Hunger Awareness Day for Legislators
- Present student's research on hunger at school-wide meeting
- Organize a community-wide food drive
- Write letters to the editor and articles in local newspapers, school newsletter

Resource 11: Journal Questions for Lesson #3

[Click here for Journal Question Handout](#)

- Define the following terms: food insecurity, charity, justice. What is the relationship between these terms in the context of your community?
- What surprised you as you connected these terms to your previous thinking about your community? Did you learn anything new about hunger in your school district, community or nation? What did you expect to find?
- What do you think about the organizations you have been introduced to that are working to reduce hunger in the community? Are they reaching those in need? What are their strengths and weaknesses?
- What do you think would be most effective to reduce hunger in your community? If you could do any project, what would you do? Is the project more focused on charity or justice?

[1] Life Sciences Research Office (LSRO) of the Federation of American Societies for Experimental Biology

[2] Life Sciences Research Office (LSRO) of the Federation of American Societies for Experimental Biology

Next step:

Unit 2: Designing and Implementing a Project Plan



UNIT 2: Designing and Implementing a Project Plan

In this Unit, students will:

- > Gain skills in working respectfully within small groups
- > Gain decision-making, compromise and responsibility skills
- > Combine new skills and those gained from Unit 1 to generate ideas and reach consensus on taking action
- > Involve community partners in their learning
- > Gain valuable research skills such as interviewing, telephoning and letter writing
- > Develop project implementation skills through vision statements, task identification, action plans and time lines
- > Learn firsthand about accountability and responsibility needed to carry out a project
- > Work in small groups to design and implement a project to help end hunger in their communities

Lesson #1: Working in Groups

Lesson #2: Generating Ideas

Lesson #3: Reaching a Decision

Lesson #4: Creating an Action Plan

Lesson #5: Implementing a Project Plan



Lesson #1: Working in Groups

Purpose: Students will engage in small group discussion about creative and respectful ways to develop and agree on a “team contract.” This team contract will aid students as they work together throughout their projects.

Objectives:

Upon completion of Lesson #1, students will be able to:

- List and define various roles in a successful, productive group such as facilitator, organizer, etc. Identify values, actions and roles which contribute to productive group work
- Design a team contract based on values they are committed to

Process:

Activity 1: Dividing into Small Groups

There are a few options for dividing students into small groups:

Option 1:

The rest of this program will work from the basic structure of Option 1, but most activities can be modified to encompass larger groups.

Divide students into groups of four or five, considering roles or behaviors different students may exhibit within each group. Ideally, the groups will be divided between advocacy-oriented projects and projects to increase public awareness about hunger. Try to make sure that each group has a student that might become:

- a leader
- a student who is motivated about research
- a spirited student who will keep the group together through the project.

Make sure that less motivated students are placed with people that might provide them with increased inspiration.

Option 2:



- Letting students choose their own groups is also an option, but it could decrease the level of oversight teachers have in terms of ensuring positive experiences.
- Assign each group to a space in the room. Tell students that this will be their “workspace” for the duration of the project.
- Initiate a class discussion about the various roles in a group before students move into their group workspaces.
- Explain to students what a “role” is in a group context by giving them examples (another term, such as “group task”, could also be used). Roles could be “facilitator, organizer, recorder, motivator, presenter”. Explain, move students into their group workspaces and distribute “Roles for Working in a Successful Group”.
- Tell students to agree upon roles for each member of their group for the first activity. They should set up a rotation chart with the roles they define so that each group member will have a turn at each role (see sample rotation chart in Resource 1). The roles do not have to be exactly the same as those listed, but they should follow the same rubric (for example, each group will need a “facilitator” for the succeeding activities).

Activity 2: Creating a “Team Contract”[i]

- Ask students to assign roles in their group for the first activity. Tell them that they will be rotating roles for each activity throughout the project.
- Lead the class in a discussion of group brainstorming. Hand out “Instructions and Rules for Brainstorming” and review it with them.
- Ask the facilitator in each group to lead a brainstorming session on the “Group Roles Discussion Questions”.
- Discuss the meaning of the term “contract” with students. Give them some examples of other contracts, such as a deed on a house, a law or a written agreement between individuals. Explain to them that their “team contract” will be their own agreement that they intend to stick to once they sign it.
- Ask students to come up with a two to three sentence “team contract” based on their brainstorming session. Recorders should record the discussion and outcome on a piece of paper or posterboard. You can share “Sample Themes for a Team Contract” with students if they are having trouble.
- Ask presenters to present their team contract to the class. The presentations can be in whatever form they choose: i.e., a visual representation, reading the contract aloud, an interpretive drama, etc.

The entire group could take part in the presentations, but the presenter/spokesperson for this activity should lead that discussion.

- Recorders should post the team contract poster somewhere visible in the team’s workspace so that they can refer to it throughout the project.
- Tell students that when they are in the “facilitator” role, one of their main responsibilities will be to keep the team contract in mind and insure that the team is following it.



Activity 3: Journaling

Students should write in their journals for homework. Hand out "Journal Questions for Lesson #1."

Resources for Lesson #1

Resource 1: Roles for Working in a Successful Group
(for teachers – could be distributed to students if appropriate)

Facilitator: Leads small group discussions and brainstorming sessions. Makes sure that everyone in the group is heard and that the group maintains mutual respect.

Recorder: Documents conversations and lists ideas, conclusions, questions and thoughts.

Organizer: Keeps track of recorder's documentation of group conversations and group members' documentation of the tasks they are completing. Makes sure that tasks are assigned to individuals and that they are completed on time.

Presenter/Spokesperson: Presents group's work to the rest of the class and the public.

Researcher: Conducts research and instructs members on effective research methods (with teacher's help)

Resource 2: Instructions and Rules for Brainstorming
(for students; to be discussed as a class)

Brainstorming is a tool a group can use to come up with ideas about a particular topic.

To lead a brainstorming session on a particular topic or question, the facilitator of the group introduces the topic and the recorder lists ideas offered by the group members.

The main rule of brainstorming is that **ANY RESPONSE IS RIGHT!** Participants in the group should say anything that comes to mind; the best brainstorming will produce new, creative ideas that may seem silly or off topic, but when explored could be useful.

Resource 3: Group Roles Discussion Questions
(for students in small groups)

- What behaviors or actions are productive for working well as a group?
- What behaviors or actions are counterproductive for the group?
- What can we do to ensure that we focus on positive behaviors and actions?
- How can we make sure that we are held accountable for these behaviors and actions?

Resource 4: Sample Themes for a Team Contract
(for teachers – ideas could be presented to students when necessary)

- Willingness to compromise



- Helpfulness
- Enthusiasm
- Motivation
- Openness
- Listening to and taking into account others' ideas
- Respect of opinions
- Persistence
- Everyone has a role
- Fun

Resource 5: Journal Questions for Lesson #1

[Click here for Journal Question Handout](#)

What concepts did you discuss today? What are the roles for working in a successful group? How did your group define them?

What is a "contract?" What does it mean to have signed a contract?

What values do you think are most important in forming a foundation for working with your group? What do you want to happen when you work together? What do you want to avoid?

Why are these values and roles important to you? What experiences of group work have you had in the past that could affect your experience here?

What did you learn from your group brainstorming process? Do you have any feedback for the first group facilitator about how he or she led the brainstorming? If you were the first facilitator, would you do anything differently next time?

How will you work to preserve the team contract? What can you do as an individual to make sure that the team is always aware of it and adheres to it?

References for Unit 2:

[1] Modified from "Kids As Planners: A Guide to Strengthening Students, Schools and Communities Through Service-Learning." KIDS Consortium, 2001. p. 19.



Lesson #2: Generating Ideas

Purpose: Students will brainstorm in their small groups to develop ideas on reducing hunger in their communities. Students will draw on the skills and ideas gained in Unit 1.

Objectives:

Upon completion of Lesson #2, students will be able to:

- Facilitate a small group brainstorming session
- Demonstrate their brainstorming skills from Unit 1 in their small groups
- Identify in list form possible project ideas for reducing hunger in their communities

Process:

Activity 1: Reflection on Group Work and Roles

Ask a few students to share their journal entries on roles within a group and how to insure positive group experiences.

Students should break into their groups in their assigned workspaces and read journal entries to each other about their convictions for their own group.

Activity 2: Generating Ideas

Ask students to rotate roles within their groups according to their rotation charts.

Tell the new facilitators that it is time for their groups to decide what they will do to reduce hunger in their community. Approximately half of the groups will develop advocacy projects; half will design an educational/public awareness event. The facilitators will be moderating a decision-making session for their group's project.

Each group should review the project ideas developed by the class in Unit 1, Lesson #4. We suggest that half of the groups develop advocacy projects and half design public awareness events to fight hunger.

Facilitators are welcome to submit their own ideas to the group, but it is their job to make sure that everyone is being heard and the team contract is being followed.



Facilitators can use any brainstorming technique they choose to generate a list of ideas, along with some hints from the teacher on how to facilitate the group's decision. Remind them of the brainstorming techniques they have already learned about and give them the handout on "Brainstorming Techniques".

If a group seems to be having difficulty coming up with a list of possible projects, review with them "Project Hints" (Unit 1, Lesson #3, Resource 10).

The new recorder should document the conversation and keep track of the ideas mentioned.

If class time permits, bring the groups back together and have a student from each group present the ideas they came up with to the rest of the class. Generate a class list of possible ideas. This exercise will allow groups to gain new ideas or modify their existing ones.

Activity 3: Journaling

Give students "Journal Questions for Lesson #2" to reflect on their project ideas.

Resources for Lesson #2:

Resource 1: Brainstorming Techniques (for first student facilitators in small groups)

- Reactivating previous knowledge through a discussion
- Shouting out project ideas
- Writing down ideas

Resource 2: Journal Questions for Lesson #2

[Click here for Journal Question Handout](#)

- What are some brainstorming techniques groups can use to come up with ideas? What technique did your group use? How did it work?
- Was it easy to think of ideas? What was the most difficult part of the process?
- How did you feel about the way the members of your group worked together for the first time? Were you following your team contract? How would you alter your teamwork activities and behaviors in the future?
- Which project are you most excited about after the brainstorming session? Which would you most like to do?



Lesson #3: Reaching a Decision

Purpose: Students will use new decision making skills to decide which project they want to conduct.

Objectives:

Upon completion of Lesson #3, students will be able to:

- Identify and list factors that are important in deciding on a project to reduce hunger
- Create a 'decision grid' using a template
- Organize their ideas from the previous activity within their decision matrix
- Participate in a student-led discussion to reach a decision on which project they want to conduct
- Explain why their chosen project will be effective and fun

Process:

Activity 1: Reflection on Group Project Ideas

Break students into their project groups to share their journal entries from Activity #1 and revisit their list of project ideas.

Activity 2: Reaching a Group Decision

Have students rotate group roles again.

Tell the new facilitators that they will now lead an activity to help their group come to a decision.

As a class, discuss the decision-making process with students. Students should be aware that everyone may not be happy with the group's decision. Most importantly, the group must decide on a project they feel they can do and that won't be unacceptable to anyone. Give students examples of other times when they will have to compromise, and the compromises other people make: Examples could be compromises in marriages, by governments, by students deciding where to go to college, etc.

Groups should refer to the last recorder's list of ideas, or the full class list of ideas (generated in the previous activity), and then brainstorm about decision-making criteria. Hand out "Sample Decision-Making Criteria" (Resource 1).



Tell the new recorders to list their project ideas across the top of a grid and their criteria on the left side, using the “Sample ‘Decision Grid’” (Resource 2).

The facilitator can then initiate a discussion to bring the group to a decision, see “Making a Group Decision”(Resource 3).

The facilitator can place comments in the boxes for each project/criterion or assign values so that number totals can be compared.

If the group is having difficulty making a decision, assist the facilitator with the “Decision Making Tips”(Resource 4).

When all of the groups have reached a decision, give the presenters in each group time to present their group’s project to the entire class.

Activity 3: Journaling

Have students journal on the “Journal Questions for Lesson #3” (Resource 5) about their experience coming to a decision with their group.

Resources for Lesson #3:

Resource 1: Sample Decision-Making Criteria
(for students, either in worksheet or discussion form)

- How effective will a project be in reducing hunger in the community?
- Can the project be done with available resources?
- How much can the community be involved?
- Will the project be fun?

Resource 2: [Sample “Decision Grid”\[fij\] \(PDF\)](#)
(for students to guide making of group decision grids)

Resource 3: Making a Group Decision
(for students, to guide decision-making discussion)

- What are our top choices for a project? (If possible, hear one from each group member)
- Review “Sample Decision-Making Criteria” (Resource 1) and the “Sample ‘Decision Grid’” (Resource 2)
- Go through each section of the Decision Grid and fill it in, for example, ranking the project ideas in terms of effectiveness, resources, potential for community involvement and potential for fun.
- Tally the total for each project.



- Compare the tally totals to the mood of the group. Are the group members happy with the results from the decision grid? Ask if this is the project everyone wants to work on.
- If group members have problems with the decision matrix results, ask them to explain why. If the group is still having trouble, refer to “Decision Making Tips” (Resource 4).

Resource 4: Decision-Making Tips

(for student groups having difficulty reaching a decision)

- Combine similar ideas
- Revise the top ideas so that they become a compromise between different group members
- Encourage individuals who want to do certain projects to present to the group why they think their project is optimal. This can initiate discussion that will lead the group towards a decision.
- Encourage individual reflection time before making decisions
- As a last resort, vote on top ideas

Resource 5: Journal Questions for Lesson #3

[Click here for Journal Question Handout](#)

- What are some methods groups can use to come to a decision? What criteria did your group use for coming to a decision? What method did your group use to reach a final decision?
- How did you feel about the decision-making process? Did you feel that your ideas and the ideas of others were taken into account?
- What project did your group decide on? What do you think will be most rewarding about this project? Most challenging? Most fun?
- What do you hope your project gives to the community? What are your ideal goals for the project?

[i] Modified from “Kids As Planners: A Guide to Strengthening Students, Schools and Communities through Service-Learning.” KIDS Consortium, 20001. p. 29.



Lesson #4: Creating an Action Plan

Purpose: Students will gain skills by dealing with the logistics of carrying out a service learning project they create.

Objectives:

Upon completion of Lesson #4, students will be able to:

- Articulate the goals of their project in a statement
- Identify and categorize community members who will be able to help them with their project
- Identify and organize detailed tasks necessary for the completion of the project
- Delegate responsibility for the completion of those tasks
- Develop systems of checking each other's accountability through action plans and time lines
- List and explain the steps necessary to plan any successful and effective project

Process:

Activity 1: Reflection on Project Decision

Divide students into their small groups to share a few of their journal entries on the process of deciding on a group project from the previous lesson.

Activity 2: Goal Statements

Students should rotate group roles again.

- Tell the new facilitator to lead a discussion on "Discussion Questions on Creating Goal Statements" (Resource 1) and the new recorder to keep track of the answers. The recorder should work with the facilitator to lead the discussion and record the results.
- From this discussion, each group should create a 2-3 sentence "goal statement" that they can refer back to throughout their project planning. See "Sample Goal Statement" (Resource 2).
- Tell each recorder to write the group's goal statement and post it in a visible place in their workspace.

Activity 3: Involving Community Members



Once groups are finished with their goal statements, tell them to rotate roles again. Instruct new facilitators to lead a brainstorming session on the members of the community who might be able to assist them in their projects. See “Brainstorming on Helpful Community Members” (Resource 3)

Tell new recorders to write down ideas and work with organizers to create a grid identifying the parts of their project that could be aided by a community member See “Sample Community Member Grid” (Resource 4).

Help new organizers identify specific individuals who might be willing to help. See “Tips for Identifying Specific Community Members” (Resource 5).

Activity 4: Identifying Tasks

Students should rotate roles.

- Ask the new facilitators to lead a brainstorming session on the tasks students will need to complete to carry out their project. See “Discussion for Creating Task Lists” (Resource 6).
- Tell new organizers to identify which members will be completing which tasks on the list.
- Remind facilitators that each group member should be participating fully
- Instruct organizers and recorders to make a task list with a “Task” heading and a “Person Responsible” heading. See “Sample Task List” (Resource 7)

Activity 5: Creating Action Plans

Once groups have task lists, instruct students to create an action plan for each of their tasks, see “Creating Action Plans”(Resource 8). The action plans will help students keep each other accountable for completing their tasks. They will also help students to organize their thoughts and actions towards their goals.

Give students “Sample Action Plan”(Resource 9)

Activity 6: Time Lines

Organizers from Activity 4 should combine the group’s action plans to create a group time line. The time line should include all of the tasks to be completed by the group, including any tasks the teacher may have to complete. The time line should specify deadlines for each task. Give students “Creating Time Lines” (Resource 10) and “Sample Time Line” (Resource 11) to help them create their own group time lines.

Instruct groups to display their time lines in their workspaces so that they will be able to refer to their progress and remaining tasks to be completed.

As students rotate roles, organizers should refer to the time line frequently and update the group.



Activity 7: Sharing Ideas Across Groups

Instruct students to move among each other's workspaces to see what other groups are doing. Set up a rotation so that some students can be rotating while other students are presenting their task sheets, time lines and action plans to students from other groups.

Have facilitators lead a discussion, recorded by recorders, of ideas or concerns that arose for group members as they studied the work of other groups. Group members may gain new ideas from this process on how to make their projects stronger.

Activity 8: Journaling on Creating a Plan

Students should journal on "Journal Questions for Lesson #4" for homework (Resource 12).

Resources for Lesson #4:

Resource 1: Discussion Questions on Creating Goal Statements (for new student facilitators in work groups)

- What is our goal?
- What do we hope to accomplish with this project?
- What results will we produce?

Resource 2: Sample Goal Statement[i]

We will conduct an Oxfam Hunger Banquet. We will invite a speaker from a community organization and invite local legislators, our families and other community members to attend. As a result of our banquet, key members of our community will be educated in a creative way about hunger in our community and in the nation. We will also be able to raise money for local advocacy organizations through selling tickets and taking donations at the event.

Resource 3: Brainstorming on Helpful Community Members (for new student facilitators in work groups)

Reflect on the class meeting with the community expert in Unit 1. Go over the following community partner suggestions and think about whether there are others who might be able to help.

Likely community partners:

- Government officials working on hunger and poverty legislation
- Nonprofit organizations doing advocacy and relief work
- Media organizations
- Businesses



Resource 4: [Sample Community Member Grid\[iij\] \(PDF\)](#)
(for students to guide their community grids)

Resource 5: [Tips For Identifying Specific Community Members](#)
(for teachers to guide students in finding community members)

After students have identified community members they will need help from, encourage them to use the internet or phone book to try to locate the people or agencies for more information.

If the above does not work, have students get in touch with the food bank official or speaker that worked with them in Unit 1. This individual may have ideas on how to find community members to help with their project.

Have students utilize other resources in the school: think about which teachers or administrators might know of people or resources that could be helpful.

Resource 6: [Discussion for Creating Task Lists \(PDF\)](#)
(for new student facilitators and organizers in work groups)

The next step of planning your project is to create a list of tasks the group needs to complete. Your list of tasks should include everything you need to do, even small things. Go over the following questions with the group, but think about whether there may be other tasks specific to your project that are not included here.

- What phone calls do we need to make?
- What meetings do we need to arrange?
- What materials do we need and how will we get them?
- Do we need transportation? How will we arrange it?
- Do we need to do any research? What sources will we use?

When making your task list, you should refer to your list of community partners to make sure that you aren't forgetting to make any contacts.

Tasks are likely to change as you go along with the project. Keep your task list updated with any changes that occur when you begin to implement your plan.

Resource 7: [Sample Task List\[iiii\] \(PDF\)](#)
(for students in work groups, to guide their task lists)

Resource 8: [Creating Action Plans](#)
(for students in work groups)

Members of your group should have an action plan for each task. Each action plan should include:



- an explanation of the task
- the person responsible for the task
- when the task will be completed
- how the person performing the task will report back to the entire group
- space for the task doer to sign
- space for the organizer to initial
- any other information the group member needs

Resource 9: [Sample Action Plan\[iv\] \(PDF\)](#)

(for students in work groups, to guide their action plans)

- Project Name: Oxfam Hunger Banquet
- Task Name: Calling Speaker
- Your Name: Amit Caracao
- Group Name: Group C

PLANNING

- What needs to be done? When will it be done by?
- The speaker needs to be called and I need to explain the project and invite her to speak.
- What resources do you need? What materials do you need?
- Phone Interview Sheet Phone
- Speaker's name, phone number and Description of banquet biography (description of speaker's job) Time of banquet
- Directions to school

REFLECTING

- What Happened? What Did You Learn?
- The speaker liked the idea and said It's not so hard to talk to new she wanted to participate. I told her people on the phone! the time of the banquet and gave her directions.

Your Signature Organizers' Initials

Resource 10: Creating Time Lines
(for students in work groups)

Combine the group's action plans to create a Group Time Line. The Time Line can look like the task sheet, but with columns for the following items:



a deadline by which each task will be completed

space for comments on each task

what the teacher's tasks may be in relation to the group project (e.g. scheduling a bus pickup)

Go over the time line with the group to make sure nothing is missing from it. Go over it with your teacher also and highlight the teacher's tasks.

Resource 11: [Sample Time Line\[v\] \(PDF\)](#)
(for students in work groups to guide their time lines)

Resource 12: [Journal Questions for Lesson #4](#)
[Click here for Journal Question Handout](#)

- Think about how your group came up with a plan to implement the project it chose. What process did the group use?
- What is its goal?
- How will your group achieve its goal and by when will it be achieved?
- Who will help the group?
- Which community resources will it use?
- How do you feel about your own role in the project?
- Which tasks will you carry out?
- What are you most nervous about? Excited?
- What effect do you hope this project will have on hunger in your community?
- What impact will you be able to make as an individual working on a group project?
- How will you insure that your project is a success?
- How will you keep the members of your group accountable for their tasks?

[i] Modified from "Kids As Planners: A Guide to Strengthening Students, Schools and Communities through Service-Learning." KIDS Consortium, 20001. p. 33.

[ii] Modified from "Kids As Planners: A Guide to Strengthening Students, Schools and Communities through Service-Learning." KIDS Consortium, 20001. p. 35.

[iii] Modified from "Active Citizenship Today: A Handbook for Middle School Teachers." Close Up Foundation and Constitutional Rights Foundation, 1995. p. 116.

[iv] Modified from "Kids As Planners: A Guide to Strengthening Students, Schools and Communities through Service-Learning." KIDS Consortium, 20001. p. 49.

[v] Modified from "Kids As Planners: A Guide to Strengthening Students, Schools and Communities through Service-Learning." KIDS Consortium, 20001. p. 36.



Lesson #5: Implementing the Project Plan

Purpose: Students will gain communication, writing and responsibility skills through community service learning. Teachers and students will work together to serve the needs of their community and build strong community bonds while addressing hunger.

Objectives:

Upon completion of Lesson #5, students will be able to:

- Design and carry out effective interviews with community members
- Describe the elements of a clear, concise and effective letter
- Explain how to conduct phone conversations with hunger experts in the community
- Develop procedures for organizing their work as a group and keeping each other accountable for their assigned tasks
- Write and distribute a press release to alert local media of student projects and invite them to student events
- Present their advocacy projects and educational/public awareness events to an audience of their peers and community

Process:

Activity 1: Meeting with Researchers and Reflection on Creating a Plan

Students should rotate roles from the last activity.

- Instruct the new researchers to present resource materials to their groups on how to:
- Contact community hunger experts again to seek their involvement in the group's project and invite their participation in the group's event (for "event" group projects), see "Sample Phone Sheet for Community Experts" (Resource 1)
- Conduct successful interviews about hunger with state or local legislators (for "advocacy" group projects); see "Legislator Interview Worksheet" (Resource 2)
- Write successful letters (for "advocacy" group projects); see "Sample Letter to Legislators" (Resource 3)

Activity 2: Legislator Interviews

Give researchers "Legislator Interview Worksheet" (Resource 2).

- Remind them that the members of the group should practice interviewing together before they actually call or meet with a community member or legislator.



- Make sure they are aware that group members must ask for permission before taping or recording
- Remind them that group members should thank their interviewees with a follow-up note.
- Encourage group members to discuss their findings with each other and to record their experiences in their journals.

Activity 3: Letter Writing

Meet with researchers and give them “Sample Letter to Legislators” (Resource 3).

Review the “Sample Letter to Legislators” (Resource 3) with researchers. Remember to emphasize that their letters should be brief and clear, and students should be positive in their requests.

Also, remind them to personally sign their letters.

Activity 4: Writing and Distributing a Press Release

If possible, invite a local TV or newspaper reporter to interview students about their hunger projects. Students can work together with teachers to draft a press release to send to local media, see “Sample Press Release” (Resource 4). Make sure each student gets a copy of any media material that is produced, see “Tips for Generating Media Attention” (Resource 5).

Activity 5: Responsibility and Accountability

Have students go over the “Checklist on Accountability” (Resource 6) to make sure they are sticking to their group’s plan

Activity 6: Advocacy Project Presentations and Public Awareness Events

Student groups finalize their projects, see “Presentation Planning Checklist” (Resource 7) and “Visual Aid Tips” (Resource 8).

Students present their advocacy and educational/public awareness projects.

Activity 7: Journaling on the Project

Have students journal on the “Journal Questions for Lesson #5” (Resource 9) on implementing their plan.

Resources for Lesson #5:

Resource 1: [Sample Phone Sheet for Community Experts \(PDF\)](#)
(for students)

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a public, non-profit foundation



Your Name: Amit Date: Mar 4, 2003

Group Name: Group C Time: 10:30am

Name of Community Expert: Jane Smith

Title/Job of Community Expert: Director, Anytown Food Bank

Address/Phone of Community Expert: 1 Main St, Anytown; 999/ 123-4567

On behalf of my class at Anytown High School, I would like to thank you again for speaking to us about hunger. As part of our service learning project, my group is organizing an Oxfam Hunger Banquet. We are inviting local legislators, our families and members of the community to attend. As a result of our banquet, key members of our community will be educated in a creative way about hunger. We'd also like to invite a speaker who can briefly discuss the issue of hunger in our community and nation. Would you be available on [April 16] to speak at our Hunger Banquet?.

[If the community expert is able to participate in the event, give him/her details, such as length of time for his/her remarks, time and location of the event, directions to school.]

[If the community expert is unable to participate in the event, ask her/him to suggest someone else who would be an appropriate speaker. Remember to ask for contact information (name, affiliation, phone number and email address).

Responses:

Thoughts:

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[Resource 2: Legislator Interview Worksheet \(PDF\)](#)

Your Name: Date:

Group Name: Time:

Name of Interviewee:

Title/Job of Interviewee:

Address/Phone of Interviewee:

Question 1: What are the programs in [our community/state] that are designed to relieve hunger?

Question 2: Do you think these programs are implemented properly?

Question 3: How could they be improved?

Question 4: What are your plans to reduce hunger?

Responses:

Thoughts:

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Resource 3: Sample Letter to Legislators[1]
(for students in work groups to guide their letter writing)

(Date)

The Honorable Robert Smith
US House of Representatives
Washington, DC 20515

Dear Representative Smith,

We, the concerned students of Anytown School, would like to urge you to support a bill to expand the School Breakfast Program in Pazoola. By researching hunger in our community for our upcoming Oxfam Hunger Banquet, we found that the School Breakfast Program does not exist in many Pazoola schools. We feel that there is a strong need for the School Breakfast Program in high schools in Pazoola.

In our research we discovered that many schools participate in the School Lunch Program, but the majority do not have a School Breakfast Program. We are worried that the kids who participate in the School Lunch Program may be going without breakfast. In our research we also learned that breakfast is very important. According to new findings, students who are undernourished may suffer in school, both academically and behaviorally. This will seriously hurt their chances of getting a good education and developing into healthy, socially well-adjusted adults.

Students go to school to learn, but how can they learn if they go hungry? Please help to protect all kids in our schools by offering the School Breakfast Program.

We have enclosed the results of our study, along with current research on the link between hunger and cognitive development in children, for your review. We would like to meet with you to discuss what you can do. Thank you for your time and consideration. We look forward to hearing from you soon.

Sincerely,

(Names and Signatures)
(School)
(Address)

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Resource 4: Sample Press Release[2] (for students to send to local media)

Press Release

May ____, 2003

Students at Anytown High School are having their Oxfam Hunger Banquet on Friday evening, May 15, at the High School. Tenth graders in Mr. Jones' class finished their planning and invitations for the banquet and are ready to kick off the big event.

The Banquet will take place at Anytown High School on Friday, May 15 at 6pm. Dr. James Carlin, Anytown University Professor of Sociology and Nutrition, will be making introductory remarks. The Banquet will raise funds for the Anytown Food Bank.

The Oxfam Hunger Banquet project is a service learning project sponsored by the Gerda and Kurt Klein Foundation. Students in Mr. Jones' class have been studying hunger in the Anytown community for the past six weeks, and this project is the final result of their studies. They will unveil their findings in presentations during the banquet.

For more information or Banquet tickets, please call Anytown High School.

Resource 5: Tips for Generating Media Attention[3] (for students as they prepare to contact the media)

- Think like a TV reporter! In creating a presentation, think about the need for pictures, sound, action and emotion. What will be most engaging visually?
- Recruit a group of students that have been most enthusiastic about their projects to be interviewed. This will increase their level of ownership and pride and create interesting news
- Follow up on press releases with calls and emails to editors. Decisions on what to cover are usually last minute, so reminders are a good idea. Be persistent!
- Include students in this process! Student action to involve the media is another way to increase their commitment to the community.

Resource 6: Checklist on Accountability (for students in work groups)

Check off the following items to make sure that you are following your plan:

- All tasks completed, task sheets updated
- Time lines updated



- Action plans updated and kept in Portfolios
- Journal entries kept in Portfolios

Resource 7: Presentation Planning Checklist
(for students as they are planning their presentations)

A good presentation includes:

- An introduction to your project including your goals
- An explanation of your group's process toward achieving those goals
- An assessment of your results
- Be creative! Drama, art, dance, etc are always audience grabbers!

Resource 8: Visual Aid Tips
(for students as they finalize their presentations)

- Keep visual aids simple
- Using eye-catching headlines and borders on posters and other written material
- Use large print
- Colors, graphics and pictures are always effective

Resource 9: Journal Questions for Lesson #5

[Click here for Journal Question Handout](#)

- Describe your experience implementing the project. What was your role? Which tasks did you carry out?
- What was most challenging about the tasks you worked on? What was most rewarding? What surprised you about your own work?
- Were the members of your group accountable to each other? How did you keep each other accountable and responsible? What was your process for doing this?
- Describe some of the class presentations. How did your group present its project?
- Which group project was your favorite? How did you feel about your group's presentation?

[1] Modified from the "kNOw Hunger Curriculum." Center on Hunger and Poverty and Gerda and Kurt Klein Foundation. Unit 3: Personal Portfolio.

[2] Modified from Kids As Planners: A Guide to Strengthening Students, Schools and Communities Through Service Learning." KIDS Consortium, 2000. p. 82.

[3] Modified from Kids As Planners: A Guide to Strengthening Students, Schools and Communities Through Service Learning." KIDS Consortium, 2000. p. 83.



UNIT 3: Reflection and Celebration

In this Unit, students will:

- > Debrief their experience of community service learning
- > Assess their impact on hunger in the community
- > Assess their own learning by evaluating their peers and themselves, increasing their ownership of their work
- > Gain feedback from teachers and community members
- > Think about their roles in the fight against hunger in the future
- > Celebrate their learning and achievements

Lesson #1: Assessing Community Impact

Lesson #2: Assessing the Learning Process

Lesson #3: Celebration



Lesson #1: Assessing Community Impact

Purpose: Students will assess their impact on hunger in the community and experience the class as a civic participant. Students will think about possible future actions and life practices.

Objectives: Upon completion of Lesson #1, students will be able to:

- List the initiatives they and their classmates have undertaken to reduce hunger in their communities
- Evaluate the impact they have had as a class on their communities
- Articulate the strengths and weaknesses of their projects and list the things they would do differently next time
- List their ideas for next steps in the fight against hunger
- List the opportunities they have at school to continue this work

Process:

Activity 1: Community Impact Discussion

Ask a student to lead a brainstorming session (at the front of the class) using “Discussion Questions on Community Impact” (Resource 1).

Ask a student from another group to make a list of “community impacts” on the board.

Activity 2: Next Steps

Divide students into their small groups and ask them to discuss options for future community service projects to reduce hunger in the community, using “Discussion Questions on Next Steps” (Resource 2).

- Have students present their ideas to each other and list them.
- Tell students about “Other Community Service Opportunities” (Resource 3).

Activity 3: Journaling on Community Impact

Have students journal on “Journal Questions for Lesson #1 (Resource 4) for homework.

Resources for Lesson #1:



Resource 1: Discussion Questions on Community Impact

- What did we do as a class to reduce hunger in the community?
- What did we accomplish?
- What could we have done differently?
- What still needs to be done?

Resource 2: Discussion Questions on Next Steps (for students in small groups)

- What did your group do to help end hunger in your community? Was your group successful?
- How do you feel about your role as a civic participant in this project? What did you do to help end hunger? Do you feel differently about hunger in your community after finishing the project?
- What is one thing you would have done differently in your group? How would you make sure that this adjustment would be carried through into your next project?
- What else could you do to help end hunger in the community? What are next steps for you individually and for your group?
- Brainstorm on future projects to reduce hunger in the community. How could you complete these projects with the resources you have available to you at school and in the community?

Resource 3: Other Community Service Opportunities ([PDF](#)) (for teachers to give to students)

- Write hunger newsletter for school/community
- Develop website on hunger
- Distribute flyers, posters about hunger
- Get involved with local advocacy groups that fight hunger
- Volunteer at emergency food programs: soup kitchens, food pantries, food banks
- Write letter to members of Congress and the President
- Get involved with national hunger groups

Resource 4: Journal Questions for Lesson #1

- Click here for Journal Question Handout
- What surprised you about the class' impact on the community?
- Was it easy to think of projects to do in the future? What project do you think is most important to work on next to end hunger in your community?
- What project would you be most inspired to do next? Why? What resources and organizations in your school or community are available to help you accomplish your goals?



Lesson #2: Assessing the Learning Process

Purpose: Students will reflect on their work as individuals and groups by assessing their own learning and that of their peers. Teachers and students will communicate about the process of each project.

Objectives:

Upon completion of Lesson #2, students will be able to:

- Evaluate their work as individuals in terms of their group participation, responsibility and efficacy
- Assess the work of their groups in terms of cooperation and communication, group accountability and results
- Articulate the ways in which they can improve their performance on their next project
- Communicate their feelings about the project to their teacher

Process:

Activity 1: Reflection on Community Impact and Next Steps

Ask a few students to share their journal entries with the class on "Community Impact" and "Next Steps."

Activity 2: Self Assessments

Give students "Self Assessment Sheets" (Resource 1) to fill out individually.

Activity 3: Group Assessments

Divide students into small groups and give them "Group Assessment Sheets" (Resource 2). Ask them to discuss the questions as a group and complete the sheets together.

Activity 4: Teacher Assessments

Meet with students individually and give them both individual and group evaluations. Combine teacher and self assessment scores as desired.

- Talk to students individually about their experience with the project. What did they like and dislike? What would they have done differently? What did they learn about themselves and their communities?



- When assessing student work, be sure to use all materials gathered throughout the project. Action plans, task lists, time lines and presentation material should combine to form a portfolio for each student. These materials can be discussed with students individually. Also, use of the "Teacher Assessment Rubric" (Resource 3) can be helpful when assessing students' fieldwork and presentations.

Activity 5: Journaling on Efficacy of Project and Individual Achievements

Give students "Journal Questions for Lesson #2" (Resource 4) for homework.

Resources for Lesson #2:

Resource 1: [Self Assessment Sheet\[i\]](#) (PDF)
(for students individually)

Resource 2: [Group Assessment Sheet \(PDF\)](#)
(for students in their work groups)

Resource 3: Teacher Assessment Rubric
("Under Construction")

Resource 4: Journal Questions for Lesson #2:

- Reflect on your role as an individual and in your work group. How did you rate your work as an individual? How did your group rate its work?
- What was your most important contribution to this project as an individual? As a group member?
- What could you improve in your work as an individual and as a group?
- What surprised you about your reflection on your performance in the project? Did anything surprise you in your group's discussion of its performance?
- What is one thing you want to do in a similar way for your next project? What is one thing you would change?

[i] Modified from Kids As Planners: A Guide to Strengthening Students, Schools and Communities Through Service Learning." KIDS Consortium, 2000. p. 66.

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Lesson #3: Celebration

Purpose: Students will celebrate what they learned and accomplished!

Sponsor an in-class party for students to celebrate their achievements. Invite community members, parents and school officials who were involved with the projects.

GERDA AND KURT KLEIN FOUNDATION
PO Box 314
NARBERTH, PA 19072
<http://www.kleinfoundation.org>