



Guide to Hands-on Learning



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Table of Contents

Introduction to Guide to Hands-on Learning

Introduction to Service Learning

Hunger and Food Security Vocabulary

Our Hungry Neighbors

Hunger Relief in Minnesota

U.S. and Global Hunger Facts

Origins of Food

Nutrition for a Healthy Body

Dispelling Hunger Myths

Resources about Hunger- Websites, videos, books and other resources to learn more about food, hunger, nutrition and partners.

Appendix

Budget Simulation Activity

Preparing for your visit to Second Harvest Heartland

Introduction

How to Use the Second Harvest Heartland Guide to Hands-on Learning

The purpose of the Guide to Hands-on Learning is to support and enhance your service learning experience. It contains facts, activities and discussion questions to help teachers and students learn more about hunger and what kinds of action can be taken to tackle a growing need in our communities.

There are seven lessons included in this guide—they may be used in any order or they may stand alone. Some lessons will have service activities, some will just have information. All have curricular ties to many disciplines including social studies, science, language arts, math and art. There is also a resource list included at the end of this guide with book selections, websites and videos that can be woven into your lessons.

While the lesson plans are geared for middle and high school classrooms, many can be adjusted to accommodate a variety of age groups.

The content for this guide was provided by Julie Rogers Bascom, service learning coordinator at Edina Public Schools and Nan Peterson, director of service learning at The Blake School, with support from Second Harvest Heartland.

Who is Second Harvest Heartland?

Second Harvest Heartland is one of the largest, most innovative and most efficient food banks in the United States. Second Harvest Heartland helps deliver millions of meals to people who need it. As a food bank, we find new sources of food and deliver it to nearly 1,000 agency partner programs (food shelves, soup kitchens, senior centers and more) that in turn distribute this food to hundreds of thousands of families.

Second Harvest Heartland's mission is to end hunger through community partnerships. We achieve our mission by focusing on strong results, innovation and thought leadership. We are passionate about our work and inspire others to be generous participants in solving hunger.



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Section 1: Introduction to Service Learning

The following can be used as a lesson plan prior to weaving service learning into your classroom.

Service learning is a method of teaching and learning that combines formal instruction with a related service in the community. Service learning integrates meaningful community service with instruction, student leadership and reflection to enrich the learning experience, teach civic responsibility, encourage lifelong civic engagement, and strengthen communities for the common good. Service learning empowers youth to transform themselves from recipients of information and resources into valuable, contributing members of a democracy.



The Difference Between Service Learning and Community Service

Although they may seem similar, service learning and community service are different concepts. Both emphasize developing civic responsibility, meeting authentic community needs, and creating strong collaborations with the community. Both value students' personal, social, career and ethical growth.

Service Learning	Community Service
Instructional strategy; a way of teaching classroom content.	Does not emphasize school curriculum.
Uses reflection as a means for interpreting experiences.	Does not require a component of reflection.
Often takes place during the school day and sometimes on campus because of its integration with curriculum.	Typically takes place off-site and outside of school hours.
Emphasis on the experience rather than the hours because of its integration both within and outside the classroom.	Emphasis on a designated number of hours.
Incorporates youth voices as a driving factor in the effort.	Often a pre-established activity.
Lends itself to full class projects or large group participation.	Often involves students, as individuals, serving in local non-profit agencies.

Sources: Alameda County Office of Education (2002) and KIDS Consortium (2003)

Community service example

A teacher explains to the class that there is a food shortage at a local food shelf and asks the students to bring in canned food. The students bring in 500 pounds of food and the teacher delivers it to the food shelf. This is good and important work that meets a real community need.

Service learning examples

A student brings to a class's attention that there is a lack of food at the neighborhood food shelf. Students are asked to write a pre-reflection, "What I think I know about hunger."

The students in social studies examine who is hungry, why they are hungry, and where they are hungry. In health class, the teacher examines what a healthy body needs. In a math class, the homework includes examining how much food costs. In art class, students make posters publicizing the need for a food collection.

In an English class, students write a letter to be sent home explaining the need and request for food and funds for the local food shelf. In a technology class, students research local need and local resources.

The teachers invite a guest to talk to students about their local food shelf. After a Food & Fund Drive, students deliver the donations and talk with the staff about who is hungry, why they are hungry and what else they can do to help. Students reflect on the experience in their language arts class.



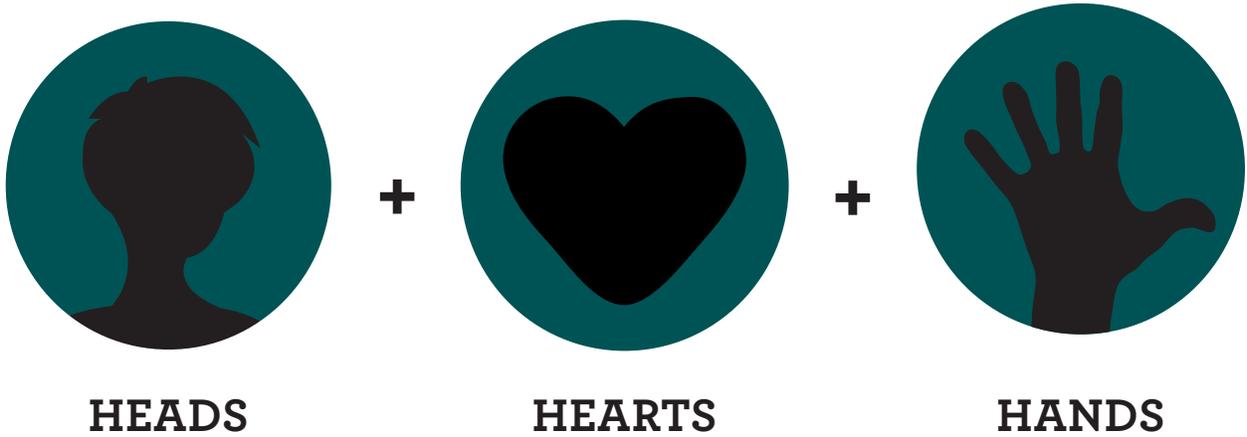
Preflection on your service activity with Second Harvest Heartland

With your class, consider these thoughts on service and discuss which ideas resonate with you:

- What does service mean to you?
- What are your roots of service?
- What encourages you to consider serving others?
- What do you remember from growing up that makes you think of service?
- We all have opportunities to give and receive. Examine the times when you have given and when you have received.
- Three ways to give service—time, talent and treasure.
- A service action includes head, heart and hands.
- Service gives meaning to life.
- Everybody can serve because everyone has something to give.
- Service is reciprocal.
- Everyone is a giver and everyone is a receiver.
- Service can be around the world and in our own back yard.

- Service expands your circle of care and concern.
- Service is an “other” focused action.
- Service transforms the giver.
- Service is a way of life.
- Service-learning is a response to a need and a solution to a problem. It’s not a project.

SERVICE ACTION





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Section 2: Hunger and Food Security Vocabulary

Description of Lesson

In order to have an in-depth conversation about hunger, students and teachers need to understand the definition of hunger and vocabulary to discuss hunger relief. This lesson can also be used as a way to test prior knowledge.

Materials Needed

Printed copies of the hunger vocabulary crossword puzzle, wordle, or word find.

Preflection

- What do you know about local and global hunger?
- What local agencies help our hungry neighbors?
- What efforts help alleviate hunger?



Vocabulary and Definitions

From Second Harvest Heartland, dictionary.com and Wikipedia.com

Advocacy: The act of pleading for, supporting, or recommending. Often in the hunger relief system, the word advocacy is in reference to working on public policy initiatives.

Community Meal: An event where prepared food is offered for free or at a reasonably low price. Community meal organizers may purchase foods, use donated food or obtain food from a local food shelf or food bank.

Feeding America: A domestic hunger relief charity, with a network of 200 partner food banks whose mission is to feed the hungry and to engage our country in the fight to end hunger.

Food bank: A non-profit, charitable organization that distributes mostly donated food to a wide variety of agencies within a designated service area that in turn feed people. The largest sources of food are for-profit growers, manufacturers, distributors and retailers who in the normal course of business have excess food that they cannot sell. After sorting and inventory, a food bank distributes the food to non-profit community or government agencies in its service area, including but not limited to food pantries, soup kitchens, homeless shelters, orphanages and schools.

Food drive: A campaign to collect food for a charitable organization.

Food insecurity: The lack of sustainable physical or economic access to enough safe, nutritious, and socially acceptable food for a healthy and productive life. Food insecurity may be chronic, seasonal, or temporary.

Food relief: The multitude of efforts to address and end hunger.

Food Rescue: The practice of safely retrieving edible food that would otherwise go to waste, and distributing it to those in need.

Food shelf/food pantry: A non-profit community agency that gives food to individuals and families who are food insecure. They receive support from community members, which can include individuals, corporations, farmers and food banks.

Gleaning: The act of collecting leftover crops from farmers' fields after they have been commercially harvested or on fields where it is not economically profitable to harvest. Some ancient cultures promoted gleaning as an early form of community assistance.

Hunger: The painful sensation or state of weakness caused by the need for food.

Program Definitions:

Commodity Supplemental Food Program (CSFP): A federally-funded program which works to improve the health of vulnerable populations by providing food and administrative funds to States to supplement their diets. The populations this program focuses on are elderly people over the age of 60, pregnant and breastfeeding women, other new mothers up to one year postpartum, infants and children up to age 6.

- **Mothers and Children Program (MAC)** – the program through which Second Harvest Heartland distributes CSFP food. Through MAC, Second Harvest Heartland specifically serves income-eligible post-partum women 6-12 months who are not breast feeding and are not served by WIC, and children between ages 5 and 6.
- **Nutrition Assistance Program for Seniors (NAPS)** – the program through which Second Harvest Heartland distributes CSFP food. Through NAPS, Second Harvest Heartland specifically serves income-eligible seniors 60 years of age or older.

National School Lunch Program: A federally-assisted meal program operating in public and nonprofit private schools and residential child care institutions which provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Summer Food Service Program (SFSP): A federally-funded program designed to fill the nutrition gap that children face during the summer when they do not have access to free and reduced-price breakfasts and lunch. SFSP ensures that children get the nutritious meals they need.



Supplemental Nutrition Assistance Program (SNAP): A federally-funded program that helps people with lower incomes pay for nutritious food. SNAP (formerly Food Support and often referred to as “food stamps”) does not pay for all the food that a person or a family needs each month, but just some of it. In Minnesota, SNAP is administered by the Minnesota Department of Human Services but eligibility and case management is provided by county Human Services departments. SNAP is the largest program in the domestic hunger safety net. State agencies, nutrition educators, and neighborhood and faith-based organizations work together to ensure that those eligible for nutrition assistance can make informed decisions about applying for the program and can access benefits.

Women, Infants, and Children (WIC): A federally funded supplemental nutrition program serving pregnant, breastfeeding, and postpartum women as well as children up to age 5 who are found to be at a nutritional risk.

Activity 1

Students create a list of words, facts or thoughts about hunger. This can be done individually, in pairs, for a homework assignment or in groups in class.

Activity 2

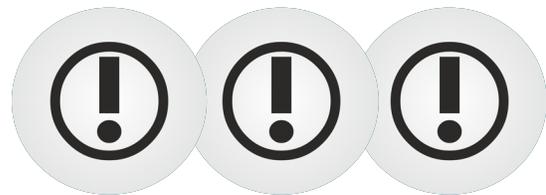
Create a wordle to demonstrate their awareness of hunger vocabulary before and after engaging in Second Harvest Heartland Hunger Relief Action Guide. You can use an online tool like www.wordle.net. One suggestion is to have one student input vocabulary as other students call out the words. Make sure NOT to put spaces in between words—such as food bank. See Wordle Example—the larger the font of the word, the higher the number of times that word is listed/shared.

Activity 3

Fill out a crossword puzzle and word find. Students can test their comprehension of the aforementioned terms by doing the attached crossword puzzle or word find.

Reflection/Discussion Questions

- What words or concepts are new to you?
- What surprised you?



Extensions to lesson

- Students set up a table in the lunchroom to test other students’ knowledge of hunger vocabulary.
- Students create their own crossword puzzles or word finds

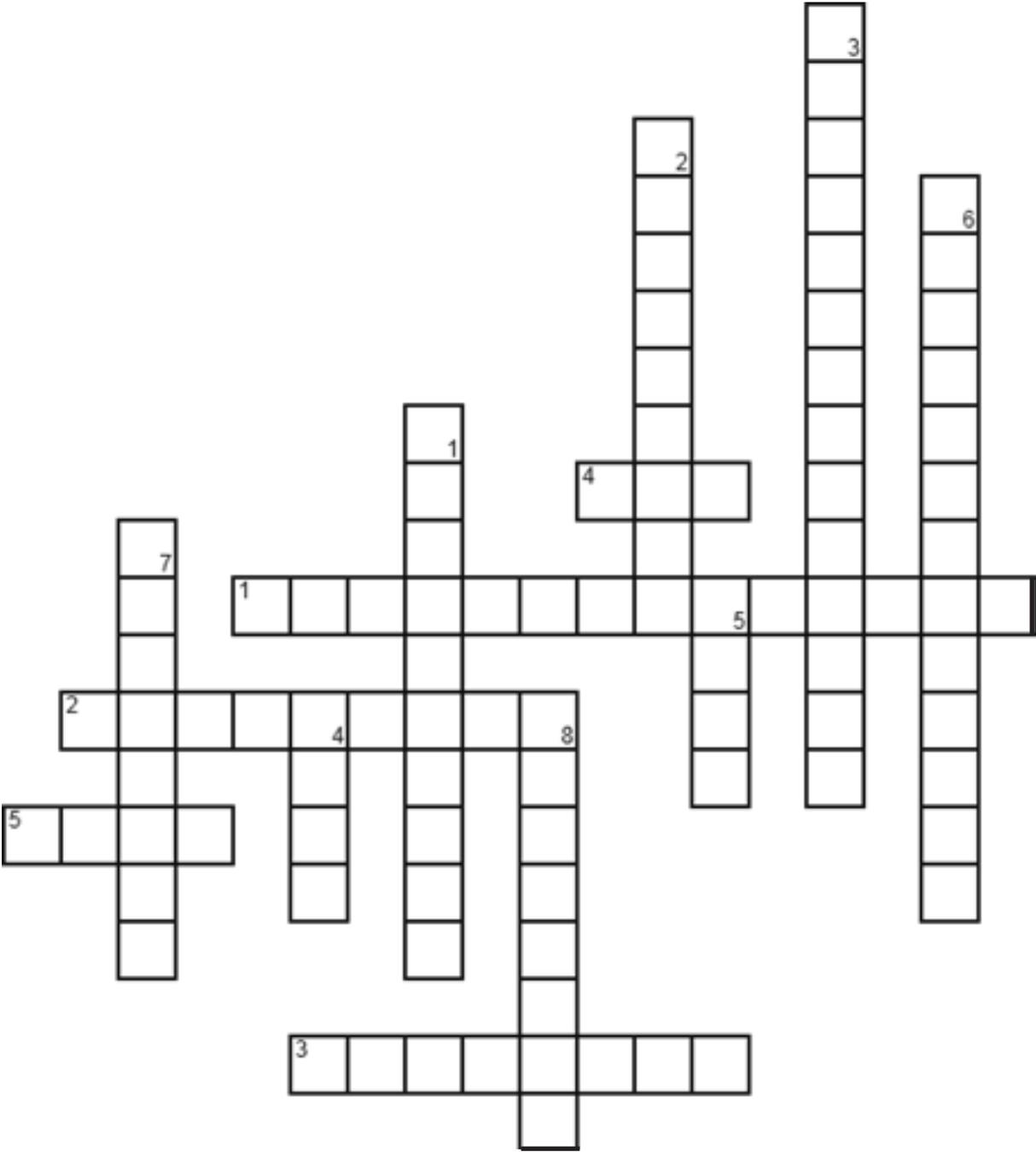
Hunger Vocabulary Word Find

T P N X T P C R U L G T N X G
M O S T F A D V O C A C Y Q Z
Y O T F J V J W A E Z E P E L
Z E U C S E R D O O F B M K J
E V I R D D O O F B T E Y I K
T A C I R E M A G N I D E E F
H J F O O D S H E L F K E N X
U C I W P I Y K N A B D O O F
N P S F X G H P C G T A F O E
G M S F E J N I V S P A N S E
E C O M M U N I T Y M E A L T
R X N I K S C R Q E D P S A M
D F S Y E M B G U T Q W T T U
H F O O D I N S E C U R I T Y
G L E A N I N G R R B R A P V

Hunger
SNAP
SFSP
Gleaning
CSFP
Food Bank
Food Insecurity

Food Shelf
Food Drive
Community Meal
Food Rescue
Advocacy
Feeding America
WIC

Hunger Vocabulary Crossword Puzzle



Across

1. The lack of sustainable access to enough food
2. An agency that gives food to individuals and families
3. Collecting leftover crops from farmers' fields
4. A program providing supplemental food, nutrition education, and health care referrals to low-income women who are pregnant or have children up to age 5
5. A federally funded program that helps people with lower incomes pay for nutritious food

Down

1. Safely retrieving edible food that would otherwise go to waste
2. A campaign to collect food for a charitable organization
3. Hunger relief organization that coordinates a nationwide network of food banks
4. A federally-funded program designed to fill the nutrition gap that children face during the summer
5. A program that provides one box of food each month to income-eligible mothers and seniors
6. An event where prepared food is offered for free or at a low cost
7. The act of pleading for, supporting, or recommending
8. Organization that distributes food to community agencies

Key

Across

1. Food insecurity
2. Food shelf
3. Gleaning
4. WIC
5. SNAP

Down

1. Food rescue
2. Food drive
3. Feeding America
4. SFSP
5. CSFP
6. Community meal
7. Advocacy
8. Food bank



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Section 3: Our Hungry Neighbors

Lesson Description

Students will learn demographic information about our hungry neighbors.

Materials Needed

Computer and Internet connection
Copies of the personal stories included in this section



Preflection

- What does hunger look like to you? Have students describe what someone is like who is hungry. Consider describing their actions, thoughts and behaviors. Then, watch [this video](#) where people who have used a food bank reflect on their challenges.

Facts

Families:

- One in 10 people in Minnesota and western Wisconsin experience the stress of hunger on any given day.
- Hungry Minnesota families miss 100 million meals each year.



Children:

- One in 6 Minnesota children lives at risk of hunger.
- 40 percent of the members of households served by Second Harvest Heartland are children under 18 years old.
- Children who suffer from poor nutrition during the brain's most formative years score much lower on tests of vocabulary, reading comprehension, arithmetic and general knowledge.



Seniors

- Since 2008, visits by seniors to Second Harvest Heartland's food shelf partners have more than quadrupled.
- Reducing senior citizens' risk of food insecurity or hunger benefits their health, nutrition and general well-being.



Activity 1:

Teachers divide the class into three groups, assign a story to each group and have each create a role play, skit or PSA to explain the scenario to the rest of the class.

Some ideas include:

- The effects on a child living with hunger—going to school, playing with friends, trying to study.
- A day in the life of someone who is working two or three jobs but can't afford enough food.
- Dispel the myths of working poor, how to support your local food bank, or food shelf.
- Demonstrate how someone might feel if they are using a food shelf.
- How to use a food shelf - how to find one, what to expect.

Story Number 1: Hunger in Our Midst - Meet Cynthia

“I am a proud person. But pride gets in the way, and I’m finally learning to let go of that pride,” says Cynthia Milford. It’s a lesson the 50-year-old will never look back on. Putting aside her pride is what has allowed Cynthia to use her food shelf in Golden Valley off and on for the past two years.

She says she only goes when she really needs it, but lately she’s been in need of help more often, going to the food shelf approximately once a month since the beginning of the year. Cynthia moved back to Minnesota in 2007 after losing her job in Canada, and she has yet to land a full-time job here. Various part-time and seasonal jobs have gotten her by for the most part, but sometimes they aren’t enough to pay all the bills and still purchase groceries.

Cynthia was wary about going to a food shelf for help. She had used the food shelves in Canada while she lived there, and the experience left a bad taste in her mouth.

Hoping for something different, she checked out her local food shelf two years ago. Thanks to the help of its dedicated volunteers, the food shelf offers a variety of nutritious food options to choose from, and loads of fresh fruits and vegetables come in all the time.

Today Cynthia volunteers twice a week at her food shelf, and encourages fellow clients to volunteer as well. She also goes on “food dates” with her neighbor, a handicapped man who needs help getting to the food shelf. Both are just little ways Cynthia tries to reciprocate the generosity shown her.



Story Number 2: What does it mean to be hungry in Minnesota?



Marilyn Jackson is among those trying to make the most out of virtually nothing. At 59, she is raising her five grandchildren. When she runs low on food or milk, she visits the Catholic Charities’ Branch I Food Shelf in Minneapolis. Jackson works full time, but doesn’t make enough to pay all her bills and buy food. She falls in the middle of the spectrum of people that the U.S. government considers food insecure. She doesn’t go entire days without eating, but frequently skips meals. Often, she’ll cook a pot of beans, only to realize there’s only enough for the children.

“I can tolerate not eating,” she said. “You make sure the kids eat. And then I always tell them, I’m on a diet.”

Jackson is not hungry all the time, which makes her plight typical. She’s among those who depend on food shelves only four or five times a year. Still, she knows what hunger feels like. “It’s a hurting feeling,” she said. “My stomach is in cramps, it’s whining, growling... You get up, you drink a glass of water, and lay back down hoping everything will be okay.”

Like many Minnesotans who worry about food, Jackson buys cheaper items that are often less nutritious. She doesn’t think her grandchildren go to bed feeling like she does, but she sees that they want more. Sometimes they sit around after dinner, pretending everything’s okay. Or they ask for seconds. “What do you say? ‘Stop being so greedy,’” Jackson said. “It’s not being greedy. It’s me adjusting myself to what I can allow them to have on a daily ritual. I say, ‘Well, if I give them too much, they’re going to be expecting this every day.’ So I try to keep them on a routine. ‘This is all we can eat right now, let’s wait and watch TV, and have something later.’ And then I’ll be hoping that by later they’ll have gone to sleep.”

Jackson considers herself a good budgeter, and said she hasn’t shopped anywhere but second-hand stores in years. But after recently undergoing hip surgery, she couldn’t afford a cell phone to keep track of her grandchildren. She bought a prepaid phone, but exceeded her minutes. Her life is like dominos -- one thing easily sets everything else tumbling.

Story Number 3: Fresh produce goes a long way - Mary, Johnny and family

have great kids. Not one of my three—ages 8, 11 and 14—has missed a day of school since kindergarten. My oldest received such high test scores he’s currently on track to receive a full scholarship to Duke. On top of all that, they never complain; which says a lot considering things haven’t been easy lately.

We haven’t always struggled. A few years back, my husband was the top salesman at a car dealership. We always had enough. Everything changed when he was diagnosed with cancer—not once, but twice. He’s in remission now, but still too weak to work. I run a small catering business between taking care of him and our three kids, but it doesn’t bring in enough to get by.

The mobile pantry at my kid’s school is a huge help. It gives us fresh fruits and vegetables—today I received tomatoes and asparagus. You can make fresh produce go a long way, and it’s critical to my husband’s recovery and my children’s growth.

My kids have bright futures. Thanks to the mobile pantry and food bank, they get the healthy food they need to do well in school and be successful. I never want them to struggle like we have.



Activity 2

Budget Simulation

Many food insecure households have to make difficult decisions about how to use their limited resources. Although they may be working full time, individuals who earn lower incomes may fall under the poverty level and struggle to support themselves and their families. Complete the budget simulation activity found in the Appendix.

Some discussion questions/topics for after the activity include

- Were there any choices that were easy (no hesitation at putting 1 or 3 Smarties on?)
- What categories were the most challenging to decide?
- Categories will affect each other, none of them stand alone:
 - If you chose a laundromat for your laundry facility, take a look at what your transportation choice was. If it was choice A or B, how are you going to get your laundry to and from the laundromat? With a family of four you do several loads of laundry each week. How time-consuming will the laundry process be?
 - Same with shopping choices and transportation. How will you get to the grocery store, how much food will you buy each visit?
 - Your choice of the amount of food you are eating could very well affect your need for health care.
 - Are there any other connections between categories that you can make?



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Section 4: Hunger Relief in Minnesota

Lesson Description

Students research and identify the major partners in ending hunger in Minnesota.

Materials Needed

Computer and Internet connection
Copies of the following personal stories:



Preflection

- Are you aware of any agencies that provide food support? If so, what are they?
- Who is hungry?
- Why are people hungry?

What can we do for our hungry neighbors?

Hunger Facts in Minnesota

- Demand for emergency food has doubled in our region since 2005. (Source: Feeding America Hunger Study 2010)
- Today, more than 600,000 people in Minnesota and western Wisconsin are at risk of missing a meal on any given day. This translates to 1 in 10 people, living all around us, who experience the stress of hunger. (Source: Feeding America Hunger Study 2010)
- Families in Minnesota miss out on 100 million meals each year; this is equivalent to missing dinner 10 times every month. (Source: Feeding America, Map the Meal Gap study 2011)
- This lack of food security results in children and adults with more developmental and cognitive deficiencies as well as increased physical and mental health issues. People who are hungry cannot participate fully in their daily lives, or in the world around them.
- Hunger costs Minnesota at least \$1.93 billion per year due to the combination of lost economic productivity, more expensive public education because of the rising costs of poor education outcomes, avoidable health care costs, and the cost of charity to keep families fed. Center for American Progress / Brandeis University Study, Hunger in America: Suffering We Are All Paying For, October 2011



Activity 1

Students research hunger relief agencies in their local area.

Some research questions could include:

- Where do agencies get their food?
- How much is purchased?
- The effects on a child living with hunger—going to school, playing with friends, trying to study
- How is the food brought to the hunger relief agency?
- How many people are served per year?
- What do the agencies need?
 - Food donations?
 - Funding for buying more food?
 - Volunteers?
- What does Charity Navigator (an online way to determine an agency’s performance rating) say about the agency? www.charitynavigator.org

The following are some agencies that help hungry Minnesotans:

- Minnesota Foodshare gmcc.org/foodshare
- Hunger Free Minnesota (3 year Campaign) hungerfreemn.org
- Hunger Solutions hungersolutions.org
- Feeding America feedingamerica.org
- Bread for the World bread.org

Minnesota Food Banks:

- Second Harvest Heartland 2harvest.org
- Channel One, Inc. Food Bank and Food Shelf, Rochester, Minn. channel-one.org
- North Country Food Bank, Crookston, Minn., northcountryfoodbank.org
- Second Harvest North Central Food Bank, Grand Rapids, Minn; secondharvestncfb.com
- Second Harvest Northern Lakes Food Bank, Duluth, Minn. northernlakesfoodbank.org

Activity 2

Invite a representative from your local food bank/food shelf to visit the classroom or school. Prepare students to engage in conversation.

Activity 3

Have a panel discussion on hunger in your community. Invite someone from your local food shelf, the mayor or other city official, the social worker at the school, and the school nurse. Discuss how hunger can impact your school and the community. Brainstorm ways to fight hunger in your town or city.

Reflection/Discussion Questions

- What do you know now about hunger relief that you didn't know before this project?
- Who uses hunger relief resources?
- What can you do to contribute to these agencies?
- Map out your community. Where is a food bank/shelf in your neighborhood?
hungersolutions.org
- Figure out how someone could get to a food shelf on public transportation. Examine barriers to getting to a food shelf.
- You have \$1,000 given to you to donate to a hunger relief agency. To what organization would you donate and why?



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Section 5: U.S. and Global Hunger

Lesson Description

Students explore national and global hunger facts.

Materials Needed

Computer
Graph - Comparative Statistics on Local, National and Global Hunger



Preflection

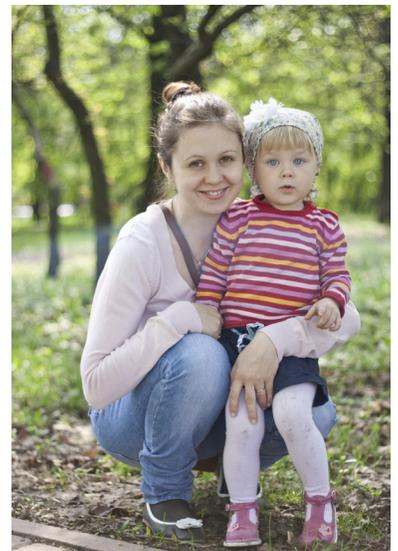
- What is food insecurity? Food insecurity exists when people lack sustainable physical or economic access to enough safe, nutritious, and socially acceptable food for a healthy and productive life. Food insecurity may be chronic, seasonal, or temporary.
- What does it mean to have access to “socially acceptable” food? What ways of getting food are socially acceptable? What are some ways that aren’t?
- What are some reasons that a person might not have access to food some of the time or seasonally?

Facts

Hunger in the United States.

Our national population in 2010 was 308,745,000.

- In 2010, **48.8 million** Americans lived in **food insecure households**, **32.6 million adults** and **16.2 million children**. That means almost **1 in 4 children** is **food insecure**.
- In 2010, **14.5 percent of households** (17.2 million households) were **food insecure**.
- In 2010, **5.4 percent of households** (6.4 million households) experienced very low food security. This means that the food intake of one or more household members was reduced and their eating patterns were disrupted at times during the year because the household lacked money and other resources for food.
- In 2010, **households with children** reported food insecurity at a significantly higher rate than those without children, **20.2 percent compared to 11.7 percent**.
- In 2010, households that had rates of food insecurity higher than the national average included households with children (20.2 percent), especially households with children headed by single women (35.1 percent) or single men (25.4 percent), Black non-Hispanic households (25.1 percent) and Hispanic households (26.2 percent).



- In 2009, **8.0 percent of seniors** living alone (925,000 households) were food insecure.
- Food insecurity exists in every county in America, ranging from a low of 5 percent in Steele County, N.D. to a high of 38 percent in Wilcox County, Ala.

Global Hunger

The U.S. Census Bureau estimates that our global population is 7.1 billion.

- There are 870 million undernourished people in the world today; another way to think of it is 1 in 8 people do not get enough food.



- Hunger and malnutrition pose a greater risk on worldwide health than AIDS, malaria, and tuberculosis combined.
- One out of six children in developing countries is underweight; that is approximately 100 million people



- 66 million primary school-age children attend classes hungry across the developing world, with 23 million in Africa alone.
- Global causes of hunger include nature (natural disasters, drought, and climate change), war, poverty, agricultural infrastructure, and the over-exploitation of the environment.

Facts – from World Food Programme (wfp.org) - global statistics link hunger with malnutrition, weight, and sometimes disease

Activity 2

The U.S. Census Bureau estimates that our global population is 7.1 billion.

- Use the CIA World Factbook – choose five countries to research
 - Look at population
 - Using the ratio of undernourished people in the world (listed above in the facts section), determine an approximation of how many people in this country would be undernourished.
 - For developing countries (information not given for most developed countries): How many children under the age of 5 are underweight? What comparison placement does this country have?
 - What are the major agricultural products? What items are missing? What does this mean for providing a healthy meal for the families?
 - Are there any food commodities that are exported or imported?

- Using a general search engine, research the food culture of the above selected countries
 - What are the national dishes?
 - What are the major holidays of the country and what role does food play in those holiday celebrations?

Activity 3

- Cook a traditional food item from a culture that is different than your own.

Reflection/Discussion Questions

- What were statistics that surprised you about U.S. or global hunger?
- While completing the activities, did you encounter any information about global hunger relief?



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Section 6: Origins of Food

Lesson Description

Students learn where their food comes from and why it might come from far away.

Materials Needed

A classroom-sized world map
Sticky notes



Preflection

Today most people have very little information about where their food is grown and processed. Not that long ago, people ate food that they hunted, grew, or gathered from where they lived. Now food is shipped all around the world.

- Think about why some foods might grow only in certain countries, due to climate or types of soil. Also consider the differences between locally and non-locally grown foods.
- Our food comes from many different places and it takes work to find out where it comes from.
- Do you know where your food comes from?
- Why does some of our food come from so far away?
- Who grows it?

Activity 1

- Pick two ingredients from the food you ate yesterday that you think were grown in another country.
- Write down what you already know about where it comes from.
- Look on the Internet, in a dictionary, and in encyclopedias to find out where the ingredients are grown (if you can't find out on the label).

Ingredient	Where is this food grown?	Why is this a good place for the food to grow?	What other foods are grown in this country?

Write down the ingredients you researched on sticky notes—one note for where an ingredient was grown. Post them on the classroom world map so you can see where a few of the foods have come from that you ate yesterday.

From *Equal Exchange's, Win Win Solutions: An Introduction to Fair Trade and Cooperative Economics*, equalexchange.coop/win-win-solutions-1

Activity 2

Create a group or individual collage using pictures of foods that you see or eat every day. Think about how many different ingredients are in a piece of pizza and research where those ingredients come from. Use the CIA World Factbook – choose five countries to research.

Reflection/Discussion Questions:

- What role does food play in your life?
- Your meal is made up of many different products. What do you think the raw ingredients were?
- How far did your food travel and were there any stops along the way?
- How did the raw ingredients become the food on your plate?
- Does it matter to you where your food comes from and how it was made? Why?



Extension to Learning

Make a list of foods locally grown. Visit a local farmers market and see if you can find these foods. Are there foods you didn't expect to see? Talk to the farmers about how they grow their food.

Look at the resource list at the end of this guide. Follow the links to learn more about our Harvest to Home program, which allows us to collect agricultural surplus and fresh, local food from the Minneapolis Farmers Market.



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Section 7: Nutrition for a Healthy Body

Lesson Description

Students will understand healthy food choices.

Materials Needed

Computer and Internet access.

Preflection

- What do you know about nutrition?
- What does your body need to operate at its best?
- How do your nutritional needs change as you age?
- How can you improve your health by what you eat?
- What are the food groups?



Facts

According to the United States Department of Agriculture, a healthy diet includes a variety of foods from the major food groups: fruits, vegetables, grains, dairy, and protein foods.

Fruits and vegetables are loaded with antioxidants, essential minerals, health-enhancing fiber and flavonoids that all bodies need. Eating a diet rich in fruits and vegetables as part of an overall healthy diet may reduce risk for heart disease, obesity, and type 2 diabetes. It may also protect against certain types of cancers. Eating fruits and vegetables rich in potassium as part of an overall healthy diet may lower blood pressure, and may also reduce the risk of developing kidney stones and help to decrease bone loss. The goal is to eat 5-9 or more servings of fruits and vegetables a day.

Grains are any food made from wheat, rice, oats, cornmeal, barley or other cereal grain. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products. Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

Proteins are part of every cell, tissue, and organ in our bodies. These body proteins are constantly being broken down and replaced. The protein in the foods we eat is digested into amino acids that are later used to replace these proteins in our bodies.



Protein is found in the following foods:

- Meats, poultry, and fish
- Legumes (dry beans and peas)
- Tofu
- Eggs
- Nuts and seeds
- Milk and milk products



Dairy All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group. Calcium is used for building bones and teeth and in maintaining bone mass. Dairy products are the primary source of calcium in American diets. Diets that provide 3 cups or the equivalent of dairy products per day can improve bone mass.



Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not.

From myplate.gov

Activity 1

Research and report on why a healthy body needs each food group.

Activity 2

Create a kid-friendly brochure that encourages young people to eat a healthy diet. Include tips to include more fruits and vegetables. This could also be a video or PSA and be shown over the school TV channel.

Activity 3

Complete a food journal that documents all food and liquids consumed in 24 or 48 hours. Students can use a computer or electronic apps to keep track.

- Did you see any patterns in your food intake? For example, did you eat the required/suggested amounts of fruits and vegetables? Protein? Healthy fats? Grains?
- How much liquid did you drink?
- Often, the most brightly colored foods contain the most nutrients. What colors did you eat today?
- Are there any food patterns that you would like to change?
- Did anything surprise you about this exercise?

If you're interested in learning more about healthy foods to eat, visit "[Choose My Plate](https://www.choosemyplate.gov/myplate/index.aspx)" at [choosemyplate.gov/myplate/index.aspx](https://www.choosemyplate.gov/myplate/index.aspx). Use the website's tool to enter your age, sex, weight, height and physical activity level to get a personalized, healthy meal plan just for you.

Reflection/Discussion Questions:

- Did any of the nutritional information about food surprise you?
- What healthy habits do you have that you will continue?
- Based on what you know now, what foods would you give to a food collection?

Extension to Learning

Make a list of foods locally grown. Visit a local farmers market and see if you can find these foods. Are there foods you didn't expect to see? Talk to the farmers about how they grow their food.

Look at the resource list at the end of this guide. Follow the links to learn more about our Harvest to Home program, which allows us to collect agricultural surplus and fresh, local food from the Minneapolis Farmers Market.





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Section 8: Dispelling Hunger Myths

Lesson Description

Students will examine myths and understand realities that people who are hungry face.

Materials Needed

Computer to access online articles or print outs.

Hunger Facts Quiz



Preflection

What are some of your thoughts about people who are hungry or use food support like SNAP (food stamps) and food shelves.

Hunger Myths and Realities

These myths and realities were compiled by our partner, Second Harvest Northern Lakes Food Bank. You can review them with your students to discuss some of the common assumptions about people who receive assistance from food shelves, the government, or other charities.

Myth:

People are too lazy to work, they should just get jobs.

Reality:

Thirty-two percent of households utilizing food shelves and soup kitchens report at least one working adult in the home. Unfortunately, their average wage is \$8.39 per hour which doesn't allow their family to cover the basic need of food, shelter and clothing. In fact, Jobs Now Coalition reports that a family of four, with two working parents needs to earn \$10.21 per hour each just to cover basic needs.



Our growing population of the elderly cannot simply “get a job” and go back to work. Many seniors have worked hard all their lives to find that social security doesn't cover the cost of prescription medications, health care and their basic needs.

Myth:

Childhood hunger doesn't exist; just look at the obesity rates for children in the U.S.

Reality:

Obesity has become a serious public health problem among American children. The problem affects children from upscale suburbs, to inner cities and to remote rural areas. Unfortunately, the cost of eating healthy—purchasing fresh fruits and vegetables for example—is far more expensive than food high in fat and calories. Families trying to stretch their incomes often find it easier with carbohydrate-rich foods.

Myth:

There are plenty of programs out there to take care of the hungry, you don't need my help.

Reality:

Food stamps, WIC, MAC and NAPS exist to supplement a family's food resources, but they aren't enough. We rescue and distribute food that might otherwise go to waste to provide a safety net to those who may not qualify for federal programs or who may need extra assistance.

Myth:

Hunger and poverty are brought on by people's own personal failure.

Reality:

In today's economic climate we're seeing people we have never seen before. Nationwide, lost jobs and unemployment have sent people to food shelves, soup kitchens, and our programs to cover their basic need for food.

**Activity 1**

Take the Hunger Facts Quiz attached to the lesson. Discuss the Hunger Facts Quiz using the answer sheet to learn the facts about hunger.

Activity 2

Go to Feeding America's [“Real Stories” page](#) to read stories about real people who have struggled with hunger. What myths do these stories debunk?

Reflection/Discussion Questions

- What do you know now that you didn't know before exploring hunger myths?
- What surprised you?
- How can you share this knowledge with others to combat misinformation and false assumptions?

Hunger Facts Quiz

- | | |
|---|----------------------|
| | True or False |
| 1. There is no hunger in a country as rich as the United States. | True or False |
| 2. Assistance programs and food shelves have taken care of the problem of hunger. | True or False |
| 3. Only homeless and jobless people need emergency food. | True or False |
| 4. SNAP (food stamps) is not intended to supply a family with all the food they need every month. | True or False |
| 5. Hunger is only a big city problem. | True or False |
| 6. We can't have a hunger problem and an obesity problem in the U.S. at the same time. | True or False |
| 7. Hunger is a problem for senior citizens. | True or False |
| 8. Government is taking care of the hunger problem. | True or False |
| 9. There is enough food to feed the world. | True or False |
| 10. Resolving hunger means just ensuring people have enough to eat. | True or False |
| 11. Only droughts and other natural disasters are to blame for hunger. | True or False |
| 12. Hunger exists when food is available in shops and markets. | True or False |
| 13. All of the world's hungry live in Africa. | True or False |
| 14. Hunger is one of the most pressing global issues. | True or False |
| 15. There is nothing we can do to help hungry people. | True or False |

Hunger Facts Quiz Answers

- 1. False.** One in seven people in the United States does not know where their next meal is coming from.
- 2. False.** The Map the Meal Gap study, commissioned by Feeding America, found that Minnesotans are still missing 100 million meals each year.
- 3. False.** Food banks and emergency food providers continue to serve more working poor families than ever. Fifty percent of the people that receive food from emergency food providers are children and seniors.
- 4. True.** SNAP is a supplemental food program that is intended to increase a family's budget to purchase nutritious food.
- 5. False.** Hunger strikes people in rural, suburban and urban communities. The highest food insecurity rate is in rural Clearwater County (14.2 percent). The food insecurity rate for Hennepin County, where Minneapolis is located, is 11.8 percent.
- 6. False.** Hunger is not about calories; it is about securing an acceptable, healthy, safe food supply for a family and knowing it is there day after day. The causes of obesity are separate, yet obesity is linked to malnutrition which can be caused by lack of access to healthy, affordable foods.
- 7. True.** Many seniors still struggle on a fixed income. Medical expenses frequently use up a large chunk of their budget. As of 2009, there were almost 1 million seniors in the U.S. who were going hungry because they could not afford to buy food. Another 5 million seniors in the U.S. faced the threat of hunger. In recent years, hunger rates have more than doubled for poor seniors in the country, and it is likely to get worse as the older population is the fastest growing segment of the U.S. population.
- 8. False.** Cumbersome application processes, transportation and confusion about eligibility often hinder participation in assistance programs. People with food shortages are turning to the non-profit, charity network when they need help.
- 9. True.** There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life. Inefficiency and unsustainability are barriers to equitable food distribution around the world.
- 10. False.** Hunger also involves the type of food you eat. Good nutrition means having the right combination of nutrients and calories needed for healthy development. It's especially important for infants, pregnant women and young children.
- 11. False.** Nature is only one factor when it comes to hunger. The proportion of food crises that are linked to human causes has more than doubled since 1992. War and conflict are often at the heart of today's worst food crises.
- 12. True.** People can go hungry even when there's plenty of food around. Often it's a question of access—they can't afford food or they can't get to local markets.
- 13. False.** Of the world's nearly one billion hungry people, over half live in Asia and the Pacific. Hunger is also a relevant issue in the United States, where 50 million Americans are food insecure.

Hunger Facts Quiz Answers

14. True. When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively. We need to tackle hunger to be able to resolve environmental, economic and security issues.

15. False. There's plenty you can do. What are some of your ideas?

Information gathered from the following sources:

World Food Programme -- wfp.org

Meals On Wheels Association of America -- mowaa.org

Food Bank Council of Michigan -- fbcmich.org



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Section 9: Resource List

Visit Second Harvest Heartland and participate in a volunteer activity at 2harvest.org/volunteer.

The following are some agencies that help hungry Minnesotans:

- Minnesota FoodShare: gmcc.org/foodshare
- Hunger-Free Minnesota: hungerfreemn.org
- Hunger Solutions: hungersolutions.org
- Feeding America: feedingamerica.org
- Bread for the World: bread.org



Minnesota Food Banks:

- Feeding America, feedingamerica.org
- Second Harvest Heartland, 2harvest.org
- Channel One, Inc. Food Bank and Food Shelf, Rochester, Minn., channel-one.org
- North Country Food Bank, Crookston, Minn., northcountryfoodbank.org
- Second Harvest North Central Food Bank, Grand Rapids, Minn., secondharvestncfb.com
- Second Harvest Northern Lakes Food Bank, Duluth, Minn. www.northernlakesfoodbank.org

Extension to Learning:

Watch a YouTube video of images from Hungry Planet, a book of photographs by Peter Menzel, of what families from around the world eat in a week. www.youtube.com/watch?v=osSpWbmEYF4
Discuss, sketch, draw, photograph or list what students' families eat in a week.

Visit freerice.com to play an interactive game that raises grains of rice for the hungry while it increases vocabulary. Create a school group to collectively raise food for the World Food Programme.

Visit hunger.cwsglobal.org/decisions/index.htm for an interactive decision making exercise. The reader will take the part of a man or a woman who is trying to eke out a living in a poor rural area of a developing nation. At the end of each page, you will face a difficult decision between two courses of action.

Preparing for your visit to Second Harvest Heartland

Volunteer Opportunities

Second Harvest Heartland provides a variety of volunteer opportunities throughout the Twin Cities.

Golden Valley: Volunteers at our Golden Valley facility work together to sort and repackage donated food such as rice, cereal, tortillas and pasta. This food is then sent to our local partner food shelves and soup kitchens and other agency partner programs. Many volunteer shifts are available during the week and on evenings and weekends.



Maplewood: Volunteers at our Maplewood facility work together to sort and repackage donated food or work on our assembly line packing boxes of food for low-income seniors, mothers and children through our CSFP program. Generally, shifts are available weekdays in the morning and afternoon and on Tuesday evenings.

Meals for Minds: One in six Minnesota children lives at risk of hunger. To help provide for these children in need, the Target Meals for Minds program and Second Harvest Heartland join together to distribute food to students and families through a mobile food pantry. Many dates and times are available to help distribute groceries at elementary schools in Minneapolis and St. Paul.

Seasonal Opportunities:

Farmers Market: We need your help to collect surplus produce from vendors at the Minneapolis Farmers Market from July through October. There are two ways to volunteer: during the morning volunteers focus on encouraging shoppers to donate through outreach and education, and the afternoon shift focuses on produce collection.

Gleaning: As apple harvest winds down in the fall, several orchards have offered us the opportunity to glean the remaining apples from their trees before they are lost to the winter freeze. Apple picking is a fun activity for groups and families, and a great way to help us in our mission to end hunger by rescuing delicious and nutritious food that would otherwise be lost.

To sign up:

2harvest.org/volunteer is the best place to get your volunteer experience started. Using the calendar function you can see what opportunities are available and when. If you have any questions about registering for a volunteer shift, please contact our volunteer hotline at 651-282-0901 or email volunteer@2harvest.org.



Youth Guidelines

All youth volunteers will be asked to present a signed parental waiver prior to starting their volunteer shift. Youth without a signed waiver will not be permitted to volunteer. Chaperone(s) can NOT sign and complete the parental waiver in lieu of a child's legal parent/guardian.

Part 1: Applies to Meals for Minds and Maplewood CSFP Box Packing

- Groups of youth volunteers ages 15 through 17 (grades 10th - 12th) must be accompanied by adults age 21 or older in a minimum ratio of 1 adult to 4 youth. Youth groups cannot exceed 20 (15 youth and 5 chaperones) .
- Youth ages 13-14 need to be accompanied by their parent/guardian at all times, and parents will be expected to work side-by-side with them to assure their safety.
- Because of the nature of our work and work environment, children under the age of 13 are not able to volunteer with the Meals for Minds program



Part 2: Applies to all other volunteer opportunities

- Groups of youth volunteers ages 15 through 17 (grades 10th - 12th) must be accompanied by adults age 21 or older in a minimum ratio of 1 adult to 6 youth.
- Individual teens ages 15 through 17 can volunteer unaccompanied by an adult if they:
- Get approval from SHH prior to volunteering AND
- Provide a signed parental waiver
- Groups of youth volunteers ages 10 through 14 (grades 4th - 9th) must be accompanied by adults ages 21 or older in a minimum ratio of 1 adult to 4 youth.
- Families can include individual youth ages 8 and 9 who volunteer in the presence of a parent/guardian in a ratio of 1 adult to 3 youth.
- Because of the nature of our work and work environment, children under the age of 8 are not able to volunteer with Second Harvest Heartland

Volunteer Details

What to Wear

As a working warehouse please be mindful of the following:

- You MUST wear closed toed shoes—no sandals! Any volunteers who arrive without closed toe shoes will not be able to volunteer.
- Dress in comfortable clothing, t-shirts or sweatshirts with jeans are fine.
- Shorts are acceptable, as long as they are a style that will not offend anyone.

Food Safety

In order to assure the food you pack is safe and suitable for our clients, we ask the following:

- Please do not plan on volunteering with us if you are feeling ill. We'll be glad to have you reschedule when you feel better.
- When you are in our packing areas, you will be asked to remove all jewelry (aside from wedding bands). We thank you for planning accordingly.



Making Choices

How will you invest your resources?

You are a family composed of two working adults and two children, a 1-year-old and a 6-year-old.

You have a “15 candy budget” to spend each month. Place the required number of candies to indicate your spending choices.

You MUST make a choice for each CATEGORY (no skipping categories).



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Category	Choice A (1 Smarties)	Choice B (2 Smarties)	Choice C (3 Smarties)
Housing	Studio Apartment (1 bedroom) , 1 bath, unfurnished, no patio or yard, street parking only, stove only. <input type="radio"/>	Apartment 3 bedroom, 1 bath, unfurnished, covered patio, 1 covered garage space, stove and refrigerator. <input type="radio"/> <input type="radio"/>	House 2 bedroom, 1 ½ bath, unfurnished, small fenced yard, 2-car garage, stove, refrigerator, and dishwasher. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Healthcare	No health insurance, you pay for all health related costs. <input type="radio"/>	Health insurance for you with your employer but no health insurance for your family members. <input type="radio"/> <input type="radio"/>	Health insurance for you and your family through your employer. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Food	1 meal a day. <input type="radio"/>	2 meals a day. <input type="radio"/> <input type="radio"/>	3 meals a day + snacks. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Transportation	Walking or bike everywhere, no public transportation (buses, trains). <input type="radio"/>	Walk, bike, or take public transportation (buses, trains). <input type="radio"/> <input type="radio"/>	Own your own car. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Technology	No computer, no cell phone, TV (no cable). <input type="radio"/>	No computer, cell phone, TV (no cable). <input type="radio"/> <input type="radio"/>	Home computer, TV with cable, cell phone. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Laundry Facilities	Laundromat. <input type="radio"/>	Shared laundry room in apartment complex. <input type="radio"/> <input type="radio"/>	Own washer/dryer in your home. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Shopping	1 grocery store within walking distance, no mall within 20 miles. <input type="radio"/>	Grocery store across the street from your home and a mini mall within 1 mile. <input type="radio"/> <input type="radio"/>	2 grocery stores nearby and a large mall within walking distance. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Child Care	You and your spouse work opposite shifts (Day/Night), friends/family help at times. <input type="radio"/>	Your children go to in-home (home-based) day care. <input type="radio"/> <input type="radio"/>	Your children go to a child care center. <input type="radio"/> <input type="radio"/> <input type="radio"/>
Spending Money	After all bills/food are paid there is no extra money. <input type="radio"/>	\$20 left over each week after all bills/food are paid. <input type="radio"/> <input type="radio"/>	\$50 left over each week after all bills are paid. <input type="radio"/> <input type="radio"/> <input type="radio"/>