

Hunger 101

HELPING ENGAGE, EDUCATE AND EMPOWER THE COMMUNITY TO TAKE ACTION AGAINST HUNGER WITH UNDERSTANDING AND URGENCY.



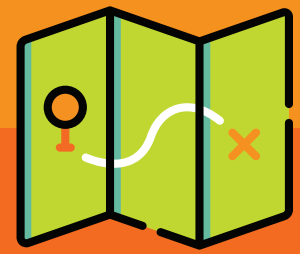


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Introduction to Atlanta Community Food Bank

The Food Bank is working to end hunger in our community with the food, people and big ideas needed to guarantee that no one worries where their next meal is coming from. Since 1979, we've been providing food for a growing network of nonprofit partners- including food pantries, community kitchens, childcare centers, night shelters and senior centers. We currently serve more than 700 partners in 29 counties across metro Atlanta and north Georgia.

Hunger 101 Curriculum Overview

This curriculum was created to help engage, educate and empower the community to take action against hunger with understanding and urgency. These materials include activities, facts and other resources to help define and explore the issues surrounding hunger, food insecurity and poverty. Additionally, these materials will help support service learning opportunities around these interrelated issues.

Teachers and community educators using these materials should feel free to adapt activities to their audience. This curriculum can be used with young people and adults, within schools as well as with corporate and civic groups, and in other community settings.

It is important to realize that people will bring their own experiences and attitudes to these activities and discussions. It is likely that someone in your group or class will have experienced food insecurity

and/or hunger at some point, or will know someone who has. Other people may live in an environment of plenty and have a difficult time understanding how hunger persists in the United States. It is essential not to judge or criticize different perspectives. It is our hope that these materials will help dispel myths and misconceptions that surround hunger issues and underscore the urgent need to get involved in the work being done to address hunger in this country.

Teachers

Guided by a Georgia educator, these materials have been aligned to Common Core and/or Georgia Performance Standards to make it easier for teachers to incorporate hunger education in the classroom. Features include links to standards, texts and resources for literacy development, Lexile scored reading lists, discussion guides and templates for fact sheets and activity materials. This Hunger 101 Curriculum was designed for flexibility. Teachers can use the entire curriculum or download individual activities that support specific lessons or service learning opportunities. If you have any questions or concerns regarding the Hunger 101 Curriculum, please email the Food Bank's Education Team at education@acfb.org or call 404-892-3333 ext 2009.

Activity 1: Food And Life

GRADES 3-12

CC

CC Standard Alignment:
Reading Comprehension

GSE

GSE Standard Alignment:
Social Studies/ELA



15 - 30 min.



This activity can be paired with all
Hunger 101 Curriculum activities.

Student Learning

Students will examine the many ways food plays a role within culture, history, families and communities.

Students will also gain a deeper understanding of how food insecurity can impact lives and communities.

Objectives

Students will be able to discuss and compose narrative writings based on:

- The many different ways that food is experienced in life.
- How food connects us to others.
- How food is an expression of our diversity, culture and history.
- How food insecurity and hunger impact individuals and communities beyond health and nutrition.

Materials

- Pens/Pencils
- Quick Write Worksheet (p. 6)
- Concept Map (p. 7)
- See Book List in the resource section of this curriculum for books that can support this activity.

Performance Tasks

Ask students to identify the different ways they think food brings people together or where it is an integral part of an activity, function or event.

Quick Write

Engage students in a 2-5 minute writing activity responding to one or more of the following questions: What does food mean to you? How does the food you eat impact your life? What are your most significant memories of food?

Explain that Quick Writes are meant to capture immediate thoughts and impressions and are not focused on grammar or organization.

Allow students to share responses in small groups or with the entire class.

Concept Maps

Have students create a concept map or a collage that describes how food creates meaning in either their own lives or in different communities or cultures. You can use the Concept Map Worksheet or have students create their own.

Discussion Questions

Use the following questions to stimulate discussion and ensure understanding:

- How does culture or where a person lives influence the food a person likes to eat? *Facilitator Note: If you are born and raised by the ocean, you might eat more sea food than someone born and raised in Iowa, etc.*
- Do you think people express love with food? If so, what are some ways we do that? *Facilitator Note: Cooking a special meal on someone's birthday or making chicken soup when someone is sick with a cold.*
- Does your family have any special recipes? If yes, who created them? Have they been passed down over more than one generation?
- Do you have any special memories of preparing or eating a meal with someone? If so, what made that experience stand out?
- What are some ways that not having access to the foods we love and/or need for proper nutrition can impact us? *Facilitator Note: Not having proper nutrition can hurt our health. Not being able to make the meals that connect us to our history or culture can make us feel sad and disconnected from people we love.*

Extension Ideas

Story Share

Have students share a story or an experience (written or verbally) where food, or the lack of food, impacted someone's life. The story can come from their own

personal experience, the experience of a family member from another time in history, or a story they have read or seen in a film.

Classroom Cookbook

Have students bring recipes from their own culture or family history and create a classroom cookbook. If possible, cook and test some of the recipes.

Research and Explore

Have students either individually or in groups identify an idea or topic that relates to food and culture, food and community, or food and history and research and write a paper or create a presentation. Some ideas/topics include:

- Explore and research the foods and recipes from a culture or country different from your own.
- Write a "food autobiography" about your family's favorite food, how you were introduced to it, and who cooks this food. Where does your family come from? Does that influence the way you think about food?
- Explore farmer's markets and/or grocery stores in your area and take notes on how they are different or similar. If you live in an area where there are farms and farmer's markets, interview farmers about their experiences and how things have changed over time.
- Explore this curriculum's Additional Resources (pages 54-68) including our Book and Film Lists to learn more about food, hunger and food insecurity.

FOOD AND LIFE QUICK WRITE WORKSHEET

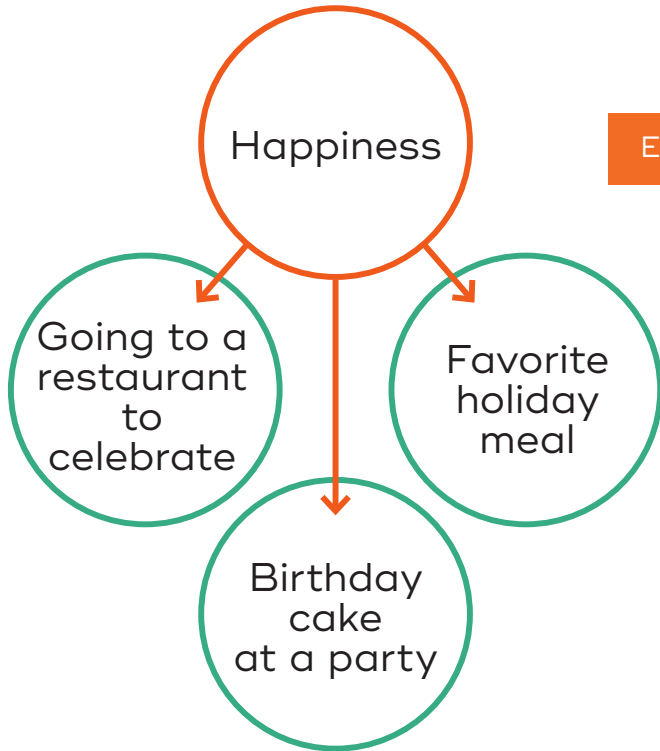
On the lines below, please write as many sentences as you can about what food means to you and/or your family. You can write about a particular event or holiday or your day to day life. You may also write about how food insecurity (not having access to enough food to lead an active healthy life) can impact a person, a family or a community. Do not spend too much time fixing errors, but instead concentrate on getting as much information from your mind to the paper as possible in the time allowed.

Ready? Set. Go!!!

FOOD AND LIFE CONCEPT MAP

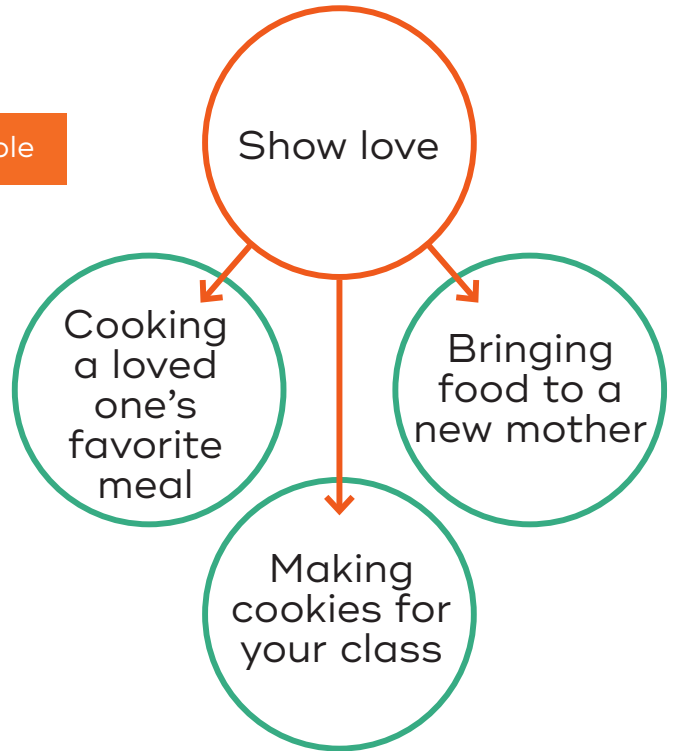
In each bubble, please write a word or a phrase that reflects what food means to you.

FOOD IS...

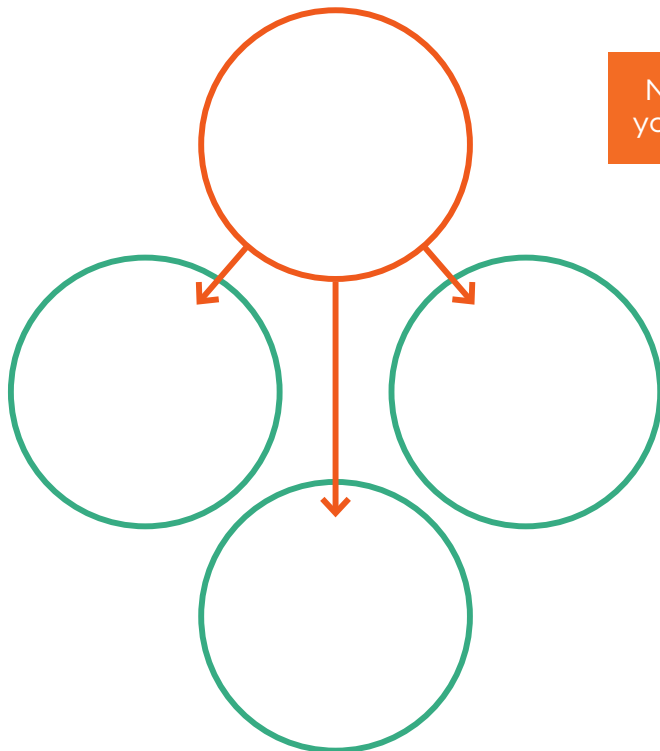


Example

FOOD IS HOW WE...

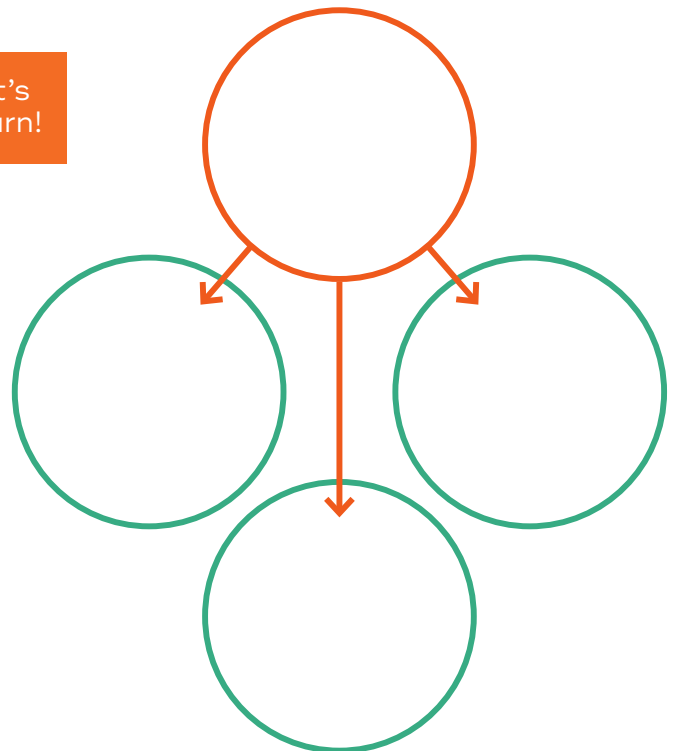


FOOD IS...



Now it's your turn!

FOOD IS HOW WE...



Activity 2: Defining Hunger, Food Security And Poverty

GRADES 3-12

CC

CC Standard Alignment:
Reading Comprehension

GSE

GSE Standard Alignment:
Social Studies



30 - 60 min.



This activity can be paired with Food and Life and Family Budgets.

Student Learning

Students will develop an understanding of what the Atlanta Community Food Bank and other hunger fighting organizations mean when referring to hunger, food security and poverty. Participants will examine how these words can be interpreted in different ways and how they relate to one another.

Objectives

Students will be able to define these words: hunger, food insecurity and poverty.

Students will be able to examine misconceptions that surround these words and the issues they represent.

Materials

- Pens/Pencils
- Flip Chart Paper or Whiteboard
- Markers or Pens/Pencils
- Teacher Guide (p. 10)

Performance Tasks:

On three separate pieces of chart paper or on three different sections of white board, write one of these three phrases:

- What is Hunger?
- What is Food Security?
- What is Poverty?

Explain that this is a silent activity. No one may talk and each student should contribute to each sheet. You may comment on other people's ideas by drawing a connecting line between your ideas and ideas of others.

Allow 5 minutes for students to write their thoughts on each topic. Students may write definitions, what a term means to them, their perceptions of the terms, etc.

Facilitator may choose to stand back and let the activity unfold or expand thinking by:

- Circling interesting ideas
- Connecting related or opposing thoughts
- Inviting more comments
- Adding your own reflections/ideas

After 5 minutes (or after everyone has participated) compare students' answers to the definitions in the Teacher's Guide.

Conclude by going over the suggested discussion questions with the students.

Discussion Questions

- How did the group's definitions of hunger, food security and poverty compare with the official definitions? Were they similar or different? If different, in what ways?
- What misconceptions were around any of the terms? Where might they have come from?
- The US adopted an official poverty measure in the 1960s by looking at the cost of a basic food plan and multiplying it by 3 to account for other basic expenses. This method of measuring poverty has changed very little even though our economy and society has changed a great deal. What economic differences can you imagine between the 1960's and the 2020's? Do things cost the same? What do we buy now that we didn't in the 1960's?
- Considering what you know about the poverty measure, do you think it's possible to live well above the poverty line and still be food insecure? Why?

Extension Ideas

If time allows, break students into three groups to research the terms on their own before the reveal and comparison.

Research and Explore

Have students do additional research about hunger, food security and poverty. Share findings as a class or have students create reports individually or in small groups.

Questions to Explore:

- How do all three issues connect to one another?

- How do we determine how many people are food insecure in this country?
- How might we improve how we measure poverty?

Hunger in the Media

For one week, ask students to observe and research whether hunger, food security or poverty is talked about by local or national media outlets. Have students consider ways that they could raise awareness about hunger in their community. Examples might include: writing an article for your school newspaper, a letter to the editor or launching a social media campaign.

Poverty Guidelines and Food Security

Using some or all of the family scenarios from Activity 5: Family Budgets (p. 26) and the Federal Poverty Guidelines (p. 11), have students work in small groups to determine if these households are above, at or below the poverty line and if they might face food insecurity.

Questions to Explore:

- How were the poverty guidelines originally developed? Do you think these guidelines accurately determine who might need assistance today?
- What is the difference between marginal food security, low food security and very low food security?
- Is it possible to earn an income that is above the poverty line and still be food insecure? Why might that be?

Teachers may need to modify this activity for younger elementary grade levels. Feeding America has a tool for parents talking to younger children about hunger that might be helpful: <https://www.feedingamerica.org/take-action/talk-about-hunger>

TEACHER GUIDE: DEFINING HUNGER, FOOD SECURITY AND POVERTY

Below you will find the official definitions of these terms as well as links to the definitions and more information. This is a reference guide for the teacher/facilitator. Ultimately, we want students to be able to express the meaning of these terms in their own words.

What is Hunger?

Hunger is an individual-level physiological condition that may result from food insecurity. Hunger is a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness or pain that goes beyond the usual uneasy sensation. (<https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security/>)

What is Food Security?

Access by all members at all times to enough food for an active, healthy life. Food security includes at a minimum (1) the ready availability of nutritionally adequate and safe foods, and (2) an assured ability to acquire acceptable foods in socially acceptable ways (that is, without resorting to emergency food supplies, scavenging, stealing or other coping strategies). (<https://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/definitions-of-food-security/>)

Food banks often talk about hunger and food insecurity interchangeably. However, hunger is difficult to measure and requires more extensive research and data based on an individual's physical condition rather than a household's ability to access food.

Because of this, the Committee on National Statistics (CNSTAT) of the National Academies recommended that the USDA make a clear distinction between hunger and food insecurity:

Food Insecurity - the condition assessed with a food security survey is a household level economic and social condition of limited or uncertain access to adequate food.

Hunger - an individual-level physiological condition (defined above) that may result from food insecurity.

What is Poverty?

It's difficult to talk about hunger and food insecurity without talking about poverty. Poverty is often defined as the state or condition of not being able to pay for basic needs.

The way we measure poverty was developed in the 1960s during the Johnson administration and has changed very little since then. The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. If a family's total income is less than the threshold, then that family and every

individual in it is considered to be in poverty. A simplified version of these thresholds, called poverty guidelines, is used to determine eligibility for federal programs that provide food and other assistance. To learn how these thresholds were developed, and more:

https://www.census.gov/library/visualizations/2014/demo/poverty_measure-history.html

<https://aspe.hhs.gov/frequently-asked-questions-related-poverty-guidelines-and-poverty>

The current federal poverty guidelines in the United States are delineated by family size. (2020 HHS Poverty Guidelines)

POVERTY GUIDELINES CHART

Number in Family	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$12,760	\$15,950	\$14,680
2	\$17,240	\$21,550	\$19,830
3	\$21,720	\$27,150	\$24,980
4	\$26,200	\$32,750	\$30,130
5	\$30,680	\$38,350	\$35,280
6	\$35,160	\$43,950	\$40,430
7	\$39,640	\$49,550	\$45,580
8	\$44,120	\$55,150	\$50,730
Each Additional	+\$4,480	+\$5,600	+\$5,150

U.S Department of Health and Human Services, January 2020.

aspe.hhs.gov/poverty-guidelines

Activity 3:

Who Is Food Insecure?

GRADES 3-12

CC

CC Standard Alignment:
Health/Reading Comprehension

GSE

GSE Standard Alignment:
Social Studies/ELA



15 - 30 min.



This activity can be paired with **Food and Life, Defining Hunger, Food Security and Poverty and Family Budgets**

Student Learning

Students will develop an understanding of who is affected by food insecurity and will explore prevailing myths and misconceptions of food insecurity in the United States.

Objectives

Students will have increased awareness of the groups impacted by food insecurity.

Students will be able to understand the access issues that impact people's food security in the United States.

Materials

- Who is Food Insecure Fact Sheet (p.14)
- Statement - Opinion - Support (S-O-S) Summary Worksheet (p.15)
- Pens/Pencils
- Flipchart Paper or Whiteboard
- Markers

Performance Tasks

Part One

Review definition of food insecurity from Activity 2- Defining Hunger, Food Insecurity and Poverty. (p. 8)

Have students brainstorm who they think is food insecure in the United States.

Encourage them to think of as many different groups and causes as possible. (Remember that children are the largest group in the U.S. struggling with food insecurity, so there might be students in the class who are food insecure or know someone who is.)

Capture each idea on a flipchart or whiteboard as a master list.

Part Two

Provide students with Who is Food Insecure Fact Sheet and give them a few minutes to review.

Hand out the S-O-S Summary Worksheets.

Write one or both of the following statement(s) on the board for students to copy:

- The majority of people facing food insecurity are homeless.
- Some people have to make choices between buying food and paying for things like transportation and medicine.

Give students five minutes to respond on their S-O-S Summary Worksheets. Have them use their fact sheet data and facts held up during discussion to determine if they agree or disagree with the statement.

Collect S-O-S Summary Worksheets to assess student understanding.

Conclude activity by engaging students in a dialogue using the suggested discussion questions.

Discussion Questions

- How were the hunger and poverty statistics similar or different from your perceptions of who is hungry in the United States?
- Do you think that the most recent economic downturn has changed the way we view hunger in this country? If yes, how? If not, why?
- Whose responsibility is it to help people who are food insecure in this country?
- What are your ideas for how we can better address food insecurity? Do you think we can handle it with charity alone?

As our country wrestles with deficits and budget cuts, there will continue to be food insecurity in this country. See Activity 5: Responses to Hunger and Poverty to help your student understand and explore both community and government responses to food insecurity.

We encourage you to stay tuned to Feeding America (feedingamerica.org) and Food, Research and Action Center (frac.org) regarding hunger and poverty policy decisions.

Extension Ideas

Map the Meal Gaps

In small groups or individually, use the Feeding America Map the Meal Gap tool - map.feedingamerica.org:

- Find the county in your state with the highest rate of food insecurity.
- Find the county with the lowest rate of food insecurity.

Questions to Explore:

- How does the county data compare to the national data?
- How do child food insecurity rates differ from overall food insecurity rates? Why might this be?
- What are some reasons for higher or lower food insecurity rates in different areas?
- Where in these counties can people go for help?
- Find the county where you live or where your school is located. What are the food insecurity rates? Where can people find help near you?

Map Your Community

Research where people can find help near you.

- Using United Way's 211 program <https://www.unitedway.org/our-impact/featured-programs/2-1-1> find out about services near you.
- Contact the closest regional food bank <https://www.feedingamerica.org/find-your-local-foodbank> and learn about their partner agency network.
- Discuss how you can ensure people in your community have access to this information.
- Is there a contact in your school or organization who might be able to share the information you research?

FOOD INSECURITY FACT SHEET

Food Insecurity in the United States

- 37.2 million Americans live in food insecure households, including 26.1 million adults and 11.2 million children.
- 11.1% of households (14.3 million households) are food insecure.
- 5.6 million households (4.3) experienced very low food security. (<https://www.ers.usda.gov/webdocs/publications/94849/err-270.pdf>)
- Households that had higher rates of food insecurity than the national average included households with children (13.9%), especially households with children headed by single women (27.8%) or single men (15.9%), African American non-Hispanic households (21.2%) and Hispanic households (16.2%).
- 8.9% of senior citizens living alone were food insecure. (<https://www.ers.usda.gov/webdocs/publications/94849/err-270.pdf>)
- 5.5 million seniors face hunger in the US. (Feeding America, 2018)
- Food insecurity exists in every county in the U.S., ranging from a low of 2.9% in Steele County, ND to a high of 36% in Jefferson County, MS. (<https://map.feedingamerica.org/>)
- One in five (20%) of households served by the Feeding America network has at least one member that has served in the military. (Feeding America, 2018)
- 1.5 million veterans live below the federal poverty line and an additional 2.4 million veterans live paycheck to paycheck. (US Department of Veteran's Affairs, 2019)

- 39% of (167,000) surveyed college students were food insecure in the past 30 days. 46% had housing insecurity in the previous year. 17% reported being homeless at some point during the previous year. (<https://hope4college.com/realcollege-2020-five-years-of-evidence-on-basic-needs-insecurity/>)

Georgia Food Insecurity

- 15% of Georgians struggle to put enough food on the table - 1 in 7 people.
- 22% of Georgia children (20% nationally) don't have enough to eat- more than 1 in 5 kids.
- 33% of food insecure Georgians live above 185% of poverty which makes them ineligible for federal food assistance. (Gundersen, C., A. Dewey, M. Kato, A. Crumbaugh & M. Strayer. *Map the Meal Gap 2019: A Report on County and Congressional District*)
- 8% of Georgia Seniors are food insecure- more than 1 in 13 seniors. (Ziliak, J., Gundersen, C. *The State of Senior Hunger in America in 2017*. Feeding America, 2019.)
- Each year an estimated 755,400 (1 in 7) people in metro Atlanta and north Georgia turned to the Atlanta Community Food Bank's network of 700 community based partner agencies for food. (Atlanta Community Food Bank, 2019)

For more data about hunger and food insecurity in the United States or near you: map.feedingamerica.org/

S-O-S STUDENT SUMMARY WORKSHEET

Name _____

Date _____

Write Statement Here

What does it mean?

What's your opinion? I agree I disagree

Support your opinion with evidence (facts, reasons, examples etc.)

S-O-S STUDENT SUMMARY WORKSHEET

Name _____

Date _____

Write Statement Here

What does it mean?

What's your opinion? I agree I disagree

Support your opinion with evidence (facts, reasons, examples etc.)

Activity 4: Responses To Hunger And Poverty In The U.S.

GRADES 5-12

CC

CC Standard Alignment:
Health/Reading Comprehension

GSE

GSE Standard Alignment:
Social Studies/ELA



45 - 75 min.



This activity can be paired with *Food and Life, Who is Food Insecure, Family Budgets and How Access Defines What We Eat.*

Student Learning

Students will identify and expand their understanding of both community and government responses to hunger and poverty.

Students will also explore the meaning of anti-hunger advocacy.

Objectives

Students will have a greater understanding and be able to increase awareness about anti-hunger advocacy and community and government responses to hunger and poverty.

Students will be able to identify ways they can respond to hunger and food insecurity in their own communities.

Materials

- Headbanz Game Pieces (p. 19)
- Study Sheets on Community and Government Responses and Anti-Hunger Advocacy (p. 20-22)
- Worksheets on Community and Government Responses and Anti-Hunger Advocacy (p. 23-25)
- Scissors
- Pens/Pencils

Performance Tasks

Part One

Distribute Community and Government Responses and Anti-Hunger Advocacy Study Sheets and Worksheets to everyone and have them work in pairs or in small groups.

Have students circle all the responses and terms they know or have heard of before.

Have the students complete the worksheet, discuss if the definitions are similar or different than they expected, and write down any questions, conflicts and opinions they have about each response to hunger and poverty. Have students think about where their different opinions came from: is it from personal experience or something else they have learned or been told?

Have students take 5-10 minutes to review and study all the responses and terms and briefly quiz each other for basic understanding in preparation for Part 2.

Part Two

Ask students to put their study sheets away. Together or in small groups, place game pieces face down in the center of a

table. Students should choose one game piece **without looking at it** and place it on their forehead in view of the others.

Instruct students that the goal is to figure out what their game piece says by asking yes or no questions to others.

Students have one minute each to ask their questions and guess the answer.

For Example: Am I community or government response? Do I have certain eligibility criteria? Do I have a well-known acronym/abbreviation? Am I only for expectant mothers and kids?

If after one minute, the student hasn't answered correctly, they must keep that game piece until they guess.

Correct guessers choose a new game piece and the student who guesses the most community and government responses and terms is the winner/expert.

Discussion Questions

- Now that you have a better understanding of both community and government responses to hunger and food insecurity, what are some ways we can respond and take action? *Facilitator Note: Individuals and groups can volunteer, donate food and funds, raise awareness, organize an advocacy campaign, etc.*
- Have you ever advocated for anything or anyone before? If so, how? *Facilitator Note: This doesn't have to be related to hunger or poverty, it can be speaking up for a friend or working to change a policy at school, etc.*
- Why is anti-hunger advocacy important? *Facilitator Note: Advocacy*

is important for many reasons including the fact that the people making decisions and creating laws that impact others are often not aware of the challenges struggling families might face; individuals and families struggling to pay rent or put food on the table often have limited time to speak out.

- Why is it important that people respond to hunger and poverty issues? *Facilitator Note: To end hunger in the United States, there needs to be greater community and political will and that only comes with more voices, greater awareness and bold action.*
- Name 3 reasons hunger and poverty are urgent issues? *Facilitator Note: All three have a devastating impact on community health, child development and our workforce.*

Extension Ideas

Create a Resource Guide

Ask students to create a resource guide or pamphlet that would help individuals and families in your area identify resources (food, shelter, financial assistance, clothing, etc).

Information Sources:

- Atlanta Community Food Bank's locator map: acfb.org/local-impact-map
- United Way Atlanta: 211online.unitedwayatlanta.org/
- Feeding America's Food Bank Locator: www.feedingamerica.org/find-your-local-foodbank
- United Way Worldwide: www.unitedway.org/our-impact/featured-programs/2-1-1

Anti-Hunger Advocacy

Have students find their federal, state and local elected officials or the elected officials who serve the school community.

Research if and how these officials have responded to hunger issues in their districts.

Identify officials to visit the school or speak with the class.

Visit the Feeding America website www.feedingamerica.org/take-action/advocate to learn about current national anti-hunger policy issues.

Organize a letter writing campaign to advocate for one or all of these hunger fighting policy priorities.

Go to Atlanta Community Food Bank acfb.org/advocacy or contact the Education and Outreach Team at education@acfb.org for support and ideas.

HEADBANZ GAME PIECES

Food Drive

**Community
Gardens**

Food Pantry

**Earned Income Tax
Credit**

**Supplemental Nutrition
Assistance Program**

**Child and Adult
Care Food Program**

**Temporary Assistance
for Needy Families**

**Mobile Food
Pantry**

**Women, Infants and
Children**

Food Banks

**School and Summer
Meals**

**Anti-Hunger
Advocate**

Advocacy

Community Kitchen

Shelter

**The Emergency Food
Assistance Program**

STUDY SHEET:

Advocacy And Being An Anti-Hunger Advocate

What is Advocacy?

Advocacy is the act of pleading or arguing in favor of something; one who argues for a cause; an advocate is a supporter; a defender; one who speaks on another's behalf.

What is an Anti-Hunger Advocate?

An anti-hunger advocate is someone who raises awareness about hunger and food insecurity and the people who are impacted by these issues. An anti-hunger advocate also works to support programs and policies that address these issues.

Advocacy and Hunger

Anti-hunger advocates are important in the work of connecting community voices and stories about hunger and food insecurity to elected officials and policy makers. Doing so, will raise awareness of people's lived experiences and what is happening at the community level. This will result in representatives making informed decisions.

Ways to Advocate

There are many ways to be an anti-hunger advocate. Advocates write letters, call or visit policy makers, educate their community on these issues, campaign for candidates they know support policies that promote food security.

Who Can Advocate?

EVERYONE! It is always possible to leverage energy toward raising awareness and building the kind of community engagement that leads to action around the issues of hunger and food insecurity. Elected officials love (and need) to hear from their constituents: the people who live, learn and work in their districts. Students raising their voices have influenced changes in park and recreation services, school nutrition and neighborhood safety. If you stand up and speak up, people will listen.

STUDY SHEET:

Government Responses to Hunger and Poverty

What are Government Responses to Hunger and Food Insecurity?

These are resources and services provided by the federal and state government to help meet immediate needs and find long-term solutions for those who are struggling with food insecurity and poverty.

Supplemental Nutrition Assistance Program (SNAP)

This program (formerly known as Food Stamps) helps eligible individuals and families purchase food. More than half of people receiving SNAP are children. To be eligible, individuals or households must have incomes at or below 135% of the federal poverty line and meet other strict criteria. SNAP cannot be used to buy essential non-food items (like diapers or soap).

Women, Infants & Children (WIC)

This program provides eligible pregnant women, new mothers, infants and young children up to the age of 5 with increased access to nutritious foods, nutrition education, health care and social service providers in order to prevent nutrition-related health problems in pregnancy, infancy and early childhood.

School and Summer Meals

The School Breakfast Program (SBP), National School Lunch Program (NSLP), and Summer Food Service Program (SFSP) assist eligible students in order to improve their nutrition. These meals are available during the school year as well as during the summer months at a free or reduced price.

Child and Adult Care Food Program (CACFP)

Provides food and other resources to assist children and adults participating in afterschool, emergency shelter, adult daycare and preschool programs.

The Emergency Food Assistance Program (TEFAP)

Provides USDA commodities (foods that the government pays farmers to grow) to states that distribute the food through local emergency food providers like food banks.

Additional information about all of the above Federal Nutrition Programs can be found at:

<https://www.fns.usda.gov/programs>

Temporary Assistance for Needy Families (TANF)

Temporarily provides minimal financial assistance to eligible families in need. There is a limited amount of time that a family can receive assistance. Georgia citizens are limited to four years of assistance in a lifetime. The maximum monthly benefit for a family of three is about \$300.00.

Additional information about TANF can be found here: <https://dfcs.georgia.gov/tanf-eligibility-requirements>

Earned Income Tax Credit (EITC)

A tax credit for low-income working individuals and families. To qualify, taxpayers must earn income from working and meet other requirements. They have the opportunity for a refund of taxes paid if they file a tax return and the credit is more than taxes owed.

Additional information on the EITC can be found at: <https://www.irs.gov/credits-deductions-for-individuals/earned-income-tax-credit>

STUDY SHEET:

Community Responses to Hunger and Poverty

What are Community Responses to Hunger?

These are resources and services provided by individuals and non-governmental groups (like you) and organizations within a community. Some examples include:

Food Bank

A non-governmental, non-profit charitable organization that procures, stores and distributes food and other resources to community based organizations providing food assistance to individuals and families within a designated region. To learn more about food banks: acfb.org or feedingamerica.org

Food Pantry

A community-based food assistance program distributes food to individuals and families at no cost. Every community is different so there are many different kinds of food pantries. Some are in places of worship, some are in schools, community centers, etc. Pantries often acquire a substantial portion of their food supply from food banks.

Mobile Food Pantry

A pop-up distribution of food, usually in collaboration with an organization or event, that allows for the distribution of a large amount of food to a large number of individuals and families during a specific period of time.

Shelter

A community based program that temporarily houses people experiencing homelessness; meals are almost always served. Some shelters serve families and other individuals. Some shelters have the capacity to allow people to stay for extended periods of time and others can only serve people on a first come first serve nightly basis.

Community Kitchen

Used to be referred to as a soup kitchen, this is a community based food assistance program that serves meals at no cost to people struggling with food insecurity. Every community is different so there are many types of community kitchens. Some community kitchen programs operate out of places of worship and some are connected to organizations providing shelter or day care for children or adults.

Food Drive

An individual, group or community - wide food collection and donation effort. These are often done to help ensure that a community based service provider (food bank, food pantry, etc.) has enough food to feed the community. To learn more about food drives at the Atlanta Community Food Bank: www.acfb.org/drives

Community Garden

Gardens started and tended collectively by a community of individuals and families. Every community garden is unique and reflects the community and people who are part of it. Community gardens can increase both access to fresh vegetables and a sense of community collaboration. Some people grow vegetables and donate to charitable organizations like food pantries.

WORKSHEET ON ANTI-HUNGER ADVOCACY

Complete the sections below.

Similarities/Differences to What You Know

Definition

Examples and Why it is Important

Questions

WORKSHEET ON GOVERNMENT RESPONSES

Complete the sections below.

Similarities/Differences to What You Know

Definition

Examples and Why it is Important

Questions

WORKSHEET ON COMMUNITY RESPONSES

Complete the sections below.

Similarities/Differences to What You Know

Definition

Examples and Why it is Important

Questions

Activity 5: Family Budgets

GRADES 3-12

CC

CC Standard Alignment:
Mathematics

GSE

GSE Standard Alignment:
Social Studies/ELA



45 - 60 min.



This activity can be paired with *Food and Life* and *Who is Food Insecure and How Access Defines What We Eat*.

Student Learning

This activity explores the relationship between household income and food security. It also identifies both community and government responses to hunger and poverty. Students will learn about the daily challenges millions of people face in this country.

Objectives

Students will have increased awareness about the gap that often exists between wages and expenses.

Students will gain a deeper understanding of the community and government responses to food insecurity in the United States.

Materials

- Copies of Family Scenarios (p. 29-38)
- Poverty Guidelines Chart (p.39)
- Potential Government Responses to Hunger (P. 40)
- Pens/Pencils
- Calculators
- Flipchart Paper or Whiteboard
- Markers

Performance Tasks

Divide the class into small groups of two or three.

Give each group a family scenario. Instructors should be sure that all ten family scenarios are represented at least once.

Each scenario will describe a household and the household's size, health states, income and expenses.

It is VERY important that the instructor is circulating during this time to make sure that groups are on task and that all group members understand the objective and have equal opportunity to participate.

Ask students to add up all their expenses and subtract these from their starting income. The amount left over is the income they can use toward food and other expenses.

After they have completed the activity, have students share different scenarios and the challenges that each household might be facing.

Share with the class that on average a person would need between \$243 and \$371 per month for food groceries.

(<https://www.fns.usda.gov/cnpp/usda-food-plans-cost-food-reports-monthly-reports>)

Have the students brainstorm what other expenses a family might have. For example, diapers, cleaning supplies, car repair, etc.

Together or in groups, select one or two of the scenarios and take the amount leftover at the end of the month and divide it by 30 to determine how much money there is to spend on food per day. Then take that number and divide it by the number of people in the household to determine how much each person has for food per day.

Discussion Questions

- What insights or surprises did you experience while working with your family scenario and budget? *Facilitator Note: I wasn't able to pay all my bills, I wouldn't have enough money to keep my lights on, I don't know how I would get to work?*
 - What other necessary items would these families need each month? *Facilitator Note: Cleaning supplies, toiletries, vitamins, laundry soap and services, dental care, field trips, etc*
 - In the 1970's, a parent earning minimum wage (the federal minimum wage is currently \$7.25) could feed their children and pay for housing. What has changed? *Facilitator Note: Expenses like housing, healthcare, food and fuel have all skyrocketed. Wages have not kept up with the cost of living. An increasing number of people don't have healthcare coverage with work and*
- health care bills are now the leading cause of personal bankruptcy in the United States.*
- How could some of the government responses to hunger help the families in this activity? *Facilitator Note: Many of these families have no money left over for food and SNAP and WIC are federal programs that increase access to nutritious food. Most of these families are in working households, the Earned Income Tax Credit for low to middle income working families might help create financial stability. Families with children may be eligible for free or reduced priced meals at school. See Potential Government Responses Sheet.*
 - What are some challenges families might face trying to sign up for any of these government programs? *Facilitator Note: Families may not know about these programs or how to apply. People might not have internet access or transportation. If people are working, they might not be able to leave work to meet an appointment or to apply.*
 - What community responses to hunger might be able to help these families? *Facilitator Note: Families might visit a food pantry or a community kitchen in their region to get some supplemental food; or they might find a community-based program that provides rent assistance or help with non-food necessities.*
 - If you or someone you know needs food, how could you help? Do you know what community services are available near you? How might you find out?

Facilitator Note:

- You could contact a regional food bank to get a list of pantries and other programs in your area. <https://www.feedingamerica.org/find-your-local-foodbank>
- The United Way has a 211 hotline that can connect families to community services: <https://www.unitedway.org/our-impact/featured-programs/2-1-1#>
- In the metro-Atlanta and north Georgia region, the Atlanta Community Food Bank has an agency locator map: <https://acfb.org/local-impact-map> and a Text for Help system: Text findfood (all one word) or comida to 888-976-2232 to get a list of pantries near you.

your area. Share and discuss findings as a class or have students create reports.

Questions to explore:

- Where can they apply for the federal nutrition programs SNAP or WIC?
- How do you find out if they are eligible?
- What does a person need to know and/or bring with them?
- Is there a food pantry near you? When are they open?
- Would they be able to visit a pantry or apply for SNAP and not miss work?

Extension Ideas

Graph Expense

Create a pie graph to determine and illustrate the percentage of monthly income that each expense utilized.

Impact of Geography

Have students explore how location can impact a family's budget. Research cost of living in various parts of the country: e.g. Atlanta compared to New York City, San Francisco or Birmingham. Choose different family scenarios from this activity and have students determine how differences in the cost of housing and other expenses that impact the monthly budget.

Navigating Assistance

Individually or in small groups, using family scenarios 1, 2 and/or 7, research the steps involved for a household seeking community or government assistance in

FAMILY SCENARIO #1

Who You Are

You and your spouse have three children ages 2, 5 and 8.

One of you works for \$11/hour and one of you works for \$12.50/hour.

You both work full time and your combined monthly income is \$3,760.

You were recently diagnosed with high cholesterol and high blood pressure. Your doctor recommended you reduce sugar, fat and salt in your diet and increase fruits and vegetables.

Monthly Expenses

1. Rent (three bedroom apartment)	\$1,200
2. Utilities (electricity, gas, water and phone)	\$350
3. Transportation	\$120
4. Childcare (one in day care, two in after school)	\$900
5. Medical (health insurance plus co-pays)	\$400
6. Taxes	\$650

Total of expenses	\$
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Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #2

Who You Are

You and your spouse have two small children ages 2 and 4 and you are expecting your third child soon. You both work full time. One of you works for \$10/hour and one of you works for \$9/ hour. Your combined monthly income is \$3,040.

This pregnancy has involved significant complications, including a hospital stay and gestational diabetes.

Monthly Expenses

1. Rent (two bedroom apartment)	\$1,150
2. Utilities (electricity, gas, water and phone)	\$140
3. Transportation	\$120
4. Childcare (two in day care)	\$700
5. Medical (insurance)	\$375
6. Taxes	\$500
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #3

Who You Are

You are a couple with three children ages 2, 4 and 7.

You both work full time. One of you works for \$12/hour and the other works for \$7.50/hour. Your combined monthly income is \$3,120.

Monthly Expenses

1. Rent (two bedroom apartment)	\$1,114
2. Utilities (electricity, gas, water and phone)	\$150
3. Transportation (car note, gas and insurance)	\$450
4. Childcare (two in day care, one in after school)	\$800
5. Medical (health insurance)	\$250
6. Taxes	\$290
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #4

Who You Are

You are a retired couple.

You have a combined fixed monthly income of \$1,700 from Social Security.

You are both 71 years old and have been married 40 years.

Monthly Expenses

1. Rent (two bedroom apartment)	\$800
2. Utilities (electricity, gas, water and phone)	\$200
3. Transportation	\$60
4. Childcare (help w/special homecare for grandchildren)	\$200
5. Medical (health insurance and two prescriptions)	\$420
6. Taxes	\$180
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #5

Who You Are

You are a 60 year-old grandmother, raising three grandchildren, ages 9, 11 and 17.

You receive a monthly disability check of \$750, a special TANF (Temporary Assistance for Needy Families) payment of \$135 and you watch two children from your neighborhood for a total of \$450/month. Your total monthly income is \$1,335.

You have multiple health issues that have placed you on disability.

Monthly Expenses

1. Rent (two bedroom apartment)	\$973
2. Utilities (electricity, gas, water and phone)	\$197
3. Transportation	\$60
4. Medical (state funded health insurance)	\$150
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #6

Who You Are

You are a couple with two small children ages 2 and 4.

You both work full time for \$11.50/hour and have a combined monthly income of \$3,680.

You were recently diagnosed with Type 2 Diabetes.

Monthly Expenses

1. Mortgage (small house)	\$900
2. Utilities (electricity, gas, water and phone)	\$300
3. Transportation (two cars: 1 car note, gas etc.)	\$800
4. Childcare (two in day care/receive discount)	\$650
5. Prescriptions	\$275
6. Medical (hospital bills)	\$658
7. Taxes	\$370
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #7

Who You Are

You are married and have two young children, ages 3 and 6.

One of you works for \$7.25/hour (minimum wage) and one of you works for \$8/hour. You both work full time and have a combined monthly income of \$2,440.

Monthly Expenses

1. Rent (two bedroom apartment)	\$800
2. Utilities (electricity, gas, water and phone)	\$190
3. Transportation (two monthly bus passes)	\$120
4. Childcare (one in day care, one babysitter)	\$600
5. School & household supplies	\$75
6. Medical (health insurance)	\$50
7. Taxes	\$278

Total of expenses	\$
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Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #8

Who You Are

You are senior citizen.

You live alone on a fixed Social Security monthly income of \$1000.

Monthly Expenses

1. Rent (one bedroom apartment)	\$700
2. Utilities (electricity and phone)	\$95
3. Medical (health insurance)	\$185
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #9

Who You Are

You are a single parent of three children ages 3, 7 and 9.

You work full time for \$7.25/hour (minimum wage). Your monthly income is \$1,160.

Monthly Expenses

1. Rent (two bedroom apartment)	\$700
2. Utilities (electricity, gas, water and phone)	\$150
3. Transportation	\$120
4. Childcare (3 year old in a Head Start Early Learning Center)	\$0
5. Taxes	\$100
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

FAMILY SCENARIO #10

Who You Are

You are a single parent of three children ages 3, 6 and 7.

You work full time earning \$10/hour and your monthly income is \$1,600.

Monthly Expenses

1. Rent (one bedroom apartment)	\$717
2. Utilities (electricity, gas and water)	\$80
3. Transportation	\$60
4. Childcare (one in day care, two in after care)	\$650
5. Taxes	\$150
Total of expenses	\$

Monthly income	\$
Minus total of expenses	-\$
Amount left over for food	\$

If you subtract the total of your expenses from your monthly income, how much money do you have left to purchase food?

- What other things would your family need to purchase monthly? (Cleaning and laundry supplies, toiletries, doctor's visits, etc.)
- Are there expenses on your list that (even before buying food) you won't have money to pay for?
- How might the health conditions mentioned above impact your family's budget?
- Which bills are the most important?
- See Poverty Guidelines Chart – is your family's income above, at or below the poverty line?

POVERTY GUIDELINES CHART

Family Size	Monthly Income	Yearly Income
1	\$1063	\$12,760
2	\$1,437	\$17,240
3	\$1,810	\$21,720
4	\$2,183	\$26,200
5	\$2,557	\$30,680
6	\$2,930	\$35,160
7	\$3,303	\$39,640
8	\$3,677	\$44,120

2020 Federal Poverty Guidelines for the 48 Contiguous States and the District of Columbia U.S
Department of Health and Human Services, January 2020.

aspe.hhs.gov/poverty-guidelines

POTENTIAL GOVERNMENT RESPONSES SHEET

Note: These responses are specific to Georgia. If in another state, please check your state's eligibility criteria as it varies some by state.

Scenario #1

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid for 1-year-old & 4-year-old
- PeachCare (Georgia Only)
- WIC (Women, Infants and Children)
- Energy assistance (if available)
- EITC (Earned Income Tax Credit)
- Child Tax Credit
- Reduced Price School Meals
- Medicaid for 2-year-old, 4-year-old & 7-year-old
- PeachCare (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- TEFAP (The Emergency Food Assistance Program)
- EITC (Earned Income Tax Credit)
- Child Tax Credit
- Free School Meals

Scenario #2

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid for 2-year-old, 4-year-old & pregnant mother
- PeachCare (Georgia Only)
- WIC (Women, Infants and Children)
- Energy assistance (if available)
- EITC (Earned Income Tax Credit)
- Child Tax Credit
- Reduced Price School Meals

Scenario #3

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC (Women, Infants, and Children)

Scenario #4

Potentially eligible for:

- SNAP (formerly Food Stamps)
- Medicaid
- Energy assistance(if available)
- TEFAP (The Emergency Food Assistance Program)
- Aging Services
- CSFP (Commodity Supplemental Food Program)

Scenario #5

Potentially eligible for:

- SNAP (formerly Food Stamps)
- Medicaid for 9-year-old, 11-year-old & 17-year-old
- PeachCare (Georgia Only)
- Energy Assistance (If available)

- TEFAP (The Emergency Food Assistance Program)
- Aging Services
- Free School Meals

Scenario #6

Potentially eligible for:

- Medicaid for 2-year-old & 4-year-old
- WIC (Women, Infants and Children)
- EITC (Earned Income Tax Credit)
- Reduced Price School Meals

Scenario #7

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC (Women, Infants and Children)
- Medicaid for 3-year-old & 6-year-old
- Peachcare (Georgia Only)
- Energy assistance
- EITC (Earned Income Tax Credit)
- Child Tax Credit
- Free School Meals
- TEFAP (The Emergency Food Assistance Program)

Scenario #8

Potentially eligible for:

- SNAP (formerly food stamps)
- Medicaid
- Energy assistance
- TEFAP (The Emergency Food Assistance Program)
- Aging Services
- CSFP (Commodity Supplemental Food Program)

Scenario #9

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC (Women, Infants and Children)
- Medicaid
- Peachcare (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- TEFAP (The Emergency Food Assistance Program)
- EITC (Earned Income Tax Credit)
- TANF (Temporary Assistance for Needy Families)
- Free School Meals

Scenario #10

Potentially eligible for:

- SNAP (formerly food stamps)
- WIC for 3-year-old
- Medicaid for 3-year-old
- Peachcare for 6-year-old and 7-year-old (Georgia Only)
- Subsidized childcare and energy assistance (if available)
- EITC (Earned Income Tax Credit)
- TEFAP (The Emergency Food Assistance Program)

It is important to recognize that being “potentially eligible” does not mean that people will have easy access to these benefits. Applying for these benefits is time consuming and often requires taking time off of work. Additionally, applicants may not meet all eligibility requirements.

Activity 6:

How Access Defines What We Eat

GRADES 3-12

CC

CC Standard Alignment:
Mathematics/Health

GSE

GSE Standard Alignment:
Social Studies/ELA



45 - 60 min.



This activity can be paired with *Food and Life, Who is Food Insecure and Family Budgets.*

Student Learning

Students will learn how access to nutritious food varies by location and income. They will also be able to discuss the impact of food deserts and the benefits and limitations of nutrition programs like SNAP (Supplemental Nutrition Assistance Program).

Objectives

Students will better understand the impacts of food insecurity.

Students will be able to discuss some of the access issues that lead to food insecurity.

Students will have a deeper understanding of the benefits and limitations of federal nutrition programs.

Materials

- Food store price lists (p. 44-46)
- Food budget worksheets (p. 47)
- Pencils/Pens
- Calculators
- Print out USDA's MyPlate guide: https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/mini_poster_O.pdf

Performance Tasks

Have the class work in small groups of two or three.

Give each group one of the grocery price lists. Instructors should be sure that all three different price lists are represented.

Part One

Tell each group to use their price list, menu page, and the MyPlate guide to create the most nutritious meals possible (breakfast, lunch, dinner and a snack) for one person for one day. There are no budget restrictions at this time, students should focus solely on creating nutritious menus.

Part Two

Once menus have been created give each group one of each of the following daily budgets for food: \$1.50, \$2.35 and \$4.57 to see if their menus change with their new allotted daily SNAP budget.

Conclude activity by engaging students in a dialogue using the discussion questions below.

Discussion Questions

- How much money did you initially spend and how did your menu change after you were given a budget?

- What are some of the differences in food choices and pricing you noticed at the different grocery stores?
- How easy or difficult was it to purchase nutritious food with your given store and budget? If it was difficult, what would have made it easier?
- Were there foods you wanted that you could not afford, or could not find on the grocery store price list you were given? If so, how did that feel and how did that inform your other choices?
- What could you do to increase access to nutritious food in your community?
Facilitator Note: You could research the barriers to access that exist and what kind of action is needed to change or remove them, create a community garden, donate fresh produce to a local food pantry, etc.
- How do the federal nutrition programs we explored in Responses to Hunger in the United States (p. 16) help increase people’s access to nutritious foods?
Facilitator Note: Eligible families can increase their purchasing power with SNAP, WIC can only be used to purchase high nutrition foods, School Meals would help lower grocery expenses, etc.
- How might the food store that a family has access to impact the purchasing power of SNAP or WIC?
Facilitator Note: If you only have access to a store that is more expensive and has fewer nutritional options, your SNAP benefits won’t stretch as far, you might be forced to use your SNAP benefits on foods that aren’t as nutritious, etc.

Extension Ideas

Hunger and Health

Assign a health status to individuals or small groups and have students do some research on this health condition. Share and discuss findings as a class or have students create reports.

Suggested health status assignments: Diabetes, hypertension/high blood pressure, osteoporosis, heart disease, kidney failure and celiac disease.

Questions to explore:

- What are the nutrition recommendations for your assigned health state?
- What is a social determinant of health?
- In what ways can poverty, hunger and food insecurity impact these food related diseases?

Nutrition, Health and Your Budget

Once students have done their research on the health states above (*Diabetes, hypertension/high blood pressure, osteoporosis, heart disease, kidney failure and celiac disease*), have the students “go back” to the grocery store and update their Food Budget Worksheet in response to their health status change and diet recommendations.

Questions to explore:

- How is your decision-making affected by your new health status?
- What did you purchase prior to your health diagnosis that you should no longer eat?
- What price changes do you see in your new shopping list?
- Was it easy to adapt to your new dietary restrictions?

PHARMACY STORE PRICE LIST

Please note all items are priced per serving.

Vegetables	
Mushroom soup	\$0.60
Canned peas	\$0.48
Canned corn	\$0.36
Canned diced tomatoes	\$0.57

Grains	
Yakisoba noodles	\$1.19
Macaroni and cheese	\$0.75
Bread (wheat and white)	\$0.10
Honey nut cereal	\$0.27
Minute rice	\$0.57
Pasta bowl	\$1.99
Granola bars	\$0.71
Pancake mix	\$0.16
Elbow macaroni	\$0.17

Fats, Oils, Snacks	
Chips	\$0.60
Chocolate bars	\$0.48
Chocolate cookies	\$0.36
Toaster pastries	\$0.57

Fruits	
Dried fruit	\$0.43
Cranberry raisins	\$0.50
Sliced pineapples	\$0.35
Raisins	\$0.42
Sliced mandarin oranges	\$0.38
Grape jelly	\$0.21
Apple sauce	\$0.54

Protein and Dairy	
Beef stew	\$3.29
Tuna	\$0.99
Yogurt	\$0.55
Whole milk	\$0.19
Frozen supreme pizza	\$1.25
Mixed nuts	\$0.60
Beef jerky	\$2.16
Frozen burrito	\$1.79
Frozen sausage, egg and cheese biscuit	\$2.14
Frozen pot pie	\$2.24
Frozen pre-cooked wings	\$1.72
Eggs	\$0.21

BIG GROCERY STORE PRICE LIST

Please note all items are priced per serving.

Grains	
Wheat bread	\$0.07
White bread	\$0.05
Crackers	\$0.11
Biscuit	\$0.17
Muffins	\$0.15
Buns	\$0.14
Cheerios	\$0.29
Cream of wheat	\$0.17
Grits	\$0.21
Oatmeal	\$0.15
Corn bread mix	\$0.11
Breakfast bars	\$0.33
Pancake mix	\$0.15
Brown rice	\$0.11
White rice	\$0.11
Elbow pasta	\$0.13
Spaghetti	\$0.13

Protein and Dairy	
Peanut butter	\$0.19
Ground meat (beef)	\$0.88
Ground meat (turkey)	\$0.99
Chicken (wings)	\$1.35
Chicken (drumsticks)	\$1.20
Chicken (breast)	\$2.60
Fish (Tilapia)	\$1.20
Bacon	\$0.36
Eggs	\$0.12
Beans	\$0.11
Sliced sandwich meat	\$0.78
Infant formula	\$1.49
Milk	\$0.22
American cheese slices	\$0.21
Yogurt	\$0.30
Chocolate pudding	\$0.25

Fruits	
Apple	\$0.32
Banana	\$0.12
Orange	\$0.50
Grapefruit	\$0.79
Mango	\$1.00
Peach	\$0.60
Plum	\$0.25
Raisins	\$0.25
Tomato	\$0.29
Apple juice	\$0.41
Orange juice	\$0.27
Jelly	\$0.24

Vegetables	
Broccoli	\$0.50
Green beans	\$0.13
Spinach	\$0.50
Carrots	\$0.12
Corn	\$0.50
Zucchini	\$0.50
Mushrooms	\$0.75
Sweet potatoes	\$0.99
White potatoes	\$0.19
Collard greens	\$0.60
Frozen vegetables	\$0.36
Tomato sauce	\$0.11

CORNER STORE/GAS STATION PRICE LIST

Please note all items are priced per serving.

Grains	
Wheat bread	\$0.15
White bread	\$0.12
Biscuit	\$0.27
Muffins	\$0.25
Buns	\$0.34
Cheerios	\$0.39
Cream of wheat	\$0.27
Grits	\$0.31
Oatmeal	\$0.25
Breakfast bars	\$0.43
Pancake mix	\$0.21
White rice	\$0.21
Elbow pasta	\$0.43
Spaghetti	\$0.43

Fruits	
Apple	\$0.50
Banana	\$0.89
Orange	\$0.50
Apple juice	\$0.41
Orange juice	\$0.47
Jelly	\$0.34

Protein and Dairy	
Peanut butter	\$0.21
Sausage biscuit	\$0.99
Egg	\$0.32
Prepared sandwich	\$1.99
Milk	\$0.43
American cheese slices	\$0.43

Vegetables	
Tomato sauce	\$0.21
Canned vegetable medley	\$0.28
Canned baked beans	\$0.50

FOOD BUDGET WORKSHEET

Use MyPlate to guide your food choices, and place your choices in each item's cost per serving under the appropriate column.

Daily food budget:

Breakfast

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Lunch

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Dinner

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Snack

Grains	\$
Vegetables	\$
Fruits	\$
Oils	\$
Dairy	\$
Meats/Beans	\$

Total cost:

Activity 7:

Building Miniature Houses

GRADES 3-12

GSE

GSE Standard Alignment:
Social Studies



45 - 60 min.



This activity can be a stand alone activity or in conjunction with Who is Food Insecure and Family Budgets.

Student Learning

Students will explore how to work on a team to complete a task.

They will also have an opportunity to explore what it feels like to have fewer or more resources than someone else.

Students will also experience unequal access to resources and be able to articulate both the opportunities and challenges this inequality creates.

Objectives

Students will be able to explain the impact of unequal resources.

Students will be able to discuss different ways we can respond to the needs and challenges faced within our community.

Materials

You can be flexible and creative with the materials you use. The following list is a good starting point.

- 3-5 large pocket folders
- 1-2 manila file folders
- 6-10 sharpened pencils
- 6-11 pieces of construction paper - different colors.

- 2-4 pieces of cardstock/manila folder material
- 6-15 colorful markers
- 2-4 pairs of scissors
- 1-3 rolls of scotch tape
- 1-2 staplers

Envelope #1: 1 piece of construction paper and 2 pencils.

Envelope #2: 2 pieces of construction paper, 2 pencils, and 2 markers.

Envelope #3: 2 pieces of construction paper, 2 pencils, 4 markers and 1 pair of scissors.

Envelope#4: 3 pieces of construction paper, 2 pencils, 4 markers, 1 pair of scissors and 1 roll of tape.

Envelope #5: 3 pieces of construction paper, 2 sheets of cardstock/1 manila folder, 2 pencils, 5 markers, 2 pairs of scissors, 2 rolls of scotch tape, 1 roll of masking tape and a stapler.

Performance Tasks

Part One

Have the class work in small groups of two or three.

Explain that each group will have about 10 minutes to build a 3D miniature house with the materials they will be given.

Explain that their constructions will be judged on 3 criteria:

- Beauty and style
- Form and function
- Stability

Explain that the only rule is that they can't use their large pocket folders as part of their house construction.

Do not tell groups that they can share or collaborate. If they ask you if they can, tell them it's up to each group to decide.

Give each team one of the prepared envelopes.

Facilitator should move around the room and encourage each group of students and answer questions.

Facilitator should give everyone a 5 minute warning and tell them to be thinking about how they will present their houses to the other teams.

Part Two

Go around the room and allow each group 2 minutes to present their houses to the class. The Facilitator will comment on whether each house fulfilled the 3 criteria.

Then bring the focus back to the full group to discuss the following questions.

Discussion Questions

- Are there any initial thoughts about this experience that you would like to share?
- How did it feel to either have too few materials or lots of materials to work with?

- Were there any other issues (beyond the materials you had) that impacted your ability to build a house?
- How did your materials impact the size of the house you built and/or its stability?
- Did anyone ask to borrow materials or offer to share any materials? What was the outcome?
- If you didn't share materials, why did you make that decision?
- What materials had the most impact on your ability to build a stable and secure house?
- Did you feel a sense of pride in the house you built?
- Which house would you rather live in and why?
- What did you feel was most important: beauty and style, form and function or stability? Why?
- Is it possible to judge the houses fairly since the resources were so different?
- What are some different ways you could have helped each other create more stable houses?
- What parallels can you draw between this activity and our community at large?
- What do you believe are the parallels between this activity and the unequal food resources that lead to food insecurity and hunger?

Activity 8: Hunger Quiz

GRADES 3-12

GSE

GSE Standard Alignment:
Social Studies



15 - 30 min.



This activity is a great way to both begin and conclude your Hunger 101 Curriculum work and will help assess the students' basic knowledge and understanding of hunger issues.

Student Learning

Students will gain a deeper understanding about hunger issues and insight into how easily misconceptions are perpetuated.

Objectives

Students will have a deeper understanding of some common myths and misconceptions about hunger and food insecurity.

Students will be able to dispel common myths and misconceptions about hunger and food insecurity in the United States.

Materials

- Hunger Quiz (p.51)
- Hunger Answer Key (p.52)
- Pens/Pencils

Performance Tasks

This activity works well as a call and response before and after you have gone through Activities 1-8 to measure learning and identify misconceptions. The quiz can also be given to individuals or small groups, and written responses brought back to the larger group for discussion. If using the Hunger Quiz as a stand alone activity, we recommend that you familiarize yourself with the entire Hunger 101 Curriculum.

- Explain to participants that they are about to have a quiz.
- Make sure the group hears (or reads) all quiz questions.
- Review answers with group and clarify any misconceptions.

HUNGER QUIZ

True (T) or False (F).

1. ____ Hunger and food insecurity in the United States are not urgent problems.
2. ____ There are more than 37 million people who experience hunger and food insecurity in the United States.
3. ____ Any person with a job should be able to feed themselves and their families.
4. ____ Children who go to school hungry have difficulty learning.
5. ____ There are both community and government responses to hunger in the United States. If you said T, name one of each.
6. ____ All neighborhoods have equal access to the nutritious and culturally appropriate food needed to lead an active, healthy life.
If you said False, why not?
7. ____ Food banks are a government response to hunger and food insecurity.
8. ____ I can't do anything to address hunger issues in my community or country.
If you said False, name some things you can do.
9. ____ Minimum wage jobs pay enough to afford safe housing anywhere in the United States.
10. ____ There is enough food to feed everyone.

HUNGER QUIZ ANSWER KEY

- 1. *Hunger and food insecurity in the United States aren't urgent problems.***
FALSE: As illustrated throughout this Hunger 101 Curriculum, hunger and food insecurity have many devastating consequences that impact the economy, community health, child development, educational outcomes and more.
(<http://www.hungerreport.org/costofhunger/>)
- 2. *There are more than 37 millions of people who experience hunger and food insecurity in the United States.***
TRUE: 1 in 7 Americans face hunger every day across this country, including 1 in 5 children- this is more than 37 million people including more than 11 million children.
(Feeding America, USDA, 2019)
- 3. *Any person with a job should be able to feed themselves and their families.***
FALSE: The cost of living varies widely across the country and access to transportation and affordable housing is not guaranteed. Wages have not kept up with the cost of living and we know that food and proper nutrition is often the first place that individuals and families make sacrifices and tradeoffs.
(<https://www.feedingamerica.org/research/hunger-in-working-america>)
- 4. *Children who go to school hungry have difficulty learning.***
TRUE: For children, food insecurity is particularly devastating. Not having enough healthy food can have serious implications for a child's physical and mental health, academic achievement and future economic prosperity. Research shows an association between food insecurity and delayed development in young children; risk of chronic illnesses like asthma and anemia; and behavioral problems like hyperactivity, anxiety and aggression in school-age children.
(<https://www.feedingamerica.org/hunger-in-america/child-hunger-facts>)
- 5. *There are both community and government responses to hunger in the United States.***
TRUE: There have been community responses to hunger for centuries, but government responses to hunger in the United States didn't begin until the Great Depression when 1 in 4 people were unemployed and the situation was so dire people called for a federal response. The Atlanta Community Food Bank explores Responses to Hunger and Poverty in the U.S. in our Hunger 101 curriculum, page 16.
- 6. *All neighborhoods have equal access to nutritious and culturally appropriate food.***
FALSE: Many people in the United States (rural, urban and suburban) do not live near or have access to a large grocery store. According to the USDA, in 2015, 39.4 million people (12.8%) in the U.S. lived in low-income, low access communities. In 2015, nearly 23% of Georgians lived in low-income, low access communities.
(<https://www.ers.usda.gov/data-products/food-access-research-atlas/>)

7. *Food banks are a government response to hunger and food insecurity.*
FALSE: Food banks and pantries are regional or community based charitable (non-governmental) organizations. Most food banks and food pantries also have official non-profit (501c3) status which helps them put resources back into their programs and services.
8. *I can't do anything to address hunger issues in my community or country.*
FALSE: There are many ways for people of all ages to take action and address hunger issues. You can volunteer, donate food and funds to food banks and pantries; you can raise awareness and make sure that policymakers know what hunger and food insecurity looks like in your community; you can learn about how your community responds to hunger and where you might be able to provide assistance. Can you think of other ways you can help? Commit to one action step in the next month!
9. *Minimum wage jobs pay enough to afford safe housing anywhere in the United States.*
FALSE: Someone earning the federal minimum wage of \$7.25/hour working full time would earn \$1,160/month. Fair market rent for a safe two bedroom apartment in much of metro-Atlanta is between \$1,000 and \$1,750 dollars. They might be able to come up with rent, but would have nothing for food and other expenses like utilities, healthcare and childcare. This creates a situation where families have to make extraordinary tradeoffs between food and housing.
(https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2021_code/select_Geography.odn)
10. *There is enough food to feed everyone.*
TRUE: World farmers produce enough food to feed 1.5x the global population (7.8 billion) and that is enough food to feed 10 billion people (the population we anticipate in 2050). That is the good news. The bad news is that well over 820 million people are food insecure around the world. "With real commitment, broader action and the right investments it is possible to address hunger globally."
(<http://www.fao.org/state-of-food-security-nutrition/en/>)

Additional Resources



Glossary

Advocacy – The act of pleading or arguing in favor of something; one who argues for a cause; an advocate is a supporter; a defender; one who speaks on another’s behalf.

Anti-Hunger Advocate – Someone who raises awareness about hunger and food insecurity and the people who are impacted by these issues. An anti-hunger advocate also works to support programs and policies that address these issues.

Child Nutrition Programs – the USDA’s child nutrition programs like National School Lunch Program and School Breakfast Program help to ensure that children are receiving proper nutrition and promote educational readiness.

Commodity Supplemental Food Program (CSFP) – A federal program that works to improve the health of low-income elderly persons at least 60 years of age by supplementing their diets with nutritious USDA foods.

Community Gardens – Gardens started and tended collectively by a community of individuals and families. Every community garden is unique and reflects the community and people who are part of it. Community gardens can increase both access to fresh vegetables and a sense of community collaboration. Some people grow vegetables and donate to charitable organizations like food pantries..

Community Kitchen – Used to be referred to as a soup kitchen, this is a community based food assistance program that serves meals at no cost to people struggling with food insecurity. Every community is different so there are many types of community kitchens. Some community kitchen programs operate out of places of worship and some are connected to organizations providing shelter or day care for children or adults.

Earned Income Tax Credit (EITC) – U.S. Federal tax refund for low to medium income working families. Many households are not aware that they could be eligible for this credit, which can often total more than \$1,000. For more information on EITC, visit: <https://www.irs.gov/credits-deductions/individuals/earned-income-tax-credit>

Farm Bill – The primary agricultural and food policy tool of the federal government. The comprehensive bill is passed every 5 years or so by the United States Congress and deals with both agriculture and nutrition programming.

Feeding America – The national network of more than 200 food banks Feeding America Food Banks have operated in the U.S. for over 40 years. Feeding America headquarters are located in Chicago, IL. The Atlanta Community Food Bank has been affiliated with the national network since it began in 1979. feedingamerica.org

Food Bank – A private, nonprofit distribution warehouse often affiliated with Feeding America, the national network of food banks. Food banks provide a central location for receiving donated food and distributing food and grocery products to local nonprofits in their communities. (Note: There are some food banks that are not affiliated with Feeding America; and some food pantries also use the term food bank in their names.)

Food Drive – An individual, group or community – wide food collection and donation effort. These are often done to help ensure that a community based service provider (food bank, food pantry, etc.) has enough food to feed the community. To learn more about food drives at the Atlanta Community Food Bank: <https://www.acfb.org/drives>

Food Insecurity – The lack of access to enough food to fully meet basic needs at all times due to lack of financial resources.

As defined by the United States Department of Agriculture (USDA):

- Low Food Security: People who make changes in the quality or the quantity of their food in order to deal with a limited budget.
- Very Low Food Security: People who struggle with having enough food for the household, including cutting back or skipping meals on a frequent basis for both adults and children.

Food Pantry – A community-based food assistance program distributes food to individuals and families at no cost. Every community is different so there are many different kinds of food pantries. Some are in places of worship, some are in schools, community centers, etc. Pantries often acquire a substantial portion of their food supply from food banks.

Food Security – Assured access to enough nutritious food to sustain an active and healthy life, including: food availability (adequate food supply), food access (people can get to food) and appropriate food use (the body's absorption of essential nutrients).

As defined by the USDA:

- High Food Security: Does not have difficulty securing food.
- Marginal Food Security: Have some difficulty securing food.

Characteristics of a food secure community include:

- Availability of a variety of foods at a reasonable cost
- Easy access to grocery stores and other food sources
- Enough personal income to purchase adequate food to meet nutritional needs for all household members
- Freedom to choose acceptable foods
- Personal confidence in the safety and quantity of food available
- Easy access to good information about nutrition

Hunger – The USDA determined that while hunger is difficult to measure, it “should refer to a potential consequence of food insecurity that, because of prolonged, involuntary lack of food, results in discomfort, illness, weakness, or pain that goes beyond the usual uneasy sensation.”

Hunger 101 – The name of the hunger education curriculum and workshop programming the Atlanta Community Food Bank designed to inform a wide range of audiences about hunger and poverty and action steps to help solve these issues.

Living Wage – The effects of families and individuals working in low-wage jobs making insufficient income to meet minimum standards given the local cost of living and other basic necessities such as food, childcare, health insurance, transportation, etc. (e.g. clothing, personal care items, etc.)

Minimum Wage – Under the Fair Labor Standards Act, the federal minimum wage for covered, non-exempt employees is \$7.25 per hour. Some states also have their own minimum wage laws. Where the employee is subject to both state and federal minimum wage laws, the employee is entitled to the higher minimum wage rate. See if your state minimum wage matches the federal minimum wage. www.dol.gov/agencies/whd/minimum-wage/state#ga

Nonprofit Organizations – Legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public purpose and are tax-exempt according to the IRS. All Feeding America food banks and their partner agencies are IRS approved nonprofit agencies.

Nutrition – The study of foods and nutrients and their effect on health, growth, and development of the individual.

Nutrition Assistance Programs – Are funded through the U.S. Farm Bill and administered by the U.S. Department of Agriculture. Federal nutrition programs like SNAP and the Free & Reduced Breakfast/Lunch Programs help to increase food security for low income individuals and families in the United States. fns.usda.gov/fns

Partner Agency – The term is used by Feeding America affiliated food banks to describe the community based nonprofit organizations that receive food from food banks and distribute it to individuals and families in need. The Food Bank currently works with more than 700 partner agencies in a 29 county service area.

PeachCare for Kids – A low cost health insurance option for income eligible uninsured children in Georgia. dch.georgia.gov/peachcare-kids

Poverty – Often defined as the state or condition of not being able to pay for basic needs.

Poverty Measure – The United States instituted the poverty measure in 1967. The Census measures poverty using a set of income thresholds that vary by family size and composition. If a family’s income is under that threshold then that family and every individual in it is considered to be living in poverty. This does not vary by geographical

location but is adjusted slightly for inflation each year.

Poverty Threshold- define and quantify poverty in the United States.

Poverty Guidelines - determine financial eligibility for some benefits and programs

<https://aspe.hhs.gov/poverty-guidelines>

www.census.gov/topics/income-poverty/poverty/about/history-of-the-poverty-measure.html

School and Summer Meals – (National School Breakfast Program, National School Lunch Program, and Summer Food Service Program for Children) are subsidized programs that assist low income students to improve their nutritional status.

Service Area – Each Feeding America certified food bank has an assigned service area. The Atlanta Community Food Bank has 29 counties in its service area, which covers the metro Atlanta area and much of north Georgia.

Shelter - A community based program that temporarily houses people experiencing homelessness; meals are almost always served. Some shelters serve families and other individuals. Some shelters have the capacity to allow people to stay for extended periods of time and others can only serve people on a first come first serve nightly basis.

Supplemental Nutrition Assistance Program (SNAP) - Formerly the Food Stamp Program, SNAP is the nation's primary food assistance program for low-income families. The program provides purchasing power via EBT (electronic benefits transfer) cards to eligible households, which can be used to purchase food items only. EBT is provided by federal funds through county social service agencies to eligible low income persons. More than half of food stamp recipients are children.

(<https://frac.org/programs/supplemental-nutrition-assistance-program-snap>)

Women, Infants & Children (WIC) – Federal supplemental feeding program designed to decrease risk for nutritional and medical problems in women, infants and children. Assistance is provided through local health agencies and health departments to pregnant and breast-feeding women, infants and children up to age 6.

(<https://frac.org/programs/wic-women-infants-children>)

Temporary Assistance for Needy Families (TANF) – Temporarily provides minimal financial assistance to eligible families in need. There is a limited amount of time that a family can receive assistance. Georgia citizens are limited to four years of assistance in a lifetime. The maximum monthly benefit for a family of three is about \$300.00. Additional information about TANF can be found here: <https://dfcs.georgia.gov/services/temporary-assistance-needy-families>

The Emergency Food Assistance Program (TEFAP) – Provides USDA commodities (foods that the government pays farmers to grow) to states that distribute the food through local emergency food providers like food banks

(www.fns.usda.gov/tefap/emergency-food-assistance-program)

Recommended Websites



Hunger, Poverty and Advocacy Information

Atlanta Community Food Bank - acfb.org
Bread for the World - bread.org
Center on Budget & Policy Priorities - cbpp.org
Children's Defense Fund - childrensdefense.org
Church World Service - churchworldservice.org
Food Research and Action Center - frac.org
Georgia Budget and Policy Institute - gbpi.org
Kids Can Make a Difference - kidscanmakeadifference.org
National Center for Children in Poverty - nccp.org
Mazon: A Jewish Response to Hunger - mazon.org
Poverty USA - povertyusa.org/poverty-resources/education-center
Project Vote Smart - vote-smart.org
Share Our Strength - nokidhungry.org
USA.GOV - usa.gov/elected-officials
Hunger Notes - worldhunger.org

Links to Healthy Food and Nutrition Information

Academy of Nutrition and Dietetics - eatright.org
Farm to School - farmtoschool.org
Georgia Organics - georgiaorganics.org

Links to Info on Hunger and Poverty Related Services & Programs

EITC (Earned Income Tax Credit) - irs.gov/credits-deductions/individuals/earned-income-tax-credit
Medicaid - dch.georgia.gov
PeachCare - dch.georgia.gov/peachcare-kids
Supplemental Nutrition Assistance Program (SNAP) - fns.usda.gov/snap/supplemental-nutrition-assistance-program
Women, Infants & Children (WIC) - fns.usda.gov/wic
Temporary Assistance for Needy Families (TANF) - dfcs.georgia.gov/services/temporary-assistance-needy-families

Book List



Stories for the Young Child

DiSalvo-Ryan, DyAnne. City Green. 1994. Right in the middle of Marcy's city block is a littered vacant lot. Then one day she has a wonderful idea that not only improves the useless lot but her entire neighborhood as well. Lexile: AD48OL

Bunting, Eve. Fly Away Home. 1991. A story about a boy and his father who live in a busy airport. Both illustrator and author focus on giving the child's-eye view of the problem, and their skill makes this a first-rate picture book. Lexile: 45OL

Cooper, Melrose. Gettin' Through Thursday. 1998. A young boy in a family that is just making it paycheck to paycheck feels the richness of family love. Lexile: 68OL

Carlson, Laurie. Green Thumbs. 1995. Budding gardeners will learn what it takes to make things grow with fun activities that require only readily available materials. Lexile: Unknown

Chamberlin, Mary and Rich. Mama Panya's Pancakes, A Village Tale from Kenya. 2006. This clever and heartwarming story about Kenyan village life teaches the importance of sharing, even when you have little to give. Lexile: Unknown

Pollak, Barbara. Our Community Garden. 2004. Charmingly illustrated in a folk art style, this heartfelt story captures the excitement of children getting their hands dirty and learning to nurture living things for the first time. A celebration of different cultures and a gentle reminder of the value of people working together, Our Community Garden will appeal to all ages. Lexile: Unknown

De Costa Nunez, Ralph. Our Wish. Published by Institute for Children and Poverty Inc. 1997. After their home is destroyed, Mrs. Bun E. Rabbit and her children find themselves in need of a helping hand. Lexile: Unknown

Brown, Marcia. Stone Soup. 1947. Based on an old French tale, this story is about three hungry soldiers who outwit the inhabitants of a village into sharing their food. Lexile: AD48OL

Hazen, Barbbra Shook and Hyman, Trina Schart. Tight Times. 1983. Tight Times means lima beans instead of roast beef and a trip to the sprinkler instead of the lake. But family love makes things go all right, even when times are tough. A small boy, not allowed to have a dog because times are tight, finds a starving kitten in a trash can on the same day his father loses his job. Lexile: AD42OL

DiSalvo-Ryan, DyAnne. Uncle Willie and the Soup Kitchen. 1991. The story of a young boy's introduction to work in a community kitchen. He learns from his Uncle Willie about how to help and support those living in poverty in his community. Lexile: 450L

Hesse, Karen. Spuds. 2008. Ma is working late shifts but there doesn't ever seem to be enough to eat. So one frosty night Jack and Maybelle put little Eddie in a wagon with some empty sacks and sneak into a farmer's field to liberate the potatoes that are just lying there. Lexile: AD810L

McBrier, Page and Lohstoeter, Lori. Beatrice's Goat. Published by Atheneum Books for Young Readers. Page McBrier and Lori Lohstoeter beautifully recount this true story about how one child, given the right tools, is able to lift her family out of poverty. Lexile: AD640L

McGovern, Ann. The Lady in the Box. 1997. This is the story of two children who help and befriend a homeless woman who lives in a box on their street. It is a wonderful book to introduce children to the concepts of service and compassion. It is also a great tool to address some of the myths that prevail about who is homeless and why we have homelessness in this country. Lexile: AD370L

Noble, Trinkia Hakes. The Orange Shoes. 2007. Delly Porter enjoys the feel of soft dirt beneath her feet as she walks to and from school, but after a classmate makes her feel ashamed about not having shoes she learns that her parents and others, too, see value in things that do not cost money. Lexile: NC1010L

Nunez, Ralph Costa, and Schrager, Willow. Cooper's Tale. Published by Institute for Children and Poverty, Inc. When two fat cats take over the cheese shop, Cooper the pink mouse suddenly finds himself homeless. The friendship he develops with three homeless children changes all of their lives in ways they never expected. Lexile: Unknown

Rosen, Michael J. The Greatest Table. Published by Harcourt Brace and Company. This is a book that unfolds into a 12-foot long accordion book, showing the various ways people eat together and the variety of foods people eat. This book lends itself to a number of art projects for children. This book is out of print but does have limited availability through some bookstores and Amazon.com Lexile: Unknown

Fiction for the Older Child

Armstrong, William and Barkley, James. Sounder. 1995. This is the story of an African American sharecropper family in the late 19th century south. Lexile: 900L

Bromley, Anne C. The Lunch Thief. 2010. Rafael is angry that a new student is stealing lunches, but he takes time to learn what the real problem is before acting. Lexile: AD720L

Carlson, Nancy; Williams, Garth. The Family Under the Bridge. Originally, 1958. Reissued, 1989. The story of a homeless man named Armand who lives in Paris under a bridge. He suddenly finds himself helping care for a newly homeless family. Lexile: 680L

Curtis, Christopher Paul. Bud, Not Buddy. 1999. The story of Bud Caldwell, a ten-year old boy on his own, on a journey to find his unknown father in the depression era Michigan. Lexile: 950L

Fleischman, Paul. Seedfolks. 1997. Thirteen very different voices - old, young, Haitian, Hispanic, tough, haunted and hopeful - tell one amazing story about a garden that transforms a neighborhood. Lexile: 710L

Mathis, Sharon Bell. Sidewalk Story. 1986. A young girl comes to the aide of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy. Lexile: 510L

Neufield, John. Almost a Hero. 1995. A young boy in Santa Barbara does a community service assignment at a childcare center for homeless children. Lexile: Unknown

O'Connor, Barbara. How to Steal a Dog. 2007. Living in the family car in their small North Carolina town after their father leaves them virtually penniless, Georgina and her younger brother concoct an elaborate scheme to get money by stealing a dog and then claiming the reward. Lexile: 700L

Voigt, Cynthia. Homecoming. 1981. Abandoned by their mother, four children begin to search for a home and an identity. Lexile: 630L

Wilder, Laura Ingalls. The Long Winter. 1940. During an already hard winter, a terrible storm keeps trains from getting through with food/supplies. Lexile: 790L

Fiction for Youth and Teens

Carey, Janet Lee. The Double Life of Zoe Flynn. 2004. When Zoe's family has to live in their van for months after moving from California to Oregon so her father can find work, Zoe tries to keep her sixth-grade classmates from discovering that she is homeless. Lexile: 770L

Fenner, Carol. The King of Dragons. 1998. Eleven-year-old Ian and his troubled Vietnam Veteran father have been living on the streets by day and sleeping in a deserted courthouse by night. Now as the weather gets cooler, food is becoming scant, and Ian's father has disappeared. Lexile: 820L

Flake, Sharon. Money Hungry. 2001. All thirteen-year-old Raspberry can think of is making money so that she and her mother never have to worry about living on the streets again. Lexile: 650L

Greenwald, Shelia. My Fabulous New Life. 1993. An 11-year-old girl adjusts to her new neighborhood in Manhattan. Lexile: Unknown

Haworth-Attard, Barbara. Theories of Relativity. 2005. When his volatile mother throws him out of the house, sixteen-year-old Dylan is forced to live on the streets and beg for money, yet through it all, he finds a way to survive. Lexile: Unknown

McDonald, Janet. Chill Wind. 2002. Afraid that she will have nowhere to go when her welfare checks stop, nineteen-year-old high school dropout Aisha tries to figure out how she can support herself and her two young children in New York City. Lexile: 820L

Mulligan, Andy. Trash. 2010. Fourteen-year-olds Raphael and Gardo team up with a younger boy, Rat, to figure out the mysteries surrounding a bag Raphael finds during their daily life of sorting through trash in a third-world country's dump. Lexile: 860L

Shulman, Mark. Scrawl. 2010. When eighth-grade school bully Tod gets caught committing a crime on school property, he must stay after school and write in a journal under the eye of the school guidance counselor. As he writes, details of his home life emerge. Tod's house is barely habitable, and he is forced to help his mother in her job as a seamstress to make ends meet. His bullying is often less about wanting to hurt other kids than genuinely needing money. Lexile: 650L

Strasser, Todd. Can't Get There from Here. 2004. Tired of being hungry, cold, and dirty from living on the streets of New York City with a tribe of other homeless teenagers who are dying, a girl named Maybe ponders her future and longs for someone to care about her. Lexile: 620L

White, Ruth. Little Audrey. 2008. It's 1948, and eleven-year-old Audrey lives in a Virginia coal-mining camp with her father, who drinks; her mother, who is emotionally adrift; and her sisters, the "three little pigs." A fiercely honest child's-eye view of what it's like to be poor, hungry and sometimes happy. Lexile: 630L

Fiction for Teens and Adults

Allison, Dorothy. Bastard Out of Carolina. 1993. A deeply engaging story of a young girl growing up in poverty during the 1950's and 60's. Lexile: 900L

Arnold, Harriet. The Dollmaker. 1954. An enormously popular novel from the late 1940's, The Dollmaker is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit. Lexile: 1120L

Baldwin, James. Another Country. 1962. A genius of American fiction, this is one of Baldwin's most eloquent statements about the intersection of race and class. Lexile: Unknown

Ellison, Ralph. The Invisible Man. 1952. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives. Lexile: 1400L

Erdrich, Louise. Love Medicine. 1984. Lends insight into life on and off Native American reservations. Lexile: 780L

Grimsley, Jim. My Drowning. 1998. An evocative, uncompromising account of a hardscrabble childhood in rural North Carolina in the 1940s. Lexile: Unknown

Islas, Arthur. Migrant Souls. 1990. A tale of the conflicts of a Latino family in south Texas. Lexile: Unknown

Morgan, Robert. Gap Creek: A Story of a Marriage. 1999. A view of life at the turn of the century and the strength and grit required to gather, make and prepare food and the utter dependence upon nature. Lexile: Unknown

Morrison, Toni. The Bluest Eye. Beloved. Jazz. 1972. Any work by Morrison speaks to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as the basic struggles of human existence. Lexile: 92OL (The Bluest Eye), 87OL (Beloved), 97OL (Jazz)

Mukherjee, Bharati. The Middleman. 1988. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States. Lexile: 75OL

Non-Fiction for Teens and Adults

Abramsky, Sasha. Breadline USA: The Hidden Scandal of American Hunger and How to Fix It. 2009. The author combines an account of his own seven-week experiment in living on a poverty budget with moving vignettes of men and women who have fallen through society's frayed safety net and are suffering from food insecurity. Lexile: Unknown

Beckmann, David and Simon, Art. Grace at the Table: Ending Hunger in God's World. 2002. A primer on the causes of international hunger. Lexile: Unknown

Berg, Joel. All You Can Eat: How Hungry Is America? 2008. Berg, Executive Director of the New York City Coalition Against Hunger, spotlights domestic poverty and hunger in this book that has sharp words for politicians, charities and religious denominations. The author reveals how consistently the federal government has ignored hunger in the United States. Lexile: Unknown

Bloom, Jonathan. American Wasteland: How America Throws Away Nearly Half of Its Food (And What We Can Do about It). 2010. Follows the trajectory of America's food from gathering to garbage bin in this compelling and finely reported study, examining why roughly half of our harvest ends up in landfills or rots in the field. Bloom says, "Current rates of waste and population growth can't coexist much longer," and makes smart suggestions on becoming individually and collectively more food-conscious. Lexile: 115OL

DeGraf, John, and others. Affluenza. 2002. Based on the PBS documentary, which is a one-hour television special that explores the high social and environmental costs of materialism and overconsumption. Lexile: Unknown

Edelman, Marian Wright. Families in Peril: An Agenda for Social Change. 1987. Based on Edelman's 1986 W.E.B. Dubois lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.) Lexile: Unknown

Ehrenreich, Barbara. Nicked and Dimed: On (Not) Making it in America. 2001. This book gives us a compelling look at the challenges of being a part of America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force. Lexile: 134OL

Kilman, Scott and Thurow, Roger. Enough: Why the World's Poorest Starve in an Age of Plenty. 2009. A powerful investigative narrative that shows how, in the past few decades, American, British, and European policies have conspired to keep Africa hungry and unable to feed itself. Lexile: Unknown

Lappe, Frances Moore, Collins, Joseph and Rosset, Peter. World Hunger: Twelve Myths. 1998. Addresses the myths about hunger and poverty that keep us from adequately approaching and addressing the problem. Lexile: Unknown

LeBlanc, Adrian Nicole. Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx. 2003. LeBlanc provides a profoundly intimate portrait of a teenager, her family and a community in the Bronx throughout the 90's. It illuminates the complicated and many layered challenges of poverty. "The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and its related burdens, the texture of their real experiences is obscured..." Adrian LeBlanc. Lexile: Unknown

Newman, Katherine. No Shame in My Game: The Working Poor in the Inner City. 2000. Katherine Newman explores the explosion of working poverty in urban America. Lexile: Unknown

Phillips, Kevin. Wealth and Democracy. 2002. A social criticism and economic history of plutocracy, excess and reform. Lexile: Unknown

Roberts, Paul. The End of Food. 2008. The author of *The End of Oil* considers how we make, market, and consume food, which leaves too many people fat and too many others starving. Lexile: Unknown

Rusch, Elizabeth. Generation Fix. 2013. Capturing kids ideas on how to solve the problems that we face in this world—hunger, homelessness, violence, discrimination, and problems with health care, education and the environment—the book also inspires them to take action with their own ideas and resources. Lexile: Unknown

Russell, Sharman. Hunger: An Unnatural History. 2005. Analyzes the psychological and physical consequences of food deprivation and semi-starvation, discussing topics ranging from hunger strikes and religious fasts to cannibalism and anorexia nervosa. Lexile: Unknown

Schlosser, Eric. Fast Food Nation. 2001. Schlosser documents the effects of fast food on America's economy, its youth culture, and allied industries, such as meatpacking, that serves this vast food production empire. Lexile: 124OL

Shipler, David K. The Working Poor: Invisible in America. 2004. An analysis of the plight of the surprisingly diverse and numerous Americans who work, but still walk the official poverty line. Poverty is shown to be a "collection of difficulties that magnify one another." Lexile: Unknown

Sider, Ronald J. Rich. Christians in an Age of Hunger: Moving from Affluence to Generosity. 1997. Explores Biblical perspectives on the poor and possessions, the causes of poverty, and strategies for implementing solutions to the poverty problem. Emphasizes personal lifestyle choices, building communities of caring within churches, and the need for structural change and greater social justice. Lexile: Unknown

West, Cornel. Race Matters. A Collection of Valuable Essays from One of Our Principal Social Critics. 2001. West allows his readers to see race as a lens through which Americans view life. Lexile: 1460L

Winne, Mark. Closing the Food Gap: Resetting the Table in the Land of Plenty. 2008. The former executive director of the Hartford Food System offers an insider's view on what it's like to feed our country's hungry citizens. Winne explains Hartford's typical inner-city challenges and the successes he witnessed and helped to create there. The story concludes in our present food-crazed era, where the author gives a voice to low-income shoppers and explores where they fit in with such foodie discussions as local vs. organic. Lexile: Unknown

FILM LIST



Most of these are available for rent or streaming.

30 Days. 2005. Created by Morgan Spurlock, 30 Days is the innovative TV show that dares the viewer to take a walk in someone else's shoes. In the season opener, Spurlock and his fiancé try to make ends meet by working minimum-wage jobs. Not Rated (We recommend parental guidance for children under 13).

Hidden in America. 1996. A Citadel/As Is Production in association with The End Hunger Network. A father of two is downsized out of his job. He struggles to support his children alone in a new city. Rated for All. (We recommend parental guidance for children under 13).

In America. 2002. Director, Jim Sheridan. From Academy Award Nominee Jim Sheridan comes this deeply personal and poignant tale of a poor Irish family searching for a better life In America. PG-13.

Meaning of Food. 2004. PBS. Directors, Karin Williams, Vivian Kleiman, Maria Gargiulo, and Kris Kristensen. A wonderful documentary that explores all the different ways that food creates meaning in our lives. Not Rated.

Place at the Table. 2011. Directors, Lori Silverbush and Kristi Jacobson. "A Place at the Table shows us how hunger poses serious economic, social and cultural implications for our nation, and that it could be solved once and for all, if the American public decides- as they have in the past- that making healthy food available and affordable is in the best interest of us all." PG.

Poor Kids. 2012. In this powerful documentary from PBS's Frontline, the economic crisis is explored through the eyes of children. Not Rated (We recommend parental guidance for children under 13).

Souder. 2003. Director, Kevin Hooks. An African American family struggling during the Great Depression suffers when the father is arrested for stealing a ham. The punishment is five years of hard labor. PG.

The Dollmaker. 1984. Director, Daniel Petrie. A mountain family from Kentucky moves to Detroit during WWII towards the promise of work, a steady paycheck and food on the table. Not rated. (We recommend parental guidance for children under 13).

The Garden. 2008. Scott Hamilton Kennedy. “The fourteen-acre community garden at 41st and Alameda in South Central Los Angeles is the largest of its kind in the United States. Started as a form of healing after the devastating L.A. riots in 1992, the South Central Farmers have since created a miracle in one of the country’s most blighted neighborhoods. Growing their own food. Feeding their families. Creating a community.” Not Rated.

Waste Land. 2010. Directors, Lucy Walker, Joao Jardim and Karen Harley. “Filmmakers follow renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world’s largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro.” Not Rated.

STANDARD ALIGNMENTS



Activity	Subject	Grade	Standard
CC 1	ELA	3-5	CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
CC 1	ELA	6-8	CCSS.ELA-LITERACY.W.6.2/7.2/8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
CC 1	ELA	6-8	CCSS.ELA-LITERACY.W.6.3/7.3/8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
GSE 1	ELA	6	ELACC4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.
GSE 1	Social Studies	9-12	SSSocC1: Identify the basic elements of culture. Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.

CC	2	ELA	6	CCSS.ELA-LITERACY.W.6.7: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GSE	2	Social Studies	9-12	SSSocIC: Analyze forms of social inequality.
CC	3	Health	K-12	Standard 8 (Georgia health education performance standards): Students will demonstrate the ability to advocate for personal, family and community health.
CC	3	ELA	3-5	CCSS.ELA-LITERACY.W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.
CC	3	ELA	6	CCSS.ELA-LITERACY.W.6.1: Write arguments to support claims with clear reasons and relevant evidence.
GSE	3	ELA	6-8	ELAGSE6RL1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GSE	3	ELA	9-12	ELAGSE9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GSE	3	Social Studies	9-12	SSSocSC1: Explain the process of socialization. (e)Analyze gender, race/ethnicity, and socio-economic status as contributing factors to individual socialization.

CC	4	Health	K-12	Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.
CC	4	ELA	3-12	CCSS.ELA-LITERACY.SL.3-12: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
GSE	4	ELA	9-12	ELAGSE9-10W2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
GSE	4	Social Studies	9-12	SSPFL10: Describe how government taxing and spending decisions affect consumers (d). Describe government programs designed to provide assistance to low income individuals such as the Supplemental Nutrition Assistance Program (SNAP) (including the special program for Women, Infants, and Children (WIC)), Medicaid, State Children's Health Insurance Program (SCHIP), and public housing.
CC	5	Math	3	CCSS.MATH.CONTENT.3.MD.B.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.

GSE	5	Social Studies	3	SS3E4: Explain the concept of opportunity cost as it relates to making a saving or spending choice.
GSE	5	Social Studies	4	SS4E1 Use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.
GSE	5	Social Studies	4	SS4E2: Identify the elements of a personal budget (income, expenditures, and saving) and explain why personal spending and saving decisions are important.
GSE	5	ELA	5	ELAGSE5SL1-3-12 Discussion, Comprehension and Collaboration. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics and texts, building on others' ideas and expressing their own clearly.
GSE	5	Social Studies	8	SS8E3 Explain the principles of effective personal money management.
GSE	5	Social Studies	9-12	SSEF2 Give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action (b). Explain that rational decisions occur when the marginal benefits of an action equal or exceed the marginal costs.
GSE	5	Social Studies	9-12	SSEPF3 Explain how changes in taxation can have an impact on an individual's spending and saving choices.

GSE	5	Social Studies	9-12	SSSocC1: Explain the development and importance of culture. (d) Describe the components of culture to include language, symbols, norms, and values; also include material and non-material culture.
CC	6	Health	K-12	Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.
CC	6	Math	2	CCSS.MATH.CONTENT.2.MD.D.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems 1 using information presented in a bar graph.
GSE	6	Social Studies	8	SS8E3 Explain the principles of effective personal money management.
GSE	6	Social Studies	9-12	SSEF2 Give examples of how rational decision making entails comparing the marginal benefits and the marginal costs of an action equal or exceed the marginal costs.
GSE	6	Social Studies	9-12	SSSocIC1: Analyze forms of social inequality
GSE	7	Social Studies	9-12	SSSocIC1: Students will analyze forms of social inequality. (a) Explain how unequal distribution of power and resources affects the life chances of individuals in that society.

GSE	7	Social Studies	9-12	SSSocIC2: Students will analyze social change processes in a society (a) Explain the impact of globalization on social change.
GSE	8	Sociology	9-12	SSSocIC1: Students will analyze forms of social inequality. (a) Explain how unequal distribution of power and resources affects the life chances of individuals in that society.