



Education material designed to increase awareness of local hunger issues.

-Lower Curriculum-



A 501 (c)(3) non-profit organization serving local children in need.
3707-D Alliance Drive | Greensboro, NC 27407
BackPackBeginnings.org

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Hunger 101

Introduction:

The purpose of this curriculum is to provide a platform through which to engage and educate local children on the issues of hunger and food insecurity. By educating our children to understand, and critically engage, facets of these endemic issues, we hope to raise awareness of hunger in Guilford County.

The following activities are crafted to be a school curriculum but can easily be adapted for less regimented learning – from school clubs, to church meetings, to home learning. This curriculum has been created with Elementary School students in mind, with **Go Further Discussions** provided to elevate the programs to Middle School level.

This curriculum was created by Backpack Beginnings, a Guilford County nonprofit. Our mission is to provide children in need with nutritious food, comfort items or certain basic necessities through the use of backpacks and other efficient means. By ensuring food and basic necessities are given directly to children in need, we make a positive and lasting impact on their health and well-being. We have four programs – Food Pack, Food Pantry, Comfort Pack, and a Clothing Pantry. In 2015 through these four programs, we served over 2,000 children with food assistance weekly and 3,000 children with comfort items annually.

For more information on Backpack Beginnings, including donation forms and volunteering opportunities, please visit our website: www.backpackbeginnings.org

Our vision is a community of healthy
and well-nourished children
...one Backpack at a time



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Hunger in Guilford County

- **19% of Guilford County residents are food insecure**
 - Including 25.7% of children in Northwest North Carolina
- **Nearly 26% of people who are food insecure in Northwest North Carolina are ineligible for Food and Nutrition Services (formerly Food Stamps)**
- **36% of food pantries in NC have had to turn people away for a lack of food to give them.**
- **According to the Food Research and Action Center's 2014 report on hunger**, "In short, the positive side is that the rate [of families experiencing food hardship] has recovered almost to pre-recession levels. The longer view, however, shows that an appalling one in six households is reporting food hardship – just as was true before the recession. The nation has an unacceptable long-term food hardship problem."
 - **Triad unemployment is 5.1%**
 - **Yet, the majority of citizens served by Second Harvest Food Bank are employed**
 - **60% have part time jobs, many have multiple**
 - **Underemployment is a huge concern**
- **According to Second Harvest Food Bank**, "Since the economic downturn, Second Harvest Food Bank of Northwest NC has seen the number of people coming to our partner agencies grow from 135,000 people to nearly 300,000 people. One-third of those we are helping are children."
- **This infographic comes from a four year analysis of Second Harvest's recipient populations:**

Economic recovery has not reached those we serve.
Unemployment, reduced hours and low wages are factors.

78%
OF HOUSEHOLDS LIVE AT OR BELOW THE POVERTY LEVEL

57%
HAVE INCOME LESS THAN \$1000 PER MONTH

52%
OF HOUSEHOLDS HAVE AT LEAST ONE EMPLOYED ADULT

32%
OF ADULTS HAVE LESS THAN A HIGH SCHOOL DIPLOMA OR EQUIVALENT*

*Nationally, only 14% of the general population of adults does not have a high school diploma or its equivalent.

Families we are helping face difficult choices and circumstances.

HOUSEHOLD SPENDING TRADEOFFS

73%
CHOOSE BETWEEN FOOD AND UTILITIES

72%
CHOOSE BETWEEN FOOD AND TRANSPORTATION

72%
CHOOSE BETWEEN FOOD AND MEDICINE/ MEDICAL CARE

64%
CHOOSE BETWEEN FOOD AND HOUSING

24%
CHOOSE BETWEEN FOOD AND EDUCATION EXPENSES



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Activity #1: What is Hunger?

Purpose: Gauge the students understanding of hunger, poverty, and the importance of food. Also, create a common understanding of what these terms mean and introduce the term food insecurity.

Time Needed: 10 minutes

- It is advised to pair this activity with “Activity #2: Who is Hungry” for a deeper discussion of the basics of local hunger and food insecurity.

Objectives: Students will be able to understand the differences between momentary and chronic hunger. Students will also be able to elaborate on the cultural importance of food. Students will also have an idea of the wide variety of definitions of hunger and poverty, allowing them to discuss and interpret these ideas separately and then together.

Materials:

- Three large pieces of paper with the below prompts, post around the room
- Pens or markers, enough for all students

Description of Activity:

- 1. Post large papers with the following prompts around the room**
 - a. What is Hunger?
 - b. What is Poverty?
 - c. What are the different ways that food plays a role in our lives?
- 2. Instruct students to read each question silently and write their answers on the same sheet that is posted around the room**
 - a. Give students 5 minutes (or at least 1 minute per question) to walk around writing their answers on the papers before taking their seats
- 3. Then take the prompt beginning with “What is Hunger?” and ask the following questions:**
 - a. What are the similarities among the answers?
 - b. What are the differences?
 - i. Be sure to highlight the differences between momentary hunger and chronic hunger
 - c. Based on the answers, what is our group definition of hunger?
- 4. In response to “What is Poverty?” ask the students the following questions:**
 - a. What are the similarities among the answers?
 - b. What are the differences?
 - c. Based on the answers, what is our group definition of poverty?
- 5. Based on the responses to “What are the different ways that food plays a role in our lives”, suggest several others such as “expressing love, life, comforting, tradition, culture and faith etc.**



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- a. Ask students about why food is important, highlighting its universality.
- 6. Define food insecurity**
 - a. Food Insecurity – Not knowing where your next meal is coming from, not having a stable source for food that can be relied on and trusted to complete all nutritional needs

Quick Writes:

- Option 1 – have students write a new definition of hunger in their own words
- Option 2 – have students write a 1-2 sentence reflection on the activity



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Activity #2: Who is Hungry?

Purpose: Students will list and discuss groups affected by hunger and food insecurity in the United States. They will also explore the reasons behind the increase in the number of people living in poverty and identify some of the issues surrounding the increase. Prevalent myths surrounding the hungry and the poor will be explored.

Time Needed: 20-30 minutes

Objectives: Students will be able to:

1. Identify the groups affected by hunger.
2. List major barriers to obtaining food.
3. Discuss how acute and chronic illness might lead to hunger.

Materials:

- Blank sheets of paper
- Pens or pencils
- Flip chart and markers or overhead projector and transparencies

Description of Activity:

1. **Separate students into groups of 3-5 people.** Give each group a blank piece of paper and a pen or pencil. Have group members brainstorm and list groups of people that go hungry and reasons for their hunger or lack of food security. Encourage students to think of as many groups and causes as they can. Allow 5 minutes
2. **Have each group appoint a spokesperson to contribute their group's ideas.** Call on each spokesperson and write their group's ideas on the flip chart as a master list. Add to the students' ideas as needed to cover the following list, but do not limit discussion to these groups.
3. **Have the entire group consider two common myths about hunger in the United States.**
 - a. **The first myth:** Some people assume that others are hungry because they are too lazy to work. Explain that many people who are hungry are working, going to school, or are actively seeking work, but do not make enough money to purchase an adequate quantity of nutritious food. (36% of households using emergency services in the U.S. live in a household where there is at least one wage earner (Feeding America, 2010)
 - b. **The second myth:** Many people believe that most hungry people who participate in food assistance programs are homeless. About 10% of those



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seeking emergency food in this country are homeless. Many more are from low income families who require assistance from charitable food programs (e.g., food banks and community kitchens) as well as from the government (e.g., food stamps).

4. **Ask: What other things do you think are true about poor people, homeless people, or people who might use a food pantry?** List their thoughts on the flipchart or projector. Together talk about which would tend to be true and which are probably not true.
5. **Talk about the large gap between the rich and the poor:** In many countries, particularly the United States, a gap between the rich and the poor exists. This gap can lead to malnutrition and hunger among low-income people because they do not have enough money to buy enough nutritious food.
6. **Compare with list your groups have generated.** Ask the students to choose the two groups they think are most affected by hunger.
 - a. Review the list we compiled identifying groups vulnerable to hunger
 - i. Groups to suggest: Children, homeless, acutely or chronically ill, seniors, physically challenged, substance abusers, unemployed, mentally challenged, undocumented immigrants, runaways, under educated, under employed/working poor
 - b. Mention - **The two largest groups seeking emergency food in this country are children and senior citizens.** Compare perceptions to reality and correct any misconceptions.

Quick Writes:

- **Option 1** – Have students list three words that come to mind after this activity
- **Option 2** – Ask students to write a 2-3 sentence sum-up of one of the myths about hunger



Activity #3: Three Pillars of Food Security

Purpose: Students will be able to identify the three pillars of food security – Accessibility, Knowledge, and Availability. They will be able to apply these categories to stories of hunger and understand that they interconnect.

Time – 20-30 minutes

Objectives:

- Students will gain an understanding of hunger and its causes
- Students will summarize and categorize these stories
- Students will discuss causes of hunger

Materials:

- Blank sheets of paper
- Pens or pencils

- 1. Ask students what is the difference between momentary hunger and chronic hunger**
 - a. Feeling hungry for a day is not the same as not having food regularly, lack of proper nutrition
- 2. Introduce and explain the three pillars.** Compare food security to a bridge, held up by the three pillars: Availability, Accessibility, Knowledge. Write the pillars on three separate pieces of paper, putting them where students can see them,
- 3. Read stories of hunger to the students.** Work with students to identify which pillar is missing from the story.
 - a. Asking questions such as
 - i. “Is there enough food for everyone?”
 - ii. “Can everyone get food?”
 - iii. “Does everyone know how to get food?”
- 4. Discuss with students** that Accessibility is the main issue with equitable food distribution

Stories:

1. Ann’s family moved to North Carolina last year. Ann has four brothers and sisters. Ann’s dad works hard, but his job doesn’t pay enough money to feed his big family. It’s hard to pay for things like rent and harder to have money for



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groceries. Ann's family does not go to the grocery store very often.

2. David lives with a lot of people. His grandmother moved in last year, so there are now ten people in his home. While his mother loves David and his brother, it's hard for her to give them everything they need. With so many people in the house, it's hard to feed everyone.
3. Jason's grandfather was a farmer, but Jason doesn't know very much about running a farm. He and his family moved to the family's old farm this year. They want to grow their own plants and sell the extra to pay bills. They didn't know it would be so difficult to learn how to farm. They haven't been able to grow enough for themselves and don't have any way to pay their bills.
4. April loves her grandparents, they've been married for 50 years. They tell her stories of the old town and the church they built. They used to help all kinds of people. But now, her grandfather has been retired for 15 years and the check they get every month is very small. Her grandmother also is sick and her medicine is expensive. It's very hard to find enough money for food.
5. Emilio was born in Mexico. His family moved to North Carolina last year. His dad works maintenance jobs as much as he can, but it's hard to find work because he doesn't speak English. They don't always have enough food. Emilio's mother has heard that there are places to help families who need food, but she doesn't know where they are.

Answer key:

1 – accessibility

2 – accessibility

3 – accessibility and knowledge

4 – accessibility

5 – accessibility and knowledge

Quick-Writes:

- **Option 1** – Have students write their own 2-3 sentence story ending to one of the stories provided in this sheet
- **Option 2** – Draw a picture of the three pillars holding up food security – What does food security look like to you?



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Activity #4: Income and Food Security - Family Budget

Purpose: Participants will be given different family scenarios and will determine how much money they have left over for food after paying basic expenses. They will also identify the other expenses that families have beyond the basic expenses of rent, transportation, and they will discuss each scenario's impact on food security.

Time: 30-45 Minutes

Objectives:

- Increase awareness about the gap that often exists between wages and expenses.
- Begin to explore the various government and community responses to marginal, low and very-low food security.

Materials:

- Copies of Family Scenarios (see below),
- Copy of Possible Government Responses to Budget Scenarios,
- Pencils,
- Calculators (optional)

Activity Directions:

1. Depending on the size of the group, divide the group into smaller groups of 2-3 people.
2. Give each group a different family scenario. Each scenario will describe a household and the household income.
3. Ask each group 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.
4. Have each group brainstorm what other expenses a family might have. For example, diapers, cleaning supplies, car repair, etc.
5. After they have completed this, have each group share their scenario

Quick Writes:

- **Option 1** – Have students write ideas of other expenses that families can face
- **Option 2** – Have students write a 1-2 sentence reflection on this activity



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Family Scenario #1

Who are you?

- You are a **2 parent family with 3 children** who are ages 1, 4 and 7
 - One parent works full-time for **\$7.25** per hour (minimum wage).
 - One parent works full-time for **\$8.00** per hour.
 - \$2,360.00 is your monthly income.

Expenses

- | | |
|---|------------|
| 1. Rent for a 2 bedroom apartment | \$675.00 |
| 2. Utilities for electricity, gas, water and phone | \$210.00 |
| 3. Transportation for public transportation | \$120.00 |
| 4. Childcare for 1 in daycare, and 2 in after school | \$660.00 |
| 5. Medical no health insurance, all healthy this month | \$00.00 |
| 6. Taxes for state, Medicaid and SS withholdings | + \$261.53 |
| Total of expenses _____ | |

Monthly income \$2360.00
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 are other things that this family would need to purchase monthly?
 - Are there expenses on your list that (even before buying food) you won't have money to pay?
 - Which bills are the most important to pay?
- What are additional expenses that families need to consider? For example:
 - Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - What are some other things you can think of?



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Family Scenario #2

Who are you?

- You are a single parent family with 3 children who are ages 3, 6, and 10.
- You work full-time for \$8.00/hour
- **\$1,280.00** is your monthly income

Expenses

1. Rent for a 2 bedroom apartment	\$650.00
2. Utilities for electricity, gas, water and phone	\$175.00
3. Transportation for public transportation	\$60.00
4. Childcare for 1 in daycare, and 2 in after school	\$770.00
5. Medical no health insurance, all healthy this month	\$00.00
6. Taxes for state, Medicaid and SS withholdings	+ \$120.00
Total of expenses	_____

Monthly income \$1,280.00

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 are other things that this family would need to purchase monthly?
 - Are there expenses on your list that (even before buying food) you won't have money to pay?
 - Which bills are the most important to pay?
- What are additional expenses that families need to consider? For example:
 - Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - What are some other things you can think of?



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Family Scenario #3

Who are you?

- You are a widowed parent with 5 children who are ages 2, 6, 7, 10, and 12.
- You work full-time for **\$8.00/hr**, you also have a part-time job at night earning **\$7.25/hr**.
- **\$1,880.00** is your monthly income

Expenses

1. **Rent** for a 3 bedroom apartment \$800.00
2. **Utilities** for electricity, gas, water and phone \$160.00
3. **Transportation** for public transportation \$60.00
4. **Childcare** for 1 in day care and 4 home alone after school \$400.00
5. **Medical** for health insurance and two prescriptions \$200.00
6. **Taxes** for state and federal withholdings + \$180.00

Total of expenses _____

Monthly income \$1,880.00

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 are other things that this family would need to purchase monthly?
 - Are there expenses on your list that (even before buying food) you won't have money to pay?
 - Which bills are the most important to pay?
- What are additional expenses that families need to consider? For example:
 - Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - What are some other things you can think of?



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Family Scenario #4

Who are you?

- You are an elderly person who lives on a fixed income of Social Security
- \$800.00 is your monthly income

Expenses

- | | |
|---|------------|
| 1. Rent for a studio apartment | \$500.00 |
| 2. Utilities for electricity, gas, water and phone | \$120.00 |
| 3. Transportation for public transportation | \$45.00 |
| 4. Childcare - no kids | \$00.00 |
| 5. Prescriptions not covered by Medicare | + \$275.00 |
| Total of expenses | _____ |

Monthly income \$800.00
Minus total of expenses - _____

Amount left over for food _____

6. If you subtract the total of your expenses from your monthly income how much money do you have left to:
 - a. Purchase food?
 - b. What are other things that this family would need to purchase monthly?
 - c. Are there expenses on your list that (even before buying food) you won't have money to pay?
 - d. Which bills are the most important to pay?
7. What are additional expenses that families need to consider? For example:
 - a. Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - b. What are some other things you can think of?



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Family Scenario #5

Who are you?

- You are a two parent family with 2 children who are ages 2 and 4.
- One parent works full-time for **\$9.00/hour**, one parent works part-time for **\$7.25/hour**
- **\$2,640.00** is your monthly income

Expenses

1. Rent for a 2 bedroom apartment	\$706.00
2. Utilities for electricity, gas, water and phone	\$200.00
3. Transportation for car, insurance, and gas	\$340.00
4. Childcare for 2 in daycare	\$750.00
5. Medical - kids get flu, doctor visits and miss work	\$220.00
6. Taxes for state, federal, Medicaid and SS withholdings	+ \$307.19
Total of expenses	_____

Monthly income \$2,640.00
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 are other things that this family would need to purchase monthly?
 - Are there expenses on your list that (even before buying food) you won't have money to pay?
 - Which bills are the most important to pay?
- What are additional expenses that families need to consider? For example:
 - Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - What are some other things you can think of?



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Family Scenario #6

Who are you?

- You are a single parent family with 3 children who are ages 3, 6, and 10.
- You work full-time for **\$10.50/hour**
- **\$1,680.00** is your monthly income

Expenses

- | | |
|---|------------|
| 1. Rent for a 2 bedroom apartment | \$650.00 |
| 2. Utilities for electricity, gas, water and phone | \$216.00 |
| 3. Transportation for public transportation | \$60.00 |
| 4. Childcare for 1 in daycare | \$575.00 |
| 5. Credit Card minimum payment | + \$210.00 |

Total of expenses _____

Monthly income \$1,680.00

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 are other things that this family would need to purchase monthly?
 - Are there expenses on your list that (even before buying food) you won't have money to pay?
 - Which bills are the most important to pay?
- What are additional expenses that families need to consider? For example:
 - Car payments and insurance when people do not live in an area that offers public transportation, dental care, laundry soap, etc.
 - What are some other things you can think of?



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Workbook 1

Solve

Please unscramble the words below

1. nhrgue

2. ckpaakbc

3. rfidne

4. arpnty

5. ninutorit

6. ueturf

7. ltyhahe

8. ntpeior

WORD BANK

pantry	backpack	protein	future
nutrition	hunger	healthy	friend



Workbook 2

**FILL THE BACKPACK!
COLOR IN YOUR
FAVORITE FRUITS AND
VEGGIES!**



NAME: _____ DATE: _____

Fill the Backpack

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

APPLES
BANANAS
ORANGES
SPAGHETTI
GRANOLA
CEREAL
BREAD
JUICE
MILK
APPLESAUCE
CRACKERS
PEACHES
PEARS
RAISINS
PEANUTBUTTER

“COURAGE”



Courage is when you do the right thing even when others don't. If you have courage, then you are not afraid to be the one who says, "That is not right!". Many boys and girls think that they always have to do what others do so people will like them. If you have courage, then you are willing to say "NO!" to those things that you know are wrong.

People who have courage respect everyone, they are kind when others are mean, they always tell the truth and they help people even when others are making fun of them. When you have courage, others will see it and want to be like you... this is how you become a leader.

In the cartoon above, Henry and Hallie are standing by a friend who has been bullied. They know it is wrong to bully and fight, and they have the courage to say it's not right! Let's think of ways you can be a leader and show that you have courage: Well... you can remember what's right and never do wrong, you can be a good friend and always be strong. Having courage is cool, because it's good and it's right and it helps us remember to be like a candle and cast our good light.

Think about three things you can do to show your courage this week...

1. I can show courage by _____.
2. I can show courage by _____.
3. I can show courage by _____.

CHARACTER HOMEWORK: Ask an adult how they showed courage when they were children. Then discuss how you can be courageous at home, at school and in your neighborhood, and do it!



“KINDNESS”



Kindness is when you reach out and help someone just because you can. In the cartoon above, Katie has two popsicles and she gives one of them to her friend Cody, who has none. Because Katie was kind and generous, everyone is happy and can enjoy a snack together.

Why is it good to be kind? Because it is always more fun when everyone is included and no one is left out. And you know what? Being kind makes you feel good and shows others you are helpful. When you share, you give them a part of yourself and that tells people you like them and care about them.

Katie and Cody are friends, who are kind to each other and always share... when was the last time you shared something with a friend? Let's think of things that you can share: Well... You can share your toys... you can share some fun... You can share a secret... You can share some sun... You can share your candy and cookies too... You can even share a book or two...

Think about three things that you can share this week:

1. I can share a _____ with my _____.
2. I can share a _____ with my _____.
3. I can share a _____ with my _____.

Character Homework: Talk to an adult about how important it is to be considerate and helpful to others and treat them how you want to be treated. Then find three different people and share something great!

“RESPECT”



Respect is when you care for yourself, your friends and even people you don't know because everyone is important. To respect people is to understand that we are all different and know that it is our differences that make us who we are. To show respect is to say loud and clear, YOU ARE VALUABLE...

In the cartoon above Sam and Sienna are friends. Sam always holds the door open for Sienna which shows her that she is important and valuable... just like gold or diamonds! Showing respect to people makes our world a better place and because showing respect can be contagious... once you start others will follow!

Why is it good to be respectful? Because everyone is important and when you respect one another you begin to see that we learn from each other. Let's think of ways you can be respectful: Well... You can respect your teacher... You can respect your Dad... You can respect your friends by never getting mad. You can respect your elders by being polite and you can respect your sister if you never fight. Respect is important for you and your friends and the joy that comes from it will never end!

Think about three ways that you can be respectful this week...

1. I can respect my _____ by _____.
2. I can respect my _____ by _____.
3. I can respect my _____ by _____.

CHARACTER HOMEWORK: Surprise an adult by showing them respect by saying “please” and “thank you” and by helping them clean your house or fix dinner. When you are done tell them why respect is important and then share it with your whole class the next day!

“RESPONSIBILITY”



Responsibility is always doing what you say you will do. Responsibility is a *big* word that can make a *big* difference in your life. It shows others that you care about them by keeping your promises.

In the cartoon above Billy is doing his homework so he can turn it in on time, which makes his teacher happy. She is happy because Billy remembered to do his homework even though he had a lot of other fun things to do at home. Responsible boys and girls always do what they promise and this makes their friends and teachers trust them.

Why is it good to be responsible? Because it is really nice when people say that you always do what you say you will do -- keep your promises! Let's think of ways you can be responsible: Well... You can be on time... You can pick up your mess... You can keep a promise... You can fuss a little less... You can help your teacher and your Mother too, and you will always be remembered for all the good things you do...

Think about three things you can do to be responsible this week...

1. I can be responsible to my _____ by _____.
2. I can be responsible to my _____ by _____.
3. I can be responsible to my _____ by _____.

CHARACTER HOMEWORK: Ask an adult how you can be responsible at home and then pick three things and do them. Make a list and bring it to school and share it with your whole class!



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Go Further – Work After Curriculum

BackPack Beginnings would like to thank all of the educators, formal or informal, that have utilized this curriculum packet. Any suggestions for activities can be emailed to parker@backpackbeginnings.org

BackPack Beginnings urges all those who have accessed this packet to consider donating their time, money, or any resource to help the Guilford County community heal from food insecurity. The nonprofits listed in the following Sources page are always welcoming and eager for volunteers to assist them in their duties. Second Harvest Food Bank currently has nearly 300 partner agencies, 51% of which rely entirely on volunteer efforts to continue working in Northwest North Carolina.

Thank you for your time!

We are only as good as our volunteers
and we have the **BEST.**

Thank you!



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DEFINITIONS

Food Desert – Low-income census tract where a significant number or share of residents are more than 1 mile (urban) or 10 miles (rural) from the nearest supermarket.

Food Insecure – At times during the year, households that are uncertain of having, or unable to acquire, enough food to meet the needs of all their members because they have insufficient money or other resources for food

Hunger – Not having enough to eat to meet energy requirements.

Metropolitan Statistical Areas (MSAs) - Census Bureau-defined areas that include central cities plus the surrounding counties with strong economic and social ties to the central cities

Poverty – Simplistically, poverty means not enough money to meet all of a person's basic needs, often leading to choices of what to cut. Poverty can also be linked to blocked access or lack of access, such as the examples of food deserts. Poverty can also be defined as lack of options or lack of choices, with peoples in poverty being forced to make choices.

Three Pillars of Food Security–

- **Accessibility** - sufficient resources to obtain appropriate foods for a nutritious diet.
- **Knowledge** - appropriate use based on knowledge of basic nutrition and care, including knowledge of where to secure food, as well as adequate water and sanitation,
- **Availability** - sufficient quantities of food available on a consistent basis.



SOURCES

Government Programs:

Special Supplemental Food Program for WIC

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/wic.html

Food Stamp Program

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/fsp.html
- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/sbp.html

National School Lunch Program

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/nslp.html

Summer Food Program

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/sfsp.html

Child and Adult Care Food Program (CACFP)

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/cacfp.html

The Emergency Food Assistance Program (TEFAP)

- www.fns.usda.gov/fns
- www.frac.org/html/federal_food_programs/programs/tefap.html

Nutrition Resources:

Map of Food Deserts in Guilford County

- <http://www.greensboro-nc.gov/modules/showdocument.aspx?documentid=27674>

Michelle Obama's MyPlate

- <http://www.choosemyplate.gov/MyPlate>

Map the Meal Gap

- <http://map.feedingamerica.org/>

Food Pyramid

- <http://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/pyramid/>



Hunger 101

International Food Pyramids

- <http://www.gourmetgiftbaskets.com/Listing-Of-SpecialFood-Pyramids.asp>

Local Nonprofits:

Soup Kitchen

- Potter's House Community Kitchen
 - <http://greensborourbanministry.org/services/potters-house-community-kitchen/>

BackPack Program

- Backpack Beginnings
 - <http://backpackbeginnings.org/>
- Out of the Garden Project
 - <http://www.outofthegardenproject.org/>

Food Pantry

- Greensboro Urban Ministry's Pantry
 - <http://greensborourbanministry.org/services/food-bank/>
- Second Harvest Food Bank of NorthWest NC
 - <http://www.hungernwnc.org/>
- One Step Further
 - <http://fccgreensboro.org/one-step-further-food-pantry/>

Farm-to-Table Project

- Farmer Foodshare
 - <http://www.farmerfoodshare.org/>
- Mobile Oasis Farmer's Market
 - <http://guilfordmobileoasis.com/>



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REFERENCES

Special thanks to the following food banks, schools, and educators for providing their hunger curriculum as a basis:

- **Gallatin Valley Food Banks'** curriculum

http://www.gallatinvalleyfoodbank.org/wp-content/uploads/2009/10/HUNGER-101_GVFB.pdf

- **Chicago Public Schools** for lessons derived from Hunger and Poverty Service-Learning curriculum

<http://servicelearning.cps.k12.il.us/pdf/hungerPoverty.pdf>

- **Atlanta Community Food Bank** for their educational materials

<http://www.acfb.org/educational-materials>

- **Regional Food Bank of Oklahoma**

<https://www.regionalfoodbank.org/programs/hunger-101>

- **Cathy Berger Kay's Hunger and Homelessness Curriculum**

http://www.freespirit.com/files/other/Kids_Guide_Hunger_Homelessness.pdf

Thanks to all of the organizations that are currently doing research on hunger and food insecurity in Guilford County:

Second Harvest Food Bank, Feeding America, and the North Carolina Association of Feeding America Food Banks:

[http://hungernwnc.org/news-and-](http://hungernwnc.org/news-and-events/2014%20Hunger%20In%20America%20Local%20Report.pdf)

[events/2014%20Hunger%20In%20America%20Local%20Report.pdf](http://hungernwnc.org/news-and-events/2014%20Hunger%20In%20America%20Local%20Report.pdf)

[http://www.hungernwnc.org/news-and-](http://www.hungernwnc.org/news-and-events/Press%20Releases/2015%20Map%20the%20Meal%20Gap%20Report.pdf)

[events/Press%20Releases/2015%20Map%20the%20Meal%20Gap%20Report.pdf](http://www.hungernwnc.org/news-and-events/Press%20Releases/2015%20Map%20the%20Meal%20Gap%20Report.pdf)

<http://hungernwnc.org/about-hunger/index.html>

<http://ncfoodbanks.org/hunger-in-north-carolina/>

The UNC-Chapel Hill Hunger Research, housed in the School of Government:

<http://hunger-research.sog.unc.edu/content/2013-guilford-county-nc>

WXII 12 and Wanda Starke:

<http://www.wxii12.com/news/watch-online-childhood-hunger-the-silent-crisis/33817906>

Food Research and Action Center:

http://frac.org/pdf/food_hardship_2014.pdf

The USDA:

http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/key-statistics-graphics.aspx#.UiYOnD_8KSp

