



Education material designed to increase awareness of local hunger issues.

-Upper Curriculum-



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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 Middle Schoolers in mind, with **Go Further Discussions** provided to elevate the programs to High 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: Popular Knowledge - Defining Hunger, Food Insecurity, and Poverty

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:

- Have holistic definitions of Hunger, Food Insecurity, and Poverty
- Apply nuance to these definitions

Materials:

- Five large pieces of paper with the below prompts around the room.
- Pens or markers

Description of Activity: A Hunger, Food Security, and Poverty Line Definition Reference Guide can be found on page 9 and will be a great guide for facilitators in this activity.

1. **Post large papers with the following prompts around the room:**
 - a. What is Hunger?
 - b. What is Poverty?
 - c. What is Food Insecurity?
 - d. What are the different ways that food plays a role in our lives?
2. **Instruct students read each question silently and write their answers on the same sheet**
3. **Give students 5 minutes (or at least 1 minute per question), and have them take their seats when finished.**
4. **Then take the prompts beginning with “What is Hunger” and ask students the following questions:**
 1. What are the similarities among the answers?
 2. What are the differences among the answers?
 3. Based on these responses what is our definition of hunger?
5. **In response to “What is poverty?” ask students the following questions:**
 1. What are the similarities among the answers?
 2. What are the differences among the answers?
 3. Based on these responses what is our definition of hunger?
6. **Define food insecurity (students may not have been familiar with this term, which is not a disincentive for including this sheet. Please allow students to write their answers and explain them before providing the answer given on this sheet).**



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1. What are the similarities among the answers?
2. What are the differences among the answers?
3. Based on these responses what is our definition of hunger?
 - 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

Ask students “How might redefining who is considered poor alter our response to poverty in this country?”

7. **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.”**
Then ask students about why food is important, highlighting its universality.
8. **Let students know that at the Food Bank and in many places (e.g. government) hunger is called food insecurity.** Post a large sign that says “Food Security = Having enough food to lead a healthy, productive life”. Explain that food insecurity does not refer to just one person; it can also refer to households and potentially communities. Also highlight that healthy, productive life infers that it is not just about having food, but having nutritious food.

Go Further Discussion - Pair this activity with “Activity #2 - Who is Hungry” to analyze Guilford County food deserts

Alternate Facilitation Option: This option is best if you are limited on time or supplies. If student struggle with basic math skills, this option will be best so you can spend more time on activity #4

1. **Ask students, “What is hunger?”**
2. **Guide students through a discussion by highlighting that there are three types of hunger**
 - a. **Famine**
 - i. There is no food available-people may literally be dying from starvation. This is what people often think of when we talk about hunger. Fortunately, this is not the type of hunger that we have in our community.
 - b. **Chronic Hunger**
 - i. The day-in-day-out struggle of not knowing from where your next meal is coming. This kind of hunger does exist in our community.
 - c. **Nutritional Hunger**
 - i. People may be getting the calories that they need, but not the vitamins and minerals necessary to lead productive and healthy lives. The cheapest food is often the least healthy.



Activity #2: Who is Hungry? Groups at risk in USA

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: 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

Go Further Discussion:

- Copies of map of food deserts in Guilford County

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 seeking emergency food in this country are homeless. Many more are from low income families who require assistance from charitable food



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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.

Go Further Discussion:

- **Distribute maps of Guilford County food deserts (found in Sources)**
 - Define food desert (found in Definitions)
 - Blocked access to grocery stores by infrastructure
 - Grocery bag limit on buses, etc.
- **Provide common history of food deserts**
 - How do they happen?
- **Ask students to analyze how food deserts are clustered**
 - What do they notice about their placement?
 - What kind of meal can you get at stores in food desert?



Activity #3: How Does Hunger Affect Us?

Purpose: Students will participate in an activity that will help foster their understanding of the health and behavioral consequences of hunger. Students will learn about the relationship between hunger and nutrition and will review the four basic food groups using the Food Pyramid. Students will have an opportunity to explore how the Food Guide Pyramids are adapted to reflect healthy food from all cultures.

Time: 20 minutes

Objectives: Students will be able to:

1. Identify three health or behavioral consequences of hunger.
2. Describe the relationship between hunger and nutrition.
3. Define nutrition and food desert.
4. List the food groups as structured in the Food Guide Pyramid.
5. Discuss the relevance of the Food Guide Pyramid and adjust it to represent foods from other countries and cultures.
6. Discuss the different levels of nutrition available in Guilford county, based on location and food deserts

Materials:

1. Chalkboard and chalk or flipchart and markers.
2. Copies of Food Guide Pyramid:
 - a. *Available in Sources*
3. Copies of Food Guides for different countries.
 - a. *Available in Sources*

Go Further Materials:

1. Map of Guilford County food deserts
 1. *Available in Sources*

Steps for Activity:

1. Discuss health and behavioral consequences.
 - a. Brainstorm with students about the health and behavioral consequences of hunger.
 - b. Make two columns on the chalkboard or flip-chart and label one column "health" and the other "behavior." You may need to start the activity by listing a few consequences for each category so students understand what the activity entails.
 - c. Try to elicit group participation and interject ideas when students seem stuck.

The following lists contain some of the health and behavioral consequences of hunger.

Health Consequences:



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- **Fact:** Under-nutrition (not eating enough) and malnutrition (not eating enough of the nutrients recommended for proper development) lead to the deaths of approximately 40,000 children a day globally (about 15 million a year).
- **Fact:** Children who are hungry often experience headaches, fatigue, frequent colds, and other illnesses that may cause them to be less physically active.
- **Fact:** Undernourished pregnant women tend to have low birth weight babies. Low birth weight babies suffer from more physical illness, as well as impaired growth and development. Undernourished infants are at greater risk of dying within their first year of life.
- **Fact:** Chronic hunger in adults weakens bones and muscles, increases the risk of illness, worsens existing health problems, and contributes to depression and lack of energy.
- **Fact:** Iron deficiency anemia, a form of malnutrition affecting nearly 25% of poor children in the nation, is associated with impaired cognitive development. Anemia influences attention span and memory. This pervasive deficiency is now known to have a severe impact on cognitive development.
- **Fact:** Poor maternal and infant nutrition affect an infant's birth weight, cognitive development, immune system and overall health.
- **Fact:** Children and pregnant women have relatively high nutrient needs for growth and development. Therefore, they are often the first to show signs of nutrient deficiencies.

Behavioral Consequences

- **Fact:** Children who are hungry may be less attentive, independent, and curious. Many hungry children have difficulty concentrating; therefore their reading ability and verbal and motor skills suffer.
- **Fact:** Short-term nutritional deficiencies affect children's ability to concentrate and perform complex tasks.
- **Fact:** Hunger in adults produces nervousness, irritability, and difficulty in concentration.
- **Fact:** Hunger can have a devastating emotional impact; it may diminish self-confidence and self-esteem. In a culture that encourages self-reliance, individuals who need food assistance may hesitate to seek help. They may experience feelings of shame or embarrassment due to circumstances that are out of their control.

2. Define Nutrition

- **Human Nutrition is the study of how food affects the health and survival of the human body.**
 - The study of nutrition explores the processes by which one chooses different types and amounts of food, and it examines the balance of nutrients in one's diet. The science of nutrition also analyzes how the body digests, absorbs, transports, uses, and excretes the foods one eats.

3. Distribute the Food Pyramid



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- The USDA Food Guide Pyramid was called into question in 2001 by Harvard University professor Walter Willet- a top nutrition researcher and author of the book Eat, Drink and Be Healthy: The Harvard Medical School Guide to Healthy Eating. Willet believes it promotes too much red meat and dairy and eating too many different carbohydrates together. Distribute the Food Guide Pyramid produced by The United States Department of Agriculture and the Healthy Eating Pyramid developed by Harvard Medical School nutrition researcher Walter Willet. (On the next 2 pages) Review with students the major food groups in each and the number of servings needed from each group to eat a well-balanced diet. Have students research the history of the pyramid and evaluate its relevance today. Talk about food guides that have been developed to represent and address different cultures and locations around the world. If the students kept a food journal from the previous week or day, this is an appropriate time for them to calculate the number of servings they consumed from each food group.

Go Further Activity - Have students keep a journal of their food intake for the week or day prior to this lesson to assist them in determining the nutritional value of their own diets.

1. After the week of journaling has past, have students sit down and analyze their diets based on the food pyramid
 - optional, engage Michelle Obama's Healthy Plates to engage students on portioning and percentages for meals
2. Present students with food desert meal
 - analyze meal through food pyramid and Healthy Plates



Activity 4: Government Policy vs. Charitable Response

Purpose: Through this activity, students will gain an understanding of where the Federal and State governments choose to focus their actions to fight hunger, area or population specific. Students will then learn about local nonprofits that also seek to alleviate symptoms of food insecurity. Students will then break into small groups and compare/contrast efficiency and focuses of Governmental programming with that of local charitable responses. Small groups will then present their findings and conclusions to the entire class.

The program can also be run by giving each group a specific governmental program *or* a nonprofit program and asking them to research their program's history and effectiveness.

Time: 30 minutes

Objectives:

- List major governmental and charitable responses to hunger
- Discern between national vs. local stratagems towards fighting food insecurity
- Apply critical thinking to craft policy suggestions for both government policy and local charity work

Activity Requires:

- Access to research materials - laptops, tablets, library, etc.
- Outlines to government policies
 - Find in Sources section
- List of local nonprofits that work to alleviate hunger
 - Number corresponds to number of small groups
 - Basic list is supplied but educators are encouraged to research other nonprofits as desired.
- *Suggestions for governmental programs and charitable/nonprofit responses can be found in the Sources section of this packet.*

Activity Description:

- 1. Break students into small groups and hand out materials for base research**
 - a. One government program *and* one nonprofit program - similar base focus. For example, WIC and a nonprofit program that focuses on malnutrition for pregnant women
 - b. Or, one government program *or* one nonprofit program
- 2. Have student small groups research their programs through the following four lenses**
 - a. When was program established, target population and services offered
 - b. Analyze and rate program effectiveness



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- c. Trace impact of policy on the growth or decline of this program and policy's impact therefore on the targeted populations and hunger rates
 - d. Discuss roadblocks to eligibility or access
3. **After giving students time to finish research on their program(s), ask small groups to present on findings**
4. **Have whole class discuss, compare, and contrast the federal programs with nonprofit programs on their capacity to fight hunger**

Go Further Activity - Have students write a report or do a presentation on either a governmental or charitable response in relation to Guilford County hunger. Students should interview relevant persons in order to have more locally focused information.



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Activity 5: 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 Description:

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.



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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

7.	Rent for a 2 bedroom apartment	\$650.00
8.	Utilities for electricity, gas, water and phone	\$175.00
9.	Transportation for public transportation	\$60.00
10.	Childcare for 1 in daycare, and 2 in after school	\$770.00
11.	Medical no health insurance, all healthy this month	\$00.00
12.	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

13.	Rent for a 3 bedroom apartment	\$800.00
14.	Utilities for electricity, gas, water and phone	\$160.00
15.	Transportation for public transportation	\$60.00
16.	Childcare for 1 in day care and 4 home alone after school	\$400.00
17.	Medical for health insurance and two prescriptions	\$200.00
18.	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

19.	Rent for a studio apartment	\$500.00
20.	Utilities for electricity, gas, water and phone	\$120.00
21.	Transportation for public transportation	\$45.00
22.	Childcare - no kids	\$00.00
23.	Prescriptions not covered by Medicare	+ \$275.00

Total of expenses _____

Monthly income \$800.00

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 #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

24.	Rent for a 2 bedroom apartment	\$706.00
25.	Utilities for electricity, gas, water and phone	\$200.00
26.	Transportation for car, insurance, and gas	\$340.00
27.	Childcare for 2 in daycare	\$750.00
28.	Medical - kids get flu, doctor visits and miss work	\$220.00
29.	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

30.	Rent for a 2 bedroom apartment	\$650.00
31.	Utilities for electricity, gas, water and phone	\$216.00
32.	Transportation for public transportation	\$60.00
33.	Childcare for 1 in daycare	\$575.00
34.	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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Discussion Questions

- **There are both government and community programs that respond to hunger. Can you name some?**
 - WIC, SNAP, ETIC - Governmental programs
 - Salvation Army, nonprofits, etc - community programs
- **How could food stamps help some families listed here?**
 - many of these families do not have extra money for food
- **What are some challenges that face families that apply for federal programs such as SNAP or EITC?**
 - lack of awareness
 - stigma of receiving benefits
 - time
 - lack of transportation
 - administrative issues
 - lost applications
 - difficult to reach case-workers on phone

Go Further Activity: Begin a discussion about class and wealth disparity in America. You can utilize this Discussion Question format:

In the 1970's, a person on minimum wage (7.25/hr) could financially support their family, feeding their children and paying for housing. What has changed?

- expenses like housing, gas, food have all skyrocketed
 - policy hasn't matched that inflation
- increasing number of people without health care
 - accidents cost a lot more now
- increasing cost of childcare
- cycle of dropping out to help work for family, can't get better job because no high school degree

Utilizing food desert map, analyze stereotypes of the areas that are food deserts

- Are they viewed as lower class?
 - Are there specific stigmas?

Ask: Why would anyone want to live in a food desert?

- Discuss concepts of Poverty's definition as **Lack of Access**
 - What does lack of access mean?
 - Lack of choices, lack of ability to change



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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.



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/>

International Food Pyramids

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



Hunger 101

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://quilfordmobileoasis.com/>



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REFERENCES

Special thanks to the following food banks and schools 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>

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://www.hungernwnc.org/news-and-events/Press%20Releases/2015%20Map%20the%20Meal%20Gap%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://hungernwnc.org/about-hunger/index.html)

<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



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