



HALLOWEEN FOR HUNGER

Lesson plan:

Halloween for Hunger in the elementary classroom

Rationale

Every Halloween night, youth around the world take action to fight local hunger and poverty by participating in Free The Children's annual Halloween for Hunger campaign. On October 31st, campaign participants go trick-or-treating for non-perishable food items, donating the items they collect to local food banks. In 2010 alone, over 182,525 youth participated in the campaign. And over 609,225.4 lbs of food was collected and donated to local food banks, this was enough pounds to feed 119 families for one year.

Before participating in this important local campaign, it is essential that students engage with the issues and become knowledgeable advocates for change. This lesson plan was designed to do just that! Consisting of orientation, core, concluding, extension activities and an assessment rubric, educators are provided with the tools needed to educate students on local hunger. For a comprehensive understanding of the issues, teach this lesson in sequence, or if you have less class time, select one activity from each section.

After participating in this lesson, your students will emerge as hunger advocates eager to participate in the Halloween for Hunger campaign. This action allows them to support their community while simultaneously raising awareness about the challenges faced by millions of families in North America and around the world.

Happy trick-or-treating!

Details

- **Grade level:** Elementary
- **Themes:** Poverty, hunger, needs, wants, campaigning, awareness, community.
- **Estimated time:** 120 minutes
- **Learning goals:**
Students will:
 - Determine the difference between a "need" and a "want".
 - Participate in active group work and class discussions.
 - Engage in a role play activity.
 - Learn about hunger in their community, including the causes and impacts.
 - Explore the purpose and use of a food bank.
 - Learn what they can do to fight local hunger.
- **Resources required:**
 - Halloween for Hunger How-to Guide
 - Grocery store fliers
 - Chart paper
 - Magazines
 - Scissors
 - Glue
 - Markers
 - Sticky notes
 - Computers and internet
- **Assessment:**
 - Appendix 1: Assessment Rubric for Student Work



LESSON PLAN:

Orientation Activities

ORIENTATION ACTIVITY 1:

"NEEDS" VERSUS "WANTS"

- **Purpose:** The purpose of this activity is for students to develop an understanding of the differences between needs and wants. Students will also recognize that food is a basic human need.
- **Instructional method(s):** Class discussion, group work.
- **Differentiated Instruction:**
 - Students use written language instead of verbal language, writing their responses down on paper.
 - Instead of cutting images out of magazines that represent needs and wants, students draw pictures using drawing utensils.
- **Canadian course connections:** The Arts, Language, Health and Physical Education, Social Studies, History and Geography.
- **American course connections:** Visual and Performing Arts, English Language Arts, Health Education, Social Science, History and Geography.
- **Estimated time:** 20 minutes
- **Steps:**
 1. Ask students: when they find themselves saying "I need. . .," what are the things they are typically referring to? Make a list of needs on the board.
 2. As a class, create the definition of a "need", and record the definition on the board.
 3. Ask students: when they find themselves saying "I want. . .," what are the things they are typically referring to? Make a list of wants on the board.
 4. As a class, create the definition of a "want" and record the definition on the board.
 5. Divide students into groups of four and distribute chart paper, magazines, glue, scissors and markers to each group.
 6. In their groups, ask students to look through magazines and cut out any pictures that they feel represent a need or a want.
 7. As a group, students must cooperatively sort their pictures into "needs" and "wants", and create a collage on their chart paper, identifying these differences.

8. Once groups have completed their displays, ask each group to present their collages to the class.
9. Debrief the activity using the following suggested questions:
 - What are some examples of items you listed as needs?
 - What are some examples of items you listed as wants?
 - Did your group disagree on any of these items?
 - What category does food belong to? Why?
10. Before the conclusion of the activity, ensure students recognize that food is a need necessary for survival.
11. Display completed projects around the classroom as a reminder of the differences between needs and wants.

Halloween for Hunger Campaign Tips:

Get students questioning: post needs and want collages around the school with a series of questions about local hunger. Get students thinking about these questions and answer them on the day of the campaign.

LESSON PLAN:

Orientation Activities

ORIENTATION ACTIVITY 2:

HUNGER WEBS

- **Purpose:** The purpose of this activity is to explore hunger issues through questioning and dialogue. Students are encouraged to develop a clear understanding of the signs, symptoms and effects of hunger.

- **Instructional method(s):** Group work, class discussion.

- **Differentiated Instruction:**

- The classroom teacher creates the hunger web while students volunteer suggestions.
- Students perform independent research to learn the signs, symptoms and effects of hunger.

- **Canadian course connections:** Language, Health and Physical Education, Social Studies, History and Geography.

- **American course connections:** English Language Arts, Health Education, Social Science, History and Geography.

- **Estimated time:** 30 minutes

- **Steps:**

1. Ask students to get into groups of four and distribute chart paper to each group.
2. Explain to students that they will be creating a “hunger web”, which will list all of the words, statements and facts that they associate with hunger (e.g.: starvation, money, nutrition, etc.).
3. Each group should write the word “hunger” in the center of the page and draw a circle around it. They should then write their ideas around the outside of the circle, joining the words to the central title by a line, thus creating a web.
4. Once the groups have completed their hunger webs, ask each group to present their work to the class.
5. Following this exercise, lead a group discussion about food and hunger, using the following suggested questions:
 - How is hunger defined?
 - What symptoms do people experience when they are hungry? (e.g.: fatigue, bad mood, anxiety, low energy, etc.).
 - What signs does a person show when they are hungry?
 - What are the short term effects of hunger? What are the long term effects?

- How does hunger affect an individual’s daily life? (e.g.: impacts on health, absences from work/school, less energy to study, etc.).
 - What are some of the reasons why a person in your community would go hungry?
 - Is there anything that we can do in our community to help people that are experiencing hunger? What are these things?
 - Thinking about the things we already do in our community to help fight this issue, where do you still see areas of need? What more can we do?
6. Before concluding this activity, ensure that students have a thorough understanding of the causes and effects of hunger.
 7. Display the hunger webs around the room as reminders of the discussion.

Halloween for Hunger Campaign Tips:

- Spread hunger messages: ask each student in the class to speak to at least five people in the school, telling them about local hunger and sharing what they have learned about the signs, symptoms and effects of hunger. Use this as a prelude to the Halloween for Hunger campaign.
- Use visual aids: display hunger webs around the school to raise awareness around hunger issues prior to the campaign.

LESSON PLAN:

Core Activities

CORE ACTIVITY 1:

THE FOOD I EAT

- **Purpose:** The purpose of this activity is for students to gain an understanding of the cost of the food they eat and what constitutes a healthy diet. With this knowledge they will begin to understand that there are many reasons why people experience hunger.

- **Instructional method(s):** Class discussion, group work.

- **Differentiated Instruction:**

- Students work in groups instead of individually.
- Students develop a grocery list for a full week, instead of one day.

- **Canadian course connections:** The Arts, Language, Health and Physical Education, Mathematics, Social Studies, History and Geography.

- **American course connections:** Visual and Performing Arts, English Language Arts, Health Education, Mathematics, Social Science, History and Geography

- **Estimated time:** 45 minutes

- **Steps:**

1. Collect fliers from your local grocery store.
2. Begin by leading a discussion around the importance of a healthy diet, using the following suggested questions:
 - What is a healthy diet?
 - What food items belong in a healthy diet? Write suggestions on the board.
 - What are the benefits of a healthy diet?
 - What are the consequences of an unhealthy diet?
3. Distribute grocery store fliers and blank pieces of paper to each student in the class.
4. Ask students to volunteer examples of the food they normally eat throughout a day (breakfast, lunch, dinner and snacks). Write suggestions on the board.
5. Explain to students that they must flip through the grocery store fliers and create a grocery list of the food they will need to buy in order to feed themselves for a day.

6. On their blank piece of paper, ask them to arrange their food under the headings: Breakfast, Lunch, Dinner and Snacks. They must also record the type of food, quantity and price. When this is complete, ask students to calculate the total cost of their groceries.
7. Ask students to discuss their grocery lists in partners.
8. Lead a discussion around the food they eat using the following questions:
 - Were you surprised by the total price of your daily groceries?
 - If that was the price of your groceries for one day, how much would it cost to have those groceries for one week? Does this surprise you?
 - Is there anything you can cut out of your grocery list to make it more affordable?
 - Were some foods more expensive than others? If so, which ones? Can this affect your healthy diet?
 - What does a family need to take into account when they grocery shop? (e.g.: income, budget, maintaining a balanced diet, etc.).
9. Move the discussion onto finances, discussing reasons why families might not be able to afford this food by asking the following suggested questions:
 - What other expenses does a family need to think about apart from food? (e.g.: rent, transportation, bills, etc.). Create a list on the board.
 - How can these extra expenses impact their food consumption and choices?
 - What are some reasons that could prevent a family from being able to afford their weekly groceries?

Teacher Note: As you conduct this discussion, keep in mind that some root causes of hunger include: deep and persistent poverty caused by a shortage of full-time jobs with stable living wages; lack of affordable social housing; lack of affordable and accessible child care, etc.



10. Debrief students' feelings by asking:

- Have you learned anything new about hunger in your community?
- Did anything upset you?

Teacher Note: As you conduct this discussion, keep in mind that some root causes of hunger include: deep and persistent poverty caused by a shortage of full-time jobs with stable living wages; lack of affordable social housing; lack of affordable and accessible child care, etc.

Halloween for Hunger Campaign Tips:

- **Educate others:** have students visit other classrooms, educating them on the issues and explaining the importance of the Halloween for Hunger campaign
- **Investigate:** have students investigate the weekly food budget and food waste for the school by asking the cafeteria staff and the principle. Reveal this information to the school the day of the campaign and set out a plan around how they can improve their practices as a school.



LESSON PLAN:

Core Activities

CORE ACTIVITY 2:

FOOD ASSISTANCE

- **Purpose:** The purpose of this activity is for students to understand that there are solutions to hunger issues in their community, and that there are organizations that offer support to people in this situation.
- **Instructional method(s):** Class discussion.
- **Differentiated Instruction:** Students will volunteer verbal answers instead of writing their responses on sticky notes.
- **Canadian course connections:** Language, Health and Physical Education, Mathematics, Social Studies, History and Geography.
- **American course connections:** English Language Arts, Health Education, Mathematics, Social Science, History and Geography.
- **Estimated time:** 60 minutes
- **Steps:**
 1. Explain to students that when people in their community do not have food, they have options and places they can go to ensure they do not suffer from hunger. Ask students to guess what these options are in their community (e.g.: Local Food Banks, Second Harvest Food Banks, Los Angeles Regional Food Bank, etc.).
 2. Prompt a class discussion around food Assistance by asking the following suggested questions:
 - What types of food assistance programs are offered in your community?
 - What do these programs offer?
 - Who uses these programs? How do they access them?
 - Where are these organizations located?
 - Is there any way that you can support your local food assistance programs?
 3. On chart paper write the title of a food assistance program in your community (e.g.: Local Food Banks) and distribute three sticky notes to each student.
 4. On each sticky note have students write the following:
 - One question that they have about this organization.
 - One reason why they appreciate this organization.
 - One way that they can support this organization.

5. When students have completed their sticky notes, ask them to come to the front of the room and post them on the chart paper.
6. After each student has had a chance to post their sticky notes, go over the display as a class. Discuss student answers and any outstanding questions about food assistance programs.
7. Distribute BLM 1 to each student in the class.
8. Explain to students that they are going to hear a series of statistics on local hunger. Ask students to circle or colour in the items on BLM 1 to indicate the percentage of the facts they have been read. Discuss the significance of each percentage after it has been correctly indicated on BLM 1 by each student.
9. Below, you will find 2010 for Canada and the United States of America, choose the statistics to read based on your place of residence:

Canada:

- Explain to students that food banks in Canada began over 30 years ago as a short term solution to local hunger. Today, they are a necessity. Each month over 800,000 Canadians receive food from a food bank, a number that has increased significantly over the last 10 years. Explain to students that currently there are over 900 food banks and 2,900 affiliated agencies in Canada. However, these food banks need our help as they rely on the generosity of the community.
- Each month over 704,000 hungry Canadians receive food from a food bank: 14.5% are employed; 37% are children; 50.3% are families with children; 5.7% are seniors.
- 31% of food banks do not have enough food to meet the needs of their community.
- 57% of food banks bought more food than usual to meet the needs of their community.

United States of America:

- 14.7% of households (17.4 million households) in the United States of America were considered food insecure.
- 4.8% of all U.S. households (5.6 million households) accessed emergency food from a food pantry one or more times.
- 57% of food-insecure households participated in at least one of the three major Federal food assistance programs – Supplemental Nutrition Assistance Program, The National School Lunch Program, and the Special Supplemental Nutrition Program for Women, Infants and Children.



- 20% or more of the child population in 16 states and D.C. are living in food insecure households.
- 10. After you have completed the statistics activity, prompt a discussion around what students can do individually and as a class to fight the local hunger problem and contribute to food assistance programs in their community.
- 11. When this discussion is complete, ask students to create a poster to raise awareness on local hunger, requesting that all community members take action around this important local issue.
- 12. Display completed posters around the classroom and the school to raise awareness on this important issue.

Halloween for Hunger Campaign Tips:

- **Advertise:** use drawings to advertise for campaign events.
- **State the facts:** use the information students learned to support initiatives the day of the campaign.
- **Raise awareness:** display statistics around the school to raise awareness around local hunger prior to the campaign.

LESSON PLAN:

Concluding Activities

CONCLUDING ACTIVITY 1:

BRINGING AWARENESS TO HUNGER IN MY COMMUNITY

- **Purpose:** The purpose of this activity is for students to use the knowledge they have gained during the course of the lesson to investigate hunger in their community
- **Instructional method(s):** Class discussion, partner work, independent work
- **Differentiated Instruction:**
 - Students will formulate a written reflection instead of creating a visual poster.
 - Students work in pairs. The first student acts as the interviewer while the second student works as the transcriber.
- **Canadian course connections:** Language, Health and Physical Education, Social Studies, History and Geography.
- **American course connections:** English Language Arts, Health Education, Social Science, History and Geography.
- **Estimated time:** 30 minutes of class time followed by independent work.
- **Steps:**
 1. Encourage students to reflect on everything they have learned about hunger in their community by asking the following suggested questions:
 - Were you aware that there were hunger issues in your own country?
 - Were you aware that there were hunger issues in your own community?
 - Do you think others are aware of these issues? Why or why not?
 2. Explain to students that now they are going to explore these questions by interviewing an influential community member about their knowledge and experience with local hunger. The goal of these interviews is to learn more about local hunger and how fellow community members are working to relieve this issue.
 3. Ask students to identify influential community members that would offer a unique perspective on local hunger and be interesting to interview. Some suggestions include:
 - Volunteer at a food assistance organization
 - School principal
 - Local government official
 - Parent
 - Local police officer
 - Non-government organization employee
 4. Tell students that before they set off to perform their interviews they must practice the interview process.
 5. Explain that they are going to perform a standardized, open-ended interview. They will act as the interviewers, while their selected community member will be the interviewee.
 6. Introduce the following interview structure to the students:
 - Introduction: introduce yourself and explain the purpose of the interview.
 - Begin with the facts:
 - o What is hunger?
 - o How does hunger affect an individual's daily life?
 - o Are there people suffering from hunger in your community?
 - o What are some of the reasons why a person in your community would go hungry?
 - o Is there anything being done in your community to combat hunger?
 - Get personal:
 - o How do you feel about local hunger?
 - o What is your experience with local hunger?
 - o Have you volunteered in any food assistance programs? If so, describe your experience. If not, explain why.
 - o What is your biggest area of concern around this issue?
 - o What do you think needs to be done to combat this issue?
 - Steps for the future:
 - o Thinking about the things we already do in our community to help fight this issue, where do you still see areas of need? What more can we do?
 - o How are you going to reach out and help the people in your community who are suffering from hunger?



- Final thoughts: ask any outstanding questions and clarify any information you are unsure of.
 - Conclusion: thank the respondent for their time.
7. Explain that the same questions will be asked to all interviewees and all questions will be open-ended, allowing the respondents freedom to choose how to answer the questions. The interviewers will follow the interview steps (identified above) and record their respondent's answers as they go.
 8. Divide the class into pairs and allow them to practice interviewing each other.
 9. After each pair has had the opportunity to play each role, bring the class back together and hold a discussion around the interviews.
 10. Explain to students that now they must interview a member of their community on local hunger, using the outlined interview questions.
 11. Encourage students to identify who they will interview and provide them with a date interviews must be completed by.
 12. When students have completed their interviews, ask them to recap their experience to the class.

Halloween for Hunger Campaign Tips:

- **Appreciate your community:** create displays around the school with short explanations describing the ways your community is working to combat local hunger.
- **Raise Awareness:** Include interviews in school e-bulletin or newsletter to share with the larger community of educators, students and parents.
- **Ask an expert:** invite interviewees into the school to speak about their experiences with local hunger as an event on campaign day.

LESSON PLAN:

Concluding Activities

CONCLUDING ACTIVITY 2:

CREATIVE STORY ABOUT HUNGER

- **Purpose:** The purpose of this activity is to encourage students to use their creativity to fight local hunger.
- **Instructional method(s):** Class discussion, independent work.
- **Differentiated Instruction:**
 - Students will be divided into groups and create skits about how they will use their super powers to conquer local hunger.
 - Students tell their superhero story verbally as a partner transcribes.
- **Canadian course connections:** The Arts, Language, Health and Physical Education, Social Studies, History and Geography.
- **American course connections:** Visual and Performing Arts, English Language Arts, Health Education, Social Sciences, History and Geography.
- **Estimated time:** 30 minutes
- **Steps:**
 1. Ask the class to list their favorite superheroes. Write answers on the board.
 2. Go through the list of superheroes and brainstorm all of the powers and talents of each character (i.e. superman can fly, etc).
 3. Following this brainstorm, ask students to use their imaginations and discuss how each of these powers and talents can be used to fight local hunger. Record suggestions on the board beside the character names.
 4. Explain to students that they should pretend to be their superhero and then write a creative story explaining how they are going to fight local hunger with their special powers and talents.
 5. When students have completed their creative stories, ask them to hand them in to receive a grade.

Halloween for Hunger Campaign Tips:

- **Capture attention:** turn creative stories into skits and perform them for the school on the day of the campaign.
- **Buddy up:** ask students to share their creative stories with a peer buddy in another class.

LESSON PLAN:

Extension Activity

EXTENSION ACTIVITY:

HALLOWEEN FOR HUNGER

- **Purpose:** The purpose of this activity is to introduce students to a tangible way for them to take action by informing them of Free The Children's annual Halloween for Hunger campaign.
- **Instructional method(s):** Class discussion.
- **Differentiated Instruction:** Students will be given the Halloween for Hunger How-To Guide and discuss campaign ideas in groups.
- **Canadian course connections:** The Arts, Language, Health and Physical Education, Mathematics, Social Studies, History and Geography.
- **American course connections:** Visual and Performing Arts, English Language Arts, Health Education, Mathematics, Social Science, History and Geography.
- **Estimated time:** 20 minutes
- **Steps:**
 1. Ask students to reflect on what they have learned throughout the lesson. Explain to them that it is easy to feel helpless when learning about issues such as hunger because it is difficult to determine how you can help. Inform students that there is a tangible way for them to take action against hunger in their community through Free The Children's annual Halloween for Hunger campaign.
 2. Introduce the campaign by viewing the following videos:
 - An introduction to Halloween for Hunger by Craig Kielburger
<http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=halloweenforhunger>
 - A step by step guide on how to run the campaign
<http://www.youtube.com/watch?v=GWdYb8CGnZM>
 3. Keeping in mind all that they have learned throughout the course of the lesson, ask students the following questions:
 - What are the goals of this campaign?
 - Why is this campaign important?
 - What impact can this campaign have on your local community?
 4. Distribute the Halloween for Hunger How-To Guide and ask students to review the guide quietly together.
 5. Discuss the logistics of the campaign by asking the following suggested questions:
 - What are the steps you can take to participate in this campaign?
 - Why is Halloween a good time to hold such a campaign?
 - How can we get more people involved in this campaign?
 - How can we achieve the best results for collecting non-perishable food items on Halloween night?
 - What can we do around our school to raise awareness?
 - What can we do around our community to raise awareness?
 6. Sign your group up for the campaign by filling out the registration form at www.freethechildren.com/halloweenforhunger and begin your planning!



ADDITIONAL RESOURCES

In addition to the above lesson plans, you may want to share some additional resources with your students:

- **Free The Children's Halloween for Hunger webpage:** www.freethechildren.com/halloweenforhunger; here you will find the Halloween for Hunger How-to Guide, as well as more information and resources about the campaign
- Visit www.weday.com for information and statistics
- **Food Banks Canada Hunger Count 2010:** www.foodbankscanada.ca/documents/HungerCount2010_web.pdf
- **The Salvation Army Canada:** www.salvationarmy.ca
- **Ontario Association of Food Banks:** www.oafb.ca
- **Food Banks Canada:** www.foodbankscanada.ca
- **Feeding America:** www.feedingamerica.org
- **Meal Exchange:** www.mealexchange.org
- **Food Research and Action Center:** www.frac.org
- **S.A.H.:** www.studentsagainsthunger.org
- **The Hunger Site:** www.thehungersite.com
- **World Hunger Year:** www.whyhunger.org
- **Glide in San Francisco:** www.glide.org
- **California Association of Food Banks:** www.cafoodbanks.org
- **World Food Program:** www.wfp.org

APPENDIX 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used for the following activities: Needs versus Wants, Hunger Webs, The Food I Eat, Hunger in my Community: Poster and Creative Story about Hunger.

STUDENT PROJECTS

Title of project: _____

Student name: _____

Performance Factors	Level 4	Level 3	Level 2	Level 1
Producing quality work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.
Using work time effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.
Knowledge of topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.
Communicating effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.



BLM1

LOCAL HUNGER STATISTICS

