



HALLOWEEN FOR HUNGER

Lesson plan:

Halloween for Hunger in the secondary 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:** Secondary
- **Themes:** Poverty, hunger, needs, wants, campaigning, awareness, community.
- **Estimated time:** Approximately 75 minutes for one orientation activity, one core activity and one concluding activity.
- **Learning goals:**
Students will:
 - Perform independent research.
 - Participate in active group work and class discussions.
 - Determine how to visually display research findings.
 - Determine the difference between a "need" and a "want."
 - Learn about hunger in their community, as well as its causes and effects.
 - Overcome hunger myths.
- Create a research poster to inform fellow students about a hunger issue.
- Explore the purpose and use of a food bank.
- Learn what they can do to fight local hunger.
- Familiarize themselves with Free The Children's annual Halloween for Hunger campaign.
- **Resources required:**
 - Halloween for Hunger How-to Guide
 - Chart paper
 - Markers
 - Computers and internet
 - Grocery store fliers
- **Assessment:** Appendix 1: Assessment Rubric for Student Work

LESSON PLAN:

Orientation Activity

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.
- **Differentiated Instruction:**
 - Students will discuss proposed questions in groups rather than having a full class discussion
 - Students write their answers instead of using verbal language
- **Canadian course connections:** Canadian and World Studies, English, Health and Physical Education, Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Social Sciences.
- **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.
 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.
 5. Lead a discussion around food and hunger, using these suggested questions:
 - What category does food belong to? Why?
 - Is food necessary for human survival?
 - Do all people have the right to food? Why?
 6. Ensure that students are aware that food is a basic human need and that it is necessary for survival.

7. Move onto a discussion about 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?
8. Before concluding this discussion, ensure that students have a thorough understanding of the causes and effects of hunger.

Halloween for Hunger Campaign Tips:

Get students questioning: post questions about needs and wants around the school. Get students thinking about these questions and answer them on the day of the campaign.

ORIENTATION ACTIVITY 2:

GROCERY BUDGET

- **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 will calculate the grocery budget for themselves over the course of a week.
 - Students go further and research the how poverty affects an individual's diet and the quality of the food they are able to eat.
- **Canadian course connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, and Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Mathematics, Social Sciences.
- **Estimated time:** 30 minutes
- **Steps:**
 1. Collect fliers from your local grocery store.
 2. Divide students into groups of four and distribute chart paper and grocery store fliers to each group.
 3. Explain to students that each group will become a family unit of four individuals (two adults, two children). As a group, they must determine the nutritional needs of their family based on the age and size of each member (i.e. adults eat more than children do, etc.).
 4. Students must flip through the grocery store fliers and create a grocery list of the food they will need to buy in order to feed their family of four for one week. On their chart paper, ask them to arrange their food under the headings: Breakfast, Lunch, Dinner and Snacks for each day. 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.

Teacher Note: It is important to make sure students have estimated within a reasonable price range. By North American standards, the average family of four spends \$500 on groceries per month; therefore, about \$100-\$150 per week. If there is a large discrepancy between students' answers and these statistics, ask them to review their work and determine where they can make changes.

5. Ask each group to present their grocery list to the class and lead a discussion around this activity by asking the following suggested questions:
 - Were you surprised by the total price of your weekly groceries?
 - 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?
 - How does a family afford their food?
6. Move the discussion onto reasons why families might not be able to afford this food by asking:
 - 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.



7. Debrief students' feelings by asking:

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

Teacher Note: At this time, it is important to keep in mind that some students and/or their family members may themselves have experienced hunger as an ongoing issue and have perhaps visited food banks themselves. Therefore, ask the class to be sensitive and considerate during this discussion.

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 1:

DESIGNING A HUNGER MESSAGE

- **Purpose:** The purpose of this activity is for students to research hunger issues in their community. With this knowledge, students will create a visual display that will be hung in the school to inform their peers.

- **Instructional method(s):** Independent project.

- **Differentiated Instruction:**

- Students will write a research paper rather than creating a visual poster.
- Students present their research in the form of a PowerPoint presentation instead of a poster
- Students present their research in the form of a video Public Service Announcement instead of a poster

- **Canadian course connections:** The Arts, Canadian and World Studies, Computer Studies, English, Health and Physical Education, Social Sciences and Humanities.

- **American course connections:** Visual and Performing Arts, United States and World History, English Language Arts, Health and Physical Education, Social Sciences.

- **Estimated time:** 30 minutes of class time leading into an independent continuous project.

- **Steps:**

1. Explain to students they will be participating in an independent research project around hunger in their community. They will use their acquired research to create an awareness poster that will be used to inform the student body on local hunger issues. These posters will advertise their research, combining text and graphics to make a visually pleasing presentation.
2. Ask students to share any experiences they have with poster presentations (e.g.: science fairs, movie posters, etc.). From these experiences, ask students to describe what makes an effective poster. Write these suggestions on the board.
3. Tell students that they have the following three topics and associated research questions to choose from:

Topic 1: Local hunger

- What is hunger?

- What are the causes of hunger?
- Who is vulnerable to hunger?
- What are the health effects of going hungry?
- What services exist to alleviate hunger and how effective/ineffective are they?

Topic 2: *Hunger in my school district*

- How many schools are in your district?
- What are the effects of hunger on the ability of children to learn?
- What services do the schools in your district offer for hunger related problems?

Topic 3: Hunger in my community

- Where does hunger exist in your community?
- What factors contribute to the increase of hunger in your community? (e.g.: wealth gaps, job availability, access to child care, access to affordable living, etc.)
- What policies exist in your community that allow for and perpetuate hunger? (e.g.: welfare policies, healthcare, wages, etc.)
- Actions that your community can take or is taking in order to fight hunger (e.g.: food banks, soup kitchens, etc.)

4. Explain to students that their posters can come in one of the following mediums:

- Painting on canvas
- Pencil drawing
- Drawing on paper using pencil crayons and/or markers
- Computer graphics
- Video

5. Once students have selected their topic and the medium in which they would like to create their poster, ask them to begin researching their topics, using the associated questions to guide their research.

6. Once they have completed their research, ask students to begin working on their posters. Tell them to transform their information into a visual display that will be used to inform the student body about hunger issues.



7. Once the posters are complete, display the finished products around the school.

Halloween for Hunger Campaign Tips:

- **Advertise:** use drawings posters to advertise for campaign events.
- **Raise awareness:** display posters around the school to raise awareness around local hunger prior to the campaign. If students filmed a Public Service Announcement, show it in the morning announcements





CORE ACTIVITY 2:

HUNGER MYTHS

- **Purpose:** The purpose of this activity is for students to understand the many reasons why people suffer from hunger.
- **Instructional method(s):** Class discussion, group work, group presentations.
- **Differentiated Instruction:**
 - Students work independently instead of in a group.
 - Students will generate graphs on the computer using Excel.
- **Canadian course connections:** Canadian and World Studies, English, Health and Physical Education, Mathematics, Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Mathematics, Social Sciences
- **Estimated time:** 45 minutes
- **Steps:**

1. Ask students to list some of the reasons why people go hungry in Canada/ the United States. Record their answers on the board.

Teacher Note: As you lead this discussion, keep in mind that some of the reasons why hunger exists 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.

2. Tell students that there are a great number of myths around hunger that must be broken. Explain that as a class, you are going to work together to break some of these myths.
3. Divide the class into small groups and assign each group one of the following myths:
 - Hunger is visible; if people are suffering from hunger in my community, I am able to see it.
 - If someone in my community is suffering from hunger, it is their own fault.
 - Only adults use food assistance programs.
 - I don't have to donate to my local food assistance program because other people in my community will.
 - Contributing to local food assistance programs is the only way we can fight against hunger in our community.

- Problems associated with hunger are confined to small pockets of society, certain areas of the country or certain neighbourhoods. My community and neighbourhood are not affected.
 - People go hungry because they are lazy and don't work hard.
4. Encourage students to discuss these myths as a group and brainstorm ways they can be dispelled.
 5. Following these brainstorms, tell groups to use the resources available in the school such as computers, books, newspapers etc. to research facts and statistics that will help break their myth.
 6. When students have completed their research, ask them to compile their evidence and present it in the form of detailed data charts and diagrams that they will present to the class.
 7. As each group presents, instruct the remainder of the students to act as if they believe the myth and challenge the group on their facts and findings. This will encourage the presenters to use their research findings to argue their point and disprove their myth.
 8. When presentations are complete, promote an active class discussion around hunger myths and how they can be dispelled

Halloween for Hunger Campaign Tips:

- **Break the myths:** display hunger myths around the school to create controversy and get students talking. Break the myths on the day of the campaign
- **State the facts:** use the information students learned to support initiatives the day of the campaign.

LESSON PLAN:

Concluding Activity

CONCLUDING ACTIVITY 1:

HUNGER BANQUET

- **Purpose:** The purpose of this activity is to provide students with a unique and memorable experience that will teach them about the impact and prevalence of hunger in their community.
- **Instructional method(s):** Class discussion.
- **Differentiated Instruction:**
 - Empower the students by encouraging them to host a hunger banquet for another class.
 - Instead of using food, restrict students in the classroom as they are doing their work (e.g.: students can only write with their left hand, students have to complete work with a blindfold on, etc.).
- **Canadian course connections:** Canadian and World Studies, English, Health and Physical Education, Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Social Sciences.
- **Estimated time:** 60 minutes
- **Steps:**
 1. Tell students that they will be participating in a hunger banquet as a class. Explain that this banquet will teach them the impact and prevalence of hunger in their community.
 2. The most important part of the banquet is the way the guests are divided and what they are required to do throughout the course of the banquet. These arrangements will be based on Canadian local food bank statistics or American Emergency Food Assistance statistics.
 3. Choose a lunch hour to host the hunger banquet.
 4. Either ask students to bring their own lunch, or arrange with the cafeteria staff to have lunch provided.
 5. For Canadian students use the following structure. These statistics represent the types of people that food banks are helping. Don't reveal the answers until the conclusion of the banquet. Divide the guests as follows:
 - 11.4% cannot use their hands (after the meal, reveal that this group represents the percentage of Canadian food bank users who are working poor).
 - 38% can't speak (after the meal, reveal that this group represents the percentage of Canadian food bank users who are children and youth).
 - 15% must wear a blindfold over their eyes (after the meal, reveal that this group represents the percentage of Canadian food bank users who have disabilities).
 - 7.2% can only eat their food using a spoon (after the meal, reveal that this group represents the percentage of Canadian food bank users who are senior citizens).
 - The remaining students represent the population of Canada that does not rely on a food bank. This group will be given no restrictions throughout the banquet and they will be treated with extra care.
 6. For American students use the following structure. These statistics represent the percentage of the US population that are suffering from hunger. Don't reveal the answers until the conclusion of the banquet. Divide the guests as follows:
 - 14.7% cannot use their hands (after the meal reveal that this is the number of households (17.4 million households) in the United States of America were considered food insecure).
 - 5.7% must wear a blindfold (after the meal reveal that this is the percentage of all US households experience very low food security)
 - 20% can't speak (this is the percentage of the child population in 16 states and D.C. that are living in food insecure households).
 - 4.8% can only eat with a spoon (after the meal reveal that this is the number of all U.S. households (5.6 million households) who accessed emergency food from a food pantry one or more times).
 - Every 1 in 4 can only eat with their left hand (after the meal reveal that this is the number of American children at risk of hunger).
 - The remaining students One half will represent the population in the United States of America that are considered food secure and do not rely on a food assistance programs. This group will be given no restrictions throughout the banquet and they will be treated with extra care.
 7. Allow the banquet to begin! Monitor the guests while they eat to ensure they are abiding by their restrictions.
 8. When students have finished eating, ask the different groups how they felt during the course of their meal. Ensure that you get a reaction from each group.



9. After this reflection, reveal to the group what the different restrictions symbolized. Encourage student reactions by asking the following questions:
 - Before this banquet, what types of people did you think were hungry/accessed a food bank?
 - Were you surprised by any of these statistics? What surprised you?
10. At this time, 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.

Halloween for Hunger Campaign Tips:

- **Host a banquet:** host a hunger banquet as an event on the day of the campaign.
- **Capture it on video:** film the hunger banquet capturing students reactions and struggles prior to the campaign. Show the video to the school on the day of the campaign to demonstrate the realities of local hunger.



CONCLUDING ACTIVITY 2:

BRINGING AWARENESS TO MY COMMUNITY

- **Purpose:** The purpose of this activity is to provide students with a unique and memorable experience that will teach them about the impact and prevalence of hunger in their community.
- **Instructional method(s):** Class discussion, partner work, independent work, take-home assignment.
- **Differentiated Instruction:**
 - Students will create their own interview questions.
 - Students work in pairs. The first student acts as the interviewer while the second student works as the transcriber.
- **Canadian course connections:** Canadian and World Studies, English, Health and Physical Education, and Social Sciences and Humanities.
- **American course connections:** United States and World History, English Language Arts, Health and Physical Education, Social Science.
- **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 principle
 - Local government official
 - Parent
 - Local police officer
 - Non-governmental 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.
- **Ask an expert:** invite interviewees into the school to speak about their experiences with local hunger as an event on campaign day.
- **Raise Awareness:** include interviews in school e-bulletin or newsletter to share with the larger community of educators, students and parents.



LESSON PLAN:

Extension Activity

EXTENSION ACTIVITY:

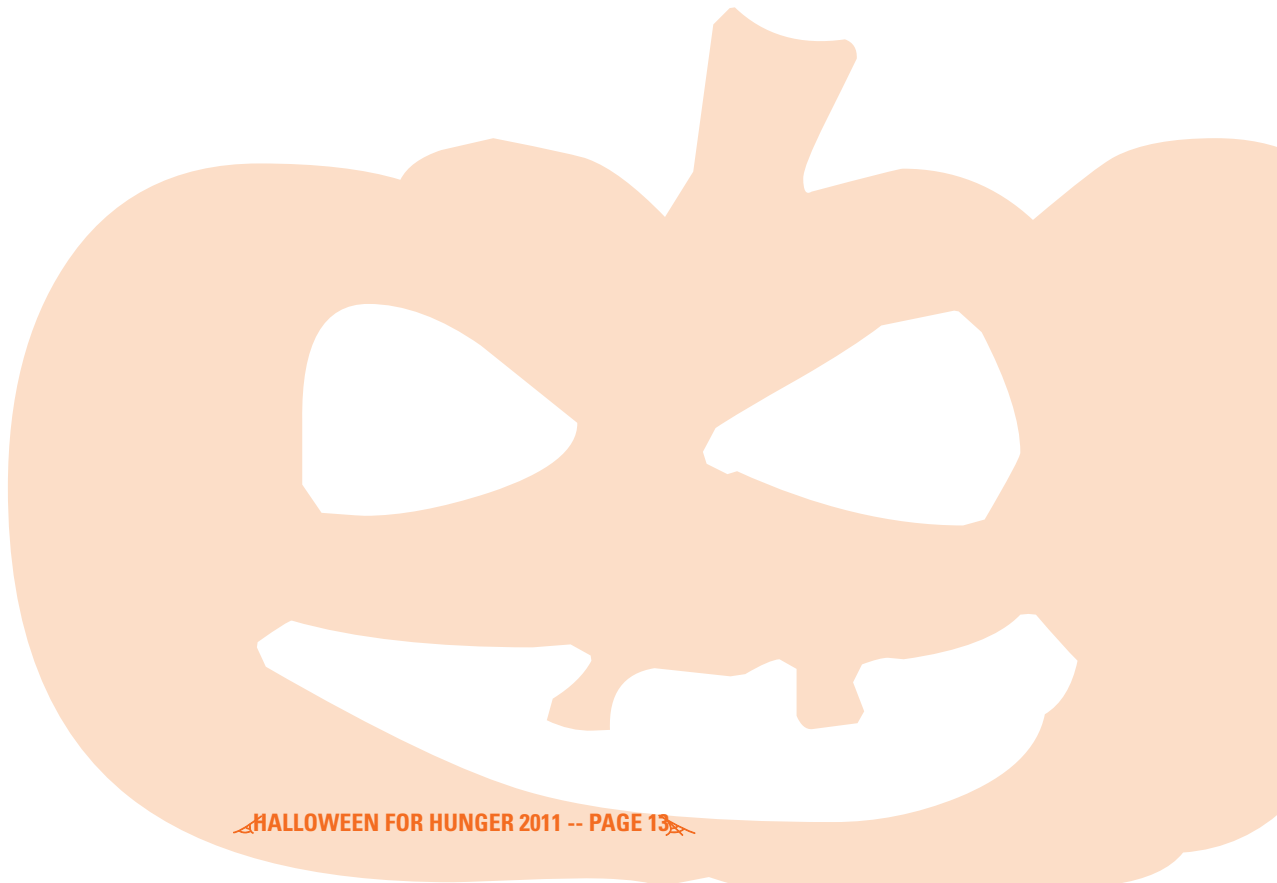
HALLOWEEN FOR HUNGER

- **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, Canadian and World Studies, Computer Studies, English, Health and Physical Education, Social Sciences and Humanities, Technological Education.
- **American course connections:** Visual and Performing Arts, United States and World History, English Language Arts, Health and Physical Education, Social Science, Computer Labs.
- **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: Grocery Budget, Designing a Hunger Message, Hunger Myths and Bringing Awareness to Hunger in my Community.

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.