



Global Voices Information Sheet

Halloween for Hunger



Background Info

- According to Food Banks Canada, over 800,000 Canadians use food banks each month – 28 per cent of whom are children and youth.
- Hunger exists because of persistent poverty caused by lack of stable employment, affordable housing and affordable and accessible health care.
- However, poverty is often addressed in a variety of ways around the world as countries define poverty levels using different terms and measures. There is no official measure of poverty in Canada. Most of the statistics used to measure poverty in Canada come from Statistics Canada's annual survey of incomes.
- Halloween for Hunger is an annual campaign with the goal of alleviating hunger while raising awareness about global poverty.
- It was started by Professor Jonathan White of Bridgewater State University in Boston, Massachusetts, and first adopted by Free The Children in October 2000.
- Halloween for Hunger addresses poverty at the local level by encouraging youth to collect non-perishable food items instead of candy on Halloween night. The campaign pushes people to think globally while acting locally.

Key terms

- **Food security:** The most commonly used definition of food security comes from the United Nations World Health Organization, defined at the World Food Summit in 1996 as “when all people at all times have access to sufficient, safe, nutritious food to maintain a healthy and active life.” This involves physical and economic access to food that meets dietary needs and even personal preference.
- **Poor/poverty:** poor, more generally, means “lacking enough money to live comfortably in society.” Statistics Canada defines a set of annual income cutoffs below which people may be said to live in difficult circumstances. Other terms to describe poverty include “working poor” and “low income.”

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Themes: hunger, poverty, food assistance, volunteerism.
- Course Connections: The Arts, Health and Physical Education, Language, Social Studies.

Materials

- Chart paper
- Global Voices column
- Projector and screen
- Computers and internet
- Newspapers, magazines, glue and markers

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Reading Comprehension

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.

- iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
- c. Reading steps:
 - i. Go around the circle and have each student read a section of the column to the class, so that everyone gets a turn to read.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
- d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.

Knowledge and Understanding

1. Discussing the Global Voices Column (estimated time: 10 minutes)
 - a. Ask students the following suggested questions about the column, encourage them to use evidence from the Global Voices column to support their answers:
 - i. What is the message in this column?
 - ii. What perspectives are presented in this column? Which ones are left out?
 - iii. What problem is presented in this column?
 - iv. What events are discussed in this column?
 - v. What is hunger? What does it feel like?
 - vi. What are some of the causes of hunger?
 - vii. Who is suffering from hunger?
 - viii. What are some ways the Global Voices column proposes you can help bring an end to local hunger?
 - ix. What are some actions you would like to take?

Thinking

1. Hunger Webs (estimated time: 20 minutes)
 - a. Ask students to get into groups of four and distribute chart paper to each group.
 - b. Explain to students that they will be creating “hunger webs”, which will list all of the words, statements and facts that they associate with hunger (e.g.: starvation, money, nutrition, etc.).
 - c. 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.
 - d. Once the groups have completed their hunger webs, ask each group to present their work to the class.
 - e. Following this exercise, lead a group discussion about food and hunger, using the following suggested questions:
 - i. How is hunger defined?
 - ii. What symptoms do people experience when they are hungry? (e.g.: fatigue, bad mood, anxiety, low energy, etc.).
 - iii. What signs does a person show when they are hungry?
 - iv. What are the short term effects of hunger? What are the long term effects?
 - v. How does hunger affect an individual’s daily life? (e.g.: impacts on health, absences from work/school, less energy to study, etc.).
 - vi. What are some of the reasons why a person in your community would go hungry?
 - vii. Is there anything that we can do in our community to help people that are experiencing hunger? What are these things?

- viii. 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?
- f. Before concluding this activity, ensure that students have a thorough understanding of the causes and effects of hunger.
- g. Display the hunger webs around the room as reminders of the discussion.

Communication

1. Needs versus Wants (estimated time: 20 minutes)
 - a. 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.
 - b. As a class, create the definition of a “need”, and record the definition on the board.
 - c. 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.
 - d. As a class, create the definition of a “want” and record the definition on the board.
 - e. Divide students into groups of four and distribute chart paper, magazines, glue, scissors and markers to each group.
 - f. In their groups, ask students to look through magazines and cut out any pictures that they feel represent a need or a want.
 - g. As a group, students must cooperatively sort their pictures into “needs” and “wants”, and create a collage on their chart paper, identifying these differences.
 - h. Once groups have completed their displays, ask each group to present their collages to the class.
 - i. Debrief the activity using the following suggested questions:
 - i. What are some examples of items you listed as needs?
 - ii. What are some examples of items you listed as wants?
 - iii. Did your group disagree on any of these items?
 - iv. What category does food belong to? Why?
 - j. Before the conclusion of the activity, ensure students recognize that food is a need necessary for survival.
 - k. Display completed projects around the classroom as a reminder of the differences between needs and wants.

Application

1. Halloween for Hunger(estimated time: continuous project)
 - a. Ask students to reflect on what they have learned from this Global Voices 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 a campaign introduced in the column: Halloween for Hunger.
 - b. Introduce the campaign by viewing the following video:
 - i. An introduction to Halloween for Hunger - <http://www.freethechildren.com/getinvolved/youth/campaigns/campaigns.php?type=halloweenforhunger>
 - c. Distribute the Halloween for Hunger How-To Guide and ask students to review the guide quietly together.
 - i. Halloween for Hunger How-To Guide - <http://www.freethechildren.com/getinvolved/youth/campaigns/halloweenforhunger/docs/H4H%20How-To%20Guide.pdf>
 - d. 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?
 - What is our goal for the campaign?
2. 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. Listed below are some links to useful online resources:

Free The Children – www.freethechildren.com
We Day Teach - <http://www.weday.com/teach>
Halloween for Hunger - www.freethechildren.com/halloweenforhunger
Food Banks Canada Hunger Count 2010
http://www.foodbankscanada.ca/documents/HungerCount2010_web.pdf
The Salvation Army Canada: <http://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: <http://www.glide.org/>
California Association of Food Banks: <http://www.cafoodbanks.org/>
World Food Program: <http://www.wfp.org/>