



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 Secondary 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, Canadian and World Studies, English, Health and Physical Education, Social Sciences and Humanities.

Materials

- Chart paper or blackboard
- Computers and internet
- Global Voices column

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. Reading Comprehension: Global Voices Column (estimated time: 15 minutes)
 - a. Pre reading steps:
 - i. Introduce the topic and encourage students to discuss what they already know about the topic, making predictions around what the column is about.
 - b. Reading steps:
 - i. Read: students must read the text independently, highlighting important points throughout the column.
 - ii. Ask: students must ask themselves what the story is about, recording five questions they are unsure of after reading the column.

- iii. Paraphrase: encourage students to write point form notes in their own words around what the column is about.
- c. Post reading discussion:
 - i. What are the main points of the column?
 - ii. What emotions did this column evoke in you?
 - iii. What problem is identified in the column?
 - iv. What questions do you have about the column?

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 symptoms do people experience when they are hungry? (e.g.: fatigue, bad mood, anxiety, low energy, etc.).
 - vii. What signs does a person show when they are hungry?
 - viii. What are the short term effects of hunger? What are the long term effects?
 - ix. How does hunger affect an individual's daily life? (e.g.: impacts on health, absences from work/school, less energy to study, etc.).
 - x. What are some of the reasons why a person in your community would go hungry?
 - xi. Is there anything that we can do in our community to help people that are experiencing hunger? What are these things?
 - xii. 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?
 - xiii. What are some ways the Global Voices column proposes you can help bring an end to local hunger?
 - xiv. What are some actions you would like to take?

Thinking

1. Hunger Posters (estimated time: 45 minutes of class time)
 - a. Explain to students they will be participating in an independent research project about hunger in their community. Using their research, students must transform their information into a visual awareness poster that will be used to inform the student body about local hunger issues.
 - b. In their research, ask students to explore the following suggested questions:
 - i. What are the causes of hunger?
 - ii. Who is vulnerable to hunger?
 - iii. What are the health effects of going hungry?
 - iv. What are the effects of hunger on the ability of children to learn?
 - v. What is a well-balanced diet? And why is it important to eat a well-balanced diet?
 - vi. What are the connections between poverty and hunger? Wages and hunger?
 - vii. What social welfare programs exist to alleviate hunger and how effective/ineffective are they?
 - viii. Where do hunger and poverty exist in your community?

- ix. What factors contribute to the increase of hunger and poverty in your community? (e.g.: wealth gaps, job availability, access to child care, access to affordable living, etc.)
 - x. What policies exist in your community that allow for and perpetuate hunger? (e.g.: welfare policies, healthcare, wages, etc.)
 - xi. Is there a proactive approach your community can take to eliminate hunger?
 - xii. List some reactive hunger responses your community is taking in order to fight hunger (e.g.: food banks, soup kitchens, etc.)
- c. Allow students the remainder of the class period to begin their research, asking them to take any unfinished work home to complete on their own time.
 - d. Once the posters are complete, display the finished products around the school to raise awareness about local hunger issues.

Communication

1. Hunger Myths (estimated time: 45 minutes)
 - a. 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.

- b. 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.
- c. Divide the class into small groups and assign each group one of the following myths:
 - i. Hunger is visible; if people are suffering from hunger in my community, I am able to see it.
 - ii. If someone in my community is suffering from hunger, it is their own fault.
 - iii. Only adults use food assistance programs.
 - iv. Contributing to local food assistance programs is the only way we can fight against hunger in our community.
 - v. 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.
- d. Encourage students to discuss these myths as a group and brainstorm ways they can be dispelled.
- e. 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.
- f. When students have completed their research, ask them to compile their evidence to the class.
- g. 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.
- h. When presentations are complete, promote an active class discussion around hunger myths and how they can be dispelled.

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/>