

LESSON FIVE: Learning through Community Service



The GOALS

of this lesson are to:

- develop an awareness of hunger and of places hungry people can turn for help, such as a soup kitchen (SOCIAL STUDIES)
- build concern about, empathy for and identification with the hungry in our own and other communities (SOCIAL STUDIES)
- emphasize that we all have a role to play in reducing the amount of hunger (SOCIAL STUDIES)
- give students an opportunity to take action against hunger within their own community
- learn how good it feels to make a difference in fighting hunger and building a better community

This lesson has two components: a **DISCUSSION** about what students have learned over the past few classes about hunger and how they might make a difference in addressing the issue; and brainstorming/planning a community service **ACTIVITY** which the class can undertake.

DISCUSSION

Briefly review the many economic, social and political factors which affect hunger (from Lessons Two and Three). Talk about what the class learned from Lesson Four, namely that there are opportunities for individuals to have a significant impact on shaping their communities.

Have the small groups report back on the research project from Lesson One about local programs feeding the hungry.

Discuss the importance of the individual in solving society's problems like hunger. What can each person in the class do? What can the class do as a whole?

ACTIVITY

The following are suggested activities, one or more of which the class can undertake as a community service project.

Have a speaker from a local food pantry or soup kitchen or from Project Bread talk with the class about hunger and about what their organization is doing to combat hunger. The speaker may want to brainstorm with the class about a future project they could undertake together.

Plan a visit to a local food pantry, soup kitchen or feeding program. If possible, arrange a visit which allows enough time for the class to actually pitch in and help – either shelving groceries for a food pantry (perhaps groceries that they have collected) or serving a meal.

Have the class make posters to put up in the school encouraging students to participate in the Walk for Hunger. Encourage the students to include sentiments about why this is important: “We can make a difference,” “We want to help others who don’t have enough to eat.”

Divide the class into small groups and have groups develop a short script to use in asking their friends and neighbors to sponsor them in the Walk for Hunger. Have the groups use what they have learned about hunger from the Hunger IQ Test in developing their talking points.

NOTES

Organize a food drive. Have the class determine an appropriate local program to receive the food that is collected.

Organize an Oxfam-like hunger banquet in which participants draw lots to determine how much food they get to eat. Charge admission to the banquet and donate the money which is raised to a local feeding program.

Launch a campaign to increase student use of school breakfasts/lunches. Meet with school officials to create a strategy for achieving this goal.

Evaluate the extent to which the school, school district or community wastes food. Develop a plan for more efficient use of the food and/or distribution of extra food.

Using the research already done by the class, produce a PSA (Public Service Announcement) for the local cable television channel on resources for hungry people.

Investigate the local farmer's market and volunteer to help build a connection between the farmer's market and efforts to feed the hungry in the community.