

## Nine-Week Mini-Lesson Overview and Outline

The “9-week mini-project outline” is designed to engage students in meaningful activities that focus on issues children face around the globe, such as hunger and lack of clean water/resources.

**Goal:** The lessons are designed to inspire children toward **action** (philanthropy) and should **culminate in a project of some type**: a fundraiser, learning event, project based learning fair, local outreach, food drive, etc.

Ultimately, we want students to know they can make a difference by helping other children in a practical way. These lessons are designed for minor prep time with major impact.



**Options:** Standard and Faith-Based options can be used in a variety of ways:

- Classroom - The lessons are designed for a 30-minute period and can be done in a 9-week time frame or spread out over a school year
- School-Wide – The lessons can be used as stand-alone projects or as a unit and culminate in a school wide service project day or activity
- Clubs/Service Organizations/Community Programs – The lessons can be taught as stand-alone activities or used as a unit to develop a service project

**Preparation:** The lessons can incorporate interactions with Feed the Hungry staff and a specific Partner School (overseas schools served by Feed the Hungry, where children receive hot, nutritious meals during their school day). To discuss options, such as personal letter writing/video/skype calls, fund-raising ideas or the collection of school supplies, **please e-mail Laura Baughman at [lbaughman@feedthehungry.org](mailto:lbaughman@feedthehungry.org).**

**\*NOTE: If you choose to engage with a Partner School and wish to have a Skype/Face Time call, Feed the Hungry staff needs to know this at least ONE MONTH in advance in order to coordinate schedules and Wi-Fi availability with overseas partners.**

**Week 1:** Introduction to Feed the Hungry – Who is Feed the Hungry and What Can I Do to Help?

- Choose one option to introduce your group to Feed the Hungry (FTH)
  - PowerPoint slide show with information about the organization
  - Skype call with FTH staff introducing the ministry
  - Video introduction with discussion questions
- Share your FTH Project idea

**Week 2:** Hunger Awareness –Empty Hands and Empty Bellies

- Understand the concept of world hunger
- Represent hunger through an art project/hands-on activity

**Week 3:** Water Transportation – Where’s My Water?

- Understand water scarcity and how most of the world lives with very little water
- Experience the job of water transport if you were a child living without a source of clean/accessible water

**Week 4:** Hello From My Home Country - Personalized Letter and/or Video

- Connect with students in another country through writing and receiving a personal letter and/or creating a “Hello” video

**Week 5:** Fun and Games – Trash is Treasure

- Create a toy from recycled materials and trash
  - Make your own soccer ball from the discarded materials/garbage around you (one 20-minute lesson, additional 45-minute play time to test the soccer balls)
  - Create a Mancala board from a discarded egg carton and beads/rocks (three 45-60 minute lessons)
  - Create “trash” toys from recycled pop bottles (one 45-60 minute lesson)

**Week 6: Do I Have to Go to School? Education vs. Work**

- Understand how an education can help children rise above poverty
- Learn about jobs around the world and why it is important to stay in school

**Week 7: Shelter Awareness – Homelessness Worldwide**

- Learn about global homelessness and types of homes throughout the world
- Make a temporary shelter and reflect on what it would be like to have inadequate housing

**Week 8: Making A Difference – Who Is My Neighbor?**

- Make a bracelet/bookmark as a reminder to help others
- Develop a personal, step-by-step plan to help others

**Week 9: Wrap-Up Project/Presentation– Make It Real!**

- Complete your FTH or community project
- View your return letters or video (when available)\*\*
- Skype with students in another country (when available)\*\*

\*\* Please make sure this activity has been scheduled at least one month in advance with an FTH staff member.

## **Hunger Awareness**

### **Empty Hands and Empty Bellies**

**K-1-2**

**Purpose:** Students will discuss food accessibility and hunger. They will participate in an activity demonstrating that globally 1 in 9 people face hunger.

#### **Lesson Prep:**

Become familiar with the following food hunger statistics:

- 1 in 9 people around the world go to bed hungry every night
- In the US, 1 in 6 children suffers from chronic hunger

Gather materials

Create handprint cutouts on white copy paper (1 for every 9 children)

Cut out filled FTH rice bowl picture

#### **Materials:**

White copy paper

Colored paper (copy paper or construction paper)

Pencils/crayons/markers

Scissors

Tape/sticky tack

Surface to display handprint cut-outs

Filled FTH rice bowl picture

Spoon, fork, knife (1 plastic set or metal set)

#### **Lesson:**

1. Begin by discussing the statistics on global hunger.
2. Have students extend their hands, face up in front of them.
3. Discuss examples of food students can hold in their hands and eat (bananas, hamburgers, juice boxes, chips, etc.).
4. Display the fork, knife and spoon. Discuss examples of food students eat which require utensils (spaghetti, soup, mac and cheese, etc.).
5. Ask students to name some of their favorite restaurants and acknowledge their answers.
6. Discuss: In America, we have many options, many ways to eat, even many places to eat, but for many in the world, there is no food or not enough food for children to eat even 1 meal a day. (Acknowledge that even in the US some kids are hungry!)
7. Explain how the activity is going to show how many in the world do not have food!

#### **Activity:**

1. Distribute 1 piece of colored paper, a pencil/crayon/marker and a pair of scissors to each child.
2. Have students trace around their hands and cut out their hand print.
3. On their handprint, they should write the name of 1 food they like or draw a picture of it.
4. Display the handprints in sets of 9 with 8 handprints of colored paper and 1 white handprint (created prior to lesson).

5. Explain and discuss:
  - 1 in 9 people around the world do not have food.
  - There are organizations that help feed people around the world.
  - One of those organizations is Feed the Hungry.
6. Place the bowl of rice picture (provided by Feed the Hungry) on the white handprint cutout. Explain that Feed the Hungry helps provide hot, nutritious meals to children who need food.
7. Show the pictures of kids eating the rice meals (provided by Feed the Hungry).
8. Discuss:
  - What would it feel like to help children who are hungry?
  - What might the students be able to do to help Feed the Hungry get food into the hands of children that need it?
  - What might they be able to do to help kids in their school or neighborhood?
9. Share your project idea with the students so they can begin to make a correlation between what they have learned and what they will be doing for Feed the Hungry.
10. Have kids place their hands face up again in front of them and think about what it would be like to have nothing to put in their hands to eat. Give some time for reflection.



## Water Transportation

### Where's My Water?

K-1-2

**Purpose:** Students will experience a common chore for kids in other countries: retrieving their daily water supply. They will learn about water usage worldwide and compare how families in America get water to how families in third-world countries get water.

#### Lesson Prep:

Become familiar with the following water usage statistics:

- An average family in the US uses over 500 gallons of water a day
- An average family in the continent of Africa uses about 5 gallons of water a day
- At least 2 billion people world-wide use a water source contaminated with waste
- Over 700 million people world-wide lack basic drinking-water services
- **Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.**

Gather materials

Cut holes in a few of the smaller containers (not the 5-gallon buckets)\*

Fill up a 55-gallon drum (or a similar sized container) with muddy water

Set up 2 stations in an outdoor space (can be done indoors – see note\*\*)

1. “Home base” with empty containers/cups and 5-gallon buckets lined up at the home base
2. One or more 55-gallon drums/containers (depending on how large the group is) some distance away from the home base (make distance appropriate for ages/stature of children, as older children may be able to carry water longer distances)

#### Materials:

Mismatched containers for carrying water (some with holes and some with missing lids, if choosing the outside option)

5-gallon buckets (one per person or one per “team,” if the group is large)

55-gallon drum (or similar sized container, such as a kiddie pool, horse trough, etc.)

Water

Dirt/sand/mud

Change of clothes and shoes for each student and volunteer (if activity is outside)

Paper cups (if choosing the indoor option)

#### Lesson:

1. Begin by asking students what they used water for this morning.
2. Discuss different ways we use water in our everyday lives without noticing (flushing the toilet, brushing our teeth, cleaning fruits and veggies for lunch, etc.).
3. Display a 5-gallon bucket. This is the amount of water a typical family in an African country uses in a day. Now ask students to imagine 100 of these containers. This is the amount of water a typical American family uses in a day.

4. Discuss the amount of time it takes them to get to school every day. Some kids in other countries have to make a 30-minute trip to get water so they can bathe, eat, drink, and clean their dishes.
5. Ask students about the quality of their water. Is it clean? Dirty? How do they know their water is safe to drink?
6. Discuss how much of the world does not have clean water available to them. At least 2 billion people worldwide drink water that is muddied with people and animal waste.
7. Explain how the activity is going to show them a typical chore a kid their age might do and how hard it is to access water in other countries.

**Activity:**

1. Have students start at home base and grab an empty container and their 5-gallon bucket.
2. Students will carry their 5-gallon buckets and their small containers to the 55-gallon drum of water.
3. Using their small containers, they will fill their 5-gallon buckets to the top.
4. Once their 5-gallon buckets are filled, they must carry the buckets back to their home base. They must also figure out how to get their small containers back with them, as it is most likely their drinking container once they are home. Now they have the water their family needs for the day!
5. Discuss:
  - What would it feel like to do this every day for your family?
  - Would you be motivated to walk another 30 minutes to go to school afterwards?
  - What might the students be able to do to help Feed the Hungry get other kids clean, safe water?
6. Watch the video of Memory and the Well Project (available online).
7. Discuss what was shown in the video.
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**\*Note:** If doing this activity outside, ask the students the day before to bring clothes and shoes they can get wet and a change of dry clothes.

**\*\*Alternate Indoor Activity:** Instead of using mismatched containers with holes and no lids, give each child a paper cup. Have the home base and the source of water (55-gallon drum or a couple of filled 5-gallon buckets) within a hallway or area where clean-up of spilled water will be easy. You can place the source of the muddy water a distance away or even in another part of the building to simulate the long walk it takes to get to water. (Some children and families served by FTH walk up to 4 kilometers, or 2.5 miles, one way to get water. When they can, FTH drills wells near feeding centers so children and families have access to fresh, clean water within a short distance from the feeding center.)

## **Hello From My Home Country** **Personalized Letters and/or Video**

**K-1-2**

**Purpose:** Students will create letters, pictures and/or a video to say “hello” to their Partner School.

### **Lesson Prep:**

Gather materials

Prepare a script outline if you plan to record a video

Print copies of the Letter Template (provided by Feed the Hungry staff - specific to country and topic)

Connect with FTH for the location and name of the Partner School/group/sports team



### **Materials:**

Letter Templates, 1 for each child

Writing instruments (pencils, crayons, markers, etc.)

Video recording device

Prepared script

Country background info (if desired)

### **Lesson:**

1. Ask the students if there was a time they received a card in the mail or someone did something nice for them. Ask how it felt.
2. Explain to students they will be connecting with a school/group/sports team from the country selected to send them a kind note or video. You may wish to have some background info on the country to present.
3. Share the information about the Partner School with your students. *You **MUST** connect with Feed the Hungry Staff prior to this lesson to obtain the necessary info about your Partner School.*

### **Activity:**

1. If you are writing letters, discuss the topic at the top of the template and have the students brainstorm ideas about what they can write. The writing should match the appropriate age of the students (1-2 sentences or 3-4 for older students). You may also wish to draft 1 class letter together with more content.
  - a. Remind students **NOT** to mention food.
  - b. Remind students to share their **FIRST** name only.
  - c. Remind students not to share **ANY PERSONAL INFORMATION** such as address, phone, social media accounts or other personal details.
2. If creating a video, explain the project, run a quick practice and record.

Following the completion of the project, send the notes or video to your FTH staff contact.

## Fun and Games

### Trash is Treasure

K-1-2

**Purpose:** Students will learn how to be resourceful with limited materials. Students will create a soccer ball or toy out of “trash” and discarded items.

#### Lesson Prep:

Download pictures of kids with homemade soccer balls (Provided by FTH)  
Gather materials

#### Materials:

“Clean” trash

- Plastic bags
- Paper
- Cardboard
- Foam
- String/rope/yarn
- Everyday items such as candy wrappers, cereal boxes, chip bags, junk mail envelopes, etc.

Scissors (1 per group, the adult monitors limited use)

Duct tape in limited amounts

Cones/markers/folding chairs – set up as soccer goals

#### Lesson:

3. Begin a discussion about access to toys, electronics, and items kids enjoy.  
Questions to ask: Where do you get your toys? Where do you usually play with the toys you have?
4. Ask students what they think the most popular sport is in the world. (Answer: Soccer is the most popular sport worldwide.)
5. What would they do if they looked in all the stores around them and NO ONE had a ball you could use to play soccer (or football, basketball, baseball)? Would they give up? What if there were no toys in the store AT ALL?
6. Discuss how in some parts of the world, there are no stores where people can buy toys. Even if there are toys, not everyone has the money to buy those toys. Some families don't have enough money to buy food for everyone in their house. If kids want to play with something, they have to make it themselves.
7. Explain how this activity is going to show them how some kids have to use their creativity to make their own toys. They are going to work together to make soccer balls from trash and other materials they could find on the streets.
8. Show the picture (provided by FTH) of the boy with his homemade soccer ball as an example of what they are going to make.

**Activity:**

1. Divide students into pairs. Each pair will need to gather “trash” from the large pile. They will use that trash to make their ball.
2. A teacher will be the designated scissor holder. If kids want help with the scissors, they have to trade something for the privilege of using them (a few coins, a pencil, a bracelet, etc. It is up the teacher holding the scissors).
3. Each team will be given 10 minutes to make their soccer ball. They will need to work together to figure out how to structure the ball and make it secure enough to kick, throw, and bounce.
4. While they are making the soccer balls, a leader will set up a tournament area where the kids can test each ball to see which one is the best.
5. Once the kids are done making their balls, they will participate in a tournament to decide which ball travels the farthest, bounces the highest, and kicks the straightest.  
**Note:** Some options for this part of the activity would be to either have the kids line up and test the balls (distance, accuracy, and bounce) doing an elimination tournament or by having soccer games during recess spread throughout the week (each game using a different ball).
6. Discuss:
  - How did it go making your own soccer balls from the materials provided?
  - How would you feel if those were the only materials you had available to play with?
  - What other toys could you make from the materials given?
  - What might the students be able to do to help Feed the Hungry help kids around the world?
7. Show the picture of the boy with the homemade soccer ball again. This boy was creative enough to make a toy out of the materials around him. How do you think he would feel to hold a store-bought soccer ball?
8. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

## **Do I Have To Go To School?**

### **Education vs. Work**

**K-1-2**

**Purpose:** Students will explore the connection between education and job opportunities, understanding that when children are fed by Feed the Hungry, they stay in school longer and can get better jobs to help break the cycle of poverty.

#### **Lesson Prep:**

Become familiar with the following statistics/information from Feed the Hungry concerning food and education:

- Education in many countries served by FTH is free, however children are required to have uniforms or provide their own transportation, costs that many families are not able to afford
- Often times, the countries where FTH works do not have laws or standards that require children to attend school
- Many countries served by FTH allow students to “graduate” out of the program by 3<sup>rd</sup> grade, 6<sup>th</sup> grade or 8<sup>th</sup> grade US equivalent
- There is no national lunch program in Uganda,

Gather materials

Make copies of the Job Cards to share with students for an OPTIONAL ACTIVITY (contact FTH)

#### **Materials:**

White Paper

Crayons, or markers

Optional: Job Cards, 1 set to show students or 1 card for each student (contact FTH)

#### **Lesson Part 1:**

1. Ask students what they want to be when they grow up.
2. After they have some answers (you may want to suggest a few), let them know they will now draw something representing their jobs.

#### **Activity Part 1:**

1. Distribute paper and crayons/markers.
2. Ask children to quickly draw a picture of them as an adult doing the job they want or a picture that represents the job (such as a fire engine or a store where they want to work)
3. Give children about 5 minutes to work, writing the name of the job on the top of their papers.
4. Collect the papers and choose 3-4 very different jobs that require a variety of degrees/educational training for the next part of the lesson.

#### **Lesson Part 2:**

1. Choose 1 picture, show it to the students and tell them the name of the job (give credit to the artist as well).

2. Lead a discussion on what it would take to have this job (focus on education or training they might need. For example, a Doctor would need to go to elementary school, middle school, high school, college and then take a test to be accepted into a Medical Doctor Program where they have more years of training. A person working at a restaurant might be able to get a job while they are still in high school).
3. Repeat steps 1 and 2 with the other 2-3 jobs/pictures
4. Ask students how they would feel if they knew they had to go to school (get an education) to get that job, but during the school day they would not have food.
5. Talk about how difficult it is to do work, concentrate, or even play at recess when they have not had anything to eat. (refer to the stats/information)
6. Ask students what they might do if they went to school and then realized there was not lunch. Would they leave? Would they steal something? Would they even bother to go to school?
7. Discuss how Feed the Hungry provides nutritious meals to students during their school day.
  - a. Feed the Hungry sees increased attendance (sometimes up to 70%) in schools where children are being fed
  - b. Children do not leave halfway through the day to get food. Whole day attendance increases when Feed the Hungry provides a meal
  - c. Children struggling with sickness and disease often get strong/better and miss fewer days of school because of illness
8. Optional Videos: The story of Ethan OR The story of Precious in Uganda
9. Explain that for children to have a better future (jobs and money to feed themselves) it is important they **STAY IN SCHOOL**.
10. Conclude the lesson by reminding students of your project and reminding them how they can help.

**Optional Activity Part 2:**

1. Discuss with the students that families often cannot afford to feed themselves, so they have children work alongside them in the fields, the dump or the community to provide food and money instead of sending the children to school.
2. Share each of the job cards (in order of least education needed to most education needed)
3. As you share a card, point out the number of years kids would need to stay in school for that job, and the amount of money they would make each week to live on.
4. Discuss why staying in school is very important and how a meal at school can help the boys and girls around the world get better jobs.

## **Shelter Awareness**

### **Homelessness Worldwide**

**K-1-2**

**Purpose:** Students will learn more about the issues of homelessness worldwide. They will see examples of different shelters people live in, and they will experience what it is like to build their own shelter.

#### **Lesson Prep:**

Become familiar with the following statistics about homelessness around the world:

- Over 66% of Ugandans live in “inadequate housing”
- More than 72% of people in Zimbabwe live below the poverty line
- In Honduras, between 8 -12% of all children under the age 18 are homeless

Gather materials

Download pictures of different homes around the world (provided by FTH)

#### **Materials:**

Cardboard boxes

Blankets

Pieces of cardboard

Newspaper

Duct tape

#### **Lesson:**

1. Talk about the homes your students live in.
2. Discuss:
  - What is your favorite part of your house?
  - What kind of neighborhood do you live in?
3. Discuss how every person has the basic needs of food, water, warmth, and sleep.
  - Have you ever stayed up way past your bedtime?
  - How do you feel when you don't get enough sleep?
  - How would you feel if you didn't have anywhere warm to sleep?
4. Discuss homelessness around the world. People all over the world don't have shelter. In many countries, even those who do have shelter live in what we would consider “inadequate housing.” This means their home may be unclean, unsafe, or does not protect them from the weather.
5. Show the pictures provided by Feed the Hungry of different houses around the world and discuss what the homes are made of.
6. Explain that people make homes out of what is available. Tell them they are going to experience what it is like to have to build their own home and spend time in it.

#### **Activity:**

1. Each student will use the materials provided to build a small shelter. Feel free to use resources in the room, such as chairs, books or desks. You can also divide the students into “family” groups of 3-4, and they can build their structure together.
2. Have students spend 1 minute in silence, lying on their backs in their shelters.
3. After the 1 minute is up, have a discussion while the kids are still lying down in their shelters.
  - What would it feel like to sleep in that every night?
  - Imagine it started raining. Would their home stand up to wind and rain?
  - What would happen if bugs or animals, like chickens or dogs, could get in their home?
4. Now have the kids sit outside their shelters. Ask children about their sleeping arrangements.
  - How did it feel to lie on the floor?
  - How would it feel if you didn’t have a mattress to sleep on?
5. Explain that Feed the Hungry provides food for children but also sometimes builds them beds or gives them blankets and mattresses.
6. Ask what other organizations give out beds or provide homes. How might they help Feed the Hungry or those organizations provide blankets, pillows, mattresses or even homes?
7. Present or reiterate what your group/school will be doing for your Feed the Hungry Project.

**Optional Activities:**

1. Host a lock-in where everyone can sleep in their shelters overnight.
2. You can suggest the students try it at home by themselves (with parent/guardian permission).
3. If you are in a classroom setting, students could wear appropriate pajamas or comfortable clothes for the day.

**Going deeper:** While the students are lying in their shelters, read one of the suggested books about being homeless (or another relevant book about philanthropy and helping others). Afterwards, have a discussion about the people in the story or how the story affected the students.

**Bonus Book Recommendations!**

“Homeless” by Mike Boyce

“A Shelter in Our Car” by Monica Gunning

“Still a Family: A Story about Homelessness” by Brenda Reeves Sturgis

## **Making A Difference**

### **Who Is My Neighbor?**

**K-1-2**

**Purpose:** Students will explore who their neighbor is and become aware of how their compassion can help others. They will create a project (compassion bracelet/bookmark) that will serve as a daily reminder to have compassion for others.

#### **Lesson Prep:**

Understand or research Maslow's Hierarchy of Needs – Maslow stated that people are motivated to achieve certain needs, and some needs take precedence over others. Our most basic need is for physical survival or biological requirements for survival (air, water, food, shelter, clothing, warmth, etc.). This lesson focuses on water, food, shelter, and clothing.

Review the following statistics:

- Over 700 million people lack basic drinking-water services
- Around 1.6 billion people do not have adequate housing
- 1 in 9 people go to bed hungry every night around the world

Gather materials

Create color-coordinated need cards

Create one bracelet packet for each child

#### **Materials:**

White board or large butcher paper taped to the wall

Markers or crayons (white board markers if using a white board)

Colored construction paper with the corresponding word written on it

- White - Clothing
- Blue - Water
- Green - Food
- Brown – Shelter (house)
- Yellow - School
- Orange – Feed the Hungry

White shoe strings (cut it half – one half for each student) – knotted on cut end so the beads will not slide off

Pony beads (enough for each student to have one of each color):

- Blue
- Green
- Brown
- Yellow
- Orange

Small Ziplocs to create bracelet material packets

#### **Lesson:**

1. Ask students to share what they think they need to live (refer to Maslow's Hierarchy and the statistics provided).

2. Ask students to share some gifts they wanted for their birthday or holiday celebration.
3. Explain the difference between NEEDS and WANTS.
4. Hold up each of the color-coordinated needs cards one by one and ask why it is important.
5. Continue the discussion by explaining that some people do not have what they NEED.
6. Explain compassion (caring, helping, loving, etc.). Share with the children, “Knowing these things about the world helps us to have **compassion** for those around us. Compassion means to care about the problems other people face. When we care about other people’s problems, we are more likely to help them.”
7. Refer back to each need card. Hold up the cards one more time, one by one, and for each of the needs, ask students:
  - How can you help someone who does not have \_\_\_\_\_?
8. Explain how this activity is going to help students remember the needs of others and remind them they can help other people.

**Activity:**

1. Hand out the packets\* and have students assemble the bracelets as you hold up the need cards and discuss what each card represents.
  - White shoestring represents clothing.
  - Blue represents clean water. **Over 700 million people lack basic drinking water services.**
  - Green represents food. **1 in 9 people go to bed hungry every night.**
  - Brown represents housing. **Around 1.6 billion people do not have adequate housing.**
  - Yellow represents education. **Schools do not always provide lunch for students.**
  - Orange represents kindness. **“Love your neighbor” and Feed the Hungry.**
  - Finish by tying off the end and wither tying the bracelet on the child’s wrist, or they can use it as a bookmark.
2. Each bead signifies one thing people need. Remind students that when they look at their bracelet, they should remember there are people who don’t have these things available to them. The bracelet/bookmark becomes a reminder that students can help others.

**\*You can make the sample bracelet while having the kids watch and listen first. Or, the students can make their bracelets at the same time you are holding up the cards.**

**Note: If your group is participating in the 9-week course, you can use this lesson as a review! Discuss the previous projects and what you learned about poverty and helping people. Let this be a reflective lesson that gives the kids something to take home, reminding them to care for others.**

**BONUS IDEA!**

**Have a designated Feed the Hungry/compassion awareness day EVERY WEEK. Kids and teachers wear their bracelets and remember Feed the Hungry and others in need throughout the day.**

