



houston 
foodbank

HUDDLE AGAINST HUNGER

PRESENTED BY 

HOUSTON FOOD BANK CURRICULUM | SEE, LEARN, UNDERSTAND HUNGER.

WWW.HOUSTONFOODBANK.ORG



Dear Parents and Teachers,

We are so excited for you to take part in the Huddle Against Hunger program, a collaboration between the Houston Food Bank, the Houston Texans and Kroger to help create more empathy and understanding among elementary, middle and high school students around those who experience hunger. With a mission of being Champions for Youth, this program is just one example of the work the Houston Texans Foundation does alongside our partners to help youth in our community reach their full potential. We believe in the mission of the Houston Food Bank and have donated more than \$2.2 million to support their efforts to make sure youth in our area have food on the table so they can concentrate on what's most important - getting an education and having fun!

Thank you for taking part in this program.

GO TEXANS!

Jamey Rootes
President, Houston Texans

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HUDDLE AGAINST HUNGER

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THE HOUSTON FOOD BANK

Houston Food Bank's mission is to provide food for better lives. Last year we provided access to 104 million nutritious meals in 18 counties in southeast Texas through our 1,500 community partners which includes food pantries, soup kitchens, social service providers, and schools. We have a strong focus on healthy foods and fresh produce. In addition to distributing food, we provide services and connections to programs that address the root causes of hunger and are aimed at helping families achieve long-term stability, including nutrition education, job training, health management, and help with securing state-funded assistance. We are a resource for individuals and families in times of hardship. We are a solution to food waste, working with grocery stores and growers to rescue food before it reaches landfills. In collaboration with our community, we advocate for policy change and promote dialogue on ways to increase access to food and to improve the lives of those we serve. Houston Food Bank works alongside our partner food banks in Montgomery County, Galveston County, and Brazos Valley. Houston Food Bank is a certified member of Feeding America, the nation's food bank network, with a four-star rating from Charity Navigator.

HUDDLE AGAINST HUNGER

The Houston Food Bank's Huddle Against Hunger curriculum is designed to provide information on hunger and poverty to a wide audience. Each individual activity has minimum age recommendations for your added convenience. And of course, feel free to modify each activity as you see fit to meet your specific needs.

We hope that our Huddle Against Hunger curriculum helps to bring out the hunger relief advocate in you and your community!

If you have any questions or concerns regarding Huddle Against Hunger, please contact:

Houston Food Bank
huddleagainsthunger@houstonfoodbank.org | 832.369.9223

HUNGER AT A GLANCE

Since the pandemic began the number of people in southeast Texas who are food insecure has grown from 1.1 million to 2.75 million people - meaning they cannot afford enough nutritious food to fuel a regularly healthy lifestyle. Hunger results from prolonged food insecurity resulting in illness, discomfort, and weakness. In response, the Houston Food Bank works with its network of 1,500 community partners to distribute healthy nutritious food to those millions of people who would otherwise go without.



97% of those served are NOT homeless



Two-thirds of food insecure homes have a working adult



1 in 6 Texans are food insecure

20%

of those served are age 60 or older

THE FACE OF HUNGER

Many families must make difficult decisions between paying for groceries and paying for other necessities. Clients have reported often having to make tough choices between basic needs and food:



Groceries

vs.



Utilities
69%*



Rent/Mortgage
57%*



Education
31%*



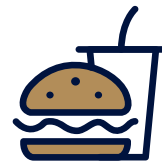
Transportation
67%*

COPING STRATEGIES

When there is not enough food to eat, hungry families will find ways to get through hard times. Families will:



Water down food + beverage - 40%



Eat unhealthy meals - 79%

HOW TO FIGHT HUNGER

\$1 = 

Make a monetary donation
A gift of \$1 provides 3 meals



Donate food, or organize a food drive for the most needed items



Donate time by volunteering



Become an advocate. Talk about hunger with family and friends, help eliminate myths of hunger.

ACTIVITY #1

Preconception Exploration

A short activity meant to explore what participants already know about hunger and food insecurity in our community and to spur discussion of these issues. If you only have a short amount of time to work with participants, this is the perfect activity.

MATERIALS NEEDED

- White board or a piece of paper for each group
- Writing utensils

ACTIVITY DIRECTIONS

1. If you have 6 or more participants, divide them up into groups of no more than 3-4 people per group. Otherwise, 5 or fewer people can form one group.
2. Provide a piece of paper to each group, along with a marker.
3. Ask each group to divide the paper into 2 sections and title each section as follows: “hunger” and “food insecurity”. Then give the groups 5 minutes to write down all the words/ideas that they associate with each word.
4. Have each group share what they came up with.
5. Go over definitions of “hunger” and “food insecurity.”
6. Go over discussion questions/open the floor for general discussion.

DISCUSSION

1. Have you been hungry when it wasn't time to eat or no food was available? How did you feel?
2. How were your ideas of hunger/poverty/food insecurity different from reality?
3. What have you learned from this activity?
4. Do you think that hunger, food insecurity and poverty overlap? And in what way are these concepts different?
5. What are some of the ways you can teach people about hunger/poverty/food insecurity?
6. Who do you think is responsible for helping hungry people?

DEFINITIONS

Hunger

The painful or uncomfortable sensation of needing to eat, with no ability to get food. We have all been hungry. Think about being at school and watching the clock, waiting until lunch time when your stomach is empty. Is it harder to concentrate on school work or the teacher when you are hungry?

Food Insecurity

Defined by the United States Department of Agriculture as a socioeconomic condition of limited or uncertain access to enough food to support a healthy life, or, being at-risk of hunger. Food insecurity means experiencing hunger frequently—every day, every week or every month. It can also describe having some food, but not enough.

ACTIVITY #2

The Hunger Obstacle Course

Participants will engage in creative problem solving through a time-limited process of generating solutions to different hunger-related problems. Small groups of participants circulate around the room and write down solutions to each of the hunger obstacles.

MATERIALS NEEDED

- 8 pieces of paper (or less, if your group is smaller)
- Hunger obstacle cards (provided on following pages)
- A whistle/bell (optional)
- Writing utensils

A note about modifying this activity: If you have a smaller group, or less than the recommended 20-30 minutes, you can place fewer obstacles for participant interaction.

ACTIVITY DIRECTIONS

1. Place the pieces of paper around the room. Attach an obstacle card to each sheet/poster
2. Divide your participants into the number of obstacles you choose to present (i.e. if you have all 8 obstacles up, form 8 groups).
3. Assign each group a starting obstacle and decide which way the groups should rotate.
4. Tell the groups they will have 2 minutes at each station to think of as many solutions as they can for dealing with the obstacle. They are to write their solutions on the piece of paper, not on the obstacle card.
5. Use the whistle/bell to start and stop every 2 minutes. Make sure the participants know they should not repeat any solution already listed.
6. Repeat the process until all groups have had a chance to respond to each obstacle.
7. Once finished, look at each obstacle individually and discuss some of the best solutions. Participants may consider what would happen if two or more of the solutions were combined. You can also use the ideas for solutions to help figure out additional solutions and see how some solutions could help solve multiple obstacles.
8. To end the activity, talk as a class/group and see if any of the solutions could be implemented in a simple class/group project.

OBSTACLES

1. There are families in Houston where the adults and children often miss meals because they don't have enough money for food.
2. Many people in your community do not know very much about the problem of hunger and do not seem to care.
3. Many of the children here in Houston could receive food at school, through programs that the Houston Food Bank runs such as the Backpack Buddy Program, if more donations were made. (See Backpack Fact Sheet).
4. There are many seniors in Houston who live alone and often don't have healthy meals to eat, and little social contact. In Harris County, the Houston Food Bank provides a monthly box of food to over 12,000 seniors. (See Senior Box Fact Sheet)
5. During COVID-19, many people were let go from their jobs and had trouble finding new ones. They didn't have enough money to feed themselves/their families and may not have known how to get help.
6. Some people are embarrassed to get donated food.
7. You find out that some of the participants in your community are going hungry several days per week.
8. You find out that a friend needs food assistance, but they can only get to the closest food pantry by car. His/her family does not have a car.

SOME IDEAS FOR SOLUTIONS

1. Organize a day each month for your group to volunteer at the Houston Food Bank. Go to www.houstonfoodbank.org and click on the "Volunteer" tab to sign up—it's easy!
2. Have your group host a food drive to collect canned goods to donate to the Houston Food Bank or a local food pantry in your area. We especially need protein items (e.g. canned chicken, beans or peanut butter), canned fruits in light syrup, canned vegetables, soups, cereals, and pasta.
3. Ask your parent about buying an extra can or box of food at the grocery store and drop it into the Red Barrel donation bin near the checkout area. The Houston Food Bank shares the food with pantries in neighborhoods all over our city.
4. Be a hunger relief advocate! Simply spread the word that children, working families, and seniors need food assistance. This is a great way to help the Houston Food Bank fight against hunger.

OBSTACLE

There are families in Houston where the adults and children often miss meals because they don't have enough money for food.

OBSTACLE

Many people in your community do not know very much about the problem of hunger and do not seem to care.

OBSTACLE

Many of the children in Houston could receive food at school, through programs that the Houston Food Bank runs such as the Backpack Buddy Program, if more donations were made.

(See Backpack Fact Sheet, pg. 15)

OBSTACLE

There are many seniors in Houston who live alone and often don't have healthy meals to eat, and little social contact. In Harris County, the Houston Food Bank provides a monthly box of food to seniors.

(See Senior Box Fact Sheet, pg. 16)

OBSTACLE

During this unprecedented crisis, many people have lost their jobs and have had trouble finding new ones. For a lot of them, this is the first time they've not had enough money to feed themselves or their families and may not know how to get help.

OBSTACLE

Some people are embarrassed to get donated food.

OBSTACLE

You find out that some of the people in your community are going hungry several days per week.

OBSTACLE

You find out that a friend needs food assistance, but they can only get to the closest food pantry by car. His/her family does not have a car.



BackpackBuddy

Many children rely on school meals for breakfast and lunch during the school week but go home to little or no meals on the weekends. The Houston Food Bank's Backpack Buddy program works to fill the weekend gap for chronically hungry children by providing nutritious, child-friendly food for school children to take home over the weekend.

On Fridays, participating schools will give identified children a food sack to take home containing child-friendly, nonperishable, and easily consumed food to last through the weekend. Houston Food Bank will work with community partners for possible delivery options and individual schools for pickup schedules.

HOW TO DONATE TO BACKPACK BUDDY:

- Donate food by organizing a food drive for the most needed items.
- Make a monetary donation. It costs just \$4.16 to fill a backpack. A gift of \$150 will make sure that a child will have enough to eat every weekend for the entire school year!
- Donate time by coming to volunteer at our Portwall warehouse.

Visit houstonfoodbank.org/donate for more information.

If you are interested in receiving a bag, please contact your local school for participation. For more information contact our Backpack Buddy manager at 832-369-9314 or email backpackbuddy@houstonfoodbank.org



\$4.16

THE COST TO FILL ONE
BACKPACK WITH FOOD

1 IN 4

CHILDREN IN TEXAS IS
FOOD INSECURE

412,585

BACKPACKS WERE DISTRIBUTED TO
OVER 650 SCHOOLS LAST YEAR



SENIOR BOX PROGRAM

The Senior Box Program manages the Commodity Supplemental Food Program (CSFP), a federally-funded national food distribution effort from the United States Department of Agriculture (USDA) that is designed to improve the health and nutrition of income-eligible seniors (60+). Through this program seniors receive a box of non-perishable food (valued at \$50) each month, which helps stretch their available grocery dollars.

WHO IS ELIGIBLE TO APPLY?

To apply, you must be 60 years old or older; a resident of Harris, Brazoria, Liberty, Walker, Chambers, Fort Bend, Galveston or Montgomery County, and receiving a total household income that is at or below the 130% Federal Poverty Level. The Senior Box Program is currently serving over 12,000 seniors each month.

WHERE CAN I APPLY?

You may apply at any one of our 160+ sites. If you are unable to come in person to apply, you may send a representative with all of the necessary documentation listed below. Please call 832-369-9235 for the location nearest to you or go to houstonfoodbank.org for a complete listing of our distributing schedule.

WHAT DO I NEED TO BRING TO APPLY?

Proof of age: any ID with your date of birth and/or a birth certificate.

Proof on income within the year of application: a Social Security award letter, employment check stub, bank statement (if check is automatically deposited), pension statement, income tax form, and/or letter of other financial support.

WHAT WILL I RECEIVE?

One box of food per month with an average retail value of \$50, which includes commodities provided through the U.S. Department of Agriculture.



ONE BOX OF FOOD PER MONTH AT A \$50 RETAIL VALUE INCLUDES:



BOTTLED FRUIT JUICE + 2% MILK



PROTEIN
E.G., NON-PERISHABLE CHICKEN, SALMON, TUNA, CHILI, STEM



NON-PERISHABLE VEGETABLES/FRUIT



DRIED BEANS OR JAR OR PEANUT BUTTER



HOT OR COLD CEREAL



PASTA



2 LB. BLOCK OF CHEESE



NON-FAT DRY MILK EVERY OTHER MONTH

ACTIVITY #3

What Are Hunger's Consequences?

Participants will identify and discuss the many health and behavioral impacts of hunger.

MATERIALS NEEDED

- White-board/chalkboard or flip-chart with markers

ACTIVITY DIRECTIONS

1. Make two columns on the chalkboard or flip-chart with markers.
2. Ask participants to consider the health and behavioral consequences of hunger. If participants are having difficulty identifying any, consider offering a few examples from the list on the next page.
3. At the end of the exercise, compare the class list with the list on the next page. Share any of the consequences that did not come up in the discussion.

DISCUSSION

1. Are you surprised by any of these consequences to hunger?
2. What are some ways that these consequences could impact a community, school, or workplace?
Examples: High health care costs, high work and school absenteeism, low-school performance.

HEALTH CONSEQUENCES

- Children who are hungry often experience headaches, fatigue, frequent colds, and other illnesses that may cause them to be less physically active.
- Undernourished pregnant women tend to have low birth weight babies. Low birth weight babies suffer from more physical illness, as well as impaired growth and development. Undernourished infants are at greater risk of dying within their first year of life.
- Chronic hunger in adults weakens bone, muscles, and the immune system. This increases the risk of illness, worsens existing health problems, and contributes to depression and lack of energy.
- Iron deficiency anemia, a form of malnutrition affecting nearly 25% of poor children in the nation, is associated with impaired cognitive development. Anemia influences attention span and memory. This pervasive deficiency is now known to have a severe impact on cognitive development.
- Poor maternal and infant nutrition affect an infant's birth weight, cognitive development, immune system and overall health.

- Children and pregnant women have relatively high nutrient needs for growth and development. Therefore, they are often the first to show signs of nutrient deficiencies.
- Seniors who are food insecure may skip important medications because they have to choose between paying for medicine and food. This may make chronic conditions like diabetes or high blood pressure worse.

BEHAVIORAL CONSEQUENCES

- Children who are hungry may be less attentive, independent, and curious. Many hungry children have difficulty concentrating; therefore their reading ability and verbal and motor skills suffer.
- Short-term nutritional deficiencies affect children's ability to concentrate and perform complex tasks. Hunger in adults produces nervousness, irritability, and difficulty in concentration.
- Hunger can have a devastating emotional impact; it may diminish self-confidence and self-esteem. In a culture that encourages self-reliance, individuals who need food assistance may hesitate to seek help. They may experience feelings of shame or embarrassment due to circumstances that are out of their control.

Sources: Cook J.T., Frank D.A. Food Security, Poverty, and Human Development in the United States. Annals of the New York Academy of Sciences, 2008 Jyoti D.F., Frongillo E.A., Jones S.J. Food Insecurity Affects School Children's Academic Performance, Weight Gain, and Social Skills. J Nutr, 2005

ACTIVITY #4

Hunger Simulation

Participants will realize why food insecurity is so common in our community through a simulation activity.

MATERIALS NEEDED

- 3-5 tables, any size
- 25-30 chairs
- Enough pencils for each participant/group
- A calculator for each participant/group is recommended (You can encourage participant to bring their own.)
- Timer
- Whistle
- Sticky notes
- Printed station signs
- Printed station manager instruction sheets
- 8-12 printed copies of the grocery store menu
- Enough copies of the worksheet for each participant/group

SET-UP

1. Provide instruction sheets (pp. 24-26) to 3-6 designated station managers. For larger groups, it's recommended to have two managers at each station.
2. Print station signs (pp. 27-32, including the 'Take a Number' and 'Open' and 'Closed' signs) and decide how you will display them on each table. (Tabletop sign holders are best if you have access to them, but the signs can also be taped to the tables.)
3. Write out sequential numbers on a 1.5" x 2" sticky pad. There should be one number written on each sheet of the pad, and then the pad can be affixed to the 'Take a Number' sign. It's best to not start with the number 1 so that there's a feel of continuation.
4. Set up a table for each station, with one or two accompanying chairs - depending on the number of people you plan to have managing each station. Near the SNAP office, set up several rows of chairs to serve as a waiting room. If possible, set up one or two extra tables near the grocery store for the store menus. Spread copies of the grocery store menu (p. 33) out on nearby tables, or at the grocery store station table, if no other tables are available.
5. Print copies of the worksheet (pp. 34-37) for participants. The worksheets should be printed front and back, then cut down the center. There are 4 available profiles. These should be distributed at random to participants. More than one participant/group will have the same profile.

SAMPLE LAYOUT



SIMULATION

1. Give the following introduction to the participants:
 - If you are working in groups, all members of the group represent the same person, so you must stay together throughout the activity. You can't go to two different stations at the same time.
 - Each participant/group will get a worksheet. On the worksheet you'll see the profile of the person you represent. All of these are individuals who struggle with food insecurity.
 - You'll also see the number of calories your person's family would need to eat in order to have a healthy active month according to the United States Department of Agriculture. This is just an easy way to measure how much food energy your family needs in order to not go hungry.
 - The third thing you'll see on the worksheets is a breakdown of the expenses your person needs to cover before he or she can start buying food.
2. Pass out the worksheets, pencils, and calculators. Give the participants a few minutes to read over their profiles and to use the equation at the bottom of the worksheet to calculate their weekly food budgets.
3. Give the following directions to the participants:
 - For this simulation, your goal is to get all of your calories for one week. If you fail to get all of those calories, this means that you and your family have gone hungry on some level.
 - For the sake of this simulation, your week has been condensed down to 15 minutes. I'll blow the whistle to begin the simulation - which will signal that you can stand up and begin, and 15 minutes later I'll blow the whistle again, at which point you need to come sit down again. There's no leniency here. When the 15 minutes are over, if you don't have your calories, it's too late. The week has ended and you haven't eaten.
 - You'll keep track of all of your money and calories on the back of your worksheet. Be sure to keep your pencil and calculator with you. You'll need them.
 - If you get all of your calories, bring your worksheet to the grocery store to check out. Also visit the grocery store if you have any questions
4. You can explain the three stations participants can visit during the simulation, or just indicate that there are several different options, depending on the age of the participants. (Letting adult participants figure it out on their own can be more effective, but for younger participants, it helps to have a little guidance before jumping in.)
5. Emphasize that it's possible for each of the available profiles to get all of the calories, and that participants should take it as seriously as possible.

6. Ask if there are any questions. Start the timer and blow the whistle to begin the simulation.
7. For more information on the actual simulation process, see the station manager instruction sheets.
8. At the end of the 15 minutes, blow the whistle again and have the participants return to their seats for a wrap up discussion.

DISCUSSION

It's not necessary to cover all of these points. Just let the conversation move organically and be sure to hit the points that you feel are most important.

1. Who got all of their calories? What was your biggest help? Were you able to create a grocery list of balanced healthy options for your household?
2. Texas is one of the hungriest states in the country. It is also one of the most obese. Why do you think that is? Did you notice what the cheapest calories at the grocery store were? It was the cookies. Imagine if you only had \$1.50 to buy your dinner tonight. Would you take it to the produce section of the grocery store or the fast food dollar menu? Healthy food is more expensive and that's something that affects people who struggle with food insecurity.
3. For those groups who couldn't get your calories, why not? What were your biggest challenges? What was most frustrating? How did that make you feel?
4. In order to apply for SNAP benefits in Texas, the first thing you have to do is fill out an application to apply and you have to make sure that you have all the necessary documents. You have to get permission to even apply for the program. Office hours are only during work hours. Because this program is funded by tax revenue, there's only a limited amount of money available, so many people who need help don't qualify for SNAP benefits.
5. The Houston Food Bank works with some 1,500 partner agencies, including food pantries, soup kitchens, shelters, rehabilitation centers, schools, and a variety of other organizations.
 - The majority of these are run by volunteers, and are only open when those volunteers are available to run them. There are people working to solve this problem, but for many Texans those extra resources may not be available during a time that's reasonable for them to take advantage of it.

6. Since the pandemic began, the number of southeast Texans unable to put enough food on the table for their families has grown to 2.75 million people in southeast Texas. One in four children in southeast Texas is food insecure, or at risk of being hungry; overall, one in five people are food insecure. This doesn't just mean people who are homeless. Only 3% of people served by the Houston Food Bank's partner agencies are homeless.
- There might be people in this room who live with food insecurity. Your next door neighbor, your teachers, coworkers, and friends might, but the good news is that you can help. You can volunteer at the Houston Food Bank or at another organization that helps alleviate hunger. You can also donate food or funds. Every dollar donated to the Houston Food Bank equals 3 more nutritious meals going out to hungry people.
 - Most importantly, you can advocate. Now you have a little bit of knowledge about this topic. Take it and share it. Do you think your friends and family know that Texas is one of the hungriest states in the nation or that 1 in 5 Texans struggle with food insecurity? I bet they don't. Go tell them, and while you're at it, tell them that you know a way for them to help fight hunger. Tell them to volunteer, to donate, or to spread the word.
7. The Houston Food Bank's Community Assistance Program (CAP) helps people sign up for SNAP and other state-funded social services. (*See CAP Fact Sheet, pg. 53*)



SNAP OFFICE

Station Manager Instructions

At the SNAP Office, participants can apply for SNAP (Supplemental Nutrition Assistance Program) benefits, commonly referred to as food stamps.

1. Have each participant/group that approaches your station take a number and sit in the waiting room. Be aware of the starting number, and keep an eye on the clock. The objective is for each participant to sit in the waiting room for at least 3 minutes before their number is called, but not longer than 5 minutes. If the waiting room fills up quickly, once the initial 3 minute wait time has passed, process the participants as quickly as you're able so that nobody loses too much time in the waiting room. Keep an eye out, in case any new participants take numbers and sit in the waiting room during this time. They still need to wait for at least 3 minutes before they're called.
2. Call the participants/groups up one at a time and using the numbers they selected. Conduct the following interview with them:
 - What is your name?
 - How many people are there in your household?
 - Who are they?
 - Do you work? If so, what do you do?
 - How much do you earn each week?
 - Does your household have any additional income? If so, what and how much?
3. After the interview, record the weekly benefits in the SNAP Benefits section of the participant/group's worksheet, based on the highlighted section below.

NAME	INCOME	FOOD BUDGET	CALORIE GOAL	HOUSEHOLD	SOUP KITCHEN CALORIES	SNAP BENEFITS
Alisha	\$276	\$33.12	24,000	1 adult 1 child	11,200	\$54
Brittany	\$632	\$56.88	33,600	1 adult 2 children	16,000	\$0 (income is too high)
Jose	\$385	\$46.20	39,200	2 adults 1 child	17,600	\$0 (income is too high)
Raymond	\$74	\$8.88	17,500	1 adult	6,400	\$48



SOUP KITCHEN

Station Manager Instructions

At the soup kitchen, participants can get free meals.

1. The soup kitchen isn't always open; you must keep an eye on the clock. The simulation will run for 15 minutes. Follow this minute-by-minute breakdown as closely as you can:

- Minutes 1 - 3 Closed
- Minutes 4-8 Open
- Minutes 9-12 Closed
- Minutes 13-15 Open

When the soup kitchen is closed, put out the Closed sign and walk away from the soup kitchen station so that it's clear that nobody is there to help right now.

When the soup kitchen is open, put out the Open sign and help participants in the order that they arrive at your station.

2. Ask each participant the following questions:

- What is your name?
- How many adults and children are there in your family?

3. Inform each group that you're happy to help them and record their calories in the Soup Kitchen Calories section of the participant/group's worksheet, based on the highlighted section below:

NAME	INCOME	FOOD BUDGET	CALORIE GOAL	HOUSEHOLD	SOUP KITCHEN CALORIES	SNAP BENEFITS
Alisha	\$276	\$33.12	24,000	1 adult 1 child	11,200	\$54
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Raymond	\$74	\$8.88	17,500	1 adult	6,400	\$48



GROCERY STORE

Station Manager Instructions

At the grocery store, participants can select and purchase groceries, ask questions, and get confirmation of their calories. (It is a good idea to have a calculator at this station.)

1. When participants approach your table, ask what you can help them with. If the participants want to go grocery shopping, direct them to use the grocery store menus to fill out the shopping list on the back of the worksheet.
2. If participants have questions, answer them as best as you can, but bear in mind that you represent a grocery store clerk. Don't answer questions that participants should be figuring out on their own, like inquiries about the wait time at the SNAP office or when the soup kitchen will open. Generally, stick to helping participants with math questions. If you have participants who seem completely lost and unsure of what to do next, remind them that there are three different stations they can visit, and that they can change their grocery list if necessary, but don't offer more help than that.
3. If participants say they are finished grocery shopping, check to see if they added up the Groceries Total Price and Groceries Total Calories on the back of their worksheet. Double check their math, if you think it may be necessary. The table at the right has the same information as the grocery store menu.
4. If participants say they have all their calories, make sure they've filled out all of the spaces on the back of the worksheet (SNAP Benefits and Soup Kitchen Calories are optional spaces and may be left blank.) Double check their math, especially their grocery list. If time is short or you have a long line, glancing through for obvious errors is enough. Especially keep an eye out for dropped decimal spaces. It's common to have participants think they're finished when they really only have 10% of their calories. The following information may come in handy while checking participant's work, or answering questions.

ITEM	PRICE	CALORIES
Bread	\$2.50	900
Canned Beans	\$1.00	300
Cookies	\$2.50	1,000
Fresh Fruit	\$1.00	100
Frozen Vegetables	\$2.50	100
Ground Meat	\$5.00	800
Milk	\$2.50	900

NAME	INCOME	FOOD BUDGET	CALORIE GOAL	HOUSEHOLD	SOUP KITCHEN CALORIES	SNAP BENEFITS
Alisha	\$276	\$33.12	24,000	1 adult 1 child	11,200	\$54
Brittany	\$632	\$56.88	33,600	1 adult 2 children	16,000	\$0 (income is too high)
Jose	\$385	\$46.20	39,200	2 adults 1 child	17,600	\$0 (income is too high)
Raymond	\$74	\$8.88	17,500	1 adult	6,400	\$48



**TAKE A
NUMBER**



SOUP KITCHEN

NEW EPR O

DESIGN

GROCERY STORE





GROCERY STOCK LIST



FROZEN VEGETABLES

\$2.50
100 calories



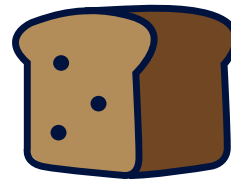
MILK

\$2.50
900 calories



GROUND MEAT

\$5.00
800 calories



BREAD

\$2.50
900 calories



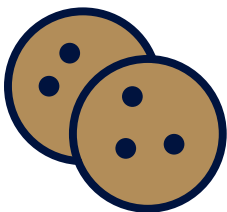
FRESH FRUIT

\$1.00
100 calories



CANNED BEANS

\$1.00
300 calories



COOKIES

\$2.50
1,000 calories

HUNGER SIMULATION

PROFILE: YOUR NAME IS RAYMOND.

You are a 24-year-old war veteran living in Tomball, TX. Because of a military injury and limited job skills, you are unable to find employment. You split your time between staying at city shelters and single resident occupancy hotels.

Your weekly income is \$74 in benefits from the department of Veterans Affairs.

GOAL: YOU NEED 17,500 CALORIES.

According to the USDA, this is the number of calories you will need to have a healthy week, based on the average height and weight of people of your same age and gender.

BUDGET: WEEKLY EXPENSES

- Rent: \$12
- Utilities/Phone: \$9
- Bus/Cab Fare: \$14
- Childcare: \$0
- General Expenses: \$18

Fill in the boxes in the following equation to find your weekly food budget and add it to the statement at the bottom of the page.

$$\boxed{} - \boxed{} = \boxed{}$$

WEEKLY INCOME WEEKLY EXPENSES FOOD BUDGET

You have \$ _____ to get 17,500 calories.

HUNGER SIMULATION

PROFILE: YOUR NAME IS BRITTANY.

You are a 36-year-old single mother. You have an 11-year-old daughter and a 3-year-old son who live with you in a rental house in Houston, TX. You have a college degree and work full time as an insurance claims adjuster, but you've had trouble making ends meet since your husband left two years ago.

After taxes, your family's weekly income is \$632.

GOAL: YOUR FAMILY NEEDS 33,600 CALORIES.

According to the USDA, this is the number of calories your family will need to have a healthy week, based on the average height and weight of people in the same age and gender as your family members.

BUDGET: WEEKLY EXPENSES

- Rent: \$190
- Utilities/Phone: \$46
- Auto Payment/Expenses: \$97
- Childcare: \$200
- General Expenses: \$46

Fill in the boxes in the following equation to find your family's weekly food budget and add it to the statement at the bottom of the page.

$$\boxed{} - \boxed{} = \boxed{}$$

WEEKLY INCOME WEEKLY EXPENSES FOOD BUDGET

You have \$ _____ to get 33,600 calories.

GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES
BREAD				
CANNED BEANS				
COOKIES				
FRESH FRUIT				
FROZEN VEGGIES				
GROUND MEAT				
MILK				

GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES
BREAD				
CANNED BEANS				
COOKIES				
FRESH FRUIT				
FROZEN VEGGIES				
GROUND MEAT				
MILK				

TOTALS

FOOD BUDGET
FROM FRONT OF PAGE

CALORIE GOAL
FROM FRONT OF PAGE

GROCERIES TOTAL PRICE

GROCERIES TOTAL CALORIES

SNAP BENEFITS

SOUP KITCHEN CALORIES

HOW MUCH MONEY DO YOU HAVE LEFT?

HOW MANY MORE CALORIES DO YOU NEED?

TOTALS

FOOD BUDGET
FROM FRONT OF PAGE

CALORIE GOAL
FROM FRONT OF PAGE

GROCERIES TOTAL PRICE

GROCERIES TOTAL CALORIES

SNAP BENEFITS

SOUP KITCHEN CALORIES

HOW MUCH MONEY DO YOU HAVE LEFT?

HOW MANY MORE CALORIES DO YOU NEED?

HUNGER SIMULATION

PROFILE: YOUR NAME IS JOSE.

You are 28 years old. You immigrated to Galveston, TX from Guatemala with your wife and 5-year-old son. You live in Section 8 housing. Two months ago your car broke down and you haven't had the money to fix it. You work full time at a local restaurant. Your wife works part time at a hotel on the other side of town. You both make minimum wage.

Your weekly income after taxes is \$385.

GOAL: YOUR FAMILY NEEDS 39,200 CALORIES.

According to the USDA, this is the number of calories your family will need to have a healthy week, based on the average height and weight of people in the same age and gender as your family.

BUDGET: WEEKLY EXPENSES

Rent: \$127
Utilities/Phone: \$41
Bus/Cab Fare: \$23
Childcare: \$69
General Expenses: \$46

Fill in the boxes in the following equation to find your family's weekly food budget and add it to the statement at the bottom of the page.

$$\boxed{} - \boxed{} = \boxed{}$$

WEEKLY INCOME WEEKLY EXPENSES FOOD BUDGET

You have \$ _____ to get 39,200 calories.

HUNGER SIMULATION

PROFILE: YOUR NAME IS ALISHA.

You are a 67-year-old grandmother living in a small apartment in Richmond, TX. You've had custody of your 9-year-old granddaughter for eight years because your son was unable to provide a safe home. To supplement your late husband's Social Security check, you work part time as a department store greeter while your granddaughter is in school.

Your weekly income after taxes is \$276.

GOAL: YOUR FAMILY NEEDS 24,000 CALORIES.

According to the USDA, this is the number of calories your family will need to have a healthy week, based on the average height and weight of people in the same age and gender as your family members.

BUDGET: WEEKLY EXPENSES

Rent: \$122
Utilities/Phone: \$20
Auto Payment/Expenses: \$28
Childcare: \$0
General Expenses: \$17

Fill in the boxes in the following equation to find your weekly food budget and add it to the statement at the bottom of the page.

$$\boxed{} - \boxed{} = \boxed{}$$

WEEKLY INCOME WEEKLY EXPENSES FOOD BUDGET

You have \$ _____ to get 24,000 calories.

GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	CALORIES
BREAD				
CANNED BEANS				
COOKIES				
FRESH FRUIT				
FROZEN VEGGIES				
GROUND MEAT				
MILK				

GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES
BREAD				
CANNED BEANS				
COOKIES				
FRESH FRUIT				
FROZEN VEGGIES				
GROUND MEAT				
MILK				

TOTALS

FOOD BUDGET
FROM FRONT OF PAGE

CALORIE GOAL
FROM FRONT OF PAGE

GROCERIES TOTAL PRICE

GROCERIES TOTAL CALORIES

SNAP BENEFITS

SOUP KITCHEN CALORIES

HOW MUCH MONEY DO YOU HAVE LEFT?

HOW MANY MORE CALORIES DO YOU NEED?

TOTALS

FOOD BUDGET
FROM FRONT OF PAGE

CALORIE GOAL
FROM FRONT OF PAGE

GROCERIES TOTAL PRICE

GROCERIES TOTAL CALORIES

SNAP BENEFITS

SOUP KITCHEN CALORIES

HOW MUCH MONEY DO YOU HAVE LEFT?

HOW MANY MORE CALORIES DO YOU NEED?

ACTIVITY #5

Health + Food Access

Use these suggested activities to highlight the importance of nutritional considerations connected to food access.

MATERIALS NEEDED

- Activity Sheets: Printed handouts, pens or pencils for each child, markers, crayons or other coloring tools.
- MyPlate coloring sheet
English: <http://www.houstonfoodbank.org/wp-content/uploads/2024/11/MyPlate-Coloring-Sheet-With-Food-Groups-English.pdf>
- Spanish: <http://www.houstonfoodbank.org/wp-content/uploads/2024/11/MyPlate-Coloring-Sheet-With-Food-Groups-Spanish.pdf>
- Kids Food Critic: <http://www.houstonfoodbank.org/wp-content/uploads/2024/11/kids-food-critic-activity.pdf>
- Demo: Copies of the Berry Parfait recipe, ingredients listed on recipe, presentation table, clear plastic cups, eating utensils/spoons, functional kitchen area

TIME

- Intro: 5 min
- Activity Sheets: 20 min
- Discussion: 15 min
- Demo: 20 min (optional)

INTRO

1. Introduce the topic being covered and your selected activities connected to nutrition they will be doing.
2. Share any expectations you have during this session.

ACTIVITY SHEETS

1. Hand out activity sheets, crayons/markers and pens/pencils.
2. Explain the importance of getting a variety of foods and encourage children to draw pictures of their favorite foods within each section of the MyPlate coloring sheet.
3. Once they have completed the coloring sheet, they can move on to the kids food critic activity.

DISCUSSION

Ask children the following questions to prompt connections between the consumption of a variety of healthful foods with health:

1. Why do we eat food?
2. There are many great foods for your body. Will eating just one type of food give your body all the nutrients it needs, or should we eat a variety of healthful foods? (Why?)
3. If someone like you who is growing and learning doesn't get enough food or the right amount of certain nutrients from foods, what can happen?

OPTIONAL DEMO/RECIPE CREATION

1. Set up the ingredients and supplies to ensure all kids can see the recipe demonstration.
2. Read through each step of the recipes as you perform the task.
3. Have helpers assist with the demo and distribution of samples in small cups (if there is enough food for everyone to try the results).

ACTIVITY #5 RECIPE

Berry Parfait

Servings: 1 parfait



INGREDIENTS

- 1 cup non-fat plain yogurt
- 1/4 cup chopped strawberries
- 1/4 cup blackberries
- 1/4 cup granola unsweetened
- 1 tsp. of honey

DIRECTIONS

1. Remove tops and chop strawberries into bite-size pieces.
2. Layer half of yogurt (about 1/2 cup) at the bottom of a cup and stir in a drop of honey.
3. Top with half of the granola (about 1/8 cup) and then layer fruit on top.
4. Repeat. (Layer the rest of the yogurt, granola, and then fruit).
5. Lightly drizzle honey on top and enjoy.

Nutrition Facts		Amount/serving	% Daily Value*	Amount/serving	% Daily Value*	
1 servings per container Serving size 1 cup (313.77g) Calories per serving 330	Total Fat 8g		10%	Total Carbohydrate 46g	17%	
	Saturated Fat 1.5g		8%	Dietary Fiber 3g	11%	
	Trans Fat 0g			Total Sugars 35g		
	Cholesterol 5mg		2%	Includes 6g Added Sugars	12%	
	Sodium 200mg		9%	Protein 18g	36%	
	Vitamin D 0mcg	0%	Calcium 515mg	40%	Iron 2mg	10%
	Potassium 846mg	20%				

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

ACTIVITY #6

Health + Food Access

Use these suggested activities to highlight the importance of nutritional considerations connected to food access.

MATERIALS NEEDED

- Activity Sheets: Printed handouts, pens or pencils
- <https://www.fda.gov/downloads/Food/LabelingNutrition/UCM410502.pdf>
- <https://www.youtube.com/watch?v=0WMSJqnYFMY&feature=youtu.be>
- Laptop, tablet or phone to play Dishin' the Nutrition rap: <https://www.youtube.com/watch?v=Rv-ZaoSZbfc>
- Demo: Copies of the Green Apple Pie Smoothie recipe, ingredients listed on recipe, presentation table, clear plastic cups, cutting board, chef's knife, blender, extension cord, functional kitchen area

TIME

- Intro: 5 min
- Rap: 5 min
- Video: 5 min
- Activity Sheet: 15 min
- Discussion: 15-30 min
- Demo: 20 min (optional)

INTRO

1. Introduce the topic being covered and your selected activities connected to nutrition they will be doing.
2. Share any expectations you have during this session.

RAP

1. Share the rap.
2. Share a laugh!
3. Ask what message or key word stood out to them.

FOOD LABEL VIDEO

1. Watch the FDA food label video.
2. Who reads nutrition facts labels on food packages before buying or eating?
3. Why is reading labels a good idea?

ACTIVITY SHEETS

1. Hand out activity sheets and pens/pencils.
2. Explain the importance of understanding what we eat.
3. Have students race to see who can complete the handout first. If possible, offer a desirable prize connected to the message.

DISCUSSION

Ask the following questions to prompt connections between understanding what we eat, mindful eating, and health:

1. What are the benefits of understanding what we eat?
2. What can distract or keep us from paying attention to the health value of our food?
3. How can we become more aware of what we eat? What would it take to take these steps?

OPTIONAL DEMO/RECIPE CREATION

1. Set up the ingredients and supplies to ensure all middle schoolers can see the recipe demonstration.
2. Read through each step of the recipes as you perform the task.
3. Have helpers from the audience assist with the demo and distribution of samples in small cups (if there is enough food for everyone to try the results).

ACTIVITY #6 RECIPE

Green Apple Pie Smoothie

Serving Size: 1 cup | Cost per serving: \$1.11

PROTEIN



VEGETABLE



FRUIT



GRAIN



DAIRY



INGREDIENTS

- 1 Granny Smith apple, chopped and unpeeled
- 1/2 cup Greek yogurt, vanilla
- 1/2 cup spinach
- 1/4 cup quick oats
- 1 banana
- 1 Tbsp. honey
- 1/2 tsp. cinnamon
- 1/4 tsp. nutmeg
- 2 to 3 ice cubes

DIRECTIONS

1. Chop the apple in cubes, unpeeled.
2. Slice the banana into small pieces.
3. Toss apple, banana and all ingredients into a blender.
4. Blend until mixture is smooth.

Nutrition Facts		Amount/serving	% Daily Value*	Amount/serving	% Daily Value*	
2 servings per container Serving size 1 cup (233.85g) Calories per serving 180	Total Fat 1g		1%	Total Carbohydrate 34g	12%	
	Saturated Fat 0g		0%	Dietary Fiber 5g	18%	
	Trans Fat 0g			Total Sugars 19g		
	Cholesterol 5mg		2%	Includes 0g Added Sugars	0%	
	Sodium 55mg		2%	Protein 10g	20%	
	Vitamin D 1mcg	4%	Calcium 146mg	10%	Iron 2mg	10%
	Potassium 543mg	10%				

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

ACTIVITY #7

Health + Food Access

Use these suggested activities to highlight the importance of nutritional considerations connected to food access.

MATERIALS NEEDED

- Laptop(s), tablet or phone to view and interact with the following:
- <https://www.choosemyplate.gov/MyPlatePlan>
- <https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/DGA-Infographic-2018.pdf>
- https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/mini_poster.pdf
- <https://www.youtube.com/watch?v=DWMSJqnYFMY&feature=youtu.be>
- Demo: Copies of the Avocado Smoothie recipe, ingredients listed on recipe, presentation table, clear plastic cups, cutting board, chef's knife, blender, extension cord, functional kitchen area

TIME

- Intro: 5 min
- My Plate Plan: 15 min (depending on available technology)
- Discussion: 15-30 min
- Demo: 20 min (optional)

INTRO

1. Introduce the topic being covered and your selected activities connected to nutrition they will be doing.
2. Share any expectations you have during this session.

BMI ACTIVITY

1. Ensure you have tested the technology and website prior to presenting.
2. Provide a quick example of how to use the MyPlate Plan.
3. Allow each high schooler a chance to interact with the website and calculate their plan. Click on the appropriate calorie level after creating your plan for recommended servings from each food group per day. The plan is a guide to help you make good and healthy food choices to maintain the right weight for best health.

DISCUSSION

Ask the following questions to prompt connections between similarities and differences of what we need nutritionally:

1. Did anything in your plan surprise you? If so, what was it?
2. What parts of your plan do you already follow? Are there food groups you eat more or less of than the plan recommends?
3. How will following the plan impact your body and health?
4. What change will you make about the food you eat based on the plan?

OPTIONAL DEMO/RECIPE CREATION

1. Set up the ingredients and supplies to ensure all teens can see the recipe demonstration.
2. Read through each step of the recipes as you perform the task.
3. Have helpers from the audience assist with the demo and distribution of sample cups (if there is enough food for everyone to try the results).

ACTIVITY #7 RECIPE

Avocado Smoothie

Serving Size: 1/2 cup | Cost per serving: \$0.33

PROTEIN



VEGETABLE



FRUIT



GRAIN



DAIRY



INGREDIENTS

- 2 small avocados
- 1 1/2 cup reduced fat milk
- 1 tbsp. honey
- 4 ice cubes
- Dash of cinnamon or nutmeg

DIRECTIONS

1. Place all ingredients in a blender.
2. Blend until smooth and enjoy!

Optional: Add yogurt for a thicker smoothie.

Nutrition Facts	Amount/serving	% Daily Value*	Amount/serving	% Daily Value*	
	Total Fat 12g		15%	Total Carbohydrate 14g	5%
Saturated Fat 2.5g		13%	Dietary Fiber 5g	18%	
<i>Trans</i> Fat 0g			Total Sugars 9g		
Cholesterol 5mg		2%	Includes 4g Added Sugars	8%	
Sodium 50mg		2%	Protein 4g	8%	
Vitamin D 1mcg	4%	Calcium 119mg	10%	Iron 0mg	0%
Potassium 470mg	10%				

4 servings per container
Serving size
 .5 cup (163.59g)
Calories
 per serving **170**

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

ACTIVITY #8

Community + Government Responses to Hunger

The activity gives students the opportunity to plan a family meal on a budget using grocery store ads. SNAP (formerly food stamps) provides extra money for people and families to use to buy food at the grocery store. Would having SNAP benefits make it easier to plan a meal on a budget for your family?

MATERIALS NEEDED

- Grocery store ads with prices and specials for a variety of foods from different stores
- Laptop to access grocery store ads instead of printed ads (optional)
- Paper and pencils
- Copies of MyPlate graphic
- Demo: Copies of Bean Dip recipe, ingredients listed on the recipe, spoon, blender, extension cord, bowl, tortilla chips, measuring spoons, can opener

TIME

- Intro: 10 minutes
- Activity: 15-20 minutes
- Discussion: 10 minutes
- Demo: 20 minutes

INTRO

1. Divide students into groups of 2-3.
2. Pass out supplies and review MyPlate categories.
3. Introduce the idea of planning a meal menu for breakfast, lunch or dinner with at least four of the five MyPlate categories for four people for \$5 or less.

ACTIVITY

Students use grocery store ads to create their meal plan according to the given guidelines. Provide paper, pencils or calculators for students to record the foods they select for meals and costs to stay within the \$5 budget.

DISCUSSION

1. Could you create a balanced meal on the budget? Is it a meal you would eat?
2. What were the challenges?
3. How long did it take your group to create a plan?
4. How much time would it take to plan and shop for meals for a week on a small budget?
5. SNAP benefits provide extra funds to buy food at the grocery store. Would this make it easier to plan a meal?

OPTIONAL RECIPE DEMO

1. Set up the ingredients and supplies to ensure all teens can see the recipe demonstration.
2. Read through each step of the recipes as you perform the task.
3. Have helpers from the audience assist with the demo and distribution of sample cups (if there is enough food for everyone to try the results).

ACTIVITY #8 RECIPE

Bean Dip

Serving Size: 2 tablespoons

PROTEIN



VEGETABLE



FRUIT



GRAIN



DAIRY



INGREDIENTS

- 1/2 can (15.5 oz.) beans (black beans, chickpeas, etc.)
- 1 minced clove garlic
- 1/4 cup water
- 1 tbsp. canola oil
- 1/2 tsp. salt
- 1/2 tsp. ground black pepper
- Cut up, fresh vegetables
- Whole wheat pita wedges/crackers

DIRECTIONS

1. Add all ingredients together.
2. Cover and blend until smooth.
3. For an extra kick, add 1/4 cup salsa.
4. Serve with cut-up fresh veggies, with whole wheat pita wedges/crackers, or as a sandwich spread.

RECIPE BY COOKING MATTERS

Nutrition Facts	Amount/serving	% Daily Value*	Amount/serving	% Daily Value*
	10 servings per container	Total Fat 2.5g	3%	Total Carbohydrate 12g
Serving size 2 tablespoons (52.11g)	Saturated Fat 0g	0%	Dietary Fiber 3g	11%
Calories per serving 90	Trans Fat 0g		Total Sugars 2g	
	Cholesterol 0mg	0%	Includes 0g Added Sugars	0%
	Sodium 120mg	5%	Protein 4g	8%
	Vitamin D 0mcg	0%	Calcium 22mg	2%
	Potassium 129mg	2%	Iron 1mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

ACTIVITY #9

Health + Food Access

The activity will demonstrate the impacts of unequal distribution of food. Students will be able to discuss the different ways they can respond to food insecurity within the community.

MATERIALS NEEDED

- Lunch-size paper bags (number of bags depends on the number of participants).
- Candy bars or candy in 3 different sizes
- Copies of Chocolate Peanut Butter Fruit Dip
- Distribution (example for a group of 25)
- 8 bags: No treat
- 8 bags: 2 small, bite size candy bars
- 8 bags: 3 small, fun size candy bars
- 1 bag: 3 large, full size candy bars

TIME

- Intro: 5 minutes
- Activity: 10 minutes
- Discussion: 15 minutes
- Demo: 15 minutes

INTRO

1. Divide the treats so that an equal number of students receive no candy, small amounts, medium amounts, and only one student receives three large candy bars.

ACTIVITY

1. Explain to students that you are giving them a special treat.
2. Pass out closed brown lunch bags to each student. Tell students to not open bags until instructed to do so.

3. When every student has a bag, instruct them to open their bag. Allow them to have a minute to adjust before starting the discussion.
4. Be sure to capture thoughts and ideas that emerge from discussion.

DISCUSSION

1. How did it feel to be the one in the group who received the most candy? What were your initial thoughts and feelings?
2. How did it feel to be among the few who received nothing or just a few pieces of candy? What were your first thoughts and feelings?
3. Did you realize you weren't alone? Did that help? If so, how?
4. What connections can you draw between this activity and people who experience food insecurity/hunger? Remind students the candy resembles food. Like bags in this activity, not all people and communities have the same food resources. The lack of food can affect our health, growth, our ability to learn in school, and more.
5. Ask students to brainstorm health effects of food insecurity/hunger.
6. Ask students to brainstorm solutions for distributing the candy so that everyone has enough.
7. Ask students to brainstorm ideas to ensure everyone in their community has enough to eat. What are some ways the class can help address hunger?

RECIPE DEMO

1. Set up the equipment and ingredients.
2. Follow recipe.
3. Enjoy with 2 fruits.
4. Explain to students to aim for at least 2 of the 5 MyPlate food groups for a nutritious, balanced snack.
5. Ask students how many food groups are in this snack.

ACTIVITY #9 RECIPE

Chocolate Peanut Butter Fruit Dip

Serving Size: 2 tablespoons per person for dipping, 6-8 pieces of fruit

PROTEIN



VEGETABLE



FRUIT



GRAIN



DAIRY



INGREDIENTS

- 1 1/2 cup plain Greek yogurt
- 1/4 cup peanut or almond butter
- 1/4 cup honey
- 2 tbsp. unsweetened cocoa powder
- 1 tsp. vanilla extract
- 2 types of fruit cut into bite-size pieces such as banana, pear, berries, pineapple, mango

DIRECTIONS

1. Wash and cut fruit into cubes and set aside.
2. Combine all ingredients into a bowl.
3. Stir ingredients until well-mixed.
4. Use fruits to dip into the Greek yogurt mixture.
5. Enjoy!

Nutrition Facts	Amount/serving	% Daily Value*	Amount/serving	% Daily Value*
	16 servings per container	Total Fat 2g	3%	Total Carbohydrate 6g
Serving size 1 tablespoon (26.12g)	Saturated Fat 0g	0%	Dietary Fiber 0g	0%
Calories per serving 50	Trans Fat 0g		Total Sugars 5g	
	Cholesterol 0mg	0%	Includes 4g Added Sugars	8%
	Sodium 25mg	1%	Protein 3g	6%
	Vitamin D 0mcg	0%	• Calcium 21mg	2%
	Potassium 58mg	2%	• Iron 0mg	0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

COMMUNITY ASSISTANCE PROGRAM

Houston Food Bank's Community Assistance Program (CAP) provides application assistance for SNAP (Supplemental Nutrition Assistance Program) and other social, health, and personal services.

WHERE TO FIND US

- Email us at CAP.Resources@HoustonFoodBank.org
- Visit our Houston Food Bank page under "Find Help" or follow this link: <https://www.houstonfoodbank.org/find-help/snap/> and select SNAP inquiry form. By visiting the CAP website page you can also stay up-to-date on CAP events that we host throughout the year.
- Get application assistance on the phone by contacting the HFB helpline, 832-369-9390.

HOW WE HELP

CAP staff can help you with your current needs and can submit applications electronically to the state. Also, via standard USPS mail, we have an assessment/referral partner program that assists with rent, utilities, legal and job-search issues. For more details regarding our assessment program, please call the HFB Helpline: (832) 369-9390.

Services are available in English and Spanish, and may be provided in other languages via state interpretation services as needed.

TELEPHONE HELPLINE HOURS

832.369.9390

Monday - Friday
8:00 AM to 6:00 PM

Saturday
8:00 AM - 2:00 PM

Closed on Sundays



Visit [YourTexasBenefits.com](https://www.yourtexasbenefits.com) to

- Apply for benefits
- Find support services
- Check the status of your case
- Renew your benefits

APPLICATION ASSISTANCE:

- SNAP
- MEDICAID
- TANF
- CHIP

REFERRALS:

- A food pantry near you
- Emergency Food Pantry
535 Portwall, Houston, Tx
- Medical prescription assistance
- Utility assistance
- Cell phone assistance
- Rental assistance

ACTIVITY #10

Community + Government Responses to Hunger

Participants will identify, learn about, and list various community and government responses to hunger. They will learn how various programs work and gain an understanding of how they themselves can respond to hunger in their community.

MATERIALS NEEDED

- White board
- Writing utensils

ACTIVITY DIRECTIONS

1. Divide participants into two groups.
2. Ask one group to come up with a list of community responses to hunger and the other group to create a list of government responses to hunger. Some audiences may have more knowledge than others. It's important to explain that this is a brainstorm activity, and there are no wrong answers.
3. You may have to give some examples: An example of a community response to hunger is a food pantry or a homeless shelter, meals-on-wheels programs for seniors, free city-wide Thanksgiving or holiday meals. An example of a government response is the establishment of the food stamp program (now called SNAP). Other examples are the school lunch and breakfast programs, the senior box program (see HFB fact sheet), food provided by FEMA following a natural disaster.
4. Ask each group to select a spokesperson.
5. Once each group has reported, review and see if you can add any from the list below.
6. Go over discussion questions as a large group.

GOVERNMENT PROGRAMS

FEDERAL NUTRITION PROGRAMS

The following government programs assist individuals and households:

- **Supplemental Nutrition Assistance Program (SNAP, formerly food stamps)** helps low-income individuals and families purchase food. More than half of food stamps recipients are children. Food stamps cannot be used to buy important non-food items (like toilet paper or soap). The average monthly SNAP benefits per person in Texas for 2015 was \$115.05. This breaks down to about \$3.78 per person per day.

- **WIC (Special Supplemental Nutrition Program for Women, Infants and Children)** is a program that provides low-income pregnant women, new mothers, infants and pre-school children with nutritious foods, nutrition education, and improved access to health to prevent nutrition-related health problems in pregnancy, infancy and early childhood.
- **School and Summer Meals (National School Breakfast Program, National School Lunch Program, and the Summer Food Program)** are subsidized programs that assist low income children to improve their nutritional status. These meals are available during the school year as well as during the summer months. However, only 1 out of 8 children who receive school meals participate in summer feeding for various reasons, such as lack of transportation.

The following government programs assist community organizations such as shelters and after school programs:

- **Child and Adult Care Food Program (CACFP)** provides resources to feed children in after school, homeless, and preschool programs.
- **The Emergency Food Assistance Program (TEFAP)** provides USDA commodity food to states that distribute the food through local emergency food providers like food banks.
- **Commodity Supplemental Food Program (CSFP)** provides a box filled with USDA commodity foods once per month to a low-income senior.

For more information regarding the programs listed above and other Federal Nutrition Programs, visit: <https://www.fns.usda.gov/>

GOVERNMENT PROGRAMS THAT RESPOND TO POVERTY

- **Temporary Assistance for Needy Families (TANF)** In August 1996, what many people knew as “welfare” changed in the United States: it became Temporary Assistance for Needy Families. The new system includes a series of block grants administered by state governments. There is a limited amount of time that a person can receive assistance. In the state of Texas, the total amount of time the parent or relative can receive TANF ranges from 12 to 36 months and is based on his or her education, work experience, and personal or economic situation. There are no time limits for children. All TANF recipients are required to engage in some type of “work activity” to receive the benefit.

For more information about the TANF Program in Texas, including the specific qualifications and benefits, visit www.yourtexasbenefits.hhsc.tx.gov

- **Earned Income Tax Credit (EITC)** is a refundable federal income tax credit for low-income working individuals and families. Congress originally approved the tax credit legislation in 1975 to offset the burden of Social Security taxes and to provide an incentive to work. When the EITC exceeds the amount of taxes owed, it results in a tax refund to those who claim and qualify for the credit.

- To qualify, taxpayers must earn income from working and meet other requirements. They also must file a tax return, even if they did not earn enough money to be obligated to file a tax return
- The EITC has no effect on certain welfare benefits. In most cases, EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income (SSI), food stamps, low-income housing or most Temporary Assistance for Needy Families (TANF) payments.

For more information about EITC, visit: <https://www.irs.gov/>

COMMUNITY RESPONSES TO HUNGER

- **Food Drive:** A community-wide effort sponsored by schools, faith-based groups, businesses, organizations, grocery stores, TV stations, food banks, and more, in which members of the community donate non-perishable food.
- **Food Bank:** A non-governmental charitable organization that distributes food to food pantries, shelters, soup kitchens or other organizations to help feed the hungry. The Houston Food Bank is one of 200 food banks in the United States, and the largest in both food distribution and facility size.
- **Food Pantry:** A place where those in need of food assistance receive a supply of food to take home and cook. Food is usually acquired from food banks and distributed through community centers and churches.
- **Meals on Wheels:** A food delivery program that delivers one meal a day to elderly people or homebound people who are very ill and unable to leave their homes.
- **Shelter:** A place that temporarily houses homeless people or those escaping from domestic violence, usually overnight, sometimes for long stretches of time. Meals are usually served. Some shelters serve families; some serve individuals.
- **Soup Kitchen:** A place where a hungry and/or poor person receives a free meal. Most soup kitchens are housed in churches or community buildings.

DISCUSSION

1. Were you previously aware of any of these different community and government responses to hunger? If so, which ones?
2. Look at your group's specific family scenarios. For which government/community resources might your family be eligible, or which ones should that family seek out?
3. To receive most government assistance, whether it's SNAP or TANF, requires meeting certain eligibility criteria. These criteria may include having children and earning less than a certain income level. What are some ways that having to meet criteria is helpful? What are ways that having to meet criteria could be harmful? *Possible answer: Eligibility criteria can help to streamline access and screen for highest need, but it can also restrict access to programs for people in need who exceed income limits.*

4. Some community responses to hunger and poverty (shelters, pantry programs, etc.) have established criteria to determine if they can serve an individual or family. For instance, some pantries will only see individuals who reside in a specific zip code or area, or who come to them with specific referrals. Why do you think programs establish this type of criteria? *Possible answer: Many small non-profits/churches don't have the financial or volunteer support they need in order to serve everyone who comes to them. In some instances, they are working in collaboration with other non-profits/churches in their area and have established clear "lines of service".*
5. There are conflicting thoughts and opinions regarding government involvement in poverty and hunger issues. Prior to the Great Depression, there was no government involvement in these issues. There were "poor houses" or "work houses" and each community would decide how it would respond to those in need. What changes do you think would occur in this country if there was no government response to hunger?
6. Given what you have learned, do you think these programs are adequate solutions to solve hunger in our community?
7. Each of these responses help, but it is not a fully integrated and perfect approach. What can you do to help fight hunger in our community?

ACTIVITY #11

Health + Food Access

Use this suggested activity to highlight the nutritional considerations connected to food access.

MATERIALS NEEDED

- MyPlate Poster: <https://choosemyplate-prod.azureedge.net/sites/default/files/tentips/ColoringSheet.jpg>
- Cards with various food pictures or name of foods
- Demo: Copies of the Peanut Butter Banana Roll-up recipe, ingredients listed on the recipe, presentation table, plastic plates

TIME

- Intro: 15 minutes
- Activity: 10 minutes
- Discussion: 10 minutes
- Demo: 20 minutes

INTRODUCTION

1. Begin by asking students what does it mean to be healthy and why do we need to eat healthy?
2. Introduce MyPlate Icon and ask students why it is important to follow MyPlate. Discuss that we need a variety of foods from each food groups to grow and keep our body health
3. Ask students to give food examples for each food group. Discuss with students how each food group benefits our body.
 - Fruits and Vegetables: Helps keep your skin, stomach, eyes, immune system healthy. Encourage students to eat all the colors of the rainbow to ensure they get all the vitamins and minerals from fruits and vegetables.
 - Tell students that each color makes different parts of the body healthier
 - Red: Helps keep your heart healthy
 - Orange: Protect your eyes
 - Yellow: Keeps your immune system strong and prevents colds
 - Green: Helps build strong and healthy bones
 - Blue and Purple: Helps with your brain health and memory

- White: helps with your digestive system
- Grains: Gives your body the energy we need to play and keeps you feeling full
- Protein: Fuel for your muscles so they can grow
- Dairy: Helps keep your bones and teeth strong and healthy

ACTIVITY

1. Explain to students they will be doing a relay race to connect the food item to the correct MyPlate food group. Some students will have certain obstacles that represent food insecurity/hunger.
2. At one end of the room, post two MyPlate Posters (or place on floor/desk).
3. Have children line up in two (or more) teams at the opposite end of the room.
4. Assign a selected number of students from each group an obstacle. This will represent food insecurity/hunger:
 - Hopping on two feet: Missed breakfast
 - Hopping on one foot: Missed dinner
 - Shoelaces tied together: Missed breakfast and dinner
 - Walking backwards: Missed after-school snack
5. Give each child 1-2 pictures or the name of a of a food item on a card.
6. One at a time (relay style), a student from each team runs to their station, matches the food to the correct MyPlate food group, and runs back to tag the next person.
7. The team with the most correct MyPlate food group matches wins the relay.

DISCUSSION

1. Ask children the following questions to prompt connections between the consumption of a variety of foods with health:
 - How did the obstacles during the relay affect your performance?
 - Think about a time when you did not eat a meal. How did that make you feel? Did you have trouble concentrating in school or playing your favorite sport?
2. Discuss with students the connection between lack of food resources and the nutritional consequences.
3. Explain to students that when we don't provide our bodies with the right amount of nutrients from all 5 MyPlate food groups, our bodies have a hard time growing, staying healthy, and having enough energy to get through the day.

RECIPE DEMO

1. Set up the ingredients and supplies to ensure all kids can see the recipe demonstration.
2. Read through each step of the recipes as you perform the task.
3. Have helpers from the audience assist with the demo and distribution of samples (if there is enough food for everyone to try the results).

ACTIVITY #11 RECIPE

Peanut Butter Banana Roll-Up

Serving Size: 6 bite size pieces

PROTEIN



VEGETABLE



FRUIT



GRAIN



DAIRY



INGREDIENTS

- 1 Whole wheat tortilla
- 1/2 banana
- 2 tbsp. Peanut butter or other nut butter
- 1/4 tsp. cinnamon

Other types of nut butter that may be appropriate for children with a peanut allergy are almond butter, cashew butter, hazelnut butter, and sunflower seed butter.

DIRECTIONS

1. Spread the peanut butter (or other nut butter) onto the entire whole wheat tortilla.
2. Slice the banana into coin-size pieces and place on half of the tortilla.

For more variety add honey, granola, nuts, yogurt, raisins or your favorite fruit!

Nutrition Facts	Amount/serving	% Daily Value*	Amount/serving	% Daily Value*
	6 servings per container	Total Fat 3.5g	4%	Total Carbohydrate 7g
Serving size 6 servings (22.1g)	Saturated Fat 1g	5%	Dietary Fiber 1g	4%
Calories per serving 70	Trans Fat 0g		Total Sugars 2g	
	Cholesterol 0mg	0%	Includes 0g Added Sugars	0%
	Sodium 60mg	3%	Protein 2g	4%
	Vitamin D 0mcg	0%	Calcium 21mg	2%
	Potassium 83mg	2%	Iron 0mg	0%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.