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# The Great American Bake Sale: A Program of Share Our Strength

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# THE GREAT AMERICAN BAKE SALE

## A Program of Share Our Strength

### Service Learning Curriculum to Address Childhood Hunger

**JOIN THE BAKE SALE!**

Visit Our Website

[www.greatamericanbakesale.org](http://www.greatamericanbakesale.org)

## CURRICULUM TO ADDRESS CHILDHOOD HUNGER

**This curriculum includes background information** about The Great American Bake Sale and **classroom lessons** that are easily adapted to a variety of settings and grade levels. Be sure to read through this entire packet before beginning. This allows you to prepare materials ahead of time, or change the sequence to better fit your group.

Activities offer **options for implementation** and often **reference suggestions for different grade levels** and **curriculum connections**. Select the activities that are most appropriate. We recommend following the sequence of the primary themes: discussing nutrition, considering who experiences hunger in today's society with an emphasis on childhood hunger, and planning and implementing the bake sale.

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EDITED BY ELIZABETH MCKEE, SHARE OUR STRENGTH

## Of Special Note: PLEASE READ BEFORE CONTINUING

Children in classrooms across America are identified as receiving food assistance. Many of these students make valued contributions to school and community through service learning activities, and that includes issues related to hunger. When doing service activities related to childhood hunger, teachers discuss these circumstances in respectful ways. Having an opportunity to learn and to make a contribution to reduce childhood hunger demonstrates to all children the possibilities of what can happen when we collaborate and bring our strengths to the table. All children can be a positive force for social change, and that's what the Great American Bake Sale is all about.



## An Invitation to Get Cookin' with The Great American Bake Sale

Did you know that one in five American children is frequently hungry? As you read this, you are taking the first step in the fight against childhood hunger across America. And we promise you, it's a journey of significance and value.

Most of us are familiar with using bake sales to help support our schools, sports teams, and civic organizations. Now imagine the impact of thousands of Great American Bake Sales focused on supporting organizations that fight childhood hunger throughout our nation. Bakers and cookie-monsters, children and adults, classrooms and corporations- all working together to make our kids and our communities stronger. The collection of funds from these bake sales will be donated to Share Our Strength and used to support programs in many parts of the country that directly address childhood hunger. You can be part of this extensive network of youth and adults that make a significant contribution. Consider that \$50 provides one day's worth of hot, healthy meals for 25 at-risk kids. Together we can take a bite out of childhood hunger. Between April 27 and July 22, 2003, you can be part of The Great American Bake Sale!

We want everyone to know that while every cake, pie, and cookie contributed counts, it's really your participation that is the key ingredient. Share Our Strength and Parade Magazine, along with other partners, are working together to make The Great American Bake Sale a "sell-ebration" where everyone can participate. So please, join us. You'll not only help feed a hungry child today, you'll also be taking giant strides in preventing childhood hunger tomorrow.

Sincerely,

Bill Shore, Executive Director  
Share Our Strength

Walter Anderson, Chief Executive Officer  
Parade Magazine

## BACKGROUND INFORMATION

**About Share Our Strength & Great American Bake Sale:** Share Our Strength has grown from its basement beginnings in 1984 into a nationally recognized nonprofit organization that has raised and distributed nearly \$70 million to hundreds of anti-hunger organizations here and overseas. Through benefits and other projects that are as much fun as they are worthy, Share Our Strength inspires people and companies alike to work toward a common goal: stable communities that have enough to eat. For the second year in a row, *Worth* magazine has selected Share Our Strength as one of its “100 Best Charities”. Of the more than 800,000 public charities in the United States, Share Our Strength was chosen based on the impact of its anti-hunger, anti-poverty work.

Most of us are familiar with using bake sales to help support our schools, places of worship, sports teams and civic organizations. Now imagine the impact of thousands of bake sales focused on ending childhood hunger in America. Bakers and cookie lovers, children and adults, corporations and church groups—all working together—in your backyard and across the country to make our kids and our communities stronger. That’s why PARADE, a trusted source of information for millions of readers for over 60 years, and Share Our Strength®, one of the nation’s leading anti-hunger organizations, are proud to join forces in presenting The Great American Bake Sale™. Every cake, pie and cookie counts, but your participation is really the key ingredient. So please, join us between now and July 22<sup>nd</sup>. You’ll not only help feed a hungry child today in your neighborhood, you’ll be taking big strides toward ending childhood hunger for good.

On April 27<sup>th</sup>, *PARADE* magazine (with more than 75 million readers) will run a cover story on the state of childhood hunger in America. In that issue, readers will be invited to host a bake sale to help fight hunger in their community. Once registered, readers will receive a Bake Sale handbook complete with tips and tools. The Great American Bake Sale will also be featured on ABC’s smash hit, “8 Simple Rules for Dating My Teenage Daughter” with John Ritter and Katey Segal in the April 29<sup>th</sup> episode. High-profile media events will take place in Los Angeles, Chicago, Dallas, Philadelphia and Minneapolis. Grassroots training sessions will also take place in ten major markets to educate Americans about the Bake Sale. Epicurious.com will promote the Bake Sale, as will our GABS partners with newspaper inserts and couponing.

For Additional Resources about The Great American Bake Sale, visit our website at [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org). You will find:

- Recipes Galore
- Sample Press Releases
- Great America Bake Sale Logos
- Information about Partner Organizations
- Updates about Activities and Events Nationwide
- More Ideas about Bake Sales

Certificates of Appreciation for Community Members Who Help

## REGISTER FOR THE GREAT AMERICAN BAKE SALE

Join The Great American Bake Sale!

- **How To Register Your Team** -- It's Easy! Simply go to the Great American Bake Sale (GABS) website and click on Team Registration. You will receive information about a team registration fee. A single team registration covers a single classroom or your entire school -- your choice. Please note that if students want to initiate a bake sale with their family or another organization, a separate Individual Registration is required.
- **Being a Team Leader** -- Every team needs a leader and this person may be you! A leader makes sure to utilize the resources and information provided through our website -- and there is plenty of information to be found. A leader is a guide for students to both learn and accomplish the two primary initiatives of the bake sale: to inform the community about childhood hunger, and to raise funds through the bake sale. Of course, a leader utilizes the skills, talent and interests of the participants to make things happen!
- **Keep Us Informed** -- We welcome your feedback and updates. Encourage students to be in communication with GABS -- sending updates and documentation. Your stories are part of the national recipe for taking a stand on behalf of children.
- **Utilize the Web site** -- [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org) has so many resources for teachers. Once you have registered as a team, your school or classroom will have its own homepage. This homepage may be configured any way you want, with photos, goal thermometer, school mottos and more. Teachers may also utilize the wealth of hunger information on the site to teach students about this serious social problem. For example: you may click on any state, and in some cases, county, to get a page on hunger statistics in that area, as well as, current bake sales being held in your area.
- **Questions?** Send them our way. Again, the website provides a means to communicate with us, as well as a wealth of information, resources, statistics, ideas and more!

## A Teacher's Guide to Service Learning

What you are about to embark upon with The Great American Bake Sale is a teaching method called *service learning*. Service learning...

- is a teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community,
- continues individual growth and become better citizens,
- focuses on both the service and the learning,
- is appropriate for all students and all curricular areas,
- provides students structured time to reflect on the service experience,
- is implemented through *preparation, action, reflection, and demonstration*.

### KEY ELEMENTS OF SERVICE LEARNING:

**Authentic Learning** Students learn skills and content through varied modalities; the service informs the content, and the content informs the service.

**Meet Genuine Needs** Student actions are valued by community with real consequences, while offering opportunities to apply newly acquired academic skills and knowledge.

**Youth Voice & Choice** Students have significant age-appropriate challenges with tasks that require thinking, initiative, and problem-solving, and demonstrate responsibility and decision making in an environment safe enough to make mistakes and to succeed.

**Collaborative Efforts** Students partner with community members, parents, organizations, and peers affording opportunities to interact with people of diverse backgrounds and experience

**Reciprocity** Student benefits evolve through mutual teaching and learning, action or influence between participants; occurs in relationships and with institutions.

**Systematic Reflection** Cognitive and affective aspects of experience are put into the larger context of self, the community, and the world, and may occur before, during and after service with different approaches and strategies; requires adult feedback.

**Civic Responsibility** Students recognize how participation and the ability to respond to authentic needs improves the quality of life in the community, which may lead to a life long ethic of service and civic engagement.

### FOUR STEPS TO SERVICE LEARNING:

**Preparation:** Students identify the need, acquire knowledge through reading, research, interviews, brainstorming, writing, the media, and discussions

**Action:** Students apply their academic skills in meaningful service

**Reflection:** Through discussions, journals, role plays, writings, and other methods, students consider the impact of their actions, their thoughts and feelings; adults provide feedback

**Demonstration:** Students inform their community of what has been learned and accomplished

### WHY SERVICE LEARNING?



Teachers throughout the nation recognize the benefits of service learning for their students. When integrated into classroom lessons and activities, students have opportunities to learn in a myriad of ways, develop significant skills and knowledge, and retain what they learn through use and reflection. Service learning builds teamwork and encourages civic responsibility both in and out of school. For additional information and resources about service learning, ask your school principal.

### **CURRICULUM CONNECTIONS!**

As you implement this curriculum, you will find abundant possibilities to enhance the learning of content and skills in your classroom. Examples are included that have actually been implemented in elementary, middle and high schools.

#### **Language Arts:**

Students read and discuss books that have themes related to issues of hunger. How have the authors portrayed people in these situations? Could this occur in your own community?

Students can create library displays that provide information about these issues locally to encourage others to read and learn about this important issue, or prepare recommended reading lists for the community.

Students create a marketing campaign to promote awareness about childhood hunger and their Great American Bake Sale.

At the culmination of their bake sale, students write about what they have learned and accomplished. The articles are published in school and local newspapers, and given to local agencies that help with issues of hunger locally.

#### **Social Studies:**

Using newspapers and the Internet, students research to find out more about who is impacted by hunger in their community and the organizations that provide assistance. Students develop questions regarding childhood hunger specifically or community hunger in general. These can be addressed in writing or by inviting a local government or community agency representative to visit the class.

Identify and examine the social, economic, political, and cultural issues that underlies the cycle of poverty and hunger in communities across the United States. What are the similarities and differences in urban, suburban and rural areas?

Students learn about similar issues of hunger throughout history, for example, the potato famine in Ireland, or the current food crisis in Africa. What has been the response from the global community?

Students host a community forum on hunger, inviting local government representatives, agencies, media, and others knowledgeable about the issues to educate and inform the community at large. Students prepare questions and serve as moderators for the discussion. Be sure to have a Great American Bake Sale to raise funds at the event.

#### **Math:**

Students read food labels and discuss proportions and percentages as they study nutrition and use ingredients for the bake sale.

Students learn about cost of living. Using newspaper advertisements, students go “shopping” for household needs - including rent, food, household goods, clothing - and construct a budget, which they compare to managing a family of one or four with an annual income at the poverty level, usually below \$18,000.

Research about who is hungry in the community, region, state, and nation can be examined through applied statistics.

In planning for their bake sale, students create a projected budget of expenses. Students keep track of all costs, including value of donated items, and report how much was spent, donated and raised in the bake sale process.

**Science:**

Students develop a greater understanding of nutrition and learn about different approaches to diet, as determined by cultural preferences or medical needs. Recipes are identified and included in the bake sale for sugar-restricted diets.

Students research and learn about the physiological impact of hunger on our bodies. Compare the impact on adults and children in terms of growth and development. Visit a soup kitchen to find out how healthy nutrition is encouraged through public assistance programs.

Select a food, for example packaged cereal. Have students bring in samples and examine the labels for nutritional content. Identify and compare the ingredients and nutritional value.

Students plant a garden to provide ongoing fresh produce for a local food pantry.

## LESSON ONE:

**A HEALTHY DIET**

What makes a healthy diet? Why do we need certain foods every day?

**Background:** Having a basis in understanding of nutrition helps us to be more cognizant of the impact of hunger. While few children starve in this country, malnourishment is all too frequent, creating “hunger.” For children, hunger can impact physical growth, learning, and ability to function. By learning about nutrition and the importance of eating balanced meals, young people gain useful knowledge about personal healthy eating habits while growing in understanding about the needs of others.

**Note:** We live in a diverse society where families eat a variety of foods that may not match the pyramid model. Encourage respectful discussion and inclusion of ideas that may provide a unique perspective and opportunities for students to learn about each other. Also, while much of this information seems basic, many middle and high school students lack the knowledge that is the foundation for healthy eating habits. Good nutrition and exercise are essential during the teen years. Current newspapers and magazines often feature articles that appeal to this age group and provide useful, practical information and tips for eating habits. References are made to this approach throughout this lesson.

**Materials**

The Edible Pyramid - Good Eating Every Day, by Loreen Leedy (for younger children);  
Information about nutrition for older students can be found on the Internet or other texts, including newspapers and popular magazines.

Art paper for collage

Glue

Magazines

Construction paper

Scissors

**Activity One: Introducing the Food Pyramid**

- There are many ways to introduce the food pyramid concept. This is an easy lesson to tie to mathematics, that is, how shapes are used to represent aspects of daily life. The food pyramid is a kind of chart or graph. Using a large image of a triangle, you might introduce the pyramid with its design and food groupings. For older students, discuss percentages.
- Use The Edible Pyramid or other resource materials to examine the food groups and where they fit onto the pyramid. Students may already be familiar with the pyramid and want to share what they know. There are many opportunities to engage in conversation when sharing this information. Students may, through their initiative or your guidance, can discuss different ways foods can be prepared, for example, fruit can be eaten raw, canned, juiced, or baked in a pie. Note: ask older students to find current information about eating habits in popular magazines. Bring these in and discuss/debate the findings. Example: A recent publication popular with teens described the nutritional value of “fast foods.” This could serve as an effective class “text” for looking at common eating behaviors. Have students place their “fast food” preferences on the pyramid.

- Consider asking a question about other foods that people eat that may not be on the pyramid - where would they fit? Assure students that the pyramid is a guide and that there are many healthy diets.
- Invite students to bring in magazines or food packaging from home to construct their own pyramid.

### **Activity Two: Creating a Food Pyramid, or Journal Activity**

#### *Food Pyramid*

- For this pyramid project, you may decide to have students create individual, small group, or a giant class collage. Each has its advantages. For example, the individual one allows a child to see what he or she eats regularly and consider what foods to add. Group or class pyramids often show the diverse diet of the community. Select which method best suits your students.
- For the food pyramid collage, have students cut out pictures from magazines or food labels, or make their own foods from construction paper. Encourage students to use foods they eat regularly or have a special section for foods they want to try. If a food does not seem to fit inside the pyramid, let it be on the outside, whatever represents the child's eating picture.
- Share the collages and talk about what we see in the pictures. Which foods seem to be most popular? Is there a category that does not seem to get eaten as much as the others?
- Discuss the concept of "a balanced diet." Older students can research what occurs when people lack proper nutrition.

#### *Journal Activity*

- Have students keep a food diary for seven days. Have students develop the format and what will be recorded. Consider including what is being consumed for meals and snacks? How many sit-down meals versus food on the go? What is the percentage of fruits and vegetables daily? Refer to the pyramid or other models being used to discuss findings. Have students meet in small groups to think of ways to create the "ideal" diet for the active teen.

### **Activity Three: Taking the Next Steps**

- Ask the students how they think this information can be useful:
  - ⇒ at home - what information can they share with their families?
  - ⇒ at school - how can this help them eat a good lunch at school?
  - ⇒ at birthday parties and family celebrations - when we want to have fun and eat special foods, can we also eat healthy foods?
- Ask the students about how this information may be useful when they think about people who may not have enough food to eat, people who need help from other members of the community. How can this information be relevant when making plans to be helpful?
- Close by asking students to share what they learned and what they most want to remember. Reflection is an essential component of service learning.

## LESSON TWO:

**THE FACES OF HUNGER**

Students will learn about the problem of hunger - what it means to be hungry, who is hungry, and how people become hungry. This lesson emphasizes the broader issue of hunger in a community beyond childhood hunger, however this provides a context that is important to understand as we move towards action.

**Background:** The term “hungry” has several uses. A child may say, “I am hungry!” after school since he or she is eager for a snack. This use of “hungry” is drastically different from the type of hunger experienced by people in poverty. People who do not eat or who do not eat regular nutritionally balanced meals have impaired immune systems and can get sick more often. Their ability to study or work is reduced. They are less able to concentrate and may have decreased mental function. This can lead to a downward spiral, a “failure to thrive” unless there is intervention and assistance.

**Note:** When describing people in need of assistance, frequently we generalize and use the term “homeless people.” Explain to the class that first and foremost these are *people*, and a more respectful term would be *people who are homeless*. As students will learn, many different populations are in situations where assistance from the community is necessary.

**Materials:**

Drawing paper, one per student

Markers/crayons

Information page -- Facts: Who is Hungry?

Note: Some of the information provided makes reference to Los Angeles County as an example. Adapt for your community. Additional resource information and statistics may be found on the project website at [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org) or through public assistance agencies and government offices.

**Activity One: What Does it Mean to Be Hungry?**

- What is hunger? Ask students to work in pairs to create a definition without using dictionaries. Write down their responses and see if there can be agreement on a definition.
- Present this definition of hunger: Hunger is the sensation of pain and uneasiness through the involuntarily lack of food. Compare to the class definition. For younger students, review the vocabulary. Discuss any aspects that have been added to their collaborative definition.
- Lead a discussion about what it means to be hungry. Ask the class if anyone is experiencing “hunger” right now. Spend a few minutes talking about what happens when they feel hungry. Usually, students will say they get something to eat or they have to wait a little while. Then the hunger goes away.
- Using these questions, begin a discussion of sustained hunger:
  - ⇒ Who ate breakfast this morning?
  - ⇒ Have you ever been really hungry and had to wait to get food? How did you feel?
  - ⇒ How do you feel if you do not eat breakfast?
  - ⇒ How would you feel if you didn’t eat breakfast and lunch?
  - ⇒ What happens at school if you didn’t have breakfast? How do you feel? Do your work, or

play the same way as if you had breakfast?

⇒ If you could not eat or ate very little for several days, what would happen?

- Encourage the students to compare the way the term “hunger” or “hungry” has been used - short term hunger that will most likely be satisfied, and long term hunger. What are the similarities and the differences between the definition presented and the colloquial use of the word?

### **Activity Two: Introduction to Hunger Facts**

- Give each student a piece of drawing paper and crayon or marker; keep this simple. Ask each student to draw a picture of somebody who is hungry. Let students know they can make a simple drawing, and that they will have five minutes to make their picture. Encourage students to work individually and quietly.
- When everyone is done, ask students to place their drawings so others can see them. Ask students to describe the person(s) they drew - young, old, single, part of a family, man, woman, child - and how this person portrays hunger. Please note this activity is used most successfully at all grade levels, and is most effective to replace stereotypes with accurate information.

### **Activity Three: Teaching the Facts about *Who is Hungry?***

**Note:** In this lesson, students find out facts about hunger in our community, and reference to hunger in our country. Most facts are appropriate for children to learn and understand. Some of the information is for you, the teacher, and may help you in explaining hunger and poverty. Some of the information may be in numbers which children cannot understand, for example, federal poverty level dollar figures. Some approaches that teachers have found effective are:

- When using ratios, e.g., one out of three, ask the appropriate number of students to raise their hands, or have them stand to make a visual representation.
- Use drawings of circles or stick figures to represent percentages.
- Use props to help demonstrate percentages of people to experience hunger.
- Review the information provided about *Who is Hungry*. Consider ways to introduce this to your class. Two options are provided. Be sure to adapt with facts from your region.
- Have students work in small groups. Assign each group one of the populations represented below. Students spend five minutes thinking of why this particular population might be hungry and need assistance with food. The students then share their thoughts with the class who can ask questions. Then the teacher presents the facts provided.
- Invite a representative from a local agency who works with people who are in need of assistance with food. Before the visit, present the facts to the class. Ask them to develop questions based on this information in preparation for the visit. Decide on a format for the discussion with the guest.

**General Fact:** Nearly 20% of residents in the Los Angeles metropolitan area live in poverty; nationally it is nearly 14%. The Federal Poverty Level is an annual income of \$8,860 for one person, \$18,100 for a family of four. (Adapt for your locale.)

### **Activity Four: Childhood Hunger**

- Once students have an overview of issues related to hunger, focus on the topic of childhood hunger. Present these facts from the 2001 Census Bureau:
  - ⇒ 13 million children in America are hungry or at risk of hunger.
  - ⇒ One out of every eight children under the age of 12 in the United States goes to bed hungry.

- ⇒ Every fourth person standing in a soup kitchen is a child.
- ⇒ Child poverty is more widespread in the United States than in any other industrialized country.

- Discuss with students their response to these facts. Record their questions and comments. Optional: Student questions can lead to ongoing research throughout their bake sale, resulting in written papers, presentations, letters to newspapers, poetry, community forums, and interviews with agency workers and government representatives.
- Let students know that the class will participate in a project to help address childhood hunger.

#### **Activity Five: Closing**

- Have students again display their drawings. Ask if, as a group, their pictures portray the many faces of hunger? How would they change, add to or take away from the drawings now that they know more about people who are hungry?
- Let students know that while the problem of hunger is real and large and can be overwhelming, there are many ways that people can help to fight hunger and that the class will do just that!
- Allow students time to write about or discuss with a partner the following: How has today's lesson affected their thoughts or feelings about "hunger?" Invite students to share their comments and provide feedback including your response to the group process.

## FACTS: WHO IS HUNGRY?

- Children* One of every five children in America lives in poverty. One in five American children are frequently hungry. One of every three children in Los Angeles lives in poverty.
- Families* 5.6 million children in the United States live in households that are poor and need help providing food for every family member. The majority of poor households in California have at least one working parent. Even with one parent working, it can be hard to feed a family.
- Immigrants* Many immigrants come to America because of difficulties in their country or poverty in their homeland. They come with the clothes they are wearing and little more. Housing and food costs are high here. There is often a new language to learn and different lifestyle that adds more hardship. Finding paid work can be a big challenge.
- Unemployed* There were many job losses in Los Angeles County in recent years. Fortunately, many new jobs are being created, but it will take a long time for all the people who need work to find employment.
- Homeless* People who are homeless are from all religious, ethnic, racial and cultural backgrounds, and range in ages from newborn babies to senior citizens. In Los Angeles County there are 80,000 people each night who do not have a place inside to sleep. There are 8,000 shelter beds in Los Angeles County.
- Veterans* Veterans are people who have served in the United States armed forces, usually during a time of war. Veterans are 30% of the homeless population in the United States.
- Seniors* As people live longer, the cost of living becomes more expensive. But many senior citizens live on a fixed income - the same amount of money, but more expenses. Medical needs can cause an elderly person to have to choose between buying medicine or food. Many seniors live at or below the poverty level.



## LESSON THREE

### OUR GREAT AMERICAN BAKE SALE!

What can we do to help children in need of food in our community? We can learn about people and agencies who are helping, and we can have a Great American Bake Sale to create awareness and contribute money as a step toward ending childhood hunger.

**Background:** Across the country, young people are making a difference with a variety of social needs and concerns. Taking action empowers us to learn more about how many people in our communities do care and want to help. Taking action teaches students first hand that what they do counts. They can use their skills and talents. They collaborate with adults and other students. They find out that the “classroom” can extend beyond the walls of school and into the community. They experience how service is a reciprocal relationship - we work together, we help each other, we learn through our actions, and we all benefit.

The issue of hunger in America is a complex problem that deals with social policy, economics, and resources that is beyond what most students and adults can tackle in a few lessons. We can continue to become knowledgeable and share ideas in a variety of forums. Students *can* help right now with hunger in our communities. By participating in The Great American Bake Sale, youth provide assistance right way and are part of an extensive national campaign while continuing to learn skills and knowledge that can be applied to future social action projects.

#### Materials

Quotable Quotes

Letter: An Invitation to Get Cookin’

Document: Tips to Make Your Bake Sale a Piece of Cake

Document: 8 Bite Size Rules to Make Your Bake Sale Easy as Pie

Document: They’re Having a Great American Bake Sale!

Letter To Families

NOTE: These activities take place in preparation, during and following the Great American Bake Sale - usually over a period of two to three weeks.

#### Activity One: Turning Learning Into Action

- Begin this activity by having students summarize what they have learned so far about nutrition and about the issue of hunger. Remind students that there are ways youth can make a difference.
- Review the “Quotable Quotes.” These can be used in a variety of ways with students in the service learning process. These can directly link to the English/Language Arts curriculum and also to history as students become familiar with the spokespeople. A few ideas:
- A Quote a Day: Begin your bake sale work with a different quote each day. Using a poster board or chalkboard for the words, ask students to write their thoughts and feelings about what this means, and what these words have to do with their personal experience. Initially, select the quotes that inspire people to action. During planning, choose the ones that might have to do with meeting a challenge. During reflection, a quote can stimulate thoughts about what has transpired and the ways people come together to make social change.

- A Quote-A-Thon: Post many or all of the quotes around the room. Have students select a quote that most speaks to him or her at this time; if repeated, a student might select a different quote. Have students who select the same quote form a small group; students not in a group can be clustered together. Discuss what inspired the student to select this particular quote. How does that relate to how the students perceive the world generally, and specifically the work at hand?
- A Quotable Campaign: Once students become familiar with quotes and their many forms, they can search newspapers including ads, the Internet, literature, history books, and the quotes provided to select appropriate ones that can help promote the bake sale. These can become integral to visual posters, flyers, public address announcements, and so on. For example, the Margaret Mead quote can remind all students that their participation matters.
- Create a Quote: Students can create their own original quotable quotes and include these in all aspects of their bake sale work.
- An Invitation to Get Cookin' from Bill Shore and Walter Anderson: Read the letter to the students. This provides the basic information about the bake sale. Ask the students what they heard in the letter that seems most important, and review the key points:
  - Many children experience hunger on a daily basis.
  - Bake sales are being held with a dual purpose: to increase awareness of childhood hunger in the United States, and to raise money toward helping to reduce childhood hunger. Where will the money go?
    - ⇒ 75% will be used in communities and states where funds are raised
    - ⇒ 20% will fund programs in high need areas. Texas Rio Grande Valley, Appalachia, Two Indian Reservations in South Dakota, and Mexico Border at New Mexico.
    - ⇒ 5% will fund national child advocacy efforts
- The Great American Bake Sales will take place in April 27 through July 22.
- Share Our Strength will collect and distribute money across the country.
- Our group is invited to participate.
- Discuss how what has been learned about nutrition and hunger can be helpful in planning for the bake sale.
- To learn more about The Great American Bake Sale, have student volunteers visit the website: [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org) and Share Our Strength at [www.shareourstrength.org](http://www.shareourstrength.org)

### **Activity Two: Preparation-Planning the Bake Sale**

- Remind students of the dual purpose of the bake sale -- to raise awareness about childhood hunger and to raise funds. Post these in the class to serve as a reminder. As students increasingly focus on the bake sale, this visual reminder can help them also think of ways to creatively integrate the awareness campaign into their efforts.
- Ask the students to think of what needs to be done to have an effective bake sale. Record their ideas on large chart paper. A list of "What Can Be Done" ideas are provided for your reference; you can ask prompts to elicit these ideas for the students or simply add your own suggestions to the list. Use this as a chance to brainstorm ideas, where all ideas are encouraged, welcome and written down for all to see. After they complete their list of ideas, ask questions that may further their thinking process. For example, What events are coming up at school that would be great for our bake sale? Many of these ideas will be developed further in this curriculum. These are all learning opportunities.
- What Can Be Done
  - ⇒ Create a campaign to publicize and promote the Great American Bake Sale

- ⇒ Design flyers to go home
- ⇒ Make “commercials” to perform in classrooms about the sale
- ⇒ Create a rap or promotional video
- ⇒ Make a list of baked goods to sell
- ⇒ Inform the school community about facts of childhood hunger to get them involved
- ⇒ Keep a chart/graph of quantities baked and anticipated sales (a good math connection)
- ⇒ Invite other classes to join in and have more bake sales
- ⇒ List events when people come together at school that are appropriate for a bake sale
- ⇒ List places in the community that would welcome the bake sale.
- Group the ideas in categories based on the document “Tips to Make Your Bake Sale a Piece of Cake,” adding or changing them as needed. Consider then organizing students into preparation committees based on these categories. You may decide to give copies to the students. Each committee will have specific tasks and apply and develop their skills and knowledge to do their best work. Committee suggestions are as follows; refer to the “Tips to Make...” for more ideas with each category:
  - ⇒ Occasion Organizers - students research and select the best school event and get permission from student government or the administration
  - ⇒ Promoters - students plan and launch an advertising campaign
  - ⇒ People with a Purpose - learn more about childhood hunger and provide promotion and others with solid information
  - ⇒ Recruiters - identify and confirm bakers, providing information to these cooks and keeping lists of what will be prepared; they can do community outreach for participation as well
  - ⇒ The Getting Ready Committee - have to review all the details and be sure all necessary supplies are gotten ahead of time; they can propose ideas about attire and other items to sell.

**Note:** Remind students that while they may be on different committees, they are all one team. Sharing ideas and helping across committees is encouraged and will improve the bake sale. Also, *everyone* will want a role at the bake sale! A committee with less work may come up with ideas on how to “share our strengths” on this very special day.
- Have the students think of the sequencing for their actions. The entire class or committees can contribute to a time line that makes the work manageable and help identify any challenges that may arise.
- If this is a school-wide drive, teachers may divide up the responsibilities so each class has specific age-appropriate tasks. These tasks can match the content and skills children are learning and practicing in their studies.
- For further assistance, another document is provided to be reviewed with the students, either by giving them copies or making a poster for the classroom. See “8 Bite Size Rules Make Your Bake Sale Easy as Pie.”
- Need ideas and examples of what students are doing around the country? Use the document, “They’re Having a Great American Bake Sale!” Divide the students into six small groups. Give each group a copy of one example from the page. Challenge the students to read and discuss this idea, coming up with at least three ways this can be adapted or applied to their own situation. Discuss with the entire class, and see what they cooked up.
- Involve your families. A letter is provided as a model or template to be sent home. Let the families know about the learning and service opportunities that will abound through this experience. Invite their ideas and participation. On the reverse side of the letter, copy An Invitation to Get Cookin’ with The Great American Bake Sale, referred to at the beginning of

this lesson. In some cases, teachers will assign "home-work," that is, have the students develop a questionnaire to interview family members as a way to encourage their support and assistance. Students may, for example, ask parents what they know about childhood hunger, experience with successful bake sales, promotion ideas, and even community contacts for donations. Teachers often look for meaningful ways to promote family involvement in the education process, and the Great American Bake Sale can do just that.

- Keep on learning! As the process of planning the bake sale unfolds, you will find numerous ways for your students to apply basic and more challenging skills. Consider having the students use a journal to record their experiences, their thoughts, their feelings, and their ideas. This form of reflection throughout the activities helps students to identify all of the challenges and accomplishments, as well as the day to day learning. Even young children can use drawings and dictate their comments for a classroom collection.
- Money Money Money! How much will the students aim to raise? Set a realistic figure and go for it! Discuss ahead of time what might happen if they raise less or more money. Revisit the amount periodically and revise as needed.

### **Activity Three: Finishing Touches-The Icing on the Cake**

- When all the preparation is done and the bake sale is at hand, rally the troops for a good old fashion pep talk and review of what needs to occur. This is when checklists prove most valuable. Allow time for the final media contacts, to be sure the camera has batteries and film, to have plenty of paper towels for spills, and all the signage is ready.
- It's their turn! This is the time for youth to step up to the plate and run the show. With all their planning, students will know what to do, and how to make this the best possible bake sale.
- Be sure students or other supporters are designated to take photographs or use other media to record this momentous occasion. The Great American Bake Sale organizers will want to see what you do!
- Now: Ready, Set, ACTION!

### **Activity Four: Reflection**

- What does it mean to make a difference? How does it feel? What do you learn through the experience? To begin a reflective conversation, have students write responses to prompts that will help them consider, independently, their thoughts and feelings. Adapt as needed. Reflection works best with a combination of questions that include *reporting what took place, acknowledging what has been learned, describing feelings, and considering what worked well and what could be improved*. These can be expressed in writing as in a journal, art, poetry, role playing, and discussion. Sample prompts are provided.
- What did we accomplish through the Great American Bake Sale?
- What did you learn that you want to remember? How did this learning occur?
- How has learning about childhood hunger effected you?
- Describe some of the different feelings you experiences from the beginning of the project to the actual bake sale.
- What worked well in your committee? in the class as a whole? the day of the event?
- What would you do differently next time?
- As a result of this entire experience, what do you want to know more about?
- Once the students have written or otherwise recorded their responses, have them share their thoughts and feelings in pairs or with the whole class; verbal comments can be optional. Usually children give more authentic and personal responses when they first write their reflections,

- otherwise they can be easily swayed to talk about the same theme introduced by a peer.
- Allow time for adult feedback - that's you. This can occur in written form in a student's journal or to the class in response to specific comments.
- Students may want to invite others who were supportive to participate in the reflective process.

### **Activity Five: Demonstration of Service Learning**

- After the bake sale, we want to hear about what you have done! Have the students tell their bake sale story in words, photographs, and drawing, sharing what they have learned and accomplished. Your class can even write a collaborative book that documents your bake sale, also a valuable learning experience. You can contact us in two ways:
  - ⇒ Visit our website and report about your event. We want all the tasty tidbits. You may do this through your team identification number on the web site.
  - ⇒ Send your comments, copies of photos, newspaper articles, and reflections by mail to the Great American Bake Sale headquarters.
- What happens when we hear about your Great American Bake Sale? Your class will receive an acknowledgment suitable for framing. To minimize overhead expenses, these will be sent by email in an easy to download format; this allows us to apply more of the money raised from the bake sales directly toward addressing childhood hunger. Celebrate your accomplishments when the Great American Bake Sale acknowledgment is presented to the class. A job well done!
- Hey, spread the good word! Students can also write a letter to the their local city council members and write articles for the school or community newspaper and tell them what they have done. This can be a way for students to demonstrate to the larger community what has been accomplished and learned through the Great American Bake Sale, including information about childhood hunger in the United States Include the children's work as part of open house, parent conferences, in student portfolios, or another opportunity to showcase how learning and serving are a valued part of the students' experience in your class.
- All done? Consider ways to stay involved in combating childhood hunger. And of course, plan to participate in the Great American Bake Sale next year!
- Another idea: Remember that the Great American Bake Sale continues until July 22. Lead a discussion with your students about ways they might want to take this idea to other groups and now, with their wealth of experience, initiate another Great American Bake Sale. Now they have the resources, they have the ideas, and they have the website. Many groups besides schools will be involved in this program, and some families will join together to have bake sales. Together, think of all the opportunities in your community. Students may very well have gotten the taste of something pretty delicious that they want to do all over again!

## Quotable Quotes

**If you need a helping hand you'll find one at the end of your arm.**  
Yiddish proverb

**Challenges can be stepping stones or stumbling blocks.**  
Anonymous

**Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.**  
Margaret Mead, anthropologist

**How wonderful it is that no one need wait a single moment before starting to change the world.**  
Anne Frank

**Anything you can imagine is real.**  
Picasso

**You must be the change you wish to see in the world.**  
Mahatma Ghandi, statesman

**When spider webs are woven together, they can tie up a lion.**  
Ethiopian Proverb

**It's amazing what one can do when one doesn't know what one can do.**  
Garfield the cat

**If you think you're too small to have an impact, try going to sleep in a room with a mosquito.**  
Anita Roddick, businesswoman

**No act of kindness, no matter how small, is ever wasted.**  
Aesop

**What do we live for, if it is not to make life less difficult for each other.**  
George Eliot, author

## **TIPS TO MAKE YOUR BAKE SALE A PIECE OF CAKE**

**Pick An Occasion:** The Great American Bake Sale is at a perfect time of year! So many end-of-school activities bring people together, and everyone has brings an appetite for something delicious. Consider Back-To-School Night, the school play, a spring concert, the championship baseball game, PTSA meeting, or whatever gathers a crowd.

**Promotion Promotion Promotion:** Let ideas go wild when publicizing the bake sale. Make buttons out of cardboard and safety pins. Decorate and carry balloons. Make banners. Create jingles and raps for the public address systems. Contact your local radio station. Make a commercial for public access cable television. Tell your local newspapers.

**Build Awareness of Childhood Hunger:** Make this information a part of every marketing campaign and sale event. As awareness grows, more people will become committed to eradicating childhood hunger.

**Share Your Purpose:** Make signs that explain about The Great American Bake Sale and where the money is going. Use the information you learned about childhood hunger to motivate people to come up to the plate, buy and eat!

**Recruit Bakers:** Students and faculty may want to whip up some treats, so think of creative ways to get folks signed up. Fabulous recipes are available at the Great American website. Request donations of baked goods from your bakeries, chefs, cooks, and others who want to demonstrate their culinary talents for a "great" cause. Aim for a variety of desserts - fruit bars, cookies, cupcakes, banana breads, whatever sounds yummie.

**Getting Ready:** Plan the event. Consider ways to make the sale area look clean, attractive and inviting. How should the bake-sellers look? Any theme to what you wear? Discuss the possibilities ahead of time. Selling coffee or lemonade is another way to increase your bake sale proceeds. Some groups are making recipes available for sale. You can print them out on decorative paper wrapped in ribbon or sell recipe packets written on file cards.

**At the Bake Sale:** Use doilies to line plates for an attractive look. Use attractive napkin-lined baskets for cookies. Allow ample time to slice up individual servings, set your table decor, arrange plates, and set up the cash box. Have a plate with small "teaser" tastes, along with cups for water or other drinks. If adults are your target audience, consider selling a whole cake with boxes and bags to easily carry the items home. Be sure to show where the proceeds will go. Along with your Great American Bake Sale displays, you might want to hand out literature. The website will provide ideas and answers to your questions about how the money will be used. And yes, everyone helps to clean up!

**A Time of Thanks:** After the event, who deserves a big Great American Bake Sale thank you? Get everyone in on the process of creating thank you notes in the shape of a slice of pie or a giant chocolate chip cookie. Keep track of who has helped from the facility manager at school who helped you get tables to the local baker who gave you three cherry pies. Your personalized messages of thanks are words to remember.

**Log on and Learn:** Whatever information you need, [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org)

## 8 BITE SIZE RULES TO MAKE YOUR BAKE SALE EASY AS PIE

**Rule #1. Involve everyone.** Find a way for every student to have an active role. Work in committees, small groups, as teams, or in any way that allows learning, creativity and ideas to simmer.

**Rule # 2. Round Up Bakers.** Enlist as many bakers as possible so you will have a variety to choose from and no one does all the baking. (Note: Get an ingredient list from each baker to alert people who may be allergic to such items as chocolate or peanuts. And tell bakers to label returnable containers with names and phone numbers.) Recipes can be found on the bake sale website.

**Rule #3. Jobs for Non-Bakers.** Everyone can help! Have a list of ways for non-baking folks including making signs, selling, taking photographs, making badges, designing flyers, and more.

**Rule #3. Pick A Date.** Also pick a rain date alternative for outside events. Schedule your bake day one or two days before the event.

**Rule #4. Promote & Advertise.** Promote the sale a few weeks ahead of time and follow up one week before the day make posters and flyers with information about childhood hunger and ask for their participation in making a difference. Inform your local newspaper, radio, or TV station. Include the address, time, and directions. Use the facts and figures you have learned to increase awareness of the issues. Tell them how important it is to support Share Our Strength, and take a bit out of childhood hunger.

**Rule #5. Schedule All Tasks.** Make a task list with names, contact information, and work shifts for all staff members and other volunteers, including set-up and clean-up crews. Be sure every staff member gets a copy. Make it a fun team effort by wearing similar clothing, bright name tags, or special T-shirts.

**Rule #6. Make A Supplies Checklist.** Decide who will be bringing what, where they'll be stored, and schedule a deadline date for them to be available and/or collected.

**Rule #7. Keep Pricing Simple.** Arrange items in groups: three to a plate or two to a plate for larger or higher quality items. Charge round dollar amounts: \$1.00 for two cookies, \$2.00 for a slice of cheesecake or other rich desserts. You can also arrange items by price--have \$.50 and \$1.00 sections. Keep lots of small bills and change in a locked cash box. This is a great time to use your calculators. Mark prices with stickers or pens. Make prices visible.

**Rule #8. Have Fun.** Make your bake sale an event to remember.

**THEY'RE HAVING A GREAT AMERICAN BAKE SALE!**



## **The planning has begun! Schools are transforming ideas into action!**

**A Colorful Idea** - Families of kindergarten are taking the bite to help children with their bake sale. Several no-bake cookie recipes will be made in the school kitchen with plenty of supervision. Kids will also make lemonade. Other food donations are expected to make this a success. The children are still deciding when to hold their event and are choosing between the end of school family picnic for kindergarten and first graders, or at the open house for perspective kindergarten families.

**It's Elementary** - With Back-To-School Night, students know many families will be on the school grounds. The fifth graders received permission to set up a bake sale and are designing flyers so families know ahead of time and come with their appetites. Flyers are designed as recipe cards, with facts about childhood hunger as ingredients.

**At the Farmer's Market** - On Wednesday mornings, the community arrives in walking distance of a middle school to buy the freshest produce around. A social studies class has been looking for a community involvement activity and had unanimous agreement that the bake sale was it. They arranged for a table with the market coordinators, and are filling out paperwork for their field trip. They hope to go twice before school is out, with half the class going each time. Each item sold will have a fact about childhood hunger, a "thank you" for helping to make a contribution, and the Share Our Strength website address.

**To Our Health** - A middle school health teacher is challenging the students to find an assortment of bake sale recipes, including those that include fruits and vegetables, and for sugar-restricted diets. So far students have brought in recipes for fig bar, zucchini bread, and a non-sugar cookie that has a lot of crunch. Every item for sale will have a list of ingredients posted so that people will know what they are biting into. The sale is scheduled for the opening night of the school play when a huge crowd is expected. As theater students announce their grand opening they are also telling a childhood hunger fact and asking people to support the sale.

**Batter Up** - A high school English class approached student council for permission to sell baked goods at an upcoming play off baseball game. Usually this is reserved to raise money for student activities, but the students wrote persuasive essays (required in class) and used these convincing arguments to win a vote in their favor. They expect big sales between the home runs!

**Club Day** - High school students always enjoy "Club Day" held twice a year. Clubs set up food booths all over campus and raise money for their club activities or for a social cause. Two clubs are combining their efforts to participate in the Great American Bake Sale. In addition to their own cooking, they are soliciting donations from two local bakeries, a nearby pie shop, and requesting hot chocolate from the corner coffee shop.

## LETTER TO FAMILIES

Dear Families,

Something is cooking in our classroom! We are about to embark on an exciting learning opportunity. Our students are going to participate in a national program called The Great American Bake Sale. You may hear about this through one of the many program sponsors. We are using education materials provided by Share our Strength, a leading national anti-hunger organization, and Parade Magazine, to continue our classroom studies and apply the skills and information learned in ways that will help others.

What will we be doing?

- Our students will be learning about nutrition.
- We will learn about and discuss hunger in the United States, including issues about childhood hunger.
- We will plan and carry out a bake sale, with all of the proceeds going to programs that help to address childhood hunger.
  - ⇒ 75% will be used in communities and states where funds are raised
  - ⇒ 20% will fund programs in high need areas.
  - ⇒ 5% will fund national child advocacy efforts.
- This program will still allow our regular curriculum to continue.

Schools all across our country are taking part in this program beginning on April 27 through July 22. This opportunity to learn and serve others will enable students to apply much of what they have learned this school year while they add to their knowledge and learn about the community.

I encourage you to speak with your child about this program over the next few weeks. If you have any ideas or suggestions, or would otherwise like to participate, please let me know. We welcome your involvement. To learn more about the program, you can visit their website at [www.greatamericanbakesale.org](http://www.greatamericanbakesale.org) or [www.shareourstrength.org](http://www.shareourstrength.org). I am glad to send more information home at your request.

On the reverse side of this letter, you will find information from the two lead organizations.

As always, feel free to contact me.

Sincerely,

**BIBLIOGRAPHY**  
**BOOKS AND VIDEO THAT ENGAGE LEARNING AND SERVING ABOUT**  
**HUNGER and HOMELESSNESS**

These two issues - hunger and homelessness - are often connected for children and youth. These titles help young people of all ages understand the varied circumstances of people in difficult and challenging situations, and will hopefully replace stereotypes and clichés with understanding, respect, and action.

**NON-FICTION**

Ayer, Eleanor H.

*Homeless Children*. Lucent Books, 1997. 95 pages. Grades 4-8.

If youth hold the key to America's future, what is being done for children who are homeless? In addition to resources provided by agencies and youth led programs, topics include getting an education, health concerns, and aspects of daily life. Includes a glossary of terms.

Chalofsky, Margie, Glen Finland, & Judy Wallace

*Changing Places: A Kid's View of Shelter Living*. Gryphon House, 1992. 61 pages. Grades 4-8.

Eight children arrive at a shelter, each with a different story. The first person narratives help the readers understand the complex situations that arise in families and affect these young people. A preface and afterword provide helpful context for this book and include ways to assist at local shelters.

Groth, Bonnie Lee, Photographer

*Home is Where We Live: Life at a Shelter through a Young Girl's Eyes*. Cornerstone Press, 1995. 30 pages. Grades 4-8.

"We moved to a shelter this year-Mamma, me, William, and our baby sister, LaTasha." So begins this photo essay about how a young girl acclimates to shelter life and comes to accept the people who help her and feel safe.

Lyons, Mary E.

*Feed the Children First-Irish Memories of the Great Hunger*. Simon & Schuster, 2002. 48 pages. Grades 4-12.

The great Irish potato famine was one of the worst disasters of the nineteenth century. Caused by a fungus that wiped out the staple potato crop, more than a quarter of the country's eight million people died or emigrated. First-person accounts evoke the time and place of the suffering and joys that led to survival. The introduction includes overview and examples of aid received.

**PICTURE BOOKS**

Chinn, Karen

*Sam and the Lucky Money*. Lee & Low Books, 1995.

For Chinese New Year, Sam receives lucky money in traditional leisees, red envelopes decorated with a dragon, peach, Chinese junk, or mandarins. Sam can choose either sweets or a toy. Near the open market, before the festival lion dances in the street, Sam sees a man who is homeless and barefoot. On this wintry day, Sam considers the best use for his money.

DiSalvo-Ryan, DyAnne.

*Uncle Willie and the Soup Kitchen*, Morrow, 1991.

When Willie's nephew works at the neighborhood soup kitchen preparing and serving food, he gains admiration for people who lend a hand.

Fitzpatrick, Marie-Louise

*The Long March: The Choctaw's Gift to Irish Famine Relief*. Tricycle Press, 1998.

The year is 1847, and Choona, a young Choctaw, has learned of a famine in Ireland. From what precious little they have, the Choctaw collect \$170 to help the starving Irish. As Choona learns the terrible truth about his own tribe's long march, he must decide whether to answer another people's faraway cry for help.

Leedy, Loreen.

*The Edible Pyramid*. Holiday House, 1996.

A clear and colorful picture of the food pyramid and all of the elements.

Lied, Kate

*Potato: A Tale from the Great Depression*. National Geographic Society, 1997.

"This is a story about my grandfather and my grandmother. It is also a story about the Great Depression and how hard things were." With loss of jobs and home, a family becomes farm workers picking potato, so many potatoes, used to eat and barter for other goods, "even a pig." The author penned this book at age eight to pass on a true family story and to explain why she likes potatoes.

Pomeranc, Marion Hess.

*The Can-Do Thanksgiving*. A. Whitman & Co., 1998.

When Dee brings a can of peas to school for the can food drive, she keeps asking, "Where do my peas go?" Her persistent questioning results in a class project to prepare and serve food for people in need at Thanksgiving. An excellent resource for transforming the traditional canned food drive into a service learning project.

Rosen, Michael J.

*Home*, HarperCollins, 1992.

A collaboration of thirty authors and illustrators all celebrating the places and things that make up "home." Book sales support Share Our Strength, a leading national anti-hunger organization.

Rosen, Michael J.

*Food Fight--Poets Join the Fight Against Hunger with Poems to Favorite Foods*. Harcourt Brace, 1996.

This collaboration celebrates food with humor and thought-provoking poetry. Sales support Share Our Strength, which offers classroom materials for children's participation in hunger-relief.

## NOVELS

Estes, Eleanor

*The Hundred Dresses*. Harcourt Brace Jovanovich, 1944. 80 pp. Grades 2-6.

Wanda Petronski gets teased by classmates because she lives in a poor part of town and wears the same dress every day. Maddie, a classmate is confused by the taunting and by Wanda's statement that she has one hundred dresses at home.

Johnson, Lindsay Lee

*Soul Moon Soup*. Front Street, 2002. 134 pages. Grades 7-10.

In this prose-poem format, Phoebe Rose, age eleven, describes life “in the hard poor middle of the city” where she and her mother sleep in shelters and doorways. When her dreams of being an artist is torn away, no one notices; she becomes invisible. Only when she is sent to live in the countryside with her grandmother does Phoebe learn, “When things come apart it’s your chance to rearrange the pieces.”

## VIDEO

*Fly Away Home*, Reading Rainbow. 30 minutes. Appropriate for children in grades 3-12. Distributed by GPN (800) 228-4630. Check local libraries for availability.

In addition to hearing this moving story about a boy who lives in the airport with his dad, host LeVar Burton talks with children who are homeless. We learn about their families and circumstances. Includes two examples of young people who are working to make a difference in the fight against homelessness and hunger.

**FOR MORE INFORMATION** about integrating service learning and curriculum ideas, see: *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, and Social Action*, by Cathryn Berger Kaye, Free Spirit Publishing, Fall 2003. Visit [www.freespirit.com](http://www.freespirit.com) for more information.

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