



# FIGHTING FOOD INSECURITY

ARKANSAS  
FOOD BANK

## Lesson Plan for Middle/High School (Grades 6-12)

### Objective:

Students will understand and identify food insecurity and discover how to participate in the fight against hunger in Arkansas

### Essential Questions:

- What is food insecurity?
- What does the Arkansas Foodbank do?
- How can I help those who are facing food insecurity?

### Resources:

- [Summer Cereal Drive Playbook](#)
- [Fighting Food Insecurity Presentation](#)

### Bell Ringer/Introduction:

#### [Arkansas Trivia Kahoot](#)

- Complete this Kahoot with trivia about the state of Arkansas
- Use the final question to introduce the topic of food insecurity in our state

### Part 1: Define and identify food insecurity

#### • Discuss:

- What does it mean to be insecure?
- Imagine you are an adult on your own. What are some things you would have to pay for?

#### • Learn:

- Use slides 1-9 of the [Fighting Food Insecurity Presentation](#) to define food insecurity and identify the need in our state
- Choose a story or two from Feeding America's [Real Stories of Hunger playlist](#) to share with your students

#### • Do:

- Print or share the Digital Scavenger Hunt handout
- Assist students as they dig deeper into food insecurity by using the Feeding America Map the Meal Gap webpage to find the answers to the questions

## Part 2: Identify the Arkansas Foodbank's role in fighting hunger in our state

- **Discuss:**

- What is the difference between a food PANTRY and a food BANK?

- **Learn:**

- Use slides 10-17 to discover the Arkansas Foodbank's role in addressing food insecurity
- As a class or individually, visit the [Arkansas Foodbank website's "Find Food" page](#) to see what pantries the Foodbank serves in your county

- **Do:**

- Option 1: Digital hunger simulation (3-5 minutes)
  - Direct students to the [digital hunger simulation](#) on the Arkansas Foodbank's website
  - Instruct students to complete the simulation as two or three different community members
- Option 2: Food for a Week Challenge (20+ minutes) - pages 5-20

## Part 3: Join the fight against hunger

- **Discuss:**

- What are some ways YOU could help fight hunger in your community?

- **Learn:**

- Use slides 18-22 to identify ways students and teachers can join the Arkansas Foodbank's mission

- **Do:**

- Option 1: Notes for Seniors
  - Have students draw a picture or write a happy note to be delivered to one of our homebound seniors along with their monthly groceries.
  - All cards can be mailed or delivered to the Arkansas Foodbank at 4301 W 65th Street, Little Rock, AR 72209.
- Option 2: Summer Cereal Drive
  - Create a team with your school and join the Summer Cereal Drive competition.
  - See the Summer Cereal Drive Playbook for more information and ideas on ways to engage students



### Part 3: Join the fight against hunger (cont)

- Option 3: Food and Fund Drive
  - Collect non-perishable, nutritious food to be delivered to the Arkansas Foodbank or your local pantry
  - Collect money for the Arkansas Foodbank that can be used to purchase food for people around the state.
  - Make posters to encourage students to donate.
- Option 4: Volunteer
  - Students eight years old or older can volunteer at the Arkansas Foodbank
  - Visit [arkansasfoodbank.org/volunteer](https://arkansasfoodbank.org/volunteer) to view all opportunities and register your group.

### Other Resources:

- [Books that address hunger/food insecurity](#)
- [Map the Meal Gap \(food insecurity information from Feeding America\)](#)
- [Hunger 101 \(more lesson plans on food insecurity from the Atlanta Area Food Bank\)](#)



## Letter to send home for food drive

*Dear Parent or Guardian,*

Today we learned there are children in our state that do not have enough food in their homes even though their families work hard to provide for them. We learned that 1 in 5 Arkansas children face food insecurity each day. We learned how hunger causes children to not learn to the best of their abilities. We want to join the fight against hunger in Arkansas by partnering with the Arkansas Foodbank to serve as many kids and families as possible. Each day I would like to bring food and/or money so they can buy food to feed families. We are trying to raise \$ \_\_\_\_\_ as a group.

### Here are items that we would like to donate:

- Pop-Tarts
- Granola bars
- Individual boxes of cereal
- Beanie Weenees
- Vienna Sausages
- Noodle cups
- Peanut butter in small containers
- Slim Jims
- Gummy/Fruit snacks
- Cheez-It crackers
- Pretzels
- Chex Mix
- Cheese crackers
- Peanut butter crackers
- Small bags of peanuts
- Chips of all types
- Fruit cups
- Raisins
- JELL-O cups with fruit
- Juice boxes
- Capri Sun
- Gatorade/PowerAde
- Kool-Aid single mix
- Bottled water

Thank you for helping me feed our neighbors in need!



# Digital Scavenger Hunt

**Use the [Feeding America Map the Meal Gap webpage](#), and discover answers to the following questions.**

1. What is food insecurity?
2. What are three groups of people who regularly face inequality that leads to food insecurity?
3. What is the national average cost of a meal by the food secure?
4. What is the food insecurity rate in the United States?

**Use the map to select Arkansas and answer the following questions.**

1. What is the food insecurity rate for the state of Arkansas?
2. How many people in Arkansas are food insecure?
3. Which two counties have the lowest food insecurity rate? What is that rate?
4. Which two counties have the highest food insecurity rate? What is that rate?
5. How has food insecurity changed in the last 5 years? (Hint: change the date)
6. Where are the five food banks in the state of Arkansas? (Hint: look for the orange dots)



# Digital Scavenger Hunt

## ANSWERS

Use the [Feeding America Map the Meal Gap](#) webpage, and discover answers to the following questions.

1. “Food insecurity is defined by the United States Department of Agriculture as the lack of access, at times, to enough food for an active, healthy life.”
2. Black, Latino, American Indian, Alaska Native, Native Hawaiian, Pacific Islander, and other race families and Native American women
3. \$3.99
4. 10.4%

Use the map to select Arkansas and answer the following questions.

1. 18.6%
2. 567,110
3. Saline (14.9%) and Benton (14%)
4. Phillips (22.2%) and Searcy (24.5%)
5. Answers may vary - 2018 rate: 17.3%, the rate has gotten worse, some counties' status has improved, some have worsened, meal cost is higher
6. Texarkana (Harvest Regional Food Bank), Fort Smith (River Valley Regional Food Bank), Springdale (Northwest Arkansas Foodbank), Jonesboro (Food Bank of Northeast Arkansas), and Little Rock (Arkansas Foodbank)

# Food for a Week Challenge

## Materials Needed

- 3-5 tables or desks
- 25-30 chairs
- Timer(s)
- Sticky notes
- Printed station signs
- Printed station instruction sheets
- 8-12 printed copies of the grocery store menu
- One printed worksheet per student (print community member profile on one side and grocery worksheet on the other and cut in half vertically)
- One printed food pantry questionnaire per student
- One printed SNAP application per student
- A calculator for each student/group is recommended but not required

## Set-up

- If possible, assign a station manager for each station
- Label each station
- Display instruction sheet at each station
- Display copies of grocery store stock list at the grocery store station
- Optional: set up rows of chairs to serve as a SNAP waiting room
- Distribute one worksheet per student/group (more than one participant/group will have the same profile)

## Starting the simulation

1. Instruct students:
  - a. If you are working in a pair or group, you must stay together throughout the activity. You may not go to more than one station at a time.
  - b. Read your community member profile to see who you represent.
  - c. Review the number of calories your community member's family needs to have a healthy, active month (according to the US Department of Agriculture).
  - d. Review the expenses your community member must cover before they can start purchasing food.
2. Pass out the worksheets and calculators (optional). Give students a few minutes to review their profiles and calculate their weekly food budgets.
3. Instruct students:
  - a. Your goal is to get all calories needed for one week. If you fail to get all of these calories, you and your family have gone hungry on some level.
  - b. You have 15 minutes for your "week." When the timer runs out, you must stop what you are doing and return to your desk.
  - c. Keep track of all your money and calories on the back of your worksheet.
4. Explain the three stations students can visit - grocery store, SNAP office, food pantry (review station instructions for more details)
5. Start the 15 minute timer and direct students to begin

## During the simulation

- Move around the room to ensure students understand each station
- Announce the opening and closing of the food pantry and monitor the waiting room of the SNAP office
- Engage students who don't seem to be participating by offering suggestions and prompts

## After the simulation

Discuss:

- Who got all of their calories? How did you manage it?
- Who did not get all of their calories? Why not? How did that make you feel?
- Sometimes people who face food insecurity also deal with obesity. Why do you think that is? What did you notice about the price of healthy versus unhealthy foods?
- How did opening and closing times of the stations affect your ability to access affordable food? How do you think people who work during the day could use these resources in real life?



## SNAP OFFICE

### Station Instructions

At the SNAP Office, students can apply for SNAP (Supplemental Nutrition Assistance Program) benefits (food stamps). If possible, assign a station manager to monitor the clock and “serve” students as they arrive.

1. Each student/group that visits this station must take a number and wait in the “waiting room” for at least three minutes. If the waiting time starts to exceed five minutes, you may allow more than one student/group to “enter the office” at a time.
2. Call students/groups one at a time to “enter the office” and complete the SNAP application. Students may be creative with ages and names not provided in their profile.
3. After completing the SNAP application, students may record their weekly SNAP benefits according to the list below.

### SNAP BENEFITS

Alisha - \$54

Skye - \$0 (income is too high)

Jose - \$0 (income is too high)

Jaydon- \$48



## FOOD PANTRY

### Station Instructions

At the Food Pantry, students can get free food.

1. The Food Pantry isn't always open. During the 15-minute simulation, follow this timeline as closely as possible:
  - a. Minutes 1-3: Closed
  - b. Minutes 4-8: Open
  - c. Minutes 9-12: Closed
  - d. Minutes 13-15: Open
2. When the Food Pantry is closed, flip to the Closed Sign
3. When the Food Pantry is open, flip to the Open Sign and allow students/groups to visit one at a time.
4. Students/groups must complete the Food Pantry questionnaire before "receiving a meal."
5. After completing the Food Pantry questionnaire, students may record their food pantry calories according to the list below.

#### FOOD PANTRY CALORIES

Alisha - 11,200

Skye - 16,000

Jose - 17,600

Jaydon- 6,400



# GROCERY STORE

## Station Instructions

At the Grocery Store, students can select and purchase groceries and learn caloric information for each food item.

1. Students may “enter” the grocery store at any point. More than one student/group may “enter” at a time.
2. Students should use the grocery store stock list to select items and complete the shopping list on the back of their worksheet.
3. When students are finished shopping, they should add up the Groceries Total Price and Groceries Total Calories on the back of their worksheet.
4. Students must stay within their food budget (see list below).

### FOOD BUDGETS (BEFORE SNAP)

Alisha - \$33.12

Skye - \$56.88

Jose - \$46.20

Jaydon- \$8.88

### FOOD BUDGETS (AFTER SNAP)

Alisha - \$87.12

Skye - \$56.88

Jose - \$46.20

Jaydon- \$56.88



SM

OFFICE



**SNAP**  
APPLICATION

Name: \_\_\_\_\_

Number of people in your household: \_\_\_\_\_

Names and ages of people in your household: \_\_\_\_\_

Your job: \_\_\_\_\_

Your income per week: \_\_\_\_\_

Additional income: \_\_\_\_\_



**SNAP**  
APPLICATION

Name: \_\_\_\_\_

Number of people in your household: \_\_\_\_\_

Names and ages of people in your household: \_\_\_\_\_

Your job: \_\_\_\_\_

Your income per week: \_\_\_\_\_

Additional income: \_\_\_\_\_



# GROCERY STORE



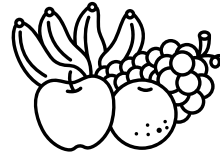
# GROCERY STORE

## Stock List



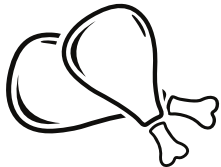
### FROZEN VEGETABLES

\$2.50  
100 calories



### FRESH FRUIT

\$3.50  
150 calories



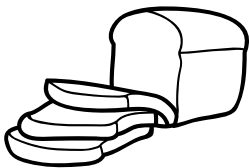
### FRESH MEAT

\$7.00  
1500 calories



### 2% MILK

\$4.50  
2,000 calories



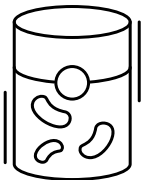
### BREAD

\$3.00  
900 calories



### POTATO CHIPS

\$5.00  
1,000 calories



### CANNED BEANS

\$1.00  
300 calories



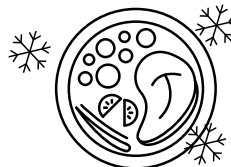
### COOKIES

\$4.00  
1,700 calories



### RICE

\$2.00  
400 calories



### FROZEN DINNER

\$4.00  
500 calories



**FOOD**

**PANTRY**



**WE ARE  
CLOSED**

A red-outlined sign with a triangular bottom point, containing the text "WE ARE" on the top line and "CLOSED" on the bottom line, both in red, bold, uppercase letters.

**WE ARE  
OPEN**

A green-outlined sign with a triangular top point, containing the text "WE ARE" on the top line and "OPEN" on the bottom line, both in green, bold, uppercase letters.



# FOOD PANTRY

## Questionnaire

Name: \_\_\_\_\_

Number of adults and children in your family: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_



# FOOD PANTRY

## Questionnaire

Name: \_\_\_\_\_

Number of adults and children in your family: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_



# FOOD PANTRY

## Questionnaire

Name: \_\_\_\_\_

Number of adults and children in your family: \_\_\_\_\_

Address: \_\_\_\_\_

Phone Number: \_\_\_\_\_

## COMMUNITY MEMBER

Jaydon

You are a 24-year old disabled veteran. Because of your military injury and limited job experience, you are unable to find a job.

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

### GOAL: 17,500 calories for the week

According to the USDA, this is the number of calories you need for a healthy week based on your height, weight, and gender.

### BUDGET: Weekly expenses

Rent: \$12  
Utilities/Phone: \$8  
Transportation: \$14  
Childcare: \$0  
Other Expenses: \$18

Use the formula below to calculate your weekly food budget.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{INCOME} \end{array} - \begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{EXPENSES} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ \text{FOOD} \\ \text{BUDGET} \end{array}$$

**You have \$ \_\_\_ to get 17,500 calories**

## COMMUNITY MEMBER

Skye

You are a 35-year old single mom. You have two children and live in a rent house. You have a college degree and work full-time, but you've had trouble making ends meet since your divorce.

**Your weekly income is \$632.**

### GOAL: 33,600 calories for the week

According to the USDA, this is the number of calories your family needs for a healthy week based on the height, weight, and genders of your family members.

### BUDGET: Weekly expenses

Rent: \$190  
Utilities/Phone: \$46  
Transportation: \$97  
Childcare: \$200  
Other Expenses: \$46

Use the formula below to calculate your weekly food budget.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{INCOME} \end{array} - \begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{EXPENSES} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ \text{FOOD} \\ \text{BUDGET} \end{array}$$

**You have \$ \_\_\_ to get 33,600 calories**

## GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES

## GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES

## TOTALS

FOOD BUDGET \_\_\_\_\_  
+  
SNAP BENEFITS \_\_\_\_\_  
-  
GROCERIES (TOTAL) \_\_\_\_\_  
=  
REMAINING FUNDS \_\_\_\_\_

## TOTALS

FOOD BUDGET \_\_\_\_\_  
+  
SNAP BENEFITS \_\_\_\_\_  
-  
GROCERIES (TOTAL) \_\_\_\_\_  
=  
REMAINING FUNDS \_\_\_\_\_

## COMMUNITY MEMBER

*Joseph*

You are a 30-year-old immigrant who lives in government housing with your wife and son. You work full-time at a local restaurant and your wife works at a hotel. You both make minimum wage.

**Your weekly income is \$385.**

### GOAL: 39,200 calories for the week

According to the USDA, this is the number of calories your family needs for a healthy week based on the height, weight, and genders of your family members.

### BUDGET: Weekly expenses

Rent: \$127

Utilities/Phone: \$41

Transportation: \$23

Childcare: \$70

Other Expenses: \$46

Use the formula below to calculate your weekly food budget.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{INCOME} \end{array} - \begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{EXPENSES} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ \text{FOOD} \\ \text{BUDGET} \end{array}$$

**You have \$ \_\_\_ to get 39,200 calories**

## COMMUNITY MEMBER

*Alice*

You are a 70-year-old grandmother living in an apartment. You have custody of your granddaughter. You work part-time as a department store greeter.

**Your weekly income is \$276.**

### GOAL: 24,000 calories for the week

According to the USDA, this is the number of calories your family needs for a healthy week based on the height, weight, and genders of your family members.

### BUDGET: Weekly expenses

Rent: \$122

Utilities/Phone: \$20

Transportation: \$28

Childcare: \$0

Other Expenses: \$17

Use the formula below to calculate your weekly food budget.

$$\begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{INCOME} \end{array} - \begin{array}{r} \underline{\hspace{2cm}} \\ \text{WEEKLY} \\ \text{EXPENSES} \end{array} = \begin{array}{r} \underline{\hspace{2cm}} \\ \text{FOOD} \\ \text{BUDGET} \end{array}$$

**You have \$ \_\_\_ to get 24,000 calories**

## GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES

## GROCERIES

ITEM	PRICE	HOW MANY	TOTAL PRICE	TOTAL CALORIES

## TOTALS

FOOD BUDGET \_\_\_\_\_  
+  
SNAP BENEFITS \_\_\_\_\_  
-  
GROCERIES (TOTAL) \_\_\_\_\_  
=  
REMAINING FUNDS \_\_\_\_\_

## TOTALS

FOOD BUDGET \_\_\_\_\_  
+  
SNAP BENEFITS \_\_\_\_\_  
-  
GROCERIES (TOTAL) \_\_\_\_\_  
=  
REMAINING FUNDS \_\_\_\_\_