Creative Lessons To Open Classrooms & Minds To The World.

Fernando M. Reimers, Robert Adams Jr., & Meghan Berka
With
The NEA Foundation Global Learning Fellows
Edited by Michelle McKenzie
Graphic Design by Miranda Galas
Kindergarten Lesson Plans
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What is Hunger?

Summary and Rationale
This lesson will teach students about hunger. Students will reflect on what it means to be hungry and explore emotions/behaviors that are tied to hunger.

Instructional Goal
- Recognize that there are people in the world who do not have access to food
- Describe emotions and behaviors associated with hunger
- Develop an understanding or empathetic attitude towards those who are facing hunger

Understanding
Students will understand that food gives them energy and makes them feel good. Students will learn that some children and families do not have enough food to eat. Student will gain an understanding of what it might feel like to face hunger.

Essential Questions
- Why is food important?
- What do you feel like when you are hungry?
- How would you feel if you didn’t have any food to eat when you were hungry?
- Do you think it is fair that some people in our community do not have food to eat?

Student Learning Objectives
- Identify an emotion linked to hunger
- Understand that food helps our bodies
- Recognize that hunger is an issue that some children and families struggle with

Designers
Lydia Rayfield: hellolydiarose@gmail.com, Luke Merchlewitz: luke.merchlewitz@gmail.com, Lydia Bustos: hellolydiarose@gmail.com, Elizabeth Rich: zbethenatr@comcast.net, Terrilyn Fleming: terrilynfleming@gmail.com, and Jennie Robinette: jennie@fdnsc.net

Grade
Kindergarten

Time Frame
35-45 minutes

Subjects
Social Studies
Language Arts
Social-Emotional Learning

Standards
Sustainable Cities and Communities (SDG 11) and Peace, Justice, and Strong Communities (SDG 16).
**ASSESSMENT**

Students will complete a drawing response during Activity One. These responses (drawing or verbal) can be used to consider students’ understanding.

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<tr>
<th>SCORE</th>
<th>Description</th>
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<tbody>
<tr>
<td>4</td>
<td>Advanced: Student successfully responded to 6 out of 6 questions</td>
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<tr>
<td>3</td>
<td>Proficient: Student responded to 5 out of 6 questions</td>
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<tr>
<td>2</td>
<td>Emergent: Student responded to 4 out of 6 questions</td>
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<tr>
<td>1</td>
<td>Basic: Student responded to 3 or less questions</td>
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**SEQUENCE OF ACTIVITIES**

**INTRODUCTION**

5 minutes

Explain to students that they are going to be learning about food and hunger. Provide the students markers, crayons, and paper.

**ACTIVITY ONE**

10 minutes

- Have students draw their favorite foods on one side of a sheet of paper.
- Have students turn their paper over and draw pictures to the following questions.
- How do you feel when you eat your favorite foods?
- How does your body feel when you are hungry?
- How would you feel if you didn't have food to eat when you were really hungry?
- What would you do if you did not have any foods or snacks at home?
- What activities are hard to do when you are hungry?

**ACTIVITY TWO**

20 minutes

Explain to the students that you are going to read them a story about two friends. One of the characters has a refrigerator full of yummy and healthy foods. The other character only has milk and bread. This character and her family is facing an issue called “hunger”. This means that they do not have enough food to eat and they do not have money to buy more food.

Read aloud Maddie's Fridge by Louis Brandt. The online version can be found here: https://www.youtube.com/watch?v=zbnvG5OkcYw.

**CLOSING ACTIVITY**

10 minutes

After the reading lead a classroom discussion. It is suggested to have students answer the following questions with a partner. This technique will engage more learners and allow for more ideas to be shared. While students are partner-sharing, the teacher can walk around to different groups to hear the ideas being discussed.

- How did it make you feel when you learned that Maddie's family did not have enough money to buy food?
- Why did Maddie ask Sofia to keep her empty fridge a secret?
- What is the difference between Maddie's fridge and Sofia's fridge?
- Why did Sofia bring food to school in her backpack?
- If you were Sofia what would you do to help Maddie?
- How do you think Sofia feels when she is eating dinner with her family and thinking of Maddie?
- How would you feel if you didn't have any food to eat when you were hungry?
- How did both characters help each other?
- What activities are hard to do when you are hungry?

**RESOURCES FOR STUDENTS**

- Worksheets and recipes from the read aloud Maddie's Fridge by Louis Brandt: https://www.loisbrandt.com/

**RESOURCES FOR TEACHERS**

- Anchor Chart Paper
- Writing Utensils—markers, crayons, and pencils
- Online read aloud of Maddie's Fridge by Louis Brandt: https://www.youtube.com/watch?v=zbnvG5OkcYw
LESSON PLAN TITLE

Who Doesn’t Have Food?

DESIGNERS

Luke Merchlewitz: luke.merchlewitz@gmail.com, Lydia Bustos: hellolydiarose@gmail.com, Elizabeth Rich: zbethenatr@comcast.net, Terrilyn Fleming: terrilynfleming@gmail.com and Jennie Robinette: jennie@fdnsc.net

SUMMARY AND RATIONALE

Students will be able to identify hunger in their community and what community resources there are to help eliminate it.

GRADE

Kindergarten

TIME FRAME

30 minutes

SUBJECTS

Performing Arts
Social Studies
Language Arts
Social-Emotional Learning
Empathy

STANDARDS

This lesson helps achieve SDGs 11 and 16.

INSTRUCTIONAL GOAL

Students will identify if hunger is present in their community.

UNDERSTANDING

Students will understand that not all children or adults in their community have enough food. There are children just like them in their neighborhood/community who do not have enough to eat. Students will understand that they can help alleviate the problem.

ESSENTIAL QUESTIONS

• Who is hungry in our community? (how many children do not have enough to eat?).
• Are there local resources to help feed those who are hungry?

STUDENT LEARNING OBJECTIVES

The students will learn that there is a need in their community, voice that need, and be able to explain how they and others can help.

ASSESSMENT

Students’ accurate explanation of how everyone in the story contributed to the soup, the similarities/differences to our community, and how sharing is important are formal assessments. Checking for understanding with the paper plate activity can be a formal assessment. No summative assessments for this lesson.
Students will read or watch the story “Stone Soup” and then act it out. As a group, students will explain how the main character elicited everyone in the town’s participation to create the stone soup and alleviate all their hunger through cooperation.

**Questions to Ask**
- Who was hungry in the story?
- How did all the characters participate in feeding the crowd?
- Did the stone have magical properties/was the stone magic?
- How did working together help everyone?

Students will discuss how the village in the story is like their community. Basing “Stone Soup” from the Stories to Grow on series of books is best, but here are two good video versions:

https://www.youtube.com/watch?v=ToBDv5RFCyc
https://www.youtube.com/watch?v=trbHdayluLA

Remind students that food is necessary for humans to survive. Show students a blank paper plate and a grocery ad. Explain to students that they are going to get 6-7 minutes to cut out pictures of food and glue it to their paper plate.

After students finish the paper plate activity, have students sit in a circle with their paper plates. Explain to students that 1 out of every 5 children in our country struggle with hunger. Show children this statistic by taking away the paper plate from every 5th child in the classroom. Hold a classroom discussion about this statistic. If teachers want to find statistics for their state feedingamerica.org can provide data for all 50 states.

**Questions to Ask**
- How did you feel when your plate was taken away?
- How did it make you feel when your classmate’s plate was taken away?
- Do you think it is fair that some children in our community face hunger?
- Why is it important that every child has a plate of food?
- How can we help people who are facing hunger?

The teacher will introduce students to local resources that help hungry people in their community. This can prepare students for lesson 4.
Why is Food a Human Right?

**Designers**
Luke Merchlewitz, luke.merchlewitz@gmail.com; Lydia Bustos, hellolydiarose@gmail.com; Elizabeth Rich, zbethenatr@comcast.net; Terrilyn Fleming, terrilynfleming@gmail.com; Jennie Robinette, jennie@fdnsc.net

**Grade**
Kindergarten

**Time Frame**
30-45 minutes

**Subjects**
Social Studies, Geography, Language Arts, Social-Emotional Learning, Empathy

**Standards**
Sustainable Cities and Communities (SDG 11) and Peace, Justice, and Strong Communities (SDG 16).

**Instructional Goal**
- Lesson 1: Students will understand what hunger is.
- Lesson 2: Students will identify if hunger is present in their community.
- Lesson 3: Students can explain why food is a human right.
- Lesson 4: Students can generate ideas about how to help fight hunger in their community.
- Lesson 5: Students will increase awareness about hunger around the world.

**Understanding**
Students will understand that all living things need food and water to grow. Just as no one kind of flower or plant deserves food more than another, we are all connected here on this Earth and every single one of us deserves food to live, grow, and thrive too. In this way, food is a human right for all people because each person has value. The students' actions can make their school, neighborhood, and the world better by helping make sure everyone has the food they need.

**Essential Questions**
- What do plants need to grow?
- Is it the same for all living things?
- Is one type of plant greater than another?
- What do people need to grow?
- Are any people better than another?
- What can students do to help make sure people have the food they need?

**Student Learning Objectives**
The students will learn that all living things have value and need food and water to grow. Students will learn that they can share to help others who are hungry and that all people deserve healthy food to eat.

**Assessment**
Student performance on sorting the plants into which ones needed water can be used as an informal assessment. The engagement of students and participation in the discussions during carpet time is a good measure of their understanding. The charts produced during work time and the coloring/drawing pieces offering ideas of ways they can share will assess their understanding of the standard.
SEQUENCE OF ACTIVITIES

**MOTIVATOR**

10-15 minutes

As a whole group on the discussion carpet, students will view a variety of pictures of plants and flowers that are living and in several states of failing to thrive. They will sort these pictures by which ones have what they need and which ones need help. What do the plants need to grow well? Students who need some prior knowledge can view the 2 minute Sesame street video before resorting of pictures to conclude that plants need water to survive.

https://www.youtube.com/watch?time_continue=154&v=ZDjFZVqiLvY

**WORKTIME**

10-15 minutes

Students will discuss in small table groups what they think people need to live and grow. They will draw their ideas on chart paper to be displayed around the room. After 10-15 minutes of work time, the students will regroup on the carpet for the discussion of their charted ideas. What do people need to grow? Then they will watch this minute and a half video from Compassion International that explains about good nutritious food to help kids grow and thrive.

https://vimeo.com/120632940

The teacher will refer back to the plant pictures to pose a critical thinking question: “If there is only one pitcher of water, how should we water the plants? Let students talk to their ‘elbow partner’ to come up with ideas and let them share after about 5-7 minutes. Ask students if one plant should get more water than another and try to steer the conversation toward ‘sharing’ the water we have or ‘spreading around less to give all the plants some water’.”

**CLOSING ACTIVITY**

5 minutes

Encourage the students to think the same about our food. Sharing what we have and being aware that everyone deserves to have good nutritious food to eat. This is called a “human right” and there are people all over the world working together to make sure everyone has these things. They can wrap up watching the compilation “We are all connected”

https://www.youtube.com/watch?v=SpIgpdy9rjU

Then have students color or draw ways they can share food with others.

**RESOURCES FOR TEACHERS**

- List print or online resources that can help teachers prepare the lesson.
- We are all connected
  https://www.youtube.com/watch?v=SpIgpdy9rjU
- Compassion International about nutritious food
  https://vimeo.com/120632940
- Sesame Street Grover growing a plant video clip
  https://www.youtube.com/watch?time_continue=154&v=ZDjFZVqiLvY
- Plant sorting cards (next page)
PICTURES TO SORT:

Who has what they need?
Hunger Around the World

LESSON PLAN TITLE

GRADE
Kindergarden

TIME FRAME
30-45 minutes

SUBJECTS
Social Studies
Geography
Language Arts
Social-Emotional Learning
Empathy

STANDARDS
Sustainable Cities and Communities (SDG 11) and Peace, Justice, and Strong Communities (SDG 16), and SDG 2.

INSTRUCTIONAL GOAL
• Lesson 1:
Students will understand what hunger is
• Lesson 2:
Students will identify if hunger is present in their community
• Lesson 3:
Students can explain why food is a human right
• Lesson 4:
Students can generate ideas of how to help fight hunger in their community
• Lesson 5:
Students will increase awareness about hunger around the world

UNDERSTANDING
Students will understand that there is food insecurity in our country as well as in countries around the world. Students will understand that sharing food with those who need it is one way to help more people be fed.

ESSENTIAL QUESTIONS
• Is hunger a problem in other countries around the world?
• What would a world without hunger look like?
• How could we make that happen? This question is the beginning of generating ideas about how to fight hunger in a community.

STUDENT LEARNING OBJECTIVES
• Students will understand that hunger exists in other countries around the world.
• Students will identify continents that experience the most hunger.
• Students will learn that one way to help people that do not have enough food is to share what you have.
• Students will brainstorm ways that we can help people that do not have enough food in our community and abroad.

ASSESSMENT
Written on a circular pancake-shaped piece of paper like in the Kenyan story Mama Panya’s Pancakes, students will answer the question with a picture, phonetic spelling or through dictation.

How did the families in this story work together to make sure everyone had enough food?
SEQUENCE OF ACTIVITIES

**OPENER**

1. 5 minutes

We have learned a lot about how everyone does not have enough food to eat and how that isn't fair. You have thought of some good ideas of how we could help people in our city and make a difference. People that care about the world try to think of ways to make things better for everyone. We call them “changemakers”. That’s what you are!

**EVENTS**

1. 30 minutes

Explain to the children that we have many families in the United States that do not have enough food. Ask, “Do you think that this is a problem in other countries around the world?”

Show students the [World Hunger Map](https://reliefweb.int/map/world/hunger-map-2018)

This map from 2018 shows the degrees of hunger around the globe with a color-coded system. The darker the color the more hunger and poverty. After explaining how the colors work, ask students what they notice. They will eventually comment on how the continent of Africa has countries with the hungriest people. Find Kenya on the map and share the story, "Mama Panya's Pancakes" by Mary Chamberlin.

**NAIROBI, KENYA**

Identify the country of Kenya where one in four children do not have enough food to eat. (Use representation to help understanding). Explain that there are big cities in Kenya (show photos), but most people in Kenya are farmers and live in small villages. It is important to show a diversity of photos when teaching this lesson including photos of big cities and people dressed in western clothes, so children don't think that all people in Kenya live in huts and wear traditional clothing.

There has not been enough rain over the years (drought) so growing food has been hard. When food is hard to grow, it is difficult to have enough food to feed your family or to sell at the market. (Show photos of a few huts, farmers, and children in Kenya) Tell the children that you are going to read a book about Mama Panya and her son, Adika, who are walking to the market to get the ingredients to make her special pancakes. Along the way, her son invites many people to dinner, and she is worried that they will not have enough food. Find out what happens at dinner time! The teacher will introduce students to local resources that help hungry people in their community. This can prepare students for lesson 4.

If we have enough food, sharing is one way that others can get some of the food they need.
• How was there enough food for everyone?
• What does it feel like to share?
• Does it ever feel hard to share?

Tell the children that we are going to make Mama Panya’s Pancakes today. Explain that pancakes are made all over the world, but that they can taste differently than what you are used to. Show the students the ingredient for Mama Panya’s Pancakes. You could have the batter ready to cook or have the children work in small groups to measure and combine the ingredients. While the pancakes are cooking…

Students will each be given a large, paper pancake made of light brown paper. Students will draw a picture and write an answer to the question, **How did the families in this story work together to make sure everyone had enough food?** Mama Panya had enough food because…

**CONCLUSION**

5 minutes

Food is a human right and everyone in the world should have enough food to eat. If we are going to reach the Sustainable Development Goals to help the world, we need to create ways to make things more equitable.

**RESOURCES FOR TEACHERS**

- World Hunger Map
  https://reliefweb.int/map/world/hunger-map-2018
- Mama Panya’s Pancakes: A village Tale from Kenya by Mary and Rich Chamberlin
- Perhaps a possible pancake breakfast can be a money fundraiser for a cause?
- Perhaps to ask families / teachers to have pancakes for a meal and contribute any leftover meal money to a cause.
- Possible partnership with an IHOP or Perkins restaurant to raise funds “Pancakes with a Purpose, Pancakes for a Pal type fundraiser.”