



The Hunger Museum
Youth Group Curriculum

Developed by Shifra Teitelbaum, EdD
For MAZON: A Jewish Response to Hunger

ACTIVITIES

- I. Four Corners
- II. Text Study
- III. Kahoot!
- IV. The Mysteries of Hunger
- V. The Hunger Museum Tour
- VI. Snap Cafe Activity
- VII. Writing to Make a Difference

Note to users/ facilitators:

This is a series of activities designed for afterschool/informal education groups in connection to a visit to the virtual Hunger Museum. They are all hands-on, experiential activities that engage participants in critical thinking and reflection about a pressing domestic issue in the United States affecting millions of people, including a significant number of children.

These activities can function as a unit-plan; you can facilitate them from start to finish, like a multi-course meal. Or you can approach them like an a la carte menu, selecting those activities that would be most relevant and meaningful for your group in the time you have available.

We urge you to do at least one of the activities before you participate in the tour of The Hunger Museum (either Four Corners, Text Study, The Mysteries of Hunger or Kahoot!), and to follow the tour with the Snap Cafe.

The activities are written with detailed instructions, which you can follow closely, though feel free to adapt or modify based on your own experience and your knowledge of your group.

We hope these activities engage participants in thinking about hunger and the social safety net in new ways. The aim of The Hunger Museum and these materials is to inspire people to take action to build popular support for increased governmental support to end hunger. If you are unable to complete the full Writing to Make a Difference activity, please consider some ways you can invite participants to take action with their new knowledge and ideas.

I. Four Corners

Purpose: This activity is designed to help participants reflect on their experiences and opinions, and to create a framework for them to hear each other's views. The goal is to deepen their thinking and develop more nuanced understandings of some of the issues that impact the ways we think about social responsibility, and address (or do not) hunger in this country.

Time: This activity can take 25-45 minutes, depending on participants' level of engagement.

Instructions:

1. This activity can work well with small or very large groups.
2. Print the four signs included in this packet (Agree, Disagree, Strongly Agree, Strongly Disagree).
3. Post these signs on the 4 walls (or furniture, chairs, whatever makes sense depending on the space), so that each sign is on a different side of the room.
4. There should be open space in the middle of the room for participants to stand.
5. Ask all participants to gather in the middle of the room. Point out the four signs.
6. Explain that you will be reading a prompt and that you want them to stand under/ near the sign that best reflects their views on that prompt. It's a forced choice; they can't remain in the middle/ undecided.

Facilitation:

- The facilitator's role is to engage participants in reflecting on their views about each of the prompts and sharing their views. Your role uses a light touch, making space for everyone to feel like their views are valid and welcomed to be shared.
- With participants standing in the middle of the room, after reading a prompt slowly, 2-3 times, ask participants to move to the sign that best reflects their views on that prompt.
- Starting with the group with the smallest number of participants, ask people to share why they chose the position they did. If needed, you may use these kinds of questions to foster further discussion:
 - Was it hard for you to decide where to go?
 - Do they have any specific stories or experiences that shaped their views?
 - Does hearing from other participants with different views raise questions for them or make them rethink the meaning of the prompt or their response to it?
- It is not necessary for everyone to speak, though it's helpful to have at least one person from each position/ group share their views. Ask if anyone else in that group wants to add something. Or if anyone in that group has a different reason for choosing that group.
- Depending on the overall size of the group and the distribution and size of the smaller groups, as the facilitator, you might first ask people to turn to someone else standing under the same sign they selected and share why they are standing there. Then you can ask a few people to share with the larger group. This way, everyone has a chance to talk, to ensure more participation in a large group (since not everyone will get to speak in the whole group). It also enables some of the more reserved or anxious participants to "practice" saying what they think in a lower stakes space before they share with the whole group.

- You know your students. It is not necessary to use every prompt. Feel free to be responsive to the group and the discussion in real time, and decide to skip things that have already been addressed in the discussion, etc.
- Below some of the prompts in italics are some potential follow up questions. You can use these at your discretion, if the participants are not generating lively conversation on their own. Pick and choose as you see fit.

PROMPTS

1. People who work hard in this country should be able to take care of themselves and their families.
 - Do you think everyone should be able to take care of themselves and their families? Why or why not?
 - Is this statement true for everyone who works hard in the US? Why or why not?
 - Do you think there are people who don't work or don't work hard who are able to take care of themselves and their families? Why or why not?
2. Some people are lazy and want others to take care of them, so they won't have to work.
 - How do you know?
 - Have you ever felt lazy? Why? What did you wish would happen?
 - What are some reasons besides laziness that some adults might not work? (parenting, health or mental health issues, hard to find work, hard to find work that pays enough (or pays enough to put kids in childcare, etc).
3. It's not my responsibility to take care of other people.
 - Has anyone (does anyone) take care of you? Why?
 - Anyone besides immediate family members? Why do you think they do it?
 - Are you responsible for taking care of anyone? Who? (perhaps a younger sibling or a pet?) Why do you do it?
 - If you don't, do you ever expect to? Why or why not?
 - What would it take for more people to feel responsible for taking care of others?
 - How might it change anything?
4. It's the government's job to provide a safety net* for people who aren't able to take care of themselves and their families. (*A safety net is something that you can rely on to help you if you get into a difficult situation.)
 - In what ways? What does the government safety net look like? Is it effective/ enough?
 - Why does the government provide that safety net?
 - Does the safety net benefit anyone besides the people receiving it? Who? In what ways?
 - Do you know if some people are not eligible for it? Who and why? (Depending on which resources we're talking about, undocumented residents may not be eligible, sometimes people who have very low paying jobs are not eligible for supplemental assistance, etc.)
5. Children in the US are mostly well fed.
 - What does well fed mean to you? (Are you thinking about whether or not they feel hungry, or whether they are well nourished?)
 - Where did you get this impression?
 - What would it mean to you if this were not true?

- Do you know any children who are not consistently well fed?
6. It's impossible to end hunger and poverty in the US.
- What makes you think that?

Debrief:

- How was this activity for you?
- What are you taking away from this discussion?
- Did you learn things or hear things that made you question your opinions or ideas?
- What do Jewish tradition and Jewish values teach us about these issues?

II. Text Study

Purpose: This activity uses quotes to engage participants with ideas about hunger, and think about these ideas in new ways. They also provide an opening for discussion with their peers.

Time: This activity can take 30-45 minutes, depending on the size of the group, how many rounds of text study you want to do, and participants' level of engagement.

Instructions:

1. This activity can work well with small or very large groups.
2. Print the two half-sheets of quotes included in this packet, then cut them in half. Ideally, print each set of quotes on a different color paper.
 - a. [Set 1 of Hunger Quotes](#)
 - b. [Set 2 of Hunger Quotes](#) (traditional Jewish texts)
 - c. [Set 3 of Hunger Quotes](#)
3. Divide participants into pairs or groups of 3. Have them sit with their partner/s.
4. Hand out Set 1 of quotes, one copy for each participant (or each team).

Facilitation:

The facilitator's role is to create an opportunity for participants to think and talk with each other about hunger. It also invites participants to consider what they can learn from these quotes. Depending on the size of the group and their general level of engagement, you can move some small group discussion questions to the whole group or vice versa.

Round 1:

1. In pairs, ask participants to read all four quotes aloud to each other, first one person reads one, then the other/s.
2. Then ask them to discuss:
 - a. What are your reactions to these quotes?
 - b. Did any of them really jump out at you? Which one/s? Why?
 - c. Do you think any of them are accurate in some way? How?
 - d. In what ways are the quotes saying something? In what ways are they different?
3. Allow participants to discuss for a bit, then gather the whole group together to share out and debrief.
 - a. General reactions to these quotes?
 - b. Is there anything you discussed in your small group that you'd like to share with the rest of us?
 - c. Did one particular quote stand out to you? Why?
 - d. What can we learn about hunger from these quotes? Do any of them make you think about hunger in a new way?

Round 2:

1. Ask participants to read all the new quotes aloud to each other, first one person reads one, then the other/s.

2. Then ask them to discuss:
 - a. What are your reactions to these quotes?
 - b. Does one in particular stand out to you? Which one and why?
 - c. Do any of these quotes make you think differently about hunger in some way? Which one/s and why?
 - d. Do any of these quotes make you think differently about your responsibility for hungry people in some way? Which one/s and why?

Round 3 (optional - repeat process with new quotes)

1. Allow participants to discuss for a bit, then gather the whole group together to share out and debrief.
 - a. General reactions to these quotes?
 - b. Is there anything you discussed in your small group that you'd like to share with the rest of us?
 - c. Did one particular quote stand out to you? Why?
 - d. What can we learn about hunger and our responsibility for people who are hungry from these quotes?
 - e. What do Jewish tradition and Jewish values teach us about these issues?

Set 1

- A hungry man is not a free man. - Adlai E. Stevenson, American politician
- A hungry man is an angry one. - Buchi Emecheta, Nigerian novelist
- Hunger makes a thief of any man. - Pearl S. Buck, American novelist
- Happiness rarely keeps company with an empty stomach. - Japanese proverb

Set 2 (Jewish Sources)

- A small bit of bread may be life to the poor; one who deprives them of it sheds blood. - Ben Sira
- And the work of tzedakah shall bring peace. - Isaiah 32:17
- When you are asked in the world to come, "What was your work?" and you answer, "I fed the hungry," you will be told, "This is the gate of Adonai, enter into it, you who have fed the hungry." - Midrash Psalms 118:17
- Our Rabbis taught, "Give sustenance to the poor of the non-Jews along with the poor of Israel. Visit the sick of the non-Jews along with the sick of Israel. Bury the dead of the non-Jews along with the dead of Israel. [Do all these things] because of the ways of peace." - Gittin 61A

Set 3

- "Hunger is not a problem. It is an obscenity. How wonderful it is that nobody need wait a single moment before starting to improve the world." - Anne Frank, German Jewish girl who hid from the Nazis during World War II
- Hunger is not an issue of charity. It is an issue of justice. - Jacques Diouf, Senegalese politician
- Service to others is the rent you pay for your room here on earth. - Muhammad Ali, American professional boxer and activist

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III. Kahoot!

Purpose:

This activity is designed to introduce participants to data about hunger and food insecurity in an engaging, interactive way. The exposure to this information provides context and fosters curiosity for participants, without a didactic presentation. Remembering the facts is not the point, it's the way these facts shape or challenge participants' assumptions.

Time: This activity should take about 20 minutes, assuming no technical challenges.

Instruction:

1. [Open Kahoot! Game](#)
(MAZON: US Hunger Facts and Figures in public Kahoot! Quizzes - <https://create.kahoot.it/my-library/kahoots/15d4c711-8d48-4f5a-b2b6-b114ead07bde>)
2. Choose Classic Mode
3. Have each participant log into [Kahoot.it](https://kahoot.it) with a mobile device
4. Give them the pin code generated by Kahoot! for that round of the game
5. Once all participants have logged in, begin playing the game

Quiz and Answers:

- 1) Approximately how many children in the US are food insecure?
(Food insecure: not having access to enough food, or nutritious enough food, to meet one's basic needs; uncertain that there will be consistent, sufficient food in the near future.)
 - a) 10,000
 - b) 500,000
 - c) 2 million
 - d) 13 million
- 2) Approximately how many people visited food pantries for food in 2021?
 - a) 100,000
 - b) 49 million
 - c) 1 million
 - d) 19 million
- 3) What percentage of public school students received free or reduced price school meals in 2022?
 - a) 26%
 - b) 49%
 - c) 60%
 - d) 82%
- 4) What is the main reason people are hungry in the U.S.?
 - a) They are unemployed
 - b) They are homeless
 - c) They don't earn enough money to pay for food and other necessities
 - d) They are lazy

- 5) Which of the following are government benefits that help feed families and children?
 - a) WIC (Women, Infants and Children)
 - b) SNAP (Supplemental Nutrition Assistance Program)
 - c) Cal Fresh
 - d) All of the above
- 6) True/ **False**: Hunger exists because there is not enough food in the US.
- 7) True/ **False**: Hunger affects people from all races, backgrounds and parts of the US equally.
- 8) True/ **False**: People who have jobs don't need help feeding their families.
- 9) True/ **False**: It's more effective for local charities to feed people, not the government.

Debrief:

- How was that for you all?
- What question/ information stood out for you from the game?
- What was most surprising?
- Does any of this make you want to learn more? What questions do you still have, or what would you like to learn?

IV. The Mysteries of Hunger

Purpose:

This activity is designed to help the facilitator read the room. It also provides everyone in the group a sense of where people are at on these issues.

This activity will work best with 8 or more students. Large groups (more than 30) might be best divided into smaller groups.

Supplies:

- Quarter sheets of blank/scratch paper- at least one for every participant
- Pens/ pencils
- A basket or bowl

Time: This activity can take 20-30 minutes, depending on the size of the group.

Instructions:

Give each participant a half-sheet of paper and a pen/ pencil.

Invite each participant to write up to 3 questions that they have about hunger in the US. These questions can include:

- things they want to know
- things they wonder about
- things they worry about

Their questions should be anonymous.

Then have participants fold their papers in quarters and place them in the basket. Once everyone is done, the group will pass the basket around, one person at a time.

When you get the basket, pick one slip of paper, open it, read it to yourself silently first to make sure you can read it smoothly, then read it out loud to the group. Don't try to guess who wrote it. Don't put your paper back in the basket. When you're done, pass the basket to the next person.

Debrief:

- Please take a moment to sit with everything you just heard.
- Thank you for sharing all your questions and concerns in this way and for listening to each other's questions and concerns respectfully.
- We will not be answering each individual question in this unit, but they will help guide our overall discussion and activities.

V. The Hunger Museum Tour

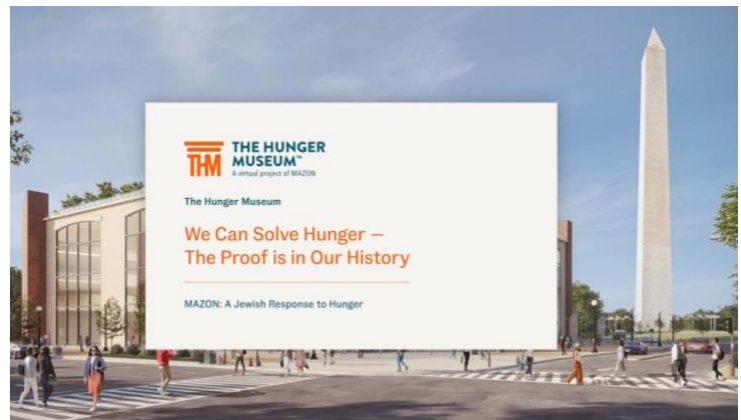
Welcome to The Hunger Museum's short, guided tour of its collection! You're welcome to use this tour in one of three ways:

- Invite a MAZON staff member to speak to your class/group (email us at outreach@mazon.org);
- Watch a pre-recorded version of the tour with your class/group (coming soon);
- Facilitate the tour yourself, using [this link](#) and the below script and instructions.

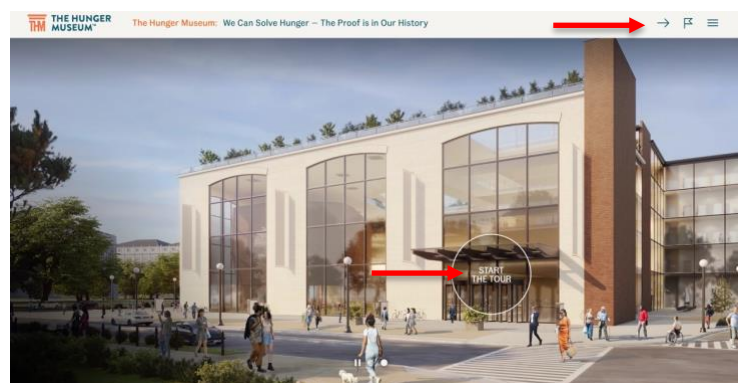
Starting the tour:

The Hunger Museum's tour platform is very simple to use. Navigate to our tour link here: <https://hungermuseum.org/tours/school-tour/>

The link will take you to this opening page:



Click anywhere on this page to advance the tour to the opening slide. Then, click on the "Start the Tour" button, or the arrow pointing right on the top right, to advance to the first stop on the tour (our Age of Mass Migration exhibit hall).



Navigating the Tour Stops:

Advance through the tour stops by clicking the arrows at the top right of the slide show screen:



- **Arrow pointing right:** Advance forward through tour stops
- **Arrow pointing left:** Advance backwards to previous tour stops
- **Flag:** Calls up a list of all the tour stops, if you want to skip ahead or revisit something specific
- **Menu button (three horizontal lines):** Brings up The Hunger Museum main menu. Please note that if you navigate from here to the main Museum platform, you'll need to either use your back button to return to the tour platform, or click on the tour link listed above once more.

Special Instructions:

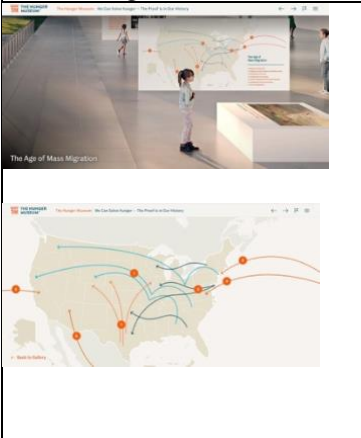

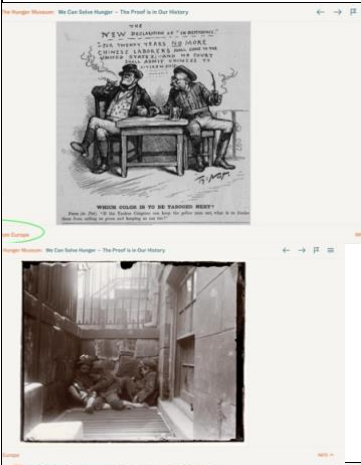

Unless otherwise indicated in the "Instructions" column below, you will advance to each of the tour stops by clicking the right hand navigation arrow (as detailed above). There is one stop – **highlighted in yellow in this document** – where you are instructed to advance to the second image in the image carousel.







The script below begins at the first tour stop, the exhibit hall for our Age of Mass Migration exhibit.







Tour Script





This mini Hunger Museum tour should take about 8-10 minutes to complete.

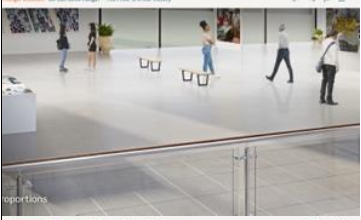

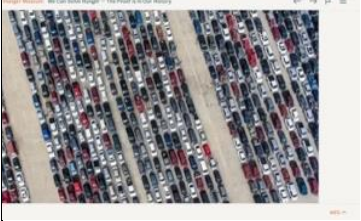


Tour link: <https://hungermuseum.org/tours/school-tour/>

Image (s)	Activity/Script	Instructions
	<ul style="list-style-type: none"> In the late 1800s and early 20th century, about 24 million migrants traveled to and through the United States. 	<ul style="list-style-type: none"> Advance to Tour Stop 1 (main exhibit hall for The Age of Mass Migration Exhibit) Advance to Tour Stop 2 (Age of Mass Migration Map) Optional: Roll mouse over map “hotspots” to show the different migration patterns of the time
	<ul style="list-style-type: none"> 70% of them settled in segregated, poor and working class areas in major cities. 	<ul style="list-style-type: none"> Advance to Tour Stop 3 (Jewish Immigration from Europe)
	<ul style="list-style-type: none"> All this migration and crowding in cities made hunger more visible than it had ever been to the American public. Prejudice against immigrants led many people to believe that hunger existed because immigrants weren't managing their household budgets well enough – and the solution was to provide education and training on how to make their families and diets more “American.” 	<ul style="list-style-type: none"> Advance to Tour Stop 4 (Immigration from Europe) and then immediately advance to the second photo in the carousel using the arrows on the bottom left of the image (in orange)
	<ul style="list-style-type: none"> In 1929 the Great Depression began. Newspapers showcased photos like this one, of people waiting in long breadlines for food from charities. Americans' understanding of hunger began to change. First, it became clear that hunger could happen to anyone, even people who were doing everything right. 	<ul style="list-style-type: none"> Advance to Tour Stop 5 (Breadline)

	<ul style="list-style-type: none"> • And second, it became clear that this problem was too big to be handled by charity alone. Help - and leadership - from the government was required, and Americans began to demand it, electing President Franklin Delano Roosevelt. 	<ul style="list-style-type: none"> • Advance to Tour Stop 6 (Man waiting for work)
	<ul style="list-style-type: none"> • Roosevelt developed the New Deal, a plan to make sure that people had food on their plates, clothes on their backs, a roof over their heads, a job to go to, a school to attend. To do that, he needed to pull together a broad coalition. 	<ul style="list-style-type: none"> • Advance to Tour Stop 7 (Food Stamps)
	<ul style="list-style-type: none"> • This required major compromises, especially with Southern leaders, who believed in segregation. Those compromises very often meant that Black, Indigenous, and other people of color were left out of the programs and protections that could help Americans recover from the Great Depression. 	<ul style="list-style-type: none"> • Advance to Tour Stop 8 (Farm family portraits)
	<ul style="list-style-type: none"> • For example, the 1935 Social Security Act excluded domestic and agricultural work, sectors that mostly employed African Americans. • In this 1937 image you see Black victims of flooding in Louisiana. Years after the Great Depression they needed to line up again for charitable support because so much government support excluded them. 	<ul style="list-style-type: none"> • Advance to Tour Stop 9 (An Unequal Recovery)
	<ul style="list-style-type: none"> • In the 1950's and 60's, civil rights activists across the US, like these students in North Carolina that protested segregation at Woolworth's lunch counters, helped expose that hunger was the result of widespread and systemic barriers in accessing food for many people - barriers like racism and sexism. 	<ul style="list-style-type: none"> • Advance to Tour Stop 10 (Lunch Counter Student Sit Ins)
	<ul style="list-style-type: none"> • They raised awareness about who was hungry in America and why. 	<ul style="list-style-type: none"> • Advance to Tour Stop 11 (Televising the War on Hunger Exhibit Hall)

	<ul style="list-style-type: none"> • But nothing was more powerful in actually shifting the public narrative about hunger than television, which was beginning to be available in most homes. 	<ul style="list-style-type: none"> • Advance to Tour Stop 12 (Televising the War on Hunger Art Gallery Wall)
	<ul style="list-style-type: none"> • [show short clip of Hunger in America - first 20 seconds or so] • Americans began to understand hunger as a systemic issue and demanded government intervention to address it. 	<ul style="list-style-type: none"> • Advance to Tour Stop 13 (Hunger in America CBS Documentary) • Show short clip of documentary (screen 8-20 seconds – there will be a natural pause in the narrative)
	<ul style="list-style-type: none"> • For more than a decade the public and media spotlighted hunger in America and demanded change. In response, in 1964, President Lyndon B. Johnson declared a “war on poverty.” • Johnson’s programs included the 1964 Civil Rights Act, and the 1964 Food Stamp Act. • While Johnson was a Democrat, building the system that would lead us to almost ending hunger in this country was a solidly bipartisan effort. 	<ul style="list-style-type: none"> • Advance to Tour Stop 14 (Lyndon B. Johnson)
	<ul style="list-style-type: none"> • The creators of Food Stamps in Congress were Democratic Senator George McGovern and Republican Senator Bob Dole, leaders of opposing political parties. They agreed that the widespread levels of hunger in America were unacceptable. 	<ul style="list-style-type: none"> • Advance to Tour Stop 15 (Bob Dole and George McGovern)
	<ul style="list-style-type: none"> • In 1969, President Richard Nixon, a Republican, promised to “end hunger in America.” 	<ul style="list-style-type: none"> • Advance to Tour Stop 16 (Richard Nixon)
	<ul style="list-style-type: none"> • And after more than a decade of pressure from activists and the media, and bipartisan action by the government, the US reduced hunger to 3% of the population, according to household surveys. • Was that 0? No. But it was as close to ending hunger as we’ve ever gotten – and fewer people were receiving food stamps. 	<ul style="list-style-type: none"> • Advance to Tour Stop 17 (No More Hunger USA)

	<ul style="list-style-type: none"> • And importantly, we had a bipartisan agreement that hunger was a priority, and that the responsibility for solving it lay with the government. • But it didn't last. 	
	<ul style="list-style-type: none"> • Today, 44 million Americans struggle with hunger, nearly 13% of the population. What happened? How did this change? 	<ul style="list-style-type: none"> • Advance to Tour Stop 18 (Hunger and Charity in the Age of Austerity Exhibit Hall)
	<ul style="list-style-type: none"> • In the 1980's, President Ronald Reagan pushed the philosophy that the government should be as small as possible. He massively cut federal safety net programs. 	<ul style="list-style-type: none"> • Advance to Tour Stop 19 (Hunger and Charity in the Age of Austerity Art Gallery Wall)
	<ul style="list-style-type: none"> • As part of his presidential campaign, he changed Americans' thinking about why people were hungry in America. Like in the past, he blamed struggling Americans, claiming they were lazy and just trying to live off the government. He especially targeted Black women, calling them "welfare queens." 	<ul style="list-style-type: none"> • Advance to Tour Stop 20 (Ronald Reagan)
	<ul style="list-style-type: none"> • Then in the 1990s, President Bill Clinton and Vice President Al Gore, both Democrats, along with Speaker of the House Newt Gingrich and Senator Bob Dole, two Republicans, cemented these stereotypes into policy. The Personal Responsibility and Work Opportunity Reconciliation Act, otherwise known as welfare reform, was signed by Clinton in 1996. 	<ul style="list-style-type: none"> • Advance to Tour Stop 21 (Agreeing to Welfare Reform)
	<ul style="list-style-type: none"> • This legislation made it harder for many people to access these benefits, putting in new restrictions on who could access help, for how long, and claiming it was to prevent fraud and laziness. • By the end of the 1990s, we had a new bipartisan political consensus, that believed that hunger and poverty were symptoms of individual, personal failings. They claimed the government had a limited role to play in solving the issue, since the problem was based in personal 	<ul style="list-style-type: none"> • Advance to Tour Stop 22 (Clinton Signs Welfare Reform)

	<p>responsibility, not societal, structural challenges.</p>	
 	<ul style="list-style-type: none"> • Fast forward to 2020. • Before the COVID pandemic, about 40 million Americans were struggling with hunger. In the first few months of the pandemic, that number skyrocketed to as many as 80 million people at risk of hunger. 	<ul style="list-style-type: none"> • Advance to Tour Stop 23 (Crises of New Proportions Exhibit Hall) • Advance to Tour Stop 24 (Crises of New Proportions Exhibit Art Wall)
	<ul style="list-style-type: none"> • Early in the pandemic, long lines of cars waited for food pantry distributions – clear evidence that our charitable system was never built to support all the need in our country. • Images like these helped to make clear, once again, that hunger is widespread and systemic. Hunger can happen to anyone, and there's no way that charity alone can meet the huge need. • Again, in the early months of the pandemic, Americans demanded a government response. Despite all the political partisanship, we were able to use our federal safety net to stabilize and even reduce the number of hungry people in the US. • In 2021, we had the single biggest increase in SNAP (federal food stamps) budgets since the program began. 	<ul style="list-style-type: none"> • Advance to Tour Stop 25 (Lines of Cars Waiting at Food Banks)
 	<ul style="list-style-type: none"> • This helped to stabilize Americans, and today we have fewer people struggling with food insecurity than before the pandemic – 34 million compared to 40 million. • Unfortunately, too many of those investments were temporary, and are now being discontinued prematurely, even though the need is still massive and food prices are still sky high. 	<ul style="list-style-type: none"> • Advance to Tour Stop 26 (Stories of a Broken Safety Net) • Advance to Tour Stop 27 (Stories of a Broken Safety Net main exhibit) • Optional: click individual story tabs to read stories from people experiencing food insecurity.



- Now that you know the ways that the government has been able to successfully address hunger in the past, you can be part of efforts to make a difference now.

- Advance to Tour Stop 30 (Wishing Tree)
- Optional: Add group wish for people struggling with food insecurity today to the Wishing Tree
- Optional: Q&A

VI. SNAP Café

Purpose: This activity is designed to help participants get a sense of the cost of a meal and what people can afford to eat on SNAP funding. It's also an opportunity for them to reflect on their own relationships to money and food.

Time: This activity can take 10-15 minutes, depending on the size of the group and participants' level of engagement.

Instructions:

- Think about the last time you (and a friend/s) bought yourself a snack or a meal. Have you had a drink at Starbucks recently? Or had a burger or some candy? What did you buy? Do you remember approximately how much you spent?
- Now we're going to visit The Hunger Museum's SNAP Café, to see if we can start to understand what eating on SNAP (food stamps) benefits might feel like.
- Together we're going to make a meal – get ready to vote for our meal choices. (Lead folks through choosing a meal they'd like to eat)
- You can see that even though we've had the single largest increase to SNAP since the 1970s, it is incredibly difficult to put together a nutritious meal that you want to eat.

VII. Writing to Make a Difference

Purpose: This activity is designed to guide participants through the process of writing postcards to influence others' views about hunger and the governments' responsibility to address it.

Time: This activity can take about 45 minutes, depending on participants' level of engagement. (It can also be done in segments, having participants complete the final drafts of their postcards and home and bring them to the next session.)

Instructions:

1. This activity can work well with small or large groups.
2. Prepare copies of the graphic organizer and postcards for participants.

Materials: Postcards, Writing to Make a Difference worksheet, pencils/ pens

Facilitation: The facilitator's role is to engage participants in considering the impact they can have on important issues, and teach them ways to use their voices to make a difference. Writing postcards enables young people to share their views and advocate issues that are important to them with decision makers.

- Discuss:
 - Do you believe you can make an impact on big issues like hunger? How?
 - Do you believe you can influence the legislative process? (Even if you don't vote, or aren't a citizen, can you still make an impact?)
 - What other ways are there to make an impact?
- The Hunger Museum tour tells an important story about the history of hunger in the U.S. and the successful role that the government has played and can play in ending hunger for most people who live here.
- When we change the story about hunger, things change.
- Who can you tell about what you learned about hunger, to help change the way they think about what's possible and how we can fix it?
 - Family and friends
 - Community leaders (clergy, school leadership, other people who lead a group or organization that they participate in or are part of)
 - Legislators (mayor, governor, president, other state or federal elected officials)
 - Anyone else?

Directions:

1. Pass out the [Writing to Make a Difference worksheet.pdf](#) and postcards to participants.
2. Ask participants to consider who they want to write to, who they would like to influence to take action to help end hunger in the U.S. They can write to family and friends, to community leaders, and/or to their elected representatives.
3. Ask participants what message they want to send about hunger and the role they think the government should play in addressing it. They can work together to develop or refine their messages. Each participant will write a postcard to at least one person they want to influence.
4. Participants will draft their postcards using the worksheet.
 - What facts and/ or personal experiences can they offer in support of their argument?
 - What recommendations would you make for how they can help address your issue?
5. Make sure participants have time to write a draft on the planning tool. Ideally, the facilitator will have an opportunity to review these and provide feedback before participants transfer their messages to their actual postcards.
6. If participants are writing to family or friends, ask them to include their full return address. If they are writing to community leaders or legislators, ask them to write their names, and your group/ organization and address, so that leaders can respond to their postcards.