

Service-Learning Curriculum Unit Plan

Unit/Topic: Hunger – Empty Bowls Dinner	Grade Level: 6th																				
<p>Service Idea: Host an Empty Bowls Dinner to raise money for hunger and to educate the community about hunger and poverty in the world (Provide Description)</p>																					
<p>1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed)</p> <table border="0"> <tr> <td>R.WS.06.04</td> <td>W.CN.06.03</td> <td>S.CN.06.03</td> <td>G5.1.1 (6)</td> </tr> <tr> <td>R.NT.06.01</td> <td>W.CR.06.01</td> <td>S.CN.06.04</td> <td>G5.1.3 (6)</td> </tr> <tr> <td>R.IT.06.01</td> <td>W.SP.06.01</td> <td>L.CN.06.01</td> <td>G6.1.1 (6 or 7)</td> </tr> <tr> <td>R.CM.06.01</td> <td>S.CN.06.01</td> <td>L.CN.06.02</td> <td>P3.1</td> </tr> <tr> <td>R.CM.06.03</td> <td>S.CN.06.02</td> <td>G4.2.1 (6)</td> <td>P4.2</td> </tr> </table>		R.WS.06.04	W.CN.06.03	S.CN.06.03	G5.1.1 (6)	R.NT.06.01	W.CR.06.01	S.CN.06.04	G5.1.3 (6)	R.IT.06.01	W.SP.06.01	L.CN.06.01	G6.1.1 (6 or 7)	R.CM.06.01	S.CN.06.01	L.CN.06.02	P3.1	R.CM.06.03	S.CN.06.02	G4.2.1 (6)	P4.2
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<p>2. Students will understand that.... (What are the enduring understandings?)</p> <p>There is enough food in the world for everyone, but people don't have equal access to it. We are all connected; we share one world. Raising the living standards of our impoverished neighbors helps promote peace. Working together, we can help end hunger and poverty. Globalization affects everyone's lives. People can't choose where they are born. We are all citizens of a global village.</p>	<p>3. Essential Questions to Guide Learning & Inquiry: (Turn understandings into essential questions.)</p> <p>How does what we do here in the U.S. affect people elsewhere? How much food do humans need to maintain a good quality of life? What are the negative outcomes of globalization? How can we make a difference in the world? What is poverty? How does raising the living standards help promote peace in the world?</p>																				
<p>4a. Students will know.... (What is the content knowledge focus?)</p> <p>Human actions affect the environment and available resources There are over 1 billion hungry people in the world Limited resources in the world cause conflict One person can make a difference in the world There are many organizations working to end hunger and poverty There are vast economic and social inequalities in the world today and these have repercussions</p>	<p>4b. Students will be able to do.... (What are the skills?)</p> <p>Use inquiry methods to acquire content knowledge Write persuasive essays Use technology to present information Make and glaze a clay bowl Organize and put on a dinner Write a proper business letter Use the internet to research a topic Take notes on a presentation</p>																				
Assessment Evidence																					
5a. Performance Task:	5b. Other Assessment Evidence:																				

<p>(What will students do to demonstrate their learning?)</p> <p>Make a clay bowl</p> <p>Write a letter to an organization to request materials for the dinner</p> <p>Research a non-profit organization</p> <p>Make a video/PowerPoint presentation on a selected non-profit</p> <p>Write a persuasive essay</p> <p>Host an “Empty Bowls” dinner</p>	<p>(Describe formative/on-going/other summative assessments.)</p> <p>Short explanation of organization researched</p> <p>Participation in class discussion</p> <p>Quote selection – reflection</p> <p>Journal writing</p>
<p>5a. Performance Criteria: (Provide checklists, rubrics, or criteria.)</p> <p>PowerPoint/Video presentation rubric (attached)</p> <p>Persuasive essay rubric (attached)</p>	<p>5b. Other Assessments Criteria: (Describe criteria for other assessments.)</p> <p>Business letters are assessed according to the business letter criteria in English textbook</p> <p>Teachers assess students’ participation in class and dinner activities.</p>
<p>Learning Plan: (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)</p>	
<p>A. Steps for Students:</p> <ul style="list-style-type: none"> • Lead Activity (Introduce desired results, ask essential question, connect with student experience, begin investigation & pre-reflection) • Student-centered learning steps (Detailed sequencing of lesson; specify formative assessment during practice and summative assessment in conclusion. Include planning & preparation, action,& reflection) • Closure (Revisit enduring understanding/essential question. Include reflection & demonstration of results & celebration) 	<p>B. Notes for Teacher: (What do you need to remember to do?)</p>
<p>C. Materials Needed:</p> <p>Clay for bowls, glaze, access to kiln</p> <p>Computers– Need to have PowerPoint and Word installed and have internet access</p> <p>Markers or paint if you want students to decorate quotes by hand</p> <p>Projector for sharing PowerPoints/videos</p> <p>Flip video or regular video camera if doing videos</p>	
<p>D. Approximate Time for Unit: 3 -4 weeks</p>	

E. Resources:

Finding Solutions to Hunger (ISBN: 0-9660038-0-2) This resource is available for purchase online at www.kidscanmakeadifference.org. It will soon be available to download lessons.

Ryan's Well (or other video showing kids making a difference) Can be found on YouTube

www.kidscanmakeadifference.org

<http://www.oxfam.org.uk/> (Go to teacher link)

www.heifereducation.org

www.facingthefuture.org

www.peacecorps.gov/www

Lesson 1 of 6**Lesson Essential****Question(s):**

Why are there hungry people in the world?
 Is there enough food for everyone?
 Who controls the food supply?

Lesson Knowledge:

Food is not distributed equally in the world
 Worldwide there are over 1 billion people who are chronically hungry
 Access to food is the problem

Lesson Skill(s)

Brainstorming
 Inquiry

1. Lesson Opener:

Have room prepared for the activity in Lesson 2 in *Finding Solutions to Hunger*. (A version of this lesson is also available through OXFAM at www.hungerbanquet.org.)

2. Transition:

Put students in groups following the directions for Lesson 2.

3. Activity:

Lesson 2: Eating the Way the World Eats (*Finding Solutions to Hunger*) Do numbers 1 through 9. (Number 10 may be done if you wish.)

Adapt this lesson for classroom use by doing the following:

Blue Group: Have pop, apples, bananas, cookies, candy, chips, crackers or other foods that are easy to have in the classroom. The important thing is that there is a lot! Set it up on a tablecloth and have the people in the group sit in chairs at the table. Have fancy napkins, etc.

Yellow Group – No pop – have water instead. Have enough so that each person in the group gets something, for example, a banana or cookie. Students stay at their desks to eat.

Red Group - Have some crackers or cookies, but not enough for each person in the group. Students sit on the floor to eat.

4. Lesson Wrap-Up:

Discuss questions 1-5 under #8.

Write reactions to the activity in their journals or as a writing assignment.

Discuss the Empty Bowls dinner and hosting an Empty Bowls dinner.

5. Additional Lesson Notes:

You may adapt the foods used however you want, as long as the Blue Group has a lot to eat and things are made to look very nice. The Red Group should have just enough, and the Yellow Group should have less than enough.

Lesson 2 of 6

Lesson Essential

Question(s):

What is the power of one?
What does it mean to be a global citizen?
How can we make a difference in the world?

Lesson Knowledge:

Ending hunger is possible
One person can make a difference
Many organizations are working to end hunger and poverty

Lesson Skill(s)

Use the internet to research a selected non-profit
Create a presentation using PowerPoint

1. Lesson Opener:

Watch the video *Ryan's Well* (or other appropriate video about one person making a difference) Do lesson 6 in *Finding Solutions to Hunger*. You can find *Ryan's Well* on YouTube.

2. Transition:

Discuss hunger and poverty and how people are working to make a difference. Make a list of organizations that are helping to end hunger and poverty. Have students select one organization that they want to research and report on. (I suggest that students work with a partner for this.)

3. Activity:

Students research the selected organization with their partners and prepare a PowerPoint or video presentation on that organization. (This activity may take two or three class periods.)

4. Lesson Wrap-Up:

Ask each student to write a short explanation (3 – 5 sentences) of how the organization they selected works to end hunger and poverty.

5. Additional Lesson Notes:

This lesson may extend into more than one day as you give students time in class to finish their PowerPoints or videos. If your students have not done a PowerPoint before, you will need to teach them PowerPoint before beginning this lesson.

These PowerPoints/videos will be shared in the classroom and at the "Empty Bowls" dinner. Planning for the dinner can take place as part of classroom meetings, if you have those in your room. Otherwise, allow some time for working on dinner plans throughout the 3-4 weeks of this project.

Another young person who is an example of "one person making a difference" is Craig Kielburger. You may want to use *Free the Children* by Craig as a read aloud in your classroom. There are many videos about him and about Ryan on You Tube that can be used.

Lesson 3 of 6

Lesson Essential

Question(s):

How does what we do here in the U.S. affect people elsewhere?
Is development always beneficial?

Lesson Knowledge:

Development has social and environmental consequences
Development has different impacts of various groups

Lesson Skill(s)

Understanding different perspectives
Viewing actions holistically
Role playing

1. Lesson Opener:

Follow Procedures listing in Lesson 11, *Finding Solutions to Hunger*

Students are told their classroom is now an “underdeveloped country”, They are put into 6 groups (environmentalists, government officials, world bank ministers, local villagers, loggers, trees and creatures of the forest) and given role sheets. They then receive **The President’s Statement of Development** “ and prepare for a National Debate.

2. Transition:

Read “The President’s Statement of Development” aloud.

3. Activity:

Follow directions for Lesson 11: Development – Who Benefits? In *Finding Solutions to Hunger*. Students will spend time in groups preparing for the debate. After allowing adequate time to prepare, hold the National Debate, according to directions in the lesson.

4. Lesson Wrap-Up:

Numbers 9 and 10 in the lesson give students a chance to debrief. These can be used as a journal assignment.

5. Additional Lesson Notes:

In this lesson, there are two additional activities that are good, if there is time. Number 2 has students look at development in their own community and asks the questions of: Who benefits? Does the development improve life for everyone?

Lesson 4 of 6**Lesson Essential****Question(s):**

How can we make a difference?

Lesson Knowledge:

Engaged citizens can make a difference

Lesson Skill(s)

Correct business letter writing

1. Lesson Opener:

Watch the "Global Wombat" video (<http://www.globalcommunity.org/flash/wombat.shtml>)

This is a very short video about how we are one world and we are all connected.

2. Transition:

Discuss the video with class.

Talk about the upcoming Empty Bowls dinner and do any planning that needs to be done.

Discuss how to write a proper business letter and give a reference for them in your English books or elsewhere.

3. Activity:

Ask students to write a business letter to the organization they have been researching and preparing a PowerPoint/video about. Ask the organization if they can provide a display, brochures, flyers, pins or other items for the "Empty Bowls" dinner at the school. The letters need to be typed in proper business letter format. Mail these letters to the organizations selected. OR email the selected organizations to ask for materials. Have students use business letter format. (Be sure that you check these emails before they are sent. You can have the students save them for you to look at later.)

4. Lesson Wrap-Up:

If sending letter by mail, have students address the envelopes.

Work on any plans for the "Empty Bowls" dinner.

5. Additional Lesson Notes:

Students will be working with partners on this. For those students who finish early, have them go to the Free Rice website (www.freerice.com).

Making the clay bowls can be done in your classroom, or work with the art teacher to have the students make their bowls in art class. Empty bowls will provide free clay for schools doing the Empty Bowls dinner. Determine how many bowls you plan on making. The Empty Bowls website (www.emptybowls.net) is currently being updated, but should be ready soon.

You may choose to do this lesson earlier if the date selected for your dinner is less than two weeks away.

Lesson 5 of 6**Lesson Essential Question(s):**

What does it mean to be hungry?
What does poverty mean?

Lesson Knowledge:

Quotes help us understand certain concepts

Lesson Skill(s)

Researching
Technology – using MS Word

1. Lesson Opener:

Post quotes about hunger/poverty around the room. Ask students to read all of them, and then to choose one they like the best and go stand by it.

2. Transition:

Ask students why they chose the particular quote they chose. Depending on time, you may ask a few students to share or all students to share.

3. Activity:

Have students find quotes about hunger and poverty and choose some of their favorite ones. Have them type or write them by hand. Students can search for quotes using the internet and also in books you have available for them. There are two different ways these quotes will be used. They need to choose one to be put in each bowl made for the Empty Bowls dinner; these need to be on small (approximately 1 inch by 4 inch) pieces of paper. Make them decorative. You need one quote for each bowl you have at the dinner. The others will be used to make a poster. Have them copy these quotes in a large font and decorate the whole page. Choose a photo or graphic to represent this quote and insert it on the poster. This poster will be a full sheet of paper. If students (or teachers) prefer, the quotes can be handwritten on paper and then decorated with their own artwork. You might want to do some of each. (Save the quotes in a folder to be printed later if you have them design them on the computer.) Students will each work on their own quotes.

4. Lesson Wrap-Up:

As a journal assignment, ask students to write one of their quotes and tell why they chose it.

5. Additional Lesson Notes:

Some good websites for finding quotes are:

<http://thinkexist.com/quotations/hunger/>

<http://www.hungernomore.org/quotations.html>

<http://www.quote garden.com/poverty.html>

<http://www.betterworld.net/quotes/endhunger-quotes.htm>

<http://www.cultureofpeace.com/quotes/endpoverty-quotes-2.htm>

Also, see attachment for quotes.

Lesson 6 of 6**Lesson Essential****Question(s):**

How do non-profit organizations work to end hunger and poverty?

Lesson Knowledge:

Engaged citizens can make a difference.
Organizations use different procedures to help alleviate hunger and poverty in the world.

Lesson Skill(s)

Persuasive writing
Note taking

1. Lesson Opener:

Tell students that they are going to select an organization to support with money raised from the Empty Bowls Dinner. After viewing each of the PowerPoints/videos, they will write a persuasive essay about the organization that they think the money should go to.

2. Transition:

Pass out papers that you have prepared with the names of the organizations that will be shared listed on it with space for taking notes. Or ask students to take out a sheet of paper and record the names of the organizations as they are presented and take notes about each one.

3. Activity:

Ask each group to present their PowerPoint/video to the whole class. Remind the class that they need to take notes on each one. After listening to all the presentations, students will write a persuasive essay about the organization that they think should receive the money raised at the class dinner and why they selected that organization. Give them time in class to write their essays. Have them turned in the next day.

The next day, decide which organization to donate to. You can have students share their persuasive essays, hold a class discussion, vote, come to consensus, or whatever method you choose.

4. Lesson Wrap-Up:

Allow time for students to write their persuasive essays in class. Tell them the class will make a decision the next day about which organization to support with the money from the Empty Bowls Dinner.

Remind students that they will be sharing their PowerPoints/videos at the Empty Bowls Dinner. Give feedback to students about their presentations and any suggestions to improve them for the dinner.

5. Additional Lesson Notes:

After the dinner is over, spend some time reflecting on the project. Do a plus/delta. Write a + on one side of a piece of chart paper and list the things that were good or went well at the dinner. On the other side write a Δ and list what things could be changed to improve the dinner. Send the money raised to the organization selected.

There are many other lessons in the *Finding Solutions to Hunger* book that can be used if there is time.

Empty Bowls Dinner Suggestions

1. Plan what kinds of soup to have and who will make them. Some options are:
 - a. Have students make soups in class or at home
 - b. Ask parents to make soups
 - c. Ask the kitchen staff to make the soup
 - d. Ask local restaurants to donate the soup
 - e. Buy the soup from a local restaurant
2. Plan what else to serve with the soup, such as crackers, rolls, etc. and decide how to provide them. Arrange for drinks – coffee, tea and water are sufficient.
3. Decide what kind of dishes to use and make arrangements for them. Ideally, you can use real dishes and silverware and be environmentally friendly. If forced to use disposables, arrange how to get them.
4. Decide where to hold the dinner – usually the gym or cafeteria – and how to decorate for it. Use the posters with the quotes to decorate. Also, use the displays sent by the organizations contacted by the students. Display the bowls with a quote included inside each one. You may want to post facts about hunger and poverty on the walls or on placemats. You will probably want to have a decorating committee to stay after school the day of the dinner to decorate.
5. Plan who's doing what the night of the dinner. Students can work in shifts to serve food, clean tables, wash dishes, etc. Be sure to have a clean-up committee. Discuss responsibilities ahead of time. Make a chart of the work schedule with names of those working and post it.
6. Set a time to share PowerPoints/videos during the dinner.
7. Publicize your dinner. Students can design flyers in class. Hang them up in school and distribute to the community. Put information in the school newsletter and the newspaper. Have students brainstorm other options for publicizing the dinner and make plans to carry out the ones selected.
8. You may choose to give everyone who attends the dinner a bowl, or you may use other ways to give them out, such as a silent auction.
9. If possible, show a video about the organization you chose to support with the profits from the dinner.
10. You may be able to meet some of your math standards with the dinner. You can figure out your profit and what percent of the total money collected that was. You can find the percentages of total money taken in that went towards various things, such as food, dishes, publicity, etc. Figure out the mean (average) donation given (if you have a count of the number of people who attended. After counting the money, graph the numbers of each of the various bill denominations (how many \$1s, \$5s, \$10s, \$20s, coins); have them decide

which type of graph is most appropriate for this. You can also look at statistics for hunger and have students do different graphs, such as hunger by region or states in the USA, hunger in countries around the world, hunger by age level, hunger by ethnic groups, etc.

11. To link this project to your Language Arts standards, read books and articles about hunger and poverty and books about one person making a difference as part of your curriculum. Suggested books are:

The Long March: The Choctaw's Gift to Irish Famine Relief by Marie-Louise Fitzpatrick
The Can-Do Thanksgiving by Marion Hess Pomeranc
A Castle on Viola Street by DyAnne DiSalvo-Ryan
The Hundred Dresses by Eleanor Estes
Soul Moon Soup by Lindsay Lee Johnson
Uncle Willie and the Soup Kitchen by DyAnne Disalvo-Ryan
Dream Freedom Sonia Levitin
A Life Like Mine: How Children Live Around the World (DK Publishing and UNICEF, 2002)
Free the Children: A Young Man's Personal Crusade Against Child Labor by Craig Kielburger
Hoot by Carl Hiaasen
Pay It Forward by Catherine Ryan Hyde
I Am a Taxi by Deborah Ellis
Sacred Leaf by Deborah Ellis
The Lost Boys of Natinga: A School for Sudan's Young Refugees by Judy Walgren
Before We Were Free by Julia Alvarez
I Can Make a Difference by Marian Wright Edelman
Asphalt Angels by Ineke Holtwijk
Beatrice's Goat by Page McBrier
The Carpet Boy's Gift by Pegi Deitz Shea
Ten Amazing People and How They Changed the World by Maura D. Shaw
If the World Were a Village by David J. Smith
The Roses in My Carpets by Rukhsana Khan
Hunger Games by Suzanne Collins
Give a Goat, by Jan West Schrock
One Hen – How One Small Loan Made a Big Difference by Katie Smith Milway
Faith the Cow by Susan Barne Hoover
The Goat Lady by Jane Bregoli
What the World Eats by Faith D'Aluisio and Peter Menzel

The Peace Corps has many books available FREE that have great stories about life in other countries. Also, on their website you can find videos, podcasts, and stories about hunger and poverty in countries where the Peace Corps works. These are great resources to use with students. Go to www.peacecorps.gov/www.

12. Some good organizations to research are:

Heifer International	www.heifer.org and www.heifereducation.org
Habitat for Humanity	www.habitat.org
OXFAM	www.oxfaminternational.org
Kids Can Make a Difference	www.kidscanmakeadifference.org

RESPECT International www.respectrefugees.org
Care www.care.org
Feeding America www.feedingamerica.org

Most of these have great resources you can use. Heifer has FREE global education kits you can order and online resources. Habitat and Oxfam have downloadable and online resources.

13. If you want to do something in your own community, there are many organizations that need help. Find out about the ones in your area. Invite a speaker from that organization to come in to the classroom to talk about their organization. Suggestions are food pantries, soup kitchens, and Gleaners. You can arrange for your students to help pass out food for Gleaners in your area or work at their warehouse one day. You can also have your students work at the soup kitchen or food pantry.
14. Check out Kiva (www.kiva.org) and get your students involved in micro financing. You can make small loans on line to individuals or groups needing financing for a particular project. Students can search the site and choose who they want to loan money to. Kiva sends follow-ups, so you can keep track of your loan.