



Hunger in the United States

Created: 07/2019 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Describe and explain food insecurity.
2. Identify and illustrate food insecurity in the United States.
3. Describe the impact of food insecurity on health.
4. Describe the impact of food access in the United States.
5. Describe the impact of economics on food insecurity.

TIME REQUIRED: 200 minutes

RESOURCES:

1. "Illuminating Intersections: Hunger and Health," <https://youtu.be/q0VQjtE8vRg>
2. "Mississippi 'Food Deserts' Fuel Obesity Epidemic" available at https://youtu.be/_g-X8GNBYCM

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
2. A copy of the "Teacher Master Sheet: Can You Make It 30 Days?"
3. Red and green colored pencils or pens
4. A copy of the "What Role Does Hunger Play in the United States?" worksheet for each student
5. A copy of the "Are People Hungry in the United States?" worksheet for each student
6. A copy of the "Access to Food" worksheet for each student
7. A copy of the "Can You Make It 30 Days?" worksheet for each student
8. A copy of the "Where Do We Go from Here?" worksheet for each student
9. A copy of the "Food Access" worksheet for each student.
10. Dice for every two to four students

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An agriscience lesson.
2. A biotechnology lesson.
3. A hunger/food insecurity lesson.

STUDENT ACTIVITY SHEETS

<https://ffa.box.com/s/qybde12aqeabcv5qw88pa9jp5a7i6xn6> (Word)

<https://ffa.box.com/s/eso7uuck14lsinenqdx3p5aidvnobpwu> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PG-G.Physical Growth: Take care of one's health by eating well, exercising, getting enough sleep, respecting one's body, and setting personal goals for long-term health.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core–Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Common Core–Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Common Core–Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core–Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02: Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04: Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

LESSON PLAN:

1. ***Bell Ringer:*** How would you feel if you did not know where your next meal was coming from? Draw a picture that depicts your emotion.
2. ***Introduction:*** Have students think-pair-share their responses from the bell ringer. After students share with each other, have a few students share with the class. Discuss that there are millions of people in the United States that go hungry each day or do not know where their next meal is coming from. Review and transition from Lesson 1 by saying something like this: *Previously, we learned about food insecurity and access. Today, we are going to learn about the United States and the challenges we face with this same issue.*
3. ***Activity 1:*** Food security is the term used to describe the availability of food to the consumer, the ability to purchase the food, the ability to find quality food and how food is utilized. In this activity, students will revisit this term and engage in understanding the prevalence of food insecurity, and its impact, in the United States. Each student needs a copy of the worksheet "[What Role Does Hunger Play in the United States?](#)" Watch the video "Illuminating Intersections: Hunger and Health," available at <https://youtu.be/q0VOjtE8vRg>, and complete the activities. Have students discuss the final question about food security in their community.
4. ***Activity 2:*** Each student needs a copy of the worksheet "[Are People Hungry in the United States?](#)" Have students complete the graphing activity to learn about food insecurity across the United States.
5. ***Activity 3:*** One of the important components to food insecurity is the access and availability of foods to the consumer. Research has shown that in lower income areas there are fewer food options and less availability of food, especially healthful food. In turn, consumers have an increased challenge trying to gain access to those resources. Some must utilize public transportation, walk and travel long distances with increased time commitments or select less nutritious and cheaper food options found in convenient stores or at fast food restaurants. Hand out the "[Access to Food](#)" worksheet. In this activity, students are going to complete activities to gain an understanding of food access/availability and the impact that has on families. Students will first complete a maze activity. When students have finished the maze activity, discuss the processing question that follows. After, have students answer the three true/false questions. Discuss the answers with students. Students will then watch a video, "Mississippi 'Food Deserts' Fuel Obesity Epidemic" available at <https://youtu.be/q-X8GNBYCM>, that discusses food deserts. A food desert is a location in which residents have limited access to healthy and diverse food options. These individuals are typically in low-income areas and live roughly one mile away from a source. Students will apply what they learn from the video to draw conclusions about the impact of food deserts on both urban and rural families. Lastly, students will use a USDA food desert map, <http://americannutritionassociation.org/newsletter/usda-defines-food-deserts>, to look at the prevalence in their states. Students will then answer questions about their area. Finally, students will draw a picture of a food desert to show their understanding.
6. ***Activity 4:*** Another component to food insecurity and access is financial. Many people that are food insecure also live on a very fixed income. In this activity, students will experience what it is like to live on a fixed income and how

that impacts food security. Each student needs a copy of the worksheet "[Can You Make It 30 Days?](#)" The teacher will need a copy of the worksheet "[Teacher Master Sheet: Can You Make It 30 Days?](#)" Use the master sheet to lead the class through each of the 30 days. Students will roll on the days that give dice options. For example, on day one, students will roll for insurance costs, rent, etc. Students should each have their own worksheet and make their own decisions as they go through the game. Students should keep track of their finances the entire time using green and red pens/colored pencils/markers. If a student "runs out of money," they are done and should follow along with another student in class. Once you have completed the "30 days," have students independently complete the questions that follow. When going through the master sheet results, do not share the information in parenthesis until after students have made a selection. Have students share emotions and thoughts on the game/process they went through.

7. **Activity 5:** Each student needs a copy of the worksheet "[Where Do We Go from Here?](#)" Have students work with a partner to sum up what they have learned and to create a list of what they can do and what they still want to know. Once students are finished, create a class chart to combine ideas. Have each student take a picture or update their personal chart with anything the class added that they did not come up with themselves during their partner work. Have a discussion of ideas to combat the issue and address any lingering questions that can currently be answered.
8. **Follow-up:** Have students contact their local government agencies to learn about food insecurity in their community.
9. **Leveling Up:** Develop and conduct a community service activity within your school to help the food insecurity issue in your school and/or community.
10. **Exit Ticket:** What is food insecurity and access? What impact does food insecurity have on a community, such as your own? Provide specific examples.

NAME: _____

Aligned to the following standards:

FFA.PL-A; FFA.PG-G; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; CCSS.ELA.SL.9-10.1;
CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

What Role Does Hunger Play in the United States?

DIRECTIONS:

In Lesson 1, we learned about hunger and food insecurity around the globe. Watch the video "Illuminating Intersections: Hunger and Health," available at <https://youtu.be/q0VQjtE8vRg>, and complete the following activities to get an overview of food insecurity and food access in the United States.



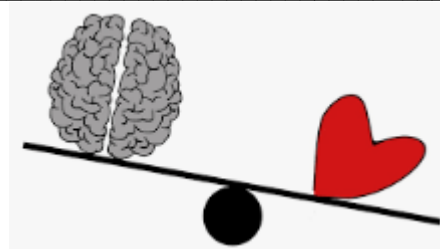
What is food insecurity?

How many in the United States are food insecure?
1 in _____ or _____ million



Those that are food insecure have a greater chance for the following health issues:

1. _____
2. _____
3. _____
4. _____



How many children in the U.S. lack regular access to nutritious food?

_____ million



Using what you learned about the total number of children that are food insecure, calculate what percentage of the child population is food insecure. Show all work and circle your final answer.

Think about your home town and community. Are there people that are food insecure? What does your community do to help those that are food insecure?

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CRP.02; CRP.04

Are People Hungry in the United States?

DIRECTIONS:

Complete the following activities to learn about hunger in the United States.

Food Secure

"Households had access, at all times, to enough food for an active, healthy life for all household members." (CDC, 2018)

Number of U.S. Households: 88.2%

Food Insecure

"At times during the year, these households were uncertain of having, or unable to acquire, enough food to meet the needs of all members because they had insufficient money or other resources for food (includes low and very low insecurity)." (CDC, 2018)

Number of U.S. Households:
Low: 7.3%
Very low: 4.5%

In the box, create a graph to depict the percentage of households that are food secure, have low food insecurity and have very low food insecurity for your state. Be sure to use color and to include all labels.

Use the following resource to find information for your state: <https://www.ers.usda.gov/data-products/state-fact-sheets/>

What do these percentages imply about the chance of kids in your school/community being hungry?

NAME: _____

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CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

Access to Food

DIRECTIONS:

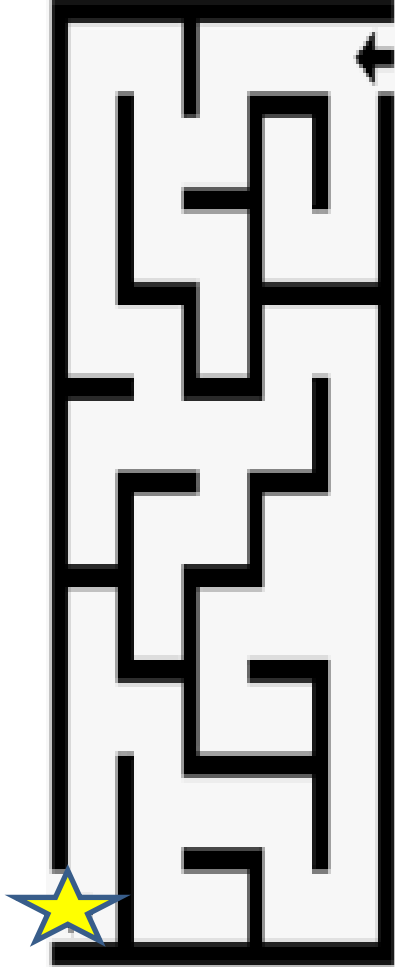
As we have learned, having access to healthy and affordable food is important. However, what happens when healthy and affordable food is not accessible? Complete the following activities to learn about this important component to food security.

Find your way through to the star at the end in each of the three mazes:

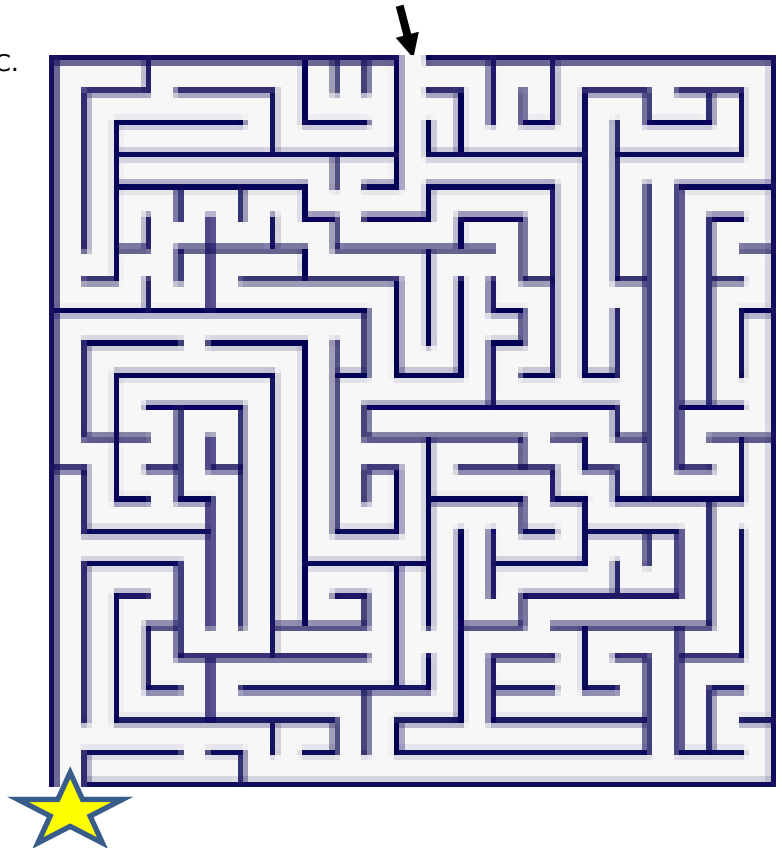
A.



B.



C.



Which maze would you prefer to go through to find something, such as your cell phone/tablet? How do you think these mazes relate to people's access to food? Using a minimum of two sentences, explain.

NAME: _____

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CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

DIRECTIONS:

Answer each of the true/false questions to the best of your ability to see how much you already know!

1. True or False: Upper and middle income communities tend to have 3 times as many grocery stores as neighborhoods with lower incomes.
2. True or False: Food is traveling farther each year to reach the consumer.
3. True or False: Those living with low incomes are less likely to own cars than those from middle and upper income households.

*Sourced from UEPI 2002.

DIRECTIONS:

Watch the video "Mississippi 'Food Deserts' Fuel Obesity Epidemic," available at <https://youtu.be/q-X8GNBYCM>, and answer the following questions.



What is a food desert?

How do food deserts impact rural and urban families? Provide three impacts for each.

Rural Families

1. _____

2. _____

3. _____

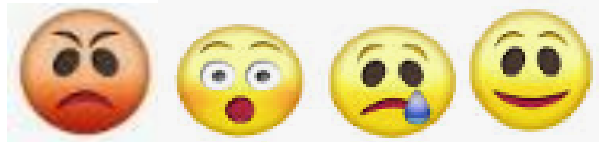
Urban Families

1. _____

2. _____

3. _____

Circle how you would feel if maze C were the path you and your family had to take to purchase food each week.



Using a minimum of two sentences, explain why you feel this way.

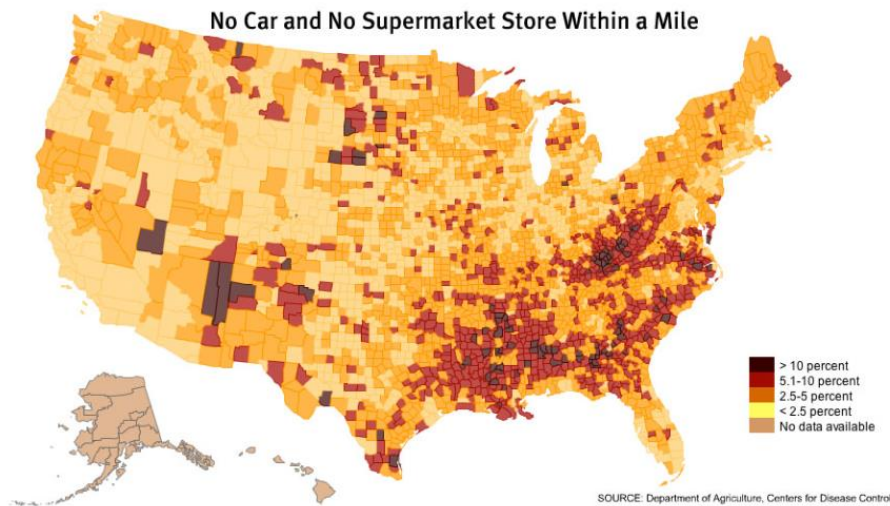
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DIRECTIONS:

Now that you better understand food deserts, let's look at where you currently live. Utilize the map below to complete the activity.



The USDA defines what's considered a food desert and which areas will be helped by this initiative: To qualify as a "low-access community," at least 500 people and/or at least 33 percent of the census tract's population must reside more than one mile from a supermarket or large grocery store (for rural census tracts, the distance is more than 10 miles).

- (1) Do you live in a state with any food deserts? Yes No
- (2) Do you live in a state with levels greater than 10%? Yes No
- (3) Where are the greatest number of food deserts in your state? _____
- (4) According to the USDA, how do they determine if an area is a food desert?

- (5) Using the USDA website, <https://www.ers.usda.gov/data/fooddesert/>, do you live in a food desert? Yes No
 - a. How does, or could, living in a food desert impact you, your family, and your community?

- (6) In the space below, draw a map of a town or county that would have a food desert. Include the following: a family and their home, a convenience store, a large grocery store, a farmers market, roads and distances between objects. Include a description of the town or county and how that family is impacted by its location. Be sure to reference your picture in your explanation.

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CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

Can You Make It 30 Days?

DIRECTIONS:

Imagine you have lost your job and your savings are down to \$1,500. How will you make it through the month?

1. Select and circle a job from the options provided. This will be your job and salary throughout the game.

Waiter/Waitress Needed!

Be kind and courteous to guests while meeting their dining needs.

\$2.75/hour + tips

Hours will vary each week.

Farm Hand Wanted Immediately!

Drive equipment during harvest, transport grain to the local elevator, apply pesticides to crops, transport livestock to market.

\$8.50/hour – 6 a.m. to 2 p.m.

School Custodian Needed

Responsible for cleaning and maintenance throughout the school. Lifting boxes of various weights is a requirement.

\$7.50/hour – 3 p.m. to 11 p.m. + sporting events

2. Keep track of your budget for the month. Use a red pen or colored pencil for costs and a green pen or colored pencil for money coming in (ex. pay day):

Day	Item Purchased/Paid	Cost	Total (\$1,500)
1	Apartment Rent		
	Electricity		
	Water		
	Renter's Insurance		
	Health Insurance		
	Car Insurance		
	Groceries (for the month)		
2			
3			
4			
5			
6			
7			
8			
9			
10	PAY DAY!		
	Health Insurance		

NAME: _____

11			
12			
13			
14			
15			
16			
17			
18			
19			
20	Pay Day!		
	Health Insurance		
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
	Total left:		



NAME: _____

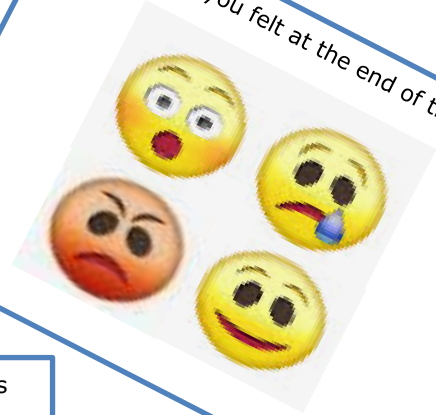
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CRP.02; CRP.04

How did you make your decisions?



Circle how you felt at the end of this game:



Why do you have these feelings after completing the game? What do you think this would be like each month for a year?

Based on what you have learned about food insecurity, what impact would this have on your ability to acquire healthy, nutritious food?

NAME: _____

Where Do We Go from Here?

DIRECTIONS:

With a partner, complete the following chart to sum up what you know, what you can do to help your community and what you still need to know about food insecurity.

What do I know about food security?	What can I do to help combat food insecurity in my community?
What do I still need to know about food insecurity in the United States?	

NAME: _____

Teacher Master Sheet: Can You Make It 30 Days?

DIRECTIONS:

Guide students through the different scenarios. Students will keep track on their budget sheet as you go through the scenarios day by day.

Day	Scenario	Directive #1	Directive #2	Directive #3
1	Apartment Rent	Roll 1 or 2: \$642	Roll 3 or 4: \$820	Roll 5 or 6: \$727
	Electricity	Roll 1 or 2: \$40	Roll 3 or 4: \$34	Roll 5 or 6: \$51
	Water	Roll 1 or 2: \$32	Roll 3 or 4: \$40	Roll 5 or 6: \$45
	Renter's Insurance	Roll 1 or 2: \$15	Roll 3 or 4: \$17	Roll 5 or 6: \$22
	Health Insurance	Roll 1 or 2: \$62.50/pay Co-pay: none	Roll 3 or 4: \$43.75/pay Co-pay: \$20	Roll 5 or 6: \$40.25/pay Co-pay: \$25
	Car Insurance	Roll 1 or 2: \$40	Roll 3 or 4: \$60	Roll 5 or 6: \$50
	Groceries	Roll 1 or 2: \$33	Roll 3 or 4: \$75	Roll 5 or 6: \$42
	Electricity	Roll 1 or 2: \$40	Roll 3 or 4: \$34	Roll 5 or 6: \$51
2	Your best friend asks you to a sit-down dinner that will most likely cost \$25. What do you do?	Go with your friend. You only live once. (subtract \$25)	Lie and say you already have plans and stay home.	Suggest a new restaurant on your side of town that will cost \$12.
3	You were cutting vegetables and sliced your thumb. It is bleeding badly. What do you do?	Head to the nearest urgent care. You don't want to lose your thumb! (If they have a co-pay, they must pay.)	Head to the nearest store and buy gauze and adhesive bandages. You'll survive. (Cost \$9.52)	Stay home and just continue to pour cold water on the deep cut. The bleeding has to stop eventually, right? (Bleeding never stopped, pay \$50 emergency room bill.)
4	Your apartment found out that you have a dog and now you owe a \$200 pet deposit. What do you do?	Pay the \$200.	Give the dog up for adoption.	Beg your parents to take your dog.
5	You went over your data on your cell phone plan and now owe \$200. What do you do?	Pay the \$200. You don't want to be in debt!	Throw the phone away and hope the phone company never finds you.	Charge the \$200 to your credit card despite there being an interest rate of 21.35%.
6	You were leaving the grocery parking lot when you accidentally swipe the bumper of another parked car. What do you do?	Stop and leave a note.	Call the cops and find the owner.	Drive off and hope nobody saw you.
7	The cable company just sent your bill, and they have raised it by \$50. This makes the monthly bill \$150. What do you do?	Pay the \$150. You can't live without TV.	Call and complain. (You now owe \$125.)	Shut off cable service.
8	Your car payment for \$200 has arrived. What do you do?	Pay the \$200 to stay out of debt.	Charge it to a credit card with an interest rate.	Ignore the bill. Maybe they won't call to claim.
9	You have walked a hole in your shoes. What do you do?	Spend \$84 on Nike. You have to be in style!	Go to Goodwill and buy a used pair of shoes at \$15.	Buy duct tape and tape your shoes. Duct tape always lasts, right? Cost \$5.
10	PAY DAY! • Take out health insurance	Waiter/Waitress = \$655 after taxes (includes tips)	Farm Hand = \$563 after taxes	Custodian = \$501 after taxes
11	You have been experiencing abdominal pain for a week. What do you do?	Go to the doctor. Pay any co-pay. (Placed on medication covered by your insurance.)	Ignore the pain, it will get better. (Your appendix burst! You must pay \$200 now and each month until your bill is paid.)	Go to the urgent care. Pay any co-pay. (Placed on medication covered by your insurance.)
12	You left for work and forgot to	Roll 1 or 2: Go hungry. You	Roll 3 or 4: Go to a	Roll 5 or 6: Go through

NAME: _____

	eat breakfast. What do you do?	won't pass out, feel sick or get a headache.	coffee shop and get a venti coffee and Danish for \$15.	the local fast food drive-up and get a value meal for \$4.
13	Your best friend is graduating next month. It will cost \$150 to travel to graduation party. What do you do?	Spend the \$150. You could never miss their graduation!	Send a \$50 gift and your regrets.	Lie and tell them you have to work and miss the graduation and party.
14	Your phone is eligible to upgrade. What do you do?	Pay for the newest phone. You have to be the most up to date. Cost \$500.	Keep the phone you have until it dies. Cost \$100.	Get rid of your cell phone.
15	You drop and shatter your phone screen to the point where you can't even dial. What do you do?	Have the phone repaired for \$200.	Go without a phone.	Buy a refurbished phone for \$300.
16	Groceries	Roll 1 or 2: \$33	Roll 3 or 4: \$75	Roll 5 or 6: \$42
17	You need gear/clothes for work. What do you do?	Roll 1 or 2: Pay \$75 for new gear/clothes.	Roll 3 or 4: Borrow from a friend and hope what they have works.	Roll 5 or 6: Go to the second-hand store and see if you can find used supplies. Cost \$50.
18	Your friends call and want to go see the latest action hero movie. What do you do?	Go to the IMAX. You need the ultimate experience. Cost \$15.	Go to the movie under the condition you see just the standard version. Cost \$10.50.	Tell your friends you are busy and stay home and watch an old action hero movie.
19	You are out of clean clothes for the month. What do you do?	Go to the laundromat: \$12.	Buy new clothes: \$35.	Wear your dirty clothes and hope nobody notices.
20	PAY DAY! • Take out health insurance	Waiter/Waitress = \$622 after taxes (less tips were made this time)	Farm Hand = \$600 after taxes (clocked more hours due to grain transportation)	Custodian = \$501 after taxes Add \$40 for games worked
21	Your gym membership has come due at \$50. What do you do?	Pay the \$50.	Try to sneak into the gym. Maybe they won't notice you are there.	Stop going to the gym.
22	Someone backed into your car and broke your taillight and drove off. The mechanic says it will cost \$250 to fix. What do you do?	Pay the \$250. Safety is important, and you don't want to be pulled over.	Put duct tape over the light and hope nobody sees. (If they select this option: You got pulled over and now owe \$100 ticket.)	Ignore the break. (If they select this option: You got pulled over, and now owe \$100 ticket.)
23	Your coworkers are having a pitch-in at work. What will you do?	Pay \$10 to make cookies.	Don't bring anything.	Avoid the lunch area at work.
24	Your best friend just invited you to an NFL football game. The tickets are \$80. What do you do?	You desperately need time with my friends. Pay the \$80.	Lie and say you have other plans.	Try to purchase tickets from a third party seller. (This choice will cost \$70.)
25	Groceries	Roll 1 or 2: \$33	Roll 3 or 4: \$75	Roll 5 or 6: \$42
26	Your hair is getting long, and you need it cut. What do you do?	Let it grow. Your hair shouldn't bother anyone.	Pay \$30 to get it cut.	Cut it yourself and hope your hair looks OK.
27	You are out of gas in your car. What do you do?	Fill up at the nearest station. Cost is \$35.	Just top off the tank. You can make it all week. Cost is \$15.	Walk to work. You will just have to leave an hour early.
28	Your car has been acting funny the last 2 weeks, and you didn't make it to the auto shop.	Roll 1 or 2: Boom! The tire just blew! You owe \$100 for a new tire.	Roll 3 or 4: Turns out the computer just needed to be calibrated. You are charged \$50.	Roll 5 or 6: Your car is out of alignment. You owe \$35.
29	You were invited to play	Pay \$30 to play.	Go but just watch.	Stay home.

NAME: _____

	paintball. What do you do?			
30	When at work, you hurt your ankle badly, and it is now changing colors and swollen. What do you do?	Go to urgent care and pay any co-pay. (Turns out you were fine. The doctor recommends ice, ibuprofen and elevation.)	Ignore the pain. It will be fine. (You end up causing more damage and now have a \$500 emergency room bill)	Try to treat the injury at home. (Cost to purchase ibuprofen and a splint \$12.)

NAME: _____

KEY – What Role Does Hunger Play in the United States?

DIRECTIONS:

In Lesson 1, we learned about hunger and food insecurity around the globe. Watch the video "Illuminating Intersections: Hunger and Health," available at <https://youtu.be/q0VQjtE8vRg>, and complete the following activities to get an overview of food insecurity and food access in the United States.



What is food insecurity?
 Uncertainty about having nutritious food or
 where it will come from.

How many in the United States are food insecure?
 1 in 8 or 41 million



Those that are food insecure have a greater chance for the following health issues:

1. Type 2 diabetes.
2. High blood pressure.
3. Obesity.
4. Heart disease.



How many children in the U.S. lack regular access to nutritious food?

12 million



Using what you learned about the total number of children that are food insecure, calculate what percentage of the child population is food insecure. Show all work and circle your final answer.

12 million/41 million = 29%

Think about your home town and community. Are there people that are food insecure? What does your community do to help those that are food insecure? **Answers will vary.**

NAME: _____

KEY – Access to Food

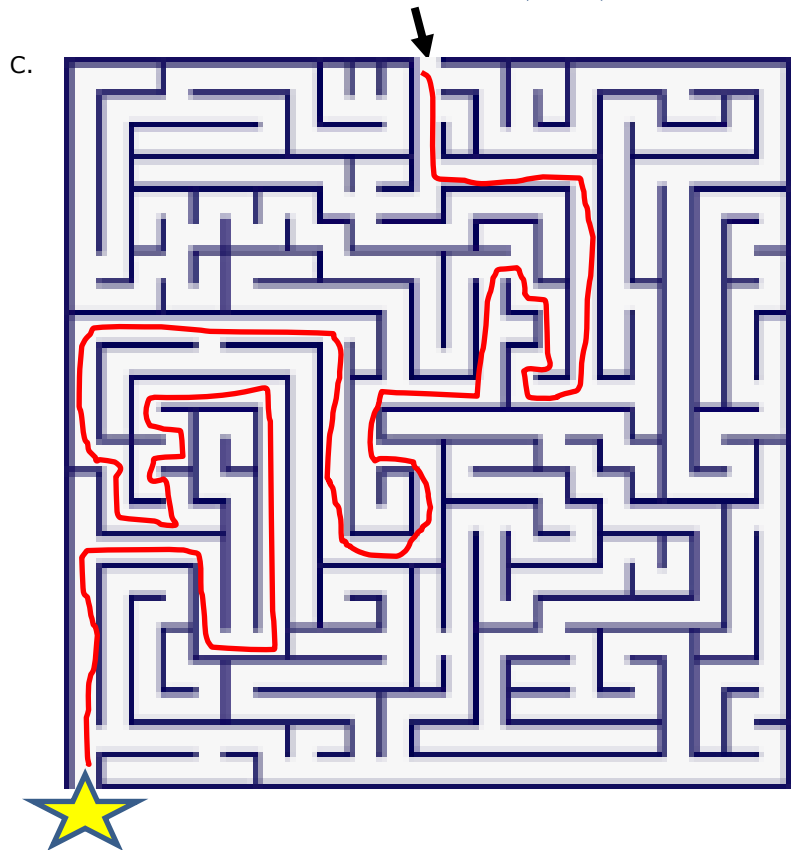
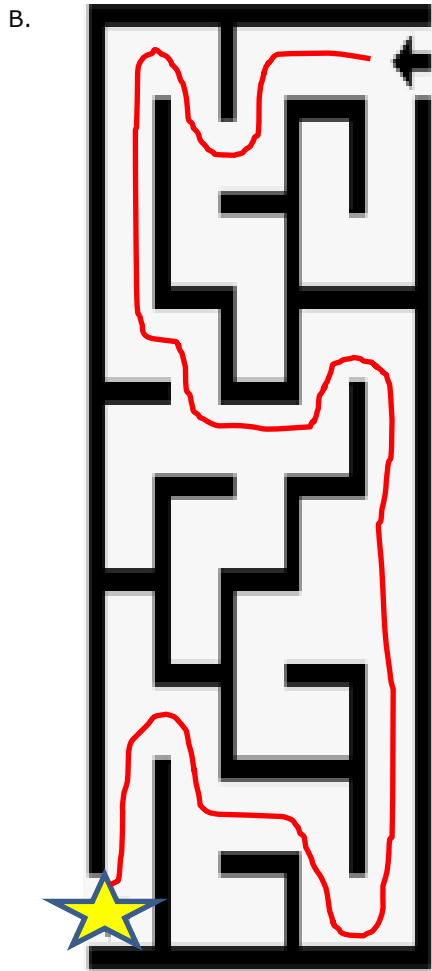
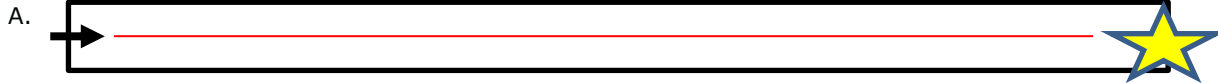
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CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

DIRECTIONS:

As we have learned, having access to healthy and affordable food is important. However, what happens when healthy and affordable food is not accessible? Complete the following activities to learn about this important component to food security.

Find your way through to the star at the end in each of the three mazes :



Which maze would you prefer to go through to find something, such as your cell phone/tablet? How do you think these mazes relate to people's access to food? Using a minimum of two sentences, explain.

Maze A is the easiest because it is a short and straight path. People in maze B and C have a harder time getting to an adequate food source, which can impact their access to high quality, affordable, foods.

NAME: _____

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CCSS.ELA.SL.9-10.2; CCSS.ELA.RST.9-10.7; CCSS.WHST.9.10.4; MP1; MP5; MP6;
CRP.02; CRP.04

DIRECTIONS:

Answer each of the true/false questions to the best of your ability to see how much you already know!

1. **True** or False: Upper and middle income communities tend to have 3 times as many grocery stores as neighborhoods with lower incomes.
2. **True** or False: Food is traveling farther each year to reach the consumer.
3. **True** or False: Those living with low incomes are less likely to own cars than those from middle and upper income households.

*Sourced from UEPI 2002.

DIRECTIONS:

Watch the video "Mississippi 'Food Deserts' Fuel Obesity Epidemic," available at <https://youtu.be/q-X8GNBYCM>, and answer the following questions.



What is a food desert? **A food desert is a location in which residents have limited access to healthy/diverse food options. These individuals are typically in low-income areas and live roughly one mile away from a source.**

How do food deserts impact rural and urban families? Give three impacts for each. **Answers will vary. Examples: being required to ride the bus or walk long distances in inclement weather, poor nutrition, obesity, etc.**

Rural Families

4. _____

5. _____

6. _____

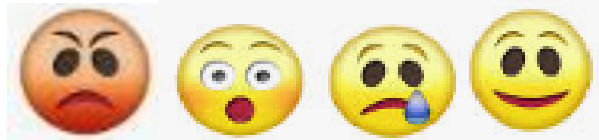
Urban Families

4. _____

5. _____

6. _____

Circle how you would feel if maze C were the path you and your family had to take to purchase food each week.



Using a minimum of two sentences, explain why you feel this way. **Answers will vary.**

NAME: _____

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DIRECTIONS:

Now that better understand food deserts, let's look at where you currently live. Utilize the map below to complete the activity. **Answers will vary.**



The USDA defines what's considered a food desert and which areas will be helped by this initiative: To qualify as a "low-access community," at least 500 people and/or at least 33 percent of the census tract's population must reside more than one mile from a supermarket or large grocery store (for rural census tracts, the distance is more than 10 miles).

- (1) Do you live in a state with any food deserts? Yes No **Answers will vary.**
- (2) Do you live in a state with levels greater than 10%? Yes No **Answers will vary.**
- (3) Where are the greatest number of food deserts in your state? **Answers will vary.**
- (4) According to the USDA, how do they determine if an area is a food desert?

"To qualify as a "low-access community" at least 500 people and/or 33% of the census tract's population must reside more than one mile from a supermarket or large grocery store (for rural census tracts, the distance is 10 miles)."
-USDA

- (5) Using the USDA website, <https://www.ers.usda.gov/data/fooddesert/>, do you live in a food desert? Yes No
Answers will vary.

- a. How does, or could, living in a food desert impact you, your family, and your community?
Answers will vary.

- (6) In the space below, draw a map of a town or county that would have a food desert. Include the following: a family and their home, a convenience store, a large grocery store, a farmers market, roads and distances between objects. Include a description of the town or county and how that family is impacted by its location. Be sure to reference your picture in your explanation. **Students should include all of the above requirements. To truly illustrate a food desert, the distances should be one mile or greater to the large grocery store. The summary should discuss the challenges of having to reach the food. For example, walking long distances, needing reliable transportation, etc.**