

No Child Goes Hungry

Workshop for Grades 1-3

Introduction for Leaders

[No Child Goes Hungry](#) works to eliminate childhood hunger, one child at a time. No matter what other justice-making work you do, there is likely some capacity to focus on one meal for one child. In this workshop, we will be helping children understand:

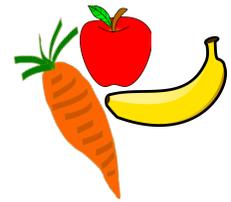
- Some children do not have enough to eat,
- How to be a partner, and that
- Kindness is a part of who we are as UUs.

Set Up

Provide a space for children to sit comfortably on a rug or on small chairs for a story.

Materials needed include:

- Chalice and matches
- An apple, carrot and banana (or printed photos or toy food of each)
- At least one plain paper plate for each child (not plastic or coated)
- Two stuffed animals or puppets
- Crayons or markers
- Scissors, glue and magazines with photos of healthy food (optional).
- Picture Book: *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan.



Welcome and Chalice Lighting (2 min)

Welcome the children to the space and invite them to sit in a circle.

“We light this chalice today with these words about our Unitarian Universalist values:

- Our open minds help us to discover new things.
- Our open hearts move us to be kind and compassionate.
- Our helping hands partner with others in love.”

Check In (5 min)

Have them share their names and name their favorite fruit or vegetable to eat. Give suggestions such as bananas, apples, carrots, papaya, pineapple, broccoli, cauliflower.

Story Time (15 min)

Tell children that they are going to meet a girl named Delia who does not have enough to eat:

Read the following story and hold up a picture of each fruit that is named (or if preferred, toy fruit or printed pictures of apples, bananas and carrots).

[Put the apple, or picture of an apple, onto a paper plate in the middle of the circle.]

Our friend Anya likes apples better than almost anything else! Her mother cuts an apple into slices for a snack every single day. Sometimes she surprises her with a green apple or a yellow apple. But most of the time it is a big red apple.

[Put the banana next to the apple on the plate.]

Now Benji isn't as fond of apples. You know, everyone has different taste buds. He likes super ripe, sweet, soft and smooth bananas. Every morning he slices them onto his cereal.

[Put carrot next to the fruits.]

Carlie is our vegetable lover. She likes how crisp orange carrots crunch in her mouth. Her favorite way to eat them is to dip them in roasted red pepper hummus. Yum!

Every day Anya, Benji and Carlie eat fruits and vegetables that help them stay healthy and grow strong.

Delia likes all of these foods! She loves apples, bananas and carrots too. But these fruits and vegetables are treats for her. Usually she only eats them at school if they are part of her lunch. On the weekends, when she goes home, she usually doesn't have a lot of food at her house. Sometimes there is rice or some leftovers from her mother's workplace, or on a good day, there is some food from a food pantry. A food pantry is a place where people who are hungry go to choose some food that they can take home. They don't have to pay for this food because people who have enough food give food to the food pantry.

[Ask the children to name items they think Delia might like for breakfast.]

In fact, for breakfast Delia dreams that she could have a beautiful egg, a slice of yellow cheese and some crunchy red pepper sticks.

[Ask the children if any of them were surprised by what she wanted. Then ask what they think she might want to eat for lunch.]

For lunch she dreams that she could have a grilled cheese sandwich, an apple cut into slices, and some little bits of broccoli to dip in hummus.

[Ask the children if any of them were surprised by what she wanted. Tell them hummus is a dip or a spread made of chickpeas. Then ask what they think she might like for dinner.]

For dinner, Delia dreams about having spaghetti with red sauce, a big piece of garlicky toast and some green spinach salad with strawberries sprinkled over it.

[Ask the children if any of them were surprised by what she wanted.]

Now we'll continue with a little more information about Delia:

If Delia's family weren't able to go to the food pantry, they often ate rice. Or noodles with a little bit of butter. Sometimes someone in her family was able to collect some little ketchup packages and Delia would tear the little packages open and squeeze the ketchup onto the rice to spice it up a little. But sometimes there was nothing at all to go with the rice.

As you can imagine, Delia loved to go to school on Monday mornings where she went right to the cafeteria where she usually chose a hard-boiled egg, got to drink from her very own carton of milk and peeled a big yellow banana before school even started!

One day, her teacher told Delia that on Fridays, she was going to get a backpack filled with food for the weekend. Delia's eyes got wide. Extra food? She would have more than rice, rice, rice!! When she got her first backpack, she opened it up to find little cans of tuna fish, boxes of mac and cheese, cups of applesauce, and even peanut butter and crackers to make little sandwiches. Now Fridays were just as happy as Monday mornings!

Reflection

Let's think about children like Delia, who don't have enough food to eat. Maybe you are like Delia, or you have been at some time. Maybe you know someone who is like Delia, and doesn't always have enough food to eat. Or maybe you are more like the children in the story who get to eat their favorite fruits and vegetables every day.

Did you know that we say that as Unitarian Universalists, we are the church of the open mind *[put both hands on your forehead]*, the loving heart *[put both hands on your heart]*, and the helping hands? *[open both hands and hold out in front of you]*.

- We're going to use our **UU open minds** today to listen to stories that help us understand that some children, maybe children we see every day, are often hungry, just like Delia.
- We're going to use our **UU loving hearts** to dream a full plate for Delia, who does not have enough food to eat.
- And we're going to use our **UU helping hands** to be good partners with food pantries and other places that collect food for hungry people.

Activities

Fill a Full Plate for Delia (15 min)

Invite children to an area where they can draw. Give each child a paper plate and tell children that we are going to draw a beautiful plate of food that Delia would like to eat.

- Ask who would like to draw a breakfast for Delia. Remind them of the food she likes to eat (eggs, cheese, red peppers).

- Repeat for those who want to draw lunch (grilled cheese sandwich, apple, broccoli and hummus) and
- dinner (spaghetti, garlic toast, and salad with strawberries).

Also have a large piece of paper or mural paper for children to draw other good things to eat that they would like Delia to be able to choose from at the food pantry.

After the children are finished, ask children to hold up their plates if they drew a breakfast. Ask them what is on the plate. Ask children if they would like this for breakfast. Some will say yes, others no, but remind them that whatever they would like is going to be different than what Delia likes. In order to be kind and helpful, we should be paying attention to what Delia wants to eat. Repeat for lunch and dinner. If children finish early, they can draw what they would like to eat on the back of their paper plate.

When they are finished, say, “When children do not have enough to eat, they need help from people who do have enough to eat. Children can’t go out and get a job or buy food in a store by themselves so they must depend on their families, and sometimes other people, to get enough healthy food to grow strong.

When we give food to people, we want to choose carefully so that we give them healthy, tasty food. We can’t always ask them exactly what food they want, but we can make sure that there is a good variety and that it is good to eat food. If we collect a variety of food to bring to a pantry, then Delia’s family can choose food they like. If we collect food for a holiday meal, we want to put the foods that family likes to eat in their bags. That’s why it is important to partner with groups that know what kind of food is needed and liked by families like Delia’s. There is an organization called “No Child Goes Hungry” that partners with churches like ours to help feed hungry people in our area.

Puppet Time

It’s important for children to see themselves as partners, rather than as exceptional people who are uniquely poised to solve problems for others. We can help them learn from an early age that in order to help others, we need to *ask* what they need, rather than *decide ourselves* what they need. This ensures that the person needing something has a say in what and how it is given. This mirrors our first principles of honoring the inherent worth and dignity of each person.

Tell children that today we are going to have a puppet show. Ask them to watch for something that doesn’t go quite right.

Use stuffed animals or puppets for the two different skits below. Older children might want to be the puppeteers.

Skit 1: “I Just Want to Help”

Puppet 1: Hey buddy, nice to see you!

Puppet 2: You too, my friend.

Puppet 1: Looks like you're trying to put that puzzle together all by yourself.

Puppet 2: Yah, it's hard, but I like doing it.

Puppet 1: Here, let me do it for you.

Puppet 2: I like doing it. You don't have to do it for me.

Puppet 1: No really, I want to do it for you!

Puppet 2: But I don't want you to do all of it.

[Puppet one does some quick movements.]

Puppet 1: There. Done.

Puppet 2: Aw, that wasn't any fun.

Reflection:

Ask children:

- How do you think Puppet 2 *[put in the name of the puppet]* felt when his friend just came in and finished his puzzle?
- Do you think Puppet 1 *[put in the name of the puppet]* thought he was helping?

Tell children that when we help, we need to think of what someone else needs and the best way to do that is to ask them. This gives everyone the dignity, meaning everyone is respected for who they are.

Skit 2: "I Want to be Your Partner"

Use the same two stuffed animals or puppets and use the following dialogue:

Puppet 1: Hey buddy, nice to see you!

Puppet 2: You too, my friend.

Puppet 1: Looks like you're trying to put that puzzle together all by yourself.

Puppet 2: Yah, it's hard, but I like doing it.

Puppet 1: Do you want some help?

Puppet 2: Sure.

Puppet 1: Is there a part of the puzzle you want me to work on?

Puppet 2: Thanks for asking! Yes, I've got almost all of the sky parts over here. Would you put them together for me?

Puppet 1: Sure thing!

Puppet 2: Thanks! I am happy I got to finish my puzzle with a little help from a friend.

Reflection:

- How do you think Puppet 2 [*put in the name of the puppet*] felt when his friend asked how he wanted help?
- Do you think Puppet 1 [*put in the name of the puppet*] enjoyed helping?

Remind Children: When we help, we need to think of what someone else needs and the best way to do that is to ask them. This shows respect and treats everyone with dignity.

Tell children that the second skit was a great way to be a partner. Instead of just barging in and taking over, the person who wants to help asks what is needed and gives what is needed.

Additional Activities:

Choose from the activities below to help children learn more about food pantries and kindness.

- Tell children that today we are going to read a story about a boy and his Uncle Willie called *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan. Listen to find out what is special about what they do together. Then discuss whether there is a soup kitchen in your community.
- Have children set up the room and imagine the room as a soup kitchen. They can choose roles, such as setting up the tables with bread and cheese; preparing the soup, serving and cleaning up. Encourage them to be welcoming of the guests.
- Ask children if they know what a food kitchen or food pantry is. Help them understand that food kitchens and pantries are a way people get food who don't have enough to eat.
- Set up a pretend food pantry area. Bring in food from home (boxes or cans, fresh fruit and vegetables) or use toy food and empty boxes you have collected). Discuss with children as they arrange shelves. Invite children into the area. How does it feel to be getting food for free? Might some people be excited while also being a little sad that they can't get enough food on their own?
 - Ask children to draw pictures of foods they would like to choose from if they were getting food from a food pantry. Tape their pictures around the food pantry area.
 - Give children small bags and have children choose items they would like to take home to eat. Ask them how this might be different from going to a regular grocery store. (fewer choices, doesn't cost money)
- Have children create recipes of food that they would like to make at a food kitchen. They can draw the ingredients or people making the food. Or, they can dictate the recipes to the adults in the room.
- Talk with children about why their families might make certain choices at the grocery store. Explain that a family going to a food pantry is also going to be looking for food to feed their families.



Closing Questions

Today we learned how to ask questions to find out what other people need. How do we find out what people need? (by asking them)

We drew pictures of food we would like to give Delia and we drew pictures of food that we would like to see in a food pantry so that Delia and her family can choose things they like to eat and that are good for them. How can you find out what is needed in a food pantry? (ask the people who run the food pantry)

If you have enough food and you have the chance to give some food to a food kitchen or a food pantry, Will you ask your family if you can help?

Extinguishing the Chalice

“As we extinguish this chalice, we take curiosity, kindness and compassion with us out into the world.”

Note: Provide any information from “No Child Goes Hungry” about projects your congregation is sponsoring for ongoing discussion and action from home.