

KIDS **HELPING** HUNGRY KIDS.



# CLASSROOM RESOURCE GUIDE

Useful tools to teach students the value of charity  
while raising funds for The Salvation Army

# credits

## **Classroom Resource Guide**

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## I N T R O D U C T I O N

# what is this all about?

Twenty years ago, The Salvation Army began a fund-raising program called the Bed & Bread Club so donors could give specifically to programs that address two very important issues: homelessness and hunger. At just about the same time, Dick Purtan began his annual Radiothon to benefit The Salvation Army Bed & Bread Club. Held the last Friday in February each year, from 6am to 10pm on Oldies 104.3 WOMC, the broadcast is the largest single-market radio fund-raiser in the country, raising more than \$16 million since it began.

Over the past 10 years

we've noticed an increasing number of school groups wanting to get involved with the Radiothon. As districts recognize the value of character education, schools are seeking ways to help students invest in meeting the needs of others and make a difference for the less fortunate. That's why we started the Jr. Bed & Bread Club—a special version of the Club just for students like yours.

We've developed this resource guide for two reasons: First, because we want you to know how much we depend on your support of The Salvation Army. And second, because we want to provide something of value that will benefit your students and make it easier for you to integrate your involvement with the Jr. Bed & Bread Club. Let's face it... teachers are busy. We figure you'll appreciate anything that will reduce your prep time. And we've got some great stuff here to help you get started.

As you begin your school's effort to raise money for the Jr. Bed & Bread Club, you may wish to incorporate lessons about hunger, homelessness and helping others in your daily schedule. Students who learn about these concepts in class will see the importance of their involvement in the Jr. Bed & Bread Club, and will be inspired to fully participate in the project.

Each lesson includes a suggestion for use with a specific grade level. However, many of the ac-

tivities can be adapted to meet the developmental needs of any grade. They can be used in a variety of ways including doing

But, maybe we can help.

several activities on one or two days

to "kick-off" your school's project. Or they can be integrated with your plans over several days, even throughout the duration of your fund-raising efforts. Please use these materials in whatever way serves the needs of your class and teaching style.

Even more... view this guide as a starting point. We're very interested in your thoughts and would like to learn more about your "best practices." If you have suggestions for additional lesson plans, instructional methods or fund-raising ideas, we'd love to hear from you so we can share them with other schools working to support the Jr. Bed & Bread Club. Thanks in advance for your interest. We appreciate your support of The Salvation Army!



# 5 steps to success

- 1. Decide to participate.** Yep, it's that simple! Talk to teachers at your school and your building administrator. Encourage the entire school to get involved so your results will be even greater and the excitement will be shared school-wide.
- 2. Contact us.** Let us know you are 'in.' Ask any questions you may have about raising funds or the material in this resource guide. Also provide us with contact information so we can keep in touch as new resources become available for your classroom. **Call The Salvation Army at (248)443-5500 or send e-mail to [christina\\_gallop@usc.salvationarmy.org](mailto:christina_gallop@usc.salvationarmy.org).**
- 3. Review the Resource DVD and Guide.** The DVD includes two videos, a welcome for teachers from Dick Purtan and a 3D animated short for students created especially for the Jr. Bed & Bread Club. Show this to your students after you've announced your participation and explained the program. It's a great lead-in to discussing what you'll do as a class, grade level or school to raise funds. Also, review the lessons and decide what works best for your class.
- 4. Teach lessons that integrate the Club into your classroom.** After you've selected the lessons and activities you want to use, schedule them into your instructional time. Use these as an opportunity to teach the value of charity and get kids motivated to raise funds for The Salvation Army.
- 5. Plan and execute a fund-raising activity.** We've seen them all: jump-a-thons, bake sales, piggy bank collections, can drives, car washes, book sales... you name it. Do what works for you and your school. Aim high. Set ambitious goals. Then, contact us to arrange a time to present the funds you have raised, or get instructions on mailing a check to our office.



# success stories

As a loyal WOMC listener, I became aware of The Salvation Army Bed & Bread Club and decided to involve my class as a community service project. Our third graders have sold cupcakes at lunch time to our student body for several years.

Students make posters and announcements to advertise our sale and explain how the profits will benefit others. Each student provides 2 dozen cupcakes which we sell for 25¢ at lunch time. Many students give up their lunch and recess time to sell, count and roll the profits. Not only does it benefit others, but it also reinforces our curriculum!

We've even been interviewed on the radio a few times during the Radiothon. A student explained our involvement to Dick Purtan and answered his questions while on the radio. That was very exciting for our classes, as well as parents who tuned in for the broadcast.

It has been my honor to be involved with such a worthy cause. I believe my students have learned a valuable lesson, and have come to understand the value of "giving back," which I hope will inspire them to be charitable throughout their adult lives.

**RoseMary Knapp**  
Oakbrook Elementary  
Utica Community Schools

**Aim high! Set ambitious goals! Make every effort to participate school-wide or at least by grade level.**

**With just a little bit of planning, you'll be amazed how much your school can accomplish. And your fund-raising will make a significant impact on our ability to serve people in need.**

**Here are just two examples of the results schools have achieved by partnering with The Salvation Army to raise funds for the Jr. Bed & Bread Club.**

**This is a great opportunity to not only benefit your students with key learnings about the value of charity and kindness, but also support the Army's work with the homeless and hungry in our community.**

Our "E Pluribus Unum: One Out of Many" school-wide theme centered around the experiences and history of immigrants to America and specifically zeroed in on the Ellis Island experience.

By incorporating a community service project with our theme, it seemed logical to do something for The Salvation Army, who helps so many people in need. Our project was called "Jump for America." Students took pledges for each minute they jumped rope during their physical education class.

For every pledge returned, students were able to honor family members on our Wall of Honor. Our theme inspired students to raise over \$5,000 for the Bed & Bread Club. Because of our incredible results, Dick Purtan and Purtan's People honored our school with a visit, so students could share what they learned and present the money we raised.

The students were so proud that the money they raised was going to help feed so many hungry people right here in Detroit. Staff and parents remarked on how important it is to teach our children at a young age the joy of helping others.

**Kathy Sheiko**  
Green Elementary  
West Bloomfield Schools

# sponsors



The Retirement Benefits Group of AXA Equitable and AXA Advisors is pleased to support The Salvation Army Jr. Bed & Bread Club. AXA Equitable has a long history of supporting organizations that make an immediate and definable impact in the communities they serve. The Salvation Army Bed & Bread program has consistently done this through the years by serving those in need. AXA hopes that by supporting this program, The Salvation Army will continue to meet the increasing need of food and shelter for the homeless and hungry in Metropolitan Detroit.

[www.axaonline.com](http://www.axaonline.com)



The Waterford School District is proud to be a co-sponsor of The Salvation Army Jr. Bed & Bread Club. Community service is a top priority in our school district. And it is our hope that involvement in projects such as the Jr. Bed & Bread Club will teach our students the importance of giving back to the community. We look forward to a continued partnership with The Salvation Army.

[www.waterford.k12.mi.us](http://www.waterford.k12.mi.us)



## LESSON PLAN

# acrostic poem

### **GRADE LEVEL:**

K – 3, whole group

4 – 6, individually

### **OBJECTIVE:**

Students will be able to write acrostic poems using vocabulary from this unit.

### **MATERIALS:**

Paper

Writing utensils

Blackline masters for acrostic poems

### **DETAILS:**

Start by showing an example of an acrostic poem. Here is one you may use for the word *Sun*:

*Shines brightly*

*Up in the sky*

*Nice and warm on my skin*

Explain to students they will be writing poems like this using words relating to your study of homelessness and helping others during your school's Jr. Bed & Bread Club project. A few of these words are included on blackline masters. However, you may think of other important terms that relate to this unit and use those as well. This lesson may work better as a whole-group activity with younger students.

When poems are completed and in a final form, you may wish to bind them together into a book that can be kept in the classroom or sent home for families to read and enjoy.

NAME \_\_\_\_\_



# acrostic poem

An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word. Use the letters in the word *Caring* to write an acrostic poem.

**C** \_\_\_\_\_

**A** \_\_\_\_\_

**R** \_\_\_\_\_

**I** \_\_\_\_\_

**N** \_\_\_\_\_

**G** \_\_\_\_\_

NAME \_\_\_\_\_



# acrostic poem

An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word. Use the letters in the word *Helping* to write an acrostic poem.

**H** \_\_\_\_\_

**E** \_\_\_\_\_

**L** \_\_\_\_\_

**P** \_\_\_\_\_

**I** \_\_\_\_\_

**N** \_\_\_\_\_

**G** \_\_\_\_\_

NAME \_\_\_\_\_



# acrostic poem

An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word. Use the letters in the word *Compassion* to write an acrostic poem.

**C** \_\_\_\_\_

**O** \_\_\_\_\_

**M** \_\_\_\_\_

**P** \_\_\_\_\_

**A** \_\_\_\_\_

**S** \_\_\_\_\_

**S** \_\_\_\_\_

**I** \_\_\_\_\_

**O** \_\_\_\_\_

**N** \_\_\_\_\_

NAME \_\_\_\_\_



# acrostic poem

An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word. Use the letters in the word *Homelessness* to write an acrostic poem.

**H** \_\_\_\_\_

**O** \_\_\_\_\_

**M** \_\_\_\_\_

**E** \_\_\_\_\_

**L** \_\_\_\_\_

**E** \_\_\_\_\_

**S** \_\_\_\_\_

**S** \_\_\_\_\_

**N** \_\_\_\_\_

**E** \_\_\_\_\_

**S** \_\_\_\_\_

**S** \_\_\_\_\_



## LESSON PLAN

# alike and different

### **GRADE LEVEL:**

1 – 6

### **OBJECTIVE:**

Students will understand that although people who are homeless may seem very different from them on the surface, all people share the same basic needs and have many similarities.

### **MATERIALS:**

Chart paper

Markers

*Alike and Different* blackline master

### **DETAILS:**

Draw a large Venn diagram (two intersecting circles) on a piece of chart paper or on a transparency using an overhead projector. Label one circle “homeless person” and the other circle “me” or “us.” Label the area where the circles intersect “both.” (See the blackline master for placement of labels on the Venn diagram)

Have students tell ways in which they think they are similar to, and different from, a homeless person. Write differences in the outer parts of the circles and the similarities in the intersecting parts. As you discuss, encourage students to discover similarities. Some ideas for similarities include, “both have feelings, both need a place to sleep, both need food to eat, both need friends, both need help from others from time to time, etc.”

Student can write the ideas on their copies of the blackline master. Depending on the writing skills of your students, you may wish to have students choose only a couple of items for each part of the Venn diagram rather than writing down every idea. After the students have finished filling in the Venn diagram, have them write about ways they are similar to and different from a homeless person by either completing the sentences at the bottom of the page or by writing full sentences, depending on the version of the blackline master that is being used.

NAME \_\_\_\_\_



# alike and different (K-3)

In the Venn diagram, list ways that you are the same and different from a person who is homeless.

One way I am like a homeless person is: \_\_\_\_\_

\_\_\_\_\_

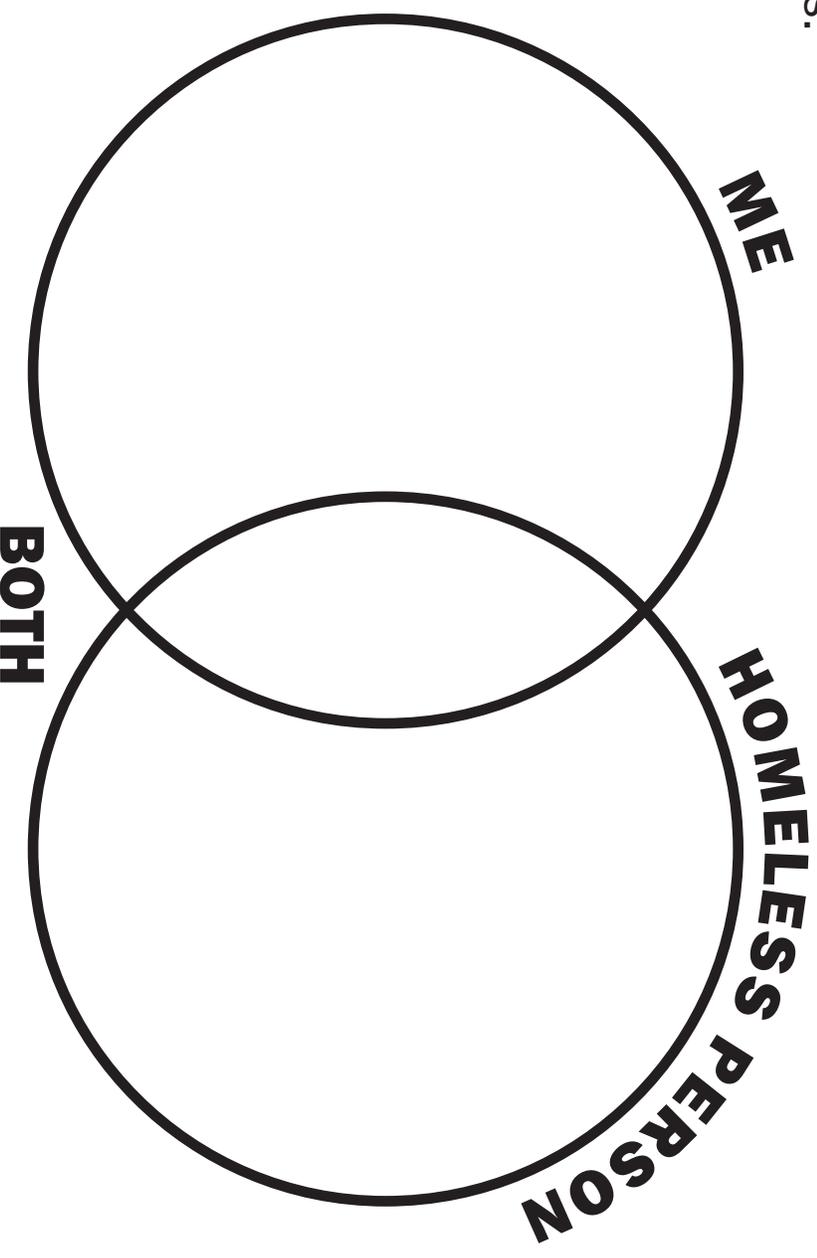
\_\_\_\_\_

One way we are different is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



NAME \_\_\_\_\_



# alike and different (4-6)

In the Venn diagram, list ways that you are the same and different from a person who is homeless.

Next, write about how you are alike and different: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

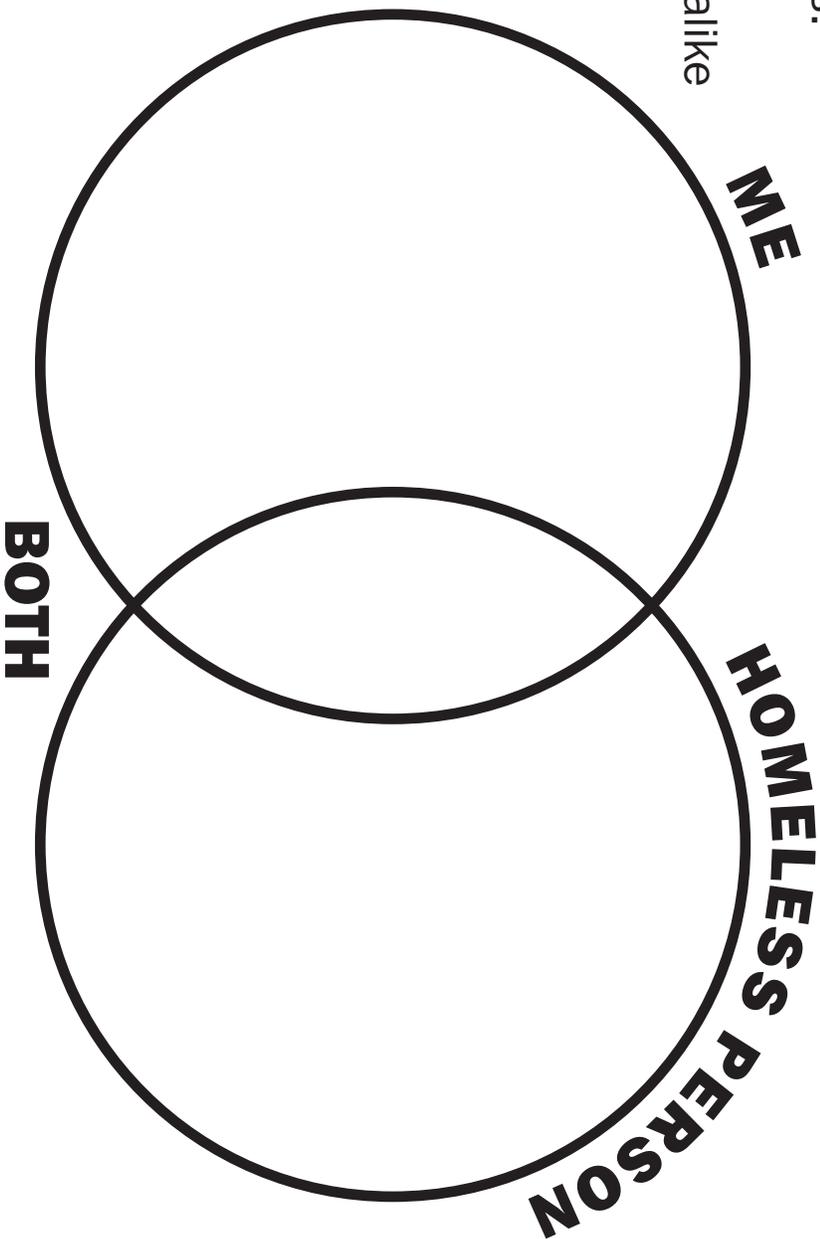
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## LESSON PLAN

# being a good neighbor

### **GRADE LEVEL:**

K – 6

### **OBJECTIVE:**

Students will see what qualities make someone a “good neighbor” to others, especially people in need. Students will tell some ways in which people can be “good neighbors” to others.

### **MATERIALS:**

Chart paper  
Large butcher or roll paper  
Markers

### **DETAILS:**

Begin by asking students what a good neighbor is. Very young students may need help understanding that a neighbor is not necessarily the person who lives right next door. Hopefully, students will be able to generate a list of qualities that good neighbors have such as: helping others with problems, letting others borrow or have things when they are in need, listening to people talk about their feelings or problems, etc. Students may even be able to share examples of experiences when they have been a good neighbor or when someone has been a good neighbor to them.

Have students work in pairs or small groups to trace the outline of a student on a large piece of roll paper. Then, have them draw facial features and body parts on the person that may not be seen from the outline, such as a mouth and eyes. Ask students to tell what body parts they see on their drawn person. Then, ask students to think about how people can use each body part in a way that helps others. For example, a mouth can be used to speak kindly to others and feet can be used to walk an elderly person across the street or to walk to a local shelter or soup kitchen to volunteer. Students can be as creative as they want to be. Encourage students to think of ways to help people they know as well as people they may not know. Have students write some of these ideas on and around their drawn person near the different body parts.

Younger students may wish to draw pictures or cut out pictures from magazines to glue on instead of writing. Another option is to have parent helpers come in and assist very young students with this activity. After all the groups have completed, have each group share their ideas with the rest of the class. If there is room, these “good neighbors” would look great displayed on the hallway walls outside your classroom or around the school.



## LESSON PLAN

# daily needs

### **GRADE LEVEL:**

K – 6

### **OBJECTIVE:**

Students will see that all people have the same basic needs, and that when those needs are not met, their lives will be difficult.

### **MATERIALS:**

Chart paper

Markers

Copies of *Daily Needs* blackline master for each student

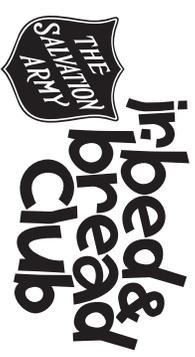
### **DETAILS:**

Label the top of a piece of chart paper with the title “My Needs.” Ask students what things they need in order to have a healthy, happy life. You should have a brief discussion of the difference between “needs” and “wants” before doing this. Hopefully students will be able to list items such as food, water, shelter, clothing, health care, school, etc. Write these things on the list. Point out each item on the list, and ask students how their lives would be different if they didn’t have these things.

On another piece of chart paper, put the title “Needs of a Homeless Person.” Again, ask the question of what things a homeless person needs in order to have a healthy life. The same kinds of responses should arise from students. Point out the similarities between the two lists. Students should see that both lists contain many, if not all, of the same things. Students may be able to come up with the idea that homeless people have difficult lives because many of these basic daily needs are not met. If not, you may need to guide them to this conclusion.

In response to this activity give students the *Daily Needs* blackline master to complete.

NAME \_\_\_\_\_



# daily needs (K-3)

List your daily needs on one side and the daily needs of a homeless person on the other side.

<b>MY NEEDS</b>	<b>NEEDS OF A HOMELESS PERSON</b>

If my need for \_\_\_\_\_ was not met, my life would be different because \_\_\_\_\_

\_\_\_\_\_

NAME \_\_\_\_\_



# daily needs (4-6)

List your daily needs on one side and the needs of a homeless person on the other.

<b>MY NEEDS</b>	<b>NEEDS OF A HOMELESS PERSON</b>

Tell how your life would be different or harder if these needs were not met each day.

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## LESSON PLAN

# found poetry

### **GRADE LEVEL:**

3 – 6

### **OBJECTIVE:**

Students will work together to write a poem about poverty, homelessness or helping others.

### **MATERIALS:**

Books and articles about homelessness or helping others

Paper

Chart paper

Markers

### **DETAILS:**

Depending on the reading abilities of your students, either have students read themselves or you can read aloud to them an article or a book on a topic related to this unit, such as homelessness or helping others. As students read or listen, have them write down phrases or words that are memorable or that really stick in their minds. Encourage them to jot down phrases and not whole sentences. You may need to give them an example or two to show what you want. After finishing the reading selection, ask each student to choose one of their phrases to include in a class poem. Call students up one at a time to write their phrase in a list on a piece of chart paper. When everyone has added their phrase, you will have a *found poem* created from phrases that your students pulled out of the text. Decide on a title for the poem. Display the poem in your classroom and make copies for your students to take home.

You may wish to have students write their phrases on sentence strips so that the order of the lines of the poem can be changed. The strips could then be placed in a pocket chart or glued onto a large piece of chart paper.



## LESSON PLAN

# give me five

### **GRADE LEVEL:**

K – 3

### **OBJECTIVE:**

Students will be able to identify multiple ways they can help others.

### **MATERIALS:**

Construction paper

Scissors

Pencils, pens, markers, or crayons

*Give Me Five* blackline master

### **DETAILS:**

This activity may work best after reading a few books about helping others. (See *Suggested Reading* in this resource guide). Divide students into groups of 3 or 4 and have them talk about ways they can help others. Use the following questions to guide their discussions, giving a minute or two of talking time after each one:

1. What are some ways you can help someone in your family?
2. What are some ways you can help someone at school?
3. What are some ways you can help someone in your neighborhood?
4. What are some ways you can help someone you have never met before?
5. What is something you can do today to help someone?
6. How has someone helped you recently?
7. How does it feel when someone helps you?
8. How do you feel when you help someone?

After the discussions are over, give each student a piece of light colored construction paper. Have students trace one of their hands, and then cut the hand shape from the paper. Ask students to write one way they can help others on each finger. These hand cut-outs can be used to decorate a bulletin board about helping.

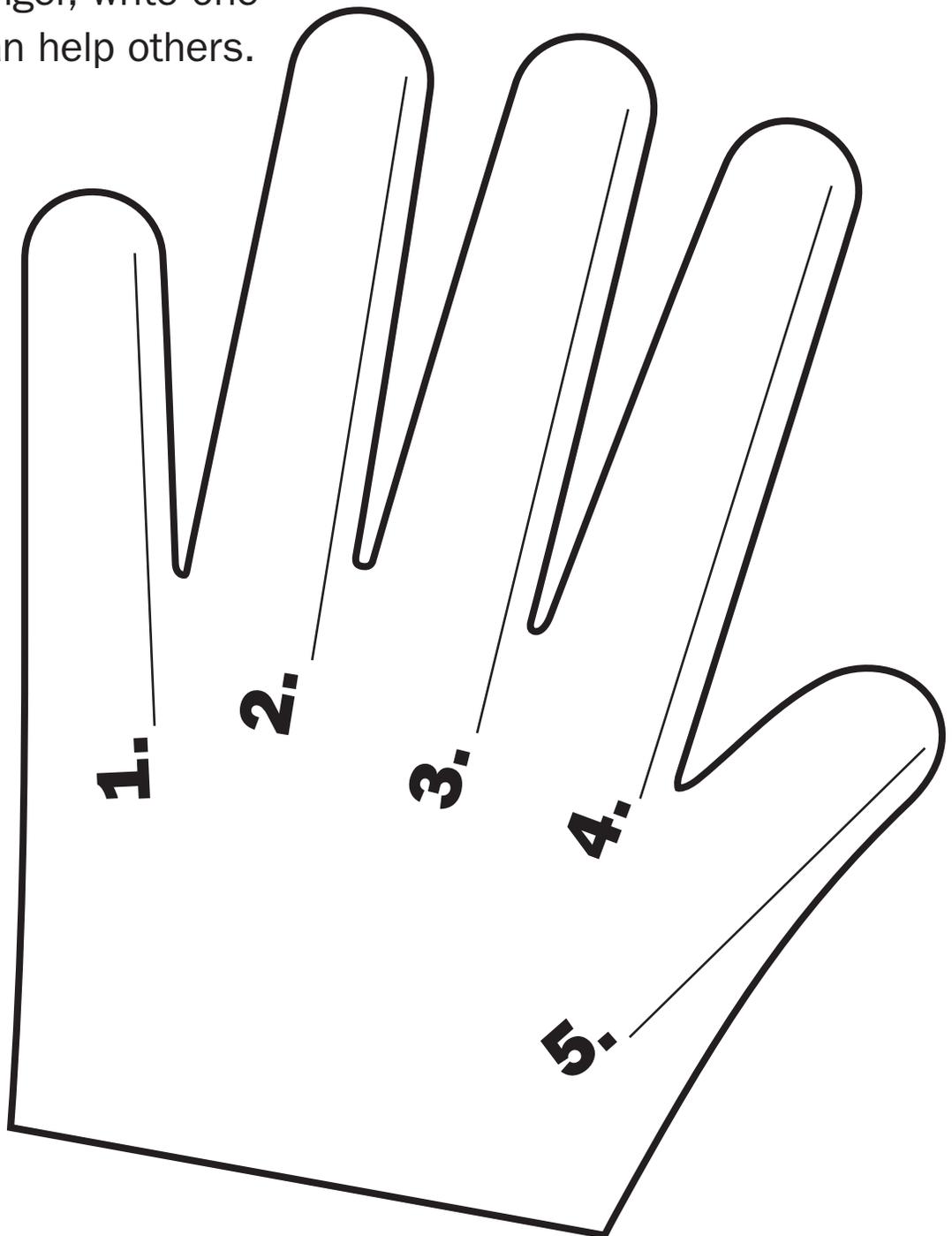
Younger students may wish to use the *Give Me Five* blackline master instead of tracing and cutting out their handprint. They may also wish to draw pictures instead of writing on the fingers.

NAME \_\_\_\_\_



# give me five

On each finger, write one way you can help others.





## LESSON PLAN

# helping others

### **GRADE LEVEL:**

K – 3

### **OBJECTIVE:**

Students will learn they are capable of thinking beyond themselves, helping others and making a difference.

### **MATERIALS:**

Chart paper

Markers

*I Help Others* blackline master

*I Want to Help Others* blackline master

Crayons, markers, colored pencils

### **DETAILS:**

Ask students to think about times they have helped other people. Give each student a copy of the blackline master *I Help Others* to complete. Next, have students share their writing and drawings with a partner or small group. As a class, create a list of the different ways students have helped others on a piece of chart paper. Next, have students think about ways they would like to help others, specifically people who are less fortunate than they are. Again, make a list of student ideas on chart paper. Distribute the blackline master *I Want to Help Others* and give students time to complete the activity, using one of the ideas from the list. Then ask students to share their ideas with a partner or small group of students. The completed blackline masters can be displayed on a bulletin board or compiled into a class book.

Challenge students to follow through on their ideas of ways to help others. An idea for a special class project about helping others may arise from the discussion of student ideas.

This activity may work best when spread out over two days or sessions.

NAME \_\_\_\_\_



# i help others

This is one way I have helped others:

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---

---

NAME \_\_\_\_\_



# *i want to help others*

This is one way I would like to help others more:

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---

---

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## V O C A B U L A R Y   L I S T

# important terms

You may find the following list of words and their definitions helpful during your participation with the Jr. Bed & Bread Club and as you teach lessons from this unit.

### **Giving**

To allow one to have or take; to put into the possession of another for his or her use; to make a present of something

### **Caring**

To feel interest or concern for another

### **Helping**

To give assistance or support to; to change for the better

### **Compassion**

Sharing the painful feelings of another with a desire to alleviate it or help in some way

### **Charity**

A spirit of goodwill toward all people, especially when expressed in active and generous efforts to help others

### **Volunteer**

One who gives their time to invest in a cause, program or activity because they believe it will make a difference

### **Nutrition**

Being nourished by good, healthy food

### **Malnutrition**

Poor nutrition due to inadequate or unbalanced intake of nutrients

### **Hunger**

A craving or need for food

### **Homelessness**

Having no home or permanent place to live

### **Stereotype**

An idea that many people have about a thing or a group that is untrue or only partly true

### **Prejudice**

A favoring or dislike of specific things, ideas or people without good reason



## LESSON PLAN

# vocabulary activities

- 1.** Have each student write a definition in their own words of one of the terms on the provided list. Upper grade students could then write sentences or a short story using the word and lower grade students could draw a picture that goes with their definition. These could be put up on a bulletin board or compiled into a class book.
- 2.** Keep a glossary or dictionary that students can add to during the unit. Each time a word is discussed, have students write it in their dictionaries with a definition (either a formal definition or one created by the student) and an example of the word being used in a sentence.
- 3.** Keep words and their definitions posted and visible around the room for the duration of the Jr. Bed & Bread Club project. This will make it easy for students to use them in their discussions and writing.
- 4.** Divide students into groups and give each group a different word to discuss. Ask each group to create a poster with the word, a definition and an illustration. Have each group present their poster to the class, explaining their word, the definition and how they illustrated it.
- 5.** Give students a blank grid, and have each student create a wordsearch using the words from the list. Students can trade wordsearches and complete the puzzles.
- 6.** Upper grade students would enjoy designing a crossword puzzle using the words and their definitions. Students can trade crossword puzzles with each other to complete.
- 7.** Write one of the words at the top of a large piece of chart paper. Invite students to brainstorm a list of ideas concerning that word, and a list of what it looks like in everyday life. This works especially well with character words like *helping*, *giving* and *compassion*.
- 8.** Students can work in groups to create short skits that demonstrate each of the words. Similar to charades, the rest of the class can try to guess the word each group is acting out.



## LESSON PLAN

# learning about hunger and homelessness

### **GRADE LEVEL:**

4 – 6

### **OBJECTIVE:**

Students will learn some facts about hunger and homelessness to better understand people who are homeless and hungry. Students will also respond to these facts by writing a summary of what they have learned.

### **MATERIALS:**

Article(s) about the problem of homelessness in our country or community  
*Learning About Hunger and Homelessness* blackline master

### **DETAILS:**

Find an article about the problem of homelessness from a local newspaper or on the internet. Suggested search resources are *detroitnews.com*, *freep.com* and *Google News*.

Read the article (or a portion of it) to your class or make copies for each student to read independently or with a partner. If you are reading it aloud, stop at various places throughout to summarize or review what has been learned so far. If students are reading independently or with a partner, you may want to mark up the article, noting where students should stop and summarize to themselves or with a partner what they have learned and what each section was about. Distribute the blackline master *Learning About Hunger and Homelessness* to each student. Give them time to complete it using the information they learned by reading the article.

A variation of this activity is to copy several different articles and give one to each group of students. Then have students share their findings with the rest of the class.



NAME \_\_\_\_\_

# learning about hunger and homelessness

I read the article \_\_\_\_\_

Write 3 **facts** about hunger and homelessness in our community

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write 3 **ways** being homeless makes life difficult and uncomfortable

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write 3 possible **reasons** why people become homeless

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

On the back of this sheet, write a response to what you have read. Include how your views may have changed and how you feel about this problem.



## LESSON PLAN

# mathematics of teamwork

### **GRADE LEVEL:**

K – 6

### **OBJECTIVE:**

Students will learn that their small contributions, when combined with the small contributions of others, can add up to significant amounts that make a difference.

### **MATERIALS:**

Pennies

Grocery store advertisements

*Mathematics of Teamwork* blackline master

### **DETAILS:**

Give each student a small amount of pennies that they can use to buy something for a hungry person. Show students the pages of a grocery store ad, pointing out several items and their prices. Ask students to raise their hand when they hear you name a product that they can buy. Since students have such small amounts, chances are they will not be able to buy anything from the store ad.

Tell students you have an idea: What would happen if they put all their money together to buy some food? (If you are lucky, one of your students will come up with this idea for you!) Put everyone's pennies together, count them and then begin looking through the ad again. Now there should be several items that you could buy with the money. You may want to make a list that shows all the different things you could buy. Older students could do this activity in groups with larger amounts of money and their own copy of the grocery store ad.

Let students know that what they've learned in this lesson applies to their participation in your Jr. Bed & Bread Club project. They may not think their individual contributions mean very much, but when added together, they start to make a difference. There is power in teamwork.

As a follow-up, give students one of the *Mathematics of Teamwork* blackline masters to complete and further reinforce the concept that by working together, even small things can make a big impact in the lives of the less fortunate.

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NAME



# mathematics of teamwork (K-2)

Draw pictures to help you solve the following problems:

- 1.** If 6 kids each have 7¢ to donate to the Jr. Bed & Bread Club, how much can they give altogether?
  
- 2.** Krystal has 8¢, John has 11¢, Russ has 9¢ and Janet has 17¢. If they put their money together and give to the Jr. Bed & Bread Club, how much will they give?
  
- 3.** Hooray! Your class raised \$5 for the Jr. Bed & Bread Club. If every class in your school raises an equal amount, how much money will be raised altogether?

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NAME



# mathematics of teamwork (3-4)

Solve the following problems using any method or strategy:

- 1.** If 9 kids each have \$7.50 to give to the Jr. Bed & Bread Club, how much can they give altogether?
- 2.** 5 kids empty their piggy banks to give to the Jr. Bed & Bread Club. Tommy has \$3.50, Sue has \$11.75, Bill has \$8.42, Amy has \$19.08 and Amanda has \$14.36. How much will they give altogether?
- 3.** If every student in your class raises \$5, how much would your class raise altogether?
- 4.** If every class in your school raises that same amount, how much would your school raise altogether?
- 5.** If every school in your district raises that same amount, how much money will be raised by your entire district?

NAME \_\_\_\_\_



# mathematics of teamwork (5-6)

Solve the following problems using any method or strategy:

1. If 12 kids each have \$11.25 to give to the Jr. Bed & Bread Club, how much money will they give altogether?
2. The following chart shows amounts given by students in Mr. Kelley's math class.

\$5.91	\$6.75	\$12.83
\$11.92	\$11.94	\$6.90
\$15.43	\$20.50	\$3.47
\$9.54	\$10.00	\$7.85
\$12.55	\$8.62	\$10.80

What is the **average** amount of money donated?

What is the **total** given altogether?

3. If every student in your class raises \$15, how much would your class raise altogether?
4. If every class in your school raises that same amount, how much would your school raise altogether?
5. If every school in your district raises that same amount, how much money will be raised by your entire district?



L E S S O N P L A N

# recipe for caring

**GRADE LEVEL:**

K – 6

**OBJECTIVE:**

Students will be able to tell the qualities that make someone a caring person.

**MATERIALS:**

Chart paper

Markers

*Recipe for Caring* blackline master

**DETAILS:**

Brainstorm with students the qualities that make someone a caring person. Some of these qualities might include kindness, helping others, sharing, love, complimenting others, generosity, etc. List these ingredients on a piece of chart paper. As a whole group or individually, use the list of ingredients to write a recipe for caring. You may want to give students the blackline master to write their recipe on. They can choose the ingredients that they want to include in their recipe from the list created as a class. Or, you may choose to write one recipe as a class.

Here is a simple example:

**Recipe for Caring**

<b>Ingredients:</b>	Love	Kind Words
	Generosity	Sharing
	Compassion	

*Begin with a heap of Compassion. Add in a sprinkle of Kind Words and Sharing. Mix together with as much Generosity as you can find. Finally, wrap the whole thing in Love and give it to someone in need.*

# recipe for carving



**Ingredients:**

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**Directions:**

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**Prepared By:**

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## LESSON PLAN

# the importance of nutrition

### **GRADE LEVEL:**

K – 6

### **OBJECTIVE:**

Students will be able to tell what foods would make a healthy, nutritious meal and they will see the importance of good nutrition. Students will also begin to understand what it would be like if they did not have a nutritious meal to eat every day.

### **MATERIALS:**

*Food Pyramid* blackline master

Art supplies (colored paper, crayons, glue, scissors)

Old magazines for cutting

Paper plates

Blank drawing paper

### **DETAILS:**

Distribute the *Food Pyramid* blackline master to students. Discuss with students the kinds of foods that belong in each group and the recommended number of servings from each group per day. Have students write or draw foods in each part of the food pyramid, or have them glue on cut-out pictures of food. As a follow up, have students talk about the importance of good nutrition. Good nutrition is important for everyone. Healthy diets help children grow, develop and do well in school. They enable people of all ages to work productively and feel their best. What people eat can also help reduce the risk for chronic diseases, such as heart disease, certain cancers, diabetes, stroke and osteoporosis, which are the leading causes of death and disability among Americans. Finally, eating right can reduce the risk of obesity, high blood pressure and high cholesterol, which increase the risk of disease. Eating right contributes to the overall “well” feeling people need to be productive members of society.

Additional follow-up activities include: Grades 4-6, have students write about how their lives would change or be harder if they did not have a healthy meal to eat every day. Grades K-3, give students a plain paper plate and a variety of art materials or old magazines. Ask students to create a healthy meal based on the food pyramid. They can cut pictures of foods out of magazines or create them with art materials. Then, they can glue them on the paper plate. Also consider having students draw a picture of someone eating a healthy meal.

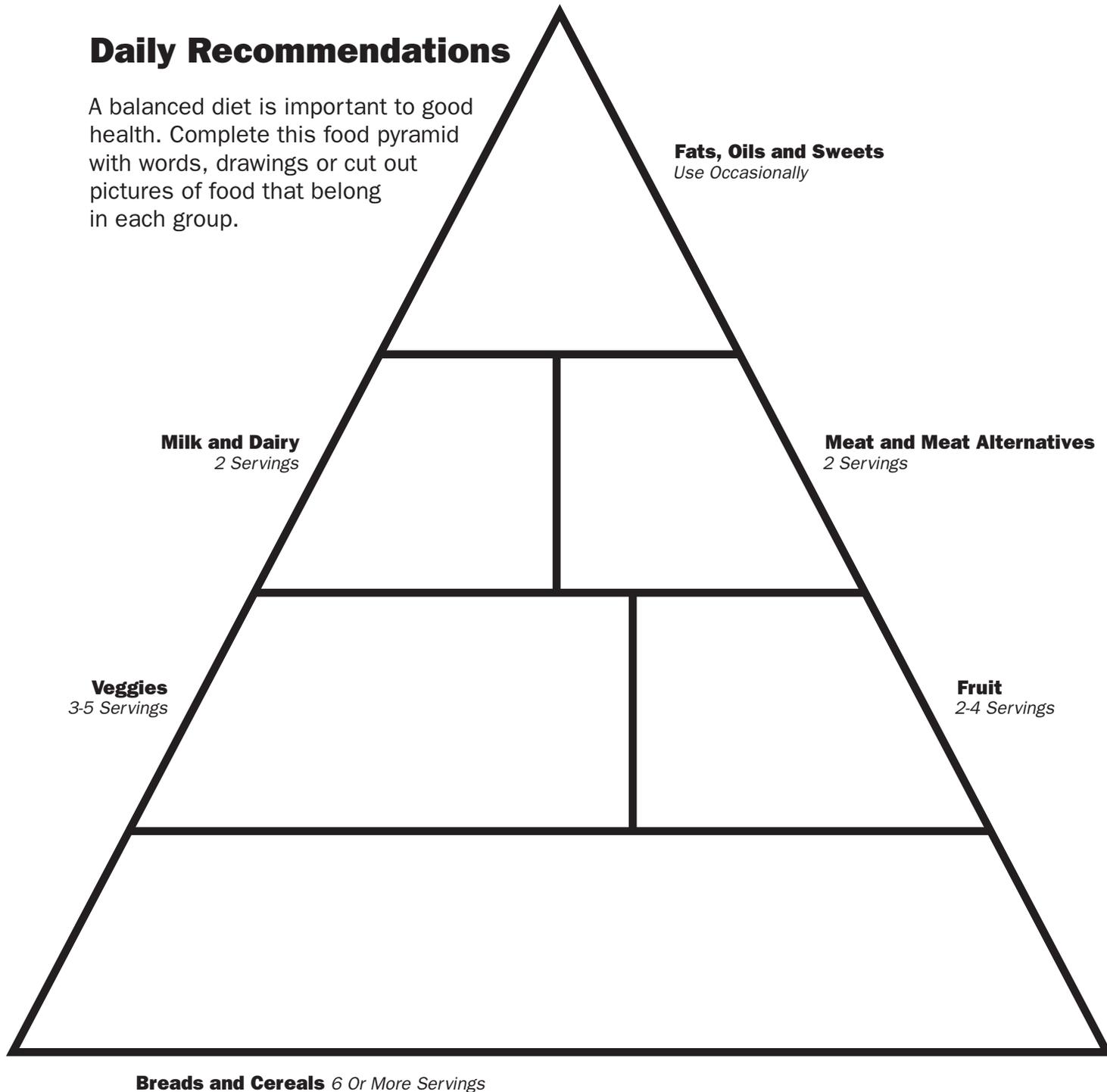
NAME \_\_\_\_\_



# the food pyramid

## Daily Recommendations

A balanced diet is important to good health. Complete this food pyramid with words, drawings or cut out pictures of food that belong in each group.





## TEACHER RESOURCE

# suggested reading

You may find the following list of children's books helpful during your school's Jr. Bed & Bread Club project. The books listed have themes of giving, compassion, helping others, making a difference in the world, nutrition, poverty, hunger and homelessness. They could easily be integrated into your reading program as teacher read-alouds, and would be excellent discussion starters. The title, author and a brief summary of each book is included. A suggested grade level audience is also provided.

**The Greatest Table** by Michael J. Rosen

This book is a twelve-foot long accordion book featuring the work of 16 guest artists on the theme of food and eating together.

Grades K-6

**No Place to Be: Voices of Homeless Children**

by Judith Berck

This book is an excellent overview of the issues of poverty and homelessness, particularly as they affect children. It includes excerpts from interviews with homeless children, poems and photos.

Grades 3-6

**Getting Through Thursday** by Melrose Cooper

For André and his family, it's always a struggle to get through the week until Mom gets her paycheck on Friday. When he makes the honor roll at school on Thursday, though, his family has an extra special celebration.

Grades K-2

**Tight Times** by Barbara Shook

A young boy struggles with the frustration of wanting a dog when his father has lost his job. This story may be used to stimulate discussion about circumstances that cause people to go hungry.

Grades K-2

**Kids Ending Hunger: What Can We Do?** A Get-

Into-Action Book for Kids and their Parents and Teachers  
by Tracy Apple Howard and Sage Howard

This is an excellent book that uses stories, cartoons and activities to teach kids about global and domestic hunger. It includes a section titled "50 Things Kids Can Do to End Hunger" and an extensive resource guide providing the tools kids and their teachers need to get involved.

Grades 3-6

**Lives Turned Upside Down: Homeless Children in Their Own Words and Photographs**

by Jim Hubbard

This book combines interviews with homeless children and their own photographs. The book personalizes the issue of homelessness and testifies to the spirit and resilience of young people.

Grades 3-6

**Sidewalk Story** by Sharon Bell Mathis

Lilly Etta is upset when her friend's family is evicted from their apartment and no one seems to care. Her determination to make someone pay attention brings about an extraordinary outcome. This book demonstrates the difference that one committed person can make.

Grades 3-5

# suggested reading

## **Chicken Soup for Little Souls: The Braids Girl**

by *Lisa McCourt*

Izzy meets the Braids Girl when she volunteers with her grandpa at a shelter. The Braids Girl really doesn't want Izzy's old clothes, but her friendship. The story illustrates our common need for love and companionship regardless of age, race, gender or social standing.

Grades K-2

## **Our Wish** by *Ralph de Costa Nunez and Jenna Mandel*

This is the story of a family shaken by homelessness. After their home is destroyed, Mrs. Bun E. Rabbit and her children find themselves in need of a helping hand. It is not just a story about a rabbit family; it is also a tale of the many homeless children across America today.

Grades K-3

## **Uncle Willie and the Soup Kitchen**

by *Dyanne DiSalva Ryan*

A young boy learns about hunger and poverty in his community by volunteering with his Uncle Willie at the local soup kitchen.

Grades K-2

## **Monkey Island** by *Paula Fox*

This is the story of one boy's adventures living in a park for several months after his mom abandoned him at the shelter in which they had been staying. It is an adventure story with a positive ending emphasizing that anyone could face circumstances causing homelessness.

Grades 3-6

## **Home: A Collaboration of Thirty Distinguished Authors and Illustrators of Children's Books to Aid the Homeless** by *Michael J. Rosen*

*Rosen*

In this fun and colorful volume, thirty authors and illustrators of children's books reflect on the meaning of home.

Grades K-6

## **Sophie and the Sidewalk Man**

by *Stephanie S. Tolan*

Sophie is saving all of her money to buy the teddy bear she desperately wants from the toy store. When she notices a homeless man sitting on the sidewalk, however, she realizes that sharing is a lot more important.

Grades 3-6

## **Why Are People Hungry?** By *Ruth Versfeld*

This book introduces the concept of chronic hunger and reasons why people are hungry worldwide. It touches on issues of colonialism, natural disasters, the global economy, foreign aid, joblessness and the high cost of living.

Grades K-6

## **Homeless** by *Bernard Wolf*

A collection of photographs illustrating one boy's experience living in a homeless shelter. A positive, dignified portrayal that raises many of the issues related to poverty and homelessness.

Grades K-6

# suggested reading

## **Good For Me!: All About Food in 32 Bites**

by Marilyn Burns

An excellent introduction to good nutrition for kids of all ages, using games and cartoons. Includes sections on the food production system, the history and origin of various foods and foods from around the world.

Grades 4-6

## **Food Fight: Poets Join the Fight Against Hunger With Poems to Favorite Foods**

By Michael J. Rosen

This volume is a compilation of wonderful poems about food, written by 33 children's book authors and illustrated by editor Michael J. Rosen.

Grades K-6

## **The Berenstain Bears Think of Those in Need**

by Stan and Jan Berenstain

The bear cubs realize they have a lot more toys and things in their house than they really need. Mother Bear has an idea that helps others and themselves.

## **Sam and the Lucky Money** by Karen Chinn

It is the Chinese New Year and Sam's grandparents give him four dollars to buy anything he wants. With his mother he walks the streets of Chinatown trying to figure out the best way to spend the money. After meeting a homeless man, Sam decides on the best way to spend the money.

## **Whoever You Are** by Mem Fox

A simple but wonderful picture book that reminds us that whoever we are and wherever we are, we are all part of the same world.

## **The Teddy Bear** by David McPhail

A homeless man finds a teddy bear lost by a little boy. He grows to love the teddy bear himself. When the boy finds his long lost teddy bear, instead of taking the bear back he acts with kindness and compassion towards the homeless man.

## **If the World Were a Village, A Book About the World's People** by David J. Smith

An interesting picture book for children and adults that shows the world's resources are not divided evenly among the world's people.

## **The Christmas Candle** by Richard Paul Evans

On a snowy Christmas Eve, a young man is on his way home and realizes he needs to buy a new candle for his lantern. A mysterious old chandler sells him a special Christmas candle. Back on the bitterly cold street, the young man is approached by an old beggar woman, who appears to be his mother. The candle tricks him again before he reaches home, cold and penniless, but richer for his newfound realization that we are all part of one family.

Grades K-6

## **Mr. Bow Tie** by Karen Barbour

Mr. Bow Tie, who does not speak, is befriended and fed by a storekeeper and his family, who reunite the man with his parents.

Grades K-3

# suggested reading

## **Someplace to Go** by *Maria Testa*

At the end of the school day, all the kids are excited about going home except Davey, who has nowhere to go. Davey's stops include the library, where a security guard tells him that sleeping is not allowed, and a soup kitchen, where he makes a connection with a very small child. Finally, he is happy when he meets his mother and brother after a long day—even if it is at the homeless shelter where they sleep.

Grades 3-6

## **Good Enough to Eat: A Kid's Guide to Food and Nutrition** by *Lizzy Rockwell*

This picture book about healthy eating begins at the beginning: food is necessary for one's well-being and it tastes good, too.

Grades K-3

## **Soup Kitchen Suspicion** by *Dandi Macall*

When they are asked to work in the church soup kitchen, Molly and the other Cinnamon Lakers are drawn into a mystery surrounding missing funds and they learn that appearances can sometimes be deceiving.

Grades 3-6

## **The Giving Tree** by *Shel Silverstein*

Every day a boy would come to a tree to eat her apples, swing from her branches, or slide down her trunk...and the tree was happy. But as the boy grew older he began to want more from the tree, and the tree gave and gave and gave. It is a moving parable that offers an affecting interpretation of the gift of giving.

Grades K-6

## **Miss Rumphius** by *Barbara Cooney*

A little girl named Alice grows into an old, old woman, a retired librarian, named Miss Rumphius. She keeps recalling some advice her grandfather gave her when she was a child. He told her that in order to live a good life, she had to “do something to make the world more beautiful.” In the end, she tells her story to her young niece, who wonders how *she* will make the world more beautiful. And so the cycle continues.

Grades K-3

## **The Sneetches** by *Dr. Seuss*

This is a story of a society of haves and have-nots, in which access to the goodies of life are determined by whether or not you have a star on your belly. It teaches that pointless prejudice can be costly.

Grades K-6

## **Fly Away Home** by *Eve Bunting*

This is the tale of a homeless boy and his father living in a busy airport. The boy narrates and explains their daily routine of sleeping sitting up, washing in the restroom, and above all, avoiding being noticed.

Grades K-3

## **The Lady in the Box** by *Ann McGovern*

This is a storybook about two young children who notice a homeless woman in their neighborhood and are inspired to help by volunteering at a local soup kitchen.

Grades K-2



## TEACHER RESOURCE

# useful websites

These websites may provide you with additional information and teaching ideas during your Jr. Bed & Bread Club project and as you teach these lessons with your class:

### **[feedingchildrenbetter.org](http://feedingchildrenbetter.org)**

This website provides facts about hunger, including many of the causes of hunger. It also gives information about food and nutrition.

### **[findarticles.com](http://findarticles.com)**

Use this website to find articles about any topic, including homelessness and poverty.

### **[mypyramid.gov](http://mypyramid.gov)**

Information on nutrition and recommended servings based on the food pyramid.

### **[nutritionexplorations.org](http://nutritionexplorations.org)**

Activities and games to teach children about food and good nutrition.

### **[knowhunger.org](http://knowhunger.org)**

This helpful resource teaches schools, parents and students about hunger in the United States. It presents material in a fun, organized and accessible manner. It outlines the causes of hunger and suggests ways young people can make a difference through service.

### **[nationalhomeless.org](http://nationalhomeless.org)**

This link is a great resource that lists ways you can help prevent hunger and homelessness in your community. It gives specific ideas about things we can all do to help solve this problem.

### **[volunteerfamily.org](http://volunteerfamily.org)**

This website offers information and ways to help others in need. Click on “resources” for activities designed for parents and teachers.

### **[secondharvest.org](http://secondharvest.org)**

This website gives facts and information about hunger nationwide. Use the “learn about hunger” link.

### **[salmich.org](http://salmich.org)**

Learn more about how The Salvation Army serves people in need in Metropolitan Detroit.

NAME \_\_\_\_\_



# word search (K-3)

M L W W G W H S F K B R P R T  
T U U H D Z H O Z K O Y E G E  
L N H P N E Z X M B H N H P A  
O C C X L T G B H E N E S I M  
Y H D T Z J L G Q I L I F O W  
G R E Q R L I K D Y L E J E O  
N R G B R E A K F A S T S F R  
I D D N N R B R E A D I O S K  
R E D D U E V I G H W O G L S  
A B O E N H X Y D X D Z L V L  
C O Y Y E H L S L T R U P L Y  
G N B E O N F I M O R C O O J  
R X K M R F B Z X R M U K T Y  
K Y T H L U K E V V B A C U L  
Q F V G N I P L E H U U K K N

**BED  
BREAD  
BREAKFAST  
CARING  
DINNER  
FOOD**

**GIVE  
GOOD NEIGHBOR  
HELPING  
HOMELESS  
HUNGRY  
LUNCH**

**NEED  
SHELTER  
TEAMWORK  
TRUCK**

NAME \_\_\_\_\_



# word search (4-6)

K X E J D P T G X W I W H N O E A I A R Q M V C O  
G B C B H P O E N I Q O O A J G J A S E N Q G J A  
C Z W C W S Y G E I M I P V A I E E T T I A N Z X  
T D N O Z R K E J E S Z A A T V N I U L Z N O S H  
T U M X H W M D L S C I P O V E R T Y E S S V T U  
L C H H Y K I E A N P H A Y Z L I L Q H H S Q C N  
X Z X A J E S P J G A B A R S O U P J S G K H L G  
U Q C R S S M F G C C T R R D N U T R I T I O N R  
X S J R G O F X A U D C S R I N D E E N M M S N Y  
I N I I C Q U R E N N I D T G T U L Y O B A P A X  
F R E S G F I B E Y L A V Q N I Y F H H L V X T M  
B O J O A N K W S O J L T E L W Y R W V V H D R J  
A R O N G G E K R O W M A E T X T Y A L H M N U O  
J A E D V F J G E K B P P B P C H T U I A A E P R  
Z I U A L B N K B G V Q Z C B E I B Y F V Z Y K N  
G T N D K I I X C P U K P N Z O X Q P I P V R C J  
R C L Q P F S S U L W Z E A N K V K Y Q N U Z I P  
B A G L N I A Z E M N N J A L C O I U O U U F D L  
K D E E Z J W S S O Q K R E F X E K D D Q Y U R X  
C H D S E E C V T X R M J S G X G O I W S I X W A  
U Z O E F C N X P C Y G P G I G V U C D G F W H M  
R M Q U B B R O B H G I E N D O O G U U A I M F L  
T S L K Z X R P D U K R K W U T R N Q Y E E E N B  
O W A C I G C M L L D W G N Q B O C U H B A R T P  
C O M L I S X X Z T Y R I B E O D I O H T Q M B G

AVA  
BED  
BREAD  
BREAKFAST  
CARING  
CHARITY  
COMPASSION  
DICK PURTAN  
DINNER  
FOOD

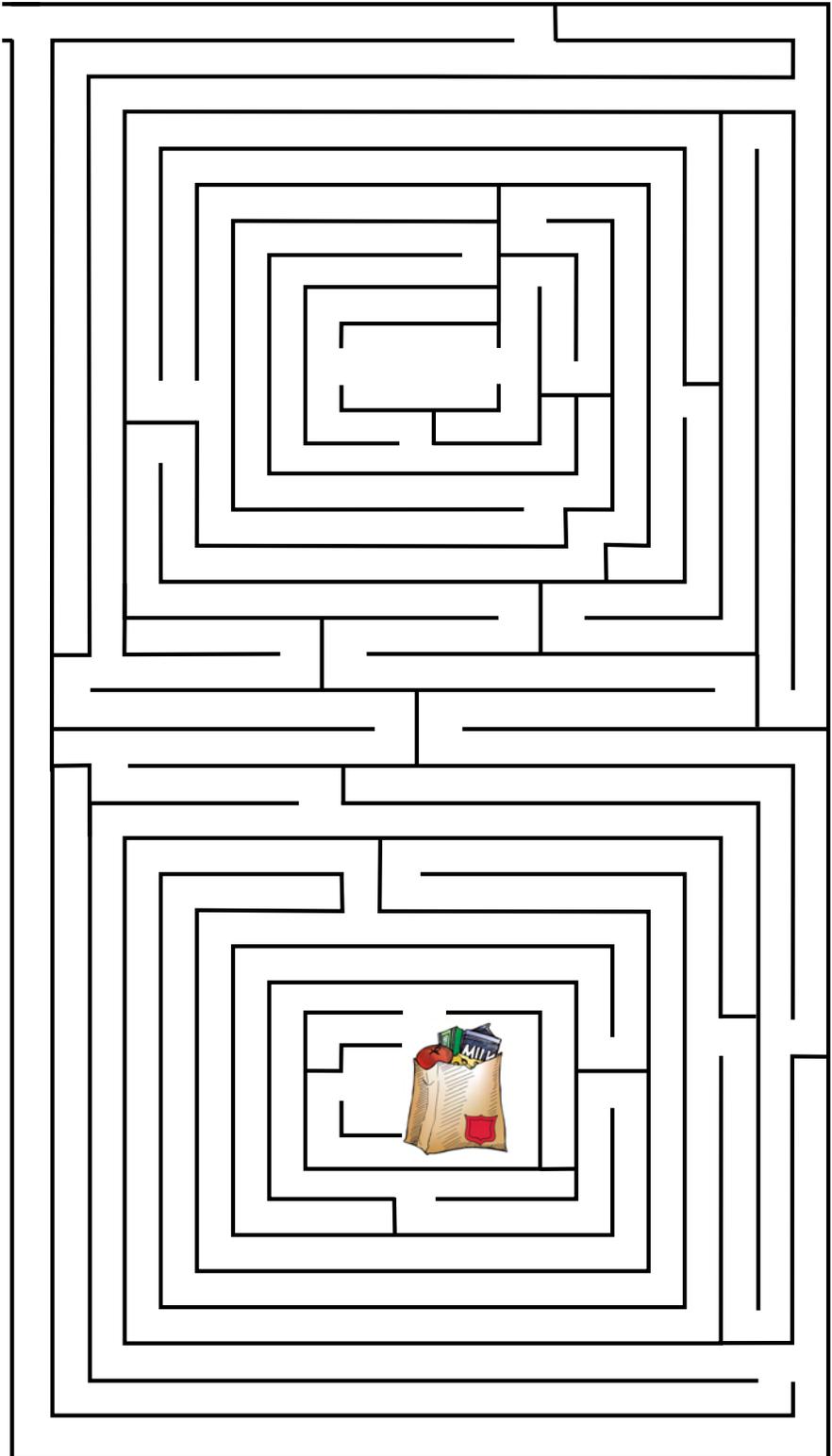
FUNDRAISING  
GIVE  
GOOD NEIGHBOR  
HARRISON  
HELPING  
HOMELESS  
HUNGRY  
LUNCH  
NEED  
NUTRITION

POVERTY  
SALVATION ARMY  
SHELTER  
SOUP  
STANLEY  
TEAMWORK  
TRUCK  
WOMC

NAME \_\_\_\_\_



help dick and harrison  
make it to the end of the  
maze so they can reload  
with more supplies!

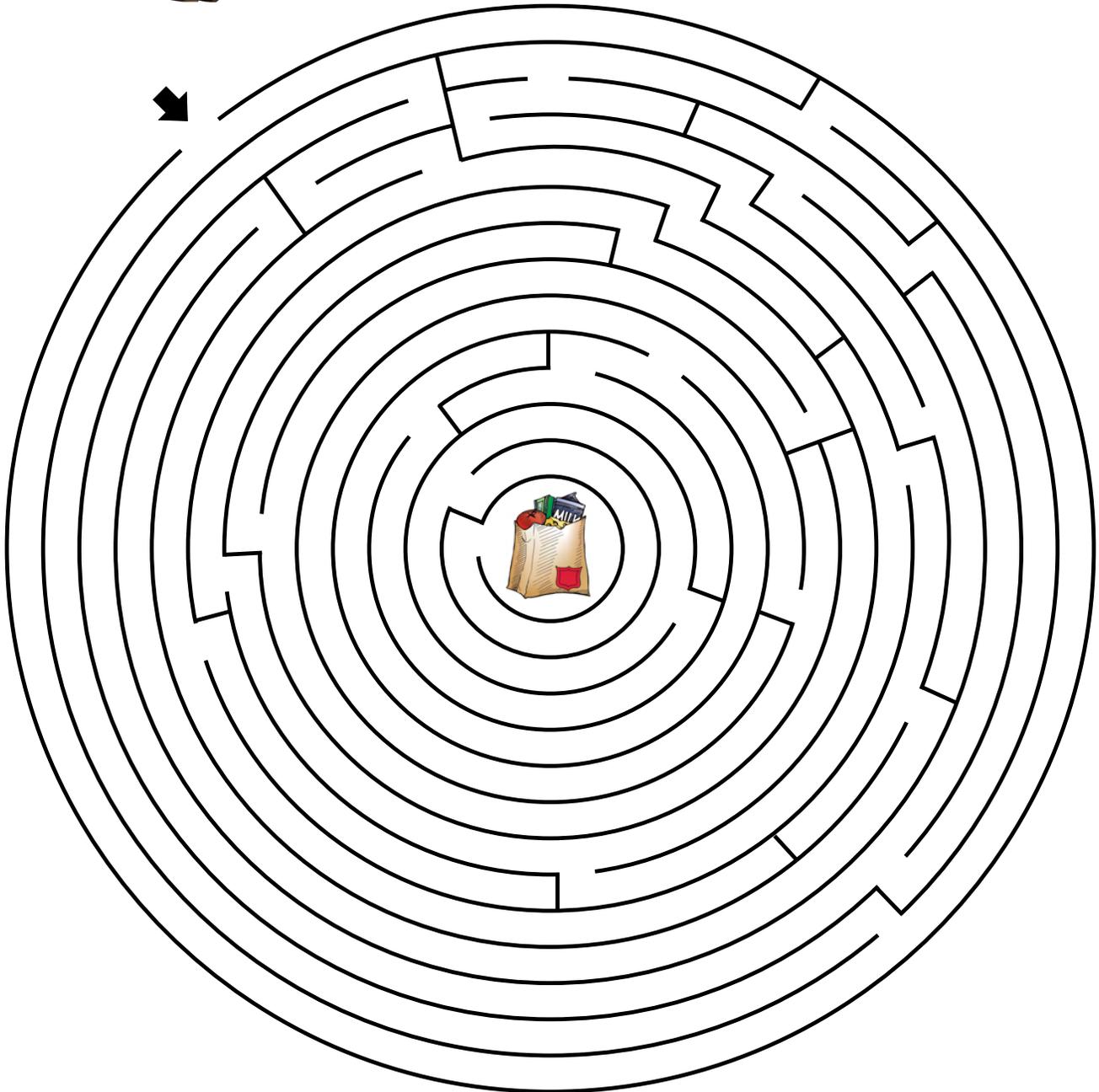


**Because everyone deserves food to eat and a place to sleep.**

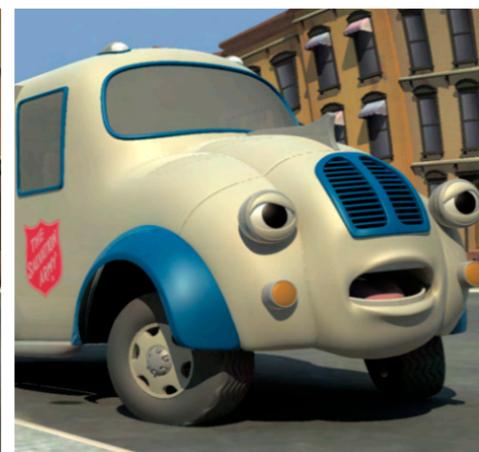
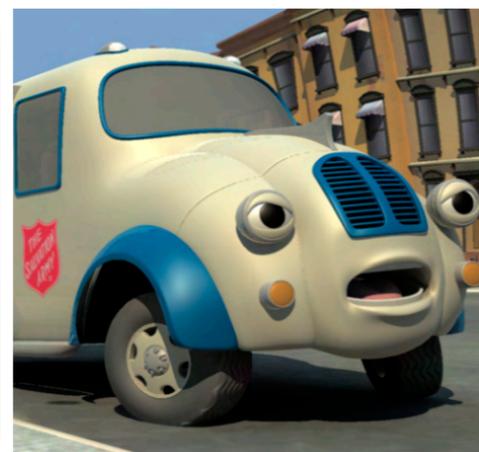
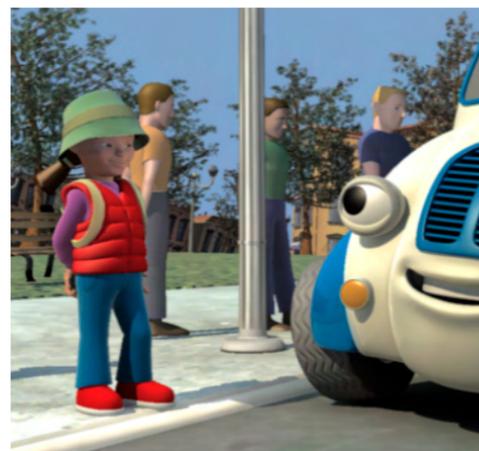
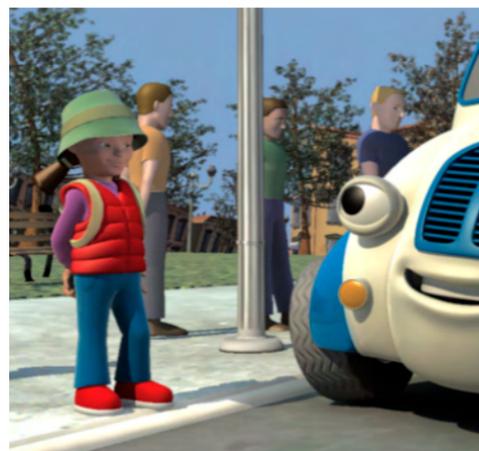
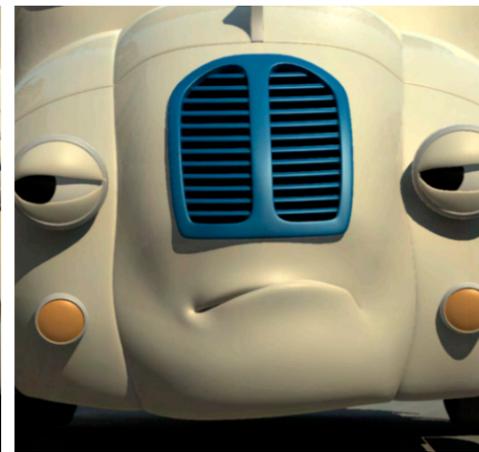
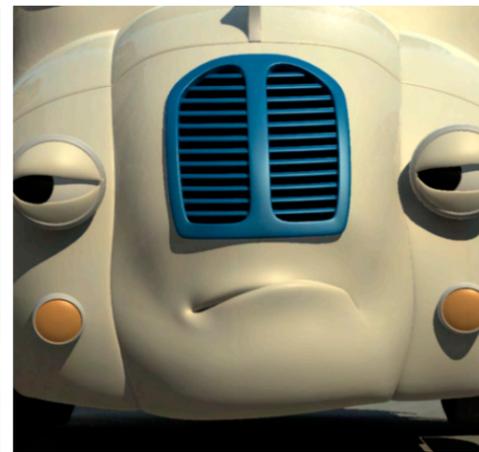
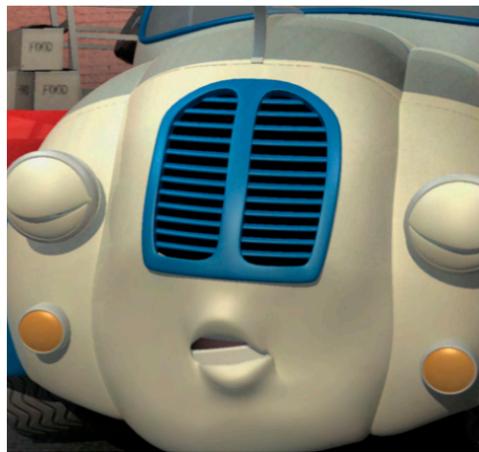
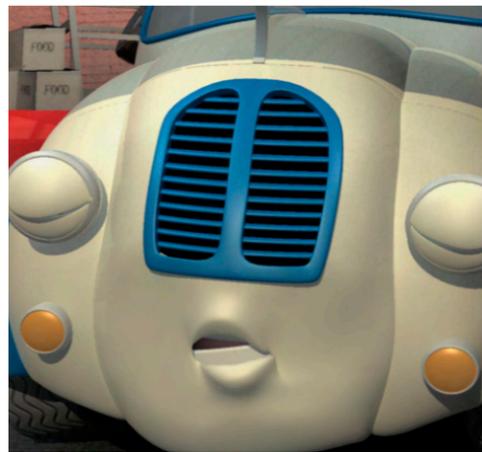
NAME \_\_\_\_\_



help dick and harrison  
make it to the end of the  
maze so they can reload  
with more supplies!



**Because everyone deserves food to eat and a place to sleep.**



memory game

PRINT CARDS ON 11" x 17" PAPER AND TRIM DOWN (OR PRINT LETTER SIZE AND ENLARGE ON A PHOTOCOPIER)

FRONT

jr. bed &  
bread  
Club

jr. bed &  
bread  
Club