



Celebrating the **25th**
ANNIVERSARY

Of Girl Scouts of Central Maryland

Council Service Project

HARVEST FOR THE HUNGRY



because

**HUNGER KNOWS NO
HOLIDAY**



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Celebrating the 25th ANNIVERSARY

This year marks 25 years that the Harvest for the Hungry Campaign has been committed to raising awareness in the community about hunger.

What's new?

- ◆ We are offering a 25th anniversary patch segment this year!
- ◆ A flier is included to place door to door instead of plastic grocery bags. With Girl Scouts' never ending effort to make the world a better place, we will be asking donors to recycle grocery bags they already have. **We do have a small number of Safeway grocery bags available in the VRC if you need them.*
- ◆ Exciting new incentives this year featuring Safeway Supermarket gift cards available for 20 top collecting troops.

Have a heart and participate during the kick off week for this year which is February 12th through 19th.

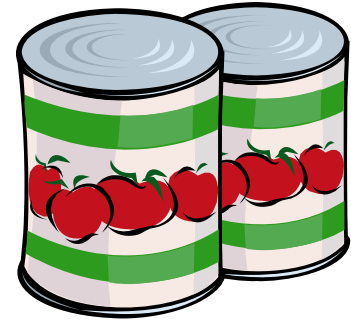
To receive your free participation patches, submit the report form in a timely manner to the Program Department at the Girl Scouts of Central Maryland.

HARVEST FOR THE HUNGRY

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The activities and references in this packet have been adapted from materials published by the Center for Poverty Solutions: Kids for Kids, 1993, and Hunger in Maryland, 1993.

Hunger Knows No Holiday



Introduction to Harvest for the Hungry

Harvest for the Hungry is a service project established in 1987 as a partnership between Girl Scouts of Central Maryland and the Maryland Food Bank. ***The foundation of Harvest for the Hungry is that hunger knows no holiday.*** It has become a year round volunteer effort by many different groups and organizations throughout Maryland.

Girls will ***Discover, Connect, and Take Action*** on this important issue. As an understanding and caring leader, you play an important role in helping girls acquire knowledge and understanding of this issue.

- Be in touch with your own feelings about people who are affected by hunger.
- Be aware that a girl's family in your group may be experiencing hunger.
- Give information to girls in terms that they can understand.
- Be sensitive and patient with the girls. (Their ideas, opinions, and beliefs are shared by their families and friends. Please listen to what they have to say.)

Upon completing the requirements of this program, Girl Scouts should be able to:

- Recognize healthy eating habits.
- Define hunger.
- Identify physical and mental effects of hunger and know the extent of hunger in Maryland.
- Shatter stereotypes of who is hungry.
- Educate others about the problem of hunger.

REQUIREMENTS

This Harvest for the Hungry **Patch Program** Packet has several age-appropriate activities to help girls understand hunger, its causes and effects, the extent of the problem in our area and how to use available resources to combat the problem.

There are twenty-two activities beginning on page 7. Each activity represents an objective stated in the beginning. The starred activity number 1 (contributing nonperishable food) must be completed by all age levels.

The other activities should be done as follows:

- Girl Scouts Grade K-1** are to complete at least three (3) activities in addition to the starred one.
- Girl Scouts Grade 2-3** are to complete at least five (5) activities in addition to the starred one.
- Girl Scouts Grade 4-5** are to complete at least six (6) activities in addition to the starred one.
- Girl Scouts ages 6-8** are to complete at least seven (7) activities in addition to the starred one.
- Girl Scouts ages 9-12** are to complete at least seven (7) activities in addition to the starred one.

Daisy Leadership keys

Discover

1. Girls develop positive values
 - Begin to understand the values inherent in the Girl Scout Promise and Law.
 - Recognize their choices of actions or words have an effect in others and the environment.
2. Girls gain practical life skills
 - Gain greater knowledge of what is healthy for mind and body.
3. Girls develop critical thinking
 - Recognize that the thoughts and feeling of others can vary from their own.

Connect

1. Girls promote cooperation and team building
 - Begin to learn how to work well with others.
2. Girls can resolve conflicts
 - Begin to understand what conflict is.
 - Learn simple conflict-resolution strategies.
3. Girls feel connected to their communities, locally and globally
 - Are better able to identify people and places that make up their community and understand their various contributions.
 - Gain increased understanding of how they belong to various groups in their communities.

Take Action

1. Girls can identify community needs
 - Gain increased knowledge of their communities' assets.
2. Girls advocate for themselves and others, locally and globally
 - Recognize they can act on behalf of others.
3. Girls educate and inspire others to act.
 - Are better able to assist peers and seek help from them.

Brownie Leadership keys

Discover

1. Girls develop positive values
 - Begin to apply value inherent to the Girl Scout Promise and Law in various contexts.
 - Are better able to examine positive and negative effects of people's actions on others and the environment.
2. Girls gain practical life skills
 - Are better at making healthy choices and minimizing unhealthy behaviors.
3. Girls develop critical thinking
 - Are increasingly able to consider other viewpoints in deciding what to do or believe.

Connect

1. Girls promote cooperation and team building
 - Gain a better understanding of cooperative and team-building skills.
2. Girls can resolve conflicts
 - Are better able to apply basic strategies for conflict resolution when conflicts arise.
3. Girls feel connected to their communities, locally and globally
 - Have greater interest in participating in community events, activities, and social networks.
 - Recognize the importance of being part of a larger community.

Take Action

1. Girls can identify community needs
 - Develop basic strategies to identify community issues.
 - Gain a greater understanding of how Take Action Projects might impact their communities.
2. Girls advocate for themselves and others, locally and globally
 - Gain a better understanding of their rights and those of others.
 - Learn and begin to apply basic advocacy skills.
3. Girls educate and inspire others to act.
 - Are better able to explain their ideas or teach new skills to others
 - Can communicate their reasons for engaging in community service and action.

Junior Leadership keys

Discover

1. Girls develop positive values
 - Gain greater understanding of ethical decision-making in their lives.
 - Have increased commitment to engage in sustainable community service and action.
2. Girls gain practical life skills
 - Gain greater understanding of what it means to be emotionally and physically healthy.
 - Are more aware of how family and cultural differences affect healthy living.
3. Girls develop critical thinking
 - Show greater skill in gathering and evaluating information.
 - Are better able to consider multiple perspectives on issues.

Connect

1. Girls promote cooperation and team building
 - Are better able to initiate and maintain cooperation on their teams.
 - Increasingly recognize how cooperation contributes to a project's success.
2. Girls can resolve conflicts
 - Are better able to select conflict-resolution strategies to fit the situation.
 - Are better at analyzing conflict situations.
3. Girls feel connected to their communities, locally and globally
 - Are better able to recognize the importance of knowing about, and actively participating in, community groups.

Take Action

1. Girls can identify community needs
 - Learn to use strategies to determine issues that deserve action.
 - Are better able to determine whether projects can be realistically accomplished.
2. Girls advocate for themselves and others, locally and globally
 - Strengthen their abilities to effectively speak out or act for themselves and others.
3. Girls educate and inspire others to act.
 - Learn various strategies to communicate and share Take Action Projects with others.

Cadette Leadership keys

Discover

1. Girls develop positive values
 - Are better able to examine their own and others' values from individual, cultural, and global perspectives.
 - Demonstrate increased commitment to addressing issues of fairness, ethics, and justice in their communities.
2. Girls gain practical life skills
 - Are increasingly committed to practicing and promoting healthy behavior.
 - Are more knowledgeable about how family and cultural differences affect healthy living.
3. Girls develop critical thinking
 - Are better able to examine issues and ideas from various perspectives.

Connect

1. Girls promote cooperation and team building
 - Are better able to address obstacles to effective group work and team building.
2. Girls can resolve conflicts
 - Strengthen their conflict-resolution and prevention strategies.
3. Girls feel connected to their communities, locally and globally
 - Strengthen existing relationships and seek to create new connections with others in their communities.

Take Action

1. Girls can identify community needs
 - Are able to create and implement detailed action plans for their projects.
 - Increasingly seek out community support and resources to help achieve their goals.
2. Girls advocate for themselves and others, locally and globally
 - Recognize the importance of advocacy in accomplishing positive changes for themselves and others.
 - Gain greater ability to use specific advocacy skills to address issues of interest.
3. Girls educate and inspire others to act.
 - Show increased commitment to educate others on how to better their communities.
 - Are better able to identify and select various methods for informing others about their Take Action Projects.

Senior Leadership keys

Discover

1. Girls develop positive values
 - Are better able to recognize and resolve ethical dilemmas.
 - Strengthen their own and others' commitment to being socially, politically, and environmentally engaged citizens of their communities.
2. Girls gain practical life skills
 - Act as role models for younger girls in making healthy choices.
 - Show cultural sensitivity in their efforts to promote healthy living in their communities.
3. Girls develop critical thinking
 - Are better able to analyze their own and others' thinking processes.

Connect

1. Girls promote cooperation and team building
 - Strengthen their abilities to build effective teams to accomplish shared goals.
 - Are committed to mentoring others on effective strategies for cooperative work and team building.
2. Girls can resolve conflicts
 - Can increasingly apply effective strategies for conflict resolution and prevention.
 - Are better able to analyze conflict situations in their communities and globally, and offer possible solutions.
3. Girls feel connected to their communities, locally and globally
 - Actively seek to bring people together in local and global networks.
 - Feel that their connections with diverse members of their communities are important resources for personal and leadership development.

Take Action

1. Girls can identify community needs
 - Are more skilled in identifying their local and global communities' needs that they can realistically address.
 - Choose Take Action Projects that aim to address deeper causes of issues in their communities.
2. Girls advocate for themselves and others, locally and globally
 - Use advocacy skills and knowledge to be more active on behalf of a cause, issue, or person, locally or globally.
3. Girls educate and inspire others to act
Are better at inspiring and mobilizing others to become more engaged in community service and action.

Ambassador Leadership keys

Discover

1. Girls develop positive values
 - Act consistently with a considered and self-determined set of values.
2. Girls gain practical life skills
 - Are better able to address health issues in their lives, their local communities, and globally.
 - Are more interested in leading and/or participating in advocacy projects related to health issues, globally or locally.
3. Girls develop critical thinking
 - Are increasingly able to address local/global societal barriers to women's leadership.

Connect

1. Girls promote cooperation and team building
 - Are able to promote cooperation and effective team building in their communities.
 - Recognize the value of cooperation and team building for effective leadership and for their future careers.
2. Girls can resolve conflicts
 - Are better able to develop their own approaches to conflict resolution and prevention.
3. Girls feel connected to their communities, locally and globally
 - Have extensive feelings of connection with their local and global communities.

Take Action

1. Girls can identify community needs
 - Choose Take Action Projects that aim to address deeper causes of issues in their communities.
2. Girls advocate for themselves and others, locally and globally
 - Recognize they have the rights and abilities to participate in the development of public policy that affects their lives and the lives of others.
 - Actively seek partnerships with other organizations that provide support and resources for their advocacy efforts.
3. Girls educate and inspire others to act.
 - Are better able to evaluate the effectiveness of their efforts to reach/educate diverse audiences and can adjust the communication strategies accordingly.

Discover

- Recognizing Healthy Eating Habits
- Defining Hunger
- Identifying Physical and Mental Effects of Hunger

In January 2005, the U.S. Department of Agriculture introduced the new Food Guide Pyramid to help individuals select foods containing the daily nutrients needed, without consuming too much fat, saturated fat, cholesterol, sugar, sodium, or alcohol. A picture of the new MyPyramid, which includes suggested daily servings from each food group, is included on page 8 of this packet.

Individuals who do not regularly eat well-balanced meals may suffer from the effects of hunger and/or poor nutrition. The Center for Poverty Solutions defines hunger as the negative physical and mental effects caused by a lack of sufficient food.

Hunger has devastating effects. Poor nutrition for infants contributes to infant mortality. According to the Center for Poverty Solutions, Maryland has one of the highest infant mortality rates (i.e., number of children per thousand born who die before their first birthday) in the United States. Women who were undernourished during pregnancy are more likely to have babies with low birth weights, more physical illnesses, and more problems growing and learning than mothers who had a sufficient supply of appropriate food.

Children who do not get a nutritious diet are more likely than their well-nourished peers to experience headaches, fatigue, frequent colds, anemia, and other illnesses. Hungry children are also likely to be absent from school and are at risk of dropping out. According to the National Education Association, undernourished children are less physically active, less attentive, less independent, and less curious. They cannot concentrate as well as children who eat properly. As a result, their reading ability, verbal skills, and motor skills suffer. Some of these effects are not permanent when better nutrition is provided.

Adults who are hungry may become nervous, irritable, and unable to concentrate. Chronic malnutrition weakens bones and muscles, increases the risk of illness, and contributes to depression and lack of energy. Poor nutrition can worsen any health problems that plague older adults.

Connect

- Identifying Where People Go When They Need Food
- Shattering Stereotypes of Who Hungry People Are
- Recognizing the Extent of Hunger in Maryland

As the gap between the rich and poor widens in the United States, we are developing a two-tiered system to obtain food. Traditional places, such as grocery stores and restaurants, are used by people who have sufficient funds. Poor people, however, must increasingly rely on federal programs, such as food stamps and school breakfast/lunch programs, and local food pantries and soup kitchens to obtain an adequate supply of food for themselves and their families. Some need food just a few days each month until a paycheck, unemployment check, or public assistance funds arrive. Others, including those who are homeless, generally need food from shelters or soup kitchens each day. Volunteer agencies, such as soup kitchens, which began as stop-gap measures to fight hunger on a short-term basis, are becoming long-term community institutions. Even more people are depending upon soup kitchens and food pantries to meet their basic needs.

Be sensitive to the possibility that girls in your group may use some of these agencies. Some of these girls may volunteer information about their experiences, while others will not want anyone to know about their situation.

Stereotypes abound about who is hungry and why. In reality, hunger is a serious problem that cuts across racial, geographic, and age boundaries. According to estimates made in 1984 by a task force set up by the Governor, 821,000 Marylanders were at "serious nutritional risk." To be "at risk" means that a family's economic circumstances are so fragile that a missed paycheck due to illness, a layoff, or shortage of funds at the end of the month can result in a lack of food.

The findings of a study known as the Community Childhood Identification Project (CCHIP), released in March 1991 by the Food Research and Action Center in Washington, D.C., estimated that 61,000 Maryland children under age 12 regularly go hungry. An additional 65,000 children under age 12 are at risk of hunger. Nationally, an estimated one in eight children under age 12 is hungry, while one in four is at risk of hunger.

(Continued on page 9)

Connect

(Continued from page 8)

In addition, the study found that of households that receive food from food pantries in Maryland, 64 percent are families with at least one child. More than a third of the adults in those families are employed, either full or part-time. Fifty percent of all food stamp recipients are children, and 61 percent of food stamp households have children in them. Some of these homes have a working adult; some do not. The average number of children in a household receiving public assistance is two. Food stamps make a positive difference in many families, but the allotment only amounts to an average of \$.70 per person per meal. Even in homes where adults are employed, a minimum wage job will not lift a family out of poverty.

The study also found that unlike Third World countries, which may face a shortage of food due to famine or war, there is more than enough food for everyone in the United States. In fact, much edible food is thrown away. Hunger in our country is usually due to a lack of money to buy food. Common reasons for hunger include: unemployment (often caused by illness, injury, or layoff), underemployment, high housing costs which may take up to 70 percent of a family's income, high medical costs not covered by insurance, lack of access to reasonably priced food, unawareness of federal food programs, inability to take advantage of federal food programs because they are under-funded, poor budgeting skills, or inappropriate use of food money to support an addictive habit. Children, or other persons unable to care for their own needs, may be neglected. Some people, such as the elderly or physically challenged, may have sufficient funds but cannot shop and/or prepare food without assistance.

Take Action!

- Educating Others About Hunger
- Effecting Long-Term Change That Will End Hunger

Young people are often concerned about the needs of others and want to find ways to help people in need. They will likely suggest some excellent ways that they can be part of the solution to the problem of hunger. Short-term projects will enable them to develop skills as action-oriented volunteers. Opportunities to give input to long term solutions, which often require legislation or major structural change at the institutional level, will allow youth to experience themselves as agents for political and social change. Girls will recognize that their opinions and actions are important and can make a difference.

Girls can also help by involving parents in the fight against hunger. One way is to enlist their support for money earning or food collection activities. Another way is to provide activities for adults that will enable them to learn more about better nutrition and budgeting. Consider inviting a speaker to parent organization meetings to present lectures, give hands-on cooking demonstrations, offer personal counseling regarding budget, and show videos pertaining to better nutrition. You may also want to publish in your school or community newsletter a recipe of the month that is tasty, nutritious, and affordable. Encourage girls to discuss what they have learned about hunger and nutrition with their parents and family.



**MARYLAND
FOOD BANK**
UNTIL HUNGER ENDS.



Activity 1

Food Collection

Required: ALL GRADE LEVELS

Contribute nonperishable food items to the Maryland Food Bank or your local food pantry.

Preparation: Discuss some ways people help to relieve/end hunger. Discuss ways girls can help those who are hungry.

Activity:

- Have a food drive using any of the food collection options listed OR find another creative way to run a food drive.
- Encourage each girl to collect nonperishable food items from family, friends and in her community toward her group contribution.
- Weigh the food and keep track for your records and the final report form.

Collection options:

The first is through the **Gift of Caring**. Girls and troops may donate one or more boxes of Girl Scout cookies. Bring donations to GSCM and we will distribute the donations to the Maryland Food Bank.

The second option is to distribute fliers **door to door**. (Flier template on page 26.) The flier will be asking donors to put out food in grocery bags for follow up food collection a week or two later (you set the pick up date and time.) With Girl Scouts' never ending effort to make the world a better place, we have the option to ask donors to recycle grocery bags they already have or distribute the fliers AND empty bags door to door. We have a small number of grocery bags available from Safeway which are available in the VRC if you need them.

The third option is by setting up **food collection booths**. *booth etiquette outlined on page For booth collection at grocery stores, you need to secure permission with the store manager for a specific time and date to be there. You also need to follow their rules and remember that you are representing the Girl Scouts. Give out the flier (page 25) to customers on their way into the store and collect donations from them on their way back out.

Also, churches and businesses have been very supportive of our girl's food collection booths. Fliers can be distributed to churches and businesses a week ahead of your collection. (Flier template on page 26.)

*Please be sure to follow all Volunteer Essentials guidelines. Delivery of collected food can be made to GSCM, to the Maryland Food Bank at 2200 Halethorpe Farms Rd., Halethorpe, MD 21227, or to your local food pantry.

Activity 2

Healthy Eating

Age Levels: Girl Scouts Grade K-8

Supplies: 5 to 6 varieties of fresh fruit, skewers, cutting utensils and boards, napkins.

Make sure all fruit is washed carefully.

Activity:

- Prepare a healthy snack. One possibility is to make fruit kabobs. Girls can enjoy making this nutritious snack. Your group may even take a trip to the store to select the fruit. Select fruit that is in season. Vary your selection by trying fruits that may be new to the group.
- Discuss healthy snacks verses junk food. Be creative by having a debate or by making comparison charts.

Activity 3 USDA Food Pyramid

Age Levels:
Girl Scouts Grade K-8

Give each girl a copy of the new USDA Food Guide Pyramid. Discuss it. Make collages that include foods from each of the food groups. Variation: Divide the girls into teams and tell each team to make a collage of foods found in ONE of the six blocks of the pyramid. The MyPyramid graphic, and a variety of information and activities can be found at: <http://www.mypyramid.gov/>

Supplies: Copies of Food Guide Pyramid, paper, food pictures to color or cut from magazines, paste, scissors, crayons.

Preparation:

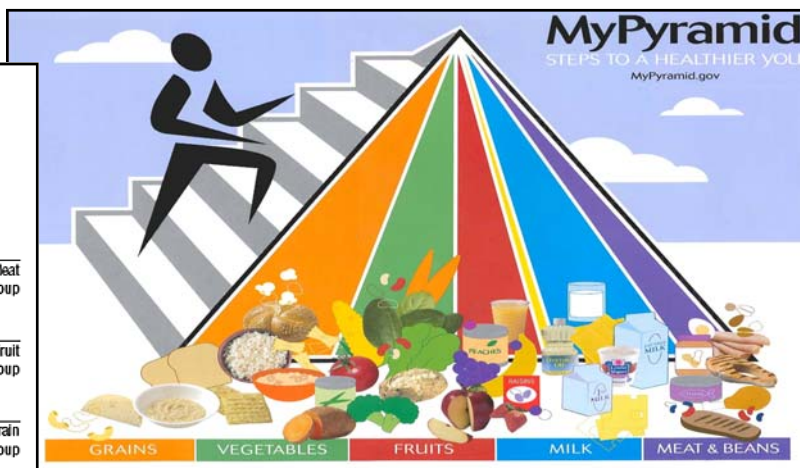
Before group meeting, prepare a large copy of an outline of the Food Guide Pyramid that can be spread on the floor or a table. At the top of the Pyramid, glue a yellow sheet of construction paper labeled fats, oils, and sweets. On the left side of the second row, glue two blue sheets labeled milk, yogurt, and cheese. On the right side of the second row, glue two red sheets labeled meat, poultry, fish, dry beans, eggs, and nuts. On the left side of the third row, glue three green sheets labeled vegetables. On the right side of the third row, glue two orange sheets labeled fruit. On the bottom line, glue six brown sheets labeled bread, cereal, rice, and pasta. Provide pictures of different kinds of foods that would be appropriate for each block. Each block represents a minimum serving of the food in the category.

Activity:

•Begin by asking the girls to select pictures of their favorite foods. Help them to place the foods on the Pyramid, but do not glue them. Chances are that the girls' favorites would create a very unbalanced diet. Discuss with the girls their body's need to have food from each of the food groups every day.

•Encourage the group to select pictures of foods that will provide a balanced, nutritious diet. Let them paste the pictures, one per sheet of construction paper, in the appropriate blocks.

•Hang the finished poster, if possible, for future reference.



MyPyramid

- Differing widths of the color bands suggest about how much foods should be eaten from each group.
- Limit intake of saturated and *trans* fats, choose product low in these fats.
- Make choices of meat, poultry, dry beans, and milk products that are lean, low-fat, or fat-free.
- Choose and prepare foods and beverages with little added sugars or calorie sweeteners.
- Food group bands narrow from bottom to top suggesting to eat nutrient-dense forms of foods.
- Engage in regular physical activity and reduce sedentary activities to promote health, psychological well-being, and a healthy body weight.
- Steps and person on the MyPyramid symbolize that physical activity should be a part of everyday healthy living.

Activity 4

Well– Balanced

Age Levels: Girl Scouts Grade K to 3

Activity:

After discussing the Pyramid, have girls "prepare a well-balanced meal."

Supplies: White paper plates, crayons or markers

Preparation: Give girls paper plates. Have them cut out pictures of food and/or draw a serving of their choice from each of the food groups on the Pyramid.



Activity 5

Define Hunger

Age Levels: All Grade Levels

Activity:

Explore the definition of hunger in an age-appropriate manner.

Suggestions include:

- Have each girl write her own definitions, compare definitions with a partner, or check the dictionary. Compare their definitions with the Maryland Food Committee's definition, which is: the negative physical and mental effects caused by a lack of sufficient food to eat.
- Younger girls can draw pictures of what hunger means to them. Show the girls other pictures displaying hunger (from magazines or books) and have them describe what is going on in the picture.
- Have each girl write a short story about what hunger can mean to a family, a community, or a nation.

Activity 6

Healthy Living

Age Levels: All Grade Levels

Activity:

- Review the food groups from the Food Guide Pyramid. Ask: "What do you think happens to persons who do not eat the right kinds of foods?" You may want to list ideas. Add, if necessary, some ideas from the **Discover** section on page 5 concerning sickness and problems at school.
- Ask: What do you think the long-term effects are of someone who has an inadequate diet?
- Shape this discussion around age levels. Example, a Daisy Girl Scout can talk about how her body feels after eating a lot of bad food, while a Senior Girl Scout can talk about issues of eating disorders.
- Have each girl make three goals for themselves concerning healthy eating habits.

Activity 7

Hunger Awareness Quiz

Age Levels: Girl Scouts Grade 4 to 12

Supplies: Hunger Awareness Quiz, found on page 10.

Activity:

- Begin to think about the extent of hunger in Maryland and distribute the Maryland Food Bank Hunger Awareness Quiz. The purpose of the survey is to help youth determine what they already know about hunger in Maryland, and their attitudes (some of which may be stereotypical) toward hungry persons. Assure the group that they will not be graded on the accuracy of their answers. The correct answers are 1 e; 2 b; 3 b; 4 c; 5 b; 6 e; 7 a; 8 d; 9 a; 10 a.
- Ask: What surprised you about the answers?
- Discuss the quiz and the additional statistic information contained in this booklet.

**Maryland Food Bank
HUNGER AWARENESS QUIZ**

To Use With Activity 7

1. About how many people in Maryland are likely to be hungry at least a few days each month?
a) 500 b) 25,100 c) 287,000 d) 502,000 e) 821,000

2. Hungry people usually live in big cities such as Baltimore
a) True b) False

3. People who have jobs can buy enough food to feed their families
a) True b) False

4. About how many soup kitchens and food pantries are there in Maryland?
a) 50 b) 100 c) 250 d) 400 e) 600

5. What is the average number of children in a family receiving public assistance?
a) 1 b) 2 c) 3 d) 4 e) 6 +

6. About how many children in Maryland under the age of 12 regularly go hungry?
a) 5,000 b) 15,000 c) 27,000 d) 49,000 e) 61,000

7. People of any community, age, ethnic, group, or race are among the hungry in Maryland.
a) True b) False

8. What is the average food stamp benefit per person per meal?
a) \$2.50 b) \$1.70 c) \$.90 d) \$.70 e) \$.47

9. There is enough food to feed everyone who lives in Maryland.
a) True b) False

10. I can do something to help end hunger.
a) True b) False

Activity 8

Ideas for Fighting Hunger

Age Levels: Girl Scouts Grade 3 to 12

Activity:

- Divide the group into several teams. Each team is to select a recorder and/or reporter.
- Ask each team to discuss the following question and report back to the entire group at a certain time: *Considering the negative effects of hunger, what do you think our society should do to make sure that every person has a sufficient amount of the right kinds of foods to eat? What changes would need to be made for your ideas to become reality?*
- Have girls present their ideas with use of posters, pamphlets, or any visual.

Activity 9

Food Availability

Age Levels: Girl Scouts Grade K to 3

Supplies: Board or chart paper, map of community, crayons

Activity:

- Ask the girls to brainstorm places where food is available. List their ideas on poster paper. Possible answers include: grocery store, restaurant (names of specific ones), school cafeteria, ball park, airplane, museum cafe, home, friend's house, hospital, church, and Girl Scout meeting.
- If the girls are able, have them decide which places provide food free and places they have to pay for it. Help them to see that though they get free food at home and at a friend's house, for example, someone still has to pay for it.
- Add *food pantry* and *soup kitchen* to the girl's list of places (if not already mentioned) and define them.
- Provide several copies of a simple map of your community. Have the children work in teams to locate places where persons can obtain food. Be sure to include soup kitchens and food pantries. Have them color food locations. *Variation:* Create one large map of the community and work together as a team to find places where food is available.

Activity 10

Paying the Bills

Age Levels: Girl Scouts Grade 3 to 12

Activity:

Ask girls to brainstorm the kinds of expenses they would have if they were adults. Answers may include: mortgage/rent, gas and electric, heating oil, telephone, clothes, medical bills, gas for the car, bus fare, newspapers, food, and entertainment. Have the girls work individually or in groups with a hypothetical family's income and bills. Give them the following information:

The Smith family, which includes five people, brings home a total of \$2,000 each month. Look at the bills they have this month.

1. How much can they spend this month on food? How much is that per week?
2. Suppose someone in the family gets sick and they must pay \$195 for medicine and a doctor's bill. What can't they afford this month?
3. Suppose Mr. Smith is laid off from work and the family income drops to \$1,000. What could the family pay for? What would they have to do without? What might happen to this family?
4. What organization or programs can probably help them?

THE SMITH FAMILY BILLS →

Housing (rent or mortgage)	_____	\$750
Gas and electric	_____	\$105
Car	_____	\$295
Gasoline	_____	\$ 80
Newspapers	_____	\$ 10
Insurance	_____	\$205
Clothes	_____	\$150
Entertainment	_____	\$ 65
Savings	_____	\$150
Food	_____	\$ ____

Activity 11 Hunger in Maryland

Age Levels: Girl Scouts Grade 3 to 12

This activity has two parts:

PART I

- To take a more in-depth look at the problem of hunger in Maryland, ask girls to think about the 448,788 people who are hungry in our state. Distribute the Case Studies of hungry people. Explain that the characters in these stories are real people who live in Maryland.
- Divide into five groups and assign each group one case.
- Draw the displayed chart and have girls fill it in as a group. Or, give each group a sheet of chart paper and a marker. Have them fill in the information and post their work. Set a time limit for the groups to work. Report on the findings.

	Group 1	Group 2	Group 3	Group 4
Age(s)				
Gender				
Where They Live				
Source of Income				
Amount of Income				

CASE STUDIES

Case Study One: A forty-year-old single mother lives with her ten-year-old son and seven-year-old daughter in the suburbs of Baltimore County. The mother is divorced from the children's father. He gives them \$200 every month to help support the children. The mother, who works at a store in the mall for thirty hours a week as a clerk, earns \$5.15 an hour. At the end of each month, most of their money has gone to pay rent and bills, so they don't have much money left for food. Sometimes, when all their money and food are gone, they go to a soup kitchen or a food pantry in their neighborhood to get free food. You would not have thought they were hungry.

Case Study Three: A thirty-four-year-old mother, a thirty-eight-year-old father, a nine-year-old boy, twin four-year-old boys, and a nine-month-old baby boy rent a three-bedroom townhouse in Baltimore City.

The father works for the city as a driver. The mother has a college degree and used to work outside the home. Since the last child was born, she has needed to stay at home because they can no longer afford to pay for day care. While she is at home with her children, she studies to become a nurse.

The father is looking for a better paying job, but right now he makes \$19,000 a year. The family lives from paycheck to paycheck. After they pay their bills, they have only \$475 left for food. Some weeks they don't even have that much money. The father will skip dinner if he thinks his children did not have enough to eat that day. The mother sometimes says she is on a diet even when she's not, so the children can have more food.

Case Study Two: A sixty-eight-year-old woman in northeastern Maryland tries to live on her \$1250 a month Social Security check. With this check she pays her monthly bills which include rent, food, cleaning products, and personal items like toothpaste.

She qualifies to receive free milk, cheese, and butter from the government, but she has no way to get to the distribution site for these things, which is twenty miles from her home. To buy groceries, she must walk three miles each way to the store. She says all she can usually afford to buy each month is some bread, butter, and jelly.

PART II

To shatter common stereotypes about who is hungry, discuss these questions:

1. What can we generalize from this information about who is hungry in Maryland?
2. What do you notice about the ages of people who are hungry?
3. What about their gender?
4. Where do they live in the state?
5. Where do they get their money?
6. What is their income?
7. Do they have anything in common?

Case Study Four: A twenty-eight-year-old man lives in homeless shelters in Baltimore City. He worked as a drywall hanger for more than ten years. He always put money in the bank to help him through the slow seasons when construction workers are laid off. This summer, however, he ran out of money before he could find a new job. He was evicted from his apartment.

Now he sleeps in a shelter or on the streets and eats at nearby soup kitchens. "Once you get down this low, it's hard to get out," he says. He is trying to find a job, but he has found that it's hard to get people to hire you when you are homeless and don't have an address or phone number. "And when you find work--unless you have a job in the food business, or have an understanding boss who will give you time off to go to a soup kitchen for lunch--you starve."

Activity 12 *Soup Kitchen*

All Grade Levels

Activity:

•Read the story *Tina and Louis Visit Joseph's Place*.

•Ask:

1. Why were Tina and Louis hungry?
2. What are other reasons that people might be hungry?
3. Who else did you see at Joseph's Place?
4. What are some reasons these people might need to eat their meals at a soup kitchen?

Tina and Louis Visit Joseph's Place

"Hi, Mom," called Louis as his mother began to climb the long flight of stairs.

"She looks sad," his younger sister, Tina, whispered.

"Are you okay, Mom?" Louis asked.

"I had a hard day at my job. I feel bad. We have no money left to buy food for dinner. I just paid the rent and then we had some extra doctor bills this month. Oh well. I'm hungry and I bet you kids are, too."

"Well, I sure am," said Louis, "but we only have some Cheerios left."

"I know," answered Mrs. Benton. "We're going to Joseph's Place for dinner tonight."

"Who's Joseph?" Tina asked, wrinkling up her nose.

Mrs. Benton laughed, kissing her daughter's forehead. "Joseph's Place is the name of the soup kitchen in our community. We can go there and get a hot meal for free. Mr. and Mrs. Samson, from down the street, and their kids will probably be there. I saw Mrs. Samson on my way to work this morning, and she suggested it. They have dinner there sometimes. Let's go."

Tina clutched her mother's hand as they entered Joseph's Place and got in line.

"This feels like waiting for lunch in the cafeteria at school," Tina said as the three of them waited patiently for their turn to be served.

"Yeah," Louis added, "except the food here looks better. That guy over there, the one on crutches, I've seen him on our street."

"Actually, I recognize quite a few persons from our neighborhood," Mrs. Benton remarked. "And there is Mr. Samson." Waving, she called to him, "Hello, Mr.

Samson. Would you save us a seat at your table?"

"Sure," Mr. Samson said. "We'd enjoy having dinner with you."

"These corn muffins smell great," Louis whispered. "I can't wait to eat. This place is pretty cool."

"Thank you very much," Tina said softly to the man behind the counter as he scooped a large portion of macaroni and cheese on her plate.

"Would you like green beans?" the man asked.

"Yes, please," she replied politely, although she hated green beans.

Tina, Louis, and Mrs. Benton settled in at a long table with the Samsons. Tina looked around and saw that the place was very crowded. She was surprised at how many persons needed a free meal. It reminded her of the breakfast program at school.

"Mom, are we coming back tomorrow?" Louis asked as they left. "That was a great dinner. I'm full!"

"Well, dear, tomorrow we will, but I'll be paid on Friday. We can have a delicious dinner in our own home on Friday night."

"That sounds good," said Louis, "but I'm glad Joseph's Place was here when we needed it. I sure couldn't wait until Friday to eat."

"Neither could I," chimed in Tina.

"We are fortunate that so many caring persons help each other. Maybe we could volunteer to work at Joseph's Place, too," said Mrs. Benton as she put her arms around both her children and headed for home.

Activity 13

Learning About The Food Bank

All Grade Levels

Activity:

Invite a speaker from your local food bank to talk with the girls about what they do, or schedule a visit to their facility.



Activity 14 Federal Food Programs

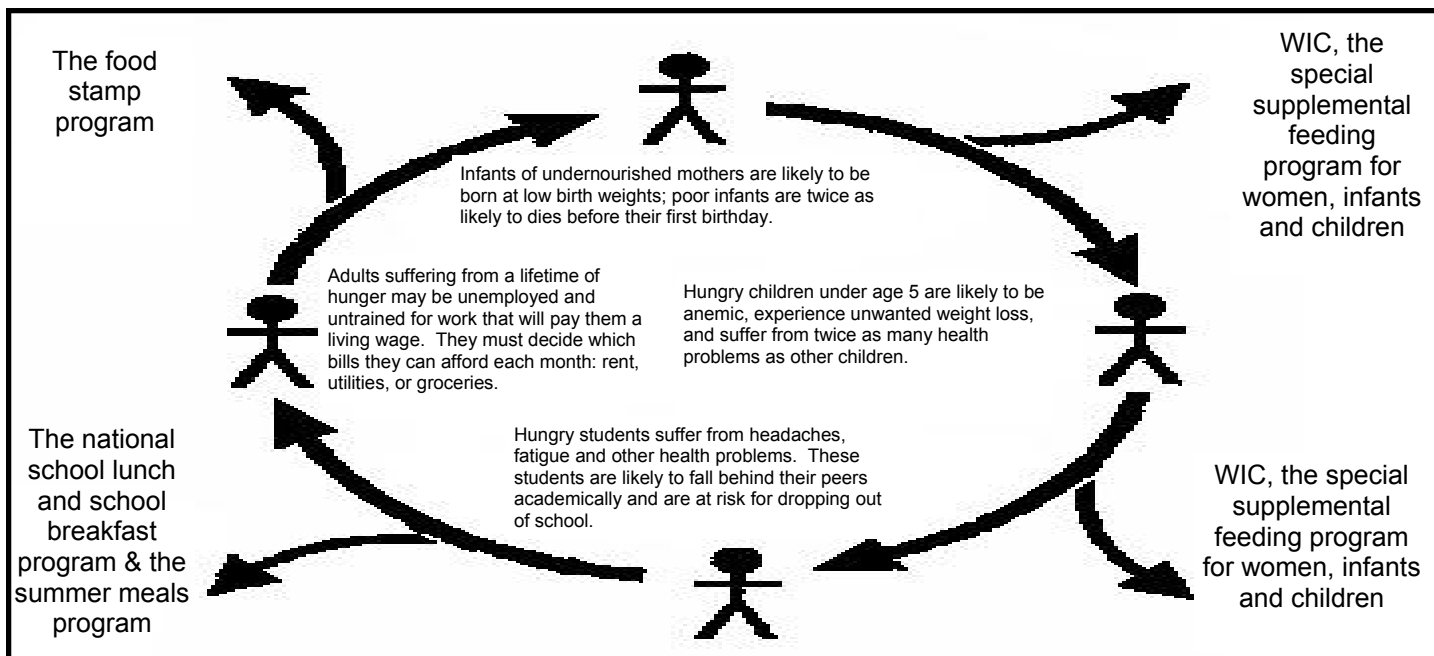
Grade Levels: Girl Scouts grade 3 to 12

Activity:

- To show how federal food programs provide opportunities to break the cycle of hunger, distribute the *Federal Food Programs Break the Cycle of Hunger* illustration.
- Read and discuss this sheet, noting how federal programs can help people at different stages of life to obtain nutritious, low cost food.
- Add information from the *Discover* section on page 5 Information to the discussion.

- Invite the girls to discuss the following questions:
 1. If someone makes just one dollar above the poverty line, he or she cannot get help from the government. Do you think this is fair? Why or why not?
 2. Are these persons any better off than the person who makes a dollar less? (Keep in mind that the minimum wage is \$7.25 per hour. A full time, minimum wage worker earns enough to stay just above the poverty line, but cannot lift a family out of poverty on that income.)

Federal Food Programs “Break the Cycle of Hunger”



The 2009 Poverty Guidelines	Poverty guideline
1	\$10,830
2	14,570
3	18,310
4	22,050
5	25,790
6	29,530
7	33,270
8	37,010
For families with more than 8 persons, add \$3,740 for each additional person.	

Food Stamps

The food stamp program helps low income families stretch their limited food budgets. More than half of all food stamp recipients are children. Yet benefits are so low that most families run out of food well before the end of the month.

School & Summer Meals

The national school lunch and school breakfast program provide the most nutritious meals many low income children receive all day. The summer meals program provides nutritious meals to children over the summer when the school lunch program ends. Yet thousands of Maryland children who are eligible to participate in these programs cannot because they lack access to meal sites.

WIC

The special supplemental feeding program for women, infants and children provides health screenings, nutrition counseling, and supplemental foods to low income women, infants, and children at nutritional risk.

WIC improves the nutritional status of children under age 5 by providing them with nutritious foods like milk, juice and cereal. Yet in Maryland, nearly half of those eligible for WIC cannot participate because of insufficient funding.

Activity 15 **Uncle Willie and the Soup Kitchen**

All Grade Levels

Activity:

Daisy and Brownie Girl Scouts:

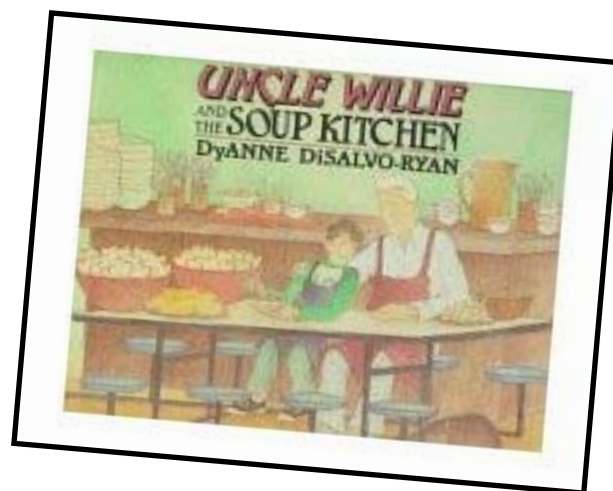
- Have a story time by reading the book *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan, published by Morrow Junior Books of New York, 1991. ISBN 0688152856

- Or invite older Girl Scouts to come and read this book to your girls. Ask questions about the story to get girls thinking about this issue of hunger.

Junior, Cadette, and Senior Girl Scouts:

- If your girls participate in a tutoring program with elementary school children, recommend that they read *Uncle Willie and the Soup Kitchen* by DyAnne DiSalvo-Ryan, published by Morrow Junior Books of New York, 1991 to the students with whom they work. Or visit a younger Girl Scout group to read this story to.

- Create questions to accompany the story session.



Other selected readings:

Fly Away Home, by Eve Bunting; published by Clarion Books 1991

Tight Times, by Barbara Shook Hazen; published by Viking Press 1979

Stone Soup, by Marcia Brown; published by (Scribner) McMillan Child Group, 1979(revised 1986)

Kids Are Cookin', by Karen Brown; published by Meadowbrooke Press 1997

Everybody Cooks Rice, by Norah Dooley; published by Carolrhoda Books 1991

Activity 16 **Service**

Age Levels: Girl Scouts Grade 1 to 12

Activity:

- Volunteer to serve in soup kitchens, food pantries, or other hunger fighting organizations in the community. Church and service groups often staff such agencies on a rotating, volunteer basis.

- Reflect on the service experience using the following three levels of reflection: have the girls answer these questions. You may have to change the wording to their level of understanding.

The Mirror (A clear reflection of the self)

Who am I? What are my values? What have I learned about myself through this experience? Do I have more/ less understanding than I did before taking action? In what ways, if any, has your sense of "community," others, and your self-confidence been impacted? How has this experience challenged stereotypes or prejudices you may have had? Will this experience change the way you act or think in the future?

The Microscope (Makes the small experience large)

What happened? Describe your experience. What would you change about this situation if you were in charge? What have you learned about hunger in the community? Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness/ do you feel your actions had any impact? What more needs to be done? Has learning through experience taught you more, less, or the same as in the class? In what ways?

The Binoculars (Makes what appears distant, appear closer)

From your service experience, are you able to identify any underlying issues which influence the problem? What could be done to change the situation? How will this alter your future behaviors/attitudes/and a career? What does the future hold? What can be done?

Activity 17 Newspaper Research

Grade Levels: Girl Scouts Grade 3 to 12

Activity:

- Have girls collect newspaper and magazine articles about hunger relief and hunger ending efforts.
- Set a date to share what information the girls have found.
- Have each girl make a presentation about the hunger relief efforts they came across.

Activity 19 Speak Out

Grade Level: Girl Scouts Grades 1 to 12

Activity:

Write letters to elected officials asking them to help hungry persons. Mail the letters to the Governor at the State House, Annapolis, MD 21401-1991; the President at the White House, 1600 Pennsylvania Avenue, Washington, D.C., 20500; or one of our U.S. Senators at Hart Senate Office Building, Washington, D.C., 20510.

Activity 21 Get Connected

All Grade Levels

Activity:

- Visit the Maryland Food Bank Website. www.marylandfoodbank.org
- Visit the Maryland Food Bank's Facebook website. <http://www.facebook.com/pages/Maryland-Food-Bank/249727490332?ref=nf&v=wall>
- Visit GCSM's Harvest for the Hungry Campaign group on Facebook. <http://www.facebook.com/pages/Girl-Scouts-of-Central-Maryland-Council-Service-Project/141202769244079>
- Have someone post the amount of food collected by your troop online— either in a blog or on a social networking site. Post how you collected it too!

Activity 18 Community Awareness

Grade Levels: Girl Scouts Grade 1 to 12

Activity:

- Reach out beyond Girl Scouting by letting your community know that you care about fighting hunger.
- Find a way to involve the community in Harvest for the Hungry. Suggestions Include:
 1. Get others to help collect food donations
 2. Make posters or flyers to distribute in the community
 3. Organize a speakers forum, where the community can come learn about the important issue of hunger relief.

Activity 20 State Legislator

All Grade Levels

Activity:

- Ask state legislators to visit with your troop/group to discuss hunger-fighting efforts.
- Or, arrange to visit a state legislators office to discuss hunger-fighting efforts.



Activity 22 Tell Your Story

All Grade Levels

Activity:

- Contact a news reporter to do an article or picture about your food drive.
- Write a letter to the editor of the local newspaper about what you learned and how to donate food to the Maryland Food Bank.

Key Study Reveals More Marylanders Seeking Emergency Food Assistance

Hunger in America 2010 shows 26,000 more people receiving emergency food since 2006

BALTIMORE—A landmark study released today by the Maryland Food Bank and Feeding America, the nation's largest domestic hunger-relief organization, reports that more than 261,000 people in the Maryland Food Bank's service area receive emergency food each year, an 11 percent increase since 2006. Of those, 71,514 are under the age of 18. The study, *Hunger in America 2010*, was based on interviews with more than 400 network partner agencies in the Maryland Food Bank's service area. It is the fifth comprehensive study of hunger in the United States conducted by Feeding America, with the last study completed in 2006.

Since the last *Hunger in America* study, 81 percent of food pantries, 73 percent of soup kitchens and 67 percent of emergency shelters reported an increase in the number of people turning to their emergency food programs.

Maryland Food Bank CEO Deborah Flateman released the following statement:

"Maryland is facing a 26-year high in unemployment and a national recession that is forcing more Marylanders than ever before to turn to emergency food programs," Flateman said. "While Maryland consistently ranks at the top of the list for wealthiest states, the number of those facing hunger continues to grow. Food is among our most basic human needs that an unprecedented number of Marylanders are at risk of going without. This is a stark picture that will require a collective effort to turn around."

Key findings in the study:

Among all clients served by emergency food programs of the Maryland Food Bank, 61 percent are food insecure—defined as limited or uncertain availability of nutritionally adequate foods.

Among households with children, 60 percent are food insecure.

Many clients report having to choose between food and other necessities:

- 32 percent report having to choose between paying for food and paying for utilities.
- 25 percent had to choose between paying for food and paying their rent or mortgage.
- 24 percent had to choose between paying for food and paying for medicine or medical care.
- 34 percent had to choose between paying for food and paying for transportation.
- 21 percent had to choose between paying for food and paying for gas for a car.

Of those receiving emergency food assistance, 27 percent of the members of households are children under 18 years old, 36 percent of households include at least one employed adult and 63 percent have incomes below the federal poverty levels during the previous month.

As many as 93 percent of food pantries, 92 percent of soup kitchens and 73 percent of emergency shelters use volunteers, with 80 percent of pantries and 55 percent of kitchens relying entirely on volunteers.

Hunger in America 2010 was based on in-person interviews and completed questionnaires from Maryland Food Bank partner agencies. Not included in the study are many other types of programs including children's programs and senior citizen outreach.

For more information on *Hunger in America 2010*, click [here](#).

The mission of the Maryland Food Bank is to lead the movement and nurture the belief that together we can improve the lives of all Marylanders by ending hunger. The Maryland Food Bank has facilities in Baltimore and Salisbury comprising nearly 107,000-sqaer- feet of warehouse, refrigerator and freezer space. The Maryland Food Bank, now in its 30th year of operation, distributed 18.6 million pounds of food last year through its statewide network of food distribution agencies. The Maryland Food Bank is a member of Feeding America.

Frequently Asked Questions

Q: Our troop would like to go door to door in our neighborhood to collect food. Is there a certain date we are to do that?

A: A door to door campaign may be completed at any time. Hunger knows no holiday.

Q: What do we do with the collected food?

A: If it's more than 500 pounds, the food bank will send someone to pick it up. You will need to contact them and arrange it. If it's less than that, it can be taken to the Maryland Food Bank, dropped off at the Girl Scouts of Central Maryland's main office on Seton Drive, dropped off at Camp Ilchester during regular store hours or by appointment, or taken to your local food bank.

Q: Can you tell me where my local food bank is?

A: No, we don't have a list. We recommend donating to the Maryland Food Bank who is a distributor of food to the local food banks.

Q: Do we have to register for our troop to participate in Harvest for the Hungry?

A: Your troop must be a registered troop with Girl Scouts of Central Maryland and the participating girls should be registered Girl Scouts, but you do not need to do any additional registration to participate in Harvest for the Hungry.

Q: Is there a patch involved?

A: Yes the patches will be mailed to your troop when you complete and submit the report on page 21.

Q: Is there a new patch every year?

A: No, during the 2010 troop year, we changed patches to reflect the Maryland Food Bank's new logo. So all troops who participated in that year got a new patch and the 2010 rocker patch to go with it. If your troop is newly participating this year, you will be mailed both the patches and the year rocker segment. For troops participating in subsequent years, you will receive just the year rocker segment to go with the patch.

Q: What do the patches look like?

A: Here is a picture:



Q: Can my troop use this project for their Bronze Award, Silver Award, Gold Award, or other leadership awards?

A: Yes and no, Harvest for the Hungry can be used for the community service component for the Bronze award and the Silver award, as well as the Girl Scout leadership awards. However, it must meet the reward requirements and you may not use Harvest for the Hungry for more than one official reward. We recommend you attend a Silver Award or Gold Award workshop for specifics. You can find them listed in the GS411.

Q: Can we work with the Boy Scouts when they go door to door for their "Scouting for Food" campaign?

A: If you would like to work with the Boy Scouts during their "Scouting for Food" campaign you may. For information on that, you would need to contact Bob Faber at 410-789-1339 or vze22psp@cablespeed.com. In order to receive the Girl Scout patch, you will still need to submit the information to Girl Scouts of Central Maryland.

Q: *Do I need to contact the Girl Scouts before I set up a campaign collection booth at my local supermarket?*

A: No, you do not need to contact anyone at the Girl Scouts. However, you do need to secure permission with the store manager for a specific time and date to be there. You also need to be sure to follow their rules and remember that you are representing the Girl Scouts.

Q: *My place of employment would like to do a food collection for the campaign. Are they allowed to do that?*

A: Absolutely! If your place of employment would like to do a campaign, we recommend sending out an email or the door to door flier to your colleagues and having your troop pick up the donations. Then you can put it on your report and give the girls credit for the collection.

Q: *We collected a massive amount of food. How do I weigh it?*

A: There are a few different ways to get the total weight. Here's a list of options:

1. You can have the girls take their weight on a scale, then have each girl get on the scale with a bag of food. The difference between her weight will total the number of pounds of food.
2. You can make arrangements to take the donations to the Maryland Food Bank. They will weigh the total of your collection on a big scale and give you a report of the total.
3. You can estimate. We have found that the average food bag weighs about 16 pounds. Count the number of food bags you have and multiply by 16.
4. You can add the food weight from the packages.

Q: *When is the report due?*

A: Please don't wait until the end of the year! We like to have a general idea of the total amount of food that has been collected by mid February. We recommend that you complete a report immediately after each food collection. If you do more than one, you can submit more than one report. From February on, we will be keeping a running total of food donations as they come in.

MOST NEEDED FOOD ITEMS

MEAT & PROTEIN (Greatest Need)

- Canned meat, ham, and chicken
- Canned stews and spreads
- Canned tuna, sardines, salmon
- Peanut butter
- Macaroni & cheese
- Canned nuts and seeds
- Dried beans

FRUITS/VEGETABLES

- Canned fruits and juices
- Canned soup
- Sauces/salad dressings
- Applesauce

BREADS & CEREALS

- Baking mixes
- Muffin and roll mixes
- Oatmeal/Breakfast cereals
- Rice and rice cakes
- Pasta

DAIRY FOODS

- Evaporated/powdered milk
- Infant formula
- Cheese foods
- Puddings/custards



More Information

History: The Maryland Food Bank (MFB) was opened in April, 1979 in response to the growing problem of hunger in Maryland. The MFB was the 3rd food bank established in the U.S., and the 1st on the East Coast. The MFB distributed 18.6 million pounds of food last fiscal year and has a goal of distributing at least 10% more in fiscal year 2010. There are more than 448,000 people living at or below the poverty level in Maryland. Of those, more than 137,831 are children and 53,823 are seniors. Out of more than 1.3 million children in Maryland, more than 10% are at risk of being hungry and 51,000 of those children are under five years old! To effectively end hunger in the state, the Maryland Food Bank would need to distribute 84.4 million pounds of food each year.

Mission: The mission of the Maryland Food Bank is to lead the movement and nurture the belief that together we can improve the lives of Marylanders by ending hunger.

Recipients: Food is distributed through almost 800 network partners – the majority of which are food pantries, soup kitchens, and feeding programs throughout Maryland (except Prince Georges and Montgomery Counties that are served by a sister food bank). These charities feed and distribute food to homeless and unemployed people, and to low-income individuals and families. More and more, though, we are finding that families that were once considered middle class are turning to the Maryland Food Bank for help during these difficult economic times.

Contact: To become a network partner, to volunteer time, to donate food, to make a financial contribution, or to offer gifts-in-kind, please call 410-737-8282. For more information please see www.mdfoodbank.org

Additional Programs:

The Maryland Food Bank has a number of programs aimed at making sure no Maryland man, woman, child, or senior ever has to wonder where their next meal will come from. These include:

- **Kids Cafe** which provides snacks and meals to after-school programs for low-income students,
- **Summer Food Service Program** which provides school breakfasts and lunches during the summer months to low-income students,
- **School Pantry Program** where parents of low-income students are offered access to school-operated food pantries when they volunteer at their children's school,
- **SNAP Outreach Program** in coordination with Baltimore City which helps register seniors for food assistance through the U.S. Department of Agriculture,
- **Fresh Foods for Families** which distributes fresh produce to hungry Marylanders, among others.

Maryland Food Bank Reward

The 10 troops with the highest number of pounds of donated food directly to the Maryland Food Bank will receive \$50 in Safeway store gift cards.

How it works:

- * Do a food drive
 - * Call the Maryland Food Bank and make arrangements to drop off the collected items. The Food Bank will give you a yellow Donor Receipt.
 - * Attach the Donor Receipt to your report form on page 28. Turn it in promptly to Girl Scouts of Central Maryland, Attn.: Sherry Dowdell
 - * If you are one of the top troops, you will receive a Safeway Gift Card.
-

Safeway Supermarket AND Maryland Food Bank Combined Reward

The 10 troops with the highest amount of food collected at a Safeway store booth **AND** donated to the Maryland Food Bank will each receive \$100.00 in Safeway store gift cards for your troop.

How it works:

- * Call any Safeway store manager in advance and ask for a date and time to do a food drive.
- * Make copies of the flier on page 26.
- * As customers enter, the girls politely explain you are doing a food drive and hand them a flier.
- * As they customers come back out, place the bags of donated food in a grocery cart and recycle the flier.
- * Take all the donated food to the Maryland Food bank and have it weighed. The food bank will give you a yellow Donor Receipt.
- * Attach the Donor Receipt to your report form on page 28 and write 'Safeway Food Drive' on it. Also include the name of the town where your Safeway was located and the dates and hours you were there collecting donations. Turn it in promptly to Girl Scouts of Central Maryland, Attn.: Sherry Dowdell
- * If you are one of the top troops, you will receive a Safeway Store gift card.

Please complete your form and mail it in as soon as possible after your food drive. As soon as mid March, we will begin reporting the amount of food collected by the top troops. (Troops may submit more than one form if you decide to do another collection before the deadline.) The deadline for this year will be June 1st, at which point winners will be announced and gift cards will be mailed.

Troops may win only 1 award so a total of 20 troops will be able to win!

Harvest for the Hungry Food Collection Booth Etiquette

A food drive booth is a privilege that the community merchant grants, therefore, please be courteous at all times. **A Girl Scout respects herself and others.**

Girl Responsibilities

- Wear uniform/sash and/or Girl Scout Pin for identification purposes.
- Remember you represent the entire Girl Scout organization
- Display courteous manners at all times, be assertive but not aggressive.
- Thank the customer whether or not they donate.
- It's your service project...OWN IT!
- *Have fun!*

Adult Responsibilities

Adults supervise the activities of the girls and ensure their safety at all times. They are also responsible for following guidelines, making sure the area is left neat and clean and they are responsible ensuring donations are stored properly. **At least one adult at the Booth MUST be a registered Girl Scout.**

- Maintain adequate girl/adult ratios at all times. Never leave girls unattended. Refer to pages 86 and 87 in *Safety-Wise* guidelines, Standard 6, "Experiences Beyond the Group" and Standard 10, "Parental Permission" and Standard 13, "Leadership of Groups" (pages 69-70).
- Know the nearest hospital contact numbers and location. Have a cell phone or know the location of the nearest telephone in the event of an emergency.
- Respect location property and adhere to location policies. Do not block any doorway or identified exit. Do not impede normal pedestrian traffic flow. Be especially mindful of automatic doors, which can be dangerous.
- Remove all trash from the area and take it home if necessary. Do not use the trash receptacles at the property unless permission is granted.

Stress the following:

- * The Team Leader must have a GSCM Parent/Guardian Permission Form (Form 04-002)
- * Upon arrival to the location, perform a courtesy 'check-in' with the store manager and find out where to set up your donation collection carts and a table if you choose to use one.
- * After thoroughly cleaning their area, perform a courtesy 'check-out' with the manager and thank them for allowing the Girl Scouts to have a food drive at the location.
- * All collections are to be outside of the establishment. If an owner or manager allows you to set up inside, it is a special privilege.

Imagine if...

The local headlines announce:

500,000 Pounds of Food Collected For the Maryland Food Bank to Help Feed The Hungry!

We are asking that you simply purchase extra non-perishable food items and drop them off on your way out. Please no glass items!

The Perfect Donation

Question: With so many canned food options on the store shelves, how do I know what items are best to donate to food drives such as Harvest for the Hungry?

Answer: After consulting with numerous food pantry directors in the area and seeking nutrition advice from Roberta Larson Duyff, a local registered dietitian and author of the *American Dietetic Association Complete Food and Nutrition Guide*, we compiled what we like to call the Perfect Bag. The Perfect Bag contains a variety of nutrient-rich foods from all five food groups.

- 2 cans of hearty soup, stew or chili:** Supplies many nutrients.
- 2 cans of tuna, chicken, salmon or luncheon meat** (e.g., Spam): Contains protein and iron. Canned salmon is a source of calcium and omega-3 fatty acids.
- 1 can of fruit:** Supplies vitamins A and C, folate, potassium, fiber and other healthy substances.
- 1 can of 100 percent pure fruit juice:** Contains vitamin C and often beta carotene.
- 1 can of vegetables:** Supplies beta carotene, vitamin C, folate, complex carbohydrates, fiber and potassium.
- 1 can of tomato or pasta sauce:** Contains lycopene, a healthy substance that is more available to your body in canned and cooked tomatoes than in fresh.
- 1 canned meal with pull tab:** Offers a variety of ingredients and nutrients.
- 1 can of beans:** Contains plenty of protein, complex carbohydrates and fiber .
- 1 can of evaporated milk:** Makes an excellent source of calcium and protein.

-
- Check here if you would like to join the Girl Scouts.
 - Check here if you would like information about helping with the Girl Scouts' programs..
 - Check here if you would like to buy cookies.

Name _____ Contact info: _____

Girl Scouts of Central Maryland 4806 Seton Drive, Baltimore, MD 21215

T 410.358.9711 or 800.492.2521

www.gscm.org

Harvest for the Hungry

Please support our effort to help feed the hungry by filling a bag or box with canned food items. The food collected will help people in our local area.

This flier was delivered by a Girl Scout in Troop _____.

We will be back to collect this donation

on _____, around _____ a.m. / p.m.

Please leave it out for us!

The Perfect Donation

Question: With so many canned food options on the store shelves, how do I know what items are best to donate to food drives such as Harvest for the Hungry?

Answer: After consulting with numerous food pantry directors in the area and seeking nutrition advice from Roberta Larson Duyff, a local registered dietitian and author of the *American Dietetic Association Complete Food and Nutrition Guide*, we compiled what we like to call the Perfect Bag. The Perfect Bag contains a variety of nutrient-rich foods from all five food groups.

- 2 cans of hearty soup, stew or chili:** Supplies many nutrients.
- 2 cans of tuna, chicken, salmon or luncheon meat** (e.g., Spam): Contains protein and iron. Canned salmon is a source of calcium and omega-3 fatty acids.
- 1 can of fruit:** Supplies vitamins A and C, folate, potassium, fiber and other healthy substances.
- 1 can of 100 percent pure fruit juice:** Contains vitamin C and often beta carotene.
- 1 can of vegetables:** Supplies beta carotene, vitamin C, folate, complex carbohydrates, fiber and potassium.
- 1 can of tomato or pasta sauce:** Contains lycopene, a healthy substance that is more available to your body in canned and cooked tomatoes than in fresh.
- 1 canned meal with pull tab:** Offers a variety of ingredients and nutrients.
- 1 can of beans:** Contains plenty of protein, complex carbohydrates and fiber .
- 1 can of evaporated milk:** Makes an excellent source of calcium and protein.

- Check here if you would like to join the Girl Scouts.
- Check here if you would like information about helping with the Girl Scouts' programs..
- Check here if you would like to buy cookies.

Name _____ Contact info: _____

Girl Scouts of Central Maryland 4806 Seton Drive, Baltimore, MD 21215
T 410.358.9711 or 800.492.2521
www.gscm.org

Girl Scouts of Central Maryland
2011 HARVEST FOR THE HUNGRY

Date: _____ Troop # _____ Service Unit # _____

Leader/Advisor Name: _____ Telephone # _____

For Juliettes → Name _____ Telephone # _____

Street Address: _____

City: _____ State _____ Zip: _____

Email Address: _____

Grade level (check): Daisy K-1 Brownie 2-3 Junior 4-5 Cadette 6-8 Senior 9-10 Ambassador 11-12

Is this your first year participating in Harvest for the Hungry? Yes No

Number of participants: _____ (program patches will be mailed)

Total amount of food donated in pounds: _____ Per girl average for food donation: _____

FOOD COLLECTION

Participated through the **Gift of Caring program**. Yes No

Participated through the **door to door collection**. Yes No

Participated through with a **booth collection**. Yes No

Location _____

Participated through the **Patch Packet program** Yes No

Participated in some other way. List here: _____

Your comments are important to us!

What did you and the participants like the most about this service project?

What did you like the least about this service project?

Do you have any comments/ suggestions? (Please use the back of this sheet if necessary.)

Thank you for helping us keep track of the important service you are providing for the hungry of Maryland.
Please complete Promptly (within 6 weeks of your completion of the patch program and food drive)

Submission options:

1. **Email to program@gscm.org**
2. **Fax to 410.358.9918**
3. **Mail to:** Harvest for the Hungry, Girl Scouts of Central Maryland, 4806 Seton Drive, Baltimore, MD 21215