

A Leader's Guide to

# LULU

and the  
HUNGER  
MONSTER™

by Erik Talkin

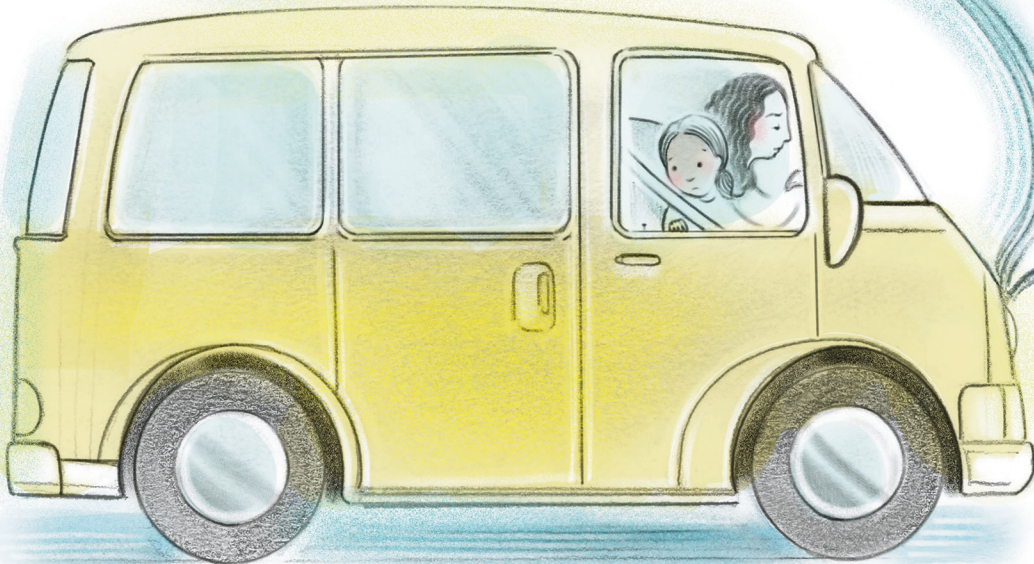
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# Introduction

## A Note from the Author

Lulu sometimes feels alone in her battle with a monster no one else can see or hear, whose name she's afraid to say out loud.

Yet she is not alone.

According to Feeding America, one in seven children in the United States may be skipping a meal today or going to bed hungry tonight.

That is the backdrop for this story of a determined girl confronting a monster called hunger.

The inspiration to write Lulu's story came from my work with families and food pantries to which the Santa Barbara Foodbank distributes healthy food. It can be difficult for those who have not experienced food insecurity (which means periods of not having enough money to buy nutritious food) to comprehend how someone in their own community—especially someone who has a job—would not be able to prioritize buying food for their family. To many people, it's shocking . . . and a little bit scary.

Yet 40 percent of Americans are one paycheck or unforeseen financial difficulty away from food insecurity or poverty ([scorecard.prosperitynow.org](http://scorecard.prosperitynow.org)). A broken-down car or an unexpected medical bill can throw the family budget out the window. Then food is often the only thing that can be cut. Expenses such as rent, transportation, and utilities are relatively fixed, while food is one of the few family budget items that is elastic. And healthy food may be the first thing to go, as is often more expensive than poorer quality, less healthy, less nutrient-dense food.

I know firsthand that even in situations of intense hardship, people are often reluctant to ask for help, and that the pressure and stress faced by children in food insecure families can lead to lifelong challenges, physically and emotionally. By personifying hunger, this book destigmatizes and makes visible something that is often hidden.

Often, teachers find themselves on the front lines against childhood food insecurity. I have spoken to many educators who have tearful stories of hungry students and the responsibility teachers feel to supply food as well as to try and help these kids in other ways.

Identifying hungry kids in school and offering assistance without stigmatizing them, whilst empowering their peers to be empathetic and helpful, is a lot for a teacher and class to accomplish. I wanted to see a book that would spark a conversation among the youngest members of our communities about how they might empathize with the problem, provide practical help, and—one day soon—find a long-term solution. It is my passionate hope that discovering this solution can begin with something as simple as reading *Lulu and the Hunger Monster*.

—Erik Talkin



# Helping Food Insecure Students

Using this book and this guide with your class presents both a significant challenge and a powerful opportunity, because you will be speaking to a dual audience, each with its own needs: students who are food insecure and need assistance with that challenge, and students who are not food insecure but may need practice building their empathy and understanding.

Both groups need a kind of help, and both groups may have to be gently guided into accepting that help.

At the most fundamental level of helping students grasp and discuss these ideas, you can be upfront about the reality that some people—likely including people your students know—struggle with food insecurity, while others don't. You can also begin from a place of understanding that feelings of hunger are universal. You might ask kids to talk about when they were last hungry and what that felt like. Can they describe some physical sensations? Emotional or mental ones?

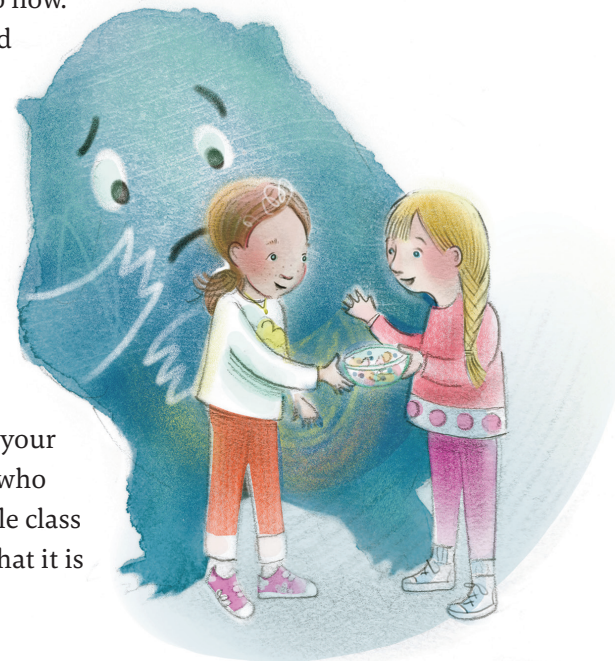
The next level of insight is helping children acknowledge that they all need help to make sure they get three meals a day. You could ask students to raise their hands if they shop for all their own food, cook all their own meals, and take care of cleaning up after every meal.

Yet another level, which follows logically from the topic of shopping for food, is an understanding that groceries are expensive, and families don't always have enough money in their food budgets to buy everything that they want or need. Sometimes money is tight. And while this is not something that is inherently shameful or a sign of failure, it can nevertheless cause deep feelings of shame or embarrassment.

One of the unexpected side effects of the COVID-19 pandemic has been to make food insecurity a more approachable topic. Virtually every child will know of a family member or friend of the family who has lost their job or suffered financial hardship as a result of the pandemic. The magnitude of this situation means that many families who may not have needed food assistance in the past do need help now. The “other” has become “us” for huge numbers of families and children, and this moment in history may help more people find empathy and understanding around this issue. (The painful flipside is that there will be many more Lulus out there, fighting their own Hunger Monsters.)

All of these avenues can serve as ways for you to guide and encourage your class toward understanding that having enough healthy food is something that we can all help each other with, and that *Lulu and the Hunger Monster* will help us figure out how to do so.

As a teacher sharing this book, you may have students in your class who you think may be vulnerable to food insecurity, or who you know have experienced it. How can you educate the whole class about the issue while sending specific children the message that it is okay to come to you for help—without singling anyone out?



The hope is that by raising awareness among everyone in the class, those who need help will be empowered to follow in Lulu's footsteps and ask you or someone else for assistance. Even if they are not ready to take this step, sensitive discussions about hunger might still help these students be more open to the idea of assistance, should the time come when they are asked if their family would be interested in getting extra food.

Before sharing this book with your students, you also need to ensure that you know what resources are available to families in your area, and that you have a way of communicating that information. Local social service agencies or the local 211 (a phone number where residents can get information about community and social services) might have a listing of food pantries and other resources nearby, including the days and hours of operation. This listing might also need to be found in or translated into school families' home languages.

If you do approach a student about whom you have concerns, you might begin by privately asking questions such as: *"Kids growing up need a lot of food. Do you feel hungry a lot of the time?"* or *"Are there times when you want to eat more food than you have?"*

If the answer is yes, the first step is to validate and honor the child's bravery in talking about the problem. Typically, the child will be concerned about the food insecurity challenge for the whole family, not just for themselves. You can reassure them that by trying to help solve this problem, you are helping everyone in their family. Since children have only limited influence over the nutrition environment in their home, the next step would be to look for a chance to speak to a parent or caregiver and offer them a written flyer, while giving the impression that you are handing out these flyers to everyone or that this is simply an opportunity to get free food. (Everyone knows it's okay to like free stuff!) You could also consider sending the flyers home with students as part of a homework or general school information packet. (Your school may have rules about what can be sent home to parents, so you might have to get approval for this.)

Navigating this area can be challenging. As an educator, you have a significant emotional investment in your students, and it can be upsetting to believe that a child may not be getting the nutrition they need. Many teachers try to solve the problem of hungry kids in the classroom on their own, taking it upon themselves to buy snacks as well as school supplies. This is an understandable and empathetic response that can indeed make a difference on an individual and day-to-day basis. For more sustainable and long-lasting change, however, the goal has to be to steer children and families to the support they need. At the same time, it's essential for teachers to remember that many elements of the situation are out of their control. As an educator, your mission is to fill minds, not bellies. So remember to be kind to yourself, and don't be too hard on yourself over what you may be unable to change or fix. Addressing hunger in the classroom and beyond is far from a one-person job.



# Discussing and Exploring *Lulu and the Hunger Monster*<sup>™</sup> with Students

## Meet the Characters

As a first step in diving deeper into the book, simply talk with your group about the characters and their roles in the story. You might invite kids to share what they noticed about each character, what they liked about them (or, in the case of the Hunger Monster, what they *didn't* like), and what they'd want to ask them if they could meet. To get you started, here are snapshots of some key figures in the book.

**Lulu** is a girl who likes to laugh! She's always sharing jokes, especially with Ava, her best friend at school. But when the Hunger Monster comes back into her life, it's much harder for Lulu to be her usual jokey self. And it's tough for her to find the energy to play with her friends or concentrate in class. The monster even encourages her to steal food from a classmate when she is hungry, but Lulu bravely refuses temptation. Lulu is determined not only to beat the Hunger Monster, but to protect her mother from it too. At the end of the story, her perspective widens, and she wants to help other families in her community who face hunger.

**Lulu's mom** works hard to make sure that Lulu is loved and cared for. She doesn't make a lot of money, so if something goes wrong—like when their van breaks down—it becomes hard to make ends meet. Like many food insecure parents, she forgoes meals herself so that her daughter can eat.

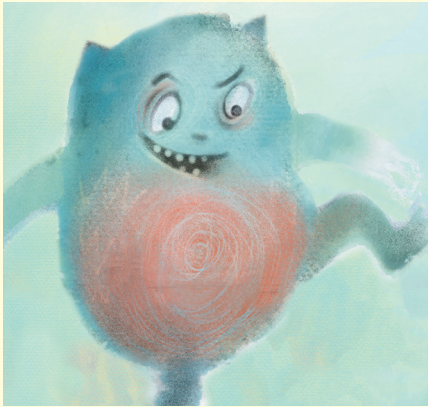
**Ava** is Lulu's best friend. They have best friend heart necklaces. Once Ava understands what is going on, she takes action, trying to help Lulu in careful ways that will not cause Lulu embarrassment or shame about her food insecurity. We all need a friend like Ava.

**Veronica** and **Manuel** are other friends in Lulu's class. They help in a practical way by sharing food they bring to school for snack time. They realize that just as important as the food they share with Lulu is the way they share it. They don't make a big deal about it or expect any big thanks.

**Mr. Abidi** is Lulu's teacher. Mr. Abidi does not realize at first that Lulu has a problem with food insecurity. Many teachers bring their own extra snacks for hungry students who forget to bring a snack to school, but many don't, or don't realize that it might be a problem that goes on for more than one day. Mr. Abidi uses the school garden to get students interested in the food system. He empowers them to be healthier by involving them as active participants in that system. Mr. Abidi also volunteers at the local food pantry and so offers a solution to the problem that Lulu had the courage to speak up about.



And then there's the **Hunger Monster**. This sneaky creature can be chased away or made smaller, but it is very hard to keep away completely. We all get hungry several times a day, and Monster waits patiently for when hunger turns into food insecurity. This monster is devious and mean because it tricks people into feeling embarrassed so they'll keep quiet. It knows that kids are worried others will talk about them or make fun of them if they know they need access to free food. This is what gives Monster the power to carry on undetected.



**Genus:** *Sneakysecret*  
**Species:** *Tummyrumblus*

Characteristics

- Two horns
- Tornado tummy that sucks in all the food around, so people don't have enough
- Varies in size depending on how hungry you are
- Knows how to lie, brag, and play tricks

Warning

Do not approach. If threatened by this monster, seek help at once.

## Integrating This Book into Your Classroom Routine

Hunger is a unique issue. It is initially invisible, making it difficult to identify and confront. At the same time, once spotted, it's an issue that almost all of us—experts and nonexperts alike—can take steps toward solving. This means that children can be valuable participants in the work of observing hunger and food insecurity and of responding to these problems in productive ways.

Hunger is also a socially complex issue. Unlike a condition such as childhood cancer, childhood food insecurity carries a significant stigma. When your students understand that embarrassment and awkwardness create big additional problems on top of the physical symptoms of hunger, that awareness and the empathy it brings can lead to powerful social and emotional learning.

With the help of this leader's guide, you can help children move through three stages of engagement with this issue. As you explore and discuss each stage, you can also make connections to the book. These three stages are understanding, empathy, and action:

**Stage 1: Understanding.** Coming to grips with what hunger and food security are, how big the problem is, and who it affects. What are some of the results of the problem?

**Example from the book:**

- Mr. Abidi's work at a food pantry helps him understand the issue of hunger. His understanding means that when he realizes Lulu needs help, he is able to offer resources to her and her mom.

**Stage 2: Empathy.** Understanding something of what it feels to be in this situation and how it would affect us if we were or are in that situation; inspiring us to find a way to help.

**Examples from the book:**

- When Ava sees Lulu being tempted to take someone’s snack, she realizes Lulu must be hungry.
- When Lulu realizes that her mom is skipping meals so she can give them to her, she tries to help her mom in return.

**Stage 3: Action.** Brainstorming and implementing practical ways for students, classes, schools, families, and communities to help people struggling with hunger or food insecurity.

**Examples from the book:**

- Ava and her classmates work together to each bring extra snacks for Lulu on different days.
- Mr. Abidi creates the school garden to help kids learn about healthy food and about how to help their families grow food at home.
- Lulu herself volunteers at the food pantry so she can help others as she is being helped.



## Stage 1: Understanding

Before students can begin taking steps to combat hunger, they need to have a picture of the problem. Discussing the following facts and statistics will help them get a handle on the scope of the issue and begin to think about who it affects—including people they know.

### What Is Childhood Hunger and What Is Childhood Food Insecurity?

Confusion often arises about how these two terms are used. Many of us have grown up seeing images of starving children—often in other countries—and these images may have informed our understanding and awareness of what hunger is. Starvation and famine are, of course, global problems that demand attention and action. This does not mean that hunger does not exist in nations that do not face these issues on a large scale, however. More common and often much more invisible is food insecurity, where because of fluctuations in family income and expenses, children may undergo short or extended periods of eating low-quality food to fill their bellies, or may have to face periods of time when there is little to eat at all.

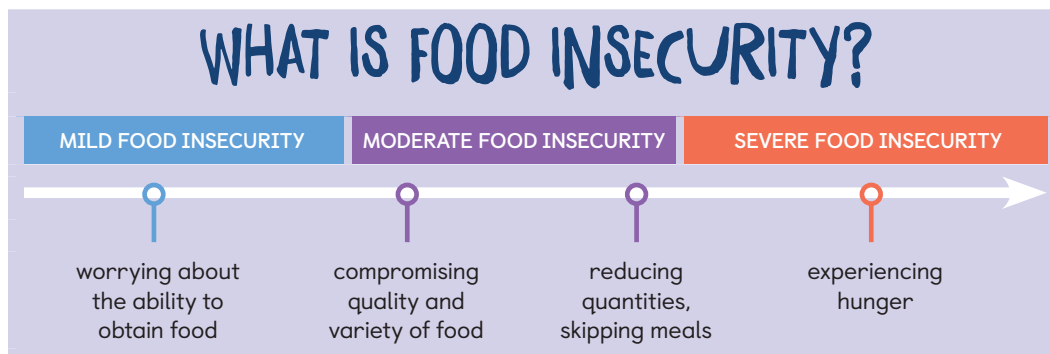
“Food insecure” is not a label to put on people as a way of judging, stigmatizing, or isolating them. Millions of Americans live in poverty. These families face almost constant food insecurity, with daily trade-offs between food and other necessities, like purchasing medication or paying bills. Many millions more move in and out of food insecurity on a weekly basis. These are families like Lulu’s—and whether you realize it or not, these are families you know.



This means there are families who others might assume are doing fine—and who *usually* are—who will sometimes face times when they have no cushion to fall back on, and so become temporarily food insecure.

With your group, you might discuss why everyone deserves to have enough food to be healthy, and how, if people don't have much money for food, they might buy unhealthy (or less healthy) food if it's less expensive. This in turn can lead to childhood food-related illnesses such as Type 2 diabetes, due to poor-quality diet directly related to food insecurity. (You could also ask kids what types of food *they* think are healthy and talk about how we can look at the nutritional information on packaged food to learn information like how much fat and salt a food contains.)

For more information on hunger and food insecurity, here are some facts, figures, and explanations from Feeding America ([feedingamerica.org](http://feedingamerica.org)).



Adapted from and used with permission of Feeding America ([feedingamerica.org](http://feedingamerica.org)).

**Hunger deprives kids of more than just food.** It's a simple fact: A child's chance for a bright future tomorrow starts with getting enough food to eat today. But in the United States, one in seven children may not know where they'll get their next meal. This means that approximately eleven million kids in the US are facing hunger, and getting the energy they need to learn and grow can be a daily challenge.

**What happens when a child faces hunger?** Kids who don't get enough to eat—especially during their first three years—begin life at a disadvantage. When they're hungry, children are more likely to be hospitalized and they face higher risks of health conditions like anemia and asthma. As they grow up, kids struggling to get enough to eat are more likely to have problems in school and other social situations. They are more likely to:

- repeat a grade in elementary school
- experience developmental impairments in areas like language and motor skills
- have more social and behavioral problems

These are some of the facts and the figures. What about the people behind them? Read the following two stories about kids facing food insecurity and talk with your group about them. (These stories are composites, drawn from a number of all-too-real

situations.) How are Taylor's and Mateo's situations similar? How do they differ? What parts of the stories do your students relate to?

## Taylor

### Richland, Washington

Taylor is nine. She lives in a big house and her parents run the Bello Italiano restaurant together. Her family has taught Taylor to help other people, so they often do things like donate goods and help with food drives.

When the COVID-19 pandemic began, their restaurant had to shut down and all the staff lost their jobs. Taylor, who had been used to helping others, now needed help herself. It was a big shock. Taylor's mom asked her to come along to a food pantry to pick up some free food, but Taylor didn't want to go in case one of her friends saw her. She went anyway, though, after her mom said that needing help was nothing to be ashamed of. And one of Taylor's friends *did* see her there. The friend was with their family, also waiting to get food.

Taylor was also nervous about what it would be like to get the food. It turned out that the people from the pantry wore facemasks and put the food in the trunk of the car without Taylor and her mom even having to get out, so they could stay safe. Taylor now realizes that everyone needs help sometimes.

## Mateo

### Maricopa, Arizona

Mateo is seven. He loves to draw fast cars, but he's not so keen on washing his dad's car!

His dad used to work for the city, but after budget cuts, he lost his job. Now he's trying to earn money by using his car to drive for a ride-sharing app, but it's difficult. Mateo's mom works in a florist's shop and tends their garden at home.

Mateo has supper at an afterschool program, and everyone in his class gets breakfast in the classroom, so he gets a lot of help with food. It really helps him concentrate at school. On the weekends he works with his mom in their home garden—watering, weeding, and caring for the plants in other ways. They grow peppers, corn, cilantro, and tomatillos. Mateo enjoys the time with his mom, and he feels so proud when they are ready to harvest. He's always especially excited that he will soon be sprinkling chili on fresh corn—his favorite thing to eat. He feels good about helping grow some of the food that ends up as a healthy, homecooked meal for his whole family to enjoy together.

## Helping Your Class Understand Food Insecurity

Many adults struggle to differentiate hunger from food insecurity, so children may grapple with this challenge as well. As you work to help your students understand this distinction, you might use a car analogy. You can describe hunger as the message your body sends you to say that it needs fuel to keep the engine running—sort of like the fuel gauge in a car that moves gradually from full to empty. Food insecurity is when the fuel gauge is low and you're unable to find a gas station when you need it. When that happens, you run out of energy and get stuck.

## Stage 2: Empathy

Everyone has to eat, and everyone feels hungry, so everyone can feel some level of personal empathy with the problem of food insecurity. The difference is that even when they feel hungry, a food secure kid knows they have a nutritious meal in their future. You can use the following questions and topics to deepen the discussion of hunger with your group and help students better understand what it would be like to be Lulu or a kid like her.

### What Is Hangry?

In the story, after Lulu snaps at Ava, Hunger Monster proudly lays claim to having invented being *hangry*: hungry *and* angry. It is a common feeling, including for food secure people. It can affect anyone who hasn't eaten a meal in a while and who might be suffering the effects of low blood sugar. The condition it describes doesn't only result in anger. It might also appear as impatience, inability to concentrate, or feeling weak. However it shows itself, it's an uncomfortable and disruptive state to be in—and one that is hard to avoid for kids living with food insecurity.

*Hangry* is a good concept to help kids understand and empathize with some of the accompanying challenges of food insecurity. Talk about times they've felt hangry and encourage them to consider what it would be like if they felt it often. How would it affect their lives?

### Activity: The Hangry Diaries

Have students draw pictures of (or write stories about) themselves and friends or family at a time when they were feeling hangry. What would they be doing? How would they feel? If kids feel comfortable sharing with the group, invite them to talk about what they've drawn or written.

### Why Is There a Stigma to Not Having Enough to Eat?

The pressure to conform—to not stand out from our peers—begins in kindergarten and continues for the rest of our lives. One of these areas of conformity revolves around not having too little food—or too much. There are also many specific pressures related to body image and other issues, some of which can lead to eating disorders in the food secure as well as the food insecure.

Food insecurity is often perceived as an issue of personal responsibility. Some people might think that since parents are responsible for feeding their kids, they must be “bad” parents if they can't fulfill that responsibility.

Like Lulu when the Hunger Monster threatens that people will think her mom is a bad person, most children are protective of their parents and don't want them to receive such a label, especially when they know their parents *are* good caregivers who are doing the best they can in a difficult situation. This protectiveness can be another reason kids don't speak up about the challenges facing their families.

Talk with your group about these ideas and challenges. Can kids remember a situation where they felt shy or embarrassed about admitting that they had a problem or

needed help? For example, maybe they learned to ride a bicycle later or more slowly than their friends and didn't want to admit it. Kids experiencing food insecurity can have very similar feelings of embarrassment and unwillingness to ask for help.

### Activity: Standing in Someone Else's Story

Invite students to write a story about a child who is facing their own Hunger Monster. The story might include how that child stands up to the Hunger Monster and how other people help. If you like, you could put kids into small groups to collaborate as they write and illustrate their stories.

### Lulu's Decision

Part of the book is the story of how Lulu builds up the courage to ask for help. The nature of hunger is that those facing it often feel shame at not being able to provide for their families—or at not having food provided by those they love. Invite students to put themselves in Lulu's shoes and consider how hard it was for her to speak up—and how important it was for her to do so. As needed, keep the conversation going with questions like the following:

- How can we encourage people to speak up if they or a friend need help?
- If you needed help, who could you turn to?
- Why would it be important to do something now—even if it's just a small step—rather than just waiting and hoping for the situation to get better by itself?
- Who else is Lulu helping with her decision, besides herself?
- None of us can wave a magic wand and fix the problem of hunger for good, so we have to be aware that even if we send the Hunger Monster on its way, it could still come back. How can we deal with that reality and still keep working to help others without getting discouraged?



## Activity: Reaching Out

With your group, talk about what it feels like to help people, as well as why people might feel shy about saying they need help. While your discussion may well focus on helping people specifically with the problem of hunger, the concept of reaching out to help others is important no matter what the need is, so feel free to let the group explore a range of topics. You also may want to guide your group to understand that helping others can mean a lot of different things, and it doesn't look the same to everyone.

The following questions can serve as jumping-off points for this conversation.

- Can you think of a time when you helped someone who was having a problem? It might have been something big or something small. What was the situation?
- How did you feel about yourself when you did it?
- What do you think would happen if everyone did something to help hungry people?
- How can you make sure that the person you are helping is involved in fixing the situation? (This is an important component of offering help, as it empowers the person who is facing the challenge. You may or may not talk about this directly with students, but it can be a valuable concept to explore if the conversation moves in that direction.)
- What do you think you would do if someone didn't want your help?
- The first time or the first way you address any challenge—including helping someone face an issue like hunger—might not be the right approach, or it might not work. How can you figure out if your help is working, and come up with new ideas if it isn't?

## Activity: Why Is Hunger Like a Monster?

Invite kids to brainstorm ways in which hunger is like a monster. For example:

Hunger . . .

- stays hidden
- sneaks up on you
- won't always go away if you want it to
- scares people so they don't want to talk about it
- sometimes it seems like it's gone but then it comes back again

Next, have kids draw pictures of what they think Hunger Monsters other than the one in the book might look like, as well as pictures of ways these monsters could be defeated. If you like, and if students are comfortable sharing, talk about the ways kids envisioned Monster—as well as the ideas they had for standing up to Monster. Are there common themes? Unique approaches? Creative solutions?

## Activity: Build Feelings of Gratitude

When we appreciate what we have and what we are grateful for, we can begin to ask why others do not have those things. To explore this concept, invite students to create a gratitude collage. Have kids go through magazines looking for pictures of things they are grateful for, or they can draw their own pictures. Then ask them to create a collage as a group, sticking the pictures on poster board, pinning them to a bulletin board, or putting them together in some other way. As a group, talk about these things. Why are they important to kids? How would they feel if they didn't or couldn't have them? Why do some people have more than others? What can we do about that? And how can kids share their gratitude with the people they're grateful to?

## Stage 3: Action

Once students have an overview of the issues of food security and hunger and have experienced some empathy toward those who deal with these realities, you can move your group toward taking action. There are many ways to approach this challenge, and this section offers up a starting point. Depending on the interests, needs, and strengths of the students you work with, your group will undoubtedly come up with ideas of your own.

### How Can We Help Our Friends and Neighbors?

Lulu does not accept the role the Hunger Monster claims in her life. She fights back against it, not only for herself, but for her mother. Lulu also doesn't—can't—do it all by herself. Classmates and adults step in to help her.

If you have successfully helped students understand and be empathetic toward the problem and if you have worked to assist students who may be food insecure themselves, the next stage is to turn loose all that energy and those good intentions to help families like Lulu's and make a difference in your local community.

What types of things can your class do to help those who are facing down the Hunger Monster? The following activities can provide a springboard for other ideas and other ways of taking action. Don't be afraid to think big, but also remember that even small actions are powerful. You and your students may be surprised at the reach and the impact you can have.



**“Hunger is not a problem.  
It is an obscenity.  
How wonderful it is that  
nobody need wait a single  
moment before starting to  
improve the world.”**

—Anne Frank

## Activity: Time to Act

The following activities are just starting points, and your students are likely to have creative ideas of their own. And the more involved they are in generating and planning these ideas, the more invested and engaged they'll be in following through. After brainstorming and choosing one or more ideas to pursue, make a class plan for what you are going to do and when. If you like, share your action online with the hashtag #BeatTheHungerMonster.

- Decorate grocery bags to get food donations. These bags could be handed out at a school event, distributed in the community, and sent home to families. See how many food donations your class can gather. If you like, you can tie this in with Hunger Action Month in September. However, families need food all year round. You could do this multiple times throughout the school year.
- Find out if your area has local harvesting programs where your group can volunteer to pick produce which is then donated to food banks. It's a fun team activity and gets healthy food into the hands of people who need it.
- Encourage your school to start a school garden like Mr. Abidi does in the story. Some of this food can be earmarked for donation to the local food pantry.
- Even in the age of COVID-19, families are still volunteering at food pantries. However, these organization may now need help more urgently than ever, not only because of increased food insecurity due to the financial impact of the virus, but also because their regular volunteers are often over 60 and therefore especially vulnerable to the effects of the virus. When students do this with their parents and caregivers, it helps broaden their awareness beyond the classroom and offers a chance for valuable family engagement.
- Set up a walkathon, fun run, or other outdoor activity to raise money for your local food bank.



## Other Resources

The following articles, books, and videos offer additional information for educators and other adults exploring the issue of hunger with children, along with ideas for tackling the problem.

**“Daniel and Maricruz’s Story with Foodbank of Santa Barbara County”** (Foodbank SBC)  
[youtu.be/G\\_ZGH69mrsI](https://youtu.be/G_ZGH69mrsI)

A short video that explores one family’s situation and how the Santa Barbara Foodbank has made an impact on their lives.

***Heartland: A Memoir of Working Hard and Being Broke in the Richest Country on Earth***  
by Sarah Smarsh (Scribner, 2018)

A memoir of growing up food insecure on the Kansas plains.

**“How You Can Help Save Local Kids from Going Hungry This Summer”**  
by Diane Whitmore Schanzenbach (*Time Magazine*, 2017)

[time.com/4858555/child-food-insecurity-schools-summer](https://time.com/4858555/child-food-insecurity-schools-summer)

Pragmatic support and guidance for people wanting to support kids facing food insecurity outside of school.

***Hunger into Health*** by Erik Talkin (Food Lit Press, 2018)

Written by the author of *Lulu and the Hunger Monster*, this nonfiction book looks at practical solutions for communities to end food insecurity.

***A Place at the Table*** (Participant Media, 2012)

[participant.com/film/place-table](https://participant.com/film/place-table)

This excellent documentary film looks at how food insecurity affects American families and features a powerful interview with anti-hunger advocate Jeff Bridges.

**“Shame, Stigma, Misinformation Compound Food Insecurity Problems”**

by Tamika Rey, Angel De Jesus, Hannah Lanier, and Blake Evans (*The Rampage*, 2019)  
[therampageonline.com/news/2019/05/01/shame-stigma-misinformation-compound-food-insecurity-problems](https://therampageonline.com/news/2019/05/01/shame-stigma-misinformation-compound-food-insecurity-problems)

A detailed article that talks straight on food insecurity.

***Sweet Charity? Emergency Food and the End of Entitlement*** by Jan Poppendieck  
(Penguin Books, 1998)

A nonfiction book that looks beyond the provision of charitable emergency food and toward a new food system.



*Other Resources (continued)*

**“What Are the Psychological Effects of Hunger on Children?”**

(American Psychological Association)

[apa.org/advocacy/socioeconomic-status/hunger.pdf](https://www.apa.org/advocacy/socioeconomic-status/hunger.pdf)

A factsheet from the APA on effects of childhood food insecurity.

**“Why Giving People More Food Doesn’t End Hunger”** (TEDxSantaBarbara, 2019)

[ted.com/talks/erik\\_talkin\\_why\\_giving\\_people\\_more\\_food\\_doesn\\_t\\_end\\_hunger](https://www.ted.com/talks/erik_talkin_why_giving_people_more_food_doesn_t_end_hunger)

This TED Talk by Erik Talkin takes a look at how we can build food security through more food literacy.





## About the Author



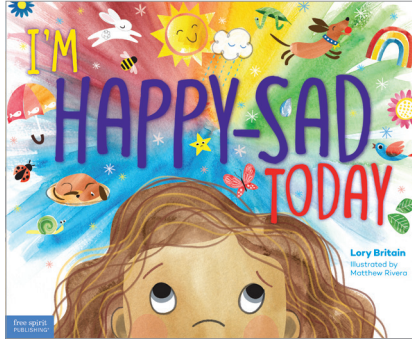
Erik Talkin, CEO of the Foodbank of Santa Barbara County, is a recognized innovator and leader in America's food bank network. Previously, he was a Board Member of the California Association of Food Banks and sat on the National Advisory Council of Feeding America. Committed to helping people move from simple charity to building long-term food security, Erik has authored *Hunger into Health* and has helped create innovative and national award-winning children's nutrition education programs such as

Healthy School Pantry and Kid's Farmers Market.

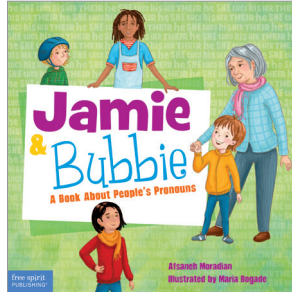
Erik is also a writer and filmmaker and has served as a principal in two production companies. His short film *The Gallery*, starring Helena Bonham Carter, was selected for the London Film Festival. He has won an International Television Association Award for writing and directing educational drama and his theatrical work has been produced on the London Fringe. Erik lives in Santa Barbara, California. Visit his website at [eriktalkin.com](http://eriktalkin.com).



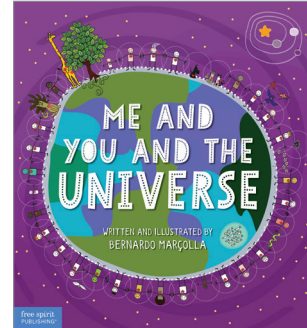
## Other Great Books from Free Spirit



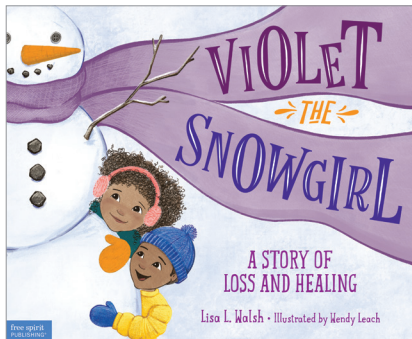
**I'm Happy-Sad Today**  
Making Sense of Mixed-Together Feelings  
by Lory Britain, Ph.D., illustrated by Matthew Rivera  
For ages 3–8. 40 pp.; HC; full-color; 11¼" x 9¼".



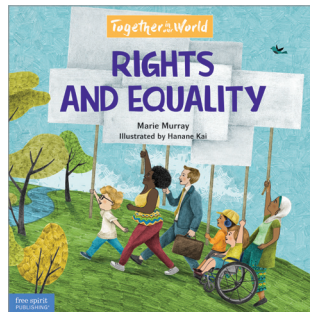
**Jamie and Bubbie**  
A Book About People's Pronouns  
by Afsaneh Moradian,  
illustrated by Maria Bogade  
For ages 4–8. 32 pp.; HC; full-color;  
8" x 8".



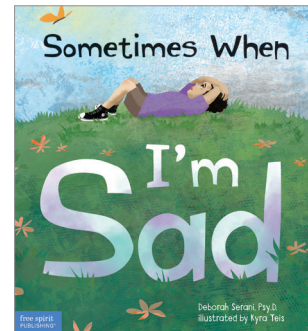
**Me and You and the Universe**  
written and illustrated by Bernardo Marçolla  
For ages 3–8. 36 pp.; HC w/ jacket; full-color;  
8¼" x 9".



**Violet the Snowgirl**  
A Story of Loss and Healing  
by Lisa L. Walsh, illustrated by Wendy Leach  
For ages 5–10. 40 pp.; HC; full-color; 11¼" x 9¼".



**Rights and Equality**  
by Marie Murray, illustrated by Hanane Kai  
For ages 6–10. 32 pp.; HC; full-color;  
8½" x 8½".



**Sometimes When I'm Sad**  
by Deborah Serani, Psy.D., illustrated by Kyra Teis  
For ages 4–8. 40 pp.; HC; full-color; 8¼" x 9".

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