

# Food Insecurity

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# The Problem

- Food insecurity is a **huge** problem
- **Lack** of knowledge in younger communities
- **Unawareness** and **habits**
- **Stigma**

**12% OF THE  
BAY AREA IS  
FOOD  
INSECURE**



# Our Research

## Interviews

We conducted 4 interviews with experts and those who had experience with food insecurity

**“START LOCALLY” AND  
“CATER TO YOUR  
COMMUNITY’S NEEDS”**

## Volunteer

Spent time at Hunger at Home making meals for SJSU students

Students can have financial trouble when balancing both tuition and food

**“HUNGER AT HOME  
RECEIVES 6,000+ LBS OF  
FOOD WASTE PER WEEK.”**

**-Jeffrey Zheng**, Director of Business  
Development at **Hunger at Home**





# The Gap

- Many organizations **do not branch out**
- Little to **no education** for younger children
- The **solutions are not implementable** at a simpler level
- **Low attendance** at events

**“IT’S NOT A  
SCARCITY [OF  
FOOD], IT’S  
LOGISTICS.”**

- **Ewell Sterner**, Founder and CEO of  
**Hunger At Home**

# Timeline of Hunger at Home

Liability concerns  
and advocating

During pandemic,  
shifted to preparing  
meals, got gov.  
funding, expanded

Continues to  
distribute 18,000  
pounds of food per  
week w/o support

Grassroots  
volunteer efforts

1994: Clinton  
signed the Bill  
Emerson Good  
Samaritan Food  
Donation Act

Post pandemic, 100%  
of funding cut, staff  
decreased from 27 to 5  
employees



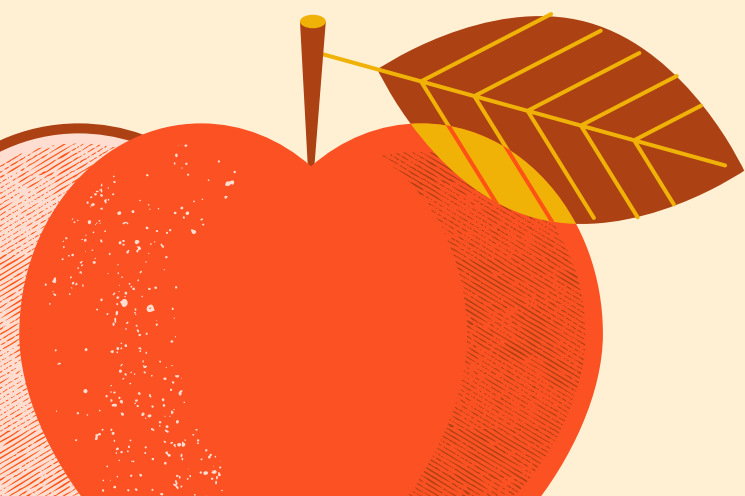
# Our Work at Hunger At Home





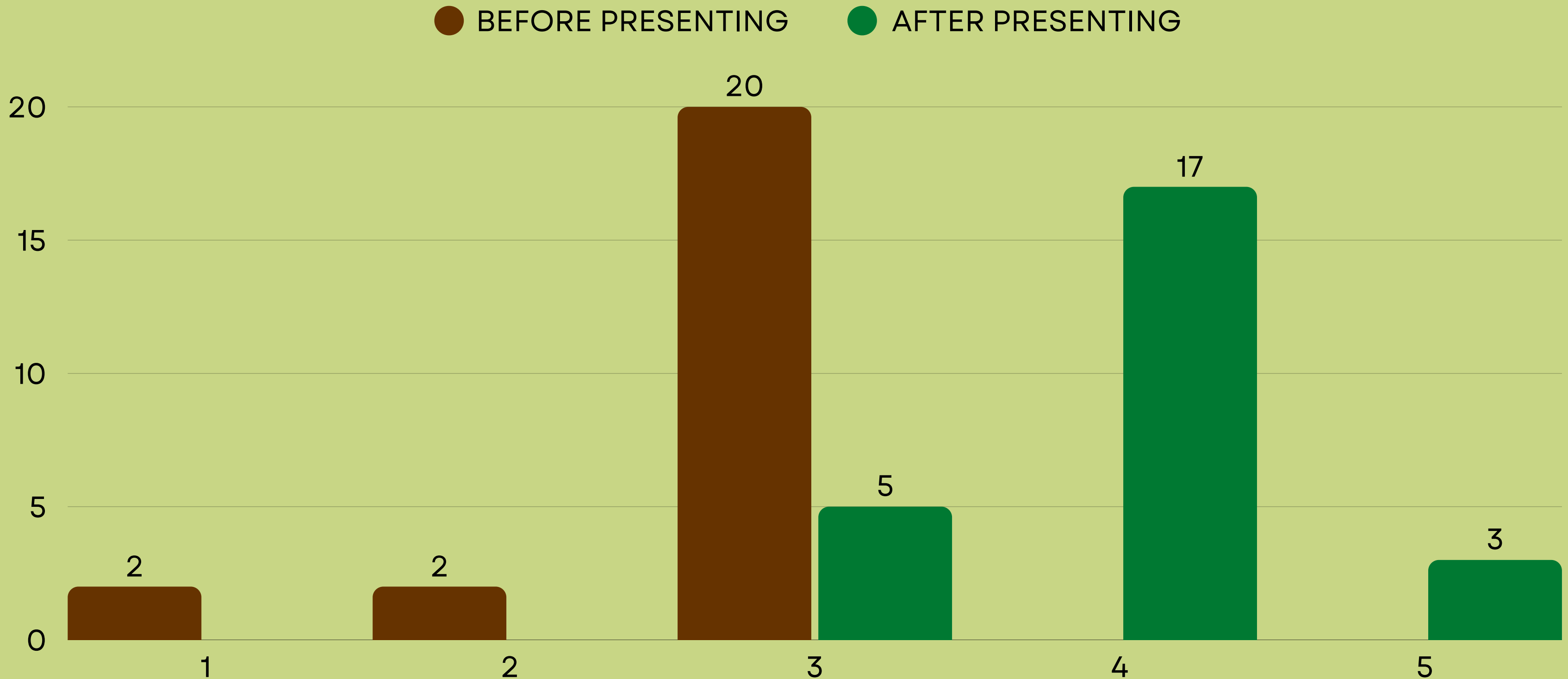
# The Project

presenting to 4th and 5th graders at local  
elementary schools





# Prototyping Results



**83% SAID THEY HAD AN INCREASE IN KNOWLEDGE**

# Presenting

## TWO COMPONENTS

- Slideshow:
  - **Educate** about what food insecurity means
  - What **causes** food insecurity
  - Local **statistics**
  - **Pertained** to individual experience
- Game:
  - Put everything into **perspective**





# The Game

- There are cards with **different** foods on them
- Each team has a **unique** recipe
- Make as **many** recipes as possible in 10 mins
- Produce the **least** amount of waste as possible
- They have to **trade** for the cards they need
- **Only** one person can leave their group to go trade at a time





# Prototype



## Issues Found:

- Game had **too many** cards
- Broccoli ≠ waste food
- Misprints
- Lack of regulation

## How We Fixed Them:

- Took cards away
- Creation of moldy bread
- Penalties

**“IF YOU CHANGE BROCCOLI TO SOMETHING ROTTEN (OR PIZZA) THAT WOULD MAKE THE POINT CLEARER.”**

-AAR Student

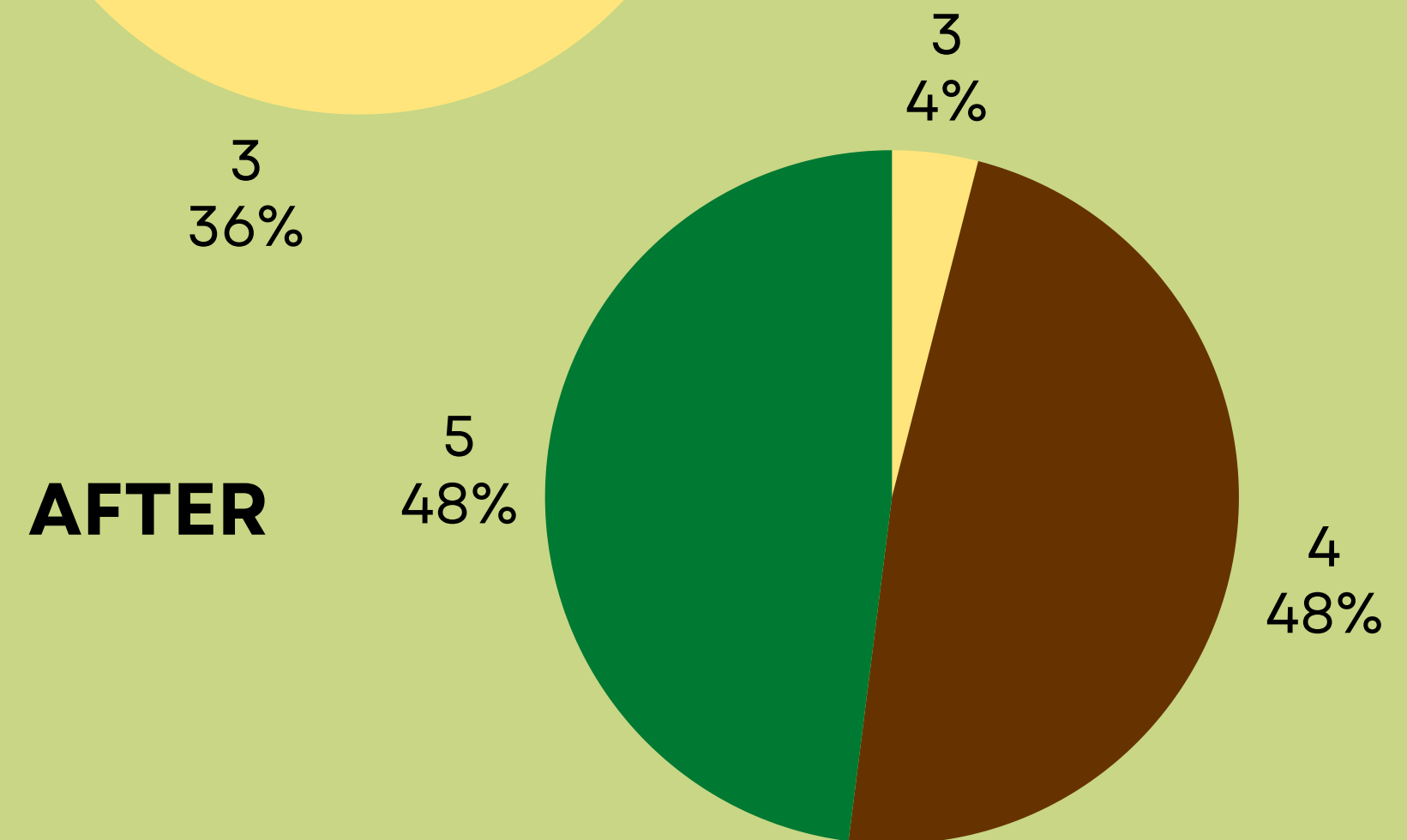
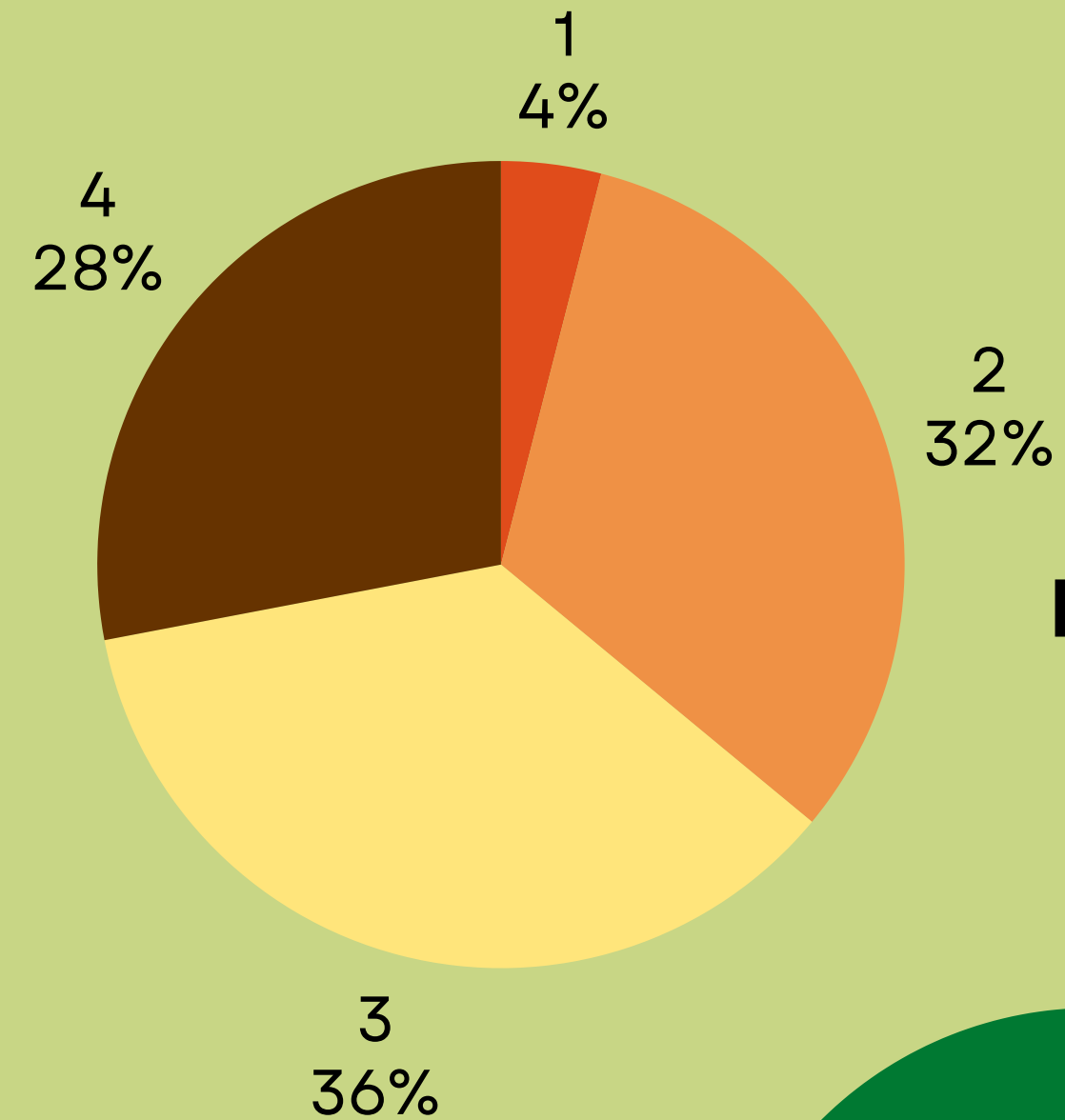




# The Results

## Lessons We Taught Them:

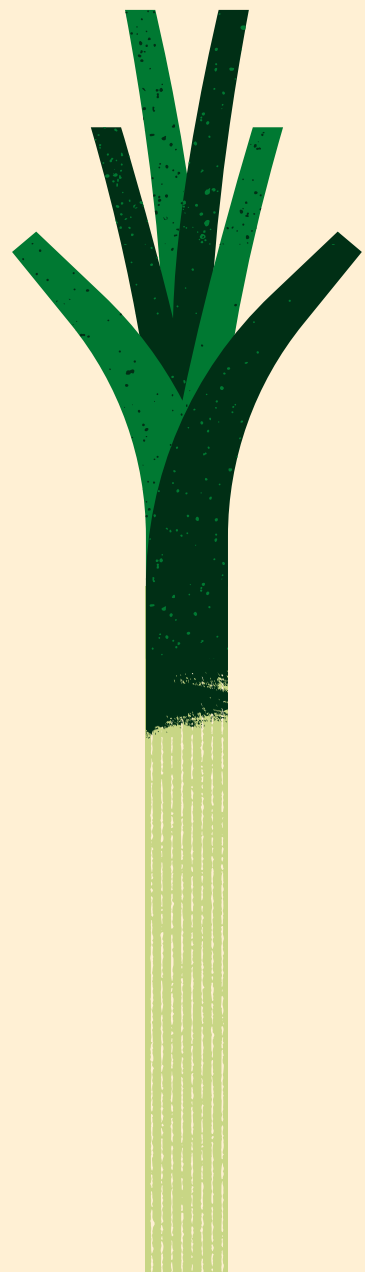
- Learned how to **take only** what they need
- Moving food around is **harder** than it seems
- Some food **goes bad**
- **Plan** before buying in bulk
- **Work** with other people



# Setbacks



- **Making** the cards
  - Intensive manual labor
- **Finding** an organization willing to help
  - Not a lot of replies to emails
- **Getting** teachers to agree
- **Translating** information to young students
- **Finding** times that accommodated for both parties



# Reflection

Throughout our experience, we learned how to:


- **Educate** younger children on pressing issues
- **Volunteer** and find organizations
- **Organize** interviews and conduct them in an efficient manner
- **Plan** ahead to get everything complete on time




# Takeaways



## What Can YOU Do?

- **Volunteer!**
  - **Plan** out meals at the grocery store
  - **Avoid** buying in bulk
  - **Visit** soup drives or food donation events
  - **Spread** information
  - **Do not throw** out edible food
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## Next Steps

- **Continue** supporting the H@H youth council
  - **Present** next year in more classes
  - **Polish** the game (adding more economic factors)
  - **Leveling up** to Middle/High School presentations
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# **Thank You**

**Ms. Firenzi**

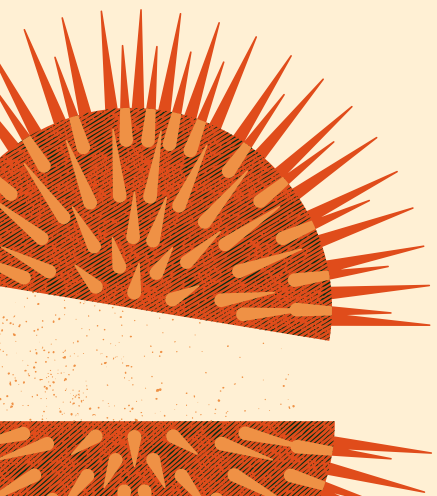
**Ewell Sterner and Jeffery Zheng**

**Hunger At Home**

**Interviewees**

**Hunger At Home Youth Council**

**PAUSD Elementary Teachers**



# Citations

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