



Raider Ghost of Hunger **By Sue Falcone**

Having assumed a new role as Student Government Association (SGA) Co-Sponsor, a new focus has emerged beyond my teaching program: That is to help Loch Raven regain its past prominence in the area of giving to people who are in need of food. A whole new approach was developed surrounding the idea of the Raider Ghost of Hunger haunting the school in costume. The preparation was to write a letter to the Ghost of Hunger or create an informational poster using hunger facts while taking the perspective of one those mentioned in the information provided. These letters were displayed for all to read. Students suffered through daily poems read by the Ghost of Hunger over the intercom, having the ghost visit homerooms to spur them on to greater giving (with daily counts of who was ahead of whom). They also were pinned with ghostly reminders (wearing a Raider Hat) when they had fed the face of hunger. When all was done, students guessed who the ghost was....they had such a hard time figuring out that the right answer was "anyone". SGA members and other volunteers accomplished all of these activities through committee work. When the poundage was recorded, we hoped that Loch Raven's "face" would look less hungry than it had in recent years.

Meet a recognized community need: Unfortunately, hunger is a serious problem in Maryland. Even in these booming economic times, there are many people in need and more of us need to give to help those who do not have their basic needs met.

Achieve curricular objectives through service-learning: Writing skills, particularly creative persuasion skills, were utilized as student created materials for the food drive (e.g. posters, letters, poems, etc.).

Reflect throughout the service-learning experience: Students engaged in reflection daily spurred by the posters, daily announcements, and flyers with hunger facts placed through the school. There was constant conversation. At the conclusion of the project, a reflection/celebration ceremony was held for the class that collected the most food.

Develop student responsibility: Five committees were responsible for overseeing this project. In addition, every student participating followed the guidelines provided by bringing in four items from each of the four food groups.

Establish community partnerships: We worked with the Maryland Food Bank and Center for Poverty Solutions.

Plan ahead for service-learning: The planning phase of this drive began in mid-September. The event kick-off was on October 16th, and the project ended November 3rd. Since there was so much to make, planning was quite involved and intensive for this project.

Equip students with knowledge and skills needed for service: The faculty aided us in several ways (e.g. reviewing student letters and reviewing hunger facts in 1st period with all students). In addition, flyers and the ghostly haunts gave hints, and facts, etc. to enhance the depth of knowledge needed to write the letters.