

The Hungrier Games: Disaster Resilience Skills for Youth



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The Hungrier Games: Resilience Skills for Disasters

This toolkit was developed by RAND and informed by the Resilient DC Steering Committee and Workgroup participants and is available online at www.rand.org/pubs/tools/TL164.html. Resilient DC is a collaborative project sponsored by the District of Columbia Department of Health that brings together residents, community-based partners, businesses, and District and Federal agencies to strengthen the community's ability to “bounce back” from emergencies and disasters.

While this toolkit was developed initially for Resilient DC, the material can be used widely across a variety of communities and settings.

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Introduction and User's Guide

This guide contains an introduction to the key principles of resilience. It is intended for high school youth (ages 14–18). The introduction is presented through youth-friendly talking points and the use of a scavenger hunt game.

Why this Guide was Created

Concerns about the risks and vulnerabilities that young people face post-disaster (e.g., psychological distress, dissolution of sense of safety and security, compromised social relationships) have led to a discourse about a “youth at risk” that describes youth as passive victims of disaster. However, this commonly held perspective has been challenged as youth contribute to preparing for, responding to, and recovering from disaster, and ultimately to a community’s overall resilience. Examples from recent disasters (e.g., Christchurch earthquake, Victoria brush fires) suggest that, if empowered to act, youth can build community resilience to disasters through tangible tasks (e.g., supporting medical professionals by setting up tents and cots, distributing food and other supplies) and activities (e.g., connecting with neighbors) for which youth may be uniquely positioned. Youth involvement may also incur positive mental health benefits. This guide was created to provide some options to formally engage youth in strengthening community resilience.

How to Use this Guide

The guide is intended to be used by adults that work with or supervise high school youth. For example, teachers that are running an after-school program, coaches, youth coalition leaders, youth ministry group leaders, etc. In particular, this guide may be of most interest to youth-serving organizations that are working with you on community service or community development projects and activities related to emergency preparedness. The activities are scalable to any size group of youth and can be tailored based on the amount of time you have with the group (e.g., from several days of activities to an hour of activities).

Learning Objectives

At the end of this introduction, youth that participated should be able to:

- Describe what resilience is
- Identify ways they are already resilient
- Identify additional ways to build resilience

Sections of this Guide

This guide contains two components: (1) a series of youth-friendly talking points to introduce youth to resilience; and (2) a scavenger hunt game called the Hungrier Games to teach youth the key elements of resilience. Here is a table of contents for the rest of the guide:

Tell It Like It Is: Resilience Talking Points for Youth (p. 5)

A series of talking points to explain to youth what resilience is (p. 5)

A mini-game to help youth identify the talents they could bring to an emergency (p. 9)

Prepping for the Hungrier Games (p. 12)

Instructions for how to prep for the Hungrier Games, including a list of materials needed and ideas for places to hide the items youth will be looking for during the scavenger hunt

Playing the Hungrier Games (p. 17)

Instructions for how to run the Hungrier Games, including instructions for explaining the scavenger hunt to participating youth and reflection questions to use with youth before and after the scavenger hunt

Templates for Scavenger Hunt Clues (p. 25)

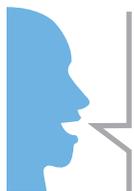
Being Resilient Worksheet (p. 31)

Recipe Cards (p. 33)

The above table of contents is color coded. The corresponding sections of this guide are also color coded with a line in the corresponding color appearing at the top and bottom of the pages in each section. This is intended to help users easily flip through sections of the guide.

Audience

The primary audience for this guide is the adult facilitator or supervisor of youth. However, there are several places where we offer scripted text for adult facilitators to use when talking to youth participants. In these instances, the primary audience is youth participants. Scripted text meant to be read to youth is marked with the following icon:



Tell It Like It Is: Resilience Talking Points for Youth

Below are talking points for youth. Have youth put them in their own words and practice in small groups (2–3 youth) talking to each other using these talking points.

What is resilience?

Resilience is WHAT...

Helps communities to stay strong during emergencies and in the face of other community stressors

Gets people in a community back on their feet quickly

Keeps communities from making the same mistakes during an emergency (they learn and get smarter and stronger!)

Why is resilience important?

Emergencies will happen! Emergencies and stressful events are happening every day, and more often now than in years past.

A lot can happen in 72 hours! Preparedness guidelines say your community should be prepared to take care of itself for up to 72 hours after a disaster.

Preparedness is not enough! Even though we've been working on helping families get emergency plans and kits (with food, water, flashlights, etc.) for over 10 years, not everyone has a plan or a kit.

You are your community's first lifeline for help! Things you do at home are things you can do to help get the community back on its feet. Babysitting, texting for communication, or helping to clean up are all needed after a disaster.



Cut along dashed lines.

What can I do to build resilience?

Get to know your neighbors. They might be the fastest people to reach you in an emergency. You might also be the first person to reach your neighbors when they are in need of help.

Talk to your friends and family. Figure out how you will communicate and help each other during an emergency.

Use your talents or develop new ones. You can learn First Aid, CPR, or other disaster-specific skills. But you can also use the talents you already have:

Can you cook? Great, you can help feed people when there's an emergency.

Can you drive? You can help people get to appointments if public transportation is not working.

Are you bilingual? You can translate for folks in your community during an emergency.

These are all skills needed during emergencies. Think about your skills now, so you know how you can help if an emergency happens.

Get yourself ready. Make plans to help yourself. For example, list the things you can't live without. Then put those things in a bag so they are ready to take with you if an emergency happens. It could be chocolate, medicine, your favorite song, or a photo you like to look at.

Get to know your community. Find the places that you could go for help, if needed. This could be your church, a health clinic, or an emergency shelter.

Do something every day. You have probably noticed that building resilience is not something you can do all at once. It is something that you work on every day. Today you might share your talents with family and friends. Tomorrow you might talk to your neighbors. What's important is to connect today with others so that you and your community will be stronger tomorrow.



Cut along dashed lines.

LET'S PLAY A GAME: What's your talent?

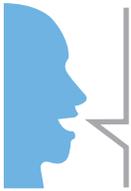
Below is a quick game to help youth think about their talents and learn about other youths' talents as well. First, youth will take a quick inventory of their talents. Then youth will form resilience teams with each member representing their favorite talent. Finally, youth will discuss how their resilience team would use their talents to tackle one or more of five different scenarios.

1. Here are some talents that people have that could be used during an emergency. Which talents do you have? [check all that apply.]

- | | |
|--|---|
| <input type="checkbox"/> Babysitting | <input type="checkbox"/> First aid |
| <input type="checkbox"/> Cooking | <input type="checkbox"/> Social media (e.g., Twitter or Facebook) |
| <input type="checkbox"/> Speaking another language | <input type="checkbox"/> Shoveling snow |
| <input type="checkbox"/> Helping people use a cell phone | <input type="checkbox"/> Cleaning up |
| <input type="checkbox"/> CPR certification | <input type="checkbox"/> Caring for pets |
| <input type="checkbox"/> Athlete | <input type="checkbox"/> Good listener |

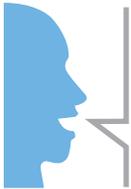
2. Write down three (3) more talents you have that are different from the ones above. Think about how you might use them in an emergency.

1. _____
2. _____
3. _____



Get out of your seat and start forming teams.

**Each team should have at least 5 people.
No team member can have the same talent.**



Pick your favorite talent.

**It can be one that you checked or a new one you wrote down.
Write that talent down on the name tag and put it on.**



Congratulations! You have just formed your RESILIENCE TEAM.

Your RESILIENCE TEAM is now going to test out your unique talents on these resilience scenarios.

[Select one of the following scenarios, read through it and discuss with your resilience team what you could do to help the community through this difficult time. Be prepared to share your thoughts with the other teams.]

Scenario 1 - Hurricane: How can your resilience team use your talents to help?

Pre-disaster: A hurricane is expected to make landfall tomorrow and the entire community is gearing up for the storm.

Post-disaster: The hurricane has swept through your community and there are several trees down and debris is everywhere.

Scenario 2 - Vandalism:

The local community center is a common meeting place for several community activities, including meetings, parties, school activities, religious activities, and recreation. Yesterday the community center was vandalized by a group of people outside of the community. What could your resilience team do to restore the community center?

Scenario 3 - Snowstorm:

An unexpected snowstorm has hit the District. Almost a foot of snow has fallen and many D.C. residents are without power. You know from previous snowstorms that seniors in your community are affected by snowstorms and power outages. How can your resilience team help the seniors you know in your community?

Scenario 4 - Heat Wave:

It's the Fourth of July holiday weekend and a heat wave has hit the District. Because of the holiday many of your community members have plans outdoors. Think about what your resilience team could do to make sure people are staying cool during the heat wave. How will your talents help you in this situation?

Scenario 5 - Environment:

A leader in your community is stressing the importance of environmental issues. They have asked the community to come up with ideas to make their neighbors more environmentally friendly (increase recycling, green spaces, and reduce power usage, etc). Discuss among your resilience team how you can use your talents to help the community become more environmentally friendly?

[Running short on time? You can have all teams do the same scenario. This will help streamline the discussion.]

[Want to lengthen the discussion? Feel free to add discussion questions that help youth reflect on what they learn from the activity. For example, what resilience skills do you think are most versatile across scenarios? If you could add one resilience skill to your team, what would it be and why?]

Prepping for the Hungrier Games

This activity takes a moderate amount of preparation. The main tasks for adult facilitators of this activity are to:

Before the Games

Get scavenger hunt items (these are everyday things you can find around the house).

Hide the scavenger hunt items.

Generate clues to guide youth to the hiding places of each item.

During the Games

Facilitate the use of the reflection questions before and after the scavenger hunt.

Manage the timing of the games. We estimate that the games should take 45–60 minutes depending on how hard you make the scavenger hunt clues.

After the Games

Reward the winning scavenger hunt team with a prize.

Materials Needed

To play the Hungrier Games you will form teams of 2–5 youth.

For **each team** you will need the following household items. These items will be used by youth to do a series of challenges that help to teach them the elements of resilience. Each of these items is linked with an element of resilience (see the Correct Answers on pg. 20 for further explanation). These items will be hidden for the scavenger hunt:



3 tea bags



50 paper clips



1 printed copy of the recipe cards (included in this toolkit)



1 stress ball



1 dime

 1 piece of string

 1 battery-powered item that requires a screwdriver to be opened (but can also be opened by a dime)

Other items you'll need:

 1 copy of the 'Being Resilient' worksheet per team

 1 blank piece of paper per team

 Pen or pencil for each youth

 A grand prize for the winners of the scavenger hunt. This could be a certificate of achievement or a small reward such as a candy bar or extra credit points. Since the scavenger hunt is played in teams you'll need enough prizes to give to each member (total of 2 to 5, depending on team size)

 You'll also need a classroom or meeting space to convene all youth for reflection questions and for the final scavenger hunt task

Example:

If you have 15 youth in your class, you will form 5 teams of 3 youth each and will need:

 15 tea bags

 250 paper clips

 5 printed copies of the recipe cards (included in the toolkit)

 5 stress balls

 5 dimes

 5 pieces of string

 5 battery-powered items that require a screwdriver

Ideas for Places to Hide Items

If you have access to outdoor space, you can hide items:

- in trees or bushes
- behind benches
- along window sills
- under door mats
- behind traffic signs
- under the bleachers

Indoors, you could hide items:

- in empty classrooms
- along window sills
- under chairs
- under or beneath cushions of furniture
- taped under a desk
- on a bookshelf behind books
- in the janitor's closet
- in the principal's or main office

You will need to find six hiding places for the scavenger hunt items.

Creating Clues to Guide Youth to Items

In each hiding place you'll need to place an item and a clue guiding the team to the next item. Be sure to keep one clue with you—you will need a first clue to guide youth to the first item to start the hunt. To create a good clue, you'll need to think about providing **indirect instructions** to youth about where to find the next item. This means that if an item is hidden in the janitor's closet you might write a clue that says "Come clean in this room, or you might get mopped up before you can find the next item." This clue is suggestive of the janitor's closet without directly instructing youth about the location of

the clue. This will help youth to work together to try and figure out the next location.

Since multiple teams will be competing, you should make the first clue different for each team to avoid cheating. So for example, Team 1 may be pursuing the stress ball, while Team 2 is pursuing the tea bag.

A couple of tips:

Do not hide all the items in the same room. You do not want teams to see each other as they try to find hiding places.

Try to vary the hiding places and the order in which teams are looking for certain items as much as possible. If you have to share hiding places, place label items separately for each team to ensure the first team to find the items does not take all the items in that location.

Examples:

Some sample clues include:

Location: Book shelf in the library

Sample clue: To find this next item, you'll have to look where the language A2.333 is understood.

[Note: include a specific reference to the location where you've stored the clue]

Location: Under the bleachers

Sample clue: Below the seats where your classmates cheer, you'll find your next item here.

Location: In the Art classroom

Sample clue: Your next item is hidden where conclusions are 'drawn,' and a thousand words really do make a picture.

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Here is a sample schedule for how the scavenger hunt could be organized using the same six hiding places and clues for each team, but changing the order in which they pursue the clues to minimize cheating. In this example the initial clue for Team 1 would be to the Playground, whereas the initial clue for Team 2 would be to the Guidance Office.

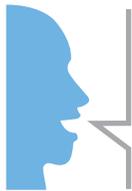
Item(s)	Location	Order for Team 1	Order for Team 2
 Tea bag	Playground	1	3
  Piece of string  Battery-powered item	Cafeteria	2	4
 Stress ball	Library	3	5
 Paper clips	Guidance office	4	1
 Recipe	Art room	5	2

Playing the Hungrier Games

Are You Ready?

Before playing, make sure you've got the scavenger hunt items and associated clues hidden.

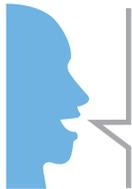
Let's Play!



Welcome to the 75th annual Hungrier Games! During today's games we're going to compete to see which team is this year's annual Hungrier Games victor. The victorious team will:

1. Be able to define resilience
2. Describe ways that they are resilient or could become resilient

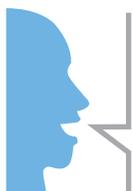
Step 1: Form Teams



Let's get started! First we'll need to form teams of 2–5 students. Get into teams, now and quickly! When you form your teams, pick a team name.

[Allow time for students to assemble in teams]

Step 2: Select Skills to Survive



Pick up your pens or pencils and get ready for the first team activity. Each of you will write one thing on the blank piece of paper in front of you. Imagine that your team is waiting for the Hungrier Games to start. Much like survivors after a disaster like Hurricane Katrina, you'll be subjected to a series of physical and mental challenges as part of the games. There could be severe weather, difficulty finding shelter or water, and other teams trying to outsmart you. You'll only win if you can outsmart and outlast your competitors. In front of you is a futuristic vending machine where you can pick among a wide variety of skills you may need to win these games. You can only pick one skill per team.



The skills that you have to choose from are:

Ability to quickly recover from injury

Strength of both body and mind

Ability to manage limited resources to make them last

Ability to build relationships and make key connections with possible friends and enemies

Ability to adapt to your environment

You will have one minute to select the skill for your team—again you can only select one skill so choose wisely. Write down your skills on the paper in front of you. Go!

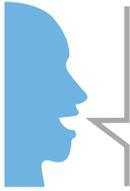
[Time the exercise for one minute. Give a warning at 30 seconds and 5 seconds.]



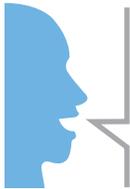
Stop! Alright, let's hear from each team what skill your team selected and why.

[Go around and call on teams to hear what they've written down. Another way to get youth participation is to ask whether other teams had any different skills than the ones that have already been shared. Or to ask specifically—did any team have resource management as a skill they selected?]

Step 3: Play Scavenger Hunt



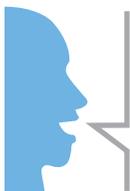
Great job! You'll have a chance to change your minds after the competition. But for now let's get started. I've set up a scavenger hunt and in my hand I have the clue to the first item. You'll all be going after a different first item, so please do not try and cheat by following other teams around. Each clue will lead you to an item. When you find the item there will be instructions for a challenge (see template) and a clue to the next item. You must first complete the challenge before you go on to the next item. The first to gather all items, come back to the classroom and complete a final challenge will win bragging rights as the Hungrier Games victor and *[insert description of the award]*. There are a total of 6 items. So once you've picked up your 6th item head back to the classroom for the final challenge. Any questions?



Let the games begin!

[Hand out first clues to each team and let them begin the game. Get prepared with the 'Being Resilient' worksheet for when the first team returns.]

Step 4: Match Scavenger Hunt Items with Key Elements of Resilience



Welcome back and great job! Here is a list of the key elements of resilience. Each of the items you found during the scavenger hunt aligns with one of these key elements. Match each item to each element to win the Hungrier Games! Write your answers on this piece of paper. I'll mark any that are wrong. And you can try again. But remember each time you're wrong wastes valuable time—so choose your answers carefully!

[Let them take the worksheet and complete their answers. Have the correct answers handy so you can quickly check their work. Declare the first team to get all the correct answers a winner. Wait for all teams to get back to class before proceeding.]



Congratulations to [announce team names] for being declared the 75th annual Hungrier Games winner! The winning team was able to match each scavenger hunt item with a key element of resilience. Let's quickly review the correct answers.

[Show each item, ask which principle of resilience it aligns with, and then ask youth to say how they figured it out.]

Correct Answers:

Each of the scavenger hunt everyday items and challenges was linked to one of the five key elements of resilience:

- Strength
- Connections
- Resource management
- Bounce back
- Adaptability

Here are the every day items and the elements of resilience they align with:



Tea bag: You put 3 tea bags in hot water and left them in the hot water for 3 different times. The tea bag that was left in the longest produced the 'strongest' tea. You can tell it is strongest because it is darkest, and if you were to taste it, it would have the most flavor. This symbolizes **strength**—during an emergency you may be in stressful situations or as they are sometimes called 'hot water.' At those times draw upon your inner strengths and your supports to stay strong.



Paper clips hooked together: You took a bunch of loose paperclips and connected them to make a single chain. This single chain helps to keep those paper clips in order and allows them to have a longer reach than a single paper clip has. These paperclips symbolize the **interconnectedness and**

relationships that are a key component of resilience. A single individual alone, does not have the same power or reach as a single individual that is connected to many others. So get to know your neighbors and who you can rely on in a disaster.



Recipes: You reviewed a grocery list and a series of recipes to determine what recipes you could make with the groceries you had. You were required to feed at least 6 people and make two recipes, so you had to carefully manage your groceries and weigh the feasibility of making certain recipes. This exercise symbolizes **resource management**—you had to figure out how to get the most out of your ingredients. Similarly during a disaster, resources are often limited and decisionmakers may have to make careful decisions about how to manage resources like food, water, blankets, cleanup equipment, and emergency personnel and vehicles. Individual households will also have to manage their resources (food, water, medicine, power) carefully, as it may be up to 72 hours before they receive emergency assistance. Careful and thoughtful resource management is needed for communities to be resilient during a disaster.



Stress ball: You observed that no matter how loudly you squeezed or yelled at the stress ball, that it always bounced back to its original form. This exercise symbolizes the bounce back that signifies resilient communities. Despite how hard they are hit by disaster, they can **bounce back**—getting power, schools, jobs, and lives back on track. Sometimes a harder hit may take longer to absorb and recover from, but resilient communities bounce back to normal operations more quickly than less resilient communities.



Dime, string, and battery operated item: You had to figure out how to use the dime and the piece of string to open up the battery powered item without a screwdriver. You probably figured out that if you turned the dime on its side, it works well as a makeshift screwdriver. This exercise symbolizes the idea of **adaptability**. Using the dime as a substitute screwdriver shows the creative solution to accomplish a goal—the heart of adaptability. In the aftermath of a disaster resilient communities

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sometimes have to figure out alternative or makeshift solutions for problems. This happens when traditional responses are disrupted because of disaster damages. For example, using school buses to transport citizens to safe locations prior to a hurricane, when transportation companies became overloaded. Alternative solutions still work, and allow the community or household to continue response and recovery operations with minimal disruption.

Step 5: Reflect Back on Skills to Survive



Now pick your pens or pencils back up. Your team now has a chance to change the skills it selected from our futuristic vending machine. Again, you can pick among a wide variety of skills you may need to survive wildly changing weather and other emergency events. You can only pick one skill per team member.



The skills that you have to choose from are:

Ability to quickly recover from injury

Strength of both body and mind

Ability to manage limited resources to make them last

Ability to build relationships and make key connections with possible friends and enemies

Ability to adapt to your environment

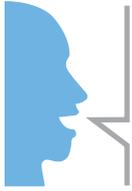


You now have one minute to make your changes—go!

[Time again for one minute. Give a 30 second and 5 second warning.]



Did anyone change their skill selections? Why? Were there any skills that your team already had and did not have to buy from the vending machine?



These are the same skills you might need to use if your community experiences a disaster or other stressful event. Remember your skills and the skills of your teammates. It is important to have a team to rely on—by yourself your skills are limited. As a team you have many more skills to bring to bear on a problem. You can form your own teams in your neighborhood by simply getting to know your neighbors. One of the most powerful actions you can take. Thank you for participating in the Hungrier Games! May the odds be ever in your favor!

Conclusion

Thank you for using the Talking Points for Youth and playing the Hungrier Games scavenger hunt! We hope you found these exercises useful and enjoyable for youth. Our goal was to provide some options to formally engage youth in strengthening community resilience. We encourage you to share how you used these materials and welcome any feedback you have on improving these materials via email at communityresilience@rand.org. Other resilience tools and information are available at RAND's Resilience in Action website (<http://www.rand.org/multi/resilience-in-action.html>).

Templates for Scavenger Hunt Clues



CLUE:



ITEM: Tea bag

CHALLENGE: Find hot water, put each tea bag in hot water, but take 1st bag out in 30 seconds, 2nd bag out in 1 minute, and 3rd bag out in two minutes. Record differences about the how the tea changed the longer it was in the hot water.

Observations:

CLUE (for next item):



ITEM: Dime, piece of string, and a battery-operated item (e.g., flashlight) that requires a full-size screwdriver to open

CHALLENGE: Find a way to open the flashlight and remove the battery. (Hint: You can use what you've got.)

CLUE (for next item):



Cut along dashed lines.



ITEM: Stress ball

CHALLENGE: Each team member must squeeze the ball, while shouting their most convincing victory yell. Time how long it takes the ball to reach its original shape.

Record fastest time:

CLUE (for next item):



ITEM: Paper clips

CHALLENGE: Link together all 50 of the paper clips to form a single chain. Think about how to do this the fastest way possible.

CLUE (for next item):

 Cut along dashed lines.



ITEM: Recipes

CHALLENGE: Match the list of ingredients to feed at least 6 people AND make at least two of the dishes listed in the recipes.

Recipes You Can Make:

1. _____
2. _____
3. _____ (Optional)
4. _____ (Optional)

Total number of people served: _____

CLUE (for next item):



Cut along dashed lines.

Being Resilient Worksheet

Below are the key elements of resilience. Match each of the scavenger hunt items with each of these elements.

Key Element	Scavenger Hunt Item
<p>1. Strength: During an emergency or when facing a stressor like economic downturn or violence, you may be in stressful situations. At those times draw upon your inner strengths and your supports to stay strong.</p>	
<p>2. Connections: Relationships that are a key component of resilience. A single individual alone, does not have the same power or reach as a single individual that is connected to many others. So get to know your neighbors and who you can rely on in a disaster.</p>	
<p>3. Resource Management: When facing an emergency or other community stressor, resources are often limited and decisionmakers may have to make careful decisions about how to manage resources like food, water, blankets, cleanup equipment, and emergency personnel and vehicles. Individual households will also have to manage their resources (food, water, medicine, power) carefully, as it may be up to 72 hours before they receive emergency assistance. Careful and thoughtful resource management is needed for communities to be resilient during a disaster.</p>	

Key Element	Scavenger Hunt Item
<p>4. Bounce Back: Despite how hard hit they are by disasters or other stressors, resilient communities can bounce back—getting power, schools, jobs, and lives back on track. Sometimes a harder hit may take longer to absorb and recover from, but resilient communities bounce back to normal operations more quickly than less resilient communities.</p>	
<p>5. Adaptability: In the aftermath of a disaster or other community stressor, resilient communities sometimes have to figure out alternative or makeshift solutions for problems. This happens when traditional responses are impeded because of disaster damages. For example, using school buses to transport citizens to safe locations prior to a hurricane, when transportation companies became overloaded. Alternative solutions still work, and allow the community or household to continue response and recovery operations with minimal disruption.</p>	

Recipe Cards

Groceries that you have:

- 2 tomatoes
- 5 mushrooms
- 1 pound of ground beef
- 3 teaspoons of hot peppers
- 6 cloves of garlic
- 1 bell pepper
- 1 onion
- 6 ounces of spaghetti noodles
- 4 ounces American cheese
- 6 sandwich buns
- 2 tablespoons butter
- 1 can of Sloppy Joe sauce

Review the recipe cards to determine which two recipes you can make with your groceries. You need to feed 6 people and make at least two recipes.

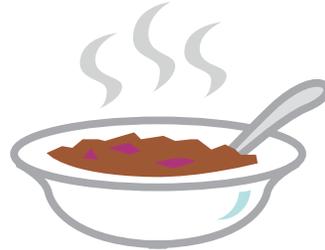
Remember that you can only use a grocery item one time for a recipe. Once you use a grocery item it is not available to use in another recipe. For example, if the chili recipe calls for two tomatoes, and the spaghetti recipe also calls for two tomatoes—you cannot make both recipes because all you have is two tomatoes.

You do not need to use all of your groceries.

Benny's Chili

Ingredients:

- 1 tomato
- ½ pound of ground beef
- 2 cloves of garlic
- 1 teaspoon of hot peppers



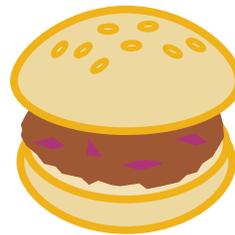
Directions: Saute garlic and hot peppers for 1 minute, then add ground beef. Cook on medium high until ground beef is brown. Drain fat off the ground beef, then add chopped tomato and let simmer for 15–20 minutes. Serve immediately.

Serves: 4

Sloppy Joes

Ingredients:

- 1 pound of ground beef
- 6 sandwich buns
- 3 cloves of garlic
- ½ of a large onion
- 1 can of Sloppy Joe sauce



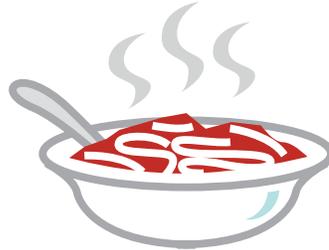
Directions: Saute beef, onions, and garlic for 10–15 minutes or until meat is brown. Add 1 can of sauce and simmer for 10 minutes. Serve on sandwich buns.

Serves: 6

Spaghetti Pomodoro

Ingredients:

- 1½ tomatoes
- 4 ounces of spaghetti noodles
- 2 cloves of garlic
- 1 teaspoon of hot peppers



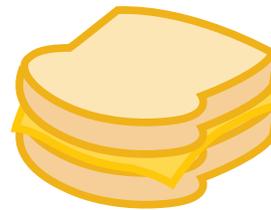
Directions: Bring 1 quart of water to a boil. Add pasta to boiling water and cook for 10–12 minutes or until pasta is soft. While the pasta is cooking, chop tomato and garlic and sauté with the hot peppers for 5–8 minutes. Add pasta to tomato sauce once cooked. Serve immediately.

Serves: 3

Grilled Cheese

Ingredients:

- 4 ounces American cheese
- 2 sandwich buns
- 1 tablespoon butter



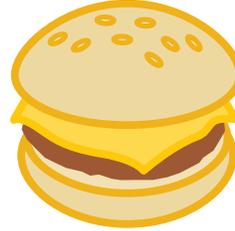
Directions: Butter the top and bottom of 2 sandwich buns. Cut the cheese into slices and spread evenly across both sandwich buns. Cook sandwiches on medium for 4–5 minutes on each side, or until golden brown.

Serves: 2

Cheeseburgers

Ingredients:

½ pound of ground beef ¼ of a large onion
2 ounces of American cheese
4 sandwich buns



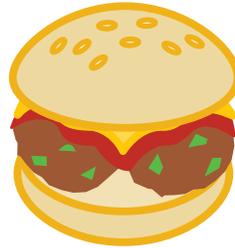
Directions: Chop onion and combine with ground beef. Make into 4 even patties. Fry patties on medium high for 8–10 minutes or until cooked through. Slice cheese and place on the burgers when they are fully cooked. Place burgers onto buns once the cheese has started to melt.

Serves: 4

Meatball Subs

Ingredients:

½ pound of ground beef ½ bell pepper
1 tomato 4 sandwich buns
1 teaspoon of hot pepper
1 ounce of American cheese



Directions: Chop bell pepper and combine with ground beef. Form into 8 meatballs of even size. Bake the meatballs at 350 degrees or until the meatballs are brown and cooked through. Chop and sauté tomato with hot peppers for 10 minutes or until tomato is cooked down into a sauce. Add meatballs and coat with sauce. Put two meatballs on each open sandwich bun, slice cheese and distribute evenly across sandwiches. Close the sandwich buns and serve.

Serves: 4

