Race Against Hunger
Hunger Guide for Teachers
Zimbabwe

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Photo: ACF-South Sudan, T. Franck
ACTION AGAINST HUNGER | ACF INTERNATIONAL DESIGNED THE RACE AGAINST HUNGER INITIATIVE TO HELP EDUCATE STUDENTS ABOUT THE PROBLEMS OF GLOBAL HUNGER AND POVERTY, AND TO ENCOURAGE THEM TO BE PART OF THE SOLUTION.

The Race Against Hunger’s Hunger Guide for Teachers provides an educational primer on domestic and global hunger. Easily adapted to your classroom’s curriculum needs and teaching requirements, the program will not only interest your students, but also inspire them to be global citizens.

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WHY RACE AGAINST HUNGER?

- Enrich your curriculum by incorporating global issues into classroom activities.
- Foster a sense of community and global citizenship among students.
- Join the fight against hunger by spreading awareness in your school and community.
- Help children around the world who suffer from hunger and malnutrition.

Photo: ACF- Sri Lanka, B. Main
Global Hunger

It is unacceptable that a significant number of the world’s population, particularly women and children, suffers from hunger and malnutrition in a world capable of feeding all of its citizens. Globally, millions of people die because they lack sufficient food and clean water, the basic necessities for life. The first step to ending this crisis is to understand what hunger is, who is affected by it, and why it exists in a world of plenty.

CAUSES OF HUNGER
The Scarcity Myth
It is a commonly held belief that there are insufficient resources to feed the world’s population; however, this is a misconception. According to the United Nations Food and Agriculture Organization (FAO), the world produces enough wheat, rice, and other grains to provide each person with approximately 2,700 calories a day. This excludes other foods that comprise a well-rounded diet, such as vegetables, beans, fruits, meats, and fish. With these foods factored in, hunger should not be a problem in the world. Nonetheless, about 925 million people are malnourished today.


CAUSES OF HUNGER
Hunger and Malnutrition
- Approximately 925 million people around the world are malnourished. This amounts to nearly 1/7 of the global population.
- Every day, nearly 15,000 children die from hunger-related causes.
- Some 19 million children under the age of five suffer from severe acute malnutrition, a condition that kills at least 3.5 million children every year.


Water Insecurity and Hunger
- An estimated 884 million people lack access to a safe supply of drinking water—that’s three times the U.S. population!
- A staggering 2.5 billion people do not have access to basic sanitation facilities.
- Each day, 2 million tons of sewage and other contaminants enter waters all over the world—causing cholera, dysentery, and diarrhea.
- The average American individual uses about 5 gallons of water each day. The average African family uses about 5 gallons of water each day.


WHY HUNGER IN A WORLD OF PLENTY?
Poverty
In a world capable of feeding every man, woman and child, poverty is the overarching explanation for why hunger exists across the globe. Additional factors that can leave individuals vulnerable to hunger include:

- Seasonal Hunger
Most of the world’s poor live in rural areas that are dependent on agriculture and livestock economies. For these households, poverty, hunger, and illness change dramatically over the course of a year in response to production, price, and climatic cycles. Contrary to popular belief, acute hunger does not occur due to conflict or natural disasters, but rather as a result of the “hunger season”—the annual period during which existing harvest stocks have dwindled, little food is available on the market, and prices shoot upward. This results in cycles of hunger that can be devastating.


HUNGER IN THE UNITED STATES
- 49 million Americans are food insecure
- 1 in 5 Americans rely on at least one U.S. Department of Agriculture assistance program each year
- In 2010, 16.2 million children lived in food insecure households.

Source: Feeding America: Food Research and Action Center (FRAC) 2011

Why is hunger in the U.S. different than hunger in developing countries?
Hunger in the United States varies from hunger elsewhere because of the plethora of resources accessible for Americans suffering from hunger. From national programs to community-based centers, there are a wide range of available services. Some commonly used resources are:

- Food Banks: non-profit organizations that distribute donated food and grocery products to food pantries, emergency kitchens, and other human service agencies to directly help needy clients.
- National School Lunch Program (NSLP): a federally assisted program that provides nutritionally balanced, reduced–price, or free lunches to children in public and non-profit schools.
- Supplemental Nutrition Assistance Program (SNAP, formerly the Food Stamp Program): a federal program that enables low-income families to buy eligible, nutritious food from authorized retail food stores.

Source: Share Our Strength (2010)

Key Terms
Hunger: the result of the persistent intake of less than the daily amount of calories your body needs to be nourished and active.
Famine: the absolute unavailability or inaccessibility of food in a given region, possibly causing death.
Malnutrition: a term that describes a wide range of conditions that hinder good health, such as inadequate or unbalanced food intake. While we tend to associate malnutrition with under-nutrition, or lack of food intake, malnutrition also includes over-nutrition, or the consumption of too much food. Obesity is a form of malnutrition.

Food Security: a situation during which all people at all times have economical, social, and physical access to a sufficient amount of safe and nutritious food that satisfies their nutritional needs and dietary preferences.
Poverty: the inability to achieve the standard of living that is usual for a particular society. The standard of living varies between nations, but the effects of poverty remain the same: hunger, homelessness, and lack of education and resources to fulfill basic human needs.
Health: the state of physical, mental and social well-being— not merely the absence of disease or sickness.
Refugee: a person who flees his/her country for fear of persecution for reasons of race, religion, nationality, membership of a particular social group, or political opinion.
Expatiate: a person living outside his or her native country.
Civil War: a conflict between different groups belonging to the same country.
Drought: a deficiency of precipitation over an extended period of time.
International Humanitarian Organization: an organization devoted to saving the lives and protecting the health of people affected by emergencies in various countries around the world.

Sources:
- United Nations High Commissioner for Refugees (UNHCR): National Drought Mitigation Center
- National Drought Mitigation Center
- Feeding America: Food Research and Action Center (FRAC) 2011
- Share Our Strength (2010)
In 1987, after a series of negotiations, Nkomo and the disagreeing parties.

This accusation fed violence between members of the ruling party and its opponents, resulting in the deaths of hundreds and the displacement of thousands. The violence was so intense that the United Nations declared a state of emergency and imposed economic sanctions on Zimbabwe. The sanctions continued for decades, with the government failing to hold elections and implementing policies that led to widespread economic hardship and political instability.

Today, Zimbabwe remains a country divided, with the ruling party facing significant challenges in maintaining power. Despite efforts to address issues such as corruption, land reform, and economic instability, the country continues to struggle, and the future remains uncertain.
Subject-Based Learning Activities

To help incorporate hunger education into your classroom, our Race Team has created subject-based learning activities designed to meet curriculum requirements and enrich classroom lessons. In the following pages, you will find activities for six core subjects, along with expansion projects and suggested activities for electives to engage students in hunger education and help them develop a sense of global citizenship. Feel free to adapt each activity to fit the needs of your students.

PROJECT DESCRIPTION

Letters to Action Against Hunger Staff

After completing the Zimbabwe Case Study, ask students to write a letter to an ACF staff member, incorporating information learned through the Race Against Hunger educational materials. Assign partners and have students edit each other’s work.

A successful letter might include:
1. Questions pertaining to ACF and its field programs across the globe
2. Student sentiments on the Zimbabwe Case Study
3. Vocabulary words provided in the Hunger Guide for Teachers (see Page 3).

Give students the opportunity to share their letter with the class before sending the letters to ACF’s New York Headquarters. Let students know that they will receive a response from ACF before the end of the school year.

EXPANSION PROJECT

Call to Action

Encourage students to write a letter to an influential public figure describing what they have learned about global hunger issues. Students can focus on malnutrition in Zimbabwe, hunger issues in their city, or any topic pertaining to global malnutrition. Recommend that students use the techniques of persuasive writing to develop a clear, concise call to action on a hunger-related topic. In the letters, students should address the issue and encourage the public figure to use his or her influence to raise awareness in the community.

OBJECTIVES

1. Develop peer editing skills and understanding of the revision process
2. Convey clear, focused ideas and support them with relevant information
3. Demonstrate understanding through the incorporation of vocabulary

Please mail letters to:
Action Against Hunger
ATTN: Race Against Hunger
247 W. 37th Street, 10th Floor
New York, NY 10018
Social Studies

PROJECT DESCRIPTION
Country Reports
Assign an Action Against Hunger | ACF International country to each student making sure to include countries from all regions of the world. (For a list of ACF countries, refer to the enclosed map or visit www.actionagainsthunger.org) Have students research the economic, political, and cultural aspects of their assigned country using print and/or online sources. Give students the opportunity to share what they have learned by scheduling presentations during class time.

Presentations should include:
1. Geographical location of the country.
2. A brief summary of the country’s history.
3. A description of the economic and political systems in the country.
4. At least one cultural aspect of the country.

Presentations may also include:
1. Visual aid (i.e. map, poster).
2. Food item prepared by the student.
3. Comparison of hunger in project country and hunger in the United States.

EXPANSION PROJECT
Current Events Journal
Each week, have students find an article relating to the current situation in Zimbabwe, their report country, or another hunger-related topic. Begin by having students log who, what, why, when, where, as well as the implications of the article in a weekly journal. To develop the activity, have students separate into smaller groups of three to four students. Have each student prepare a brief summary of their article and its significance to the members of their group. After students explain their articles to their group, select one student to present about his/her peer’s current event. At the end of the semester, have students submit their journals for grading.

Reading

PROJECT DESCRIPTION
Acting Together
Have students read the following quote:

“We have the resources and the knowledge to end hunger. We know how to protect the poorest from the impact of rising prices. Every child, woman and man has a right to enough nutritious food for an active and healthy life. Let us act – now.”

—United Nations Secretary General, Ban Ki Moon remarked on October 27, 2011

What is the United Nations (UN)?
Founded in 1945, the UN consists of a body of 193 member states. The UN works toward ensuring peace and development for all nations of the world. Its principles are based in justice, dignity, and universal well-being. The UN facilitates cooperation in international security, law, and economic development.

EXPANSION PROJECT
Inspirational Words
Encourage students to find a quote about hunger issues and research its historical and social context. Ask students to write a five-paragraph essay answering any or all of the following questions:
1. Who spoke these words and what was the historical and social context?
2. What inspired him/her to speak these words? Do you agree or disagree with this quote? Why?
3. Do you see any ways in which this quote is similar to the Ban Ki Moon quote? If so, how?
**Math**

**PROJECT DESCRIPTION**

**Developing Sustainable Programs for Communities in Kenya**

**Step 1:** Break students into groups and present the following scenario.

Approximately 325,000 inhabitants reside in Mandera, Kenya (located in the north-eastern region of the country), 20,628 local children – or 32.6% of all children in the region – are acutely malnourished, while 5% of the area’s children are faced with severe acute malnutrition.

With increasing droughts and rising food prices, the situation is becoming more devastating by the day. As a result, ACF is launching a series of WASH programs to address Mandera’s current situation and provide lasting solutions in areas of water sanitation and hygiene.

WASH is one of ACF’s 3 core programs. WASH (Water and Hygiene Sanitation) works with communities to provide access to clean water, install water infrastructure, rehabilitate water systems, and demonstrate the importance of healthy hygiene practices. With droughts looming in the future, it is important that WASH develops Mandera’s water infrastructure. All over the world, WASH installs and rehabilitates two types of water collection devices: bore holes and wells. Both service around 500 people a year and they each come with their own set of advantages and disadvantages.

**Disadvantages:**
- Well: A structure that’s made by digging a hole ground until water is struck. The new hole is covered in concrete and fitted with a hand pump. This extra protection prevents dirt and other contaminants from entering the water source. Its design ensures clean and insulated water.
- Borehole: An expensive costs around $3,000-5,000 to build and approximately $200 every few years to maintain.

**Advantages:**
- Well: A structure that’s made by digging into the ground for access to groundwater. Most wells are dug by hand, sometimes up to 15 meters in depth. They usually have unlined walls which makes the sides prone to crumbling. Their design makes the water point difficult to maintain and clean.
- Borehole: To access water, a person must use a rope and bucket to pull the water up from the ground.

**Water Point:**
- A structure that’s made by digging into the ground for access to groundwater. Most wells are dug by hand, sometimes up to 15 meters in depth. They usually have unlined walls which makes the sides prone to crumbling. Their design makes the water point difficult to maintain and clean.

**Advantages:**
- Reliability. Its straightforward construction costs less than the borehole. Costs around $1,000-4,000 to build and maintain.
- It can be used by more people each time water is collected.

**Disadvantages:**
- Well: It’s physically challenging to dig the hole and to get water because it takes strength to pull a full bucket. The well does not keep the water protected with a closed container so it’s easier to be exposed by contaminants.
- Borehole: It’s straightforward construction costs less than the borehole.

**Answer Key**

<table>
<thead>
<tr>
<th>a. 325,000 + 500 = 650 wells</th>
<th>d. Students will arrive at their own answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. 650 x 1.560 = $967,200 to buy 650 well</td>
<td>c. 74 bore holes x 500 people serviced = 37,000</td>
</tr>
<tr>
<td></td>
<td>(37,000 bore holes x 325,000 population) x 100 = 11% of the population is serviced</td>
</tr>
</tbody>
</table>

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**EXPANSION PROJECT:**

**Working with World Hunger Statistics**

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Area (km²)</th>
<th>Arable Land (%)</th>
<th>Children under age 5 suffering from malnutrition (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zimbabwe</td>
<td>12,084,304</td>
<td>390,757</td>
<td>8.24</td>
<td>16</td>
</tr>
<tr>
<td>Iran</td>
<td>77,891,220</td>
<td>1,648,195</td>
<td>9.78</td>
<td>5</td>
</tr>
<tr>
<td>Kenya</td>
<td>41,070,934</td>
<td>580,367</td>
<td>8.01</td>
<td>20</td>
</tr>
<tr>
<td>United States</td>
<td>313,232,044</td>
<td>9,826,675</td>
<td>18.01</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: CIA World Factbook, 2021 and UNICEF, 2020

**Part One**

1. Ask students to find the percentage of world area for each country, given that the total area of the world is approximately 510 million km².
2. Ask students to find the percentage of world population living in each country, given that the total world population is approximately 7 billion people.
3. Ask students to determine the number of children under age five suffering from malnutrition per every 100,000 children under age 5 in their country.
4. Ask students to find the total km² of arable land in each country using the information in the table.

**Part Two**

1. Divide the class into 4 equal groups.
2. Assign each group to a country from the chart. Explain to students that each group member represents one child under the age of 5 in that country.
3. Have students use the statistics in the chart to determine the number of group members who suffer from acute malnutrition.
4. Ask each group to divide themselves based on this information.
5. Call each group to the front of the class to demonstrate the percentage of children under age 5 suffering from malnutrition in their country.

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**Monetary Breakdown**

- **$5** supplies a lemon, banana, mango, or orange tree to a farming family – incorporating fresh fruit into their diets, preventing soil erosion and desertification, and providing shade.
- **$50** provides 30 days of nutritional treatment, including ready-to-use foods like Plumpy’nut, for a severely malnourished child in a feeding center. This treatment has a success rate of at least 90%.
- **$100** provides an oven, ingredients, tools, and training for a woman to start a bakery and generate income for her family, giving access to a balanced diet, healthcare, and school.
- **$500** allows a farming community to buy enough maize, groundnut, or millet seeds to plant their plots for one agricultural season and provides training on how to maintain crops for a healthy harvest.
- **$1,000** supplies a nutrition center with enough supplies and ready-to-use foods to treat 20 children for one month or buys more than 1,650 packets of Plumpy’nut, reaching between 15-25 children.
- **$2,000** supports the construction of a community fishing pond by providing tools, instruction, and wages so that 40 families can harvest up to 3,000 kg of fish annually.
- **$4,000** rehabilitates a water distribution network for a community of 350 people.
- **$5,000** implements an emergency nutrition program in a village of nearly 5,000 people. Such treatment would include those most severely affected by acute malnutrition to nurse them back to health with nutrient-rich foods, access to clean water, and round-the-clock health monitoring. With treatment, the vast majority return to their families after 30 days.
- **$12,000** installs a community irrigation system so a village of 50 families is able to increase farm production from one harvest a year to up to five annual harvests.
Science

PROJECT DESCRIPTION
Crop Simulation
Introduce students to climate, environment, and weather patterns. By studying these three concepts, students will better understand agricultural production in specific regions. Have students perform the following experiment to complement their studies.

MATERIALS
- plastic cups
- seed package (included)
- potting soil
- rocks
- sand
- water

PROCEDURE
1. Divide students into groups and provide each group with five plastic cups.
2. Have each group fill three cups with potting soil, one cup with rocks, and one cup with sand. Label each cup according to soil type.
3. Plant seeds in each cup.
4. Place all five cups in equal sunlight.
5. Pour the recommended amount of water into one of the cups containing potting soil. This will represent the control (seed under ideal climate conditions). Label it as the control cup.
6. Adjust the water level in the other two cups containing potting soil to represent drought and flooding. The remaining two cups will represent alternative soil compositions and should be watered regularly.
7. Have students write a hypothesis regarding which conditions will yield the best results.
8. Continue the same watering process for the length of time specified on the seed package.
9. Record plant growth and monitor the progress of each plant in a chart.
10. Have students complete a lab report based on their findings.

CONCLUSION QUESTIONS
1. Which soil conditions produced the best results? Why do you think that is?
2. Which soil conditions produced the worst results? Why do you think that is?
3. How does this experiment demonstrate the effects of geography and weather patterns on crop growth?
4. Using information from the Zimbabwe Case Study to support your answer, explain which of these cups most accurately depicts the climate region of Zimbabwe.
5. Based on what you have learned, how do you think rising global temperatures and desertification will affect agricultural production?
6. How can countries affected by drought create a sustainable agricultural system?

OBJECTIVES
1. Understand the basic geography and climate of regions
2. Demonstrate understanding and use of scientific inquiry
3. Assess the effects of weather on the Earth and agricultural production

EXPANSION PROJECT
Water in our World Today

<table>
<thead>
<tr>
<th>Bottle</th>
<th>Country</th>
<th>Gallons/Person/Day</th>
<th>How full the bottle should be</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Canada</td>
<td>209</td>
<td>100%</td>
</tr>
<tr>
<td>B</td>
<td>United States of America</td>
<td>176</td>
<td>84%</td>
</tr>
<tr>
<td>C</td>
<td>South Africa</td>
<td>44</td>
<td>21%</td>
</tr>
<tr>
<td>D</td>
<td>Egypt</td>
<td>40</td>
<td>19%</td>
</tr>
<tr>
<td>E</td>
<td>United Kingdom</td>
<td>31</td>
<td>14%</td>
</tr>
<tr>
<td>F</td>
<td>Costa Rica</td>
<td>23</td>
<td>11%</td>
</tr>
<tr>
<td>G</td>
<td>Morocco</td>
<td>16</td>
<td>7%</td>
</tr>
<tr>
<td>H</td>
<td>Honduras</td>
<td>9</td>
<td>4%</td>
</tr>
<tr>
<td>I</td>
<td>Zimbabwe</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>J</td>
<td>Mozambique</td>
<td>3</td>
<td>Less than 1% (just a few drops)</td>
</tr>
</tbody>
</table>

Label ten bottles with letters A-J and fill them with the correct amount of water. Explain that each bottle represents the daily water consumption per person in ten different countries around the world. List the ten countries on the board and ask students to match each country with a letter.

Reveal the correct answers to the students and discuss the results. Be sure to ask students how often they use water each day. What do they use water for? Where does that water come from? Ask students how they could adjust their habits to conserve more water.

Source: www.pbs.org/now/science/water_pop/index.html

Photos (left to right): ACF-Niger, G.; ACF-Colombia, H. Rippe
Physical Education

PROJECT DESCRIPTION
Water Jug Relay

Read this excerpt about a 10 year old girl in Zambia who travels over one hour to get water for her family every day.

“In a community in the Copperbelt of Zambia, a 10 year old girl wakes up at four o’clock in the morning; the sun has not yet made an appearance, and the rest of her family is still asleep. She grabs two 10-litre (2.64 gallon) containers and starts walking. Twenty minutes later, the sky is a little brighter and she has reached the river at the bottom of the hill. Rather than scoop up the river water – which will probably be polluted from all the washing, bathing and grazing that goes on here – she heads a little further down the well-trodden path to a small pond, which she hopes is cleaner. Now she fills her two containers: one goes onto her head with a hand up for support, and the second she carries in the other hand. The walk back is uphill, and now with 20 liters of water (or 5.28 gallons), it will take her almost an hour to reach home. She washes herself with as little water as possible, uses the toilet at her neighbors’ house, dresses, and then runs to school to be on time. If she is late, she will be punished by her teacher. Meanwhile, her sister has collected the two containers, which have been emptied into household buckets, and has started off on the journey down the hill to collect some more.”

Source: Voices of Hunger, Action Against Hunger | ACF International

After discussing the passage with the students, introduce the water jug relay.

Relay Directions:
1. Fill two, one-gallon milk cartons with equal amounts of water.
2. Divide the class into two even teams and have them stand at opposite ends of a long field or hallway.
3. Give both milk cartons to one team.
4. Have one student carry both jugs the length of the hallway or field and pass it off to the opposite team.
5.Repeat this process until each student from both teams has carried the jugs.
6. After completing the relay, discuss the exercise as a class.

Some important discussion questions might include:
• Was it hard to carry the jug during the relay? Why?
• How does Bella’s daily trip to gather water affect how she does in school?
• How does the relay relate to the story you read at the beginning of class?

OBJECTIVES

1. Practice teamwork and cooperation
2. Build endurance
3. Develop movement skills

EXPANSION PROJECT
Race Preparation

Allow students to help map out and measure the Race course. As a class, walk the course to determine how long the route will take.

Additional Projects
1. Recreate an ACF Stabilization Center and have students act as field workers, nurses and patients. Have students create their own MUAC to measure incoming patients.
2. Create a diorama depicting a feeding center in Zimbabwe.
3. Decorate your school hallways with facts about hunger and flyers for your Race event.

Middle Upper Arm Circumference (MUAC)

A measurement used to track malnutrition in children under the age of five. To measure the MUAC, a device similar to a flexible ruler is used. The device has a series of colored bands which help indicate the severity of malnutrition in the individual being measured.

<table>
<thead>
<tr>
<th>Color</th>
<th>Measurement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green</td>
<td>&gt;13.5 cm</td>
<td>No Risk</td>
</tr>
<tr>
<td>White</td>
<td>12.5-13.5 cm</td>
<td>Neutral</td>
</tr>
<tr>
<td>Yellow</td>
<td>12-12.5 cm</td>
<td>Risk of Malnutrition</td>
</tr>
<tr>
<td>Orange</td>
<td>11-12 cm</td>
<td>Moderate Malnutrition</td>
</tr>
<tr>
<td>Red</td>
<td>&lt;11 cm</td>
<td>Severe Malnutrition</td>
</tr>
</tbody>
</table>

Photo: ACF- South Sudan, T. Frank
Electives

Foreign language

PROJECT DESCRIPTION
Conversations on Hunger

Break students into pairs and present the following scenario:
One student is a reporter for a foreign-language news source (i.e. Telemundo News for Spanish courses) and the other is an expatriate staff member working for ACF in Zimbabwe. Have the reporter interview the staff member about hunger issues in Zimbabwe and around the world.

Health

PROJECT DESCRIPTION
Healthy Lifestyles

The United States Department of Agriculture recently replaced the Food Guide Pyramid with MyPlate, a new guide for understanding nutrition and suggested food serving sizes. MyPlate incorporates recommended portions of the five food groups into the image of a meal place setting. This helps students understand that their meals should be based on fruits and vegetables with smaller portions of proteins and whole grains. Carefully explain the importance of each food group to your students and provide a sample meal that meets the MyPlate guidelines. Have students create a food plan for a week that follows the MyPlate suggestion. This activity will help students evaluate their eating habits and improve their nutrition.

Source: United States Department of Agriculture (USDA), 2011

Technology

PROJECT DESCRIPTION
Google Searching

Lead students through the basics dos and don’ts of a Google search. After teaching the basics of web-browsing and valuable sources, send them on a “scavenger hunt” to find the following:

1. A scholarly article mentioning Action Against Hunger or Plumpy’nut
2. The homepage of an international humanitarian aid organization, a local food pantry and/or domestic hunger organization.
3. A recent newspaper article about the crisis in the Horn of Africa

Visual & Performing Arts

PROJECT DESCRIPTION
Multicultural Projects

1. Show students examples of cultural art from different regions of the world. Choose one to focus on for the project. For example, you may choose African ceremonial masks, Mexican basket weaving, or Indonesian Shadow Puppets.
2. Discuss the cultural significance of this artistic representation.
3. Have each student recreate the example discussed in class, following the same techniques and styles. If the original materials are not available, feel free to improvise. For example, you could weave a Mexican basket from colored construction paper.

See Page 3 for Key Term Definitions.
Additional Information & Tips

The Race Against Hunger fun-run is meant to get your students active with the goal of ending global hunger in mind. Your school’s event can be a fun-run, jog/walk-a-thon, or any other activity you like!

Notes and Tips

- Team up with a neighboring school for a bigger and more exciting Race event.
- Neighboring businesses and restaurants make great sponsors. See Sponsorship and Media Packet provided.
- Invite family and community members to your Race event, either as participants or coordinators, or both.
- To avoid dealing with cash, encourage your students to collect checks when seeking sponsorships. Make sure all checks are made out to “Action Against Hunger”.
- Don’t hesitate to contact Action Against Hunger if you have any questions or concerns. We are here to make your Race event as successful as it can be!

If students are unable to seek sponsors, here are some alternative forms of fundraising:

- Coin Drive/Penny War
- Bake Sale
- Student Letters to Local Foundations and Corporations
- Dress Down Day

Good luck and have fun!

The Race Against Hunger Sponsor Form

All money raised will support Action Against Hunger’s efforts to carry out innovative, lifesaving programs in Nutrition, Food Security and Livelihoods, and Water, Sanitation, and Hygiene in 40 countries over the world. Your sponsorship will help us continue to reach more than six million people each year.

Please make checks out to Action Against Hunger.
Action Against Hunger is a not-for-profit, 501(c)(3) corporation that consistently receives top marks from rating agencies like the Better Business Bureau, Charity Navigator, the American Institute of Philanthropy, and Guidestar. All contributions are tax-deductible to the full extent of the law. To learn more about our programs and activities, please visit our website: www.actionagainsthunger.org.

Thank You For Your Support!
**ADDITIONAL INFORMATION**

**About Action Against Hunger | ACF International**

Recognized as a leader in the fight against malnutrition, Action Against Hunger | ACF International saves the lives of malnourished children while providing communities with access to safe water and sustainable solutions to hunger. With more than 30 years of expertise in emergency situations of conflict, natural disaster, and chronic food insecurity, ACF runs lifesaving programs in some 40 countries benefiting over six million people each year.

**Action Against Hunger’s Programs**

ACF has pursued its vision of a world without hunger for more than three decades, combating hunger with innovative, life-saving programs in nutrition, food security, and water and sanitation:

**Nutrition Programs**

ACF’s nutrition programs treat and prevent acute malnutrition. Launched most often during times of crisis, our programs center on the evaluation of nutritional needs; the therapeutic treatment and prevention of acute malnutrition; technical training and support for local staff; and capacity building with national ministries and government structures. The contexts for our programs can be as varied as the crises—from rural mountain villages, to ethnically divided cities, to the confines of overcrowded relocation camps for internally displaced peoples.

**Food Security Programs**

ACF’s food security programs evolve from the work we do in nutrition. While our therapeutic nutrition programs restore health to individuals suffering from acute malnutrition, our food security programs prevent future outbreaks by supplying needed inputs (seeds, fertilizers, tools, fishing nets, etc.), introducing new techniques, and fortifying coping mechanisms and livelihoods through training in income-generating activities such as farming, gardening, animal breeding, and food conservation. Our food security programs put people on the road to self-sufficiency.

**Water, Sanitation, & Hygiene Programs**

ACF’s integrated approach to hunger involves extending water and sanitation services to communities faced with water scarcity, unsafe drinking water, inadequate sanitation, and poor hygiene. We truck water into affected communities during emergencies, decontaminate wells and install solar-, diesel- and hand-powered pumps. Employing sophisticated geophysics, we locate water resources and tap aquifers. We protect natural springs and pipe water into villages and health centers, and rehabilitate damaged infrastructure to ensure access to adequate sources of clean water. We build latrines, bathhouses and introduce basic sanitation infrastructure to keep communities hygienic.

**Action Against Hunger’s Charity Ratings**

Action Against Hunger consistently receives top marks from rating agencies like the Better Business Bureau’s Wise Giving Alliance, Charity Navigator (receiving their highest 4-star rating), the American Institute for Philanthropy (top-rated with an “A”), the Independent Charities of America (as a “Best in America” nonprofit), and Guidestar. As an operational agency that directly oversees the implementation of our own programs, we are committed to a policy of transparency and disclosure by ensuring that key financial information is publicly available and that our programs undergo external evaluation to assess their impact.

Charity Navigator has awarded Action Against Hunger four consecutive four-star ratings for sound organizational management; only 8% of all reviewed charities merit this distinction.

The American Institute of Philanthropy qualifies ACF as a “top-rated hunger organization,” awarding our organization an “A” rating.

The Better Business Bureau’s Wise Giving Alliance has verified that Action Against Hunger meets all of its rigorous standards.

Guidestar offers a third party, independent assessment of ACF as a “Best in America” nonprofit.

The Independent Charities Seal of Excellence certifies that a charity meets the highest standards of public accountability, program effectiveness, and cost effectiveness – standards required by the US Government for inclusion in the Combined Federal Campaign. Of the 1,000,000 charities in the U.S., fewer than 50,000 (5%) meet these standards, and, of those, fewer than 2,000 have been awarded this Seal.
The Race Against Hunger is an international service learning initiative that seeks to engage students across the United States and around the world with the issue of global hunger and to inspire them to be part of the solution.

Photo: ACF-USA, M. Lee

GO TO OUR WEBSITE TO GET MORE INFORMATION! www.actionagainsthunger.org/race

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