Hunger Guide for Teachers
Recognizing the importance of global awareness, citizenship and responsibility for America’s students, Action Against Hunger has designed the Race Against Hunger service learning program to educate middle school students about the issues of global hunger and poverty and to encourage them to be part of the solution.

The Hunger Guide for Teachers outlines an educational program on global hunger. Knowing what’s best for your students and classes, feel free to adapt this guide to your teaching requirements and preferences. You can find supplementary resources for different grade levels online at: www.actionagainsthunger.org/race.

Objectives

Through the Race Against Hunger educational program, students will:

- Identify the root causes of global hunger and malnutrition, as well as where hunger exists and who suffers from it;
- Understand the predicament of many people around the world who lack access to enough food to lead healthy, active lives;
- Understand the relationship between hunger and access to clean water;
- Learn how Action Against Hunger works to fight hunger and save the lives of malnourished children;
- Participate in the fight against global hunger.

Critical Thinking Questions

Students will be encouraged to think critically about the following questions, among others:

- Why does hunger exist in the world?
- What happens when the body does not receive enough nourishment over a prolonged period of time?
- What does it mean to be malnourished?
- Why is access to safe and clean water important?
- How do aid organizations work to end hunger?
A. Global Hunger

It is unacceptable that a significant number of the world’s population, particularly women and children, suffer from the scourge of hunger and malnutrition in a world capable of feeding everybody. Too many people in the world die because of the lack of food and clean water, the basic necessities for life. The first step to ending this global crisis is to understand what hunger is, who is affected, and why it exists in a world of plenty.

The Scope of Hunger in the World

**HUNGER & MALNUTRITION**

- About 963 million people around the world suffer from hunger and malnutrition. This amounts to more than the combined populations of the United States, Canada and the European Union!
- An overwhelming majority of the world’s hungry reside in the developing world.
- Every day, almost 15,000 children die from hunger-related causes.
- 19 million children under the age of 5 suffer from severe acute malnutrition, which, if left untreated, can lead to death.
- More than 60% of the world’s chronically hungry are women.


**WATER INSECURITY AND HUNGER**

Water scarcity and pollution are two main factors that help create and exacerbate global hunger. Without access to clean water, crops cannot be sufficiently cultivated for food and the body cannot maintain health. People cannot survive more than a few days without drinking water. Yet:

- More than one billion people lack access to a safe supply of drinking water.
- 2.2 billion people, or 1/3 of the world’s population, do not have access to basic sanitation facilities; 1.2 billion of these people have no facilities at all.
- Water-borne pathogens are one of the leading causes of disease and death in the world.
- The average American individual uses 100 to 176 gallons of water each day. The average African family uses about 5 gallons of water each day.

*Source: Water Partners International*
SCOPe Of MALnutrition In The WorlD

• 55 million children under 5 years of age suffer from acute malnutrition (which includes various types of malnutrition), or about 1 child in 10 worldwide.

• Among them, 19 million children suffer from Severe Acute Malnutrition, the most serious form of malnutrition, which threatens life in the short term.

• Half of all deaths of children under 5 are directly or indirectly caused by malnutrition.

• 1 out of every 2 children surviving on less than $1 per day suffers from chronic malnutrition.


Defining Hunger and Malnutrition

In order to help fight global hunger, you should first know what hunger means. Many words that describe global hunger or malnutrition are often incorrectly used interchangeably. We use the following definitions when talking about our work against hunger:

**Hunger:**
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 imminent death.

**Malnutrition:**
A broad term for a wide range of conditions that hinder good health, caused by an 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.

**Chronic malnutrition:**
A condition that usually occurs gradually and can last generations. Chronic malnutrition is common in developing countries and is the consequence of an unbalanced diet lacking in fundamental nutrients and leading to nutritional deficiency.

**Acute malnutrition:**
A life-threatening condition that occurs suddenly as the result of an extreme lack of food and is characterized by recent and severe weight loss.

**Food security:**
A situation during which all people, at all times, have access economically, socially and physically to sufficient, safe and nutritious food that satisfies their nutritional needs and dietary preferences.
Causes of Global Hunger

The Scarcity Myth
It is a commonly held belief that there are insufficient resources to feed the world’s population. But this is a misconception. According to the United Nations Food and Agriculture Organization (FAO), there is more than enough food to feed every person on the planet.

In fact, over the past 20 years, food production has risen steadily at over 2.0% a year, while the rate of population growth has dropped to 1.14% a year. Enough wheat, rice and other grains are currently produced to provide each person approximately 2,700 calories a day. This excludes other foods that comprise a well-rounded diet—for example, vegetables, beans, fruit, grass-fed meat, and fish. With these foods factored in, hunger should not be a problem in the world. Nonetheless, about 963 million people are malnourished. Why?

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. The causes of hunger are intricately related to the indignity of poverty. In any country, developing or developed, poverty renders the poor most vulnerable to disruptions in local and global food supplies. These disruptions can be characterized as the immediate causes of hunger, which include:

❑ Seasonal Hunger
Most of the world’s poor live in rural areas dependent on agricultural and livestock economies. For these households, poverty, hunger and illness are highly dynamic phenomena, changing dramatically over the course of a year in response to production, price and climatic cycles. When acute hunger occurs, it is not typically due to conflict or natural disasters, but as a result of the “hunger season”—the annually recurring period when existing harvest stocks have dwindled, little food is available on the market, and prices shoot upward. This results, predictably, in cycles of hunger that can be devastating.

Seasonal hunger is caused by annual cycles of shrinking food stocks, rising prices and lack of income. This hidden hunger pushes millions of children to the brink of starvation, permanently stunting their development, weakening their immune systems and opening the door for often fatal diseases.

❑ Conflict and war
Fighting during a conflict or war often results in the destabilization and displacement of populations, uprooting communities from their homes and rendering the poor extremely food insecure. While wealthier families displaced by conflict can resettle somewhere safe until the conflict ends and can buy food to subsist, the poor do not have these luxuries. Once displaced, the poor often become homeless and without the means to buy food for survival. Hunger and malnutrition among the poor in conflict-ridden regions become rampant and dire, especially among women and children.

The international community has begun to recognize the world’s moral obligation to help the poor in need, particularly the poor displaced by conflict and wars not of their own making. Humanitarian aid organizations work in concert to provide emergency aid and security to refugees fleeing violence in their country or for internally-displaced peoples (IDPs) in conflict regions, which helps to temporarily keep hunger and malnutrition at bay. However, as long as a conflict or war persists, the displaced poor will remain food insecure, prone to hunger, and at risk of malnutrition in the long term. Even after the conflict ends, re-establishing farms or livelihoods without resources can take many, many years.

❑ Environmental disasters
Natural disasters—such as the 2007 cyclone in Myanmar, the tsunami in Southeast Asia, and droughts or floods in other instances—have catastrophic effects on the food security of developing countries. Earthquakes, tsunamis, and other cataclysmic environmental disasters displace poor populations much like conflicts and wars do. Additionally, disasters render the displaced food insecure until the reconstruction of their lost communities. Droughts and floods may be less destructive than their more disastrous counterparts; however, they can effectively wipe out a region’s season of crops or exhaust the natural resources of the land needed to cultivate food for a population. When unforeseen disasters strike the poor, hunger and malnutrition often follow.

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B. Case Study Background: Burundi

Action Against Hunger works in about 40 countries around the world to help save the lives of malnourished children and to provide sustainable solutions to hunger. This year’s Race Against Hunger highlights the unique humanitarian situation and Action Against Hunger’s work in Burundi.

GEOGRAPHY

Wedged between Tanzania, the Democratic Republic of the Congo, and Rwanda in east-central Africa, Burundi occupies a high plateau divided by several deep valleys. It is equal in size to Maryland.

HISTORY

The history of Burundi is deeply intertwined with the history of Rwanda. Though the 1994 genocide in Rwanda has grabbed the headlines, Burundi has suffered a similar fate. The population of Burundi, like Rwanda, is primarily comprised of two groups of people: the Hutu (approximately 85%) and the Tutsi (approximately 14%). The Twa people, a Pygmy tribe, make up 1% of the population. Historically, Hutu life relied on small scale agriculture and a clan-based social system until the Tutsi first arrived in the 14th century. The Tutsi gradually gained control of the Hutu dominated region through a mostly peaceful infiltration. The Tutsi, with their advanced knowledge of warfare and their possession of cattle, were able to establish a feudal relationship with the Hutu under a Tutsi mwami, or King, who ruled by divine right.

BURUNDI: FACTS

<table>
<thead>
<tr>
<th>LOCATION: Central Africa</th>
</tr>
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<tbody>
<tr>
<td>PRESIDENT: Pierre Nkurunziza</td>
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<tr>
<td>CAPITAL: Bujumbura</td>
</tr>
<tr>
<td>LANGUAGES: Kirundi, French, Swahili</td>
</tr>
<tr>
<td>POPULATION: 8,691,005</td>
</tr>
<tr>
<td>CLIMATE: Equatorial; two rainy seasons (February to May and September to November), and two dry seasons (June to August and December to January)</td>
</tr>
<tr>
<td>LIFE EXPECTANCY: 52 years</td>
</tr>
<tr>
<td>LITERACY: (definition—age 15 and over can read and write) 60%</td>
</tr>
</tbody>
</table>

Action Against Hunger has been working to help end malnutrition and provide sustainable solutions to hunger in Burundi since January 1994.

**NUTRITION**
Action Against Hunger detects and treats acute, severe and moderate malnutrition by taking care of children in nutritional centers. The organization also trains Ministry of Health workers on malnutrition and supports public health services.

**FOOD SECURITY**
In order to support agricultural production and the diversification of sources of income for families, Action Against Hunger implements food security programs such as the rehabilitation of marshlands, distribution of seeds and tools, livestock distribution, and awareness raising sessions to promote the benefits of organic manure on soil fertility.

**WATER, SANITATION AND HYGIENE**
To provide increased accessibility to drinking water in Burundi, Action Against Hunger’s staff work on the construction and rehabilitation of water sources. Regular hygiene promotion sessions are organized for the local communities.

The Hutu and the Tutsi lived in relative peace for centuries. However, the tide of peaceful co-existence ended with the beginning of European colonial partition and rule that swept Africa in the early 20th century. Belgium assumed colonial ownership of Burundi and Rwanda (then a single country) after World War I, establishing a system of indirect rule that actively favored the Tutsi and pitted them against the Hutu. This favoritism created tension between the two cultures, setting the stage for the persistent and violent conflict to come.

After Burundi gained its independence from Belgium and was separated from Rwanda in 1962, a series of ethnic clashes and military coups swept the country, leading to hundreds of thousands of deaths. The frequency of ethnic clashes increased over the course of three decades, developing into a full-blown civil war in 1993 instigated by the assassination of the first Hutu president. Over 300,000 people were killed, while even more were forced to flee to neighboring countries, leaving their homes, land, and livelihoods behind. A year later in 1994, the new Hutu president was assassinated along with his Rwandan counterpart in the infamous plane crash that lead to even more unrest and violence.

In late 2003, the Burundian government and rebel group signed a cease-fire and a formal power-sharing agreement. Transitional governmental institutions were established and in 2005, the people of Burundi participated in parliamentary elections to organize the new government. Although the civil war is over, the people of Burundi remain engaged in a difficult struggle to stabilize their lives and promote peace.

### HUMANITARIAN SITUATION

As of 2007, more than 800,000 people - 12% of the country’s population - remain internally displaced as a result of the civil war. Large numbers of internally displaced persons have been unable to produce their own food and are dependent on international humanitarian assistance, despite the fact that agriculture supports over 90% of the labor force. In addition to displacement and instability, diseases such as malaria and HIV/AIDS are widespread throughout the country.

Humanitarian efforts to alleviate the situation in Burundi have been ongoing since 1999 when the United Nations along with the European Union, the United States and others launched an initiative to promote peace and encourage humanitarian aid in Burundi.
II. Race Classroom Program

A. Introduction: What is Global Hunger?

OBJECTIVE: To introduce the issues of global hunger and malnutrition to students, and to dispel some of the myths about world hunger.

TIME: 20 minutes

MATERIALS: ☐ Action Against Hunger World Program Map (included)

PROCEDURE: 1) Begin with the warm-up activity: “What do you know about global hunger?”
   a. Pose each true or false question to the class.
   b. After asking each question, tally up the number of students who answer ‘true’ or ‘false’ for the question. Display the tally on the chalk/white board.
   c. When all ten questions have been asked, discuss the answers with the class.

2) After the warm-up activity, continue teaching students about global hunger using the talking points below.

3) Show map after discussion.

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WARM-UP ACTIVITY

What do you know about global hunger?
True or false:

1. Food and the ability to earn enough money to meet essential needs are basic human rights that should be upheld and protected.

2. People are hungry because the world does not produce enough food.

3. Ten percent of people in the developing world do not have access to clean water.

4. Food security means a situation during which all people, at all times, have access to sufficient, safe and nutritious food that satisfies their nutritional needs.

5. About 9 million people are hungry and malnourished in the world today.

6. Malnutrition is a condition resulting from not having enough food to eat.

7. In the developing world, nearly 2/3 of people are farmers or work in agriculture.

8. Malnutrition can lead to death.

9. More children die each day from hunger-related causes than there are students at your school.

10. Hunger can be overcome by redistributing food from areas where there is a surplus to areas where there is a shortage.
Answers:

1. Food and the ability to earn enough money to meet essential needs are basic human rights that should be upheld and protected.
   ✔TRUE: No woman, man or child should be denied their right to a livelihood and to safe, sufficient and nutritious food. These fundamental human rights are articulated in the United Nations Universal Declaration of Human Rights, Article 25(1): “Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.”

2. People are hungry because the world does not produce enough food.
   ✔FALSE: The world as a whole produces enough food to feed every person, every day. In fact, enough wheat, rice and other grains are currently produced to provide each person approximately 2700 calories a day. This excludes other foods that comprise a well-rounded diet, for example—vegetables, beans, fruit, grass-fed meat, and fish. With these foods factored in, hunger should not be a problem in the world.

3. Ten percent of people in the developing world do not have access to clean water.
   ✔FALSE: In fact, over 30% of people in the developing world have no access to clean water. One out of three people do not have safe and clean water for drinking, cooking, washing and other daily activities that require water.

4. Food security means a situation during which all people, at all times, have access to sufficient, safe and nutritious food that satisfies their nutritional needs.
   ✔TRUE: Access to food involves not just physical access, but also economic and social access.

5. About 9 million people are hungry and malnourished in the world today.
   ✔FALSE: Over 900 million, not 9 million, people are suffering from hunger and malnutrition today. This is more than the populations of the United States, Canada and the European Union combined. (Note to teachers: Draw out the numbers on the board to show the striking difference between the two: 9,000,000 and 900,000,000.)

6. Malnutrition is the condition resulting from not having enough food to eat.
   ✔FALSE: Malnutrition can be a condition resulting from under-nutrition; but it can also be a condition resulting from over-nutrition, that is, eating too much, especially food that is particularly unhealthy and lacking in necessary nutrients. Obesity is a form of malnutrition.

7. In the developing world, nearly 2/3 of people are farmers or work in agriculture.
   ✔TRUE: Farmers are a large majority of the world’s poor. Yet, hunger and malnutrition are persistent problems in the developing world.

8. Malnutrition can lead to death.
   ✔TRUE: There are varying forms and degrees of malnutrition (for example, obesity and chronic malnutrition). Severe acute malnutrition that results from an extreme lack of food (i.e. famine) can result in death. Children are more vulnerable to death from malnutrition than are adults.

9. More children die each day from hunger-related causes than there are students at your school.
   ✔TRUE: 15,000 children die every day from entirely preventable conditions. This amounts to about 1 child every 5 seconds dying from hunger.

10. Hunger can be overcome by redistributing food from areas where there is a surplus to areas where there is a shortage.
    ✔FALSE: Redistributing food cannot solve the problem of hunger. Merely giving surplus food from one country as aid to another country does not address the reasons why there is a shortage of food in the country to begin with. Food aid is necessary in emergency situations (such as natural disasters); however, in non-emergency situations, hunger is best overcome when food insecure and hunger-prone regions develop food self-sufficiency.
What is hunger? Famine? Malnutrition?

- **Hunger** results from the persistent intake of less than the daily amount of calories your body needs to be nourished and active.

- **Famine** is the extreme lack of food availability in a region. It is a situation often caused by environmental disasters, crop losses, war, or famine and can lead to widespread death.

- **Malnutrition** results from an unbalanced food intake that is lacking in the nutrients needed for healthy bodies. There are two types of malnutrition:
  1. **Chronic malnutrition**: occurs gradually and develops when a person lacks proper nutrition over a prolonged period of time, leading to delayed physical and mental development. Someone suffering from chronic malnutrition could be receiving enough calories to be active, but without sufficient nutrients (protein, fats, carbohydrates, vitamins, etc.), chronic malnutrition can develop.
  2. **Acute malnutrition**: develops rapidly when there is an extreme lack of food, as in the case of famine. Acute malnutrition is a dangerous condition that can lead to death if not treated promptly.

What causes hunger around the world?
(See background section.)

- Poverty
- Seasonal hunger
- Conflict and wars
- Environmental disasters

What are the effects of hunger?

Hunger and malnutrition can result in extreme weight loss (wasting), hindered growth in height (stunting), delayed mental and physical development, increased vulnerability to illness and disease, and death.

How many people suffer from hunger in the world?

According to the most recent estimates of the U.N. Food and Agriculture Organization (FAO), about 963 million people in the world suffer from hunger and malnutrition. With a global population of 6.6 billion people, this is almost 1/6 of the population who is hungry and malnourished today.

Who suffers the most dramatically from hunger?

Children under 5 years of age suffer the most dramatically from hunger and malnutrition. This is due to the fact that young children need proper nutrition in order to achieve their full physical and mental development. Additionally, when there is a reduction in food intake, an older child has access to more reserves of energy than does an infant. An acutely malnourished child is 20 times more vulnerable to death than a well-nourished child.

Which part(s) of the world does hunger most affect?

Hunger is most prevalent in the developing world, primarily in Sub-Saharan Africa, Southeast Asia, and Latin America.

Is it impossible to feed the world’s growing population?

No, it is NOT impossible to feed the world’s growing population. Rather, we are already able to feed every single man, woman and child in the world today. Hunger persists and takes the lives of millions of people because the poor are unable to buy or access the food that is available in the world.
B. CASE STUDY: Burundi

OBJECTIVE: To investigate a humanitarian problem in a country, understand how hunger manifests in the developing world, and learn how Action Against Hunger’s programs target acute malnutrition.

TIME: 30 minutes

MATERIALS: ☐ Burundi DVD (included)
☐ Classroom map/globe or Action Against Hunger World Program Map (included)
☐ Map of Burundi
☐ Film worksheet (see page 10-11)

PROCEDURE: 1) Introduction—Pose the following questions:

QUESTION: Where is Burundi? What is the capital of Burundi?
• With a classroom map/globe or using the Action Against Hunger world map, point out where Burundi lies in the world.
• Capital: Bujumbura

QUESTION: From what you have just learned about hunger, what do you think the causes of hunger are in Burundi?
• Give a brief history of Burundi (under Section I, Background for Teachers).

2) Hand out copies of the film worksheet to each student. Screen the DVD.
3) Engage your students in a discussion about the film and the film worksheet.

DISCUSSION QUESTIONS:
• What did you think of the film? What did you learn?
• What was most striking to you in the film?
• How is Burundi different from the United States?
• How are the children in Burundi different from you?
• What sorts of things do children in Burundi have to do that you don’t?
• What things do you have that the children in Burundi don’t?
Directions: Answer the following questions while watching the DVD, “Burundi: The Children of Moso”.

Day 1: Arrival at Bujumbura

1. Why did the crisis in Burundi begin?

2. What are the effects of the attacks on the Burundian people?

Day 2: Arrival at Bujumbura

3. Who does the Therapeutic Feeding Center (TFC) help?

4. How many children are in the Therapeutic Feeding Center in Ruyigi?

5. What is the purpose of the arm measurement tool?

6. Why do the children in the film get diarrhea?

7. Can you die from diarrhea?

Day 3: Visiting the water and sanitation programs in the region of Moso

8. How far do women and children have to carry water after they fetch it?
9. How did Action Against Hunger (Action Contre la Faim, or ACF) help the region of Moso with their water and sanitation problem?

10. What does the protection zone around the water source do?

11. How long did it take to install the water source?

12. How many water sources has ACF installed?

Day 4: Visiting the food security programs in the region of Moso

13. What things has ACF distributed to the people of Moso?

14. Why are projects progressing slowly during the rainy season?

Day 5: Back to the TFC in Ruyigi

15. Besides feeding the children, what else does the staff do to make a difference in the treatment of malnutrition in the TFC?

16. About how long does it take a child who comes to the TFC to be well enough to leave?

17. Why is playing very important in the TFC?

18. If a school participates in the Race, how does it help ACF?
### TEACHER ANSWER SHEET

#### Day 1: Arrival at Bujumbura

1. **Why did the crisis in Burundi begin?**
   **Answer:** The crisis began when some sections of the population began attacking each other. (See background section on page 4-5 for a more detailed history of the conflict in Burundi.)

2. **What are the effects of the attacks on the Burundian people?**
   **Answer:** Because of the attacks, people have been forced to flee, leaving behind their homes and their land. As a result of displacement, people are then unable to feed themselves. (See background.)

#### Day 2: Arrival at Bujumbura

3. **Who does the Therapeutic Feeding Center (TFC) help?**
   **Answer:** The Therapeutic Feeding Center helps children with acute malnutrition.

4. **How many children are in the Therapeutic Feeding Center in Ruyigi?**
   **Answer:** 44 + 2 who arrived in the morning, 46 in total.

5. **What is the purpose of the arm measurement tool?**
   **Answer:** It is used as an indicator for malnutrition.

6. **Why do the children in the film get diarrhea?**
   **Answer:** Children suffer from diarrhea as a result of poor sanitation and the difficulty in finding clean drinking water.

7. **Can you die from diarrhea?**
   **Answer:** Yes. 5,000 children die every day from diarrhea.

#### Day 3: Visiting the water and sanitation programs in the region of Moso

8. **How far do women and children have to carry water after they fetch it?**
   **Answer:** Over a dozen miles.

9. **How did Action Against Hunger (ACF) help the region of Moso with their water and sanitation problem?**
   **Answer:** By installing a fitted water source. (Fitted water source is a protected water spring that taps into fresh ground water.)

#### Day 4: Visit of the food security programs in the region of Moso

10. **What does the protection zone around the water source do?**
    **Answer:** It keeps the water flow within the box and prevents water contamination.

11. **How long did it take to install the water source?**
    **Answer:** About 15 days.

12. **How many water sources has ACF installed?**
    **Answer:** Around 130.

13. **What things has ACF distributed to the people of Moso?**
    **Answer:** Small kettles (for cooking), seeds and tools to sustain agricultural production and diversify income sources for families.

14. **Why are projects progressing slowly during the rainy season?**
    **Answer:** Bad quality roads complicate the team’s work and reduce agricultural and commercial exchanges in the region.

#### Day 5: Back to the TFC in Ruyigi

15. **Besides feeding the children, what else does the staff do to make a difference in the treatment of malnutrition in the TFC?**
    **Answer:** Education and awareness-raising sessions about hygiene and sanitation.

16. **About how long does it take a child who comes to the TFC to be well enough to leave?**
    **Answer:** 4 weeks.

17. **Why is playing very important in the TFC?**
    **Answer:** It allows children to recover their mobility.

18. **If a school participates in the Race, how does it help ACF?**
    **Answer:** (Woman’s answer in video) It allows ACF to provide clean drinking water for about 1,000 people! Overall, a school’s participation in the Race provides Action Against Hunger the resources needed to save the lives of malnourished children around the world.
C. ACTIVITIES

The activities provided below are a sample of the material available. Please reference our supplementary resources posted online at www.actionagainsthunger.org/race (or contact us at 877-777-1420 ext. 113 to receive hard copies) for additional educational activities.

Activity: Global Realities

(From Global Kids curriculum: “Human Rights and Children’s Rights)

| OBJECTIVE: | To experience the predicament of hunger and lack of food experienced by the world’s hungry. |
| TIME: | 20 minutes |
| MATERIALS: | ☐ Cookies (or a healthy treat) |
| | ☐ Newsprint and markers |
| PROCEDURE: | 1) Divide participants into four groups. Ask each group to stand in a different corner of the room. |
| | 2) Once everyone is in their groups, explain that they represent the global community. Tell each group that they will receive their food supply for the entire day. |
| | 3) Give Group 1 enough cookies so that each person has at least one, if not more. |
| | 4) For Groups 2, 3 and 4, give each group unequal amounts at your discretion but ensuring that there is NOT enough for each member of the group. |
| | 5) Have the groups respond to the following questions on newsprint: |
| | • How are you going to distribute the cookies and why? |
| | • Will anyone be without food? If so, what will they do for food? |
| | • What circumstances may have led to your group receiving the amount of food that it got? |
| | 6) After ten minutes, have groups share their responses. |
| | 7) Distribute the left over cookies to everyone and invite them to eat the cookies during the discussion. |

DISCUSSION QUESTIONS:

• What happened in the activity?
• Once the food was distributed, did anyone share the food?
• How did it feel to be with or without food?
• Were there enough cookies so that each person could get at least one?
• Why is food access a fundamental human right?
**Activity: Water in Our World Today: Global Water Use**

**OBJECTIVE:** To understand the disparity of water access, distribution and quality in different countries around the world.

**TIME:** 25 minutes

**MATERIALS:**
- Eight empty water bottles
- Water (Optional: dirt or paint)

**PROCEDURE:**
1. Collect eight empty water bottles of the same size.
2. Fill each water bottle according to the chart below. (Optional: Pollute the water in some of the bottles with dirt or paint according to the chart.)
3. Label each bottle with its associated letter. Do not include the country’s name on the bottle.
4. Place the bottles on display in the front of the classroom.
5. Write the names of each country on one side of the blackboard and the letters (A through H) on the other side of the blackboard.
6. Explain to your students that the water bottles represent the daily water consumption of individuals in different countries around the world. Then, ask your students to match each letter with the country they think the corresponding water bottle represents.
7. Once the students have completed the exercise, discuss the students’ answers for each of the water bottles and how those compare to the correct corresponding country.

**DISCUSSION QUESTIONS:**

- Why is water important? What do we need water for?
- Where does the water you drink come from? Has the water been filtered? Is it bottled? Would you drink rain water? River water? Ocean water? Why or why not?
- Why do you think some people have access to less and more polluted water than others?
- Other than for drinking, in what daily activities do you use water?
- How is water wasted in our daily activities? What can we do to minimize water wastage?

<table>
<thead>
<tr>
<th>BOTTLE</th>
<th>COUNTRY</th>
<th>Gallons/Person/Day</th>
<th>How full the bottle should be*</th>
<th>Pollution (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Burundi</td>
<td>12</td>
<td>5%</td>
<td>Moderate</td>
</tr>
<tr>
<td>B</td>
<td>Pakistan</td>
<td>15</td>
<td>10%</td>
<td>Moderate</td>
</tr>
<tr>
<td>C</td>
<td>China</td>
<td>19</td>
<td>25%</td>
<td>A little</td>
</tr>
<tr>
<td>D</td>
<td>Indonesia</td>
<td>20</td>
<td>25%</td>
<td>Moderate</td>
</tr>
<tr>
<td>E</td>
<td>India</td>
<td>28</td>
<td>30%</td>
<td>Moderate</td>
</tr>
<tr>
<td>F</td>
<td>South Africa</td>
<td>41</td>
<td>40%</td>
<td>A little</td>
</tr>
<tr>
<td>G</td>
<td>Brazil</td>
<td>51</td>
<td>50%</td>
<td>A little</td>
</tr>
<tr>
<td>H</td>
<td>United States</td>
<td>157</td>
<td>100%</td>
<td>None</td>
</tr>
</tbody>
</table>

*These percentages have been selected for the visualization of the activity and do not reflect the real proportions.*
D. What is Action Against Hunger?

OBJECTIVE: To introduce Action Against Hunger and how the organization works to fight global hunger.

TIME: 5 minutes

MATERIALS: Action Against Hunger World Program Map (included)

PROCEDURE: 1) Present Action Against Hunger to your students.

What is Action Against Hunger? What does Action Against Hunger do?

- Action Against Hunger is an international humanitarian aid organization working to save the lives of malnourished children while providing families with safe access to water and sustainable solutions to hunger. Action Against Hunger is a secular non-governmental organization (NGO).

2) Hang up the Action Against Hunger map to display where the organization works in the world.

3) Explain Action Against Hunger’s life-saving work.

4) Engage students in the optional activity: “A little goes a long way in the fight against global hunger”.

Activity: “A little goes a long way in the fight against global hunger”

OBJECTIVE: To get students thinking about how far just a little money can go in saving the lives of children around the world.

TIME: 20 minutes

PROCEDURE: 1) Split your class into five groups.

2) Tell the class that each group will brainstorm what they can or would like to buy with a certain amount of money. Then assign each group a denomination: $5, $15, $35, $50, $100. Each group should write down their ideas.

3) After 5-7 minutes of group brainstorming, ask each group to tell the class what types of things they would buy with their allotted amount of money.

4) After each group presents, reveal to the class what each denomination of money could do to fight hunger and malnutrition around the world (see next page).

DISCUSSION QUESTIONS:

- What things in our lives do we take for granted?
- How is poverty in the US different from poverty in the developing world?
E. Let’s Race Against Hunger!

**OBJECTIVE:** To get students excited about the Race Against Hunger “fun-run”.

**TIME:** 10 minutes

**MATERIALS:** Race Against Hunger Passports (for each student)

**PROCEDURE:**
1) Pass out the Race Against Hunger Passport to each student.
2) Explain how your school’s Race Against Hunger will be held.
3) Detail the sponsorship process.

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**A little goes a long way in the fight against global hunger**

**$5**

Can supply a lemon, banana, mango, or orange tree to a farming family incorporating fresh fruit into their diets while also preventing soil erosion and desertification, and providing shade. *(Desertification is the expansion of the arid desert due to climate change.)*

**$15**

Will provide two under-nourished children with supplementary foods for one month to prevent malnutrition and promote healthy development.

**$35**

Builds a hand pump in a small village, providing access to clean water and safety from water-borne diseases.

**$50**

Will provide the 30-day nutritional treatment necessary to save the life of a severely malnourished child in a therapeutic feeding center.

**$100**

Can provide an oven, ingredients, tools, and training for a woman to start a bakery and generate income for her family, giving them access to a balanced diet, health care, and school.
RACE AGAINST HUNGER EVENT

The Race Against Hunger event 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 physical activity you desire!

NOTES AND TIPS

- If a fun-run doesn’t sound right for your school, other ideas include a basketball or soccer tournament, a talent show, a concert, or a swim-a-thon. It’s up to you!

- The Race Against Hunger is not about raising as much money as possible. The primary aim of the Race is to educate your students about the issue of global hunger with the hope of inspiring them to be part of the solution.

- Team up with a neighboring school or sister school for a bigger and more exciting Race event.

- Neighborhood businesses and restaurants make great sponsors.

- Invite family and community members to your Race event, either as participants or volunteers, 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!

Good luck and have fun!
A. About Action Against Hunger

Action Against Hunger / Action Contre la Faim (ACF) works to save the lives of acutely malnourished children while providing families with access to safe water and sustainable solutions to hunger. Our mission is to eliminate hunger through the prevention, detection, and treatment of acute malnutrition, and our comprehensive solutions are context-specific, needs-based, and customized through direct community participation. For nearly 30 years ACF has pursued programs in nutrition, food security, and water & sanitation, to address the underlying causes of malnutrition. By integrating our activities into existing national health structures we ensure the capacity needed to sustain our programs over the long-term.

As part of the ACF International Network—with headquarters in New York, Paris, Madrid, London, and Montreal—Action Against Hunger bridges emergency relief with longer-term development, intervening in emergency situations of conflict, natural disaster, and chronic food insecurity. Our 6,000+ field staff are seasoned professionals and technical experts in nutrition, water and sanitation, public health, and food security who carry out life-saving programs in some 40 countries around the world. ACF’s humanitarian interventions provide lasting solutions to nearly 5 million people a year, restoring dignity, self-sufficiency, and independence to vulnerable populations throughout the world.

ACTION AGAINST HUNGER’S PROGRAMS

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

**Nutrition Programs**
Action Against Hunger’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 direct therapeutic treatment and the 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**
Action Against Hunger’s food security programs evolve from the work we do in nutrition. While our therapeutic nutrition programs restore to health 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**

Action Against Hunger’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 and bathhouses and introduce basic sanitation infrastructure to keep communities hygienic.

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**Action Against Hunger 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 a consecutive four-star rating for sound organizational management.
- **Guidestar** offers a third party, independent assessment of ACF as a “Best in America” nonprofit.
- **The American Institute of Philanthropy** qualifies ACF as a “top-rated hunger organization,” awarding our organization an “A+” rating.
- **The Better Business Bureau’s (BBB) Wise Giving Alliance** has verified that Action Against Hunger meets all of its rigorous standards.
- **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.
World Hunger Map

Source: http://en.wikipedia.org/wiki/File:Percentage_population_undernourished_world_map.PNG
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.

Go to our website to get more information!
www.actionagainsthunger.org/race