Race Against Hunger
Hunger Guide for Teachers
Chad

Photo: ACF-Liberia, V. Burger
RECOGNIZING THE IMPORTANCE OF GLOBAL AWARENESS, CITIZENSHIP AND RESPONSIBILITY AS CORE EDUCATIONAL COMPONENTS FOR U.S. STUDENTS, 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 offers an educational primer on domestic and global hunger that can be adapted to your classroom’s curriculum needs and teaching requirements.
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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.

Photos (left to right): ACF-CAR, B. Chichou / ACF-CAR, B. Chichou / ACF-USA, R. Johnson
QUICK FACTS
Hunger and Malnutrition

- Approximately 925 million people around the world are malnourished. This amounts to nearly 1/6 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.

Source: United Nations Food & Agriculture Organization (FAO), 2010

Water Insecurity and Hunger

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

- An estimated 884 million people lack access to a safe supply of drinking water.
- A staggering 2.5 billion people do not have access to basic sanitation facilities.
- 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.


CAUSES OF 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), the world produces enough wheat, rice and other grains to provide each person approximately 2,700 calories a day. This excludes other foods that comprise a well-rounded diet, like 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.

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 in the world. Additional factors that can leave individuals vulnerable to hunger 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 change 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.
Conflict and War

Civil conflict or war often destabilizes and displaces populations, uprooting communities from their homes and rendering the poor extremely food insecure. In conflict-ridden regions, hunger and malnutrition among the poor is both widespread and severe.

Environmental Disasters

Natural disasters—such as the recent earthquake in Haiti and floods in Pakistan—have catastrophic effects on the food security of developing countries. Environmental disasters displace poor populations much like conflicts and wars do. Until their communities can be rebuilt and their livelihoods restored, these disaster displaced communities suffer from food insecurity.

While these occurrences effect whole populations, individuals already faced with poverty are most vulnerable to hunger during these situations due to the instability that accompanies poverty.

HUNGER IN THE UNITED STATES

It is a common misconception that hunger does not exist in a country as wealthy as the United States. The truth, however, is rather stark:

- 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 2009, 17.2 million children lived in food insecure households

Source: Feeding America; Food Research and Action Center (FRAC) 2009; Share Our Strength

Why is hunger in the U.S. different than hunger in developing countries?

One major difference between hunger in the United States and hunger elsewhere in the world are the resources available for Americans suffering from hunger. From national programs to community-based centers, there are a wide range of services available. Some commonly used resources are:

Food Banks: non-profit organizations that distribute donated food and grocery products to charitable human-service agencies, such as food pantries and emergency kitchens, to provide directly to 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 in authorized retail food stores.

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 broad term for a wide range of conditions that hinder good health, caused by 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 access economically, socially and physically to sufficient, 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 of 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, whether for reasons of race, religion, nationality, membership of a particular social group, or political opinion.

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 Cyber School Bus; WHO; United Nations High Commissioner for Refugees (UNHCR); National Drought Mitigation Center
By exploring Chad’s Country Profile, students and teachers will learn about current political, social, and economic conditions in the country and how these elements relate to hunger there and around the world.

**CHAD: FACTS**

**Geography and Climate**

Chad is the 5th largest country in Africa. Located in the north-central part of the continent, it is a landlocked country, sharing borders with Libya, Sudan, Central African Republic, Cameroon, Nigeria and Niger. Three climate regions make up the majority of the country – a desert in the north, an arid region in the center, and a tropical area in the south. Lake Chad is located on the western border and is an important source of water for Chad and surrounding countries.

**Basic Facts**

- **Location:** Central Africa
- **President:** Idriss Deby
- **Government:** Republic
- **Capital:** N’Djamena
- **Official Languages:** French and Arabic
- **Population:** 10.3 million
- **Climate:** Tropical in south; Desert in north
- **Life Expectancy:** 47.7 years
- **Adult Literacy Rate:** 25.7%
- **Area:** 1.284 million sq. km

Source: CIA World Factbook, 2010

**Modern History**

Chad has been in a state of almost constant war since its independence from France in 1960. Turmoil in the country is based on ethnic and religious differences provoked mainly by clan rivalries—the southern region is predominantly Christian farmers, while the northern and eastern regions are mainly Muslim.

In 1965, a tax revolt initiated a long civil war between the Muslims in the north and east and the government of Francois Tombalbaye in the south. Even with support from the French government, attempts to end the conflict failed until a military coup in 1975 installed General Felix Malloum, a southerner, as head of state. By 1979, dissent within the government led northern Prime Minister Hissene Habre to order an attack on the national army, and another civil war began.

Ethnic rivalry within the government eventually led to Habre’s downfall. In 1989, Idriss Deby, one of Habre’s leading generals from eastern Chad, fled to Darfur, Sudan, where he staged a series of attacks on Habre. In December 1990, Deby and the Patriotic Salvation Movement (MPS), with assistance from Libya, gained control of the Chadian government.

In 2003, refugees from the Darfur region of Sudan began crossing the border into Chad, and conflicts around the border intensified. Both governments accused the other of harboring rebel units, and war between Chad and Sudan was officially declared in December 2005.

Deby removed constitutional term limits and won the presidential election in 2006. That same year, the Sudanese and Chadian governments formally agreed not to support armed rebel groups. Though signed, the agreement did not eliminate violence around the Chad-Sudan border.

In 2010, Deby visited Khartoum, the capital of Sudan, to meet with President Bashir in hopes of ending the border conflict. Both governments agreed to deploy forces along the Chad-Sudan border to restore peace in the region.

Even amidst charges of election rigging, fraud, ethnic favoritism and corruption regarding oil revenues, Deby has remained in power for 20 years. Fighting on the Chad-Sudan border continues, but relations between the Sudanese and Chadian governments have evolved with the hopes of finally putting an end to the instability. Presidential elections are scheduled to occur in May 2011.
HUMANITARIAN SITUATION

Since independence, Chad has suffered from political instability, social unrest and conflicts with neighboring countries. This has left the country with poor infrastructure, an unstable government and a dire humanitarian situation. Even though the country has reaped the benefits of an oil boom since 2003, the mismanagement of funds has led to widespread poverty.

In the past decade, Chad has become a safe haven for refugees fleeing from violence in neighboring countries. The United Nations High Commissioner of Refugees (UNHCR) estimates that nearly 340,000 refugees from Sudan and Central African Republic are currently residing in Chad, with 12 refugee camps functioning in the country. This influx of refugees, particularly along the eastern border with Sudan, has created a great need for humanitarian assistance—for example, the rapid population increase has caused communities surrounding the camps to suffer from decreased and contaminated water supplies. In addition to the refugees, the UNHCR estimates that 170,000 people have been displaced internally, fleeing the eastern region due to violence and insecurity.

The western region of Chad frequently suffers from acute malnutrition rates above 20% during the hunger gap (a period of routine food scarcity between harvests). Insufficient rainfall over the past two years has exacerbated this crisis and now nearly two-thirds of households do not have sufficient amounts of food on a daily basis. A lack of arable land due to desertification, coupled with limited access to water and healthcare, has had devastating effects on malnutrition rates in the region.

ACTION AGAINST HUNGER’S PRESENCE IN CHAD

ACF launched its first program in Chad in 1982 to help re-introduce agricultural production into the war-torn country. In 2004, ACF shifted efforts to the eastern region of Chad to address the influx of Sudanese refugees. Eventually, the program was expanded to address the vulnerability of local Chadian populations while maintaining support for the Sudanese refugee populations. In early 2010, ACF launched a nutritional program in western Chad to address increasing malnutrition rates resulting from the lack of rainfall and the effects of increasing desertification.

North-Eastern Chad
- Monitor food distributions in 6 refugee camps
- Evaluate humanitarian context in refugee camps and address needs as they arise

South-Eastern Chad
- Distribution of non-food kits (plastic covers, blankets, water containers, soap)
- Distribution of vegetable seeds
- Installation and rehabilitation of water points
- Rehabilitation and enlargement of water distribution systems
- Construction of latrines
- Promotion of hygiene

Western Chad
- Intervene in emergencies to prevent and treat malnutrition in children
- Strengthen capacity of 33 local nutrition centers
- Perform nutritional surveys
- Operate mobile nutritional units

Sources: ACF, 2010; CIA World Factbook, 2010; UNHCR, 2010
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 teachings. 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.
English

PROJECT DESCRIPTION
Letters to Action Against Hunger Staff

After completing the Chad 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 peer 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 Chad 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 be receiving 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 Chad, hunger issues in their city, or any topic pertaining to the global food crisis. 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.

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

Photos (left to right): ACF-Chad, S. Hauenstein Swan; ACF-Pakistan, N. Sobeci
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.

When researching the ACF program in the assigned country, ask:
1. What is the major focus of the program?
2. When did it begin?
3. Why is hunger a problem in this country?

EXPANSION PROJECT
Current Events Journal

Each week, have students find an article pertaining to the current situation in Chad, their report country, hunger in your city, or another hunger-related topic. Start off by having students address who, what, why, when, where and implications of the article in a weekly journal. To expand the activity, have students ask questions about the context of each of the articles and challenge them to answer these questions by using scholarly sources. Once a week, choose one student to share their current event with the class. At the end of the semester, have each student submit his/her journal for grading.

OBJECTIVES

1. Develop research and presentation skills
2. Differentiate between developed and developing countries
3. Expand knowledge of the histories, economies, political systems and cultural practices of countries around the world
4. Recognize and identify countries on the world map
5. Encourage civic competence
PROJECT DESCRIPTION
Acting Together

Have students read the following quote:

“When we act together we have the power to bring about real change in the lives of millions of people who would otherwise struggle to feed their families.”

—World Food Programme Deputy Executive Director for Hunger Solutions, Sheila Sisulu on October 15, 2010

1. Ask students to write a 5 paragraph response to this statement. Remind students that an effective paragraph includes a strong thesis statement and convincing supportive sentences. A successful response might answer the following questions:
   • Do you agree or disagree? Why?
   • What was your initial reaction after reading the quote?
2. Once students have completed the written response, facilitate an in-class discussion.
   • Can you identify a literary figure who stood up for something in which he/she believed? What was the outcome?
   • Describe a situation in your life that has inspired you to stand up for something in which you believe?
   • How can you take action against the problems associated with global and/or domestic hunger?

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 5 paragraph essay answering any or all of the following questions:
1. Who spoke these words and what was the historical/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 Sheila Sisulu quote? If so, how?

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprehend text and respond in literal, critical and evaluative ways</td>
</tr>
<tr>
<td>2. Demonstrate ability to express and support opinion through an organized, 5 paragraph response</td>
</tr>
<tr>
<td>3. Develop informational writing techniques</td>
</tr>
</tbody>
</table>

What is the World Food Programme (WFP)?

Founded in 1962, the WFP works toward a world in which every man, woman and child has access at all times to the food needed for an active and healthy life. The WFP is an agency of the United Nations mandated to combat global hunger.
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.

60% of the communities in the region have no access to latrines and 50% of the population depends on food aid. With increasing droughts and rising food prices, the situation is becoming more devastating by the day.

Source: ACF, 2009

Step 2: Give student’s their mission.

Student’s Mission: Design a program to address the humanitarian situation in Mandera using the Monetary Breakdown. Be sure to address issues in nutrition, food security and water, sanitation and hygiene. Each group will have a $300,000 budget.

To begin the activity, have students calculate the following based on the percentages in the scenario:

a) Number of children in the region
b) Number of children who suffer from acute malnutrition
c) Number of people who depend on food aid

After students find these figures have them allocate their budget based on the supplies and services found in the Monetary Breakdown (opposite page).

Bonus Question: What percentage of your budget did you spend on each service/supply?

Step 3: After students complete their program, have each group explain how they decided to spend their money and the reasoning behind the expenditures.

Answers

2a) Approximately 63,276 children in the region

If 32.6% of children is 20,628 children and x equals the total number of children in the region:

\[
\frac{.326 \times 20628}{.326} = 63276.07
\]

2b) Approximately 3,164 children suffer from severe acute malnutrition

If 63,276 children are in the region, 5% of that is:

\[
.05 \times 63276 = 3163.8
\]

2c) 162,500 people depend on food aid

If 50% of the population of 325,000 inhabitants depends on food aid:

\[
.5 \times 325000 = 162500
\]

Photo: ACF-CAR, B. Chichon
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 them access to a balanced diet, health care, 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 over 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.

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—moderate and severe (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chad</td>
<td>10,543,464</td>
<td>1,284,000</td>
<td>2.8</td>
<td>37</td>
</tr>
<tr>
<td>Iran</td>
<td>76,923,300</td>
<td>1,648,195</td>
<td>9.78</td>
<td>5</td>
</tr>
<tr>
<td>Kenya</td>
<td>4,046,566</td>
<td>580,367</td>
<td>8.01</td>
<td>21</td>
</tr>
<tr>
<td>United States</td>
<td>310,232,863</td>
<td>9,826,675</td>
<td>18.01</td>
<td>2</td>
</tr>
</tbody>
</table>


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 6.9 billion people.
3. Ask students to determine the number of children under age 5 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.

After completing the activity, lead students in a discussion about the significance.

• Did this activity help you to understand the importance of ACF’s programs?
• Were you aware that these problems existed?
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 below 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 5 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 2 cups containing potting soil to represent drought and flooding. The remaining 2 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 Chad Case Study to support your answer, explain which of these cups most accurately depicts the climate regions in Chad.
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>Afghanistan</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 10 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 10 different countries around the world. List the 10 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. For what? Where does the water come from?

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

Photos (left to right): ACF-Pakistan, N. Sobecki ; ACF-Uganda, T. Frank
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 the relay relate to the story you read at the beginning of class?

OBJECTIVES

<table>
<thead>
<tr>
<th></th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practice teamwork and cooperation</td>
</tr>
<tr>
<td>2</td>
<td>Build endurance</td>
</tr>
<tr>
<td>3</td>
<td>Develop movement skills</td>
</tr>
</tbody>
</table>

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.
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 Chad.

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.

- **Green**: >13.5 cm: No Risk
- **White**: 12.5-13.5 cm: Neutral
- **Yellow**: 12-12.5 cm: Risk of Malnutrition
- **Orange**: 11-12 cm: Moderate Malnutrition
- **Red**: <11 cm: Severe Malnutrition
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 Chad. Have the reporter interview the staff member about hunger issues in Chad and around the world.

Potential Questions:
1. What are some causes of hunger in Chad?
2. What is being done to address these issues?
3. Are there hunger issues in your home community?
4. Are there resources to help the hungry population in your community? If so, give examples.

Students should use the vocabulary words provided. See page 3.

Health

PROJECT DESCRIPTION
Healthy Lifestyles

Introduce students to the food pyramid and explain the importance of eating from all groups. Have students keep a journal of all meals for a week. After the week is completed, have students evaluate their eating habits and develop a plan to improve their nutrition.

For more Healthy Eating activities visit the USDA’s My Pyramid Website.

Photo: ACF-DRC, S. Vidyarthi

SEE PAGE 3 FOR KEY TERM DEFINITIONS
Technology

PROJECT DESCRIPTION
Google Searching

Lead students through the basic 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 malnutrition in 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.

Photo: ACF-USA, B. McKinnon
TIPS ON IMPLEMENTING THE RACE

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 desire!

Notes and Tips

• Team up with a neighboring school for a bigger and more exciting Race event.
• Neighboring businesses and restaurants make great sponsors.
• 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, life-saving programs in nutrition, food security & livelihoods, and water, sanitation & hygiene in some 40 countries around the world. Your sponsorship will help us continue to reach nearly 5 million people each year.

**Name of Participant:**

**Teacher:**

**School Name:**

**Date of Race:**

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**TOTAL AMOUNT RAISED**

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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!**
About Action Against Hunger | ACF International

Action Against Hunger | ACF International is a global humanitarian organization committed to ending world hunger. Recognized as a leader in the fight against malnutrition, ACF works to save the lives of malnourished children while providing communities with access to safe water and sustainable solutions to hunger. With over 30 years of expertise in emergency situations of conflict, natural disaster, and chronic food insecurity, ACF runs life-saving programs in over 40 countries benefitting some five 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 WiseGiving 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.