

This study guide is meant for individual or group use. Please use it to stimulate reflection and discussion.

The following outline covers five one-hour sessions on *Hunger 2006: Frontline Issues in Nutrition Assistance*. Groups should not feel restricted to covering just these topics. However, even if groups choose to discuss other issues in the report, this outline should still serve as a useful starting point.

Session One: 1 hour



Chapter One – Food Stamps: National Nutrition Safety Net

“Since there will never cease to be some in need on the earth, I therefore command you, ‘Open your hand to the poor and needy neighbor in your land.’”

– *Deuteronomy 15:11*
New Revised Standard Version (NSRV)

1. How do Food Stamps help poor people move out of poverty?
2. What prevents so many eligible people from receiving Food Stamps?
3. On page 27, *Hunger 2006* suggests that the Secretary of Agriculture use town hall meetings on the 2007 Farm Bill to focus public attention on U.S. hunger and how to end it. Suppose you were assigned to prepare the Secretary’s talking points. What would you advise him to say?

To learn more about the Food Stamps Program, please see the following resources:

<http://www.fns.usda.gov/ftp/>

http://www.frac.org/html/federal_food_programs/programs/ftp.html

Session Two: 1 hour



Chapter Two – Child Nutrition Programs: Frontline Success

“[Jesus] said to them, ‘Let the little children come to me; do not stop them; for it is to such as these that the kingdom of God belongs.’”

– *Mark 10:14, (NSRV)*

1. Suggest school lunch menus for three days that would provide children with nutritious meals that are tasty enough to interest them. How does this compare with what was served in your school for lunch?
2. What should students in grade school, middle school and high school know about nutrition? Consider what should be taught to them at those ages, and how this could be tied in with what they are served for breakfast and lunch.
3. What policies should states adopt with respect to vending machines in schools? How does the presence of machines stocked with sodas, candy and chips impact the nutrition and health messages being taught in the classroom?

To learn more about child nutrition programs in the United States, please see the following resources:
<http://www.schoolnutrition.org/Index.aspx?id=29>
<http://dcc2.bumc.bu.edu/csnappublic/>

Session Three: 1 hour



Chapter Three – Understanding Malnutrition: Knowledge to Combat Hunger

“They will not hunger or thirst, neither scorching wind nor sun shall strike them down, for he who has pity on them will lead them, and by springs of water will guide them.”

– *Isaiah 49:10, (NSRV)*

Chapter Three begins: “It is tempting to see hunger as strictly an issue of quantity. People who are hungry don’t have enough food, so let’s get them more to eat, right?”

“The solution isn’t always that simple. It is important

to understand that the quality of food also matters. Human health depends on an adequate supply of vitamins and minerals. Food that lacks nutritional value may quiet the pangs of hunger and provide temporary relief, but over the long term not getting adequate amounts of nutritious food has serious health consequences.”

1. What does Chapter Three tell us about the relationship between hunger, disease and poverty?
2. How does malnutrition in the United States differ from malnutrition internationally?
3. Discuss factors that contribute to the coexistence of hunger and obesity in low-income populations in the United States.

To gain a greater understanding of malnutrition, please see the following sources:

<http://www.who.int/nut/>

<http://www.unsystem.org/scn/>

Session Four: 1 hour



Chapter Four – Nourishing the Many: Addressing Chronic Hunger in the Developing World

“Is not this the fast that I choose...? Is it not to share your bread with the hungry, and bring the homeless poor into your house; when you see the naked, to cover them, and not

to hide yourself from your own kin?”

– *Isaiah 58:6, (NSRV)*

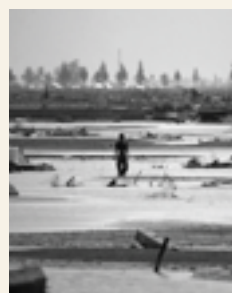
1. This chapter discusses five intervention strategies that have been used successfully throughout the developing world to improve nutritional status and promote community development. Describe how each one of these relates to the Millennium Development Goals. A list of goals is included on page 83.
2. Solving the problem of chronic hunger requires leadership on many fronts. How should governments be leading? How should nongovernmental organizations (NGOs) be leading? How can people of faith and other private citizens also be leaders?

To learn more about how to address the problem of chronic hunger in the developing world, please see the following resources:

<http://www.micronutrient.org/>

<http://www.gainhealth.org>

Session Five: 1 hour



Chapter Five – Acute Hunger in Emergency Situations: Food Aid for Nutrition Assistance

“Then the righteous will answer him, ‘Lord, when was it we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and

welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?’

“And the King will answer them, ‘Truly, I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.’”

– *Matthew 25:37-40, (NSRV)*

1. It is commonly said that during a disaster like Hurricane Katrina on the Gulf Coast, or the tsunami in South Asia, poor people suffer the most. What does that mean? Consider how consistent this is with your own observations, and then expand your thinking about what could be done to protect low-income people from suffering worse than others.
2. Frequently, short-term emergency responses are necessary simply because of insufficient government resources and planning to build capacity to withstand shocks caused by natural disasters. The hurricane that devastated the city of New Orleans in 2005, for example, was one of the worst natural disasters in U.S. history. It also revealed the consequences of decades of government neglect. What could have been done differently to prepare New Orleans and its residents to withstand the shock of this powerful hurricane?

To learn more about providing food aid during humanitarian emergencies, please see the following resources:

www.wfp.org

www.food-force.com