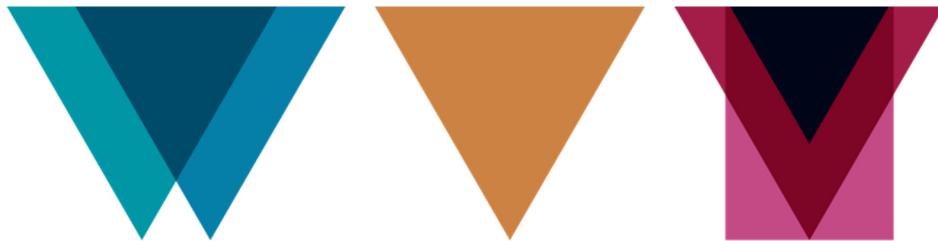


# Global Hunger Workshop



**WORLD VISION YOUTH**

**Justin Park**

**GTA Youth & Student Coach**

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## OVERVIEW



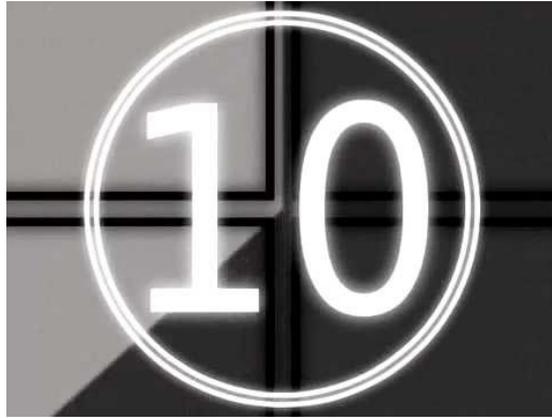
**The Participants:** Peoples Christian Academy's 30 Hour Famine Leadership Committee and participating students who have signed up.

**The Setting:** The workshop will take place after school in the head supervising teacher's classroom for 60 minutes on a Thursday for 2 weeks before the week of the 30 Hour Famine.

**The Content:** In the first workshop, the participants will learn about one of the toughest issues of our time—global hunger. They will explore what hunger is, what causes hunger, and take a brief overview of strategies that are being used to create food security. In the second workshop, there will be a broader overview of global hunger through the examination of the World Food Program Hunger Map and regional case studies. Furthermore, participants will learn about what World Vision Canada is doing to combat global hunger, and the many opportunities they have to become agents of change in their community.

**The Goal:** By the end of this workshop, participants will have a deeper understanding of global hunger, the causes of global hunger, and various strategies being used to combat global hunger. They will be able to have meaningful discussions about global hunger and explain the issue to their supporters and other 30 Hour Famine participants. Furthermore, they will be equipped to take action by knowing what World Vision Canada events, campaigns, and resources to utilize so that they can mobilize their communities. Finally, the participants will gain the knowledge and confidence necessary to host a successful 30 Hour Famine event.

## Session 1: Learn About Hunger



### Ten Seconds of Silence

About 8,500 children die every day of hunger or hunger-related causes, according to the United Nations. This is one child every ten seconds. .

### Warm-Up Activity:



In groups, **analyze** this image and **discuss** the following questions:

- What words come to mind as you look at this picture?
- What do you think this person(s) feels now in this picture?
- What challenges do you think they face?

*“For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in.” – Matthew 25:35*

## Task #1: Let's Define Hunger

Write down your definition of hunger and **share** it with a partner:

**Debrief questions:** How is your definition similar and different from one another?

How is your definition similar and different from the one presented on PPT?

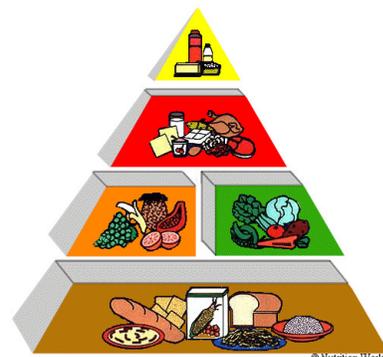
**Hunger** kills more people every year  
than AIDS, malaria & tuberculosis combined.



## Task #2: What is Malnourishment?

On your own, **read** the text found in Appendix A, and then **answer** the following questions with a partner:

- What are the technical terms for hunger?
- What are the two types of malnutrition?
- Share with one another what you eat on a weekly basis that allows you to avoid the two types of malnutrition?



### Task #3: Hunger, It's Not Just a Stomach Thing

**Watch** this short [video](#) and **write** down at least two problems that malnourishment causes in a child:

**Debrief Questions:** What is something new you learned about malnourishment?

In addition to the solution offered by the video, what solution would you suggest?

### Task #4: What Causes Hunger?

The world produces enough to feed the entire global population of 7 billion people. And yet, *one person in nine people* on the planet goes to bed hungry each night. In some countries, *one child in three* is underweight. Below are six major causes of many that cause hunger.

In groups, **pick** one major cause, and **discuss** how it contributes to global hunger.



Poverty Trap



Lack of Investment in Agriculture



Climate and Weather



Civil Strife and Absence of Good Governance



Unstable Markets

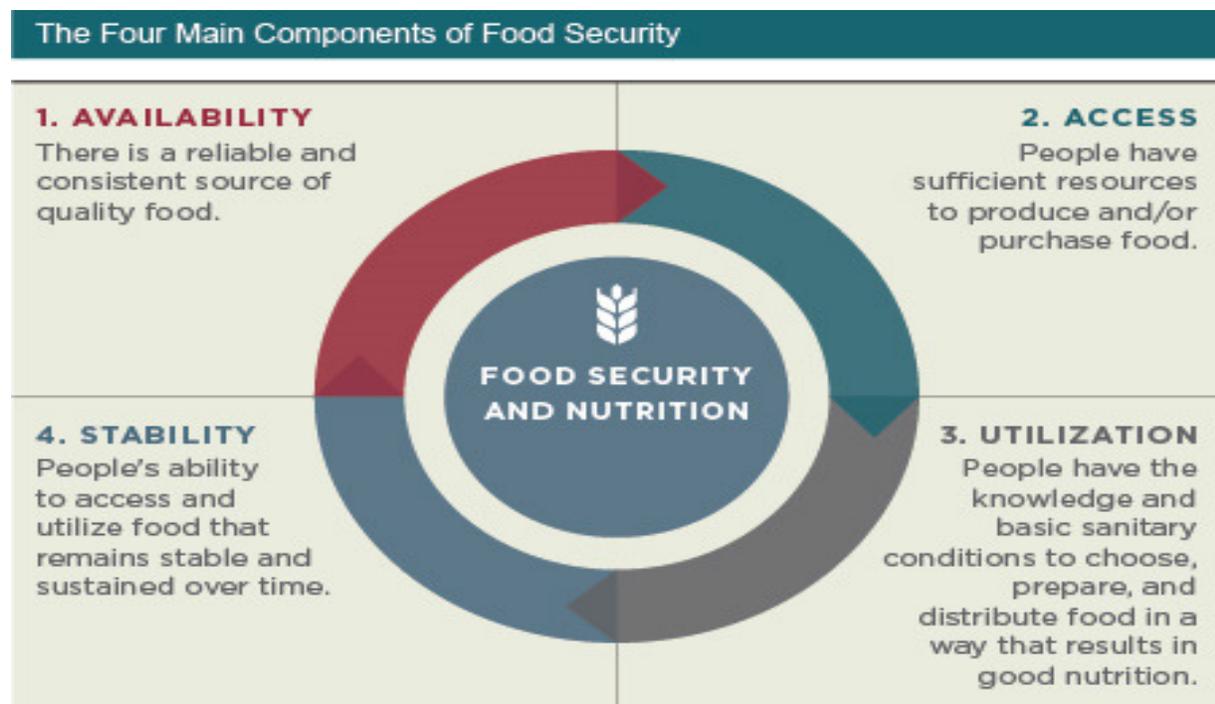


Food Wastage

## Task #5: Creating Food Security

On your own, **read** Appendix C, **analyze** the strategies for ensuring food security, and **fill out** the chart below. Once your facilitator notifies you, in groups **discuss** and **decide** which five strategies you think would be most successful in contributing to the four main components of food security (See graph below).

Food Security Strategy	How This Will Help Ensure Food Security
Fair Trade	
Peace	
Environmental Protection	
Sharing the Wealth	
Appropriate Agriculture	
Building Community	
Equal Rights for Women	
Rediscovering Forgotten Foods	
Land Reform	
A 'Blue Revolution'	



## Task #6: SPREAD AWARENESS!



It's time to share with your family and friends something you learned today.

**Tweet or Facebook post** one of these useful facts and figures on global hunger<sup>1</sup> and include #30hourfamine #wvyc #globalhunger:

1. **Some 805 million people** in the world do not have enough food to lead a healthy active life. That's about one in nine people on earth.
2. The vast majority of the world's hungry people **live in developing countries**, where 13.5 percent of the population is undernourished.
3. **Asia** is the continent with the most hungry people - two thirds of the total. The percentage in southern Asia has fallen in recent years but in western Asia it has increased slightly.
4. Sub-Saharan Africa is the region with the highest *prevalence* (percentage of population) of hunger. One person in four there is undernourished.
5. Poor nutrition causes **nearly half (45%) of deaths** in children under five - 3.1 million children each year.
6. One out of six children -- roughly 100 million -- in developing countries is **underweight**.
7. One in four of the world's **children are stunted**. In developing countries the proportion can rise to one in three.
8. If **women** farmers had the same access to resources as men, the number of hungry in the world could be **reduced by up to 150 million**.
9. 66 million primary school-age **children attend classes hungry** across the developing world, with 23 million in Africa alone.
10. WFP calculates that **US\$3.2 billion** is needed per year to reach all 66 million hungry school-age children.

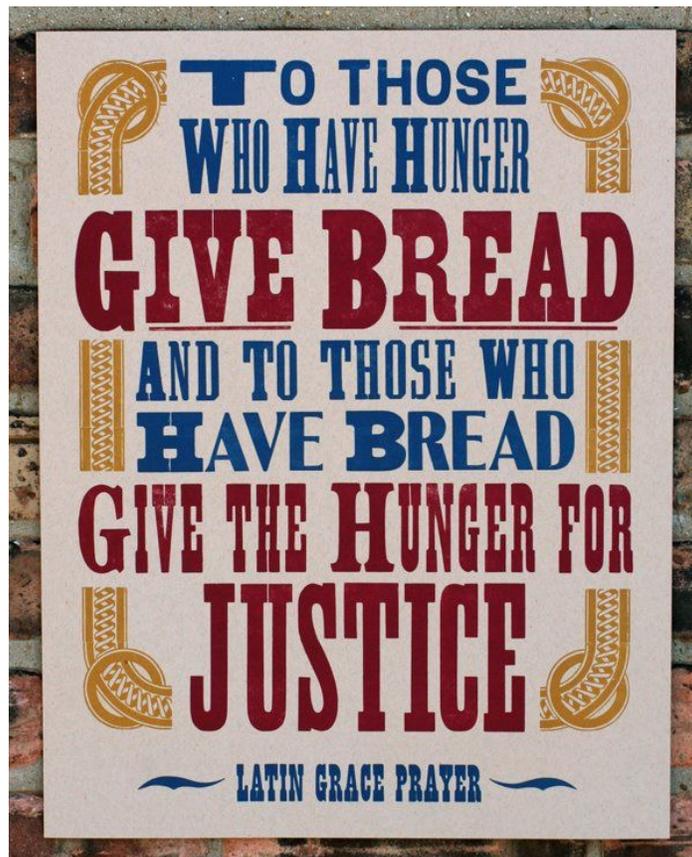
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<sup>1</sup> Source of statistics: <http://www.wfp.org/hunger/stats>

## Task #7: Reflection

Take a moment to **reflect** on today's workshop:

- What is one thing we did today that you found particularly helpful or surprising?
  
- What is one thing you would have liked to spend more time on?
  
- What is one thing from this workshop that you can apply to PCA's upcoming 30 Hour Famine?



## Closing Prayer: Reflecting Grace

The Earth is the Lord's (leader)

**And everything in it (all)**

Faithful God you have blessed us in so many ways (leader)

**We will not forget your goodness to us God (all)**

Your love and grace are our daily companions (leader)

**We rejoice in our journey with you (all)**

Lord Jesus, You were moved with compassion in the face of suffering (leader)

**Soften our hearts, make us a compassionate people (all)**

Lord Jesus, on a crowded mountainside, you fed the hungry (leader)

**From what you have given us, help us ensure that everyone has enough food (all)**

Lord Jesus, you stooped to bring hope to the leper (leader)

**Make us never too busy to bring hope to the hopeless (all)**

Lord Jesus, you displayed your love for us in your life and your death (leader)

**Save us from cynicism and help us live sacrificially (all)**

Lord Jesus by your actions you brought transformation to the world. (leader)

**By your power help us to be agents of change in the places of need (all)**

In your name (leader)

**Amen (all)**

Fred Drummond

EA director for Scotland who also heads up the Prayer ministries of the Alliance

## Session 2: Do Something about Hunger



### Opening Prayer:

Let us **read** this prayer together:

**Eat well** — for the God who supplies would be honored with joy. **Eat well**— for even those who hunger express gladness to God. **Eat well** — for when we use the strength of this food to feed others — God is filled with joy.

Amen.

*(From Thanking God with Integrity, by Willard Metzger)*

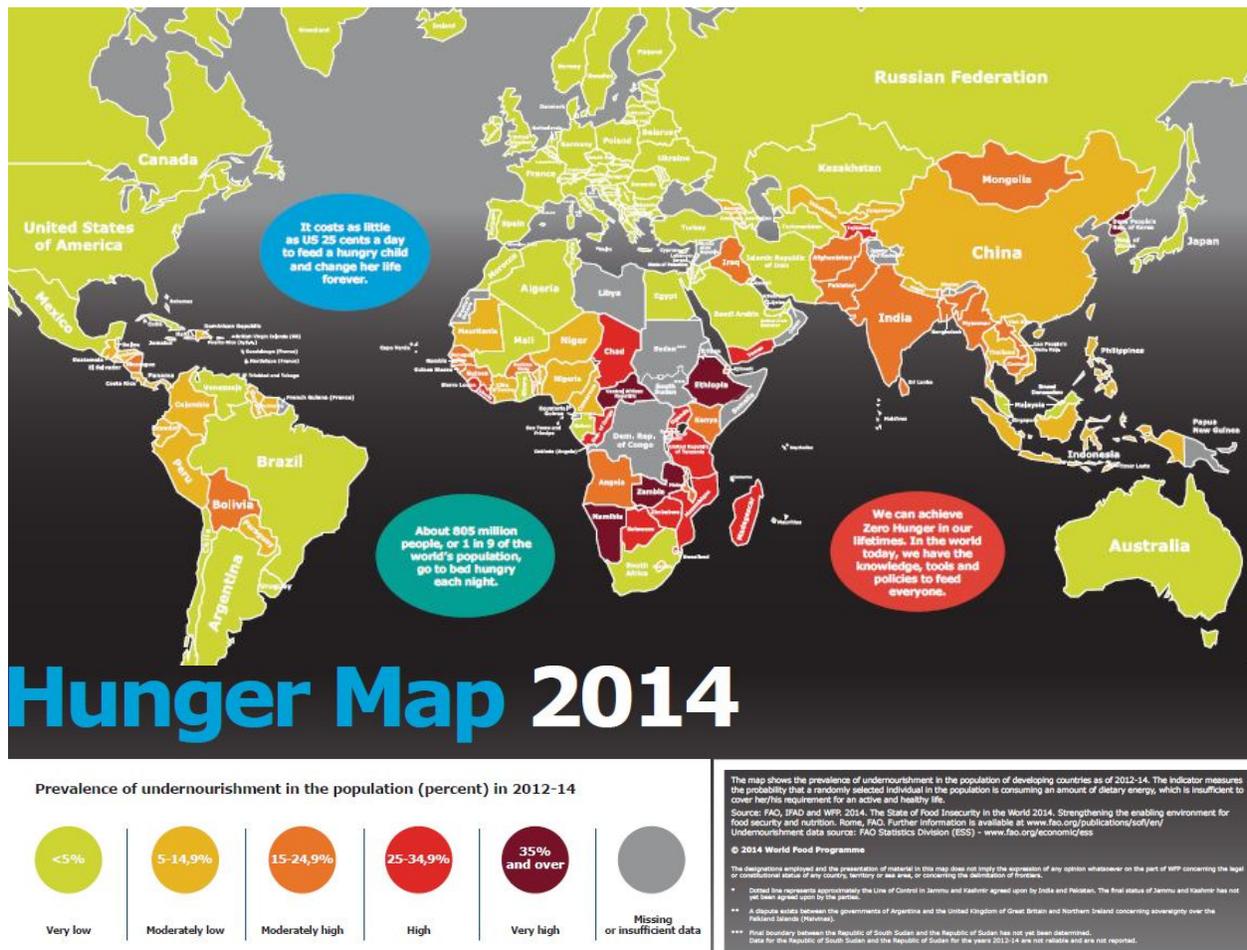
### Warm-Up Activity:

In groups, read this passage below and share with a partner your thoughts:

*“If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person? Dear children, let us not love with words or speech but with actions and in truth.”- 1 John 3:17-18*

- What are some of the ways that God has blessed you and provided for your needs?
- Share a time when you gave something to someone in need. How did you feel? How did they feel?
- What does it mean for us to love with actions and in truth?

## Task #1: See Hunger in the World



(<http://www.wfp.org/content/hunger-map-2014>)

Analyze this map and answer the questions below in groups:

- Have you visited any of the countries that are colored orange, red or purple? Did you see or encounter anything related to hunger and poverty?
- Which regions in particular are prone to undernourishment/malnutrition?
- What do you think are some of the major causes of undernourishment/malnutrition in the most hunger prone regions?

## Task #2: Does the World Produce Enough Food?



On your own, **read** the text found in Appendix D, and then **answer** the following questions with a partner:

- Is there is enough good in the world for everyone why are close to 1 billion people hungry?
- What do you think are the links between lack of education and hunger?
- How does this injustice make you feel about the way we consume in the Western world?

## Task #3: World Vision Fighting Malnutrition in Zambia

**Watch** this short [video](#) and **write** down at least two ways World Vision is doing to fight hunger and malnutrition in Zambia

## Task #4: How Does World Vision Fight Hunger?

Six decades of experience have taught us that the best way to fight hunger is to equip families with the tools they need to put food on their own tables. So what does that mean?

- ✓ **Smarter Farming** – Teaching parents improved farming techniques
- ✓ **Tools, Seeds, and Better Breeds** – Equipping families to grow healthier, more abundant crops and livestock
- ✓ **H2O** – Improving access to clean water for nutritious harvests
- ✓ **Therapeutic Feeding** – Running malnutrition centers when there’s a food crisis.

<h1 style="font-size: 2em; margin: 0;">\$25</h1> <p>Can help families grow healthy vegetables – tasty greens for everyone!</p> <p><b>(Only a week’s worth of lattes!)</b></p> 	<h1 style="font-size: 2em; margin: 0;">\$50</h1> <p>Can help provide families with two hens and a rooster – 150 eggs a year!</p> <p><b>(Or popcorn and a movie for two!)</b></p> 	<h1 style="font-size: 2em; margin: 0;">\$75</h1> <p>Can help provide lunches to school kids for a whole year!</p> <p><b>(Or two weeks of take-out lunches!)</b></p> 
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In groups, **brainstorm** an additional way that World Vision in partnership with the community it is working with can fight against hunger. **Write down** your idea in the box below:

**Debrief Questions:** How will this idea be beneficial?

What are the pros and cons of your idea?

## Task #5: Positive Impact Story from Cambodia



On your own, **read** Appendix E, and then **answer** the following questions with a partner:

- What difficulties did Mrs. Kham endure before the Pakkading Mother and Child Health Project was set up?
- What did World Vision provide in the community that resulted in positive change?
- Why is focusing on child and maternal health crucial to combating and preventing hunger?

## Task #6: Application to Impact Your Community

In groups, **scan** the suggested activities in Appendix F and **select** one that your group would like to try, or **create** your own activity that you can run prior to your 30 Hour Famine and **write** it down below:

## Task #7: Reflection

Take a moment to **reflect** on today's workshop:

- What really struck you as interesting, new, provocative, or meaningful during this workshop?
- What do you think is the best action to take when it comes to defeating hunger and malnutrition?
- Having completed this workshop, what are some things you want to incorporate to the 30 Hour Famine event?



# Appendixes

## Appendix A: Definition of Hunger

([www.yourmovement.ca](http://www.yourmovement.ca))

Hunger is the world's no.1 health risk. It kills more people every year than AIDS, malaria and tuberculosis combined. Global hunger refers to the second definition on the PPT, aggregated to the world level. The related technical term (in this case operationalized in medicine) is either malnutrition, or, if malnutrition is taken to refer to both undernutrition and over nutrition, undernutrition. Both malnutrition and undernutrition refer to not having enough food. Malnutrition (or undernutrition) is a general term that indicates a lack of some or all nutritional elements necessary for human health (Medline Plus Medical Encyclopedia). Some 805 million people in the world do not have enough food to lead a healthy active life. That's about one in nine people on earth. Poor nutrition causes nearly half (45%) of deaths in children under five - 3.1 million children each year.

There are two basic types of malnutrition. The *first* and most important is protein-energy malnutrition (PEM). It is basically a lack of calories and protein. Food is converted into energy by humans, and the energy contained in food is measured by calories. Protein is necessary for key body functions including provision of essential amino acids and development and maintenance of muscles. This is the most lethal form of malnutrition/hunger and is the type of malnutrition that is referred to when world hunger is discussed. The *second* type of malnutrition, also very important, is micronutrient (vitamin and mineral) deficiency. This is not the type of malnutrition that is referred to when world hunger is discussed, though it is certainly very important.

**Appendix B: Hunger Terms**

**Hunger** - A condition in which people do not get enough food to provide the nutrients (carbohydrates, fats, proteins, vitamins, minerals, and water) for active, healthy lives.

**Malnutrition** - A condition resulting from inadequate consumption (undernutrition) or excessive consumption of one or more nutrients that can impair physical and mental health, and cause or be the consequence of infectious disease.

**Undernutrition** - A condition resulting from inadequate consumption of calories, protein and/or nutrients to meet the basic physical requirements for an active and healthy life

**Food Insecurity** - A condition of uncertain availability of or ability to acquire safe, nutritious food in a socially acceptable way

**Food Security** - Assured access for every person to enough nutritious

## Appendix C: Towards Food Security for All

([http://www.unesco.org/education/tlsf/mods/theme\\_c/mod14.html?panel=3#top](http://www.unesco.org/education/tlsf/mods/theme_c/mod14.html?panel=3#top))

Over the last century, remarkable progress was made in increasing the quantity and quality of global food supplies and in improving the nutritional status of populations. As global food supplies have kept pace with population growth, and health, education and social services have improved throughout the world, the number of hungry and malnourished has declined significantly. And yet, access to sufficient supplies of a variety of safe, good-quality food remains a serious problem in many countries, even where food supplies are adequate at the national level. In every country, some form of hunger and malnutrition continues to exist.

Putting an end to hunger necessarily starts with ensuring that enough food is produced and available for everyone. However, simply growing enough food does not guarantee the elimination of hunger. Access by all people at all times to enough nutritionally adequate and safe food for an active and healthy life – food security – must be guaranteed.

However, rapid population growth makes it difficult for agricultural production to keep pace with the rising demand for food. Most developing countries are already cultivating virtually all their arable land and are bringing ever more marginal land under cultivation.

“Unfortunately, population growth continues to outstrip food availability in many countries,” reported Jacques Diouf, Director-General of the United Nations Food and Agriculture Organisation (FAO), at the 1996 World Food Summit in Rome. For example, between 1985 and 1995, food production fell behind population growth in 64 of 105 developing countries studied by FAO. Among regions, Africa fared the worst. Food production per person fell in 31 of 46 African countries and Africa now produces nearly 30% less food per person than in 1967.

A 2002 FAO study into food production and population growth reported, “Globally there will be enough food for a growing world population by the year 2030, but hundreds of millions of people in developing countries will remain hungry and many of the environmental problems caused by agriculture will remain serious.”<sup>2</sup>

Satisfying the demand for food around the world requires a coordinated approach – increasing agricultural production, improving food distribution, managing resources and providing family planning. Education and health care are also essential to improve people’s well-being and thus promote productivity and sustainable resource use.

Concerns about shortfalls in agricultural production and inadequate food distribution systems have focused attention on the concept of ‘food security’. According to FAO: “Food security is a state of affairs where all people at all times have access to safe and nutritious food to maintain healthy and active life.”

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<sup>2</sup> Source: FAO (2002) [World agriculture: towards 2015/2030](#), Rome.

By this definition, about two billion people, or one person in every three, lack food security. Either they cannot grow enough food for themselves, or they cannot afford to purchase enough in the domestic marketplace. As a result, many people go hungry and in severe cases, are starving. Many also suffer from nutritional deficiencies in their diets.

The global economy produces enough food to feed the almost 7 billion people in this world and even more, if it were distributed equitably. However, this food is not readily available to many millions of people. Some countries produce more food than they need for domestic use, while others do not produce enough to assure access to an adequate diet for all of their people. Others may be very capable of doing so, but their economies are locked into export agriculture.

Thus, better distribution of food – both within and between countries – is an essential component of food security.

According to FAO, there are many **strategies for ensuring food security**, including:

- Fair trade
- Peace
- Environmental protection
- Sharing the wealth
- Appropriate agriculture
- Building community
- Equal rights for women
- Rediscovering forgotten foods
- Land reform
- A 'blue revolution'

**Appendix D: Does the World Produce Enough Food to Feed Everyone?**

[www.yourmovement.ca](http://www.yourmovement.ca)

The world produces enough food to feed everyone. World agriculture produces 17 percent more calories per person today than it did 30 years ago, despite a 70 percent population increase. This is enough to provide everyone in the world with at least 2,720 kilocalories (kcal) per person per day according to the most recent estimate that we could find (FAO 2002, p.9). The principal problem is that many people in the world do not have sufficient land to grow, or income to purchase, enough food.

The United Nations Food and Agriculture Organization estimates that nearly 870 million people of the 7.1 billion people in the world, or one in eight, were suffering from chronic undernourishment in 2010-2012. Almost all the hungry people, 852 million, live in developing countries, representing 15 percent of the population of developing countries. There are 16 million people undernourished in developed countries (FAO 2012). The number of undernourished people decreased nearly 30 percent in Asia and the Pacific, from 739 million to 563 million, largely due to socio-economic progress in many countries in the region. The prevalence of undernourishment in the region decreased from 23.7 percent to 13.9 percent.

Latin America and the Caribbean also made progress, falling from 65 million hungry in 1990-1992 to 49 million in 2010-2012, while the prevalence of undernourishment dipped from 14.6 percent to 8.3 percent. But the rate of progress has slowed recently. The number of hungry grew in Africa over the period, from 175 million to 239 million, with nearly 20 million added in the last few years. Nearly one in four are hungry. And in sub-Saharan Africa, the modest progress achieved in recent years up to 2007 was reversed, with hunger rising 2 percent per year since then. Developed regions also saw the number of hungry rise, from 13 million in 2004-2006 to 16 million in 2010-2012, reversing a steady decrease in previous years from 20 million in 1990-1992 (FAO 2012).

## Appendix E: Positive Impact Story from Cambodia

([www.yourmovement.ca](http://www.yourmovement.ca))



With three young healthy children, 27-year-old Mrs. Kham, pictured left, revels in how her life has changed over just a few short years. Her first three pregnancies ended tragically in one miscarriage and the deaths of her infants within days of birth. Health services and

health education in her community were non-existent leaving Mrs. Kham to cope with her losses alone.

Today, with the services and health education provided through the Pakkading Mother and Child Health Project, Mrs. Kham is able to raise a healthy family with ever increasing certainty that her children are assured a promising future. World Vision, working alongside the Pakkading District Government, provided financial support and training to district health workers and district clinics were made more accessible through establishing drop in hours for pregnant women and mothers.

The infant mortality rate in Phonthong Village has been reduced from 14 to 15 infant deaths per year to 1 to 2 infant deaths per year. Every child deserves good nutrition, protection from infection and disease, and access to affordable essential healthcare. Children have the best chances when their mothers are healthy, which is why we focus on child and maternal health.

## Appendix F: Suggested Activities

([www.yourmovement.ca](http://www.yourmovement.ca))

- Incorporate worship songs and hymns with a justice theme. The Sanctuary Centre (UK) has an amazing assortment of resources that connect worship and justice, including song suggestions, prayers, and tips for teaching justice through worship at every age. (See our list of Songs about justice.)
- If there are people in your congregation from countries where hunger and nutrition are key issues, invite them to share from their experience in your church. Have them also share about positive moments, such as how worship is done in their country of origin. Experiences like these remind us that the world is large but connected, and that we belong to one another.
- Encourage your congregation or group to see their whole week as worship. Remind them that treating others with justice and kindness is the true worship that God desires. (*Amos 5:21-24*).
- Host a church dinner that is intentionally simple in menu and presentation. At each table, provide questions/conversation starters on index cards to spur discussion. Challenge each person to take away one thing they will do to closer align their daily actions with their values.
- Arrange a field trip to a local food shelter or other outreach ministry in your community. Schedule a practical helping task into the visit, like sorting the food you bring to donate. Debrief the children's thoughts and impressions after your trip.
- Children have a natural instinct for what is fair and what is not. As people who are sometimes without power in their lives, they understand justice and injustice very well. Host a discussion night on the injustices that lead to difficult issues facing some children overseas — even before they turn five-years-old! Hear the youths' views on justice in the world, their communities, and even in your church.
- Encourage your Sunday school groups to intentionally build giving into their budgeting, even from a young age. Things like babysitting jobs and allowances provide kids with disposable income. Stress that no gift is too small to have an impact.

- Offer youth to challenge to lighten up their possessions in recognition of those who have little. Donate the gently used items to a local charity and couple this activity with a discussion about materialism, generosity and how youth here can help youth overseas who are facing challenges.

## Appendix G: Facilitator Guide

**The Participants:** The attendees of the workshop will be the Peoples Christian Academy's (PCA) 30 Hour Famine Leadership Committee and participating students who have signed up.

PCA is a Private Christian school located in Markham, Ontario that offers a faith-based curriculum and a biblical worldview for all disciplines.

The PCA 30 Hour Famine averages 30-40 students, therefore expect between 20-30 students for the workshop with the grades ranging from 9 to 12. There will be students who have participated in the 30 Hour Famine beforehand, and for some who it will be the first time. Demographically, a majority of students will be of Asian background. Also in attendance will be one or two supervising teachers.

**The Facilitator:** The facilitator will be a Christian with a strong background in international development, knowledgeable about World Vision's work, and have experience working with youth. He/she will be an enthusiastic communicator who has a deep passion for social justice.

**The Setting:** The workshop will take place after school in the head supervising teacher's classroom for 60 minutes on a Thursday for 2 weeks before the week of the 30 Hour Famine. There is a PPT with videos; therefore A/V will be needed. The tables should be arranged so that students can be in groups of 3 or 4 and able to turn to face the facilitator. Setup the 30 Hour Famine banner in the front.

**Materials:** Each participant will receive a hard copy of the workshop design. It can either be printed double-sided or sent by email to the supervising teaching for them to print. It is highly recommended have extra copies just in case more students show up. At the end of the second workshop, distribute the 30 Hour Famine brochures, and hand out World Vision Youth Canada engagement kits to students who interested in getting more involved.

**The Time and Timing:** The workshop consists of two 60 minute sessions. Each workshop consists of a warm-up and 7 tasks. Tasks #1-6 will be allotted 50 minutes. The facilitator has the freedom to adjust the time for the tasks depending on the response of the students. The recommended timing of each segment is as follows:

1. Welcome, Introduction and Warm-up (5 min)
2. Task #1-6 (50 min)
3. Reflection (Task #7) and Q&A (5 min)

**The Content:** In the first workshop, the participants will learn about one of the toughest issues of our time—global hunger. They will explore what hunger is, what causes hunger, and take a brief overview of strategies that are being used to create food security. In the second workshop, there will be a broader overview of global hunger through the examination of the World Food Program Hunger Map and regional case studies. Furthermore, participants will learn about what World Vision Canada is doing to combat global hunger, and the many opportunities they have to become agents of change in their community.

**The Goal:** By the end of this workshop, participants will have a deeper understanding of global hunger, the causes of global hunger, and various strategies being used to combat global hunger. They will be able to have meaningful discussions about global hunger and explain the issue to their supporters and other 30 Hour Famine participants. Furthermore, they will be equipped to take action by knowing what World Vision Canada events, campaigns, and resources to utilize so that they can mobilize their communities. Finally, the participants will gain the knowledge and confidence necessary to host a successful 30 Hour Famine event.

**Objectives:** By the end of this workshop the participants will have:

- **Defined** and **described** what hunger is
- **Analyzed** and **listed** what causes hunger
- **Asked** questions about global hunger, the work that World Vision does, and the 30 Hour Famine
- **Prepared** opinions to share with the bigger group
- **Read** informative articles about hunger and development projects
- **Discussed** with one another some solutions for global hunger
- **Watched** informative videos about hunger and World Vision projects
- **Shared** their thoughts and opinions with another participant and group
- **Utilized** social media to inform their networks about global hunger and 30 Hour Famine
- **Connected** how the work of World Vision is alleviating the issue of hunger in several communities around world

**NOTES:**

1. Several months prior to the workshop, if possible, **invest in building a strong relationship** between the 30 Hour Famine student leaders and supervising teacher by finding out what they are passionate about (LNRA), providing different 30 Hour Famine resources, and checking up on how their 30 Hour Famine planning is progressing.
2. Make sure to **arrive early** on the day of the workshop and **check out the workshop space**. **Test out** the A/V and re-arrange the classroom that best suits your presentation.
3. Your audience being high school students **be enthusiastic** when presenting incorporating humor, warmth, and passion. Have students write their name on a paper so that you can refer to them personally. Make eye contact with the students, encourage them to actively participate, and give positive feedback to them.
4. Depending on how the students are engaging in the task, **be flexible** in adjusting the time and have the option to skip a task to end on time.
5. **Ground rules:** be respectful of all the participants and acknowledge their presence. Meditate on 1 Timothy 4:12 and pray that it will be true of your audience: *“Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity”* (NIV).

## Appendix H: Reflection

The reason why I designed this workshop is because of its practical application to my work. I am currently working with the Youth & Student Engagement Department at World Vision Canada. Our vision is to inspire and mobilize a grassroots movement of youth and students who are passionate about social justice. In my role, I am overseeing our relationships with schools and youth groups in the GTA. One of my responsibilities is to go speak at these venues and to cultivate a mutually beneficial relationship. A frequent request I have received from teachers, students, and youth pastors is for me to come in and give a workshop on a social justice issue. At our department, global hunger and child protection are the primary causes that we are advocating for and raising funds for; therefore I chose global hunger as the topic of my workshop. The primary use of this workshop will be to provide in depth knowledge to students who are organizing and participating in the 30 Hour Famine couple weeks of months prior to their event. The hope is that through this workshop, students will be equipped with knowledge about global hunger, and be confident and energized to organize a good 30 Hour Famine. Also, the aim of this workshop is to strengthen the bonds between the students so that they will better work together.

The first session is designed for students to explore what hunger is, what causes hunger, and take a brief overview of strategies that are being used to create food security. In the second workshop, there will be a broader overview of global hunger through the examination of the World Food Program Hunger Map and regional case studies. Furthermore, participants will learn about what World Vision Canada is doing to combat global hunger, and the many opportunities they have to become agents of change in their community. I have deliberately incorporated the 4As (Anchor, Add, Apply, and Away) to maximize their learning and information retention. Recognizing that there are diverse learning needs, I have designed tasks that address the various needs. Knowing that there are multiple intelligences, my design appeals to various intelligences, for example to those who are adept to the visual-spatial (ex. Handouts, graphics), the verbal-linguistic (ex. Writing and reading exercises), the musical-rhythmic (ex. Videos), the interpersonal (ex. Partner and group work), and the logical-mathematical (ex. charts, maps, sharing of ideas).

High school students being highly visual, I carefully picked pictures that communicate hope, possibly, change and resilience. For both sessions, I have included videos that powerfully convey messages and stories. The goal of this workshop is to inspire the students to action; therefore I have purposefully included Bloom's taxonomy of cognitive learning (knowledge/facts), affecting learning (attitude/feelings) and psychomotor learning (skills action) to maximize learning. Because this is Christian setting, I have fused in prayer and references to the Scriptures to help students understand that one of our central callings as Christians is to do justice. I believe that my workshop activates all six cogs of learning. As a facilitator, I will seek to respect and guard the safety of the participants. The content of the workshop is engaging, relevant, inclusive of all, and immediate. Overall, I am content with the design, but I also take into account that it needs to be flexible, since it's been designed based upon my assumptions and past experiences. If I completed a LNRA, it would have allowed me to emphasize and strengthen the six learning cogs.

**Additional Resources:** Scripture about hunger/justice

**Matthew 25:35** For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in.

**Isaiah 58:10** And if you spend yourselves in behalf of the hungry and satisfy the needs of the oppressed, then your light will rise in the darkness and your night will become like the noonday.

**Luke 3:11** John answered, "Anyone who has two shirts should share with the one who has none, and anyone who has food should do the same."

**Proverbs 14:31** Whoever oppresses the poor shows contempt for their Maker, but whoever is kind to the needy honors God.

**1 John 3:17-18** If anyone has material possessions and sees a brother or sister in need but has no pity on them, how can the love of God be in that person? Dear children, let us not love with words or speech but with actions and in truth.

**Proverbs 22:9** The generous will themselves be blessed, for they share their food with the poor.

**Isaiah 61:1-2** The Spirit of the Sovereign Lord is on me, because the Lord has anointed me to proclaim good news to the poor. He has sent me to bind up the brokenhearted, to proclaim freedom for the captives and release from darkness for the prisoners, to proclaim the year of the Lord's favor and the day of vengeance of our God, to comfort all who mourn.

**Isaiah 59:15-16** Truth is nowhere to be found, and whoever shuns evil becomes a prey. The Lord looked and was displeased that there was no justice. He saw that there was no one, he was appalled that there was no one to intervene; so his own arm achieved salvation for him, and his own righteousness sustained him.

**Isaiah 58: 6-7** Is not this the kind of fasting I have chosen: to loose the chains of injustice and untie the cords of the yoke, to set the oppressed free and break every yoke? Is it not to share your food with the hungry and to provide the poor wanderer with shelter- when you see the naked, to clothe them, and not to turn away from your own flesh and blood?

## Global Hunger Workshop

### LNRA Interview Questions with Teacher/Youth Pastor

Method of contact: face-to-face, telephone call or Skype meeting

1. How many students/youth do you have in your group? What is the age range of this group?
2. What are some unique characteristics and characteristics of your group?
3. From you experience, what learning methods have been the most effective in teaching your group? What will enhance the learning for this group?
4. What are your students/youth passionate about (issues, activities, hobbies, subjects, etc)?
5. What study materials/lessons/sermons have your students/youth been taught so far about social justice?
6. What social justice activities have the students/youth done previously? What worked well? What didn't?
7. What do you hope your students/youth will gain from this workshop?
8. What kind of impact do you want this workshop on global hunger to have on your students/youth?
9. Do you have any questions about me, my workshop, or our organization?
10. Is there anything else that you would like to inform me about your group?