

Resources and Discussion Guide on Global Hunger

Use these resources and discussion questions with your CRS Chapter or Club for deeper learning and reflection on the issue of hunger. Explore the causes of global hunger and malnutrition and understand the impact of policy and humanitarian assistance through Catholic Relief Services' work.

Resource 1: Video

[Good Nutrition: It's About More Than What You Eat](#)

Learning Goals

- To examine the complex root causes and manifestations of global hunger, malnutrition and food insecurity and consider necessary policies, procedures and systems to address these challenges.
- To understand how CRS responds around the world and what role we can play in the United States.

Optional Additional Resources

- [CRS Overview & Policy Position on Global Hunger](#)
- [Introducing Social Behavioral Change to Agricultural Development](#)

Pre-reading Questions

- What do you think it means to be hungry? To be food insecure?
- What are some of the contributing factors to food insecurity in the United States and around the world?
- What do you think are the daily nutrition requirements for a child to develop to full capacity? For an adult?
- Where does most of the food you eat each day come from? How much do you think about the actual nutritional content of what you eat each day?
- Who grows your food? Who harvests it? How does it reach your table?

Post-reading Reflection Questions

- What is something that surprised you in the video or readings?
- Did you learn anything that challenged or corrected your own presuppositions about food security and global hunger?

Group Discussion Questions

- Why is a multi-sectoral approach important to alleviating food insecurity and malnutrition?
- Select one fresh item that you ate for breakfast, lunch or dinner. Where was it grown? Investigate more about the situation of farmworkers in that place.
- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community!

Resource 2: Story

[COVID-19 and Hunger](#)

Learning Goals

- To explore the impact of COVID-19 on food access and nutrition around the world.
- To understand how CRS responds around the world and what role we can play in the United States.

Optional Additional Resources

- [CRS COVID-19 Emergency Response Strategy](#)

Pre-reading Questions

- Are there any products that you or your family or friends were not able to buy as a result of COVID-19 shortages?
- In what ways do you think food access and nutrition have been affected by COVID 19 for the most marginalized people in our local and global societies?

Post-reading Reflection Questions

- A hallmark of Catholic social teaching is the preferential option for the poor. Those experiencing poverty are disproportionately affected by COVID-19 on many levels. How does COVID-19 illuminate the need for a multi-sectoral approach to hunger and nutrition?

Group Discussion Questions

- Break into three groups. Each group should select one of the three countries from the “[COVID-19 and Hunger](#)” story. Investigate more about hunger and the COVID-19 situation in that country.
- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community!

Resource 3: Video

[Spices: A Tale of Green Gold, Forests, Families and Food](#)

Learning Goals

- To examine the complexities and intersections of hunger, nutrition and agriculture for families in Madagascar.
- To understand how CRS responds around the world and what role we can play in the United States.



Optional Additional Resources

- [Madagascar Raises Child Nutrition](#)

Pre-reading Questions

- What do you know about Madagascar and what images come to mind?

Post-reading Reflection Questions

- Why did families who have been farming for generations need to learn new techniques?
- Why did experienced parents who already have several children need additional support to raise a healthier child?
- How does the intersection of poverty, lack of opportunity and lack of agricultural education and resources contribute to climate change?

Group Discussion Questions

- How do beauty and nature on her farm and in her surroundings contribute to Felicite's wellbeing?
- How are Felicite's life and your life interconnected?
- How is the common good served by CRS' SPICE project?
- Should pre-natal care and well-child visits be considered a human right? What would the ramifications of such a commitment be? In what way would this be a pro-life commitment?
- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community!

Resource 4: Video

[The Dry Corridor of Guatemala, Part I](#)

Learning Goals

- To learn about the root causes, including climate change, of food insecurity in Central America.
- To understand how CRS responds around the world and what role we can play in the United States.

Optional Additional Resources

- [The Dry Corridor of Guatemala, Part II](#)
- [Agriculture Landscape Restoration in El Salvador](#)

Pre-reading Questions

- If your family only had access to food that you produced for your own use or that you could afford with money earned by selling your crops, would you be able to survive for five years?
- How much rain does your region get? Have the patterns of rain changed over the last 20 years?

Post-reading Reflection Questions

- Why are farmers so sure the climate is changing?
- How are human dignity and the common good related to rural agriculture in Guatemala?



Group Discussion Questions

- How does the continual expansion of the Dry Corridor ultimately affect us all?
- How might you be impacted by this without realizing it?
- What is social capital? How can it be understood as a central element of stewardship and solidarity?
- In what ways might your daily activities be exacerbating the growth of the Dry Corridor?
- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community!

Resource 5: Video

We are Living Better: Safia's Story

Learning Goals

- To learn about the livelihoods of farmers in Ethiopia and some of the factors that affect those livelihoods.
- To understand how CRS responds around the world and what role we can play in the United States.

Optional Additional Resources

- [Ethiopian Farmers Improve their Financial Resilience](#)

Pre-reading Questions

- Were any of your ancestors farmers? Do you know anyone who makes their living in a farming capacity?
- How has the average annual rainfall in the area where you live changed over the past 20 years?
- How much could you grow on two hectares of land?
- What connection, if any, do you have to the land where your daily food is grown?

Post-reading Reflection Questions

- Safia says that when there is a good harvest, in those years they can live "very well." What do you think she means by "very well?" What is required for a person to flourish and live a life of dignity?
- The Livelihoods for Resilience-Oromia program described in the video strives to help people like Safia become "more food sufficient." What do you think it means to be "food sufficient?" How does that concept relate to your own personal access and consumption?
- In the optional reading, how much of a loan does someone really need to make a difference in their capacity to support themselves? How long does it take them to repay that loan?

Group Discussion Questions

- The CRS representative describes Safia as a "change catalyst." What does that mean in her community? Who is an example of a change catalyst in your community? What would it take for you to become a change catalyst?
- What does Safia want for her children and how is that similar or different from what you or your neighbors or family want for their children?
- What does CRS provide to individuals and communities that makes a difference for them?



- In the optional reading, what similarities and differences exist between the people in Dodota, Ethiopia, and people in the United States, in terms of access to capital?
- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community!

Action Opportunities

- What individual or communal advocacy actions can you take to respond? Refer to the [CRS Chapter and Club Action Planning Tool](#) for monthly ideas to take action and mobilize your community! Consider the following options:
 - [Find your members of Congress](#) and [write them a letter](#). Remember to log your action!
 - Use social media to advocate for just policies that address global hunger.
- How can you support CRS' work with people experiencing hunger, malnutrition and food insecurity?
 - [Donate to CRS](#) or invite others in your community or family to do so.
 - Host a community giving initiative or event and [set up your fundraising page here](#).
- If you are 18 or older, how can you vote your values?
 - Ensure you're a registered voter.
 - Research candidates and policies to understand their impact on issues of global hunger and nutrition.
- How can you get involved locally?
 - Connect with your local Catholic Charities agencies to find out how they are working to support people experiencing hunger in your community.

