



Safe and Secure: Community Responses to Hunger



A Learning Tool About Food Security Unit 3

Developed by the
ATLANTA COMMUNITY FOOD BANK
970 Jefferson Street, NW
Atlanta, GA 30318
404-892-9822-phone
404-892-4026-fax
acfb.org

Section 1

Introduction

Table of Contents

Section 1 Introduction

Atlanta Community Food Bank
Goals and Objectives
Introduction to Community Building

Section 2 Food Security

Six Basic Components of...
Food Security Is...
Food Insecurity Is...
Yes or No? Who is Food Secure?

Section 3 Food Security Issues

Food Banks
Food Stamps
Steps Towards a Hunger Free Community:
Assess your own communities' food security

Section 4 Activities for Learning

Icebreaker
Poverty Despite Work
Cornell/Radimer Food Security Questionnaire
Who Buys What?
Peanuts and People: Food Distribution
Making People Wise: Letter Writing
Menu of Volunteer Opportunities

Section 5 Appendix

National Hunger Relief Organizations
US Hunger and Poverty Reading List
Wise Words About Hunger/Community
Poverty Guidelines
Economic Cost of Hunger

Atlanta Community Food Bank Background Information

The mission of the Atlanta Community Food Bank is to fight hunger by engaging, educating and empowering our community.

The Atlanta Community Food Bank is a network of people working together to fight hunger and build community. A member of the national Second Harvest Food Bank Network, the Atlanta Community Food Bank began serving the community in 1979. The Food Bank distributes over 14 million pounds of food every year to over 700 non-profit agencies which assist hungry people in metro Atlanta and 38 other north Georgia counties. These agencies provided over 700,000 meals, and groceries to an additional 81,073 individuals, during an average month in 2003.

The ACFB has several projects besides its basic food distribution. **Atlanta's Table** collects prepared and perishable food from hotels, restaurants, caterers and other food service operators. The food is transported directly to non-profit community kitchens, night shelters and residential programs for immediate use.

TACK is the Atlanta Collaborative Kitchen. This unique training program transforms previously unemployable individuals into skilled professionals for the culinary and food service industries.

The Hunger Walk began in 1984 and several years later became a project of the Food Bank. The Walk provides a fundraising opportunity as well as a forum for recognition and discussion of hunger in our community. The Hunger Walk funds benefit different local, national and international hunger relief organizations. Hunger Walk '02 raised over \$214,000 for organizations fighting hunger in Georgia.

Hunger 101 was developed to serve as the principal education component of the Food Bank. Currently, materials are available for classes of young children, adolescents, or adults. All classes have interactive aspects, which focus on identifying populations at-risk for hunger, the causes and effects of hunger and strategies to address hunger. All Hunger 101 students are introduced to the concept of community building and invited to join the corps of volunteers that are essential to the Food Bank's success.

Other projects include **Kids In Need**, **Product Rescue Center** and our **Community Garden Initiative**. Please contact us if you would like more information about the Atlanta Community Food Bank, what we do or how you can get involved!

Atlanta Community Food Bank
970 Jefferson Street, NW
Atlanta, GA 30318
Phone (404) 892-9822
<http://www.acfb.org/>

Purpose, Goals and Objectives

Safe and Secure: Community Responses to Hunger

This curriculum focuses on Food Security and is appropriate for groups or individuals in the age range of upper elementary- adult.

Purpose:

- To create awareness among participants about hunger and food security,
- To address community responses in relationship to food security,
- To empower students to plan and participate in projects which promote community food security.

Goals & Objectives:

1. Students will be able to:
 - a. Define food security,
 - b. Define community,
 - c. Define hunger,
 - d. Identify 6 components that constitute a Food Secure community.
2. Students will be able to demonstrate:
 - a. One private, community response to hunger and food insecurity,
 - b. One public, community response to hunger and food insecurity,
 - c. Three ways people can improve their food security status.
3. Students will be able to critically define and demonstrate by:
 - a. Designing a project to increase community food security,
 - b. Implementing at least one action plan to increase community food security.



An Introduction to Community Building

What is community building?

Community Building is an approach to improving conditions, expanding opportunities and sustaining positive change within communities by developing, enhancing and sustaining the relationships and social networks of those who make up the community.

National Community Building Network, 2003

Those of us at the Atlanta Community Food Bank embrace the concept of Community Building wholeheartedly. We see it as a viable method to improve the conditions that produce hunger and poverty. We strive to incorporate the key principles of community building into our daily work and relationships with other food banks, partner agencies, volunteers and other supporters and collaborating organizations. Listed below are 5 of the 8 key principles as offered by the National Community Building Network- and examples of how a community can implement these principals:

1. Integrate community development and human service strategies.

Many times traditional anti-poverty efforts have separated the development of "bricks and mortar" projects from those that offer personal assistance to individuals and encourage the development of human capital; each approach needs the other to be successful. *In Atlanta many of the Atlanta Community*

Food Bank's partner agencies helped us with a large Food Stamp Outreach Project. This provided information to community members about how to access food stamps, provided them help with the laborious application process and helped us capture feedback from the community about their experiences with the process. This offered us the opportunity to share the data with the state Department of Human Resources and USDA to promote logical, win-win solutions to mutual problems and to help improve their service to the community.

2. Forge partnerships through collaboration.

Building community requires work by all sectors- local residents, community-based organizations, for profit businesses, schools, religious institutions, health and social service agencies within an atmosphere of trust, corporation and respect. *The Atlanta Community Food Bank hosts the HOUSING FORUM the first Wednesday morning of each month. It is an opportunity for people from all sectors of the metro area to come together, meet one another, share information, brainstorm solutions and network – all off the record. This process has fostered the development of thousands of affordable housing opportunities over the past ten years. The city remains in a housing crisis, but the Housing Forum is one example of value forging partnerships bring to the community's capacity to solve problems.*

3. Build on community strengths.

Past efforts to improve urban life have too often addressed community deficits/ weaknesses; our efforts should focus on local capacities and assets/strengths. *One of the Food Bank's projects is our Community Garden Initiative. Community gardening helps neighborhood groups site, plan and organize gardens within their own community. Each garden in an autonomous neighborhood-based organization where friends/neighbors share responsibility. The growth from a community's hands and land work together so that food security and neighborhood assets are improved.*

4. Start from local conditions.

There is no cookie-cutter approach to building community; the best efforts build on local capacities, traditions and assets. *Several years ago, a local pastor at a neighborhood soup kitchen asked the Food Bank staff for assistance with redesigning this ministry. The same people came to the weekly meal – each week, for months, but little fellowship emerged. The pastor was worried as well that increased gentrification in the neighborhood would push away the long-term residents who had very low incomes. The*

new ministry took the form of a food cooperative for neighborhood residents who had been guests at the weekly meal. Ten years later, the ministry is strong and growing. Co-op members are active participants in community meetings and provide input to neighborhood development plans.

5. Foster broad community participation.

Many urban programs have become 'professionalized' and alienated from the people they serve; community residents must shape new programs and policies. *The success of our Community Gardening Initiative is dependent on the partnership between our professional gardener/organizer and local neighbor residents' active participation and leadership. Each community makes its own decisions regarding garden site, type, and regulations. The food bank's community gardener offers tools, resources, expertise and a connection to other community gardens across the metro Atlanta area.*

This is a brief introduction to the concept of Community Building. We hope it's just enough to make you want to become a "builder" within your community. For more information visit the following websites for additional resources:

www.vision-nest.com/cbw/readinglist.html- A reading list of community building resources.

www.ncbn.org - National Community Building Network.

www.race-democracy.org - A Community Builder's Tool Kit- a Primer for Revitalizing Democracy from the Ground Up.

www.commbuild.org- Community Building Resource Exchange.

Section 2

Food Security



**The difference between a rich man
and a poor man is this:**

**the former eats when he pleases,
the latter when he can get it.**

Sir Walter Raleigh

Food Security: Six Basic Components

There are six components to defining a Food Secure community:

1. **Availability** of a variety of foods at reasonable cost;
2. **Ready access** to grocery stores and other retail food sources;
3. **Sufficient personal income** to purchase adequate food to meet the nutritional needs for household members;
4. **Freedom to choose** personally acceptable foods;
5. **Confidence** in the quality and safety of available food;
6. **Easy access** to understandable and accurate information about food and nutrition.

Food Security is...

Everyone has the right to a safe and adequate food supply. This is the heart of the concept of **Food Security**. All of us should know where our next meal is coming from; that it will satisfy our hunger and our nutritional health needs and will be safe to eat. Some of us rely on the nearest restaurant for our meals, others prepare meals at home and regard mealtime as an essential family experience, and yet others among us look for food in dumpsters or stand in line at neighborhood soup kitchens hoping the food stretches just far enough. Our access to food is as diverse as the members of our community.

Access to quality and affordable food is an essential component of Food Security. Comparison trips to local groceries in inner-city neighborhoods or smaller, rural communities and to the remarkably elaborate suburban supermarkets can provide dramatic information about the qualitative differences that exist in various markets to different demographic groups of customers. Often, one finds that quality and price do not have a direct correlation. Numerous studies have shown that low-income people with limited shopping choices pay a higher price for poorer quality food. (See Public Voice for Food and Health Policy, No Place to Shop, Washington, D.C., 1996.)

There are no scientific measures to establish levels of hunger. Levels of nutritional health and malnutrition are scientifically verifiable. Therefore, many anti-hunger groups employ indicators that tell us about people's income, housing, use of emergency food programs, participation rates in public programs such as food stamps, free school meals and WIC to provide data for discussion and action.

Food Insecurity

...exists whenever the availability of nutritionally adequate, safe foods or the ability to acquire personally acceptable foods in a socially acceptable way is limited or uncertain.

Four identifiable areas for analysis are:

1. Food quantity:

Is there enough to meet nutritional needs?

2. Food quality:

Is the food nutritionally adequate and safe?

3. Acceptability of food and food patterns:

Are choices restricted in terms of quality and quantity; do household members exhibit anxiety about their food sources?

4. Socially acceptable food and meal patterns:

Is food available on a daily basis? Is more than one meal a day available?

Yes or No? Who is Food Insecure?

Ms. S. lives in an inner-city neighborhood. The mother of two young children, she is dependent upon public transportation and the kindness of friends and family to get to such mundane destinations as the grocery or the doctor's office. The convenience of the local "mom and pop" store two blocks away is very tempting, despite the higher prices, limited selection and poorer quality of the food. This neighborhood store has declined in recent years and on occasion doesn't carry staples such as milk or eggs. Ms. S. shops there when she has no choice -- and that is more often than is healthy for herself and her children. Ms. S.'s family is food insecure.

Dora C.'s family lives in a rural county. Her three children eat breakfast and lunch at school. The school's kitchen staff has been cited for unsanitary practices by the health department. Four children have gotten ill from eating contaminated burgers in the school cafeteria. Dora's children are food insecure.

Joe F. is eighty-two. He lives in a retirement community and has an adequate but fixed income. Joe has prepared his own meals in his own kitchen for the past ten years. Lately, he has lost interest in cooking and has fallen into the habit of only eating pastries and cold cut sandwiches. He has been fighting off a series of respiratory infections for several months. Joe is food insecure.

Jim G. is homeless. A regular visitor at the Night Shelter, Jim eats a well-balanced evening meal most nights. When he is not working day labor jobs, he eats lunch at one of the soup kitchens in town. However, days when he is able to find work, Jim does without breakfast and lunch. He uses his earning to pay the \$7 a night fee at the shelter and to pay child support for his son. Jim is food insecure.

Karen B. is an adolescent who lives in a group home licensed by the state and held in high regard as an excellent program. All the menus are carefully designed to consider each individual's nutrition needs. Each child receives three well-balanced meals plus two fresh fruit snacks each day. Karen is food secure.

Section 3
Food Security Issues:
Topics For Discussion

Food Banks and Food Security

History: Food banking is as old as civilization. Those who have had the good fortune to possess an overabundance of food have shared their bounty with the poor - throughout history and across cultures. However, contemporary food banking in the United States began in the mid 1970's. The nation was faced with rising numbers of homeless people, high rates of unemployment, the shifting of local economies from a manufacturing to a service industry base and devastating numbers of poor young families and elderly citizens. Several people involved in local efforts to feed the homeless, the elderly and children found that the food industry manufactured 20% more product than was being sold. Key individuals in Arizona, Georgia and Maryland began to organize a national campaign to connect the surplus food with hungry people -- voila -- Food Banks!

Today: The dreams of a few dynamic persons during the late 60's and the 1970's have borne fruit as the Second Harvest National Network of Food Banks. The nation's largest charitable hunger-relief organization, Second Harvest consists of 200 affiliated, nonprofit food banks and food rescue organizations serving every county in the United States and Puerto Rico. This network solicited and distributed more than 1.78 billion pounds of food in 2003. The food was used by nearly 50,000 local charitable organizations that operate more than 94,000 feeding programs.

Who is helped?

Poverty remains a dilemma in the United States and is growing. Our home state of Georgia has more than 13% of our neighbors living in poverty. Over 360,000 children in Georgia live in poverty. County-based aging programs have long waiting lists consisting of thousands of seniors needing Meals-on-Wheels. A survey done by Second Harvest found that more than 23 million Americans sought and received emergency groceries in 2001. 39% of those households had one or more employed adults.

Nutrition: Food banks are dependent upon the donations of food growers, manufacturers and retailers for their inventory. Many food banks augment these donations with innovative ideas such as food bank-owned farms, dehydration plants, community gardens, farm gleaning projects and prepared food programs that capture leftover/freshly cooked food from the hospitality industry. The Atlanta Community Food Bank is a good example. A common product mix for us might consist of canned foods (50%), desserts (7%), dairy products (2%), produce (3%), meat, fish and poultry (6%), cereals, grains and pasta (4%). The remainder of our inventory consisted of baby

formula and foods, condiments, beverages, juices, complete meals, cleaning supplies and personal care items. In 2003-2004 the Food Bank distributed over 14 million pounds of food that came local and national donors. We also have a prepared food recovery program called, Atlanta's Table and a Community Gardening Initiative, which increase the nutritional quality of our product mix.

Food Security Issues: The process of getting food out to the community works like this: donors send us food; the Food Bank houses and distributes the food to partner agencies; partner agencies provide groceries and meals to people in need. Member agencies, such as community food pantries and Meals-on-Wheels programs, can provide more food to more people- increasing the amount of readily accessible food. Recipients can be assured that food banks handle, store and transport donations with the same care mandated of commercial businesses. However, the fluctuating inventories of food bank do not always offer clients food choices that are culturally preferred or nutritionally complete. Most of the community – based member agencies are volunteer led and are not as available as retail food outlets. Food banks are one portion of many public and private efforts needed to provide a full plate to hungry Americans.

Food Stamps and Food Security

A Brief History: Food stamps originated during the New Deal years of the Roosevelt Administration.

"We got a picture of a gorge, with farm surpluses on one cliff and under-nourished city folks with outstretched hands on the other. We set out to find a practical way to build a bridge across that chasm." Milo Perkins, Secretary of Agriculture, 1939

The program was designed to provide support to farmers by helping to distribute unmarketable farm surpluses as well as to feed the poor during an unprecedented period of unemployment. The program was halted at the end of the depression.

The Food Stamp program was reinstated in pilot form in the early 60's. Congress approved the Food Stamp Act in August 1964. It was the onset of the War on Poverty waged by Lyndon B. Johnson:

<http://www.lexis-nexis.com/academic/2upa/Aph/JohnsonPoverty.asp>

The Nixon administration forged a bipartisan majority in 1970 and made food stamps available at no charge to families with incomes below the poverty level and at a modest price to other low-income families. Eligibility for food stamps was restricted to poverty level families during the Reagan administration. Recent changes in federal and state public benefit programs have brought major changes to food stamps. More than 50% of the welfare reform savings of 1996-97 came from the food stamp program: benefit levels and eligibility standards were cut. The state of Georgia no longer issues food stamp coupons; instead it distributes electronic benefit transfer cards that resemble ATM cards. A family's benefit amount is electronically entered into their food stamp account and purchases are deducted, electronically, at participating grocery stores. You can learn more about the history of food stamps at the USDA website:

<http://www.fns.usda.gov/fsp/rules/Legislation/history.htm>

Benefit levels: Food stamp recipients must apply for these benefits. Once a client has completed a food stamp application and is deemed eligible s/he should receive the EBT card within 30 days. The amount of the food stamp benefit will depend upon the client's resources, family size and ages. However, the **maximum** food stamp allotment a family of four could receive in 2003 was \$465 per month - Or \$1.29 per meal.

On average a food stamp recipient receives just under \$70.00/month, which calculates to just under 78 cents per meal.

Nutrition: Food stamps make a significant nutritional difference for low-income families. USDA reports food stamp participation increases nutrients in home food supplies by an average of 30%. Additionally, for every one-dollar increase in food stamp benefits, a household's nutrient consumption is increased three to seven times over the cash exchange value of the same dollar. The USDA Nationwide Food Consumption Survey found that low-income households tend to buy lower priced foods in search of bargains and utilize their food dollars very effectively.

Food Security Issues: Food stamps offer low-income families greater financial resources with which to purchase foods that are appropriate for their meals. The nutritional health of the family is increased. However, food stamp budgets do not provide enough resources to meet the nutritional requirements for all meals throughout the entire month. This shortage can challenge a family's food security. Frequently, parents and senior citizens must make difficult choices. For example, many seniors must decide to use their income for medications rather than food. Young parents must strictly enforce portion control during meals and/or forego their own meals in favor of their children. In Georgia and across the country there are numerous issues affecting access to food stamps. These issues include poor customer service, inadequate training of food stamp office staff and language/literacy barriers. There is also rampant urban myth that needs to be dispelled regarding how much benefit people are eligible for.

For good, comprehensive information about the Food Stamp Program you can visit:

www.usda.com- United States Department of Agriculture.

www.frac.org- Food, Research and Action Center (FRAC).

Steps Toward a Hunger-Free Community

Assess your own communities' food security by asking these questions:

Assessing Your Community's Food Security: Determining the level of Food Security in one's own community is a first step toward developing a Hunger-free community. Here is a partial list of the type of questions that need to be answered:

Access to Food: Access to healthy, safe and affordable food is an essential component of Food Security. Are there supermarkets within walking distance? Does a MARTA bus stop in front of the neighborhood supermarket? What percentage of local residents must rely on public transportation to either get to the store or to carry purchases home? Do local stores have a high rate of shopping cart loss due to shoppers' need to carry groceries home? How does this affect the price of food in the store? What is the quality and freshness of products? Do local supermarkets employ local residents? Do residents rely on mom and pop and /or convenience stores for groceries? What is the selection and price of food at these stores? Do local stores accept Food Stamps/EBT/WIC vouchers? How does the quality, variety of price of groceries compare to other food vendors in the metro area?

Hunger and Nutrition: Hunger is hard to measure. Proxies are often used instead. For example, what is the area's median household income? What percent of children in local schools receive free or reduced price breakfast and lunch? What percent of elderly persons receive subsidized Meals on Wheels? What percentage of income do residents pay for rent? How many people receive groceries from local food pantries? Is there a local community kitchen? How many local people receive Food Stamps? WIC? What is the rate of low birth weight babies in the community? Does the community's hospital track rates of diet-related illnesses and diseases?

Resources: Take a look at existing resources. Are there community gardens? If not, is there vacant land available to turn into garden plots? Do Senior Centers serve breakfast and lunch to their guests? Are there any food co-operatives or buying clubs? Do local grocery stores and restaurants donate nonmarketed food to Food Banks or food pantry programs? What anti-hunger organizations operate in the community? Do local schools promote the free meal program to parents and students? Is there an organization that serves as a Summer Meal site for children?

Local Agriculture: Communities need a sustainable food supply to be Food Secure over time. What is the state of local farming? Have a high percentage of farmers in the state gone out of business lately? Has there been farmland loss? What is the median age of farmers? Are young people attracted to farming/agriculture as a career? Do high schools, technical colleges and universities provide agriculture classes, majors or training? What foods are grown regionally? Do residents support local farmers?

Policies: Government policies at all levels impact a community's Food Security. Locally, how do land use, transportation needs, community development and environmental policies act as barriers or offer opportunities to enhance a community's Food Security? Statewide, what kind of support does the Department of Education give to school meal programs? What is the state's policy on access to Food Stamps for young families, legal immigrants and the elderly? Nationally, how do representatives in Congress or Senators vote on issues, which affect agriculture and hunger? Do they understand the level of Food Security in their districts?

Section 4

Activities For Learning

Icebreaker Activity

Suitable for ages: 12 and Up

Objective: Stimulate conversation about hunger and related issues. Ascertain each participant's current understanding of key concepts.

Time needed: 15 – 20 minutes

Directions:

1. Separate the words and phrases on the following page into individual strips, allowing one word or phrase per strip.
2. Distribute one strip to each participant.
3. Ask each participant to read his/her word and reflect upon their personal understanding of the word/phrase.
4. Give each person a few moments for reflection.
5. Ask each person to tell the larger group his/her ideas about the word on his/her strip. No group discussion is to occur at this point. Each person will speak, in turn, for a few moments. Listeners may take notes.
6. Ask for comments once each participant has spoken. Did themes emerge from the group? Were there wide differences of opinion?
7. Explain that this exercise was done to demonstrate the breadth of knowledge and opinions about key concepts related to hunger and poverty.

Words and Phrases

for distribution during Ice Breaker

Poverty

Homeless

Food quality

Food Stamps

Food safety

Welfare

Working poor

Malnourished

Livable Wages

Food Bank

Minimum wage

Soup Kitchen

Begging

Food Security

Poverty Despite Work Gap

We send special thanks to John Arnold of Gleaners Food Bank in Grand Rapids, Michigan, for his insight on this issue.

The 1990s saw a tremendous growth in jobs – many of them either part-time and/or near minimum wage. Large percentages of low wage, working families cannot earn enough to make ends meet and stay above the poverty line – regardless of how well they budget.

Let's suppose that Ms. X has a 32-hour per week position as a maid in a local hotel. Her hourly wage is \$7.25 per hour. This is a full two dollars more than the current federal minimum wage. Therefore, Ms. X's annual maximum income from this job would be: $\$7.25 \times 32 \text{ hours} \times 52 \text{ weeks} = \mathbf{\$12,064.00}$.

Now compute some basic expenses:

15% for FICA and taxes.....	\$1,809.60
\$700/month rent/mortgage.....	\$8,400.00
\$125/month for utilities.....	\$1,500.00
\$150/month transportation costs.....	\$1,800.00
\$ 75/month for personal hygiene, laundry, etc.....	\$ 900.00

Total annual expenses:

\$14,409.00

The total above does not include spending for any of life's other essentials: food, medical/dental care, child care, school supplies and fees, clothing, savings, birthday and holiday celebrations, debt payments, etc.

When available cash income cannot exceed or meet normal and reasonable expenses the resulting **gap** translates into people doing without: food, quality childcare, and medical attention. Hopefully, families, which face these circumstances, can turn to private and public charitable agencies. And hopefully, these agencies will have enough resources to address the most urgent need.

When the **gap** is small, options for families are easy – fewer meals at restaurants, fewer clothing purchases and entertainment expenses. However in almost 12% of American households the **gap** is too wide to cover by budgeting tighter and external assistance is needed.

Questions for Discussion

- What resources does your group believe should be available to provide financial or income support assistance?
- How should these sources of support determine eligibility and the urgency of any one family's circumstances?
- What role, if any, should employers play in assuring the food security and self-sufficiency of their workers?
- What role, if any, should workers play in acquiring a living wage? As individuals? As a class of people?
- What costs should be measured to determine a living wage in your local community?

References for More Information

Bernstein, Nina. "Use of Shelters by Families Sets Record, etc." The New York Times, 8/21/2001.

Boushey, Heather, Brocht, Chauna, Gundersen, Bethney, Bernstein, Jared. Hardships in America: The Real Story of Working Families. Economic Policy Institute, 2001.

Ehrenreich, Barbara. Nickel and Dimed: On (Not) Getting By in America. Holt & Co., 2001.

Newman, Katherine. No Shame in My Game: the Working Poor in the Inner City. Vintage Books, 1999.

Check out our comprehensive reading list in the Appendix section of this curriculum.

The Cornell/Radimer Questionnaire to Estimate the Prevalence of Hunger and Food Insecurity

Purpose:

- Create a personal understanding of the concept of Food Security
- Provide one method of measuring Food Security

Description of Activity:

- Participants will answer two sets of questions regarding Food Security. The first set of eleven questions asks for personal responses about participants' own level of Food Security. The second set of two questions asks participants to answer questions regarding hunger.

Time: 30 minutes

Materials:

- Food Security Questionnaire (either on paper, transparency or Power Point slide)
- Answer Sheets (enough for each participant)
- Cornell/Radimer Questionnaire Ratings
- Discussion Questions

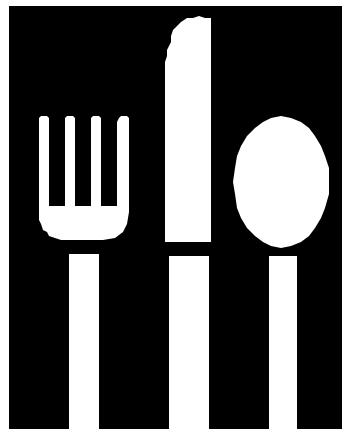
Procedure:

- Distribute/Display Questionnaire. Explain that the questions require an answer about the participant's own Food Security. Instructor should be sensitive to participants who may feel embarrassed or threatened by sharing their responses.
- Ask each participant to answer the first eleven questions as often true, sometimes true, or never true for their household or the individuals in their household.
- Once participants have answered 1 – 11, instruct them to answer the last two questions either yes or no for their household or the individuals in their household.
- Scoring: Answers to the eleven statements are considered positive if they are "often true" or "sometimes true." Answers to the two questions are considered positive if they are "yes." Have students tally the number of positive answers on their answer sheets.

- Display the Cornell/Radimer Rating Sheet so participants can evaluate their own level of Food Security.
- Using the accompanying Discussion Questions, lead the participants in a discussion about their understanding of Food Security.

Discussion Questions:

1. Do you think the definitions of Food Security on the Rating Sheet are accurate?
2. Which questions could you answer immediately and which ones took some thought?
3. If someone “worries” about whether or not they can afford to buy enough are they food insecure, poor planners or both? What is your opinion?
4. How might a lack of food variety (see question #5) affect a child’s health? (See Tufts University study.)
5. What remedies might be suggested to assist a household who is Food Insecure? (Suggestions: Seeking help from a community food pantry, applying for food stamps, applying for free school meals, participating in a community garden, enhancing budgeting skills)



**Please Answer the Following Questions About Your
Food Security**

The results of these questions are for you only

1. I worry whether my food will run out before I get money to buy more.
 Often true
 Sometimes true
 Never true
2. I worry about whether the food I can afford to buy for my household will be enough.
 Often true
 Sometimes true
 Never true
3. The food that I bought just didn't last, and I didn't have money to get more.
 Often true
 Sometimes true
 Never true
4. I ran out of the foods that I needed to put together a meal and I didn't have money to get more food.
 Often true
 Sometimes true
 Never true
5. We eat the same thing for several days in a row because we only have a few different kinds of food on hand and I don't have money to buy more.
 Often true
 Sometimes true
 Never true
6. I am often hungry but I don't eat because I can't afford enough food.
 Often true
 Sometimes true
 Never true
7. I eat less than I think I should because I don't have enough money for food.
 Often true
 Sometimes true
 Never true
8. I can't afford to eat properly.
 Often true
 Sometime true
 Never true

9. My child(ren) is (are) not eating enough because I just can't afford enough food.

- Often true
- Sometimes true
- Never true

10. I know my child(ren) is (are) hungry sometimes but I just can't afford more food.

- Often true
- Sometimes true
- Never true

11. I cannot afford to feed my child(ren) a balanced meal because I can't afford that.

- Often true
- Sometimes true
- Never true

Please answer Yes or No to the next two questions.

12. Sometimes people lose weight because they don't have enough to eat. In the past year, did you lose weight because there wasn't enough food?

- Yes
- No

13. In the past year, have you had hunger pangs but couldn't eat because you couldn't afford food?

- Yes
- No

The Cornell/Radimer Questionnaire to Estimate the Prevalence of Hunger and Food Insecurity Rating Sheet

Instructions: This questionnaire is used to characterize each household as to whether it is:

- Household food secure
- Household food insecure
- Individual food insecure
- Individual hungry
- Child hungry

The questionnaire has 13 items: eleven statements and two questions. Answers to the eleven statements are considered to be POSITIVE if they are either "*Often True*" or "*Sometimes True*." Answers to the two questions are considered to be POSITIVE if they are: "Yes."

A household is:

1. Food secure if:.....none of the answers to items 1 through 11 are positive.
2. Food insecure if:..... one or more answers to items 1 through 11 are positive.
3. Individual insecure if:..... one or more answers to items 6 to 11 are positive.
4. Individual hungry if:..... one or more answers to items 6 to 8 are positive and
 - one or more answers to # 12 to 13 are positive or
 - one or more answers to # 9 and 10 are positive.
5. Child hungry if:.....one or more answers to # 9 to 10 are positive.

Food Security Exercise: Who Buys What?

An Activity Teens and Adults

Objective:

Demonstration of the impact increased resources and good decision-making can have on a community's level of Food Security.

Related Subjects:

Nutrition, Health, Math, Money management, Civics.

Time:

30-40 minutes

Materials:

Grocery lists, menu sheet, meal ticket, the food guide pyramid of your choice. The USDA Pyramid, Pyramid of another culture (accessible on the web) or the food guide recommended by Harvard University Professor and top nutrition researcher - Walter Willet.

Procedure:

1. Distribute materials to each player- or small group.
2. Instruct players to design menus for each meal for one day that are nutritious and within their budget. The budget for the day is on the center of the meal ticket. Players will have either a *Daily Food Stamp Budget Meal Ticket* or an *All You Can Eat Meal Ticket*. They should use the *Grocery Price List* and chosen pyramid to design the most nutritious meal they can, using the money they have to spend.
3. Once the menus have been created it is important to have everyone share the menus they have created and the process they went through.

Debriefing Questions:

1. What challenges did you encounter?
2. What access issues might a family living in a low-income community encounter?
3. Was it easy or difficult to purchase good nutrition with your given budget?

Costs are per serving!

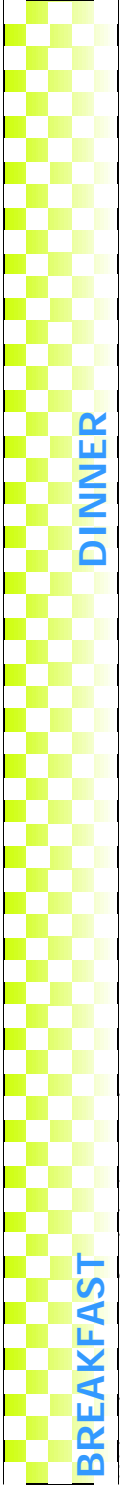
Grocery Price list

Good Luck!


Hunger 101
Atlanta Community Food
Bank

Bread per slice:	7 cents
Biscuit, (2)	15 cents
Muffin, oatmeal	30 cents
Hoagie roll	25 cents
Oatmeal	15 cents
Wheat flakes	20 cents
Grits	15 cents
Frosted flakes	25 cents
Spaghetti w/meat	45 cents
Brown rice	9 cents
Apple	25 cents
Banana	10 cents
Orange	15 cents
Orange juice	20 cents
Fruit salad	55 cents
Broccoli	30 cents
Collard greens	18 cents
Carrot sticks	10 cents
Tomato, organic	55 cents
Pinto beans	6 cents
Chicken breast	75 cents
Salmon	99 cents
Bologna	40 cents
Eggs, each	10 cents
Milk	55 cents
Yogurt	89 cents
Cheese, American	10 cents
Cheese, Gouda	24 cents
Peanut butter	15 cents
Ice cream	89 cents
Pie	82 cents
Coffee	80 cents

Describe your location by landmark or area



BREAKFAST

Write down your food choices and each item's cost per serving.

Bread choice:

Fruit Choice:

Vegetable Choice:

Dairy Choice:

Meat choice:

LUNCH

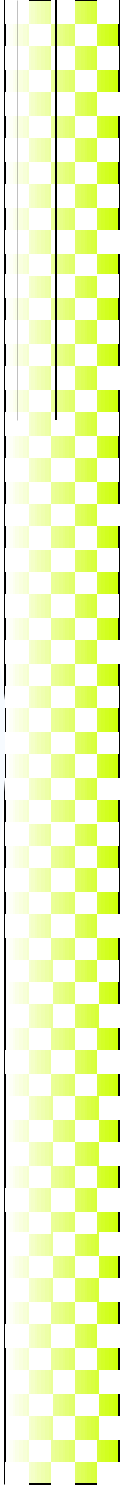
Select your day's lunch items in the spaces below. Remember to enter

Bread Choice:

Vegetable Choice:

Dairy Choice:

Fats, Oils & Sweets:



DINNER

List the foods you would like to eat for Dinner. Remember to consider cost!

Bread, Pasta, Rice Choice:

Fruit Choice:

Vegetable Choice:

Milk Choice:

Meat, Poultry, Fish, Nuts, Eggs Choice:

Fats, Oils & Sweets Choice:

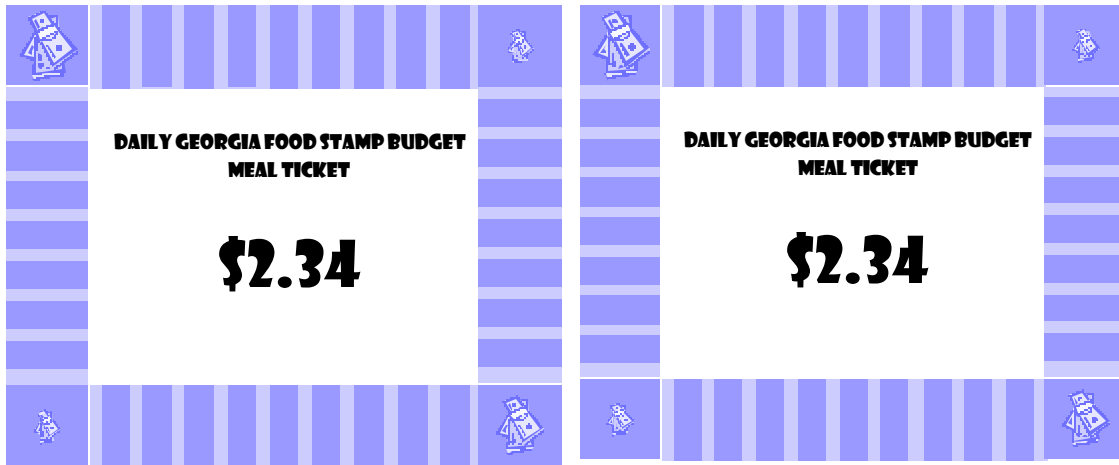
SNACK

What would taste
Item

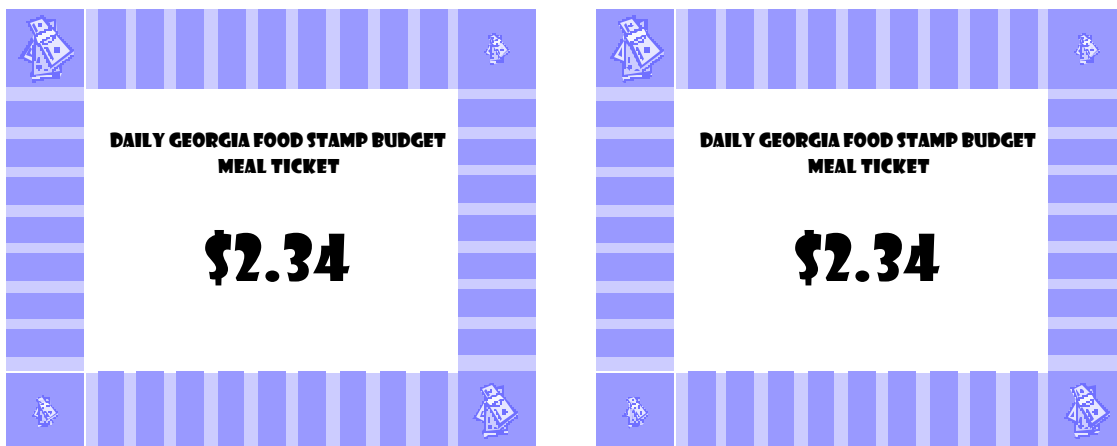


Copy and Cut as Necessary



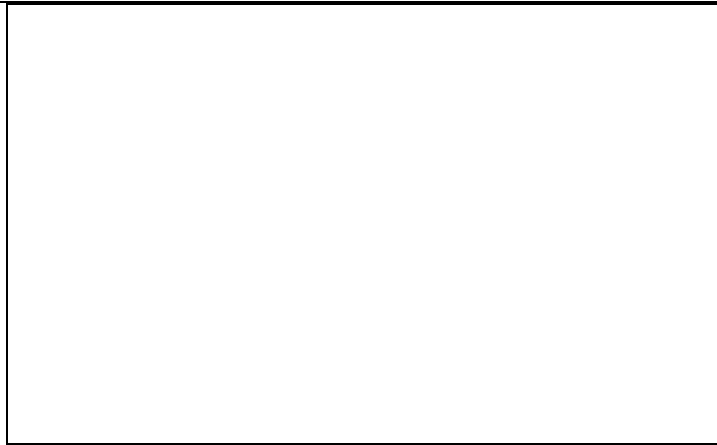


Copy and Cut as Necessary



The Food Guide Pyramid

A Guide to Daily Food Choices



[Fats, Oils, and Sweets](#) / [Milk, Yogurt, and Cheese](#) / [Meat, Poultry, Fish, Beans, Eggs, and Nuts](#) / [Vegetables](#) / [Fruits](#) / [Breads, Cereal, Rice, and Pasta](#)

Select a section of the pyramid for details

The Food Guide Pyramid is an outline of what to eat each day based on the [Dietary Guidelines](#). It's not a rigid prescription but a general guide that lets you choose a healthful diet that's right for you.

The Pyramid calls for eating a variety of foods to get the nutrients you need and at the same time the right amount of calories to maintain healthy weight.

Use the Pyramid to help you eat better every day...the Dietary Guidelines way. Start with plenty of breads, cereals, rice, pasta, vegetables, and fruits. Add 2-3 servings from the milk group and 2-3 servings from the meat group. Remember to go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

What Counts as One Serving?

The amount of food that counts as one serving is listed below. If you eat a larger portion, count it as more than 1 serving. For example, a dinner portion of spaghetti would count as 2 or 3 servings of pasta.

Be sure to eat at least the lowest number of servings from the five major food groups listed below. You need them for the vitamins, minerals, carbohydrates, and protein they provide. Just try to pick the lowest fat choices from the food groups. No specific serving size is given for the fats, oils, and sweets group because the message is USE SPARINGLY.

Milk, Yogurt, and Cheese		
1 cup of milk or yogurt	1 1/2 ounces of natural cheese	2 ounces of process cheese
Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts		
2-3 ounces of cooked lean meat, poultry, or fish	1/2 cup of cooked dry beans, 1 egg, or 2 tablespoons of peanut butter count as 1 ounce of lean meat	
Vegetable		
1 cup of raw leafy vegetables	1/2 cup of other vegetables, cooked or chopped raw	3/4 cup of vegetable juice
Fruit		
1 medium apple, banana, orange	1/2 cup of chopped, cooked, or canned fruit	3/4 cup of fruit juice
Bread, Cereal, Rice, and Pasta		
1 slice of bread	1 ounce of ready-to-eat cereal	1/2 cup of cooked cereal, rice, or pasta

You can access the *USDA Food Guide Pyramid* by going to the following link:

<http://www.nal.usda.gov:800/py/pmap.htm>

You can access food guide pyramids from other cultures:

<http://www.nal.usda.gov/fnic/etex/000023.html>

You can access the *Healthy Eating Pyramid* developed by Harvard University professor Walter Willet by going to the following link:

www.hsph.harvard.edu/nutritionsource/pyramids.html

Peanuts and People

Population and Food Production Activity

Resource: World Hunger: Awareness, Affinity, Action. Alan Shawn Feinstein World Hunger Program, Brown_University, 1992.

Objective: Demonstration of the problems of food distribution and availability

Materials needed: 85 peanuts in shell
5 clear bags
5 large sheets paper/poster board for signs
World map/globe
Space to separate 25 students into 5 groups

Time: 30 minutes

Use the chart below to divide students into 5 groups. The number of students for each geographic region is based on its population. Distribute peanuts as a symbol of the amount of food produced in each geographic region. The number of peanuts is based on the total food produced (not necessarily consumed) in each region. The total world food production exceeded the basic caloric requirements by nearly 13% in 1989. The world needed a total of 75 peanuts to meet our minimum food requirements, but had 10 more peanuts than necessary.

- Group students from each region (Asia, Africa, Europe, Latin America, North America) so they can see clearly how the world's population is distributed.
- Have each group make a sign to label its region.

Use peanuts as a symbol of the food produced in each region. See below for distribution of peanuts to each group.

- Give each group a small, clear bag filled with the appropriate count of peanuts.
- Ask each group to divide its peanuts among its members

<u>Regions</u>	<u>% of World Population</u>	<u># of Students</u>	<u># of Peanuts</u>
Asia	59%	15	38
Africa	12%	3	5
Europe	16%	4	23
Latin America	8%	2	6
North America	5%	1	13
Total	100%	25	85

Questions for discussion:

Peanuts and People Exercise

1. Ask students how they felt as they saw how the food was distributed. (*Note: 3 peanuts each in a group of 25 represents the amount of food needed for an active and healthy life.*) How many have students have less than 3? How many have more than 3?
2. Tell students that less than $\frac{1}{4}$ of the world's people live in nations where basic needs for food, clean water, health care and housing are met. More than $\frac{3}{4}$ of the world's people live in countries in which basic necessities are not always easily obtainable. Explain these people must struggle daily to survive. Such an existence precludes people from participating in activities, which enrich life: music, literature, education, community development, civic engineering, etc. Ask students how they feel about these facts.
3. Ask students to find an alternative way to divide the peanuts as equally as possible between the groups. Next, ask them to redistribute among the individuals. Now, how many have at least 3 peanuts? How did the students resolve the distribution problem?
4. Ask the students to think of reasons why there is such an unequal distribution of food throughout the globe. (*Reasons could include: population density, climate: too cold, too hot, too dry, war, terrain: too mountainous, little land area available for cultivation, transportation problems, unequal distribution of resources within individual nations.*)
5. Can they think of ways to share food in a more equitable manner? Can they think of ways in which food is shared within the United States? (*Food stamps, School breakfast and lunch programs*) Within Georgia? (*Georgia Assn. of Food Banks, Atlanta Community Food Bank, Meals on Wheels, etc.*) Write down students' ideas on flip chart paper titled, "Creative ideas for fighting hunger." Ask students to think of ways they can act on their suggestions. Encourage them to follow through.



Making People Wise: Sharing What We Know

Activity:

Writing letters to affect public policy/exchange of viewpoints.

Materials:

Pens

Paper

Envelopes

First class postage

Addresses for public officials

Address for local newspaper's "Letters to the editors."

Writing a letter is one of **the most** effective ways to communicate with legislators. Public opinion is a major factor in the decision making process on Capitol Hill, in State and local government. Most elected officials tally the number of calls and letters on an issue.

There is POWER in numbers, in coalitions, in raising one strong and centered voice. We could have- and sometimes do- an amazing impact on policy.

IMPORTANT TIPS

- 1. You can write a letter in 90 Seconds! Not that you have to!**
- 2. Be certain you are writing to the appropriate official-** If it is a House Bill then don't write your Senator, etc. www.senate.gov and www.house.gov (as well as most of the advocacy links in the resource section of this curriculum) will offer you up to date information about legislative activities and where to put your advocacy efforts.
- 3. Be personal-** a mailed, handwritten letter receives much greater attention than anything preprinted or e-mailed. Always remember to include your return address on the letter and on the envelope.

4. Be concise- Tell them why you are writing. If you have learned something that surprised you, tell them! " I was shocked to learn that 1 in 5 children in Georgia suffers from hunger each month." Be clear and brief about what action you would like them to take. " I would like you to support

5. Put the situation in concrete terms and make sure you have your facts in order-

"Studies show that, after leaving TANF, 33 percent of adults find full-time work and 16 percent find part-time work. This work is often unsteady, limited and almost always low paying."

1 The above information drawn from Bread for the World- www.bread.org and America's Second Harvest- www.secondharvest.org

These websites can give you specific information about current legislation and where it sits in the legislative process. They also have links that allow you to respond immediately, offer talking points and additional contact information.

Sample Letter

Date

Your address

The Honorable Senator or Representative _____
Address

Dear Senator or Representative _____:

(Senate Only) Now is the time to strengthen the Temporary Assistance for Needy Families (TANF) program! The reauthorization of TANF is your most important opportunity to help poor and hungry families this year and it is critical that you act now.

(House Only) I am aware that the House has passed a version of TANF reauthorization (H.R. 4737). I urge you to strengthen this legislation for poor and hungry families by cosponsoring the Roukema-Tierney Working From Poverty to Promise Act, H.R. 4210. Your support is important as the House and Senate begin to negotiate the final legislation.

Sincerely,

Name

The content of these 2 example sample letters was taken from the
Bread for the World website
www.bread.org.

It gives you an idea of how to be specific about your issue and states clearly what you would like them to do.



**Contact Information for the
Georgia Congressional Delegation
2003**

Senators:

The Honorable Saxby Chamblis
United States Senate
Washington, DC 20510
www.senate.gov

The Honorable Zell Miller
United States Senate
Washington, DC 20510
www.senate.gov

**To find the congressional delegation from your state go to
www.house.gov and www.senate.gov**

The House of Representatives:

First District:	Jack Kingston	R	Savannah
Second District:	Sanford Bishop	D	Albany
Third District:	James C. Marshall	D	Macon
Fourth District:	Denise Majette	D	Decatur
Fifth District:	John Lewis	D	Atlanta
Sixth District:	Johnny Isaakson	R	Marietta
Seventh District	John Linder	R	Smyrna
Eight District	Michael Collins	R	Moultrie
Ninth District	Charles Norwood	R	Clermont
Tenth District	Nathan Deal	R	Evans
Eleventh District	Phil Gingrey	R	Atlanta/Gwinnett
Twelfth District	Max Burns	R	Augusta
Thirteenth District	David Scott	D	Atlanta

All Congressional Representatives have the same address:

The Honorable (Name of Representative)
United States House of Representatives
Washington, D.C. 20515
www.house.gov/ (last name)

For updates after 2003- Bread for the World's website has information about elected officials in all states, issues and current legislation, elections, candidates and a guide to media all over the country.
<http://capwiz.com/bread/home/>

Menu of Opportunities

Activity for Adult Audiences

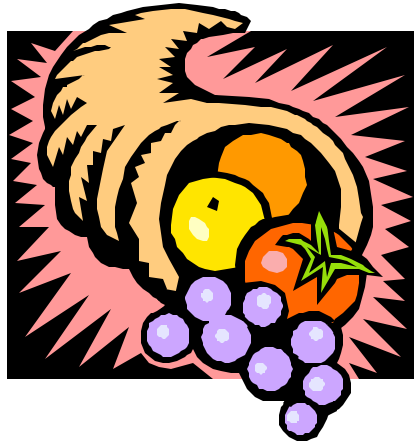
Description of Activity:

Participants will select one short-term (to complete within 90 days) and one long-term (within 12 months) "Menu Item" as their personal action steps. Teams or individuals can undertake action steps. Please note: These activities will be completed after completion of the Hunger 101 presentation

Procedure:

1. Distribute "A Menu of Opportunities..."
2. Ask each participant/team to select one Menu Item as a reasonable project to complete within the next 90 days.
3. List individual's name/team on a poster board along with the selected Menu Item, Periodic progress notes and date of completion can be entered on this Poster. A central display area for the poster is suggested.
4. Debrief and evaluate each person/team's experience. Ask each person/team to select one "story" from their project to share with the larger group, i.e.: did they enjoy one aspect more than another? Did any incident/actions steps surprise them?
5. Ask person/team to choose a long-term Menu Item. Suggest they involve one new person in the process.
6. Report to the ACFB's Hunger 101 Coordinator about the groups' actions. We value the feedback! Her email address is: lindy.wood@acfb.org.

A Menu of Opportunities
to Help End Hunger in Georgia



Soup to nuts: A Smorgasbord of Ideas

Atlanta Community Food Bank

970 Jefferson Street, NW
Atlanta, Georgia 30318
Phone: (404) 892-9822
Fax: (404) 892-4026
Website: www.acfb.org

Appetizers

A Sampling of Ideas

- **Volunteer du jour** - A half dozen hours donated to the Atlanta Community Food Bank will help feed dozens of hungry Georgians. To volunteer visit our website: www.acfb.org or call our Volunteer Dept. 404-892-3333 ext 242.
- **Spicy tidbits** - Encourage your colleagues at work, members of your clubs and civic organizations, friends at church or synagogue to get involved. Invite a Hunger 101 teacher to make a presentation. To schedule Hunger 101 (404) 892-3333 Ext. 228.
- **A Trio of Fresh Ideas** – Donate fresh produce from your garden and participate in “Plant A Row for the Hungry.” (404) 892-3333 Ext. 216

Soup or Salad

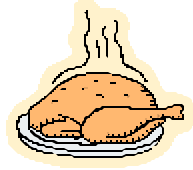
A bit more substance



- **Tossed mix** of Young and Old will enjoy the Atlanta Hunger Walk in the Spring. For more information call: (404) 892-3333 Ext. 223 or visit http://www.acfb.org/projects/hunger_walk/
- **Stew of possibilities** – Gather information about public programs, which provide services to hungry people: Food Stamps, School Breakfast and Lunch, WIC, Meals on Wheels. Stay informed. www.usda.gov or www.frac.org.
- **Caesar Salad** – Write a letter to your legislators asking them for their positions on hunger issues.

Entrees

The Main Course



- **Turkey with all the trimmings** – Donate \$20 to the Atlanta Community Food Bank to provide a family's holiday dinner
- **Meat and potatoes** – learn about the root causes of hunger: inadequate education, unequal sharing of information and resources, lack of living wage jobs, lack of quality, affordable child care and more. We can help you find sources of information. Call Hunger 101 Coordinator at 404-892-3333 ext 228.
- **Tuna with a large jar of crunchy peanut butter** – Help organize a food drive and encourage healthy, high protein donations! Call us or look on our website for a “How To” kit.
- **Aged, hearty money** - Your favorite as well as ours – donations are always tax deductible. You can now donate online at www.acfb.org.
- **Chef's Special** – Take a Simple Abundance Cooking Class. Proceeds benefit the Food Bank. Call extension 246 for a class schedule and information.

Side Dishes

A little extra



- **Choice of sides** – ask your employer if they have a matched giving program to nonprofits. Suggest they include anti-hunger organizations such as the Atlanta Community Food Bank.
- **Prepare your own** – Organize a yard sale and give the proceeds to an anti-hunger organization.
- **Curried vegetables** – Volunteer at our Atlanta Collaborative Kitchen. Cook, chop, stir. Help to make soups, stews and casseroles for the Food Bank. Call Ext. 230 for a schedule.
- **Food on the go** – Donate to Delta Airlines Food Recovery Project during your next flight into Atlanta.

Children's Menu

Never too young to help



- **Thin Mints** – Girls Scouts can earn a Hunger 101 Badge! Contact the Girl Scout Council of NW Georgia or visit http://www.acfb.org/projects/hunger_101/ .
- **PB & J** – Classrooms can hold peanut butter and jelly drives to donate to a local food pantry.
- **Leftovers** – Bring the kids (8 years old and up) to our Product Rescue Center to help sort donations. Call Ext. 242.

Desserts

Who can resist helping?

- **Gateau et café** – Ask neighbors to join you for dessert, coffee and conversation. Use the time to write letters to public officials about hunger issues or ask us to present one of our Hunger 101 workshops to the group.
- **Dessert cart** – Join us for the best in the city. A Taste of the Nation in the spring.. Chefs from the finest restaurants in Atlanta prepare and share their specialties. Proceeds go to anti-hunger organizations, including the Food Bank.
- **Slice of the pie** – Encourage your business to become of sponsor of the Atlanta Hunger Walk.

Here's a Tip

No effort is too small. No one is unappreciated. The fight against hunger and the task to create hunger-free communities is a large one, ready for new recruits and eager for seasoned veterans. The offerings on this Menu are just suggestions. We'll be glad to entertain your own ideas. Who knows, they might be included on our next Menu!



A Word about Our Ingredients

The mission of the Atlanta Community Food Bank is to fight hunger by engaging, educating and empowering our community.

The Food Bank is a network of staff, supporters and volunteers working together to end hunger and build a better community. A member of the national Second Harvest Food Bank Network, the **Atlanta Community Food Bank** celebrates 25 years of service during 2004. The Food Bank distributes over 14 million pounds of food every year to more than 750 nonprofit, member agencies in metro Atlanta and 38 other north Georgia counties.

The ACFB has several programs besides its basic food distribution. **Atlanta's Table** collects prepared and perishable food from hotels, restaurants, caterers and other food service operators. The food is transported directly to community kitchens, night shelters and residential programs for immediate use.

The Atlanta Hunger Walk has been held for fifteen years. The Walk provides a fundraising opportunity as well as a forum for recognition and discussion of hunger in our communities. Hunger Walk funds benefit more than 40 local, national and international hunger relief programs. Hunger Walk '99 raised over \$238,000 and drew over 8000 walkers.

Hunger 101 was developed to serve as the principal education component of the Food Bank. Currently materials are available for classes of young children, adolescents or adults. All classes have interactive aspects which focus on identifying populations at risk for hunger, the causes and effects of hunger and strategies to address hunger. All Hunger 101 students are invited to join the corps of volunteers who are essential to the Food Bank's success.

Community Gardening Initiative is a Food Bank program designed to help low-income communities learn to grow their own food as well to encourage others to donate fresh produce to "Plant A Row for the Hungry." We share expertise, tools, time and have an extensive seed bank.

Please contact us if you would like more information!

Section 5 Appendix

Finding Your Way Around the State Capitol

Transportation and Parking

There is a MARTA station at Georgia State/Sloppy Floyd Building which is less than a block from the State Capitol. Parking is available at a state-owned lot on Butler Street (behind the Sloppy Floyd Building) or at Underground Atlanta.

Food, Phone and Restrooms

There is a cafeteria located in the bottom of the Sloppy Floyd Building. It has multiple serving lines and is open for breakfast and lunch. There is a small snack bar in the basement of the Capitol. There are many restaurants in Underground Atlanta, a short distance from the Capitol.

Public phones are on the third and first floor outside the restroom. If you are at the Capitol frequently, a cell phone is advisable due to the difficulty in accessing a phone.

Restrooms are on first and third floor of the Capitol (the first floor is below ground level).

Schedule

Both houses usually convene at 10 a.m.. Committee meetings are held in the morning and the afternoon. Schedules are posted on bulletin boards outside the offices of the Secretary of the Senate and on the wall near the staircase outside the House Clerk's office. Committee chairs sometimes post meeting notices outside their office; also check with the Committee Secretary for time and locations of meetings.

Finding Information

To find out who your local legislator is, call your local voter registrar (listed under county government) or go to www.Votesmart.org/. A book with information about legislators (commonly called the picture book) is published annually and available through the Senate Information Office (404-656-0028) or House Information 9404-656-5082). The book has contact information about legislators.

Composites (a list of all bills and status of bills). First readers (bills introduced daily), and daily calendars (committee meetings and bills to be considered) can be picked up at the Secretary of the Senate or the House Clerk's office. You can also request copies of bills at each office. You will need to know the number of the bill and fill out a form. One copy is free.

GeorgiaNEt has information available online at www.ganet.org ; daily calendars, budget updates, general information, information on legislators, and bill status are among the services available online. You also can access a live audio feed on GeorgiaNet.

If you know a bill number, you can call the Clerk of the House at 404-656-5015 or the Secretary of the Senate at 404-656-5040 to check the vote on a specific bill.

Useful Phone Numbers

Tours of the Capitol	404-656-2844
State of Georgia Information	404-656-2000
Post Office	
Capitol	404-656-0445
Legislative Office Bldg	404-656-0170
Lt. Governor's Office	404-656-5030
Speaker of the House	404-655-5020
Georgia Building Authority Catering	404-656-3850
House Research Office	404-656-3206
Legislative Budget Office	404-656-5050

National Hunger Relief Organizations

Bread for the World

50 F St. NW, Suite 500
Washington, DC 20001
202-639-9400
800-82-Bread

www.bread.org

Bread for the World has educational activities and resources for learning about hunger. They publish an annual Hunger report on the status of world hunger. The report contains facts, statistics and ideas for action. Bread for World has local groups working in many cities, as well.

Catholic Relief Services

209 West Fayette Street
Baltimore, MD 21201-3442
(410) 625-2220
800-736-3467

www.catholicrelief.org

An overseas and domestic hunger relief and development agency. Established in 1943 it works in concert with the Catholic Church to provide disaster relief.

Center on Hunger and Poverty

Brandeis University
Mailstop 077
Waltham, MA 02454-9110
781-736-8885
hunger@brandeis.edu

The Center on Hunger, Poverty and Nutrition Policy was established in 1990. Its purpose is to advance public policy choices which reduce hunger and poverty and enhance the development and productive capacities of American families and children. The Center carries out policy research and analysis and works with government leaders and the media to promote greater understanding of policy alternatives for the nation.

Children's Defense Fund

25 E Street, NW
Washington, DC 20001
(202) 662-3544

cdfchildcare@childrensdefense.org

www.childrensdefense.org

CDF is a national organization with roots in communities across the nation. Their mission is to educate about the needs of children and encourage preventive investment

in children. They publish several reports and newsletters. Have interesting posters, calendars about children's issues.

Church World Service

475 Riverside Drive
Suite 678
New York, NY 10115-0050
(212) 870-2061

www.churchworldservice.org

International and national work with developing nations and resettlement of refugees. Sponsors "Crop Walks" in many cities.

Congressional Hunger Center

229 Pennsylvania Ave, SE
Washington, DC 20003
202-547-7575

www.hungercenter.org

The Congressional Hunger Center is an outgrowth of the Congressional Select Committee on Hunger led by Rep. Tony Hall (D-OH). They publish a newsletter, encourage local advocacy, and have educational resources for teachers and a student fellowship program for college graduates.

Food Research and Action Center (FRAC)

1875 Connecticut Avenue, NW
Suite 540
Washington, DC 20009
(202) 986-2200

www.frac.org

An advocacy and research organization on issues of domestic hunger. Great emphasis placed on school meal access, food stamps and WIC.

Mazon: A Jewish Response to Hunger

1990 Bundy Dr., Ste 260
Los Angeles, CA 90025-5232
(310) 442-0020
(310) 442-0030 (Fax)

www.mazon.org

Mazon was founded in 1986 as a vehicle through which American Jews could respond to hunger in the United States and abroad. Mazon raises funds by asking American Jews who are celebrating life-cycle events, such as weddings, bar/bat mitzvahs, birthdays, to voluntarily contribute a suggested 3% of the cost of the celebration. These funds are granted twice each year to nonprofit organizations seeking solutions to the problems of hunger and poverty.

National Center for Children in Poverty

215 W. 125th St. 3rd Floor

New York, NY 10027

646-284-9600

646-284-9623 (Fax)

nccp@columbia.edu

Newsletter available three times a year on issues of low-income children. Each edition contains research summaries and a listing of new materials/research available on national issues.

America's Second Harvest

116 Wacker Dr., #2000

Chicago, IL 60601

(312) 263-2303

800-771-2303

www.secondharvest.org

A network of 200 affiliated Food Banks in the United States which provide food to the hungry through nearly 50,000 social service and nonprofit community-based organizations. Second Harvest Food Banks distribute more than 500 million pounds of donated food annually. They publish a quarterly newsletter.

Share Our Strength

1730 M Street, NW

Suite 700

Washington, DC 20005

(202) 347-5868

800-969-4767

www.strength.org

Share Our Strength is a nationwide network of professionals who use their skills and resources to help alleviate the causes and consequences of hunger in the United States, Canada and developing nations. SOS sponsors "Taste of the Nation" events in many cities as well as Writers' Harvest, a national book project and reading event.

World Hunger Year (WHY)

505 Eighth Ave, Ste 2100

New York, NY 10018-6582

(212) 629-8850

www.worldhungeryear.org

WHY@worldhungeryear.org

WHY believes that hunger and poverty in a world of abundance are unacceptable. The mission is to work for just policies, which create a more secure world, and to support innovative programs, which create sustainable livelihoods. They publish WHY magazine once a quarter.

U.S. Hunger and Poverty Reading List

Writings about poverty and hunger expand quickly these days. Scholars, politicians, media personalities and advocates of all stripes are busily writing down their thoughts, citing statistics and recalling anecdotes to support their views. Below are references that our staff finds useful. Please add your own and share with us!

NON-FICTION

Beckmann, David and Simon, Art. Grace at the Table: Ending Hunger in God's World. 2002.

A primer on the causes of international hunger.

Blackside, Inc. America's New War on Poverty. 1995. A companion reader to the recent PBS series about the War on Poverty, this compilation of essays and excerpts speaks about the many facets of poverty in America, citing numerous illuminating facts and statistics, as well as some methodologies for addressing these issues.

Coles, Robert. The Call of Service: A Witness to Idealism. 1993. Coles interviews fascinating people who have dedicated time and energy in service to their communities.

DeGraf, John, and others. Affluenza, 2002. Based on the PBS documentary.

Edelman, Marian Wright. Families in Peril: An Agenda for Social Change. 1987. Based on Edelman's 1986 W.E.B. Dubois Lectures, this book gives an eloquently argued case for a broad national agenda to fight childhood poverty. (Edelman is the executive director of the Children's Defense Fund.)

Ehrenreich, Barbara. Nickeled and Dimed: On (Not) Making it in America. 2001. This book gives us a compelling look at the challenges of being a part of America's growing working poor. Ehrenreich takes a year out of her freelance life to try making it in the low wage work force.

Ellwood, David T. Poor Support. 1988. Ellwood offers a wealth of information and data about the characteristics of poor people and the American welfare state, debunking many of the popular misconceptions that have been associated with poverty and the notion of welfare dependency.

Harrington, Michael. The New American Poverty. 1984. Harrington's reassessment of the issues just a few years before his death.

Harrington, Michael. The Other America. 1962. A cornerstone is social analysis, Harrington's story of "hidden poverty" in the United States served as the basis of the War on Poverty.

Jones, Jacqueline. The Dispossessed: America's Underclasses from the Civil War to the Present. 1992. A well-written account of the historical roots of the underclass, following the development of the 19th century Southern poor, both black and white.

Katz, Michael. In the Shadow of the Poorhouse: A Social History of Welfare in America. Describes how poverty existed and was dealt with by government and private groups throughout American history, from the colonial period to the present.

Katz, Michael. The Undeserving Poor: From the War on Poverty to the War on Welfare. 1989. Focusing on the last three decades, Katz's historical analysis follows the course of debate over issues of hunger and poverty in America referring to the differential treatment given to the "deserving" and "undeserving" poor.

Kotlowitz, Alex. There Are No Children Here: The Story of Two Boys Growing Up in the Other America. 1991. A powerful personal account of the lives of two families in the Chicago ghetto.

Kozol, Jonathon. Rachel and Her Children, Homeless Families in America. 1989. A deeply personal analysis of homelessness, which centers on the travails of one homeless family.

Kozol, Jonathon. Savage Inequalities: Children in America's Schools. 1991. Through a strong personal account, Kozol outlines the inequalities in school expenditures and facilities between poor and rich children in America.

LeBlanc, Adrian Nicole. Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx. 2003. LeBlanc provides a profoundly intimate portrait of a teenager, her family and a community in the Bronx throughout the 90's. It illuminates the complicated and many layered challenge of poverty. *"The lives of teenagers are demonized in the same way that those of children are sentimentalized. When these lives unfold in places exhausted by poverty and it's related burdens, the texture of their real experiences is obscured..." Adrian LeBlanc.*

Marmour, Theodore R. and Jerry L. Mashaw and Phillip L. Harvey. America's Misunderstood Welfare State: Persistent Myths, Enduring Realities. 1990. In separate chapters, analyzes the myths of the American system.

Phillips, Kevin. Wealth and Democracy. 2002. A social criticism and economic history of plutocracy, excess and reform.

West, Cornel. Race Matters. A collection of valuable essays from one of our principal social critics. West allows his readers to see race as a lens through which Americans view life.

FICTION

Allison, Dorothy. Bastard Out of Carolina. A well-written and deeply engaging story of a young girl growing up in poverty during the 1950's and 60's.

Arnold, Harriet. The Dollmaker. An enormously popular novel from the late 1940's, The Dollmaker is the dramatic story of an Appalachian family's move from the mountains of Kentucky to wartime Detroit.

Baldwin, James. Another Country. A genius of American fiction, this is one of Baldwin's most eloquent statements about the intersection of race and class.

Ellison, Ralph. The Invisible Man. A classic novel about the manner in which we refuse to see each other and the effects this has on our lives.

Erdrich, Louise. Love Medicine. Lends insight into life on and off Native American reservations.

Islas, Arthur. Migrant Souls. A tale of the conflicts of a Chicano family in south Texas.

Morgan, Robert. Gap Creek: A Story of a Marriage. 1999. A view of life at the turn of the century and the strength and grit required to gather, make and prepare food and the utter dependence upon nature.

Morrison, Toni. The Bluest Eye. Beloved. Jazz. Any work by Morrison speaks to the soul of our nation's character, dealing with the issues of race, class, and gender, as well as the basic struggles of human existence.

Mukherjee, Bharati. The Middleman. A National Book Critics Circle award winner about recent immigrants' struggle to survive in the United States.

Children's Fiction:

Curtis, Christopher Paul. Bud, Not Buddy. 1999. The story of Bud Caldwell, a ten-year-old boy on his own, on a journey to find his unknown father in depression era Michigan

Greenwald, Shelia. My Fabulous New Life, 1993. An 11-year-old girl adjusts to new neighborhood in Manhattan.(For middle school students.)

Mathis, Sharon Bell. Sidewalk Story. 1986. The story of a young girl who comes to the aid of a friend and her family being evicted from an apartment across the street. Her compassion causes others to sit up and take notice. This is a wonderful introduction to advocacy.

Neufield, John. Almost a Hero. 1995. Young boy in Santa Barbara does community service assignment at a childcare center for homeless children.

Stories for the Young Child:

Bunting, Eve. Fly Away Home. 1991. A tender story about a boy and his father who live in the airport. This is a good story to introduce children to the issues of homelessness.

McGovern, Ann. The Lady in the Box. 1997. Two young children aid an elderly homeless woman and in doing so, become her friend. This story is a wonderful way to introduce children to the issue of homelessness and also ways they can be of service in community.

DiSalvo-Ryan, Dyanne. Uncle Willie and the Soup Kitchen. 1991. The story of a young boys introduction to work in a community kitchen. He learns from his Uncle Willie about how to help and support those living in poverty in his community.

Com/mu/ni/ty:

Webs of social relationships that encompass shared meaning and, above all, shared values.

-Amitai Etzioni
New Communitarian Thinking, 1995

Hunger is isolating; it may not and cannot be experienced vicariously. He who never felt hunger can never know its real effects, both tangible and intangible. Hunger defies imagination; it even defies memory. Hunger is felt only in the present.

-Elie Wiesel, Noble Peace Prize Winner
Author, Holocaust Survivor

2004 HHS Poverty Guidelines

Size of Family Unit	48 Contiguous States and D.C.	Alaska	Hawaii
1	\$ 9,310	\$11,630	\$10,700
2	12,490	15,610	14,360
3	15,670	19,590	18,020
4	18,850	23,570	21,680
5	22,030	27,550	25,340
6	25,210	31,530	29,000
7	28,390	35,510	32,660
8	31,570	39,490	36,320
For each additional person, add	3,180	3,980	3,660

SOURCE: *Federal Register*, Vol. 69, No. 30, February 13, 2004, pp. 7336-7338.

2003 Poverty Guidelines

Size of Family Unit	48 Contiguous States and DC	Alaska	Hawaii
1	\$8,980	\$11,210	\$10,330
2	12,120	15,140	13,940
3	15,260	19,070	17,550
4	18,400	23,000	21,160
5	21,540	26,930	24,770
6	24,680	30,860	28,380
7	27,820	34,790	31,990
8	30,960	38,720	35,600
For each additional person, add	3,140	3,930	3,610

Source: Federal Register, Vol. 68, No. 26, February 7, 2003, pp.6456-6458.

2002 Poverty Guidelines

Size of Family Unit	48 Contiguous States and DC	Alaska	Hawaii
1	\$8,860	\$11,080	\$10,200
2	11,940	14,930	13,740
3	15,020	18,780	17,280
4	18,100	22,630	20,820
5	21,180	26,480	24,360
6	24,260	30,330	27,900
7	27,340	34,180	31,440
8	30,420	38,030	34,980
For each additional person, add	3,080	3,850	3,540

Source: Federal Register, Vol. 67, No. 31, February 14, 2002, pp.6931-6933

The Economic Cost of Hunger

- Impaired nutritional health status.
- Increased health care expenditures.
- Impaired school performance by hungry children.
- Impaired work performance by food insecure adults.
- Increased absenteeism.
- Higher incidence of public health risks.
- Increased demand for public benefits.
- Increased need for nonprofit social services.
- Increased requests for community ministries.

Source: Children's Defense Fund, The State of America's Children, 1999.
www.childrensdefence.org

Section 6 Evaluation

HUNGER 101 WORKSHOP EVALUATION

You will help us improve our course by completing this evaluation form. Age of participants_____

Number of participants_____

Your name:_____ Phone

Number:_____

Address:

1. The instructor made the objectives clear at the beginning of the class

Yes 1 2 3 4 5 No

2. The instructor stimulated discussion and involvement.

Yes 1 2 3 4 5 No

3. I found the materials, activities and resources helpful.

Yes 1 2 3 4 5 No

1. Did you find any of the material inappropriate for these students? Please identify the section_____

2. The activity the class seemed to like the best was:

3. The activity the class seemed to like the least was_____

4. What suggestions do you have for improvement of the Hunger 101 presentation?

5. How would you describe the class/presentation to someone else?

8. What anti-hunger project did you choose to pursue?

9. Would you recommend Hunger 101 to another group? Yes___ No___
Not sure___

10. Would you like more information on other hunger fighting activities? If
yes, which ones? _____

11. What suggestions would you make to improve the curriculum?

Please send, email or fax this evaluation to:
Lindy Wood, Hunger 101 Coordinator, Atlanta Community Food Bank
970 Jefferson Street, N. W., Atlanta, Ga. 30318

lindy.wood@acfb.org

Fax: (404) 892-4026

THANK YOU VERY MUCH!