1. True or False: Women make up a little over half of a) 0.6 percent
2. What percentage of the federal budget is spent on a) 1918 following the end of World War I
1. The National School Lunch Program began in a) 1932 as a way to provide for hungry children during the Great Depression
b) 1946 as a way to address child nutrition and agricultural surplus
c) 1966 following the success of pilot school feeding programs in several urban cities
d) 1938 as a way to provide for hungry children during the Great Depression

1. Why are all these tools important to the work of ELCA World Hunger?
2. What can be done to address the issues of hunger and poverty in your community and around the world?

HUNGER QUIZ

TABLE PRAYER

Senor, bendice estos alimentos que recibimos de tu generosidad. Da pan a los que tienen hambre de Dios a los que tienen pan. Amén.

Translation: Lord, bless this food which we are about to receive through your generosity. Give bread to those who have bread. Amen.
-taken from Parroquia Santa Maria del Buen Consejo

KEY

1. c) 1946
2. a) 0.6 percent
3. True

How to give • Mail gifts to ELCA Gift Processing Center, P.O. Box 1809, Merrifield, VA 22116-8009. • Donate online at www.ELCA.org/hunger/donate

What’s on ELCA World Hunger’s plate?

ELCA World Hunger
Evangelical Lutheran Church in America
God’s work. Our hands.

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HUNGER QUIZ

1. The National School Lunch Program began in what year?
   a) 1918 following the end of World War I
   b) 1932 as a way to provide for hungry children during the Great Depression
   c) 1946 as a way to address child nutrition and agricultural surplus
   d) 1966 following the success of pilot school feeding programs in several urban cities

2. What percentage of the federal budget is spent on poverty-focused development assistance?
   a) 0.6 percent
   b) 3 percent
   c) 13 percent
   d) 19 percent

3. True or False: Women make up a little over half of the world’s population, but are more likely to live in poverty, less likely to have paid work, and if they do work, on average they are paid less than men.
   a) True
   b) False

Food Access

- Meals, community gardens and agricultural projects help nourish families and their communities.
- Water projects provide clean, safe water for drinking, washing and irrigating crops.
- Grants and microloans are being provided to help break the cycle of hunger and poverty.
- Children and adults benefit from education, life-skills and vocational training.
- Clinics and community health programs provide health education and medical care for people living in poverty.

Advocacy

- Speaking with and on behalf of those who are living with hunger and poverty.
- Working together to find sustainable solutions to break the cycle of hunger and poverty.

Facts and Figures

- 81% of ELCA World Hunger funds go toward domestic and international relief and development
- 8% of ELCA World Hunger funds cover administrative and fundraising costs
- 7% of ELCA World Hunger funds help develop and carry out advocacy efforts
- 4% of ELCA World Hunger funds promote education and networking around hunger

The Kafley Family Story

The Kafley Family Story documents the arrival and first introductions of their family to a new chapter in their lives. Experiencing exclusion as they lived for 18 years as refugees in Nepal, The Kafley Family Story teaches the effort and courage needed to build relationships across the many boundaries that exist in our communities all over the world.

View The Kafley Family Story at www.ELCA.org/hunger/video.

Virginia Quispe’s Story

Virginia Quispe’s Story demonstrates the work of a microloan program of the Evangelical Lutheran Church in Bolivia. Virginia was able to utilize her loan as she knew it would best be spent to grow her business. This program recognizes the gifts and knowledge present in the community empowering those receiving loans and increasing the effectiveness of the program.

View Virginia Quispe’s Story at www.ELCA.org/hunger/video.

The National School Lunch Program began in 1946 as a way to provide for hungry children during the Great Depression.
Digging in: A Guide to Service Learning

Service Learning: a process to create service activities with deeper and lasting meaning

**STEP 1** PREPARATION

- **Listen Deeply** • Build Community • Plan Ahead
  - **Listen and Learn**
    - Identify priorities, needs, concerns and opportunities by listening to the community where service will take place
    - Meet with community partners
    - Choose a service activity
    - We will listen to and learn from our community by:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________

- **Build Community**
  - Identify gifts and talents within the group
  - Share expectations
  - Create learning goals
  - What we hope to learn or accomplish is:
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________
  - The skills we hope to develop are:
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________

- **Plan Ahead**
  - Make necessary preparations for transportation, supplies, scheduling, etc.

**STEP 2** ACTION

- **Engage in Service** • With and Among • In Jesus’ Name
  - **Engage in Service**
    - Purposeful prayer
    - Become involved and empowered
    - Remain flexible
    - If things don’t go according to plan / If expectations are not met we will:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________
  - We will stay grounded in our learning goals and purpose by:
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________
  - We will make sure everyone finds a meaningful role and is included by:
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________
  - We will involve the congregation by:
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________

**STEP 3** REFLECTION

- **Discover Meaning** • Go Deeper • Beyond Volunteering
  - **Discover Meaning**
    - Make time for personal and group reflection
    - Consider how and when we reflect
    - Incorporate Scripture
    - Consider how and when we will debrief:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________
  - **Go Deeper**
    - Discuss how goals and expectations were met or changed by the experience
    - How this experience might shape our future attitudes or behaviors:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________

**STEP 4** CELEBRATION

- **Worship and Celebrate** • Tell the Story • Now What?
  - **Worship and Celebrate**
    - Incorporate Scripture, prayer and spiritual practices
    - We will celebrate by:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________
  - **Tell the Story**
    - Share the experience with others
    - Thank congregation, supporters and service partners
    - We will share our experience by:
      - ____________________________________________________________
      - ____________________________________________________________
      - ____________________________________________________________
  - **Now what?**
    - ____________________________________________________________
    - ____________________________________________________________
    - ____________________________________________________________

**THE CYCLE OF SERVICE LEARNING**

Details for each step are provided in the “Digging in: A Leader’s Guide to Service Learning”

**RESOURCES AND LINKS**

ELCA World Hunger: Resources include Digging in: A Leader’s Guide to Service Learning, Hunger Education Toolkits, video series, Taking Root multi-age curriculum, resource packets, and more. Available from www.ELCA.org/hunger/resources, hunger@elca.org, or 1-800-638-3522, ext. 2580.

ELCA Good Gifts Catalog. Find over 50 gifts that grow the church, fight hunger and transform lives. View online at www.ELCA.org/goodgifts.

Service And Learning Leadership Team Project. Training materials, resources, videos and links to support the service learning process. Visit www.sallt.org

**CREDITS**

Developed in partnership with authors:
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The service learning model was developed by the Service And Learning Leadership Team (SALLT) Project at Trinity Lutheran College and is adapted with permission.

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