



Make Hunger History



**Bread for the World:
Teaching Children
About Hunger
Grades 4-6**



Bread for the World/Institute
Seeking Justice. Ending Hunger.

Bread for the World is a nationwide Christian movement that seeks justice for the world's hungry people by lobbying our nation's decision makers.

Bread for the World Institute seeks justice for hungry people by engaging in research and education on policies related to hunger and development.

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Dear Friends,

Thank you for caring about hungry people! Your commitment to teaching children about hunger – and its solutions – are an important part of how we teach God's love for our brothers and sisters in poverty. Together, we can Make Hunger History.

Hunger is one problem we can actually solve, and your students can help. These activities have been designed by Bread for the World to help students in grades four through six understand the serious problem of hunger in our world and provide them with tools to make a difference. Through games, exercises, prayer, stories and letter writing, students get a hands-on look at the realities of hunger, and why and how God would like us to respond.

Each activity includes an objective, expected time necessary to complete the activity, supplies needed, discussion questions, a relevant Scripture verse and a prayer. One activity illustrates the unequal availability of food. People in wealthy countries often have more food than they need, while people in poor countries struggle to make sure they have enough to eat. Students learn that "fair" does not always apply to distribution of food throughout the world. For older kids, there is a "quiz" that will help them dispel the myths that surround hunger in the United States and around the world. The exercises are meant to culminate with letter writing to Congress on behalf of hungry people.

The program encompasses a variety of learning styles. They are designed to draw students into greater understanding of the problem of hunger and allow them to see that helping hungry people is something everyone – even kids – can do.

Thank you for joining us to Make Hunger History!

A handwritten signature in cursive script that reads "David".

Rev. David Beckmann
President, Bread for the World

How many people in the world are hungry?

Almost 800 million people are hungry in the world. In the United States, the richest country in the world, 31 million people, including 12 million children, live in homes that don't always get enough to eat.

What causes hunger?

There are many reasons why hunger exists in our world. Here are just a few:

- **Not enough jobs.** When people don't have jobs, they can't make enough money to buy food.
- **Low pay.** A lot of poor people are poor because they do work, but their job doesn't pay very much. Many people in poor countries earn only \$1 or \$2 a day.
- **A few rich people and lots of poor people.** Our world is uneven: A few people have a lot more money, food and resources than they need while a lot of other people just don't have enough.
- **Not enough education.** When people don't get to go to school, they don't get good jobs and don't have as many opportunities to make enough money to buy food. Sometimes, kids don't get to go to school because their parents can't afford to pay for their classes or because the family might need them to work to earn money instead.
- **Women are sometimes treated unfairly.** Because women are usually the ones who take care of children, they are often responsible for food for the children. But when women are not treated fairly, they don't receive the education they need to get a good job or to provide nutritious food for their children.
- **Natural disasters.** Sometimes disasters like flooding (too much water) or drought (not enough water) make hunger problems worse. Often, these disasters are really bad where people are already poor because the poor people don't have the equipment they need to prepare for bad storms or clean up after them.
- **Injustice.** Sometimes laws make it hard for poor people to get the food that they need because the laws are unfair. Bread for the World helps change laws so that people who need food can get it.

Can we end hunger?

Yes! In fact, we could solve hunger pretty quickly if our government works hard. Many of these problems could be solved by our government changing laws to make them help more hungry people. Churches and charities are trying hard to help end hunger, but they can't do it all.

There is enough food in the world for everyone. We just need to distribute it more fairly and make sure everyone gets what he or she needs.

What can we do to help make hunger history?

There are many things people of all ages can do to help end hunger.

- Learn about hunger, like you're doing now, so you know why hunger exists. Then, when you hear people ask about hunger, you can tell them what you've learned.
- Write to people in the government, like your members of Congress, and tell them that you want them to help end hunger. Our government has the power to change laws so that more hungry people get the food they need.
- Help at an organization that gives food to hungry people, like a church soup kitchen or a neighborhood food pantry. Many organizations like these depend on volunteers to keep hungry people fed. Take your Sunday school class and make it a field trip!
- Raise money to help end hunger. Hold a bake sale or a car wash and donate the money to your church's hunger program.
- Do a CROP walk. Every year, Church World Service organizes hundreds of CROP walks and raises money for hungry people through walk-a-thons. For more information, visit their Web site: <http://churchworldservice.org/crop.html> or call 1-888-CWS-CROP.
- Pray for a world without hunger. God wants us to pray for people all around us who are hungry and poor, and God wants us to act – to Make Hunger History!

For more information and ideas, check out these Web sites!

www.kids@kids.maine.org

www.freethechildren.org

www.unicef.org/voy/

www.worldbank.org/html/schools/

www.churchworldservice.org/decisions/index.htm

www.30hourfamine.org/

Facts and information come from Bread for the World Institute research.

Objective

Provide a visual example of the distribution of the world's food and wealth; stimulate discussion among students about fairness and justice.

Time

Approximately 20 minutes depending on length of discussion.

Supplies

Small candies, three bowls.

Overview

Divide students into three groups (based on the percentages below) to represent high-income countries, middle-income countries, and low-income countries. Put an empty bowl in front of each group for the candies. The high-income countries will have the fewest people in the group, but the most candy pieces; the low-income countries will have the most people and the fewest candy pieces.

High Income

Number of students: about 17 percent of your total group's size.

Description of group: This group represents about one in six people. It includes countries like the United States, Canada, Japan and England, and most people make enough money to live comfortably. Most children have safe water and good doctors, many people get more to eat than they need and live to be about 76 years old.

Pieces of candy: 50 per person.

Middle Income

Number of students: about 25 percent of your total group's size.

Description of group: One in four people are in this group. It includes countries like Poland, Thailand and the Philippines. Many people don't get enough to eat and five times more children die in this group than the first group.

Pieces of candy: 7 per person.

Low Income

Number of students: about 57 percent of your total group's size.

Description of group: More than half the people in the world live here, in countries like Haiti, Bangladesh and Ethiopia. People earn less than \$2 a day, and most people go hungry every day. The drinking water often makes people sick, and some people even die from drinking it. The average person only lives to age 60.

Pieces of candy: 1 for every three people.

Explain that the three groups represent rich, medium and poor countries. Describe each group. After each group's description, pour the candies into their bowl and explain that this represents the amount of food the group gets. Ask the students to not eat any candy until the exercise is over - and don't make the candy amounts even at the end. Allow the students to share only if they choose.

Discussion

1. *For Group 1:* How does it feel to have so much food, especially when others don't?
2. *For Group 3:* How do you feel about the people in the wealthy group? What would you want them to do?
3. Is this distribution fair? Why or why not? What would make it fair?
4. If you lived in poorest group, what are some other things you may not have besides food?

movies

flush toilets

toys

a doctor nearby

stereo

telephone

car

schooling

hot shower

toothbrush

ride in airplane

air conditioning

ambulances

police protection

drinkable water

electricity

television

running water

hospital

nice clothes

5. Why do a few people have so much and many people have so little? What causes hunger? This is a list of some of the causes of hunger, though there are many more. If appropriate, include basic information about the causes of hunger into the discussion. Use the "Quick Facts on Hunger" sheet.

not enough good jobs

overpopulation

sexism

racism

famine

lack of justice

unequal distribution of wealth

not enough health care

poor country debt

war

disasters

not enough clean drinking water

little education

poor nutrition

unequal access to resources

corrupt governments

greed

6. What do you think God thinks about some people having so much while others have so little? What do you think God would want us to do about them? How does God want the world to be?

Scripture

The spirit of the Lord is upon me, because he has anointed me to bring good news to the poor. He has sent me to proclaim release to the captives and recovery of sight to the blind, to let the oppressed go free, to proclaim the year of the Lord's favor. *Luke 4:18-19*

Prayer

Loving God, you created a world with enough food for everyone. Help us to know how we can bring fairness into the world so that each person has enough to eat. We pray that you would be with people all over the world who are hungry today and be with us as we learn how we can make a difference in your name. Amen.

Objective

Teach students the truth about causes and realities of hunger. *(This activity is appropriate for older students.)*

Time

10-15 minutes.

Supplies

Photocopied quizzes, writing utensils.

Overview

People are exposed to a variety of images and myths about poverty and hunger. In order to understand how to work for an end to hunger, we have to mash the myths – and discover the truth – about why hunger exists and what we can do about it. Have the students take the quiz. When students have finished, provide them with the answers, letting them score their own quizzes. Follow up with discussion and prayer.

Discussion

1. What answers were the easiest? What were the hardest? What was the biggest surprise?
2. What are the causes of hunger? How does that change how we look at solving hunger?
3. What are ways we can help solve hunger, now that we know some of the causes?

Scripture

Blessed are you who are poor, for yours is the kingdom of God. Blessed are you who are hungry now, for you will be filled. Blessed are you who weep now, for you will laugh.

Luke 6:20-21

Prayer

God, help us to learn the truth about hunger so that we might be better prepared to help people who are hungry. In Jesus' name we pray. Amen.



True or False?

1. ___ There are hungry people in the United States.
2. ___ Only homeless people are hungry.
3. ___ The U.S. government spends more than half of its money helping poor people in other countries.
4. ___ There isn't enough food for everyone in the world.
5. ___ Children who go to school hungry have trouble learning.
6. ___ Jesus said we should feed people.
7. ___ Sometimes children who don't get enough food go blind.
8. ___ People who are hungry are usually lazy and should just get a job.
9. ___ Kids can't do anything to help end hunger.
10. ___ Natural disasters like floods and earthquakes are the biggest cause of hunger.
11. ___ Not very much food is wasted in the United States.
12. ___ There are fewer hungry people in the world today than there were 30 years ago.
13. ___ Hunger isn't really a big problem.
14. ___ More people are hungry in the United States than in any other rich country.
15. ___ God cares about hungry people – and how we help them.

1. True. More than one in 10 people in the United States live in households that cannot always afford the food they need.

2. False. Many people who are not homeless are hungry. In fact, low wages and high housing costs often mean some poor people must choose between buying food and paying the rent.

3. False. In 1997, the U.S. government spent much less than 1 percent of its budget on foreign aid that helps poor people.

4. False. Hunger is not caused by a lack of food or resources but by the unfair distribution of food, and by poverty.

5. True. Children who go to school hungry are tired, unable to concentrate and more likely to fall asleep in class.

6. True. Jesus said, "Come, you who are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food." (Matthew 25: 34-35). Jesus calls us to care for those who are hungry.

7. True. Vitamin A is found in foods like carrots and milk. A lack of it in a child's diet causes approximately 250,000 children to go blind each year. That's one of the things that happens when kids don't get enough food.

8. False. Many working families simply do not make enough money to make ends meet. In the United States, many workers earn far less than what a family needs for rent, food and other important things. Many workers in other countries live on as little as \$1 a day.

9. False. Kids can do LOTS of things to help end hunger. You can organize a food drive, or write a letter to your member of Congress, asking him or her to pass laws that will help hungry people.

10. False. While natural disasters like drought can cause famines, regular, routine hunger is caused by poverty. When disasters like hurricanes and earthquakes hit poor countries, the countries don't have the money to help people rebuild their homes and businesses or to take care of people who have been injured. So disasters are very hard on poor countries.

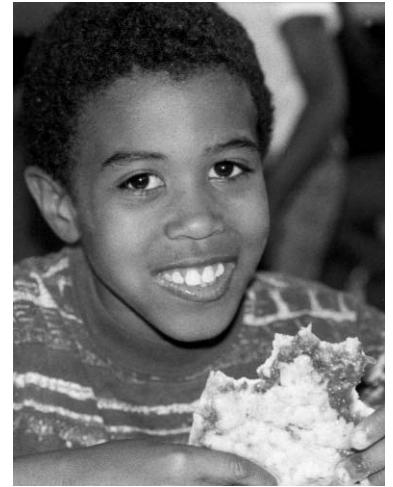
11. False. More than one-fourth of all the food produced in the United States is wasted, sometimes by stores, other times in our homes or in restaurants.

12. True. The number of hungry people has declined in many parts of the world in the last 30 years.

13. False. Hunger is still a big problem for a lot of people around the world. There are 800 million people in the developing world who face hunger regularly – and 31 million people in the United States live in homes that struggle with hunger.

14. True. The United States is the only rich country in the world to put up with widespread hunger within its borders. The percent of children in poverty in the United States is triple the average for other rich nations.

15. True. Throughout the Bible we are reminded that God loves us and wants us to love our neighbors! God also wants us to not only meet people's immediate needs by feeding those who are hungry, but also to pay attention to unfair laws and injustice in our world and work to fix it so no one will be hungry again.



Objective

This activity builds on *Getting A Fair Share: A Distribution Exercise*. In this game, however, students are encouraged to work together to share increas-

ingly scarce resources. This cooperation is designed to foster discussion about sharing and how people treat one another. (*This activity is appropriate for younger students.*)

Time

15 minutes, but discussion may take longer.

Supplies

Chairs, radio, music.

Overview

Begin by playing traditional musical chairs. Form a circle of chairs, one less than the number of students participating. Begin the music, and have students move around the chairs in a circle. Each time the music is stopped, the student left standing is eliminated, and another chair is removed. When this game is finished, start the game over. This time, however, each time the music is stops, only a chair is eliminated; all students continue playing. More and more people must find a way to sit on fewer and fewer chairs, until finally, everyone must sit on one remaining chair. Once the commotion dies down, ask everyone to sit down, and think about how they acted toward one another in each of the games.

Discussion

1. When were you trying to beat someone else?
2. When were you trying to work together?
3. How did you feel about the first game?
4. How did you feel about the second? How did it feel to have enough chairs, and then to slowly lose them until there wasn't enough room for everyone?
5. What would it be like if this was the amount of food you had to eat, instead of the number of chairs you had to sit on? How would this affect your life?

Scripture

God said, "See, I have given you every plant yielding seed that is upon the face of all the earth, and every tree with seed in its fruit; you shall have them for food. And to every beast of the earth, everything that has the breath of life, I have given every green plant for food." And it was so. God saw everything that He had made, and indeed, it was very good. And there was evening and there was morning, the sixth day. *Genesis 1:29-31*

Prayer

God, thank you for this wonderful world and all the blessings of our lives. Teach us how to share with one another so everyone has enough. Amen.

Exercise adapted from: TEN DAYS for Global Justice

Objective

Even though we live in a country that is rich, there are many people in the United States who struggle every day to make sure their families have enough to eat. This activity is designed to

help students understand how income affects access to food in the United States. The activity has options for younger students.

Time

20 minutes.

Supplies

Menu price sheets, pencils or pens. *(Optional: blank paper, grocery ads, glue. For younger students, play money and paper cut-outs of food.)*

Overview

Divide students into groups of three or four. Assign each group an allowance to spend on food to feed a family for a day. Ask each group to plan nutritious breakfasts, lunches and dinners based on the money and the menu price sheet. (For younger students, consider setting up a "store" with the pictures or cut-outs of food, and allowing them to "buy" their food with the play money.) Discuss the differences in the menus (or purchases) depending upon the income.

Discussion

1. What do you think life is like for a kid in a family that can't afford lots of food?
2. How would you feel if you were a kid in a family that could buy lots of food?
3. What if you were a parent in a family that couldn't buy enough food?
4. How does Family 1 compare to Family 2? They have the same amount of money, but different numbers of people.
5. How does Family 3 compare to Family 4? They have the same number of people, but different amounts of money.
6. (To Family 2) How do you feel about what Family 4 can buy?

Scripture

Now when Jesus heard this, he withdrew from there in a boat to a deserted place by himself. But when the crowds heard it, they followed him on foot from the towns. When he went ashore; he saw a great crowd, and he had compassion for them and cured their sick. When it was evening, the disciples came to him and said, "This is a deserted place, and the hour is now late; send the crowds away so that they may go into the villages and buy food for themselves." Jesus said to them, "They need not go away; you give them something to eat." They replied, "We have nothing here but five loaves and two fish." And he said, "Bring them here to me." Then he ordered the crowds to sit down on the grass. Taking the five loaves and the two fish, he looked up to heaven, and gave them to the disciples, and the disciples gave them to the crowds. And all ate and were filled; and when they took up what was left over of the broken pieces, twelve baskets were full. And those who ate were about five thousand men, besides women and children. *Matthew 14:13-21*

Prayer

Loving God, we thank you for the rich blessings you have given us. We are sad that many families still struggle with hunger. Help us to change the way our country works so that everyone will have enough to eat. Amen.

Family 1

There are **three** people in your family. You have **\$18** to spend on food for a day. What will you buy to give them nutritious meals? (*Costs are for the meal for the whole family.*)

Breakfast for three people:

- Cereal and Juice: \$2
- Frozen Waffles and Fruit: \$3
- Toast: \$1

Dinner for three people:

- Spaghetti, Salad and Bread: \$5
- Hot Dogs and Soup: \$4
- Special treat! Dinner at a Pizza Place: \$15

Lunch for three people:

- Cheese Sandwiches: \$2
- Ham Sandwiches, Apples and Cookies: \$4
- Peanut Butter & Jelly Sandwiches and Carrots: \$3

Snacks for three people:

- Ice Cream: \$4
- Fruit: \$2
- Cheese and Crackers: \$2

For Breakfast, my family will have: _____ . It cost _____ .

For Lunch, my family will have: _____ . It cost _____ .

For Dinner, my family will have: _____ . It cost _____ .

For a Snack, my family will have: _____ . It cost _____ .

This is how much money I spent to feed my family for a day: _____ .

Family 2

There are **five** people in your family. You have **\$18** to spend on food for a day. What will you buy to give them nutritious meals? (*Costs are for the meal for the whole family.*)

Breakfast for five people:

- Cereal and Juice: \$3
- Frozen Waffles and Fruit: \$5
- Toast: \$2

Dinner for five people:

- Spaghetti, Salad and Bread: \$8
- Hot Dogs and Soup: \$6
- Special treat! Dinner at a Pizza Place: \$20

Lunch for five people:

- Cheese Sandwiches: \$3
- Ham Sandwiches, Apples and Cookies: \$6
- Peanut Butter & Jelly Sandwiches and Carrots: \$4

Snacks for five people:

- Ice Cream: \$5
- Fruit: \$2
- Cheese and Crackers: \$3

For Breakfast, my family will have: _____ . It cost _____ .

For Lunch, my family will have: _____ . It cost _____ .

For Dinner, my family will have: _____ . It cost _____ .

For a Snack, my family will have: _____ . It cost _____ .

This is how much money I spent to feed my family for a day: _____ .

Family 3

There are **four** people in your family. You have **\$8** to spend on food for a day. What will you buy to give them nutritious meals? *(Costs are for the meal for the whole family.)*

Breakfast for four people:

- Cereal and Juice: \$3
- Frozen Waffles and Fruit: \$4
- Toast: \$2

Dinner for four people:

- Spaghetti, Salad and Bread: \$7
- Hot Dogs and Soup: \$5
- Special treat! Dinner at a Pizza Place: \$18

Lunch for four people:

- Cheese Sandwiches: \$3
- Ham Sandwiches, Apples and Cookies: \$5
- Peanut Butter & Jelly Sandwiches and Carrots: \$2

Snacks for four people:

- Ice Cream: \$5
- Fruit: \$2
- Cheese and Crackers: \$3

For Breakfast, my family will have: _____ . It cost _____ .

For Lunch, my family will have: _____ . It cost _____ .

For Dinner, my family will have: _____ . It cost _____ .

For a Snack, my family will have: _____ . It cost _____ .

This is how much money I spent to feed my family for a day: _____ .

Family 4

There are **four** people in your family. You have **\$30** to spend on food for a day. What will you buy to give them nutritious meals? *(Costs are for the meal for the whole family.)*

Breakfast for four people:

- Cereal and Juice: \$3
- Frozen Waffles and Fruit: \$4
- Toast: \$2

Dinner for four people:

- Spaghetti, salad and bread: \$7
- Hot dogs and soup: \$5
- Special treat! Dinner at a pizza place: \$18

Lunch for four people:

- Cheese Sandwiches: \$3
- Ham Sandwiches, apples and cookies: \$5
- Peanut Butter & Jelly sandwiches and carrots: \$4

Snacks for four people:

- Ice Cream: \$5
- Fruit: \$2
- Cheese and Crackers: \$3

For Breakfast, my family will have: _____ . It cost _____ .

For Lunch, my family will have: _____ . It cost _____ .

For Dinner, my family will have: _____ . It cost _____ .

For a Snack, my family will have: _____ . It cost _____ .

This is how much money I spent to feed my family for a day: _____ .



Test your knowledge of hunger
by finding the words hidden
in the puzzle below...

L	B	U	Q	I	R	M	Y	B	H	I	U	Y	P	F	T
G	O	C	S	D	Z	H	A	K	N	Z	L	D	O	C	G
F	H	V	N	J	E	S	U	S	W	Q	K	F	V	U	J
N	U	F	E	M	B	V	T	N	U	X	B	R	E	A	D
P	R	A	Y	E	R	D	M	L	G	J	O	M	R	I	N
N	T	M	Z	L	Q	C	R	B	N	E	F	J	T	E	X
A	B	I	L	W	E	H	L	C	U	O	R	V	Y	G	F
R	V	N	U	T	R	I	T	I	O	N	U	B	S	Z	H
H	C	E	O	K	Z	L	D	P	F	A	I	T	H	J	E
F	A	W	T	J	S	D	G	Y	I	J	T	K	P	O	L
K	O	E	P	I	W	R	L	P	N	E	E	D	H	R	P
P	X	O	S	E	Y	E	A	C	T	G	Q	D	M	A	Z
I	M	H	D	F	L	N	E	J	U	S	T	I	C	E	O

hunger
poverty
food
Jesus

children
justice
need
faith

famine
help
prayer
nutrition

bread
love
fruit
hurt

Objective

Encourage students to voice their concern about hunger by writing a letter to their member of Congress.

Time

15 minutes.

Supplies

Blank paper, writing utensils, names of members of Congress, addresses and sample letters (provided), crayons or colored pencils, envelopes, stamps.

Overview

Now that the students have a larger picture of what hunger looks like, this activity teaches them that hunger is a problem we can solve and that students have a vital role to play as citizens and future voters. Writing letters to Congress is also an important way that we show our stewardship. As Christians, God has called us to make our voice heard on behalf of hungry and poor people. We must work for just laws that ensure everyone has enough food to eat.

Even though they are not old enough to vote, fresh voices and creativity make letters written by kids stand out in congressional mailbags. Write the names and addresses of local members of Congress on a blackboard, pass out blank paper and sample letters, and encourage students to express their opinions on hunger. Remind them to use their own words to make their letters unique, and to include their age, grade in school, and home address (so the member of Congress can reply). Provide colored pencils and/or crayons in case students wish to add color or drawings to their letters. When the students have finished writing letters, collect letters in a basket like an offering and say a prayer together. Many groups pray and ask God to bless the letters, recognizing that using our citizenship to help others is an important way we serve God. Don't forget to mail them!

If you're interested in finding out how letter writing has influenced Congress' decisions on hunger issues, visit www.bread.org or call the Bread for the World organizers at **1-800-82-BREAD**.

Discussion

1. What have you learned about hunger today?
2. What do you want to tell your member of Congress?
3. Why is it important to make your letter unique? How can you do this?

Scripture

Speak out for those who cannot speak, for the rights of the destitute. Defend the rights of the poor and needy.
Proverbs 31:8-9

Prayer

God, please help us educate our members of Congress about the problem of hunger. We hope that our words will help them make laws to end hunger in our world. Amen.

Writing Letters to Congress

- Make it personal. Talk about what you've learned about hunger and why we should care about hungry people. Handwritten letters are best.
- Ask for specific action. Ask your member of Congress to cosponsor a bill or support important legislation. Hunger-focused legislation information is available by calling **1-800-82-BREAD** or visiting **www.bread.org**.
- Tell why the action is important. Include facts about hunger, like how many people suffer from hunger in the United States.

Sample Letter

Your name and address

Date

Representative _____ Senator _____
U.S. House of Representatives U.S. Senate
Washington, D.C. 20515 Washington, D.C. 20510

Dear Representative _____, or Dear Senator _____,

I'm not old enough to vote yet, but I'm concerned about the extent of hunger in the world. Did you know that 31 million Americans live in homes that cannot afford to buy enough food? Twelve million of those people are children, and if kids can't get enough to eat, then they have a harder time learning in school. They also are more likely to get sick than kids who do get enough to eat. Hunger is a big problem, but it is a problem we can do something about.

I am writing to you to ask you to support laws that help hungry people. It's important that all people, and children especially, get enough to eat. If everyone does their part, we can make hunger history. Thank you.

Sincerely,

Your name

Your age

Notes



Bread for the World
Seeking Justice. Ending Hunger.

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