

ONE EIGHT*

A SENIOR PRIMARY RESOURCE ABOUT
**HUNGER, FOOD AND OUR ROLE IN
THE WORLD**





***One in every eight people in the world go hungry every day.**

This figure is taken from the State of Food Insecurity in the World Report (2012) by the Food and Agriculture Organisation of the United Nations

This resource offers a pathway to explore issues of food, hunger and nutrition through a set of 12 activities (over a suggested timeframe of two months – this can be extended or reduced to suit your timeframe). Waste, food, nutrition, human rights, our world – these themes all feature as part of exploring hunger in a world of staggering waste alongside rising obesity.

Concern Worldwide has worked on tackling hunger, poverty and suffering in the world's poorest countries for over 45 years. This resource seeks to engage some of the underlying ideas, values and causes that make world hunger such a pressing issue – and one that can be solved within our lifetime.

Acknowledgements

One in Eight was written to raise awareness and encourage action to end world hunger. Produced by Concern's Active Citizenship Unit and 80:20 Educating and Acting for a Better World this project was developed with National Council for Curriculum and Assessment (NCCA) guidelines in mind and as part of the FOOD RIGHT NOW Campaign.

Produced to support primary education at senior level, **One in Eight** was developed in consultation with a group of six teachers across five schools in Ireland. The teacher group are:

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About Concern

Concern Worldwide works with the world's poorest people to transform their lives.

We are an international humanitarian organisation dedicated to tackling poverty and suffering in the world's poorest countries.

We work in partnership with the very poorest people in these countries, directly enabling them to improve their lives, as well as using our knowledge and experience to influence decisions made at a local, national and international level that can significantly reduce extreme poverty.

ONE EIGHT

A SENIOR PRIMARY RESOURCE ABOUT **HUNGER, FOOD AND OUR ROLE IN THE WORLD**

This resource has been prepared as part of Food Right Now: a European-wide hunger and food rights awareness campaign engaging young people in learning about food, nutrition and ending world hunger. Other partners in the campaign include: Welthungerhilfe (Germany), CESVI (Italy), People in Need (Czech Republic) and ACTED (France).

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CONCERN
worldwide



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Welcome to

ONE EIGHT

We live in a world with abundant food - there is more than enough for everyone, everywhere only if it was shared more equally and so much less of it was wasted. Our daily news reminds us that while some have far too much food, others have far too little with far reaching consequences. *One in Eight* explores the importance of food and nutrition in the world, why it is a basic need as well as a human right, how food waste is increasingly linked to hunger and what we can do about it.

Food is no longer simply a matter of what and how we eat. Food and food security has become a political and moral issue that affects us all, not just the poor and vulnerable.

One in Eight has been written to encourage discussion and debate on the broader values base of the issue of food and hunger; it is written and designed to encourage educational enquiry and discussion and is part of a broader debate on the increasingly unjust shape and structure of our world.

- **Section one** reviews the importance of nutrition to each and every one of us; the 'food pyramid', its significance and the question of food waste.
- **Section two** explores the nature, shape and impact of hunger worldwide – the who, where and why of hunger.
- **Section three** begins a discussion on different types of responses to the issue and how we can contribute to its resolution.

A lesson-plan friendly approach has been adopted throughout with curriculum integration links, aims, materials, learning guides, learning objectives and keywords used in each lesson. Subjects covered by this resource include SPHE, Geography, Science, English and Mathematics. Green Schools support is also given.



Once you've completed **One in Eight**, why not order **Hunger Heroes** certificates for your class and send images of your action projects to us and join others in fighting world hunger!



Lesson plan guide

This cross-curricular resource can be integrated into a range of 5th and 6th class Primary Education subjects. There are many opportunities to base lesson plans on the activities, cover curriculum strand units and to extend project activities as you choose. The teaching techniques in this resource include:

- Interactive games
 - Hands on learning
 - Voting; coming up with our own petition
 - Participating in democratic processes
 - Critical reading and self-reflection
 - Self-confidence building and decision making exercises in groups
-

Food and nutrition

If you have covered the food and nutrition aspects of healthy eating feel free to use this resource to recap nutrition literacy and to concentrate on the **Food labels – stop the traffic!** lesson (on page 12) instead. Empowering young people to challenge what they eat starts with understanding the labels and making healthy decisions.

Numeracy & Literacy – a core feature of this resource

This resource contains many literacy and numeracy teaching suggestions that use case studies, scenarios, worksheets and handouts. Our aim is for teachers to adapt, extend and 'dip in' to these activities. Everything can (and should) be adapted to suit class priorities as the basis for delivering curriculum strand goals.

Learning Objectives can be used to develop WALT (We Are Learning To) and WILF (What I am Looking For) learning guides. This resource also supports the use of a class **project wall** to present learning achievements from the lessons.

Green Schools – Global Citizenship strand

One in Eight has been designed to facilitate teachers who also work on Green School projects.

It is necessary to think and act locally about the environment and sustainability (e.g. current emphasis on renewable energy), and develop a

notion of personal responsibility with students to reinforce the 3Rs (Reduce, Reuse, Recycle). This resource seeks to go a bit further and to explicitly make the global connection between how we live our lives and how this affects other more vulnerable people in developing countries. The lessons in this resource aim to assist educators meet this challenge in an engaging way.

This resource links up with 'sustainability' and 'waste' agendas that schools already run as part of the Green-Schools programmes, particularly the Global Citizenship (GS) strand. Bring your class work to the attention of your school's Green School Committee to get them – and other classes – involved!



Guide to completing this resource if lesson time is limited.

If time is short we would recommend you complete at least one Lesson Plan per section, with the following recommendations:

- Do a refresher lesson on food nutrition
- Section 1 – lesson 3 or 4
- Section 2 – lesson 5 or 6
- Section 3 – Lesson 8 plus a lesson of your choosing
- Evaluation and assessment – Lesson 11: project extension activity (class magazine)

4 reasons why we should learn about hunger:

1. Hunger stunts and limits the human potential of those affected, both physically and mentally and therefore it impacts directly on their human rights
2. Hunger is wrong because it is NOT NECESSARY OR INEVITABLE– in a world where there is enough food to feed everyone, people should not have to go to bed hungry
3. Hunger is wrong because it is an affront to everyone's dignity
4. Hunger limits the ability of families, parents, communities/countries to deal with their immediate basic needs*

*Basic needs are the absolute minimum resources necessary for a person's survival (e.g. food, water and shelter)

Teaching about world hunger in the classroom presents many opportunities to investigate a range of concepts and practices all around us. It includes the physical and developmental impact on people's bodies; the social impact on communities and solutions and approaches used by governments and Non-Governmental Organisations. It also challenges us to reflect on important moral issues and many of the values that the issue raises (why do we let hunger continue, who's responsibility is it, why do we waste food while others starve, what can one person or country do?).

Geography:

Environmental awareness and care: Caring for the environment
Human Environments: Trade and Development Issues
Human Environments: Development and Aid

English:

Developing cognitive abilities through Language: Oral language

Subject & strand units covered by



Maths:

Decimals and percentages
Weight

Data:

Representing and interpreting Data

Science:

Living Things:
Human Life

SPHE:

Myself: Taking care of my body - Food and Nutrition
Myself: Self Identity – Developing Self Confidence
Myself: Making Decisions
Myself and the Wider World: Media Education
Myself and the Wider World: Developing Citizenship - National, European and wider communities
Myself and the Wider World: Developing Citizenship – Living in the local community



Online links mentioned are available with downloadable worksheets and hand-outs are all available at www.concern.net/foodrightnow

Curriculum links Table

Lesson Plans	Subject and Strand Unit
Lesson 1: Wants versus Needs	<ul style="list-style-type: none"> – SPHE: Media Education – English: Developing cognitive abilities through Language – Oral language
Lesson 2: Nutrition and the Food Pyramid	<ul style="list-style-type: none"> – SPHE: Myself: Taking care of my body– Food and Nutrition – Science: Living Things – Human Life
Lesson 3: Food Labels – Stop the Traffic!	<ul style="list-style-type: none"> – SPHE: Myself: Taking care of my body – Food and Nutrition – Maths: Decimals and percentages – Maths: Weight
Lesson 4: The Waste Audit – part 1	<ul style="list-style-type: none"> – Geography: Environmental awareness and care – Caring for the environment – Maths: Weight
Lesson 5: Myths about world hunger	<ul style="list-style-type: none"> – SPHE: Myself and the Wider World – Media Education – SPHE: Making Decisions
Lesson 6: The Biscuit game	<ul style="list-style-type: none"> – English: Developing cognitive abilities through Language – Oral language
Lesson 7: The Maize Factor	<ul style="list-style-type: none"> – Geography: Human Environments – Trade and Development Issues – English: Developing cognitive abilities through Language – Oral language – SPHE: Myself and the Wider World – Developing Citizenship – National, European and wider communities
Lesson 8: The MUAC Armband and Plumpy'nut bar	<ul style="list-style-type: none"> – English: Oral Language – Developing cognitive abilities through Language – Geography: Human Environments – Development and Aid
Lesson 9: Food Rights and Ending World Hunger	<ul style="list-style-type: none"> – English: Oral language: developing cognitive abilities through oral language – SPHE: Myself and the Wider World – Developing Citizenship - National, European and wider communities – Environmental Care
Lesson 10: The Waste Audit – part 2	<ul style="list-style-type: none"> – Maths: Data – Representing and interpreting Data
Lesson 11: Action on World Hunger – the class petition	<ul style="list-style-type: none"> – SPHE: Myself – Making Decisions – SPHE: Myself – Self Identity – Developing Self Confidence – SPHE: Myself and the Wider World – Developing Citizenship – Living in the local community



Book reading: we suggest that students read *Under the Hawthorn Tree* (1990) by Marita Conlon-McKenna as an excellent accompaniment to the themes and issues raised by One in Eight from the perspective of children experiencing the Great Famine in Ireland.

Section 1

Food is a Basic Need

Everybody has basic needs – food, shelter, clothing – no matter who they are, or where they live. In Section 1, we review what are our basic needs in life. Food is essential for life - but why is it essential? Why do we need it? Are we getting the correct food and if we are not, what are the consequences? What can we do to ensure that we are getting the correct food?

In this section, we aim to assess, appreciate and understand what these basic needs are. This brief introductory lesson aims to get students thinking about the differences between a 'want' and a 'need'.



LESSON 1: Wants versus Needs



AIM: To establish the difference between a 'want' and a 'need'

MATERIALS: whiteboard, marker, pens and paper/worksheet (available on support webpage)

INTEGRATION: SPHE | Strand Unit (Media Education)

English | Developing cognitive abilities through language (Oral language)

TIMEFRAME: 1 lesson

LEARNING OBJECTIVES:

Work out the difference between our 'needs' and 'wants; using my imagination; thinking creatively. Organising and ranking items; collecting information

KEYWORDS FOR THIS LESSON: imagine, choices, needs, wants, basic rights

Method:

STEP 1: → Ask the students to **imagine** that they are going to live on an island in the middle of nowhere where the weather isn't too hot or cold. Ask them to choose, in pairs, 10 items they would bring with them. Ask them to sort the items into the boxes below – ensuring that each pair agrees on the **choices**. Have them read out their lists to the rest of the class.

Our Needs	Our Wants

STEP 2: Write up the list below on the board and ask the students to read it carefully and divide them into the boxes below (you can add items to this list if you wish), based on where they think they should go. Is there agreement/disagreement with the above? Use the responses of the students to illustrate how different people perceive needs differently. Initiate some discussion on the difference between **needs** and **wants** and the difficulty in making such a distinction. Are some things more important than others? Does anyone know if we have rights to some of the items on the lists?

Ask the group to think about what **basic rights** they feel they should have. Compile a list on the board of these rights for the class to see. Once they are happy with their list, ask the students whether or not they think everybody in Ireland has access to these rights. If so, why? If not, why not?

Internet	Education	Schools
Clean air	Air travel	Trees
Clean water	Jobs for all	TV
Food	Music	Xbox
Nuclear power	Coca-Cola	Books

The World's Needs	The World's Wants

LESSON 2: Nutrition and the food pyramid



This lesson recaps why we need certain types of food more than others and will help the students learn to balance their diet – and why it is important to do this. Food is essential for life – it provides energy and helps to maintain a healthy body. Just as a car needs petrol to run, our bodies need food. The amount of energy our body gets from different types of food is measured in calories.

AIM: To promote awareness of healthy food lifestyles that support healthy nutrition programmes

MATERIALS: chart of the food pyramid, magazines with food pictures, examples of different foods: vegetables, fruits, cereals, biscuits, sweets, etc., worksheets on the food pyramid, collection of empty packages and cartons of food products

INTEGRATION: SPHE | Myself | Taking Care of my Body; Food and Nutrition
Science | Living Things | Human Life

TIMEFRAME: 2 classes

LEARNING OBJECTIVES: adopt a healthy, balanced diet; explore the food pyramid; recognise important nutrients; carry out a survey; identify the four food groups; make a list of how to improve eating habits

KEYWORDS FOR THIS LESSON: labels, exercise, balanced diet, portion sizes

Session 1: exploring the food pyramid

Method:

STEP 1: Start by asking children, in groups, to name their favourite meal. Brainstorm for responses and the teacher records this. Explain that diversity of food and ingredients is essential and it is important to have a **balanced diet**. Should we eat all kinds of food every day? Should everyone in the world do this too? Are there problems with this?

When we eat more sugar, fat or unhealthy foods than our bodies need, it can cause damage to our bodies, which could affect us now or later in life. In order to be healthy for life we must **exercise** regularly and eat a **balanced diet**.

STEP 2: → Recap what a healthy diet would look like using the 'food pyramid'. Ask the class to identify the four main food groups. Can they guess the food that fits into each group? Why does the food pyramid look like a triangle? Use this as the basis for exploring **portion sizes**.

Recommended Food Pyramid shelf servings

Foods high in fat, sugar and salt	NOT EVERY DAY
Not essential for health and taken in excess can be harmful	
Reduced-fat spreads and oils	SPARINGLY
Essential but only in small amounts	
Meat, Fish, Poultry, Eggs, Beans & Nuts	1 SERVING
Essential for good health	
Milk, Cheese & Yoghurt	1 SERVING
Essential for good health	
Fruit & Vegetables	1 + SERVINGS
Essential for good health	
Bread, cereals, pasta, potatoes & rice	2 + SERVINGS
Essential for good health	



STEP 3: → Refer to teacher sheet 'Food glorious food!' (on page 11) to explore why we need to eat a variety of foods in order to stay healthy and put the words *transporter*, *body builders*, *protectors*, and *heat and energy providers* on the board. Use as recap to review functions of these, if needed.

Session 2:

Method:

STEP 4: → In groups, do a class survey of five foods that each child has eaten in the past two weeks (whether they like them or not!). This can be a meal or a single piece of food - more than one food group can be referred to in any one meal.

Once the survey is finished add up the food group results and ask the class to create a 'class pyramid' using the information they have collected. Base this on the food group shelves by adding all of the 'dots' together per shelf, starting at the centre. Now join the dots! Keeping the pyramid shelves in original position, redraw the outside edge of each shelf's dots based on the survey results. What does the 'actual' pyramid look like,

compared with the recommended food pyramid?
Further investigation – knowledge and attitudes: divide a sheet of paper into four quadrants:

- Name foods that are needed in order to stay healthy
- Name foods which should be eaten in moderation
- Name foods which are eaten at different times of the day
- What can I do to eat healthier and have a more balanced diet?
- Ask children to cut out their answers and place under these headings on the project wall. Make sure to include drinking plenty of water and exercising.



Food Pyramid posters can be ordered for free from the HSE health promotion www.healthpromotion.ie/publications or download for whiteboard use at www.concern.net/foodrightnow. The excellent resource, Five Keys to Safer Food from the World Health Organisation can be used for further activities.

Worksheet 1: Our food pyramid



Survey questionnaire – the class pyramid

	Name of food	Food type*					
		1	2	3	4	5	6
Breakfast							
Lunch							
Snack							
Dinner							
Other							

* 1 = Fat, sugar and salt

2 = Reduced-fat spreads and oils

3 = Meat, Fish, Poultry, Eggs, Beans & Nuts

4 = Milk, Cheese & Yoghurt

5 = Fruit & Vegetables

6 = Bread, cereals, pasta, potatoes & rice

Create your own pyramid

1

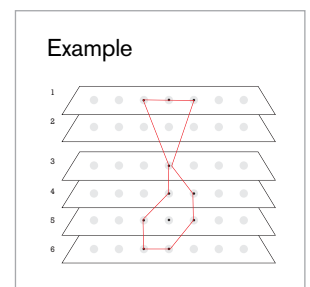
2

3

4

5

6





Food glorious food!

Food is essential for life. To be healthy and well-nourished, we must eat a variety of nutritious, safe foods. We must also consume the right amount of food. We can become unhealthy if we:

- do not eat enough food
- do not eat enough different kinds of food
- consume too much food
- do not eat the right types of food

Too much food causes our body to store too much fat, and can increase the risk of long-term diseases such as *obesity*, *heart problems* and *diabetes*.

Display these terms on the whiteboard and ask the class to discuss in groups what they might mean. Perhaps the class could write an agreed definition for each of these on paper and begin a project wall, which they can add to as the class progresses through the resource.

What does food do for me?

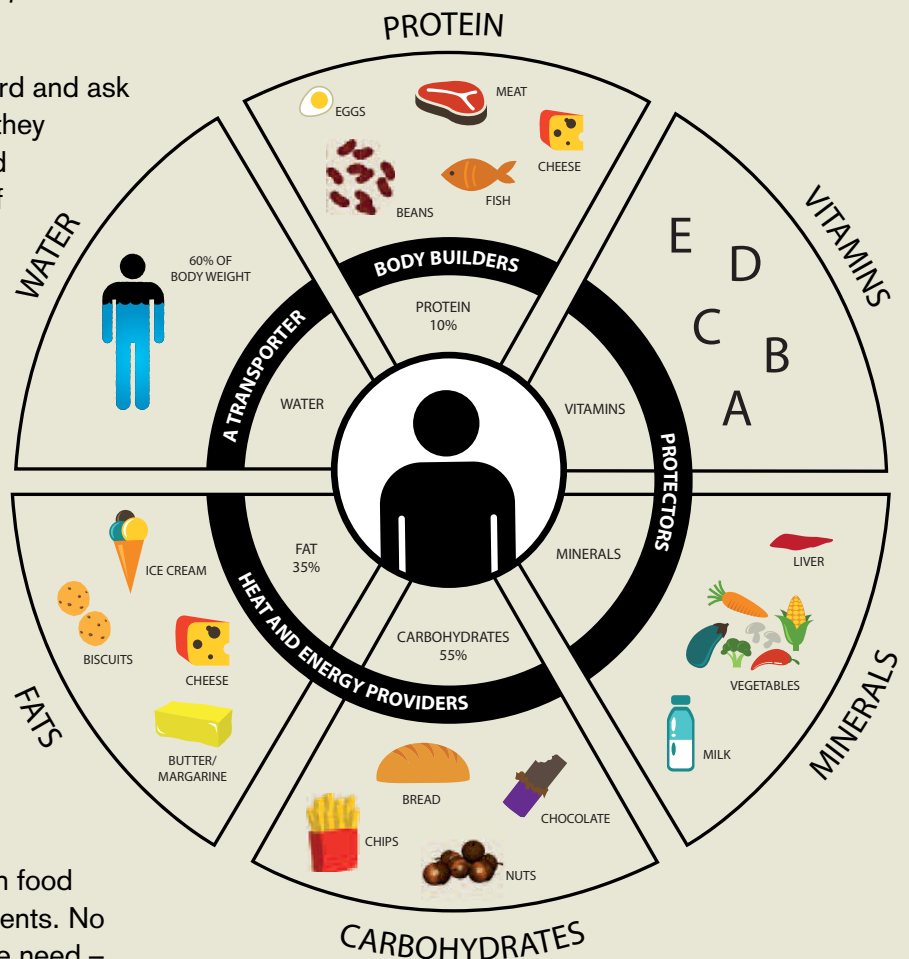
- Energy for growth, physical activity, and basic body functions (breathing, temperature control, blood circulation and digestion)
- Materials/nutrition to build and maintain our bodies and protect them from disease

These different functions are made possible by the nutrients contained in food called macronutrients and micronutrients. No one food contains all the nutrients we need – this is why it is important to have a varied diet!

People of different age, gender and lifestyles have different energy needs. What are yours?

What are the energy needs of school children?

Age (years)	Boys (kilojoules)	Girls (kilojoules)
7 – 9	1,760	1,625
10 – 12	2,250	2,075
13 – 14	2,775	2,375



SOURCE: Taken from Food Matters (1991)

Further background info for teachers on the main nutrients, their functions and food sources can be found at www.concern.net/foodrightnow

LESSON 3: Food labels – stop the traffic!

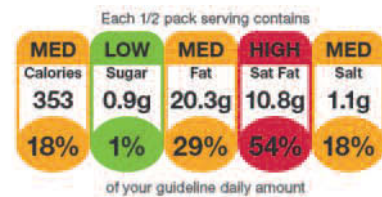


Eating large amounts of salt, fat and sugar in food is not in anyone's best interest to stay healthy. While salt and sugar may be used to preserve food (make it last longer before 'going off' or to improve its taste), limits should be put in place to stop us eating too much of it.

By law, all companies must print nutritional information on the outside of the packet – which helps us make better food-nutrition decisions. Note: adapt lesson as appropriate to your own class level.

Traffic light labels!

From 2014, traffic light labels will be included on all food products, which make reading nutrition on food easier – students just need to remember to 'go for green' and choose products with as many greens on the label as they can.



AIM: To properly read, assess and understand food labels for nutritional aspects to make healthier food choices

MATERIALS: Bring a range of clean, empty food packets to show their labels: These should include a variety of prepared foods including biscuits/cakes/sweets, ready meals/pizza box, savouries and snacks that include front of pack traffic light labels. Ensure there is a wide variety of brands and quality of foods represented. Nutritional info displayed on the front of the packet is also welcome

INTEGRATION: SPHE | Myself | Taking Care of my Body | Food and Nutrition
Maths | Decimals and Percentages | Weight

TIMEFRAME: 2-3 lessons

LEARNING OBJECTIVES: read and understand food labels; make healthier food choices; estimate and measure weight of items; to use the food traffic light system to judge food has high fat, sugar and salt content; working in groups; discuss when we should eat this type of food; keeping a food diary; using measurement instruments

KEYWORDS FOR THIS LESSON: food labels, exercise, undesirable nutrients

Method:

STEP 1: → In groups, ask the students to brainstorm what kinds of activities they participate in which involve physical activity. Each group presents their answers. Ask the class for comments. Could they be more active? Do they think they need to be based on their eating habits/favourite foods?

Have any of the students seen the film WALL-E (by Pixar)? What do they think of the consumption habits and how waste has impacted on the planet? How does it make them feel? Ask for examples. The students might finish by designing an art piece on the theme to accompany their project wall.

STEP 2: → Put the words **overweight, obesity, diabetes, heart disease** and **cancer** on the white-board and ask the class to guess their meaning. Explain that by not following a balanced diet and exercising regularly, these kinds of illnesses can affect everyone - especially people in developed countries like Ireland, America and Australia. This can occur when people have been eating too much of the wrong food over many years which provide bodies with too many **undesirable nutrients**, fats or sugars. This can lead to:


- Overweight and obesity – leading to higher rates of heart related diseases (such as heart disease, stroke) and Type 2 diabetes;


- Osteoporosis and Anaemia due to inadequate intakes of vitamin D, calcium and iron;
- Colon cancers relating to low intakes of fibre and some other cancers relating to low intakes of fruit and vegetables;
- Tooth decay


In Ireland, 61 percent of adults are overweight or obese. That's a lot of people! (according to the 2007 Survey of Lifestyle, Attitudes and Nutrition (SLÁN) study).

STEP 3: → Show the slide of the four different elements of the traffic light system and ask if anyone has seen these before [on web page]

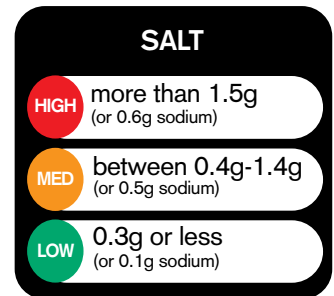
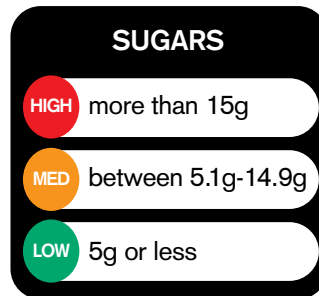
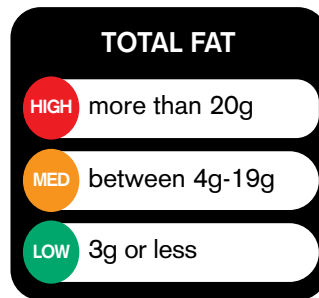
Traffic light labels show you at-a-glance if the food you are thinking about buying has high, medium or low amounts of fat, saturated fat, sugars and salt, helping you get a better balance.

 **Red** means HIGH. It's fine to eat this food occasionally or as a treat, but think about how often you choose it and how much of it you eat.

 **Amber** means MEDIUM making it an OK choice, although going for green is even better.

 **Green** means it's LOW which makes it a healthier choice.

The numbers refer to the manufacturer's recommendations for a portion of that food.



Colours (e.g. red) are based on amounts per 100g of food so products can easily be compared. Does your product weigh more or less than 100g? The guideline daily amount (GDA) refers to the amount of this nutrient that the manufacturer recommends. Remember: how much energy do you need a day?

STEP 4: → Divide the group into pairs and assign them two (preferably varied) food packets, instructing them to decode the nutritional information and fill in the worksheet **The Label Detectives**. Prepare three large posters for sorting the results with the titles: *Eat some of the time*; *Eat often*; and *Eat every once in a while*. Use group feedback as the basis for class discussion for where the foods should go within these three posters and why.

TEACHER INFO

Labels and me: look, read, choose, eat!

- **Ingredients labels** show what the food is made of, and are listed in order starting with the greatest ingredient – this can help you to decide which food group(s) the food belongs to on the food pyramid.
- **Food labels** also tell us about **when we should eat** the food. Foods that go off quickly have a 'use-by' date: you must never eat these foods after this date as they may make you ill – perhaps seriously. Foods that go off slowly have a 'best before' date: after this time they won't be at their best. The exception is eggs: always eat them before their 'best before' date.
- Food labels can also tell us about **how to store** the food, for example whether it must be refrigerated before or after opening, and for how long it can be stored. Children can use the ingredients list to spot foods that some people should avoid, and some manufacturers also list these separately on the label.

- **Guideline daily amounts (GDAs)** are a guide to how much of each nutrient an average adult needs in one day. For the nutrients on the front of pack labels, these are the maximum amount an average adult should eat
- Most labels include adult percentage GDAs so children should be careful and not base their intake on these values, as this would mean that they eat too much fat, salt and sugars
- Calories indicate how much energy is in a food (energy can be provided by carbohydrates, fats or protein, but the students do not need to know this at this time)
- Traffic light labels help you to make healthier choices by showing you the levels of fat, salt and sugars

Evaluation:

Ask the students to keep a food diary based on one meal a day, logging any prepared or manufactured foods they eat during the week, keeping some of the packets for the foods that they eat (alternatively, they could just make a note of the nutritional information). Can they calculate how much fat, salt and sugars they have eaten?

Extension activities:

Nutrition activity: This lesson can be combined with allergies and intolerances education and the science of cooking. Use a recipe that the class is working to research the nutrition content of each ingredient, and use their data (perhaps using a simple table) to estimate the calories and nutrition content of a portion, based on the information given on the packaging.

Maths activity: select a mixed range from popular 'treat' products (such as a can of fizzy drink, chocolate bar, pizza, ready meal etc.) and task the students, in groups, to determine the total weight (not 100g portion) of sugar/salt/fat and weigh these themselves with weighing scales, placing each amount into freezer bags. Display the bags with packaging of that product and prepare traffic light label information underneath on a project table. Invite the class to present their table to peers and to parents.

Media activity: Think about which foods have traffic light labels (mainly manufactured foods like ready meals, pizzas and pies) and which do not, and compare these to which foods are advertised (on television, online, in magazines etc) and which are not. Why might we be encouraged to buy foods that may not be healthy choices? It's worth thinking about your class's cultural backgrounds and ask them to source different and relevant food labels



Worksheet 2: The Label Detectives



Detective name _____ Class _____

TOTAL FAT	SATURATED FAT	SUGARS	SALT
HIGH more than 20g	HIGH more than 5g	HIGH more than 15g	HIGH more than 1.5g (or 0.6g sodium)
MED between 4g-19g	MED between 1.6g-4.9g	MED between 5.1g-14.9g	MED between 0.4g-1.4g (or 0.5g sodium)
LOW 3g or less	LOW 1.5g or less	LOW 5g or less	LOW 0.3g or less (or 0.1g sodium)

Name of Food 1:

Look at the ingredients. What food group does it fit into?
More than one group?

Is this food healthy?

How often should I have this food?

TOTAL FAT	SATURATED FAT
SUGARS	SALT

Name of Food 2:

Look at the ingredients. What food group does it fit into?
More than one group?

Is this food healthy?

How often should I have this food?

TOTAL FAT	SATURATED FAT
SUGARS	SALT

LESSON 4: The Waste Audit – Part 1



AIM: To create awareness around the amount of unnecessary waste generated and take action

MATERIALS: Whiteboard, markers, pens, paper, weighing scales, bowl, rubber gloves and art materials of your choice based on the outcome of the lesson

IMPORTANT: Ensure there is plenty of hand wash and hand sanitiser available for the students to clean up after each weigh-in. This lesson is continued on page 42 and should be continued for the duration of the resource for the best results

INTEGRATION: Geography | Environmental awareness and care | Caring for the environment
Maths – Weight

TIMEFRAME: 1 – 2 lessons (then continued until you reach The Waste Audit – part 2. This can be done as many times a week as you wish, but aim for at least once a week)

LEARNING OBJECTIVES:

- become aware of the (food) waste we generate; measure and record the food waste from the class
- using weighing scales; collecting the information on a chart

KEYWORDS FOR THIS LESSON: food, waste, impact, school average

Method:

STEP 1: → Begin a group discussion on food by asking the students to discuss what their favourite food is, referring back to the beginning of **lesson 2** on page 8. How often do they get to eat it? Is it expensive? Where does it come from? How is it produced or grown? (you can make a list of this on the board if you wish)

STEP 2: → Now explore which foods the students dislike the most, asking similar questions as in Step 1. Does this food ever get thrown out? What about other foods? Do they know what happens to food **waste**? Or what the **impact** is? Divide the class into smaller groups and either hand out the 'Food Waste impacts' list in the box below or display it on the whiteboard and to think about who they impact on. Ask them to sort the list under each of the following headings: Me; My community; the country; and the world. Discuss as a group – is there agreement? If not, why? (note that some items can go into more than one box)

Me	
My Community/Town	
The Country	
The World	

Food Waste impacts

Food waste smells bad

Food waste can encourage rats, mice and insects

Food waste can cause litter

Food waste ends up in landfills which are really bad for the environment

Food waste can mean that some shops and farmers make more money

Food waste means we grow more than we need

Food waste means we use more energy and land than is needed

Food waste means that sometimes people end up with not enough food to eat

STEP 3: ➔ Ask the students do they think food ever gets wasted in the school? How can they find out? **This is where it can get a bit messy!** Ask the students to place any food waste from their breaks/lunch into a bowl and weigh the contents one day each week (or more if you have time!), for the duration of this resource – until you reach part 2 on page 42. It may be worth involving more classes in this in order to get a **school average** – are there any other classes or teachers who you think would like to get involved too?

Alternatively, if the class has a compost bin, this could be weighed once a week instead. If your class doesn't have one, now is the perfect time to start one!

Make a chart to capture this information and keep it on the wall near the bin (be sure to dispose of the waste correctly after weighing it and wash those hands!!). Here is an example:

Date weighed	Weight of food waste

***Note:** Be sure to use gloves when collecting and cleaning out the bowl that is used for collecting the waste, ensuring to wash hands before and afterwards.

This activity is continued in Activity 10 on page 42 (the activity should be kept going in the meantime)

Evaluation:

Present the 16 images from *What the World Eats* to conclude the lesson (link available on concern.net/foodrightnow).

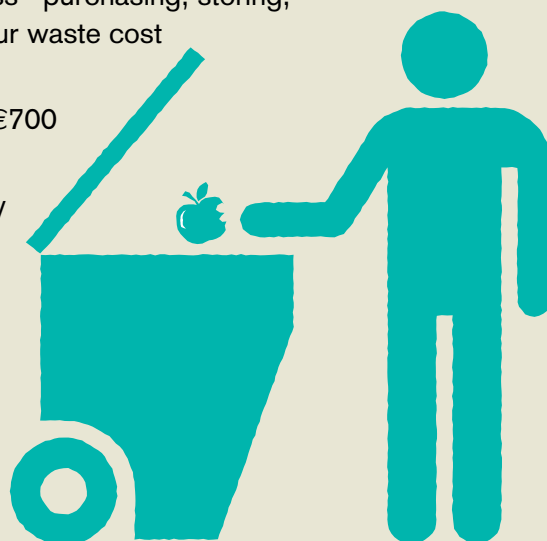
These images can be displayed on a whiteboard individually or printed in advance and handed out for students to examine.

- What do these photos say about what families buy for their weekly shop from different parts of the world?
- What do the images tell us about what kinds of food people eat and why?
- What about food waste?



The cost of food waste in Ireland

- Each kilogramme of food waste costs almost €3. This accounts not only for disposal but each of the steps involved with the food cycle in a business - purchasing, storing, preparing, cooking and serving. How much does your waste cost – a week? In a year?
- Food waste costs the average household between €700 and €1,000 per year
- One in ten people in Ireland are living in food poverty according to the Department of Social Protection (2010 research)
- Irish supermarkets throw out on average 67,500 tonnes of food waste a year. Much of this food is perfectly fresh and edible but as it may be too close to its sell by date to be sold at full price it is binned
- Irish homes waste a total of 288,000 tonnes of food





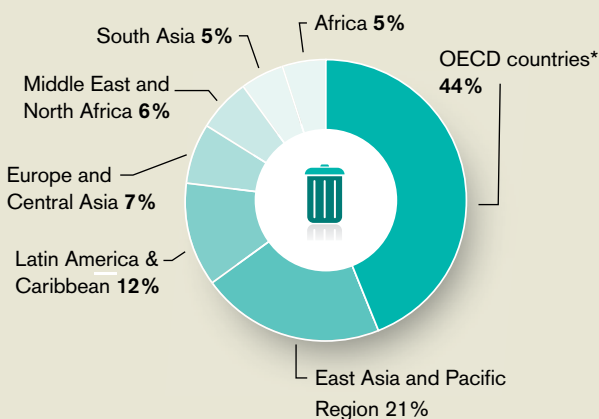
From the farm to the fork: food waste factsheet

“Between 30 and 50 percent of all the food that’s produced on the planet is lost and wasted without ever reaching human stomachs.” – Institute of Mechanical Engineers (2013)

Who’s got the most waste?

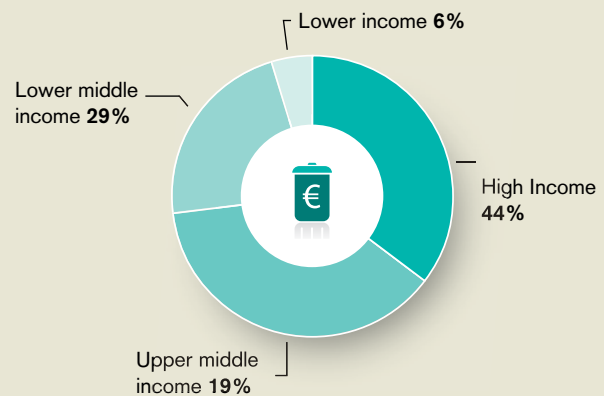
(waste generation by region)

OECD countries make almost **half of the world’s rubbish**. East Asia and the Pacific region (EAP) contribute another fifth. Africa and South Asia produce the least waste.

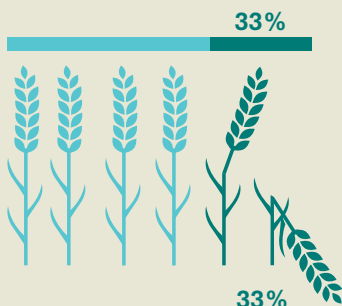


Global average of waste generation by income

According to the World Bank the higher the income of a country the more food they waste.

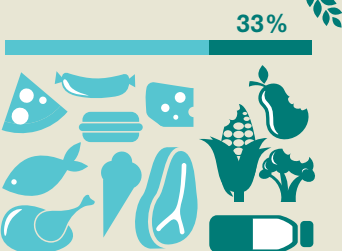


Consumers in developed countries dispose of **222 million metric tons** of food waste every year, equal to the **entire** food production of sub-Saharan Africa.



Producer waste

Currently, food producers in developing countries waste nearly one third of food supplied. With better access to adequate storage, refrigeration and transportation this could be reduced.



Consumer Waste

In industrial countries, we as consumers and retailers throw away about one third of all food that is produced.




Based on Oxfam 'Grow' campaign <http://awesome.good.is/transparency/web/1204/what-s-wrong-with-our-food-system/flash.html>


- In the past 30 years, one-third of the planet's natural resources base have been consumed
- The United States has 5 percent of the world's population but consumes 30 percent of the world's natural resources and creates 30 percent of the world's waste
- If everybody consumed at United States rates, we would need almost five planets worth of natural resources
- Every year, €285 - €345 worth of food is wasted per person in countries in Europe and North America. In sub-Saharan Africa and South Asia, this drops to €18 - €33 per person. (Note: this is based on Irish prices – 1kg of food waste in Ireland costs €3)
- Consumer waste is estimated to be 95 to 115 kilograms per person, per year in Europe and North America, but only 6 to 11 kilograms per person, per year in Sub-Saharan Africa and South Asia


The water we waste

And about 550bn cubic metres of water is wasted globally in growing crops that never reach the consumer. Carnivorous diets add extra pressure as it takes 20-50 times the amount of water to produce 1 kilogramme of meat than 1kg of vegetables

How much water is used to make the things you eat?

-  A 100 gram chocolate bar uses 1700 litres of water.
-  An average soft drink is estimated to use between 170 to 310 litres of water per 500ml bottle.
-  To produce a kilogramme of beef uses a water footprint of 15400 litre of water. In 2010 the average American ate 100kg of beef in one year.

 To grow one apple (150 grams) 125 litres of water are used. To make apple juice 1140 litres of water per litre of apple juice are used. One glass of apple juice (200 ml) uses about 230 litres of water.

 The global average water footprint of whole cow milk is about 940 litre/kg

Water Footprint Network

Explore the Water Footprint Network website to discover how water is used in producing these foods and calculate your own water footprint

<http://www.waterfootprint.org>

The water footprint refers to the volumes of water consumption and pollution that are 'behind' your daily consumption. Your 'indirect water footprint' – the water consumption and pollution behind all the goods you buy – is much larger than your direct water footprint at home.

More food waste facts from food waste campaigner, Tristram Stuart

www.tristramstuart.co.uk

- All the world's nearly one billion hungry people could be lifted out of malnourishment on less than a quarter of the food that is wasted in the US, UK and Europe.
- 40 to 60% (2.3 million tonnes) of all fish caught in waters around Europe are discarded – either because they are the wrong size, species, or because of the ill-governed European quota system
- 4600 kilocalories per day of food are harvested for every person on the planet; of these, only around 2000 on average are eaten - more than half of it is lost on the way.
- 24 to 35 per cent of school lunches end up in the bin.
- 10 per cent of developed countries' greenhouse gas emissions come from growing food that is never eaten.
- The UK, US and Europe have nearly twice as much food as is required by the nutritional needs of their populations. Up to half the entire food supply is wasted between the farm and the fork. If crops wastefully fed to livestock are included, European countries have more than three times more food than they need, while the US has around four times more food than is needed, and up to three-quarters of the nutritional value is lost before it reaches people's mouths

Pick out the three most interesting facts for discussion and inclusion on the project wall

All statistics are fully referenced in Tristram Stuart, Waste: Uncovering the Global Food Scandal (Penguin, 2009).

Section 2

Food, Hunger and the World

In section 2, the students are introduced to food on a global scale beginning with a myth busting quiz, before moving on to food producers and some of the problems that are experienced in the developing world.

This section also looks at what happens during a food crisis. How can we know where hunger is concentrated and what do medical workers do in emergency situations? Following a hands-on exercise based on two food crisis tools – the Mid-Upper Arm Circumference (MUAC) band and the Plumpy’nut bar – children are invited to engage with the idea of food justice (and injustice) based on who has access to food and who does not.



TEACHER INFO

What is world hunger and why does it exist:

Everyone is familiar with stereotypical images of hunger – people queuing for food aid, mothers with malnourished child in their arms, drought. These are the most common images associated with hunger, based on what we see on television, in advertising campaigns, in newspapers. But is this an accurate representation of ‘hunger’ in our world today? Do these images accurately represent the challenges that many families, communities and countries face when their people are trapped in poverty and hunger?

The answer is no. These images – images of emergency situations – account for 8% of people in the world who are suffering from hunger. The majority of hungry people suffer from daily and persistent undernourishment – a much less visible form of hunger. This basically means that these people cannot access enough food and/or the right kinds of food (in terms of its nutritional value). If people are unable to access the correct amounts of nutrition and energy their bodies need, they become trapped in a cycle of hunger, sickness and weakness with no energy to earn a living, access services or reach their full potential.

‘A hungry mind cannot concentrate, a hungry body does not take initiative, a hungry child loses all desire to play’ World Food Programme

It is important to make some distinctions between the different types of hunger as each is caused by a different factor and therefore, each needs a different solution. Here are some definitions of different forms of hunger and resulting conditions which are mentioned throughout this resource.



Hunger - Some definitions

Hunger occurs when people do not get enough nutrients (energy, protein, vitamins and minerals) for fully active and healthy lifestyles. It can be both a long-term and short-term problem with wide ranging effects from mild (lack of energy, tiredness) to severe (starvation, weakened immune systems, stunted growth, death).

There are 3 different kinds of hunger: **acute, chronic and hidden**. Each occurs for a different reason.

- **Acute hunger** is the most extreme form. Although the image of people who are acutely hungry is what we see mostly on the television and in ads - less than 8% of the world's hungry people fall in this category. It is in extreme emergency situations that this type of hunger occurs
- **Chronic hunger** is the most common type of hunger experienced by people. This happens when there constantly is a lack of quality food, which is often then made worse by a lack of quality healthcare
- **Hidden hunger** affects around 2 billion people worldwide. It is a result of a poor quality diet – lack of food with vitamins and nutrients – and can be very difficult to detect because many of the people who are affected by this consume enough calories and proteins

Malnutrition occurs when people are not getting enough food or not getting the right sort of food. This includes **under-nutrition** and **over-nutrition**. Under-nutrition happens when people don't get enough calories, nutrients and/or protein they need to stay healthy. Over-nutrition exists also and is due excessive consumption – possibly due to low levels of physical exercise also.

Food Insecurity is the physical or uncertain availability of food or inability to acquire safe and nutritious food. **Food Security** is assured access for every person to enough nutritious food to sustain an active and healthy life, including food availability (adequate food supply), food access (people can get food), and appropriate food use (the body's absorption of essential nutrients).

WORLD HUNGER: WHY?

The World Food Programme claims that there is enough food to feed every person in the world, currently at just over 7 billion people. If this is the case then why does hunger exist?

Poverty: Poverty is one of the basic causes of human underdevelopment, and is also a result of it. The majority of the world's poor are unable to afford enough food to feed themselves and their families. Their diets are based on basic starchy foods such as mealie meal (a porridge-like grain), potatoes or bread with very few vegetables or meat and therefore very little nourishment.

Disease and illness: Hunger and malnourishment can lead to disease and illness, but disease can also lead to malnourishment, which in turn, makes an individual weak and unable to work in order to feed themselves and their family.

Lack of education and poor health for women: It is all too common that women are undernourished and undereducated in their childhood due to the fact that, in a lot of countries, boys tend to be given priority over girls at the dinner table and also in school. If women or girls themselves are malnourished and uneducated, their children will be born malnourished and the cycle continues.



Low food production: Due to climate change, poor farming skills and/or a lack of basic tools, fertiliser, seeds or land, large numbers of people go hungry due simply to a lack of access to food. This is especially true for people in small rural villages where all the food is grown locally.

Famines and natural disasters: With natural disasters such as floods, hurricanes, long droughts and tsunamis on the increase, food security in poorer developing countries is severely threatened. The worst affected areas can be found in regions with extreme climates. Although there have been improvements in technology to allow the production of food in areas which are prone to natural disasters and extreme climactic conditions, the majority of these places lack sufficient funds and infrastructure necessary to help advance this.

War and conflict: The connections between war and hunger are clear- people are forced to flee their homes due to conflict; their access to food is limited and can be hindered further due to the blocking of emergency food supplies to 'enemy areas'. War and conflict impact on people in many different ways, with hunger being one of the key impacts, possibly even leading to famine (Somalia being an example of this).

WHO ARE THE HUNGRY?

According to the Food and Agriculture Organisation (FAO), in 2012, it was reported that nearly one billion people in the world suffer from hunger. That means that 13.1 percent - nearly one in eight people in the world - do not get enough food to be healthy and lead an active life.

According to the United Nations Special Rapporteur on the Right to Food, there are four broad categories of people who make up the world's hungry.

- 1. Small landholders** who depend on less than 1.5 hectares of land for their livelihood - a group that *Concern Worldwide* has termed '*the farming yet hungry*'. This group is made up of nearly 500 million people, the majority of whom are women, who produce food for themselves and their families on small plots of land in remote rural areas. When their harvests run out, they often have little to eat and lack the financial means to buy sufficient or adequate food, which could see them through the '*hunger gap*'. Frequently they are located far from markets where they could sell their produce or buy goods and services that could increase their productivity.
- 2. Agricultural labourers** – of the nearly 450 million such labourers in the world nearly 200 million are hungry. Many of them work on large plantations and are employed on a seasonal basis, often without a contract or any legal or social protection.
- 3. Artisan farmers** are mostly comprised of indigenous peoples, who do not own land or are in waged employment. They depend on artisan fishing, raising livestock and the products of the forest. This group comprises approximately 10 to 15 percent of the world's hungry.
- 4. The urban poor** – A rapidly expanding group due to people moving from rural areas to find work. Access to food in urban areas depends almost entirely on cash purchases, posing serious problems for those who lack a fixed income. Although a wider variety of food is available, the food consumed in urban areas is not necessarily of superior nutritional quality.

LESSON 5: Myth Buster



AIM: For students to think more critically about the things they hear in the media about hunger around the world

MATERIALS:

Copies of the myths to distribute to the class
Copies of the responses to distribute to the class

INTEGRATION: SPHE | Myself and the Wider World | Media Education; Making Decisions

TIMEFRAME: 1-2 classes + homework

LEARNING OBJECTIVES: become more aware of the messages in media and advertising; to reflect on how the media impacts on my own thoughts or opinions; read newspaper articles; group discussion

KEYWORDS FOR THIS LESSON: myths, priorities, the media, facts

Method:

STEP 1: → Distribute a copy of 'the myths' or display on the whiteboard. Go through the myths and ask the group to discuss which **myths** they believe to be true? Why do they think they are true? Brainstorm answers.

STEP 2: → Now, distribute the responses to the myths and give them time to read and discuss them in pairs. **Ask:** Did they find the responses surprising? Why? Why not? As a class, get some reactions from around the room noting the most common responses.

Write myth number 9 on the whiteboard: *'People are only hungry during emergencies, such as civil war, drought or natural disasters'*. Ask:

- Do you believe this statement? If so why? Where did you get your information from to decide this?
- Emergencies account for 8 percent of the world's hungry. What do you think of food assistance '**priorities**' now? How do you feel about the 92 percent of the hungry in the world?
- Do the media only focus on certain stories, leaving out information that might explain bigger stories? What about the 92 percent?
- How can we learn to better read **the media** today to help us get more facts of current events and global hunger?

Ask the students to find an article at home in the news on global health, hunger or drought that affects the world. Encourage them to highlight or underline different parts of the article that they think are **facts** and which they think are myths – using different colour pens/highlighters. Alternatively, provide a range of newspapers for the students to use in class.

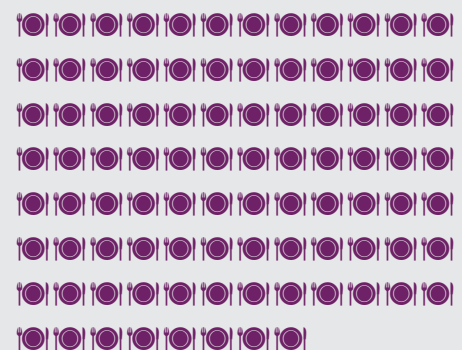
Use this as the basis for a class discussion. Use the points on **Why we should learn about hunger** on page 5 to recap and animate individual written reflections. Place responses on the project wall.

CAUSES OF WORLD HUNGER

EMERGENCIES 8%



OTHER CAUSES 92%



Myths?

1. There isn't enough food to feed the world
2. Solving world hunger means making sure everyone in the world has enough to eat
3. Drought and natural disasters are to blame for world hunger
4. Hunger exists when food is unavailable in shops and markets
5. All of the world's hungry live in Africa
6. Too many people go hungry in my own country for me to worry about hunger abroad
7. Hunger and famine are not easy to predict and can't be prepared for
8. Hunger is basically a health issue
9. People are only hungry during emergencies and disasters
10. There are more important global issues than hunger
11. There is nothing we can do to help hungry people

This information is taken from the World Food Programme in association with www.dosomething.org

Download or print myths table at www.concern.net/foodrightnow

Realities ✓

1. There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life. There is, however, a need to be more efficient, sustainable, and fair in how we grow and distribute food. This means supporting small-scale farmers and making sure that food 'safety nets' are in place to protect the most vulnerable people from hunger
2. Hunger also involves the type of food you eat. Good nutrition means having the right combination of nutrients and calories needed for healthy development – having enough of the right food. It's especially important for babies, pregnant women and young children
3. Communities that build water systems for their crops, storage areas, and roads to bring them to markets are able to improve harvests. Then people can survive even during times of drought. Nature is only one aspect when it comes to hunger. Many of today's worst food crises are now linked to human causes such as war and conflict
4. People can go hungry even when there's plenty of food around. Often it's a question of access - they can't afford food or they can't get to local markets. One way we can help is through cash transfers and electronic vouchers, which give people the ability to buy nutritious foods in local markets
5. Of the world's nearly one billion hungry, over half live in Asia and the Pacific. Hunger is also a very real issue in the United States, where 50 million Americans have difficulty getting nutritious food every day.
6. One in eight people in the world are hungry, which means one in eight people can't reach their full potential as human beings through work, study and play. That affects all of us. Hunger slows progress on other important areas that connect nations, including security
7. Tools exist to monitor and predict trends in food production as well as the price of food. For example, the Famine Early Warning System Network (FEWS NET) analyses weather conditions and the performance of companies to alert the world to the possibility of hunger hotspots and famine
8. This issue also affects education and the national economy. Hungry children struggle to focus, learn, or even attend school. Without education, it's much harder for them to grow up and contribute to the growth of the national economy, such as getting a good job
9. Emergencies only account for 8 percent of the world's hungry. There are close to one billion hungry people in the world who do not make the headlines and yet they go to bed hungry every night (remember, there are eight billion people on the planet!). This is why long-term efforts like school meals programmes are so important
10. When large amounts of people in a country are hungry, economies suffer, people fight, and farmers can't grow their crops effectively. We need to tackle hunger to be able to resolve environmental, economic, and safety issues
11. There's plenty we can do, even as individuals. Organisations like United Nations and Concern need constant support and awareness-building efforts locally, such as in schools. You can help with that. Talk to friends and family about these issues today!

LESSON 6: The Biscuit Game



AIM: To be introduced to world resource distribution; to become aware of our unequal and imbalanced world both locally and globally; to explore how the unequal distribution of wealth may give rise to conflict

MATERIALS: Biscuits, tables labelled 1 to 7, seven recycled paper plates and 30 biscuits (this game could also be played with cheese crackers, grapes etc. Choose food that the class like!), paper, pens, access to the internet

INTEGRATION: English | Developing cognitive abilities through language | Oral language

TIMEFRAME: 1 class

LEARNING OBJECTIVES: to understand how resources are distributed around the world; to explore concepts such as fairness and inequality; to make links with food 'justice' and food 'rights'; Arguing points of view and opinions; learning new concepts; playing the 'food distribution' game; voting on an issue of concern

KEYWORDS FOR THIS LESSON: food resources, distributed, fair, sharing, equality, plenty

Method:

STEP 1: → As the students enter the room, give each of them a number between 1 and 6, and instruct them to sit at a table with that number. Each table should have a plate containing biscuits according to the table below, which reflects the distribution of **food resources** based on continent. Tell the class that the biscuits belong to the entire table and they have two minutes to do as they wish. The teacher should watch and not interfere.

Table	Continent	No. of biscuits	Group of 20 children, divide like this:	Group of 30 children, divide like this:
1	Africa	1	3	5
2	Asia	4	11	15
3	Europe	9	2	4
4	Latin America	1	2	3
5	North America	10	1	2
6	Australia/Oceania	5	1	1

STEP 2: → Once time is up, ask the students:

- How did you feel when you saw how many biscuits other groups got?
- How did you divide the biscuits within your group?
- Did you do anything to get more biscuits or did you give any away?



- How did you feel about eating a large/small amount?
- How did the other tables respond to you?
- Is this distribution **fair**? Why/why not? What would make it fair?
- What do you think the six tables represent?

Discussion points may arise depending on the students' reactions i.e. 'sharing' could be used as a metaphor for discussing aid, or if there was bargaining, maybe trade could be addressed.

STEP 3: → Inform the students that the tables represent continents. Ask each group to chat amongst themselves and to guess which continent they are. Each table should pin their table number on a world map to whichever continent they think they are. Reveal the correct continents. Read the information in the fact box from this page and some from page 28. Show the animation 'What if the world had 100 people' (2mins 30 seconds) from www.developmenteducation.ie (link available on www.concern.net/foodrightnow)

STEP 4: In their continent groups, ask the class to divide up three jobs - a writer, a reporter and a negotiator – and ask the groups to consider a few answers to the following questions. Give them between 5-10 minutes before asking the reporter to feedback to the class. The reporter reports back to the group, the writer makes notes of the points of the group, the negotiator makes sure everyone's voice is heard. Spend 5 minutes on the first three questions then the rest of the time on the last question.

- Should people have the right to food? What if they cannot afford it?
- What about ideas like fairness, **equality** and sharing?
- If you lived in one of the poorer countries, what are some of the other things that you may not have?
- Can you resolve the food situation? Who should be responsible for ensuring the right to food? Families? Charities? Big companies? The government?

Take two class votes:

- 1) Should people have the right to food?
- 2) Can everyone access the right to food?

Put the results on your project wall. Conclude by reading out the following:

*There is **plenty** of food in the world to feed everybody. The problem is how this food is **distributed** and shared. In fact, more than one and a half times the amount of food needed to feed everybody in the world is produced each year. Yet over 800 million, 1 in 8 people, are hungry.*

If there's really enough food in the world, why do some people still go hungry? Remember the previous lesson - Hunger is caused by many factors and must be solved using many actions. Reasons can include a lack of supporting small farmers, supporting the human rights of women and girls, unfair trading rules between countries, climate change and environmental disasters, bad management of countries by some governments and also the influence of international companies (some companies have more money than entire countries!).



FACTBOX



- Children die every day from malnutrition. 870 million people in the world are under nourished. That means one in every eight people go to sleep hungry every day
- In 2008, more than 1.4 billion adults, 20 and older, were overweight. Of these, over 500 million men and women were obese (nearly 1 in 3 people)
- The Food and Agriculture Organisation of the United Nations recommends that we eat 2,250 kilo calories of food a day for a healthy diet. This goes up and down depending on if you are a boy/girl/ or man/women and what your age is. In Ireland, we have an average intake of 3,590 k/calories per person a day compared to (choose three):
 - 3,750 k/calories in the United States of America
 - 1,880 k/calories in Zambia
 - 3,450 k/calories United Kingdom
 - 2,360 k/calories in India
 - 3,530 k/calories in France
 - 1,850 k/calories in Haiti
 - 2,990 k/calories in China
 - 2,180 k/calories in Cambodia

(Source: 2006-2008 averages based on stats from the UN Food and Agriculture Organisation of the United Nations)

Lesson and statistics adapted from World Health Organisation (WHO) Fact Sheet no.311 (2013), The Rights Stuff: DEFY, Amnesty International and Trócaire (1998) and the State of the Food Insecurity Report (FAO, 2012).

LESSON 7: The Maize Factor



AIM: To explore factors affecting people's ability to grow food; highlight inequalities in the global food system; and develop empathy with the injustice felt by small scale farmers

MATERIALS:

Maize template
Scenario cards from **page 30** (printed and cut out – in multiples if using)
Example of completed crop template (fully cut out and coloured in)
1 pencil per children
4 sheets A4 paper per group
2 pairs of scissors per group
2 colouring pencils
1 crop template per group

INTEGRATION: Geography | Human environments | trade and development issues

English | Developing cognitive abilities through language | Oral language
SPHE | Myself and the Wider World | National, European and Wider Communities

TIMEFRAME: 1-2 classes (the timeframe given in this lesson plan is a guideline. You can make the game longer/shorter if you wish, depending on how much time you have to play)

LEARNING OBJECTIVES:

Look at how the global food system is unfair; to understand the struggles small farmers may face and why this is unfair

Imagine being a farmer; giving my opinion and arguing for it

KEYWORDS FOR THIS LESSON:

global food system, small farmer, fair, inequalities

Method:

STEP 1: → Show the students the crop template and explain to them that it is maize, a crop which is grown in many countries around the world. Ask them if they have eaten it before. Point out to the students that sweet-corn and corn-on-the-cob is also maize. Ask them to think about how they might be connected to people who grow maize even if they have not/do not eat it.

Use this idea to introduce the idea of the existence of a '**global food system**' in which there are connections between people who buy food and people that grow food.

STEP 2: → Ask them to imagine that they are maize farmers from a less economically developed country (select a country if you wish) who earn a living by growing and selling maize. Split the class into 4 groups and hand out the materials as instructed.

The main idea is that each group must create as many completed 'crops' as they can in 10 minutes (although this can be extended depending on how much time you have), using the materials provided. The group who produces the most crops wins the game - A 'crop' consists of 1 cob of corn, fully coloured in and cut out. However, they have to cope with some changes in circumstance...

STEP 3: → After 10 minutes or so, stop the game – everyone must drop everything they are doing! Present the scenario cards to each group, face down, and ask them to pick one. One member of each group must read their scenario card to the rest of the class. Give them enough time to re-read the scenarios and then take the appropriate action. Give them another 10 minutes to continue their production of maize. Depending on how much time you have for playing the game, you can let the students select another scenario card and continue playing, ensuring that the one they receive is different from the original one. (The times listed here are a guideline. You can play for longer/shorter if you wish)

At the end, the winning team is the one with the most crops.



STEP 4: ➔

Discussion:

After the group work is over, ask the students to discuss, in their groups, what it was like being a **small farmer**. Was it challenging? Why? What did they have to do to try to be successful?

- As a whole group, discuss the following questions: (you can display them on the board if you wish)
- What was it like being a small farmer in the global food system?
- How did each group manage after the scenario(s) had been introduced?
- How did it make them feel?
- What was **fair** about the game? What was unfair?

Explain to the students that the game illustrates some of the challenges and **inequalities** small farmers face within the global food system. Draw out the different experiences the students had when they were supported by the government, or not supported.

How do the students think this would impact on the wider global system of farmers (being supported and not being supported)? Try to draw links as to how much food would be available globally and what might happen to the cost of food. Introduce the idea of fairness – would the system be fairer if all the farmers were supported by the government?

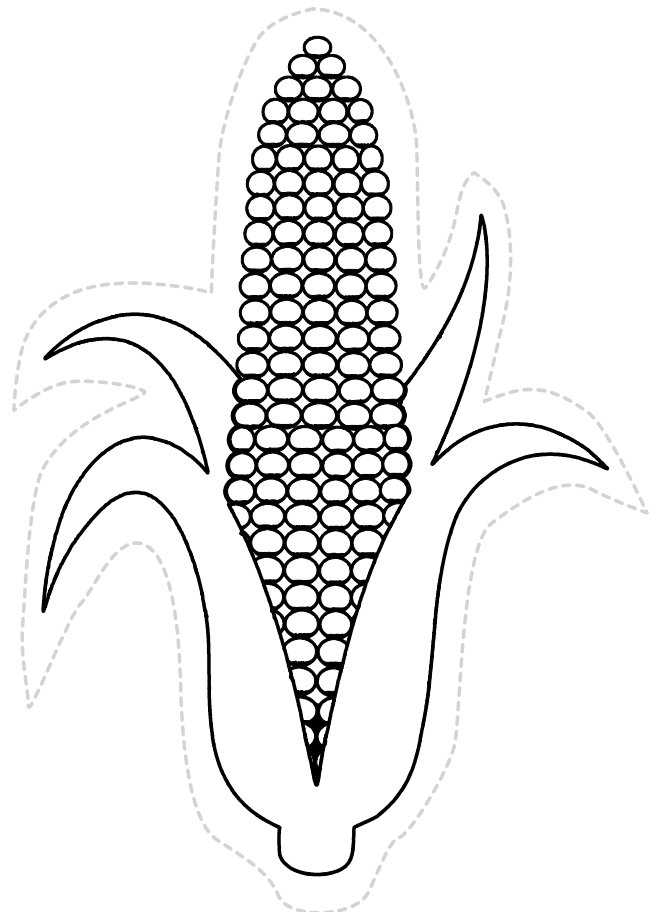
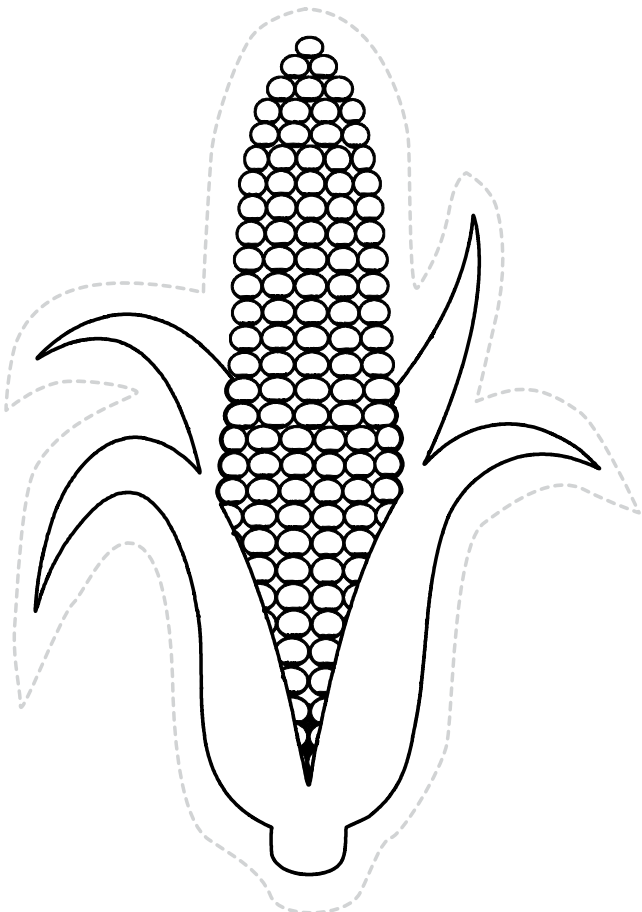
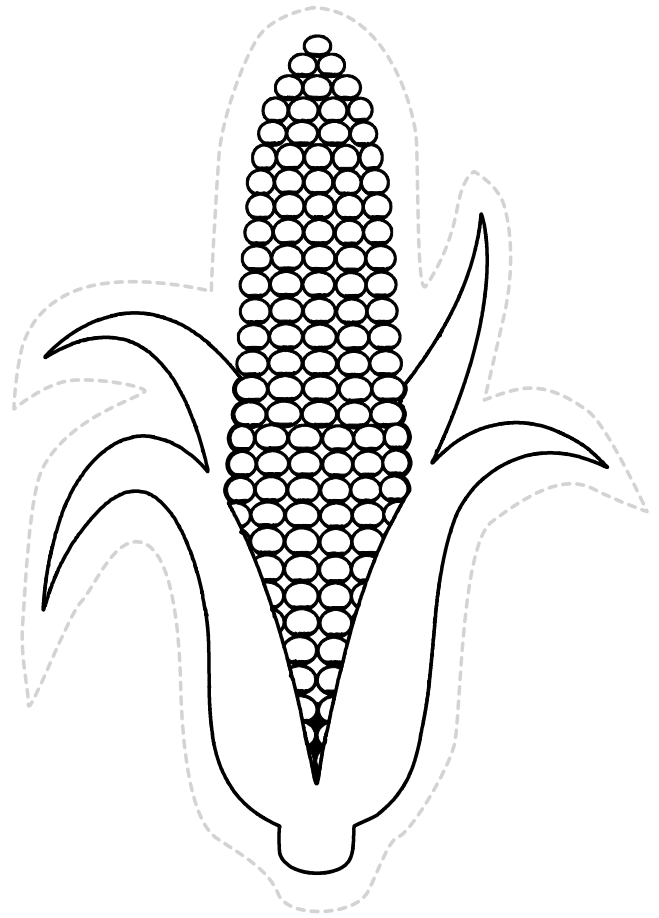
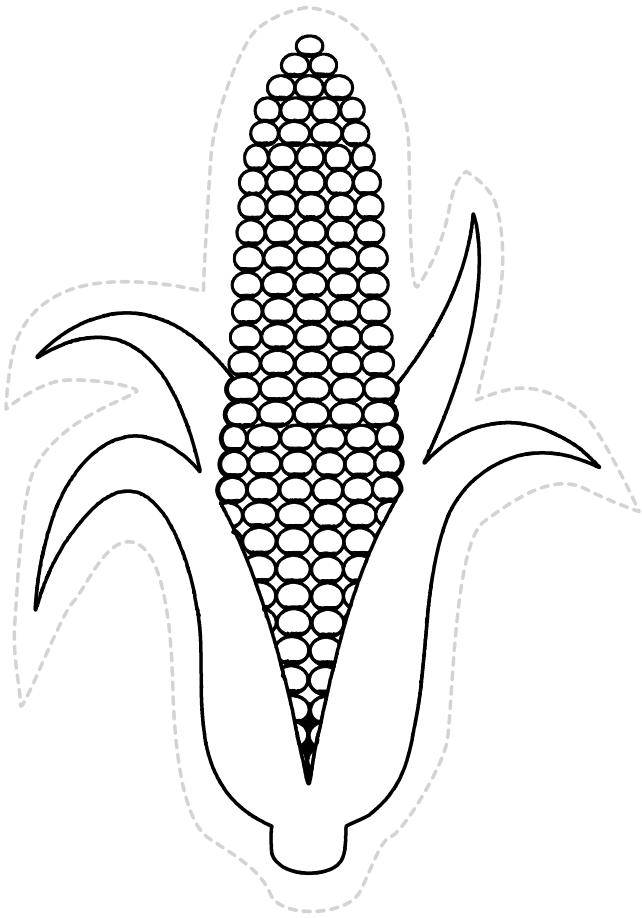
(The game was adapted from Oxfam's 'Can you Beat the System?')

FOOD FACTBOX



- Hunger is the world's number one health risk. It kills more people every year than AIDS, Malaria and Tuberculosis combined
- One in eight people in the world will go to bed hungry tonight
- One in four children in developing countries is underweight
- There are more hungry people in the world than the combined populations of USA, Canada and the European Union
- 870 million people do not have enough to eat. 98 percent of these people live in the developing world
- In 1990-1992 there were 1000 million people hungry in the world. Today there are 130 million fewer people hungry than there were 20 years ago
- Asia and Latin America have reduced the number of hungry people, while the number is on the rise in sub-Saharan Africa
- Asia and the Pacific region are home to over half the world's population and nearly two thirds of the world's hungry people
- Women make up a little over half of the world's population, but they account for over 60 percent of the world's hungry
- 65 percent of the world's hungry live in only seven countries: India, China, sub-Saharan Africa, Bangladesh, Indonesia and Pakistan
- Between 1990 and 2005, 455 million people were lifted out of poverty – defined as living on less than US\$1.25 a day (or €0.93c) and another 320 million people are expected to rise above poverty before 2015
- The cost of ending world hunger has been estimated at €22 billion a year. That sounds like a lot! However...
- In 2012 the US spent €546 billion on military defence
- The European Union spends around €37 billion on subsidies for European farmers alone
- The 2008 Beijing Olympics in China cost €30 billion
- Roman Abramovich's "Eclipse" is the second most expensive boat in the world. It cost approx. €889 million (or US\$1.2 billion)
- American Nimitz Aircraft carriers cost €3.4 billion each. The US has ten in operation
- In 2008 the global arms trade amounted to €890 billion (or US\$1,200 billion) while food wasted in a single country could cost €74 billion
- Hunger and malnutrition are the biggest threats to global health worldwide, causing one third of all deaths of children under the age of five in developing countries

Worksheet 3: Maize Template



Worksheet 4: Scenario Cards



Scenario 1

Climate Change



Global temperatures are rising due to climate change. This means some of your crops will die – most likely as much as half. Extreme weather like heat waves, droughts and floods are happening more often and the seasons are becoming more unpredictable. This means the amount of food you produce **will** go down.

Action: Your farmland gets flooded and your crops get destroyed as a result. When the flooding reduces, it takes months to repair the damage and start producing again.

What the group must do: Any crops you have completed in the game so far will be destroyed. You must sit on your hands for 30 seconds (or count to 30) once the game re-starts

Scenario 2

Your land is bought by a wealthy company



Wealthy companies sometimes buy cheap farm land in poor countries. Sometimes this land is being used by poor families to grow food. These families are often evicted or told to leave with little or no warning and are not given much money to make up for this.

Sometimes the land is used to grow biofuel (plants we can burn to make renewable energy) and sometimes the land is left so the buyer can keep it to be used at a later time.

Action: Half of the land you farm has been bought by a large global food company (multinational). You are no longer allowed to grow on it.

What you must do: Half of your remaining paper will be removed

Scenario 3

Food Price Rises



Until a few years ago the number of people in the world who didn't have enough food to eat was going down. Now however, this number is going up. A big reason for this is because the cost of food is going up. This means many families have to spend the majority of their money on food alone.

If food prices change suddenly, some families cannot cope. Farmers, who grow food to sell, also have to buy food, so they are affected too.

Action: As a farmer, you can no longer afford to buy essential food you cannot grow yourself. You don't have any savings so you have to sell things you need, in order to farm, such as any equipment you have, in order to have enough money to buy food.

What you need to do: Half of your scissors and pencils will be removed (not colouring pencils).

Scenario 4

Investment



500 million small farms across the world grow enough food for 2 billion people – or one in three people on earth. This shows the impact that small farmers have in the global food system. However,

they can grow more food. With support from their government, and help to improve their farming methods, their yields (the amount they grow) will go up.

Action: The government spends money to support your small farm

What you need to do: You will receive additional scissors, pencils and paper.*

*to be really controversial here, you can even give them scissors, pencils and paper that were taken from other groups

Food Rights – Now!

In this section, we aim to bring together the themes and ideas presented so far and give the students a platform for exploring, debating and imagining a world without hunger.

By introducing the Millennium Development Goals and the Convention on the Rights of the Child, children can think about these important agreements from an ‘ending world hunger’ perspective. We look at some responses to world hunger, including that of the Irish government and NGO Concern Worldwide. We also return to the Waste Audit for children to collect their results and discuss consumption within the context of poverty.



One of the last activities presents a series of opportunities for teachers to initiate project actions based on what your class would like to ‘start’ and ‘stop’ doing around issues of world hunger and consumption.

Responding to World Hunger:

World Hunger – the Irish Government response:

The fight against global hunger is central to Ireland’s international development programme. Ireland is a global leader and advocate on the issue of hunger, and in particular on the urgent need to tackle maternal and baby under-nutrition. Irish Aid is committed to allocating 20 percent of its resources to the fight against global hunger, and is engaged with a number of different countries in this fight.

CASE STUDY – GOOD GOVERNANCE HELPS TO FIGHT POVERTY AND HUNGER



Lise Lebiya, a widowed grandmother, was left to care for seven grandchildren and one great grandchild following the death of her daughter. The students, who were malnourished and frequently ill, were not attending school regularly, as they had to work in exchange for food. With help from the *Social Cash Transfer Programme* (A government programme, supported by Irish aid which provides a cash allowance to support the poorest 10 percent of the population to buy food), Lise now receives €12 per month which she uses to buy food and livestock and to keep four of her grandchildren in school. She also received maize and legume seeds and a bag of fertilizer from the *Farm Input Subsidy Programme* – a programme introduced by the Malawi government and supported by Irish Aid in response to famine and severe food shortages in 2005. Lise and her family now produce sufficient nutritious food, while her grandchildren continue in school.

Lise’s story is repeated across Malawi where local government works to bring basic welfare services to the most vulnerable citizens. Irish Aid is helping local government structures to address the needs of households most vulnerable to poverty and food insecurity.

Taken from the Irish Aid Annual Report 2011

An NGO responds:

Concern Worldwide has been responding to acute food crises and longer term food insecurity for over 40 years. The organisation is committed to improving access to basic nutrition, increasing livelihoods security and has developed a number of innovative approaches to these issues. Concern responds to poverty and hunger on a number of different levels.

- 1. Short-term response:** In times of crisis or in an emergency (conflict or natural disaster), Concern, along with its partners, responds by distributing vital food and supplies to affected communities and families. In the past, Concern has responded to all of the major emergencies around the world.
- 2. Long-term response:** While working with local communities, Concern has established livelihood, education, nutrition and health programmes in a number of countries. These programmes equip people with the skills they need to lead healthy and productive lives and reduce risk and vulnerability.
- 3. Policy:** Based on evidence from the field, Concern influences key decision makers at national, regional and international levels, to adopt pro-poor policies (including aid) that will assist marginalised and vulnerable families and communities.

In 2007, it is estimated that Concern's programmes overseas reached nine million people directly and approximately 29.5 million people indirectly.

Concern programmes focus on five main areas – Health, Education, Livelihood Security, HIV and AIDS and Emergencies. The alleviation of extreme poverty and hunger cuts across all of these areas as Concern's overall goal. Through its advocacy and development education work in Ireland, Concern seeks to address and tackle the root causes of poverty. Concern has been a leading advocate in the fight against hunger in the developing world. Concern's interventions in emergency situations are further explored in lesson eight.

Since 1968, when Concern was founded, the organisation has responded to emergencies in **over 50 countries**

- These programmes include responding to droughts and floods and conflicts – immediate emergency response and rehabilitation
- Activities include distribution of food and non-food items, flood awareness, cash transfers, water supply and sanitation, provision of shelter and refugee site management and livelihood recovery

LESSON 8: The Middle Upper Arm Circumference (MUAC) arm band and Plumpy'nut bars



AIM: To promote awareness of how NGOs like Concern respond to extreme cases of hunger and famine

MATERIALS: chart of the food pyramid, magazines with food pictures, examples of different foods: vegetables, fruits, cereals, biscuits, sweets, etc., worksheets on the food pyramid, collection of empty packages and cartons of food products

INTEGRATION: SPHE | Myself | Taking Care of my Body; Food and Nutrition
Science | Living Things | Human Life

TIMEFRAME: 2 classes

LEARNING OBJECTIVES: adopt a healthy, balanced diet; explore the food pyramid; recognise important nutrients; carry out a survey; identify the four food groups; make a list of how to improve eating habits

KEYWORDS FOR THIS LESSON: Malnutrition, under-nutrition, MUAC arm band, Food emergency, Food supplement

Method:

STEP 1: → **Walking debate ice breaker:** Write the following on four A4 posters: **starving; hungry; very hungry; full; too full**. Place these on the wall around the classroom and ask children to stand near one of these posters to explain what they believe the word **malnutrition** means. Encourage some responses. Read out the definition on page 21, and allow children to move to another poster if they wish. Now ask what **under-nutrition** means and repeat the format. Read out the definition from page 21 and explain the aim of the lesson. Starter questions: Do children in poor countries get a choice of food? Would they have treat foods like chocolate or sweets? How does it make you feel that so many children do not have enough food to eat each day?

World hunger remains a serious problem, with 37 countries experiencing high levels of under nutrition.

[Short project idea: find the 37 countries on a map. Ask the students to find 2 each and to research 3 things about one of those countries?]

STEP 2: → Print off, or use a **MUAC arm band** and allow the students to inspect it. In pairs, ask them what they think the different parts of it mean, and ask them what the colours represent.

In pairs, ask the students to use their fingers to represent the size of an arm and to change the measurements on the MUAC arm band to explore its indicators (ensuring to explain that these are used on babies and children up to the age of five).

STEP 3: → Brainstorm by asking what are the benefits of using the MUAC arm band? Then explain:

- Minimally trained health workers can use it (you don't need to be doctor!)
- It is easy, quick and simple to use
- Helps doctors and governments check what the health of young people is like for the whole country, during a food crisis. This helps them to plan better if certain areas need more medical supplies or food

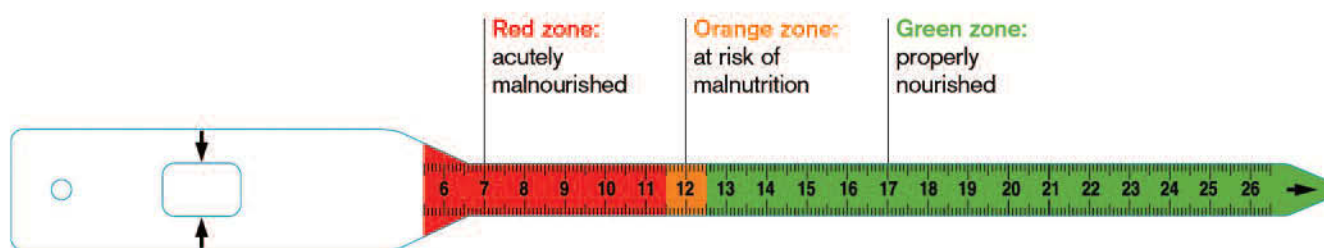
There are many tools that medical staff and aid workers can use to find out if a child is malnourished (and how severely malnourished they might be). In addition to checking height and weight growth of a boy or girl, based on the national average in a country, the Mid-Upper Arm Circumference (MUAC) band is often the first tool used when checking for malnutrition in children between the ages of 6 months and five years old. Once they have been measured, doctors and nurses can proceed with a treatment plan, if necessary.

Assessing malnutrition – the MUAC arm band

In an emergency situation, it is important to assess the situation quickly and accurately so that those in most need are assisted. Children are also extremely vulnerable in these situations – they may have lost or become separated from their parents, they are prone to illness and disease and without adequate nutrition, their health deteriorates rapidly.

The MUAC (Middle-Upper Arm Circumference) band is designed to facilitate a rapid evaluation of a child's level of malnutrition. It is a small paper band that is wrapped around a child's arms and when closed it has a colour-coded indicator that shows if a child is healthy

By using the MUAC band, along with an assessment of their general appearance, those responding in an emergency situation can prioritize the students most at risk, saving many lives.



TEACHER INFO

Why is a child's development so important before their 2nd birthday?

Scientists have shown that there is, in the words of The Lancet, "a golden interval" for childhood nutrition that occurs before the age of two years. "This is the period when brain growth is very extensive and babies are developing their immune systems. Stunting that persists after age two is generally irreversible, while improved nutrition in early childhood correlates to greater educational success."

Globally, nearly 195 million children suffer from under-nutrition

1000 DAYS OF BABY NUTRITION THIS CHANGES EVERYTHING

Take a look at Concern's 1000 days campaign

www.concern.net/get-involved/campaign-with-us/1000-days/science

MUAC = MID-UPPER ARM CIRCUMFERENCE

We use the MUAC band to identify the level to which a child under five years of age is malnourished before proceeding with a treatment plan.

HOW TO USE THE MUAC BAND

The band is wrapped around the child's mid-upper arm to measure the circumference.

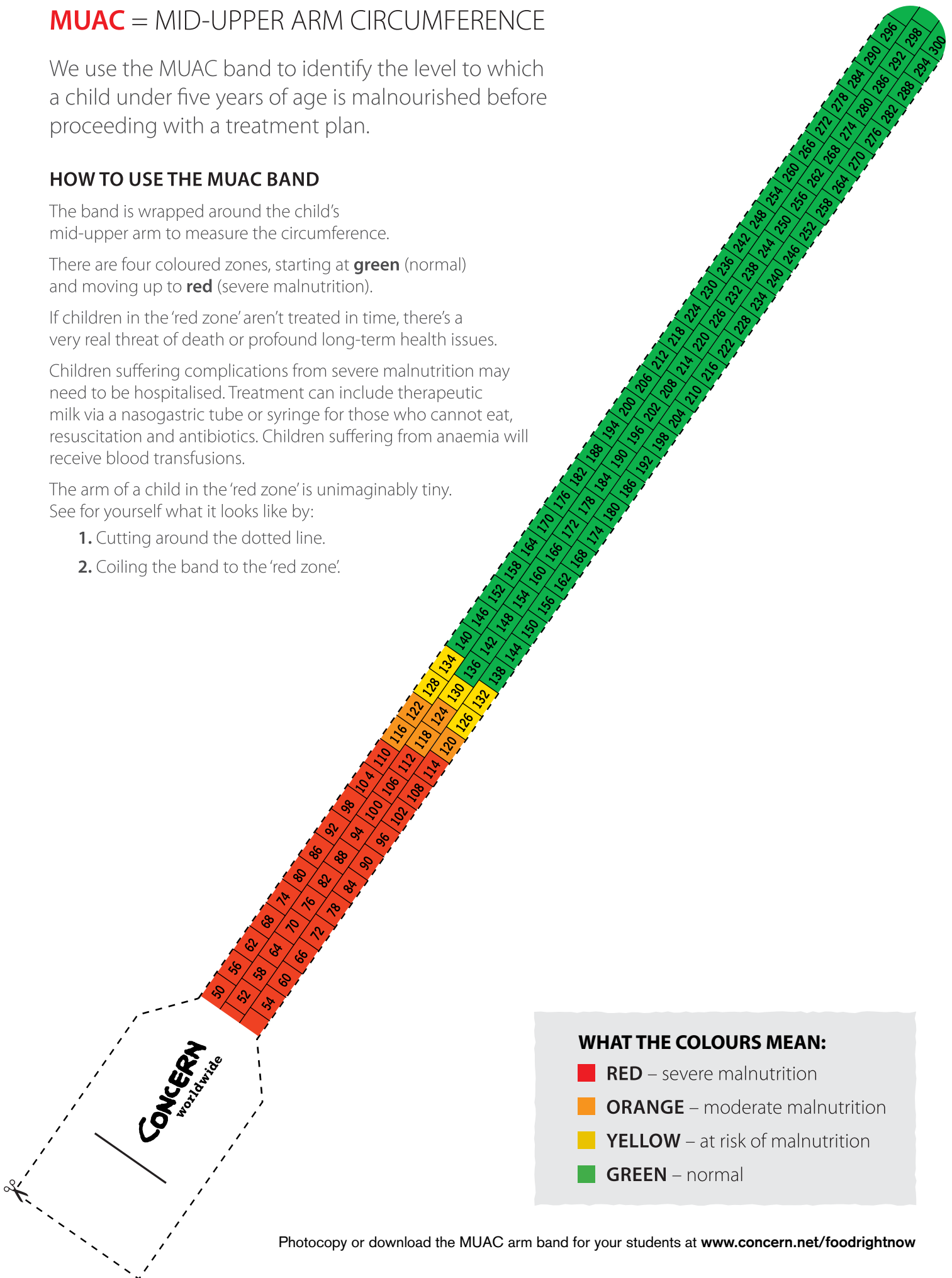
There are four coloured zones, starting at **green** (normal) and moving up to **red** (severe malnutrition).

If children in the 'red zone' aren't treated in time, there's a very real threat of death or profound long-term health issues.

Children suffering complications from severe malnutrition may need to be hospitalised. Treatment can include therapeutic milk via a nasogastric tube or syringe for those who cannot eat, resuscitation and antibiotics. Children suffering from anaemia will receive blood transfusions.

The arm of a child in the 'red zone' is unimaginably tiny. See for yourself what it looks like by:

1. Cutting around the dotted line.
2. Coiling the band to the 'red zone'.



Photocopy or download the MUAC arm band for your students at www.concern.net/foodrightnow



Making super nut peanut splats!

Teacher discretion advised:

We are aware that some schools have banned nuts or any products containing nuts, due to allergy sufferers. If this is the case in your school, perhaps the recipe could be given to the students to make at home.



Plumpy'nut is a peanut-based food used to nourish children in many underdeveloped countries, especially those experiencing famine. Formulated in 1997 by Andre Briend, a French Nutritionist, 90 percent of Plumpy'nut supply is purchased by *Concern Worldwide* as well as *UNICEF, Save the Children* and *Doctors Without Borders* for humanitarian and food aid purposes. In this lesson you will make something similar to Plumpy'nut bars – Super nut peanut splats!

MATERIALS:

You will need:

- 200g crunchy peanut butter
- 125g unsalted butter
- 150g caster sugar
- 175g brown sugar
- 1 large egg
- 100-125g wholemeal flour
- 1 tsp bicarbonate of soda
- 100-125g rolled oats
- Mixing bowls
- Tasting spoons
- Bottle of vitamins (for display purposes only)

Decide in advance how the class can share in the activity – measurers - combiners – mixers etc.

STEPS: →

1. Place ingredients in separate bowls on the table, covered with a paper towel.
2. Ask children to guess what each ingredient is, and what we will do with them. Reveal ingredients, and ask why these are here.
3. Once discussed, talk about why we make plumpy'nut: explain that not everyone has access to three meals a day. Plumpy'nut is

used to **supplement** the diet of under-resourced children by helping them to become full. In **food emergency** situations, such as after a natural disaster, poor crop harvest or a high rise in food prices Plumpy'nuts act like vitamin supplements (show bottle).

4. Ask the students whether or not they think they would like it. Recap reasons why they are nutritionally good - (because it is high calorie and shelf stable). Explain nutritional value contained in a Plumpy'nut bar:
 - It's so nutrient dense and calorie dense that even children with severely shrunken stomachs can get a lot of energy out of even a small amount of the food very soon after it is consumed
 - Regular peanut butter is made and it is fortified with powdered milk and powdered sugar and a bunch of vitamins and minerals. The product requires no water, preparation or refrigeration, and has a 2 year shelf life from the date of manufacture
 - It contains vitamins A, B complex, C, D, E and K. Bio-available minerals include calcium, phosphorus, magnesium, potassium, zinc, copper, iron, iodine, selenium and sodium
 - It contains about 500 k/calories in a 92-gram foil package, which is the equivalent of ¼ of a woman's daily allowance in just one pack!

5. Cook your Super nut peanut splats!

Heat the oven to 170°C/gas mark 3. Beat the peanut butter, butter, sugars and egg until even and creamy. Beat in the flour and soda and then the oats. With a spoon, put dollops of the mixture (about the size of a €2 coin because they'll spread) on a tray lined with non-stick baking paper, spacing them 3-4cm apart.

Bake for about 20 minutes until lightly coloured on top and soft underneath.

Remove from the oven, leave to cool on the tray for five minutes and then move to a wire rack to cool.

- * Please be aware that the Super-nut activity is not suitable for children with nut-allergies

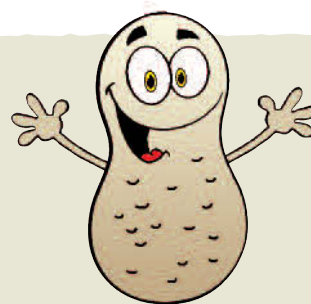
This recipe was developed by Save the Children, who have joined Concern Worldwide and others in using Plumpy'nut bars to fight malnutrition in developing countries across the world.

Evaluation:

Does the class think that Plumpy'nut bars would be a long term solution? Why? Why not? What is needed? Ask the students to think back to the food pyramid for inspiration to answer these questions. Do a quick brainstorming or mind-mapping exercise and write up the results as to what the students believe the solutions are to these problems?

Refer to **Responding to World Hunger** at the start of this section and use the **Case study of an NGO intervention** with Concern's work in Zambia to explore this dimension in class.

The next lesson will explore the most important solutions to the issue of world hunger, as championed by governments, NGOs and people in developed and developing countries.



'Arachibutyphobia'

(I-RA-KID-BU-TI-RO-PHO-BI-A)

Is the fear of peanut butter getting stuck to the roof of your mouth!



How Plumpy'nut bars are nutrition booster bars!

Plumpy'nut is a special, easy to digest, dietary paste invented in 1999 by Andre Briend and now developed and produced by a French company. With ingredients of peanut butter, milk and vitamins, its purpose is to reverse severe malnutrition in developing countries, or in countries where drought has reduced food supplies so severely that babies, children and nursing mothers often die from malnutrition. Most

production for it occurs in Malawi, Niger, Ethiopia, and Congo. The mixture has been used to help combat hunger in the Darfur region of Sudan, as well as in the poverty stricken Niger Delta. The Democratic Republic of the Congo, Ethiopia, Malawi and Mozambique have all begun local distribution operations of Plumpy'nut as well.

Plumpy'nut is not available for consumers in developed countries to purchase, mainly because severe malnutrition is not a widespread problem in developed countries like the USA, Canada, Mexico, UK, Ireland, Germany, etc. It is recognised by the World Health Organisation as playing an important role in fighting famine and malnutrition worldwide as a ready-to-use therapeutic food (RUTF).

Adapted from Plumpy'nut Children's Activity by Bread for the World (2012)

CASE STUDY OF AN NGO INTERVENTION:



Let's meet **Catherine Mweene**



Catherine Mweene, Douglas and Oveliana. Concern Project Name: Schwibwanka RAIN project, Lulii. District, Mumbwa, Zambia. Photo: Patrick Bentley. Concern 2012.

Catherine is aged 25 she is a farmer in a village in Mumbwa in Zambia. She is a mother of two children and is expecting her third child.

In Zambia, more than half of the rural population are affected by extreme levels of poverty, which sometimes means that people can go for long periods without any food. The time known as the 'hunger gap' is the period after last year's food supply has run out but this year's crop is not ready to harvest. In some areas it can be as long as nine months. Families sometimes have to survive on one meal per day to get through this time.

Catherine took part in a Concern programme (named RAIN) that encourages people to grow and eat nutritious food. Before the programme she used to grow maize, groundnuts and sweet potatoes on her plot of seven hectares. Now she also grows watermelons, pumpkins, cabbage, beans and cowpeas, and uses the milk from a goat that was given to her by Concern for her children.

She is part of a group of 16 women farmers who hold classes and visit one members' farm each week. Catherine teaches her group about the best ways to grow their new crops, and what to feed their children, especially when they are pregnant.

She says "I talk a lot about malnutrition...and how to prevent it." During her first two pregnancies she would

have eaten fewer meals per day and ate from fewer food groups. Now she is careful to eat often.

"I try to eat four to five times per day. I have added sweet potato, vegetables, cabbage and pumpkin leaves. I tell this also to the women who I teach in their home gardens. They know the importance of their home gardens. I like that I have this extra knowledge and I am happy that I can teach them. They are giving their children the right foods that they are growing themselves and are becoming better at looking after their gardens, which is making them proud."

UNSCRAMBLE

Capital of Zambia: **KASALU** (Lusaka)

Two crops Catherine grows:
NIKSPUMP (Pumpkins)
RATSONLEWME (Watermelons)

Catherine talks a lot about this:
LUMNANOITRIT (Malnutrition)

The kind of food Catherine now eats:
ROUTSITIN (Nutritious)

Would you like to know more or hear stories from other people Concern works with?

Go to www.concern.net/foodrightnow

LESSON 9: Food rights and ending world hunger!



AIM: To learn about food rights, basic human rights and the Millennium Development Goals (MDGs); relate the MDGs to children's rights; To develop critical thinking skills; To reinforce the concept of a global community; plan and evaluate age-appropriate actions to support these ideas

MATERIALS: glue/tape; A3 paper, photocopy the MDGs sheet, scissors, whiteboard

INTEGRATION: English | Developing cognitive abilities through language | Oral language

SPHE | Myself and the Wider World | Developing citizenship; National, European and wider communities; Environmental care

TIMEFRAME: 2 classes, one week apart

LEARNING OBJECTIVES:

Learn about children's rights and the Millennium Development Goals

Think for myself; explore how I feel about these issues and how it impacts on people around the world

PREPARATION: Photocopy the *Simplified Convention on the Rights of the Child (CRC)* on page 46 four times and cut out the various articles, keeping them together as four sets

KEYWORDS FOR THIS LESSON: human rights, accountability, children's rights

STEP 1: → Brainstorm some basic rights, linking back to suggestions from *Lesson 1*. What should they be? Divide class into four groups and hand out copies of simplified CRC articles. Task: read through the rights and pick, as a group, what they believe to be the two most important human rights. Get feedback from each group, ensuring everyone has a chance to respond. Teacher Qs: Do we have any duties or responsibilities? What are they? Following discussion, show 'Human Rights are your rights!' box on *whiteboard* and ask class to read it.

Human Rights are your rights!

We all have certain rights, simply because we are human. Human rights apply to **everyone**, **everywhere** and without exception.

If we are to enjoy our rights we must do certain things and take on certain duties – for example, everyone has a right to safety and freedom. This means that I have a duty not to hurt or send you to prison without a good reason.

It is important that we do not use our rights to undermine or reduce the self-respect (or dignity) of others.

We all have the right to express our opinions and participate in society, such as to vote! These are called **civil and political rights**

Access to food, water, a house, going to school and work are known as **social and economic rights**

All of these rights are **equally important!** Holding back on any one right will influence on another right (or rights)



The students's Convention is a list of rights agreed by many governments of the world. Ireland signed an international law in 1990 that agrees with all rights in the Convention and that our government accepts responsibility to take steps to make them real and for all children, without exception.

Explain that governments are accountable when they make laws to protect **human rights** and help people enjoy their rights – opportunity to further brainstorm meaning of '**accountability**' with class.

STEP 2: → Has the class heard of the Millennium Development Goals before? Can you guess what they are?

The Millennium Development Goals (MDGs) are the first international development goals that governments around the world have ever agreed upon. They are more than just promises (politicians are great at that!). World leaders came together in the year 2000 and agreed to work towards these eight big goals together by the year 2015. The goals each have targets that can be measured in order to tackle extreme poverty in its many forms. They include goals and targets on poverty, hunger, the health of children and pregnant mothers, disease, inadequate shelter/housing, gender inequality, the environment and the partnerships between governments.

Divide into small groups. Ask them to first discuss the questions in their groups. Then hold a class discussion to see what everyone came up with. Children must discuss at least two goals and one of them must be MDG 1, per group.

Questions for the class to investigate:

1. Read over the MDGs and discuss what they mean and why they are needed
2. How do the MDGs affect children's rights around the world? Do they help achieve children's rights?
3. How do the MDGs affect you?
4. What do you think Ireland's role is or should be in attaining the MDGs?



Lesson 2

Preparation: Over one week, children should collect news articles that they feel relate to the MDGs and **children's rights** (use the internet, magazines and newspapers), with an emphasis on food or hunger. Encourage collection of relevant statistics.

In small groups, discuss what they found. Using the facts and information found, do they think that each MDG could be linked to hunger? If so, which ones? How? What does this say about hunger as a global problem?

Additionally, the students can collect all of their definitions, articles, facts, pictures and make a collage on the project wall under the heading 'MDGS and children's rights'.

FURTHER INVESTIGATION

Case study on Kenya



Look at the online gallery of 16 captioned photos by photographer Gideon Mendel who captured Concern's work on tackling hunger in Kenya. The stories include families whose children have been affected ranging from nomadic pastoralists to urban slum-dwellers.

Check out Gideon Mendel photographs at www.guardian.co.uk (link available on www.concern.net/foodrightnow)

Source: material adapted from *Fighting Hunger the Rights Way* (2009) by CBU Children's Rights Centre and *The Rights Stuff!* (1998) by Trócaire, DEFY and Amnesty Ireland.

Handout: The 8 Millennium Development Goals



Eradicate extreme poverty and hunger

Target A: Reduce by half the proportion of people living on less than a dollar a day

Target B: Achieve full and productive employment and decent work for all, including women and young people

Target C: Reduce by half the proportion of people who suffer from hunger



Achieve universal primary education

Target A: Ensure that all boys and girls complete a full course of primary schooling



Promote gender equality and empower women

Target A: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015



Reduce child mortality

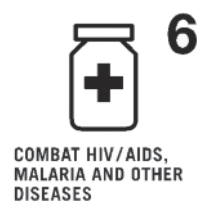
Target A: Reduce by two thirds the mortality rate among children under five



Improve maternal health

Target A: Reduce by three quarters the maternal mortality ratio

Target B: Achieve, by 2015, universal access to reproductive health



Combat HIV/AIDS, malaria, and other diseases

Target A: Halt and begin to reverse the spread of HIV/AIDS

Target B: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

Target C: Halt and begin to reverse the incidence of malaria and other major diseases



Ensure environmental sustainability

Target A: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources

Target B: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss



Develop a global partnership for development

Target A: Address the special needs of least developed countries, landlocked countries and small island developing states.

Target B: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.

Target C: Deal comprehensively with developing countries' debt.

Source: End Poverty 2015 - A Gateway to the UN System's Work on the MDGs www.un.org/millenniumgoals

LESSON 10: The Waste Audit - part 2



This Lesson seeks to evaluate and expand on previous activities by linking hunger with overconsumption and is continued from page 16. On page 31 you saw how the Irish Government responds to world hunger, how Concern Worldwide responds to world hunger, now it's your turn! These are suggestions as to how you can challenge some of the issues surrounding world hunger.

AIM: To create awareness around the amount of unnecessary waste generated and take action

MATERIALS: Whiteboard, markers, pens, paper, weighing scales, bowl, rubber gloves, hand wash and art materials of your choice based on the outcome of the lesson

IMPORTANT: Ensure there is plenty of hand wash and hand sanitizer available for the students to clean up after each weigh-in

INTEGRATION: Geography | Environmental awareness and care | Caring for the environment
Maths | Weight; Data | representing and interpreting data

TIMEFRAME: 2 lessons

LEARNING OBJECTIVES:

- become aware of the (food) waste we generate; measure and record the food waste from the class
- using weighing scales; collecting the information on a chart; presenting it to the class/school; looking at what we can do

KEYWORDS FOR THIS LESSON: food waste, poverty, shared equally

Method (Continued):

Begin with continuing the waste audit and then select at least one of the other action projects based on the class level and interest.

Now, it is time to collect the information from the class's waste audit, which began on page 16.

STEP 4: → Using the information gathered on your waste audit chart, ask the students to work out the average amount of food discarded per children over the time period that the information has been collected. If there is time, the students can present this information in bar charts, pie charts or graphs to go on the project wall. Based on the average figures from their class findings, ask them to work out how much waste the whole school generates (this could even be done to include the amount of waste in all the schools in the town/county etc).

STEP 5: → Are they surprised by how much? Now go back to the information gathered from part 2 of the lesson and remind the students of the problems this can cause.

Explain to the students how lots of food that we eat (and waste) comes from other countries around the world. There could be enough food for everyone in the world, but it isn't **shared equally** – a big part of this problem is too much waste! However another part of the problem is **poverty**. Write the word 'poverty' on the board and ask the students to describe what it is, or to give some examples (local or global). You can show the 2 consumption animations located on the holding page at this point.

STEP 6: → **Explain what poverty is:** A basic definition of poverty is people who live on less than €1.25 per day – that's almost €1 per day. Currently, 1.4 billion people live on €1 per day – that's 20 percent of the population of the world! (stat taken from 80:20) You can show the students the video on poverty at this point if you wish (this can be found on the holding page – length 3:20 <http://www.developmenteducation.ie/video-animations/poverty.html>)

STEP 7: → Ask the students to think about what costs €1 in the shop these days. Now ask them to imagine trying to get that €1 to spread far enough for enough food, clothing, rent, transport, medicine – whatever you might need daily – in order for them to understand the concept of actually living on that amount. Ask class, in groups, to rank these based on priority, and think about their human rights and what they need to live on.

STEP 8: → Show children the Stop Food Waste campaign video (1:03mins) <http://www.youtube.be/9K72SHEPOCE> (also available on www.concern.net/foodrightnow) produced by the European Commission. Involve the class in a group discussion about what can be done to reduce **food waste** and inform other about the effect on people living in poverty. If the group doesn't come up with the idea themselves, why not suggest a poster campaign to raise awareness in the school? They can draw, copy pictures or print images to put on posters to raise awareness – even using the information they have gathered themselves. They could produce things that the school can **START** doing and **STOP** doing (see below):

Things to STOP doing

Things to START doing

Suggested list of follow on project initiatives

- Use project wall as the basis for peer education and awareness raising work
- Involve the whole class in the designing a magazine themed on world hunger, based on the ideas (such human rights) and the things denied to people when they are living in hunger – think of health, nutritious food, play time and luxuries
- Avoidable consumer waste – conduct a quick survey exercise. Why do you waste food?
 - Over purchasing – do you really need 3 for the price of 2?
 - Ugly fruit and vegetables – are looks really that important when it comes to food? Many supermarkets refuse to sell food that does not meet specific physical standards (such as size and colour)
- The African Cup of Nations is on! Ask the students to pick a team (randomly from a hat) from the soccer competition and follow their team and see how they perform. Students should prepare a poster detailing some statistical information relating to that country, such as average income, how many people are poor, life expectancy, health information, population size and explain what a day is like for a boy or girl. Show it to friends and compare posters!



(Based on an activity *Live Below the Line* from Think Global: The Development Education Association)

LESSON 11: Action on world hunger – the class petition



AIM: Students will learn about the Right to Food and raise awareness of world hunger within the broader community

MATERIALS: Clipboards, paper, pencils, copy of the MDGs and Conventions on the Rights of the Child

INTEGRATION: SPHE | Myself | Making Decisions; Self-Identity | Myself and the Wider World | Developing Citizenship

PREPARATION: This is a follow on Lesson once other activities in section 3 have been completed. Children need access to the MDGs and Convention on the Rights of the Child summary documents on pages 46 and 47

TIMEFRAME: 1-2 lessons over 2 weeks (for collecting petition information etc)

LEARNING OBJECTIVES:

Stand up for something we believe to be wrong; using petitions to explore the idea of local democracy
Working in groups; debate, negotiate and agree on our petition; to get people to sign our petition

KEYWORDS FOR THIS LESSON: obesity, malnutrition, gender inequality, global trade, access to food

Method

STEP 1: → Divide the students into small groups. Give each group a copy of the MDGs factsheet and The Convention on the Rights of the Child sheet (found on page 46) and ask them to review the information. Have each group discuss one of the following themes related to world hunger:

1. The impact of hunger on everyone
 - What does being seriously hungry do to a person physically and mentally?
 - What does hunger do to young children and their families? Their communities and countries?
2. The causes of world hunger:
 - What are the obstacles to world hunger?
 - Have 'the global hungry' always been hungry?
3. Solving world hunger:
 - How is hunger THE biggest problem the world faces today?
 - Who is responsible for tackling world hunger, and what should be done about it? Think about companies, individuals, governments and me!

STEP 2: → Give the students 30 minutes to briefly research the issue and write their thoughts, ideas and possible solutions they would like to present to the class, thinking about food rights and health. Task them with agreeing some short text stating their views on hunger, malnutrition and food rights in their

town/village or city and say what they want local people and politicians to do to improve the situation.

Each group will present their thoughts and ideas to the class. Make sure to allow children the chance to debate and discuss the topics. Perhaps a list could be made on the board as to which ideas the class liked the most. A standardised text based on the best ideas from the class can then be used in the next step...

STEP 3: → Attach the text (which the class has agreed to) to the top of separate sheets of paper. Take these petitions out and ask people to sign them. Start with families, friends and neighbours. The students could even leave a copy of the petition in libraries, schools and shops if they wish.

STEP 4: → Once you have collected enough signatures, make an appointment to see a local official and hand over the petitions. Invite a local newspaper to make a report or photograph the event and widen the publicity. Alternatively, invite your local TD, local authority Cathaoirleach (chairman) or a spokesperson from a company (for example from a large supermarket or global clothing company) into your school for the students to present them with the petition and ask them how they are responding to the issues (through actions – not just words!).

This Lesson has been adapted from The Right to Food: A Window on the World Resource and Activity Guide (2006) by the Food and Agriculture Organisation.

Evaluation:

Doing the maths! Get the students to do a little research on the numbers involved in world hunger – their task is to come up with two other facts/ratios/equations to complement the *One in Eight* idea. Use the factbox on hunger (page 28 and waste (pages 17-19) in this resource and website resources such as:

- UN World Food Programme
www.wfp.org/hunger/stats
- World Hunger Map
www.developmenteducation.ie/hungermap/

Project extension activity: Inform the students that they have been invited to submit articles to feature in a magazine called '*World hunger is unacceptable: voices from the classroom*'. In groups, they must prepare individual news articles that they are going to publish as a class, based on one of the following options:

1. Their experience of participating in petitioning for food rights
2. Researching one of the countries that Concern works: see www.concern.net/where-we-work
3. Use the Hunger Map to select a country to write about
www.developmenteducation.ie/hungermap/ and gather statistical background information
4. Present artwork to feature in the magazine as an advertisement/illustration which campaigns on responding to one of the three themes from **Step 1**.

Use the website www.adbusters.org/spoofads for inspiration!

5. Divide articles up based on typical magazine divisions, for example: news stories, colour piece, editorial, sports, advice column, field diary etc.

The class magazine can be completed in tandem with the petition exercise, which could feature as the 'lead story' on the magazine. Together, these could be presented to a TD or council chairman in **Step 4**.



Why hunger is unacceptable.

Refer to page 5 for reasons why hunger is unacceptable.



Congratulations

You have completed **One in Eight!**

We invite you to take a picture of your class project wall & class initiative and tell Concern about it – we will feature your great work on our website to show that actions do count!

Invite the students to become Hunger Heroes and order certificates for your class from the Global Citizenship team at www.concern.net/foodrightnow

See page 48 for the steps you can take and much more!



A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

This simplified version of the UN Convention on The Rights of the Child is taken from UNICEF (2009).

BECOME A HUNGER HERO



STEPS YOU CAN TAKE

Log onto the One in Eight website for free goodies!

1. Order certificates for your class on completion of One in Eight!
2. Order wrist bands based on the MUAC design for your class
3. Order a set of posters on world hunger
4. Take part in the World Hunger Quiz

Visit: concern.net/foodrighnow

CONCERN
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