

HUNGER

EDUCATIONAL RESOURCE FOR TEACHERS AND FACILITATORS



CONCERN
worldwide

HUNGER

There are **795 million people** hungry in the world and yet we waste 1 million tonnes of food each year in Ireland. In this resource you will find simple, easy to follow games and activities to equip your students with the knowledge to take action on hunger and become Hunger Heroes!



CONCERN'S HUNGER HERO PROGRAMME

Concern's Hunger Hero programme encourages young people to look at the impacts our actions here in Ireland have on people living in impoverished places in the developing world (e.g. food waste and climate change). Through using the below activities, students will gain knowledge about the devastating social and economic effects of hunger and be equipped to take on a list of actions (listed on the final page of this resource) in their school or local community.

If students successfully complete two actions on combatting hunger they will become Hunger Heroes and be presented with a Concern certificate confirming their Hunger Hero status! To sign up email schools@concern.net



HUNGER - A DEFINITION 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).

Hunger FACTBOX

- Hunger is the world's number one health risk. It kills more people each year than AIDS, Malaria and TB combined
- One in nine people will go to bed hungry tonight
- 795 million people currently do not have enough to eat
- There is enough food on planet earth to feed everyone
- Southeast Asia has the most people in the world suffering with hunger
- Women account for over 60% of the world's hungry
- 66 million children attend school hungry each year



Discussion point

If there is enough food on earth to feed everyone, why do people still go hungry?

TEACHER/ FACILITATOR ACTIVITY 1

Who has all the biscuits?

■ **NEED** - One biscuit per student, six plates, map of the world, six pieces of paper marked 1-6 (representing each continent in the world) ■ **ROOM** - Six Tables

Table Number	Continent	Number of Biscuits	Number of pupils class of 20	Number of pupils class of 30
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	Oceania	5	1	1



Discussion questions!

- Is the world an equal place for everyone?
- Why do certain continents suffer more with the issue of hunger more than others?
- Ask students how they can be Hunger Heroes and help tackle the issue of hunger locally.

1. Set up six tables and place a plate on each before students enter classroom. Mark each desk with a number to represent each continent.
2. Place biscuits on each plate corresponding to each continent based on the table above.
3. When students enter the room, divide them up according to the table above. For example table 1 (Africa) will have 5 students sitting at it.
4. Instruct the students to sit down at their given table and to eat the biscuits. Encourage them to look at other groups but do not allow them to share their food with other groups.
5. After eating inform students that each table represents a continent in the world and reflects the food resources in each. Ask the groups to chat amongst themselves and guess which continent they are.
6. Reveal the correct continents and ask students what they think of the amount of food resources per continent. Stress population figures of each continent to highlight the inequality present in the world.
7. Explain that while there is enough food in the world to feed everyone, people are still going hungry.

IF THERE IS ENOUGH FOOD FOR EVERYONE, WHY DO PEOPLE STILL GO HUNGRY?

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 feed themselves and their families. Their diets are based on starchy foods with very few vegetables or meat and therefore very little nourishment.

CLIMATE CHANGE - Climate change is making it harder for small farmers to predict harvests leading to extended 'hungry periods'. Rising temperatures and increased rainfall is wreaking havoc in poor communities.

AGRICULTURE - Poor farming skills, lack of basic tools, seeds and land lead to large numbers of people going hungry.

GENDER INEQUALITY - It is common that more women than men are suffering from the effects of hunger as boys tend to be given priority over girls in regards to both nourishment and education. If girls are growing up uneducated and malnourished, more than likely their children will be born malnourished and the cycle continues.



DISEASE AND ILLNESS - Hunger and malnourishment can lead to disease and illness which in turn makes individuals weak and unable to work/ go to school.

FOOD WASTE

- 1 million tonnes of food wasted in IRELAND each year
- 1.3 billion tonnes of food wasted WORLDWIDE each year

HOW IS WASTING FOOD WASTE DAMAGING THE PLANET?

- 1.4 billion hectares of land (200 Irelands!) is used to produce food that is then lost or wasted.
- 3 times the water that flows through the River Volga in Russia is wasted.
- The average Irish family is binning between €400-€1000 worth of food each year.

FOOD WASTE AND CLIMATE CHANGE



When food waste is put in the black bin (instead of brown) it will end up in a landfill. Food scraps cannot break down properly in a landfill and lead to emissions of methane which are damaging our planet.

- If food waste was a country, it would be the 3rd biggest contributor to climate change.
- Climate change is leading to dramatic changes in weather patterns in some of the poorest parts of the world. This in turn is making it hard for families to grow food, leading to hunger. People in the poorest parts of the world suffer the most from the effects of climate change, even though those countries have done the least to cause it.

Discussion points

What foods do you think we waste the most in Ireland? • How is food waste linked to climate change?

TEACHER/ FACILITATOR ACTIVITY 2



■ **NEED** - 1 photocopy of worksheet on reasons we waste food per pair ■ **ROOM** - Students in pairs

- Brief students on the links between food waste, climate change and hunger.
- Ask students if they can think of some reasons why we waste so much food in Ireland.
- Put students in pairs and ask to complete the worksheet on food waste.
- Encourage students to think of how they manage their food at home if they struggle with any of the questions.

Possible solutions to questions

- Leftovers from meals that are never eaten and thrown out – cook smaller portions if the leftovers are never eaten.
- Partially used food in the fridge that is hidden in the fridge and goes off – plan meals in advance. Mark on a calendar what needs to be eaten before other items. Place items at the front of the fridge.
- Forgetting about food that is past its use by date – make sure to freeze expensive items like meat and fish when they are bought if they are not being used by their use by date.
- Badly prepared meals that don't taste good – try using different recipes so meals are not thrown out due to taste.
- In order to reduce food waste in the home, what could you suggest people do when they go grocery shopping – make a shopping list, buy only what they need, remember what groceries get frequently wasted such as bananas and bread.

DEBRIEF

- Ask each pair to give their answer
- Ask students for feedback – have they done any of the things on the worksheet?
- Ask pairs what is the main piece of advice they can give in regards to stopping food waste
- Emphasise to students that in order to reduce food waste we must be aware of what we waste and reduce how much we buy

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WHY DO WE WASTE FOOD?

We all waste food for different reasons. Sometimes it is because items are past their best before date, other times it is because our plans simply change. However the main two reasons for food waste are:



1. We have bought too much food
2. We have forgotten to use it on time

Below are some more detailed reasons on why we waste food. Under each give a possible solution in how to avoid these problems and reduce food waste.

Leftovers from meals that are never eaten and always thrown out

Possible solution to this: _____



Partially used food that that is hidden in the fridge and goes off

Possible solution to this: _____

Forgetting about food that is past its use by date (usually food like meat, fish etc.)

Possible solution to this: _____



Badly prepared meals that don't taste good

Possible solution to this: _____

In order to reduce food waste in the home, what could you suggest people do when they go grocery shopping?



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CONCERN WORLDWIDE'S RESPONSE TO HUNGER Concern has been responding to acute food crises for over 40 years. Concern is committed to improving access to basic nutrition, ensuring farmers' livelihoods are secure and developing different approaches to deal with these issues.

SHORT TERM RESPONSE:

This is when natural disaster or conflict drastically hits region over a short period of time triggering a food crisis. Vulnerable communities in poorer countries are at risk of becoming food insecure as many will have to flee their homes. Concern provides urgent food supplies to affected families and communities who are unable to access food.



Concern Worldwide staff distributing high-energy biscuits in Tomping, a UN base that is now home to more than 16,000 people who fled the violence that broke out in Juba, South Sudan. Concern Worldwide is working with the World Food Programme and other partners to distribute emergency food rations and other materials to the internally displaced. Photo Crystal Wells, Juba, Republic of South Sudan, 2014.

LONG TERM RESPONSE:

Concern has established long term programmes supporting farmers in up to date agricultural methods and education about health and nutrition. Issues such as climate change, land grabs and lack of investment can make growing crops very difficult for small farmers. Concern helps small farmers lobby their governments on these issues. Concern's programmes equip people with the skills they need to produce crops, earn an income, lead healthy lives and reduce the threat of hunger in their communities over a long period of time.



Seid Muhie, 30, father of 3 children, harvests potato on his field in the village of Gelsha in Amhara region of Ethiopia. Since Concern Worldwide and government partners have introduced potato seeds and agricultural training to Seid's village, he has started growing potato and has managed to build his own house with the extra income he has earned from the sale of his crops. Photo Jiro Ose, Dessie Zuria, Ethiopia, 2013.

TEACHER/ FACILITATOR ACTIVITY 3



■ **NEED** - 1 pencil per student; 4 sheets of A4 paper per group; 2 pairs of scissors per group; 2 colouring pencils (green and yellow) per group; 1 crop template per group; 1 completed crop template coloured in; 1 printed scenario card per group

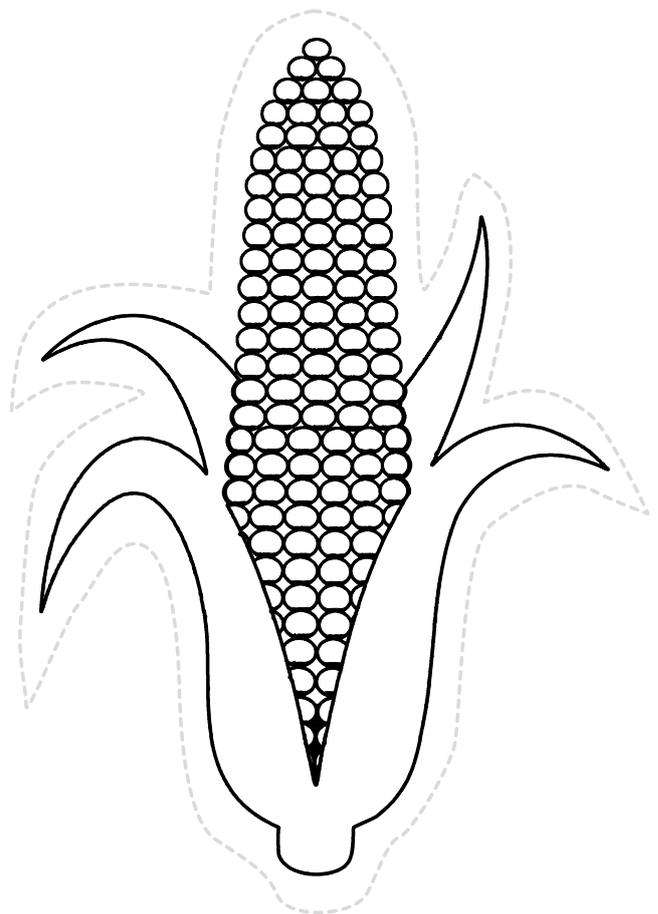
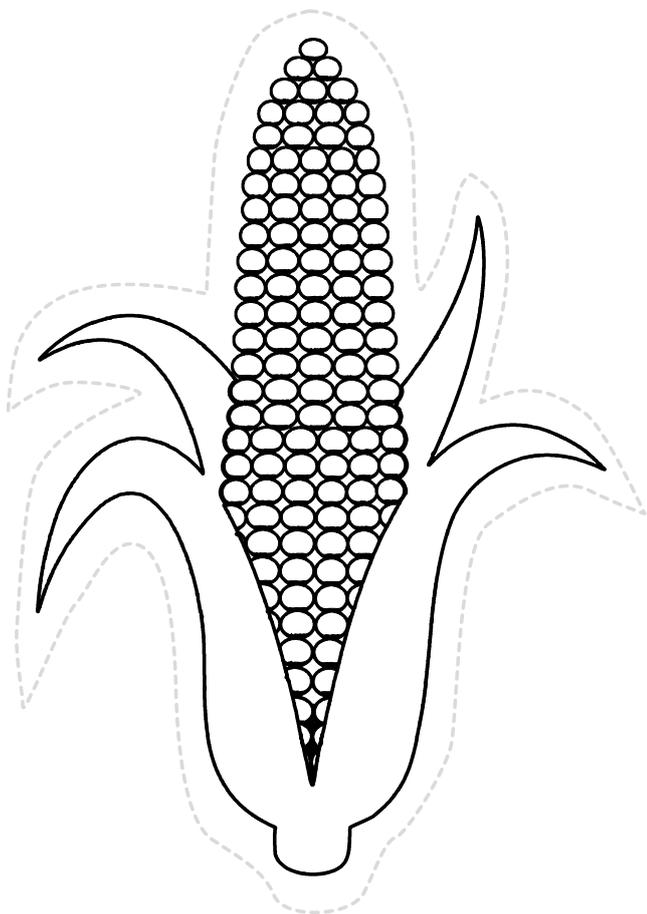
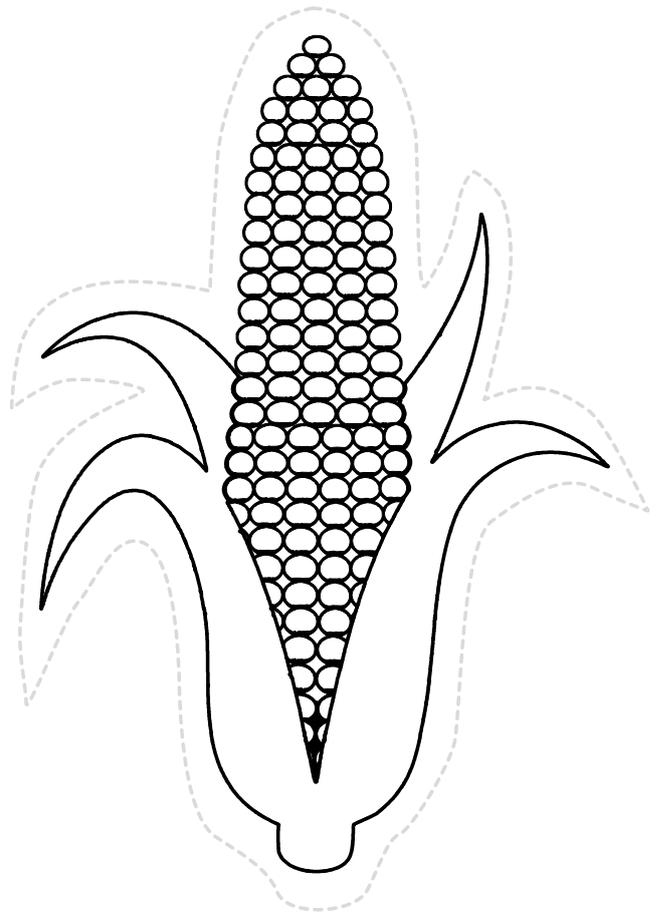
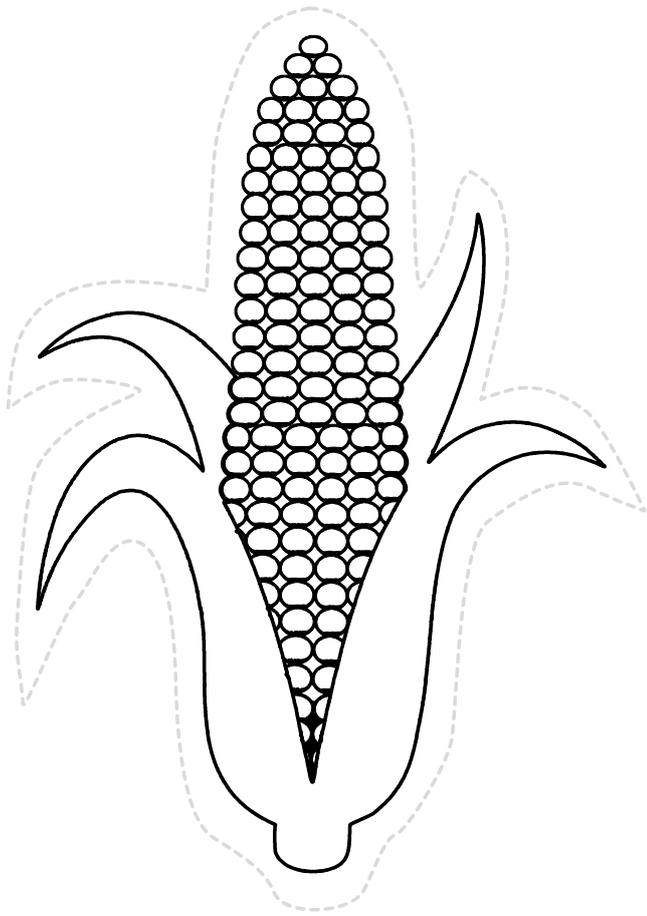
■ **ROOM** - Students in 4 groups with a table for colouring, cutting etc

- Show the students a completed (coloured in and cut out) maize template. Explain that maize is a crop grown in many countries around the world.
- Place the students in four groups and hand out materials to each group. Tell the students that they are all maize farmers in Malawi, Africa. Ask students (using content above) what they think life might be like for a small farmer in Malawi.
- Explain that each group has ten minutes to 'produce as many maize crops' as possible using the materials provided. One completed 'crop' is a cob of corn drawn on the sheet of paper, cut out and coloured in.
- After ten minutes instruct the groups to stop and ask how many 'crops' each group has 'produced'.
- Give each group a different printed scenario card. Ask a member of a group to read theirs out loud. Take materials (remove scissors, pencils etc.) from groups as directed by the scenario cards. Ask students if they think they will still be able to produce as many crops as before.
- Give groups a further ten minutes to 'produce' as many crops as possible. Stress that groups cannot share materials.
- At the end of the ten minutes, declare the winners with the most crops.

DEBRIEF

- What was it like being a small farmer in Malawi?
- How did your group cope if you lost materials?
- Was the game fair? What made it unfair?
- Which groups would be more likely to suffer from the effects of hunger?
- Are there any differences between Irish farmers and Malawian farmers in this game?

Activity 3: Maize Template



Activity 3: 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 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

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TRANSFORMING CONCERN INTO ACTION!

Become a Hunger Hero! Take on two actions within your school or community to become a Hunger Hero!

Students who get involved and successfully complete two campaigning actions on hunger or food waste will be awarded with a Hunger Hero certificate!



How do I sign up?

STEP 1

Email Concern - schools@concern.net to book a workshop. Our Concern representative will facilitate a workshop for students and sign your school up!

STEP 2

Take on two campaigning actions. Some sample ideas are listed below but feel free to create your own campaign!

STEP 3

After completing your two actions, email Concern - schools@concern.net with details of the actions your school has taken to fight hunger and food waste. Include as much detail as possible!

STEP 4

Concern will present all students involved with Hunger Hero certificates, and present your school with a Super School certificate.



Avril and Amy from Scoil Mhuire pictured at YSI Showcase, 2016. Photo Claire Marshall



Kyle Millea (6), Arron Forde (5), Josh Mullally (5). Scoil na Mainstreach, Celbridge

Congratulations! You are now a Hunger Hero!

BELOW ARE SOME SAMPLE ACTIONS TO TAKE!

SCHOOL

- Survey staff and students on how much food they waste at lunchtime.
- Create a display in the hall detailing how much food is wasted in your school and the environmental consequences of this.
- Organise a 'Hunger Hero' day in which everyone dresses as a superhero to raise funds for Concern Worldwide
- Request a meeting with your principal to ask for compost bins in your school.

HOME

- Check dates of food in your fridge. Move these items to the front and make sure to use these before others.

COMMUNITY

- Contact your local paper with details of your findings in school and ask to be featured in an article.
- Invite your local TD into your school. Prepare a list of questions to ask them on what can be done to reduce Ireland's food waste problem.

