



FOOD FOR THOUGHT

Introductory notes for school speakers

This workshop contains up-to-date facts (as of 2013) and the most recent stories from Christian Aid's partners around the world, as well as ideas for interactive activities for older and younger pupils. You can adapt the materials and the activities to suit the needs of the school you are visiting, the age and ability of the pupils, the timings and format of the session, and your own preferences. The age group appropriate for each activity is indicated, and suggestions are given for how activities can be adapted and extended.

The issue: food and hunger

Food is essential for survival. But Christian Aid believes that people should be able to do more than just survive – they should be able to thrive. Food is fuel for the body – the energy for life. If you are hungry day after day, you have little energy left for anything other than worrying about where the next meal is coming from. This is why addressing the global food crisis is an essential step in ending poverty.

Key facts

- Every night, nearly 1 billion (870 million) people go to bed hungry.
- Every year, over 2 million children die from malnutrition.
- There is enough food in the world to feed everyone.

Countries featured in this workshop: Guatemala, Ghana, Bolivia, Ethiopia, England.

PowerPoint presentation

There is an optional *Food for Thought* PowerPoint presentation to accompany this workshop, but it is not essential to use it – most of the stories and activities can be adapted to leave out the PowerPoint elements. The PowerPoint presentation is available to download from the volunteer teachers' Dropbox.

Film

This workshop makes use of film footage, which can be downloaded in advance. All the suggested films are available to download from the volunteer teachers' Dropbox, or you can ask your local Christian Aid office for help with this. If there are no facilities available for playing films (check with the teacher first), or if you prefer not to use them, you can adapt the activities to leave them out, or in some cases show PowerPoint slides instead.

Session planner

The table overleaf provides an overview of suggested activities and approximate timings. It also lists materials, worksheets and films required for each activity. You can tailor your own session plan from this list, and add or adapt activities to suit your needs.



Age group	Activity	Approx. timing (mins)	Materials	Worksheet (available to photocopy at end of this pack)	PowerPoint slides	Film
All ages	Warm up	5	Chocolate bar	x	x	x
Primary	Food groups	20	Sticky-notes, whiteboard/ blackboard	x	✓ (optional) Slides 2-3	x
Primary	Walter and Pedro	10	x	x	x	<i>Walter and Pedro's story</i>
All ages	Enough food for everyone?	15 - 20	Bread, bananas, eggs, chocolates, coffee	x	x	x
Primary	Full up	10	x	'Planting planner' worksheet	(optional) Slides 4 -14	<i>Ivana's story</i>
Secondary	Getting enough food	20	'Getting enough food' situation and challenge cards (one set)	'Getting enough food' worksheet (three copies)	✓ (optional) Slides 4-14	<i>Ivana's story</i>
Secondary	Sulemana's story	10	x	x	x	<i>Sulemana's story</i>
All ages	Campaign action	5 - 10	See christianaid.org.uk/ campaigns for information on latest campaign materials	x	✓ (optional) Slides 15-18	<i>IF campaign animation</i>
Primary	Concluding activity	10	Flowerpots, seeds, compost	x	x	x
Secondary	Concluding activity	10	x	x	x	x

Aims of the workshop

For younger pupils:

To understand the importance of nutritious food and to recognise some of the challenges faced by people who struggle to have enough to eat.

For older students:

To understand the range of challenges that can prevent people from getting the food they need, and what can be done to overcome these.

Learning outcomes

By the end of this session, **younger pupils** should be able to:

- recognise the importance of food for human health
- understand that many people in the world do not have enough food
- explore some reasons why people are hungry
- explain some things that Christian Aid is doing to tackle the challenge of hunger.

By the end of this session, **older students** should be able to:

- recognise that there is enough food in the world for everyone
- identify some of the things that prevent people from getting the food they need
- explain what is being done to tackle the challenge of hunger
- identify opportunities for their own involvement.



Warm up activity for all ages

Bring in a chocolate bar and ask eight pupils to come up to the front of the class (check that they don't have any food allergies.)

Ask them to split the chocolate bar fairly between them. Once they have done this, say that unfortunately you have to take one portion away.

Ask who is hungriest, and then select that person to sit down and split their portion with the rest of the group.

Ask the class if they think this is fair.

Explain that one person in every eight goes to bed hungry every night.

Ask them if they think that is fair.

Ask the pupils who received the extra chocolate what they would like to do about it - are they going to keep it or share it?

(You might want to also provide some chocolate buttons so that the rest of the class can have some chocolate.)

Activity: Food groups

(For younger pupils)

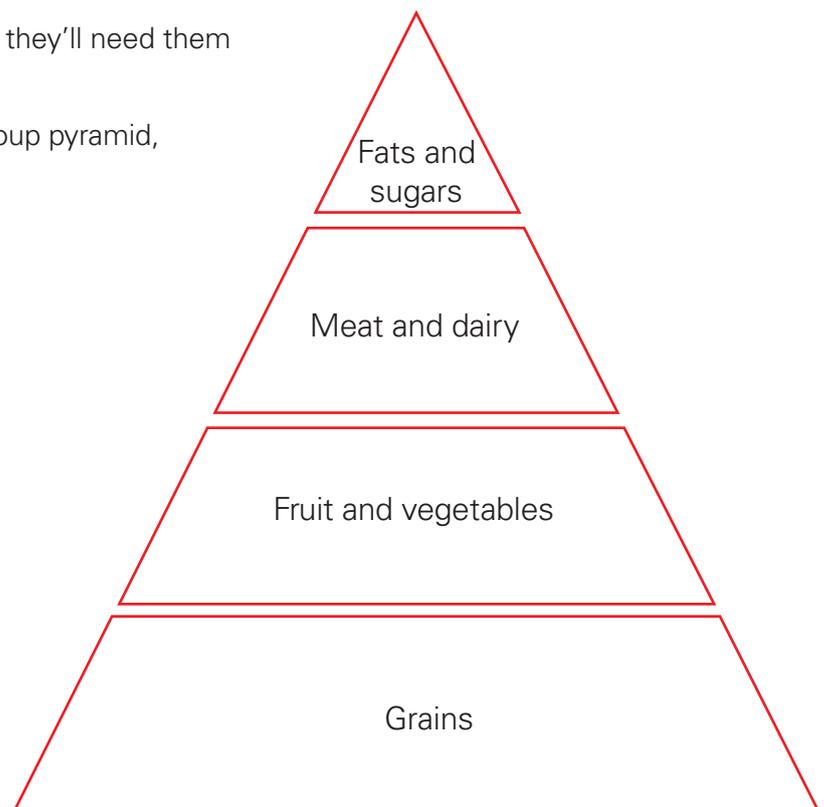
Hand out a sticky-note to each pupil, and ask them to write on it the name of a favourite food. Ask them to swap notes with the person sitting next to them and, as they do, to explain what they think is so delicious about that food and to describe a memorable time when they have eaten it.

Tell them to hang on to their sticky-notes – they'll need them again in a minute.

On the board, draw the shape of a food group pyramid, but do not write in the food types yet.

Note

Some children will have covered food groups at Key Stage 2 (ages 7-11) and will find it easy to provide answers, others might need a little prompting/some clues.





Questions:

- Which types of foods should form the biggest part of the human diet? These are foods that keep people strong and give them lots of energy.

The answer is grains (which include pasta, rice, bread, cereal). Write 'Grains' in the bottom rung of the pyramid.

- What are the next most important types of food? These are foods that give people lots of vitamins and help them to stay healthy.

The answer is fruits and vegetables. Write 'Fruit and vegetables' in the second rung of the pyramid.

- What are the third most important types of food? These are foods that provide protein and make people strong.

The answer is meat, eggs, pulses and dairy food. Write 'Meat and dairy' in the third rung of the pyramid.

- What would go at the very top of the pyramid? These are foods that provide important energy and are enjoyable as a treat, in small quantities.

The answer is fatty and sugary foods. Write 'Fats and sugars' at the top of the pyramid.

Explain:

These are the major food groups, and everyone needs to eat a wide range of food in order to stay healthy. Most of our food should be from the food groups towards the bottom of the pyramid. The ones at the top should be enjoyed in smaller quantities. But all of these foods are important to keep humans healthy.

Ask pupils to come and stick their sticky-notes, from the warm-up activity, on to the food group pyramid. If their food represents more than one food group, then they can have extra sticky-notes (for example, a cheeseburger would cover grains (the bun), meat (the burger), dairy (the cheese), vegetables (the salad), as well as fats!

Questions:

- Were all the major food groups covered?
- Which food groups had the most sticky-notes, and which had the least?
- Can pupils remember a time when they felt really hungry?
- Can they describe what that hunger felt like?
- Can they imagine what might happen if they didn't have enough food for a long time?

Explain:

Food is like the fuel we put in cars; it's what makes us go – and grow! And, like cars, if we don't have enough fuel, we stop working properly. It's especially important that young children get enough food, because the first three years of life are the time when our bodies and brains do the most growing.

Not having enough food can be life-threatening. Having too little food weakens your body and makes you more likely to get ill. And not having enough food, over a long time, slowly saps your energy and your ideas and your ability to think about anything other than getting food.

Can you imagine what that must be like? A painful feeling in your stomach all day long; all your thoughts distracted; being too tired to concentrate at school; feeling too weak to run around with your friends...

Show slides 2 and 3 of the *Food For Thought* PowerPoint presentation. *Evelin, who is seven, and Isabel, who is four, know what hunger really feels like. They are malnourished, which means that they've not had enough food for a long time, and their bodies have grown very thin and weak. Not having enough food, or not having enough variety in your diet to provide a range of different vitamins and minerals, is a very serious problem. Being malnourished can make you ill and can mean that your body and brain don't grow in the usual way. Evelin and Isabel live in Guatemala, a country in Central America. Around half of all children living in Guatemala are malnourished.*

**Questions:**

- Why do you think that so many children in Guatemala are so hungry?
(Pupils will probably suggest that it is because Guatemala is a very poor country.)

Explain:

Actually, Guatemala is not a very poor country. And yet people here still struggle to get enough food. This is because there are many problems with the ways that food is grown and sold around the world, which mean that the poorest people often struggle to get enough food to live.

Alternative activity for older students

It will be useful to gauge the level of knowledge that older students already have about global issues around food. Write 'Global food crisis' on the whiteboard/blackboard and ask students to suggest reasons why they think people might struggle to get enough food. This will give you a good idea of the level of knowledge in the class, and will help you to pitch the material accordingly, drawing in pupils' existing knowledge. Issues that have been suggested in similar activities with this age group include climate change, trade, drought, big companies, farmers, money.

Activity: Walter and Pedro**(For younger pupils)**

Play the film *Walter and Pedro's Story*.

This film features two boys from Guatemala. One lives in the country and one in the city, but they both face barriers to getting enough food. In this film, they talk about their lives and how they are overcoming the challenge of hunger.

Questions:

- What are the main differences between the situations of the two boys?
- How do their situations make it difficult for them to both get enough food?
- What is being done to change their situations for the better?

Activity: Enough food for everyone?**(For all ages)**

Go round the class numbering the pupils from one to eight, and then ask every number eight to stand up.

Explain:

One in eight people in the world are seriously hungry. That's quite a large proportion of this class – can you imagine how many people that is in the whole world? Nearly 900 million people in the world are hungry and over two million children die each year from malnutrition.

Questions:

- Why are so many people hungry?
- Is there enough food for everyone in the world?

Write 'There is not enough food for everyone' at the top of the board, above the food group pyramid. Ask pupils to stand up if they think this is true, and to stay sitting down if they think it is false. Congratulate the pupils who stayed sitting down – they are right, there is enough food for everyone in the world. You can scrub out the 'not' in the sentence on the board to emphasise the point.

Questions:

- If there is enough food for everyone, then why are people still hungry?

Explain:

Although there is enough food for everyone, the way that food is grown and sold can mean that many people struggle to get hold of it. Lots of food is wasted, and lots of food is sold at high prices that poorer people cannot afford.



And in some places, such as Guatemala where Evelin, Walter and Pedro live, much of the land is used for growing crops like sugar, to be sold abroad, and biofuels for cars, rather than food that local people can eat.

So, to understand fully why so many people are hungry, we have to think carefully about where food comes from and how people get hold of it.

At this point, you could hold up a slice of bread, a bunch of bananas, an egg, and a bar of chocolate.

Explain:

It is easy to forget that the food we pick up in the supermarket was originally grown or farmed somewhere in the world. That slice of bread? Wheat shipped from Canada. Those lovely, ripe bananas? Flown in from the Dominican Republic. The eggs in your pancakes? Laid by chickens in Scotland. That bar of chocolate? Made with cocoa grown in Ghana and Brazil and sugar grown in Paraguay. (Note: countries of origin will vary depending on brand.)

You could hold up a packet of coffee, which is likely to have the country of origin on it (check this first), and ask a pupil to come up and find out where it's from.

Taking it further for older students:

You could share the famous quote from Martin Luther King: *'Before you've finished your breakfast this morning, you'll have relied on half the world.'*

Food doesn't just come out of thin air. Every single thing we eat is produced – either grown or farmed – somewhere in the world. And to get your hands on food, you either have to grow it or buy it.

Question:

- Has anyone ever tried to grow their own food? If so, ask them about their experiences.

Explain:

Although growing food is quite easy if conditions are right, it's difficult to grow enough to feed yourself all the year round. Many people in the world do rely on the food that they farm themselves, and many others rely on selling food that they farm so they can then buy the range of things they need in order to live. Even people who do not grow any of their own food need to have a reliable and affordable source of healthy food to eat, and that in itself can be a struggle. The problem is not that there's not enough food, it's that lots of people – one in eight – are not able to get hold of enough of it.

Activity: Full up (For younger pupils)

Share these pictures and stories from the PowerPoint slides:

Show slides 4-8. *In east Africa, which suffered a serious drought in 2011, Christian Aid partner the Lutheran World Federation helped to provide emergency supplies of high-energy food to hungry families, so that they could survive the drought. And Christian Aid is supporting other partner organisations to help families grow a wider range of crops that can develop in very dry weather.*

Show slides 9-14. *In Bolivia, Christian Aid is helping people living in the rainforest to get rights to stay on the land where they live, so that they don't*

have to worry about their land and homes being taken away from them by big businesses and mining companies. It has provided the people with 52 types of seeds and plants, as well as animals such as sheep and chickens, so that those people living in very remote places have a variety of food options in times of flood. And they're also helping people living in the forest to make their cocoa into chocolate, so that they can sell it or swap it for things that they cannot grow themselves.

A short film, *Ivana's Story*, is available to download from Christian Aid's volunteer teachers' Dropbox account.

Share the 'Planting planner' worksheet and ask them to make decisions about what they would plant – and why.



Activity: Getting enough food

(For older students)

You will need to have one set of the 'Getting enough food' cards prepared, and three copies of the 'Getting enough food' worksheet.

Split the class into three groups: subsistence farmers, producers and consumers.

Subsistence farmers

Explain: *This group grows everything they need themselves.*

Hand this group the 'Subsistence' situation card and the 'Getting enough food' worksheet.

Producers

Explain: *This group produces food that they eat and sell.*

Hand this group the 'Producer' situation card and the 'Getting enough food' worksheet.

Consumers

Explain: *This group will play the role of a family in the UK. People who do not rely on growing food still need to eat!*

Hand this group the 'Consumer' situation card and the 'Getting enough food' worksheet.

Ask groups to work together to think through the questions on the 'Getting enough food' worksheet:

- What are the advantages of your situation?
- What challenges might you face?
- What things will you need to be able to produce enough food?

Ask groups to share their thoughts about the advantages and challenges that they have in relation to food, and about the things that each group needs in order to be able to produce enough food.

Check that the subsistence farmers and producers have covered the following things: land, water, seeds, sunshine, tools, animals. Check that the consumers have covered the following things: money, affordable food, places to buy food.

Questions:

- Which group do the pupils feel that they belong to in reality?
- Are there any similarities between the groups' relationships with food?
- What are the main differences between the groups?
- Did the producers think about their need to get a fair price for their food when they sell it?
- Did the consumers think about the needs of the producers at all?
- Have all groups considered that they need to know what foods keep them healthy?
- What are the main problems that people might face in getting food?

Explain

Many different things can make it hard for people to get the food they need.

Hand out the three challenge cards (one per group).

Ask each group to think about the questions on the challenge card and then present their situation to the other groups.

Questions:

- What problems did each group face?
- What are the main risks for the people in each situation?
- In what ways are their worries the same, and in what ways are they different?
- What things might help to make the situation easier for each group?

**Explain:**

Because food is so essential for life, it can be a worry for lots of people. But although many people in this country do face hardship, very few people in the UK are seriously at risk of starvation. This is because there is a wide range of food readily available, and because there are systems set up to support people who are struggling.

But in many countries around the world there are no such systems. In some countries, if your crop fails, or the traditional foods you eat are not available, or you do not have enough money to buy food, then you might go seriously hungry.

Christian Aid thinks it is unfair that, in a world where there is enough food for everyone, anyone should ever be in a position where they might starve. No one should have their days ruined by hunger.

So Christian Aid works to help the very poorest people in the world to get the food that they need.

You can show slides 4-14 and read out the information for younger pupils (see 'Full up' activity on page 6) to explain how some Christian Aid partners are helping to tackle hunger.

Activity: Sulemana's story**(For older students)**

Show the film *Sulemana's Story*, which is available to download from the volunteer teachers' Dropbox account.

This film features the lives of two young boys aged 13, who both live in Ghana. While Lukman gets to go to school and enjoy a free school dinner provided by the government, Sulemana has to tend his family's fields. As a result he often misses out on lunch and playing with his friends – as well as his education.

Ask students to watch the film and note the differences between the daily lives of the two boys. (Sulemana wears a blue shirt and Lukman a multi-coloured one.)

Questions:

- What are the similarities between the two boys?
- What are the main differences between Lukman and Sulemana's lives?
- Why is going to school so important for Lukman?
- How might Sulemana's life change if he went to school?

Campaign action**(For all ages)**

Show slides 15-18 on the *Food For Thought* PowerPoint presentation.

As well as helping people in different countries to get hold of the food they need, Christian Aid asks governments around the world – including the government in the UK – to do more to make sure that everyone in the world has enough food. This kind of asking is called 'campaigning', and it means persuading people in power to change the way things are done so that things are fairer for everyone.

Throughout 2013, Christian Aid and other charities are running a huge campaign to end global hunger. You can get schools involved in this by asking them to take part in the schools action, which involves drawing a message on a paper plate to send to the prime minister. To download the template for this activity, visit christianaid.org.uk/if-assembly



Taking it further for older students:

Show the 'IF' campaign film, available to download from the volunteer teachers' Dropbox. This animated film explains some of the problems with the global food system and what Christian Aid and other charities are planning to do about it.

Explain:

There are four things that can be done to deal with the problem of global hunger:

- *Governments of richer countries need to give aid to poorer countries, so that money can be used to help the poorest people feed themselves.* Keyword: Aid.
- *Big companies working in poorer countries need to pay tax owed to those countries, so that the governments can spend the money making sure their poorest people have enough to eat.* Keyword: Tax.

- *Farmers must be given the rights to their land, so that they are not forced off it; and the crops must be used to feed people, not as fuel for cars.* Keywords: Land rights.
- *Governments and big companies must be open and honest about how they are handling money and food, to ensure that the poorest people get a fair deal.* Keywords: Transparency and Corruption.

Questions:

- Did any of the keywords – aid, tax, land rights, transparency and corruption – come up when students were thinking about the global food crisis in the first activity?
- If not, are there any links? (For example, lots of aid is needed to finance adaptation to climate change; transparency and tax link to money and big business; land rights link to farmers.)

Concluding activity for younger pupils

You could give each of the groups a small flowerpot and some compost, and either runner bean seeds (spring/summer) or broad bean seeds (autumn/winter – check seed variety), and leave them with the challenge of growing their own food. Ask them to remember, as they tend their seeds, the challenges faced by many people growing food around the world.

Concluding activity for older students

Ask students to think of any actions that they might be able to take to help address the global food crisis. Suggestions might include:

- Buy Fairtrade products
- Waste less food
- Take action by telling politicians what you think (in 2013, this could include taking part in the 'IF' campaign action for schools).



Other resources you could use to explore issues of food and hunger with younger pupils:

Global Explorers

This interactive whiteboard resource is a great tool for volunteer teachers. Most schools will have an interactive whiteboard, so check with the teacher prior to a visit. Where this facility is not available, you can access the resource through the internet. The following Global Explorer countries contain stories that are relevant to food: Nicaragua, Malawi, Honduras.

'Forest foods forever' game

This simulation game explores the challenges facing a remote community in the Bolivian rainforest, where Ivana lives, as they work together to overcome hunger.

'IF' campaign resources for schools

These resources are produced by the IF campaign and include a PowerPoint, teaching resource, and school campaign action.

Assemblies:

- Forest foods forever
- Fed up

Please note: all these resources can be downloaded from christianaid.org.uk/learn

Other resources you could use to explore issues of food and hunger with older students:

'Biting back at hunger' classroom activities

These activities look at issues of sustainability and adaptation in relation to food.

'Hunger in a world of plenty' classroom activities

These activities include case studies exploring the experiences of different food producers, and activities on wastefulness.

'IF' campaign resources for schools

These resources are produced by the IF campaign and include a PowerPoint, teaching resource, and school campaign action. They are available from: christianaid.org.uk/if-assembly

Assemblies:

- Biting back at hunger
- Hunger in a world of plenty

Please note: all these resources can be downloaded from christianaid.org.uk/learn



Getting enough food CARDS

Subsistence situation

You are aged 10, and you live with your family in a small community in the Bolivian rainforest, in South America. The place where you live is very beautiful and very remote, and your family have lived in this part of the rainforest for generations. There are no shops or supermarkets close by, so you and your family rely on what you can hunt, grow and gather from the forest. You eat wild boar, fruits from the forest and you gather wild cocoa to swap for rice.

Subsistence challenge

Rains have washed the roads to your community away, so you are completely cut off and food supplies are running low – no one can get to your village and you can't travel far. The flooding also means that it's hard to gather fruit and harvest crops, or to go out and hunt.

Producer situation

You are aged five, and you live with your mother and younger brother, who is aged three, in the Abaya district of Ethiopia (east Africa). Your mother has a disability – she is not able to use her legs because she had an illness called polio when she was little, and so it is difficult for her to farm enough food for your family to eat. Your grandparents grow a range of vegetables and grains, such as avocados, mangoes and maize, and they farm coffee, which they sell so that they can buy other things.

Producer challenge

The annual rains that water large parts of east Africa have failed for the second year running and your part of Ethiopia is in drought. Most of your grandparents' crops have withered away to nothing in the fields – all their coffee is ruined. Normally you eat three times a day, but your grandparents cannot sell their coffee and the only crop still standing in the fields is a small amount of maize, so now you are only eating once a day. You are too tired and weak to play, and your little brother has gone to a clinic because he is dangerously underweight.

Consumer situation

You are aged 11 and the oldest of the three children in your family. You live with your mother in a small town in Surrey (south-east England). Your father has moved out of the family home and your mother works in an office in a nearby city. Your grandfather has a small allotment where he grows vegetables which he sometimes shares with you, but most of your food shopping is done at the big supermarket in town. Your favourite food is spaghetti bolognese.

Consumer challenge

Your mother has lost her job. She is worried about how she will be able to afford the rent on the house where you live, as well as pay for food. The prices in the supermarkets seem to be going up all the time, and it is getting harder and harder to do the weekly shop.



Getting enough food
WORKSHEET

What are the
advantages of your
situation?

What challenges might
you face?

What things will you
need to be able to have
enough food?



Planting planner

WORKSHEET

Please note that these timings are a rough guide and would vary according to weather conditions

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Beetroot												
Broad bean												
Broccoli												
Brussels sprout												
Carrots												
Courgette												
Lettuce												
Leek												
Onions												
Peas												
Potato												
Parsnip												
Runner bean												
Spinach												
Sweetcorn												
Tomato												

Key Sow seeds Water plants Harvest crops

If you could only plant five crops, what would you plant and why?

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If you were growing your own food, at which times of year might you feel most hungry?

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What other concerns might you have?

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