

3

primary level

lesson 3

What can We Do to Help End Hunger?

The lesson has been designed to be covered in 45 minutes, but it can be covered in greater or less detail to fit the needs of the class. Teachers are encouraged to cover all objectives and content areas.

For each objective, a variety of activities and discussion points are provided from which teachers can select those most appropriate for their students.

The materials for each lesson can be found in the Materials section beginning on page 75.



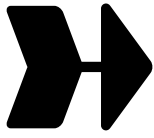
Information for Teachers

In the last lesson we learned that global and local food systems are complex and that all regions have problems with ensuring food security for all people. This lesson gives the basis for understanding what we can do individually and collectively to reduce hunger in our world.

Objective 1 uses the concept of real or mythical heroes to illustrate how courageous people can work to make the world a better place for all of us and encourages the children to think about local “heroes” who have made a difference in their communities and the world. The idea presented is that we all have a contribution to make in ending hunger and that each one of us, even in small ways, can be a hero to someone else.

Objective 2 suggests specific actions that can be taken by the children to help fight hunger for themselves, their families and their communities. Using case studies as a basis for generating ideas, students are encouraged to apply what they have learned to their own communities.





Objective 1 To know that we all can and should act to fight hunger

Materials



Statements:

- About World Food Day
- Feeding Minds, Fighting Hunger

Concept

Every person can be a hero in fighting hunger

Content



Great heroes have existed throughout time. Legends exist in every culture about great heroes who have fought against poverty and hunger for poor people. Many of the legends are based on fact and many have to do with the religious beliefs of the people. Although some legends are based on conquest, the enduring heroes are those who helped to free people from poverty and hunger.



In addition to legends, real people have changed the course of history and fought human suffering and hunger in all countries of the world. Many of these people made tremendous personal sacrifices in their efforts to help their fellow humans.



The qualities of a real hero are moral strength, courage and the willingness to help others.



Organizational/governmental heroes: Many people are also working to make a difference to hunger in organizations and governments.

Organizations and governmental agencies have resources to help us. Hundreds of organizations have been set up to work on various aspects of the hunger problem. Organizations include private groups, governmental agencies, international organizations and regional coalitions. The scope of their missions includes relief, research and advocacy. Some groups concentrate on specific countries; some groups concentrate on specific areas, such as education or agriculture.




Activities





Who are our heroes? Ask the children to list three of their heroes, living or dead, real or mythical. Discuss what personal qualities these heroes have in common. Discuss what personal qualities we value as people.





From this list, select several heroes and leaders who have worked against poverty, hunger or injustice and briefly describe their contributions. Ask the children if these heroes are very different from the rest of us, or whether we can all find the qualities within ourselves to work for change.


 Ask the children if they know people in their community who are caring and have the courage to help others in emergency and day-to-day situations. Do they think that they are heroes? Why or why not? Have the children describe the contributions of some of the local people who are helping others.

 Ask the children what they themselves would like to do to help their families, their community or their world. Ask them to write a story about, or draw a picture of, what they would like to do to end hunger.

 Discuss how their class is part of thousands of classes all over the world participating in World Food Day lessons. World Food Day is an annual, global activity with the objective of raising awareness of hunger and malnutrition in the world and encouraging people worldwide to take action against hunger. Children around the world are learning together about how they can work together to be a part of ending hunger. Read or paraphrase the statement *About World Food Day* to students to let them know about some of the worldwide efforts to fight hunger.


 The lessons that the classes have all been using are Feeding Minds, Fighting Hunger, and were developed to provide education to help end hunger. Read or paraphrase the statement describing the project goals and ideals. Discuss how the children could benefit from exchanging the information they have gathered on hunger with other classes in their country or around the world. Send these suggestions to the Partners in Feeding Minds, Fighting Hunger listed in the Introduction.


 Contact, or have the children contact, the international organizations that are Partners in Feeding Minds, Fighting Hunger. Some of these organizations have country representatives or local project officers who could be contacted and invited to the school to talk about their work. Ask the organizations to send information on their projects or on their activities to end hunger that could be shared with the class.


 Have the class contact others involved in hunger organizations and local, national, regional or international leaders and ask what is being done about each of the pillars of support for food security (discussed in previous lessons). In addition, have the children look up or request information indicating how much hunger exists in their area.






 Contact local civil authorities and invite them into the classroom to talk about what local actions are being taken to prevent hunger and malnutrition. Have the children interview a variety of public officials about local hunger projects or actions. Each child or group of children could then write a small summary report and present it to the class.

 Invite the “local heroes” who the children identified to come into the classroom and talk about what they do to help others within the community.

 Discuss the importance of education in fighting hunger. Much hunger is related to poverty resulting from a lack of education. Children should be encouraged to stay in school and learn as much as they can about agriculture and nutrition in addition to basic skills.


 Discuss the benefits of a career in social services and fighting hunger and how students can learn to help in this area. Invite local health and extension agents into the classroom to discuss how many people are needed in careers related to fighting hunger.





Objective 2 To identify how we can fight hunger and malnutrition in our own communities


Materials  Project Case Studies

Concept We can all take action to help end hunger

Content  Steps can be taken to solve the problems of hunger and malnutrition at the community, national and international levels. Sometimes the steps are small and sometimes they are great. But the important thing is to think about the problem and be aware of working towards solutions.

 Young people have the creativity and energy to tackle great problems such as hunger. Case studies provide examples of what has actually been done by young people around the world. Using case studies is a way of providing hope to the children, as well as acting as a guide to how they, too, can make changes in their world.

Activities  Assign a case study to each child or group of children (or read several case studies to younger children). Have the children summarize the case study to the class and make suggestions for how a similar project could work in their community.

 Ask the children for their ideas on actions that they, and others, can take in their communities and in the world to help solve the problems of hunger and malnutrition. List those actions and identify who could carry them out. A list of some actions that are being taken around the world is provided below.

Pick one or two examples from the list created by the children or from the list provided, and explore how these actions could be carried out and the ways in which these actions could help fight hunger in the local area or in the world.

Examples of actions:

- Help improve food supplies by increasing the quantity and variety of foods available:
 - plant home, community and school gardens
 - find ways to raise poultry, small animals or fish to eat and/or sell
 - re-discover forgotten foods that grow in the area
 - grow the best crops for sale and use
 - match crops to soil and water conditions
 - use the best tools available for farming in the region
 - find the best balance between sale and home use of crops
 - become involved in co-operative efforts to grow and sell foods
 - support local farmers; buy locally grown foods
 - establish centers or food banks to share food.
- Help keep food safe to eat:
 - keep food clean
 - keep food preparation areas and utensils clean
 - keep stored food dry and away from insects and animals.



- Help all people meet their needs for food and nutrients:
 - know your own needs for food and nutrients
 - know the different needs for different people (life stages)
 - seek the most nourishing foods available
 - volunteer to work for hunger issues
 - volunteer to work in food or meal distribution centres
 - establish food centers or food banks to share extra food
 - work with the food industry to redistribute surplus food
 - invite commercial food growers and producers to be part of the solution for community hunger problems.
- Learn about foods, nutrition and hunger and share knowledge and ideas with others:
 - learn about the food system in your area
 - know who in the community is working to fight hunger, listen to them, and share ideas with them
 - know who in the community has knowledge about health and farming, listen to them, and share ideas with them
 - take information home to families and neighbours
 - share school projects and reports in community spaces
 - share ideas with leaders in the community and nation
 - urge community leaders and service providers (doctors/nurses/hospital workers/librarians) to become involved with school projects around issues of hunger and nutrition.

Summary

We have been talking about the problems of hunger in the world. Our world has made progress in feeding its people, but many people still do not have enough to eat. There is a need to increase food supplies and expand the variety of foods in many countries. Although many problems exist in fighting world hunger, we have heroes who are working on ways to feed everyone. Each of us can be a hero and take action against hunger. If we learn the causes of hunger and work on a personal and a community level to identify and solve these problems we can end hunger.

END OF PRIMARY LEVEL



Project Case Studies

Young scientists cultivate communication

Each year, young scientists from agricultural research institutes in the developing world, sponsored by the World Bank, the Consultative Group on International Agricultural Research (CGIAR) and the Rodale

Institute, are invited for a "Gardening for Food around the World" event at Epcot Center, a popular science-based tourist attraction in the United States. The purpose of the event is not to train the scientists in research skills – but rather in communication.



Part of the programme involves building replicas of the types of farms

found in Latin America, Africa, Asia and the United States. The visiting scientists, with their newfound communication skills, explain the agricultural issues of their home countries to thousands of Epcot visitors each day, and demonstrate how research is helping overcome the problems.

The young scientists thus get a chance to tell their stories to an audience in the developed world. And they are then able to go back home better equipped to further research in their own countries and more able to discuss the issues with policy-makers, other scientists and the farmers themselves. The wider their audience, the more impact their research will have in improving food production and food security.

"Policies should include youth as agents, not just beneficiaries of development programmes."

Elizeu Chaves, 24, President, Brazilian Youth Committee

International students help in Ghanaian villages

Students from four international organizations have joined forces with Ghanaian students to design a low-cost, interdisciplinary approach to rural community development. The project offers an excellent example of how young men and women can work together to improve health and nutrition in developing countries.



The project was initiated by the International Federation of Medical Students, which received support and participation from the International Association of Agricultural Students, the International Forestry Students Association and the International Pharmacy Students Federation.

The approach, "Village concept projects", recognizes the intimate relationship among health,

food production and the management of natural resources. One of its important focuses is on ensuring local supplies of protein. The local and international agricultural students have therefore worked with villagers to plant demonstration plots of cowpeas and soybeans and introduce farmers to innovative and environmentally sound farming techniques. They have also established a model poultry farm.

These village concept projects could not have been carried out without the participation of Ghanaian students, who acted as local coordinators. The students also worked in close cooperation with the local Village Development Committee. Sixty-eight students from 15 countries worked together on the first village concept project. This was designed to serve as a model for similar international student development projects and proved so successful that a second project was launched almost immediately after the first had been concluded.

"We are experts on what it is like being young. We realize when our involvement is real and when we are just being used as wall-flowers, legitimizing decisions that have already been taken. We are knocking at the door, please let us in, now."

Camilla Lindquist, National Council of Swedish Youth

Food and hope on the hop

Less than five years ago, Ren Xuping, a young landless school teacher in China, received a gift of three rabbits from Heifer Project International (HPI), a non-governmental organization (NGO) that believes in the entrepreneurial spirit of youth. Ren Xuping was given the rabbits after his neighbours identified him as the neediest person in the village. His only obligation was a promise to pass on the same as he had received – in other words, to give the first offspring to another needy individual or family.

Ren Xuping has more than fulfilled his promise. He has



successfully raised more than 21 generations of rabbits and has a thriving business of 200 000 rabbits. He has given away hundreds of rabbits to his neighbours and has also shared information on how to care for the animals.

In another part of China, HPI gave ducks to a young family. In three years, the young entrepreneurs built a duck farm with an annual production of 400 000 ducks. They are now supplying breeding ducks to other families and have started cottage industries to market duck meat, eggs and duck down.



HPI supplies food- and income-producing farm animals to youth and their families in 40 countries.

Lighting a candle in Dominica

A seminar for unemployed rural youth on the Caribbean island of Dominica urged them to set up farm-related businesses such as processing fruit. However, ten young people saw a business opportunity to make and sell candles. Much of the island did not have electricity so there was great demand for candles which had to be imported from the United States and the United Kingdom.



The seminar organizers advised them to forget the idea, but the youngsters cheerfully ignored this advice. They elected three women to run the cooperative and learned how to make candles. Next they needed seed capital. No bank would lend them

money but the United States Agency for International Development (USAID) finally came to the rescue with a grant of \$4 000, with which they bought the raw materials – wax and string – and set to work. Local shops were happy to buy their candles and the cooperative reinvested the profits in the business. Members got a loan of \$5 000, and after a year each began to draw a small wage. After Dominica's electricity supplies increased, the demand for candles fell so the cooperative began exporting to other islands in the region.

Today Candle Industries Cooperative has 16 members and all are proud of their achievement in setting up a viable small business that gives them an income and shows what a group of young people can achieve on its own.

“Poverty eradication should proceed in the African, not the Western sense. Development workers must understand and prioritize local values and ideologies and consider local youth practices in decision-making. It should be a bottom-up approach.”

**Benedetta Rossi, 24
World Organization of Alumni of Catholic Education**

Bangladeshi youth give credit

Banks rarely lend money to poor rural people to improve food production methods, so in Bangladesh villagers often have to pay ruinous interest rates to moneylenders who seize their land if they default.

One village badly needed a machine for threshing rice. Previously this had been done by hand – a crude, slow process with a lot of spoilage. A group of young people set up a



credit union into which the villagers paid a small sum each week. In time, this fund was big enough to buy the threshing machine that was used by each household in turn during the harvest season. Now the fund also lends money to the poorest villagers. They use it to buy poultry and repay the loans through the sale of eggs.

Not only have these activities increased village food supplies but they have also given the villagers a sense of self-sufficiency and self-esteem.

4-H youth take on new ideas

The American 4-H movement is proof that one of the fastest ways to spread new food and agriculture technology is through young people. In 1898, Will Otwell, an agricultural trainer in Illinois, found that few adult farmers were interested in attending meetings to learn about new agricultural practices. He decided to forget parents and concentrate on their children. Otwell offered the farm youth improved maize

seed, with the promise of a prize to whoever obtained the largest yield. In this way the young people would conduct an on-farm demonstration for their parents of the advantages of planting top-quality seed varieties. In the first year, over 500 young people requested maize seed. By 1901, their numbers had grown to 1 500, and by 1904 to 50 000. Today, the 4-H Programme has 5 million members in the United States and the concept has been copied around the world. The 4-Hs stand for head, hands, heart and health.

Girl guides promote nutrition and solidarity

A group of 100 Girl Guides is providing increased food, income and hope for two isolated villages in Burundi. With help from FAO's TeleFood campaign, the Guides have started raising chickens and growing fruit and vegetables.

The World Association of Girl Guides and Girl Scouts (WAGGGS), with 10 million girls and young women members in 136 countries, has made combating hunger and malnutrition a focus for local activities and international solidarity.

In March 1999, Girl Guides of Canada presented the Red

Cross with a cheque for \$100 000 as a contribution to famine relief in the Democratic People's Republic of Korea. Guides across the country have been involved both in fund-raising and in activities to improve nutrition in their own communities, including working with local food banks, assisting food programmes for senior citizens and planning community gardens to provide fresh produce for women's shelters. Similarly, Girl Guides in Austria and Costa Rica are working together to improve nutrition and food safety.

Since 1995, FAO and WAGGGS have awarded a Nutrition Medal each year to an individual Guide or group for an out-standing project in the field of nutrition improvement or nutrition education.



Statement: Feeding Minds, Fighting Hunger

A World Free From Hunger

Our vision is a world without hunger and malnutrition – a world in which each and every person can be assured of having the food they need to be well-nourished and healthy. Our vision is a world that provides for and protects the welfare and human dignity of all of its people. A world in which all children can grow, learn and flourish, developing into healthy, active, caring members of society.

While many achievements have been made in alleviating hunger and malnutrition worldwide, we still fall very far short of having a world in which all people can be free from hunger. We see education and information on issues related to world hunger, food security and nutrition as key factors in making this global vision a reality. Thus, we focus our efforts on the young and their teachers. If every year, on World Food Day (16 October), children all over the world are introduced simultaneously to common teaching materials about hunger and malnutrition and what needs to be done, would they be more likely to grow up understanding the interdependences of our world? If they are taught lessons from different parts of the world, from different cultures and circumstances, would they be more ready to work together to solve the problems of hunger and food insecurity? Are there ways in which a generation of young people can be nurtured to develop responsible global citizenship?

We believe that the answers to all these questions are “YES”. As educators, you are in a special position to instill in young people a sense of caring and commitment to join in the fight against hunger. The imagination, ideals and energy of young people represent a vital resource for the continuing development of their communities and nations. You, their teachers, can help make a difference through informing, sharing knowledge, encouraging participation, and showing the young that they have an important role to play in achieving a world free from hunger.

We encourage you to join with teachers and students all over the world to participate in Feeding Minds, Fighting Hunger.



Statement: About World Food Day

World Food Day is celebrated every year on 16 October to commemorate the founding of the Food and Agriculture Organization of the United Nations (FAO) in 1945. World Food Day aims to heighten public awareness of the plight of the world's hungry and malnourished and to encourage people worldwide to take action against hunger. More than 150 countries observe this event every year. In the United States, 450 national, private voluntary organizations sponsor World Food Day, and local groups are active in almost every community. First observed in 1981, each year World Food Day highlights a particular theme on which to focus activities. The theme for 2000 was "A Millennium Free From Hunger". Themes from the previous years are "Youth Against Hunger" (1999) and "Women Feed the World" (1998).

A related initiative is the TeleFood Campaign, in which television and radio broadcasts, concerts, celebrity appeals, sporting and other events pass on the message that it is time to do something about the problem of world hunger. The objective of TeleFood is to raise awareness and mobilize resources for microprojects on food security. Donations to TeleFood support hundreds of small projects in developing countries that help poor farmers grow more food or generate income to buy enough food to feed their families. Materials for recent World Food Day/TeleFood themes are available on the FAO Web site.