

3

secondary 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

Students should understand that hunger anywhere affects all people, everywhere, that we are all involved in the problems of hunger and malnutrition, and that there are specific actions that can be taken by each of us to achieve a world free from hunger. The lesson should instil in students a sense of caring and commitment towards their fellow human beings and it should show them that they have an important role to play in fighting hunger for themselves, for their families, for their communities and for the world. The method used to present these messages is through the exploration of legends and stories to illustrate the moral, ethical, spiritual and practical reasons for the unacceptability of hunger and how we can all be heroes to help end hunger.

Many legendary figures, real and mythological, are heroes because of their work against poverty and hunger. Drawing from the wealth of local stories, teachers can use their own or students' favourite legends, myths or actual people to introduce the concept of heroes and discuss the qualities of a hero relative to ending hunger.

Objective 1 identifies some courageous people throughout history who have worked to make the world a better place for all of us and encourages students to think about local "heroes" who have made a difference in their communities and countries. It presents the idea that we all have a contribution to make in ending hunger and malnutrition and that each one of us, even in small ways, can be a hero to someone else.

Objective 2 suggests actions that can be taken by students to help fight hunger and malnutrition for themselves, their families and their communities.


It presents the Rome Declaration on World Food Security, signed by the heads of state of over 180 countries, as a basis for discussion of the commitments and strategies adopted by world leaders to ensure food security for all. Teachers can select from the many questions provided for structuring classroom discussions appropriate for their situation, as time allows.





Objective 1


To identify the responsibility and ability of individuals to act to fight hunger and malnutrition and ensure food security


Concept We can all do our part to help end hunger and malnutrition and each one of us, even in small ways, can be a hero to someone else

Content  Great heroes have existed throughout time. Legends about the struggle against poverty and hunger tell the stories of courageous people who have changed our world.

Activities  Who are our heroes? Ask students 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 the list the students and teacher generated, select several heroes and leaders who have worked against poverty, hunger or injustice and briefly describe their contributions. Ask students if these heroes are very different from the rest of us, or can we all find the qualities within ourselves to work for change?


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

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




Objective 2

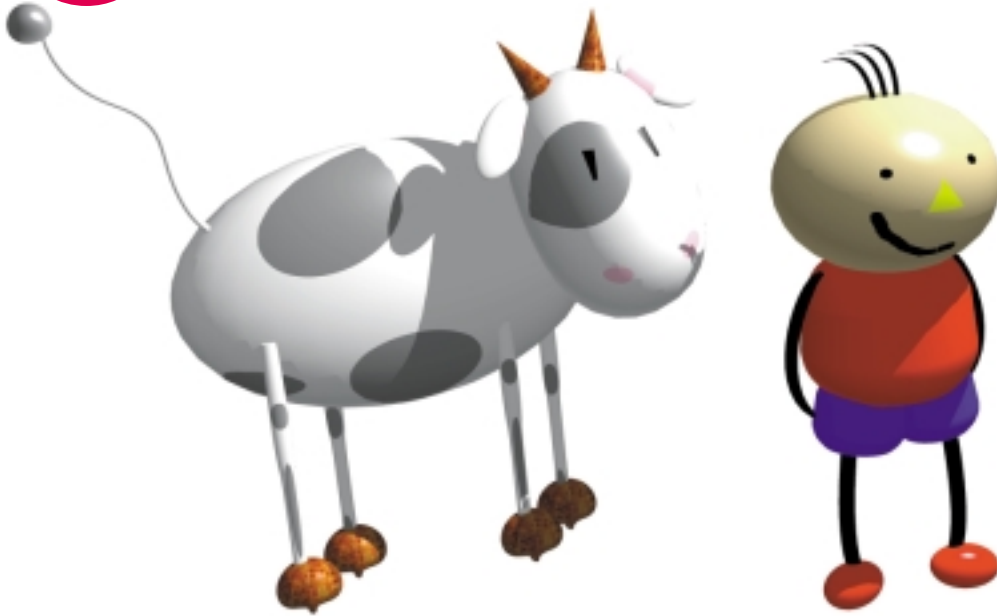
To identify specific actions that we can take to help end hunger


Materials  Fact Sheet: Rome Declaration on World Food Security
Statements:


- About World Food Day
- Feeding Minds, Fighting Hunger


Concept We can take action to reduce hunger and malnutrition


Content  **World governments** have committed to work together on the problem of hunger. Students should become familiar with the commitments their government, along with other nations, has made to end hunger.





 The International Conference on Nutrition. In 1992, 159 states and the European Economic Community released a *World Declaration on Nutrition*. All nations involved at the conference agreed that “hunger and malnutrition are unacceptable... and that access to nutritionally adequate and safe food is a right of each individual”. An action plan was developed to fight hunger and increase food security.

 The World Food Summit. In 1996, more than 180 nations participated in a World Food Summit and committed to decreasing the number of undernourished people to half their present level no later than the year 2015. Two documents were adopted: the *Rome Declaration on World Food Security*, listing seven commitments that the participating governments would make to increase food security; and the accompanying *World Food Summit Plan of Action*, listing specific objectives to accomplish the goals stated in the *Declaration*. All nations involved agreed and signed the statements, including “We emphasize the urgency of taking action now to fulfil our responsibility to achieve food security for present and future generations”.


 We can learn about hunger in many ways. Organizations and agencies have resources to help us. Hundreds of organizations have been set up to work on various aspects of the problems of hunger and malnutrition. 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  Either provide as handouts to each student, or to small groups of students, or read aloud to students, the fact sheet *Rome Declaration on World Food Security*. Discuss their government’s participation in the World Food Summit in 1996.

 Discuss the major points outlined in the *Declaration*, as time permits, using the discussion questions provided.

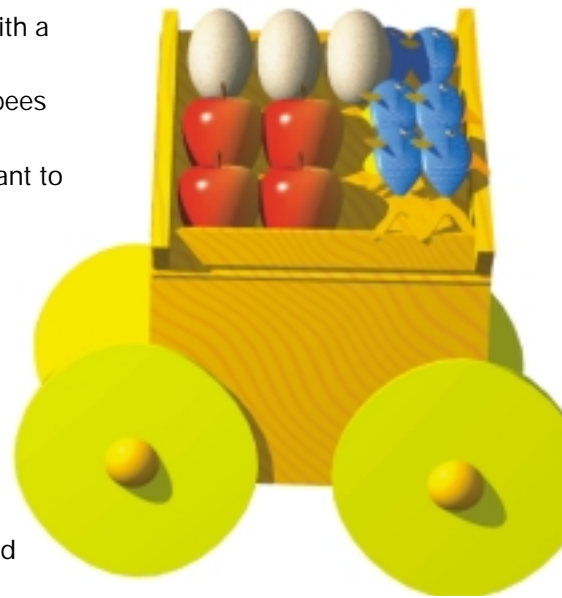
 This project – Feeding Minds, Fighting Hunger – has been developed to provide education to help end hunger. Read or paraphrase the statement describing the project goals and ideals. Discuss how the students could benefit from exchanging the information that they have gathered on hunger, malnutrition and food security 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.


 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. Discuss how the students' classroom is one of thousands of classrooms all over the world participating in World Food Day lessons. Students around the world are learning how they can work together, to be a part of ending hunger. Read or paraphrase the statement *About World Food Day*, 16 October, to students to let them know some of the efforts being made worldwide to fight hunger.


 Hunger is a global problem, but part of the solution involves many small steps at the local level. Some examples of cooperative projects that have increased food security for families and communities are listed below. Read these project descriptions to students and discuss how these and similar projects might be implemented locally to help others. Also discuss how projects such as these could be funded.

- Women fish vendors in Burkina Faso bought insulated boxes to mount on the backs of their bicycles. Packed with ice, they keep 10 to 15 kg of fish fresh, ensuring that the catch receives a top price at the local market.
- Beekeepers in the Islamic Republic of Iran were able to purchase a bee colony and hive with a small amount of donated money. Besides producing 15 kg of honey each year, the bees pollinate nearby fruit trees.
- In Nicaragua, farmers obtained a small grant to purchase metal silos to protect harvested maize from humidity and pests. Each silo holds 550 kg of grain, enough to feed ten people for a year.
- With a small amount of funding, 40 women farmers from Ghana bought the materials to make 50 1-square-meter covers to protect their banana seedlings from the harsh African sun.
- A group of Senegalese farmers cooperated to purchase a treadle pump capable of irrigating up to 2 500 square metres of vegetables from a hand-dug shallow well.
- A farmers' cooperative invested in enough high-quality seed to plant 20 hectares of cabbages, onions, cauliflowers and potatoes plus forage seeds to grow food to feed their animals.



 We can get information on hunger in our communities and in the world from many sources. We can write letters, make visits to people or calls to offices and libraries. (Where accessible, searching on the Internet.)

 Contact, or have students 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 (as discussed in previous lessons). In addition, have students look up or request information indicating how much hunger there is in their areas.



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 students interview a variety of public officials about local hunger projects or actions. Each student or group of students could then write a small summary report and present it to the class.



Gather information (or have students gather information) about what steps are being taken in the area to insure a consistent food supply. Invite members of the food and education system into the classroom to discuss how food security is protected in your area. Attempt to discover how much food is stored in your area in case of an emergency. Do people know what to do in a food emergency? Building on the information about local problems with hunger from Lesson 1, ask students how local problems with hunger could be improved.



Discuss the importance of education in fighting hunger. Much hunger is related to poverty resulting from a lack of education. Students 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.



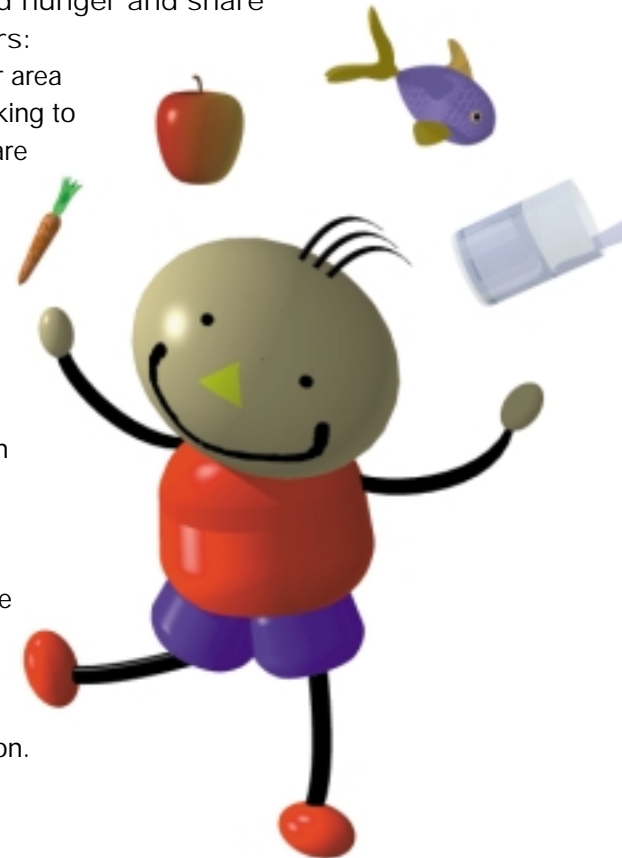
Ask the students for their ideas on actions that they, and others, can take in their communities and in the world to help solve the problems of hunger and malnutrition. List those actions and identify who could carry them out. A list of some actions that are being taken around the world is provided below.

Pick one or two examples from the list created by the students 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

In the three lessons in this curriculum, originally developed for World Food Day, 16 October 2000, we have focused on the problems of hunger in the world. The goal of World Food Day is to end hunger as soon as possible in the new millennium. Many millions of us today still do not have enough to eat every day. We must all try to understand why this is. Young people have the creativity and energy to tackle great problems such as hunger. When we can all share the vision of a world without hunger, the confidence that we can make a change, the knowledge of the steps to take and the will to take action, we can solve the immense challenge of feeding all of the people of the world. And our young people, who have inherited the problem of hunger in our world, will be the key to finding the solutions.

END OF SECONDARY LEVEL



Fact Sheet: Rome Declaration on World Food Security

We, the Heads of State and Government, or our representatives, gathered at the World Food Summit at the invitation of the Food and Agriculture Organization of the United Nations, reaffirm the right of everyone to have access to safe and nutritious food, consistent with the right to adequate food and the fundamental right of everyone to be free from hunger.

Discussion: *Do you agree that everyone has the right to have access to safe and nutritious food and to be free from hunger? Why or why not? What does it mean to have a “right”? How can we make this happen?*

We pledge our political will and our common and national commitment to achieving food security for all and to an ongoing effort to eradicate hunger in all countries, with an immediate view to reducing the number of undernourished people to half their present level no later than 2015.

Discussion: *While progress has been made, it now appears that this goal will not be met. Based on what we have studied in this lesson on hunger, when do you think the number of undernourished people in the world could be reduced to half their present level? Do you think this goal can be met? What needs to be done for this goal to be met?*

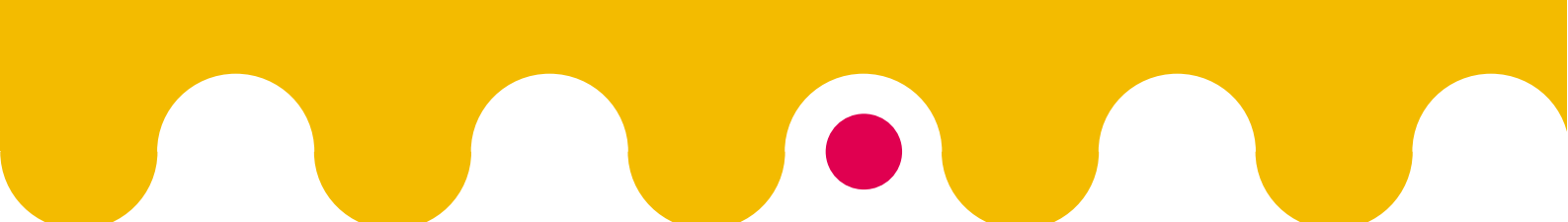
We consider it intolerable that more than 800 million people throughout the world, and particularly in developing countries, do not have enough food to meet their basic nutritional needs. This situation is unacceptable. Food supplies have increased substantially, but constraints on access to food and continuing inadequacy of household and national incomes to purchase food, instability of supply and demand, as well as natural and man-made disasters, prevent basic food needs from being fulfilled. The problems of hunger and food insecurity have global dimensions and are likely to persist, and even increase dramatically in some regions, unless urgent, determined and concerted action is taken, given the anticipated increase in the world's population and the stress on natural resources.

Discussion: *The above statement lists three major causes of food insecurity. What are these? (1. constraints on access to food and continuing inadequacy of household and national incomes to purchase food; 2. instability of supply and demand, natural; and, 3. human-made disasters. Discuss more specifically what is meant by each of these, the causes of and solutions to each. What can governments and individuals do to improve these situations?*

We reaffirm that a peaceful, stable and enabling political, social and economic environment is the essential foundation which will enable States to give adequate priority to food security and poverty eradication. Democracy, promotion and protection of all human rights and fundamental freedoms, including the right to development, and the full and equal participation of men and women are essential for achieving sustainable food security for all.

Discussion: *This section outlines changes related to social justice for all people: democracy, human rights protection and equal rights for men and women. Discuss how these issues affect food security in your region and how social and cultural changes can be initiated locally and across the globe.*

Poverty is a major cause of food insecurity and sustainable progress in poverty eradication is critical to improve access to food. Conflict, terrorism, corruption and environmental degradation also contribute significantly to food insecurity. Increased food production, including staple food, must be undertaken. This should happen within the framework of sustainable management of natural resources, elimination of unsustainable patterns of consumption and production, particularly in industrialized countries, and early stabilization of the world population. We acknowledge the fundamental contribution to food security by women, particularly in rural areas of developing countries, and the need to ensure equality between men and women. Revitalization of rural areas must also be a priority to enhance social stability and help redress the excessive rate of rural-urban migration confronting many countries.



Discussion: *This section targets major global issues such as poverty, war, terrorism, corruption and environmental degradation as critical in the fight against hunger. Solutions offered include increased food production, protection of natural resources and elimination of the wide gap between the richest and poorest nations and people. The need for equality between men and women is restated. The section ends with the crisis of rural-urban migration and suggests revitalization of rural areas as a priority. Discuss these broad critical issues with students. Ask them to think about how they would start to address the issues. As resources are always limited, what priority would they assign to each issue? What criteria would they use to assign a priority? The most urgent to address? The easiest to solve? What about the competition for resources between food relief for emergency situations and funds for development work on long-term problems? Which should get the highest priority and why?*

We emphasize the urgency of taking action now to fulfil our responsibility to achieve food security for present and future generations. Attaining food security is a complex task for which the primary responsibility rests with individual governments. They have to develop an enabling environment and have policies that ensure peace, as well as social, political and economic stability and equity and gender equality. We express our deep concern over the persistence of hunger which, on such a scale, constitutes a threat both to national societies and, through a variety of ways, to the stability of the international community itself. Within the global framework, governments should also cooperate actively with one another and with United Nations organizations, financial institutions, intergovernmental and non-governmental organizations, and public and private sectors, on programmes directed toward the achievement of food security for all.

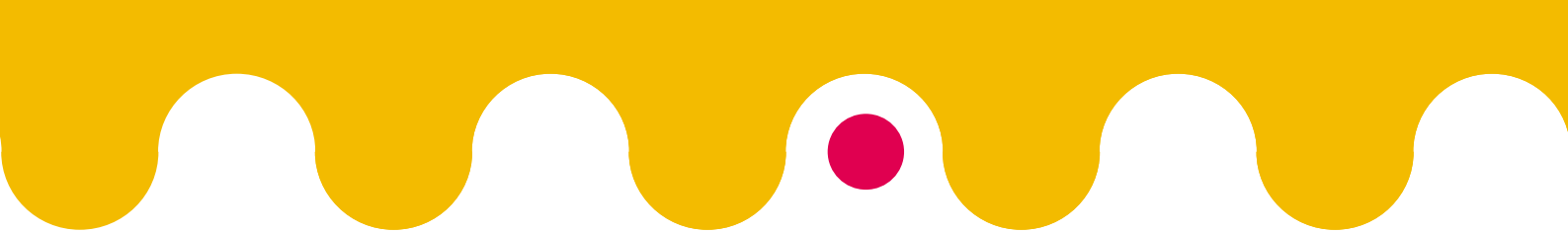
Food should not be used as an instrument for political and economic pressure. We reaffirm the importance of international cooperation and solidarity as well as the necessity of refraining from unilateral measures not in accordance with the international law and the Charter of the United Nations and that endanger food security.

We recognize the need to adopt policies conducive to investment in human resource development, research and infrastructure for achieving food security. We must encourage generation of employment and incomes, and promote equitable access to productive and financial resources. We agree that trade is a key element in achieving food security. We agree to pursue food trade and overall trade policies that will encourage our producers and consumers to utilize available resources in an economically sound and sustainable manner. We recognize the importance for food security of sustainable agriculture, fisheries, forestry and rural development in low as well as high potential areas. We acknowledge the fundamental role of farmers, fishers, foresters, indigenous people and their communities, and all other people involved in the food sector, and of their organizations, supported by effective research and extension, in attaining food security. Our sustainable development policies will promote full participation and empowerment of people, especially women, an equitable distribution of income, access to health care and education, and opportunities for youth. Particular attention should be given to those who cannot produce or procure enough food for an adequate diet, including those affected by war, civil strife, natural disaster or climate related ecological changes. We are conscious of the need for urgent action to combat pests, drought, and natural resource degradation including desertification, overfishing and erosion of biological diversity.

We are determined to make efforts to mobilize, and optimize the allocation and utilization of, technical and financial resources from all sources, including external debt relief for developing countries, to reinforce national actions to implement sustainable food security policies.

Convinced that the multifaceted character of food security necessitates concerted national action, and effective international efforts to supplement and reinforce national action, we make the following commitments:

- we will ensure an enabling political, social, and economic environment designed to create the best conditions for the



eradication of poverty and for durable peace, based on full and equal participation of women and men, which is most conducive to achieving sustainable food security for all;

- we will implement policies aimed at eradicating poverty and inequality and improving physical and economic access by all, at all times, to sufficient, nutritionally adequate and safe food and its effective utilization;
- we will pursue participatory and sustainable food, agriculture, fisheries, forestry and rural development policies and practices in high and low potential areas, which are essential to adequate and reliable food supplies at the household, national, regional and global levels, and combat pests, drought and desertification, considering the multifunctional character of agriculture;
- we will strive to ensure that food, agricultural trade and overall trade policies are conducive to fostering food security for all through a fair and market-oriented world trade system;
- we will endeavour to prevent and be prepared for natural disasters and man-made emergencies and to meet transitory and emergency food requirements in ways that encourage recovery, rehabilitation, development and a capacity to satisfy future needs;
- we will promote optimal allocation and use of public and private investments to foster human resources, sustainable food, agriculture, fisheries and forestry systems, and rural development, in high and low potential areas;
- we will implement, monitor, and follow-up this Plan of Action at all levels in cooperation with the international community.

We pledge our actions and support to implement the World Food Summit Plan of Action.

Rome, 13 November 1996



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 instil 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.