

SESSION 1: WHY ARE PEOPLE HUNGRY?

<p>Outline Learners will develop an understanding of the scale of the global hunger crisis and discuss the meaning of some key terms used to talk about global food issues. They will begin to appreciate that there is plenty of food available across the world but that many people are unable to access that food owing to a lack of resources. Learners will discuss what it means to be hungry and begin to think about reasons why people might be hungry.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To appreciate the importance of food around the world. To be familiar with a range of terms linked to hunger issues. To understand that there is enough food for everyone in the world but some people are unable to access it. To begin to think about possible causes of hunger. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will develop their knowledge and understanding of global food issues. Learners will begin to use key terms linked to hunger issues. Learners will suggest possible reasons why people might be hungry. 	
<p>Key questions</p> <ul style="list-style-type: none"> Why is food important? What is the difference between hunger, famine, food security, starvation and other key terms? What does it mean to be hungry? Why do people experience hunger? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow A (Sessions 1–3): Slides 2-6 Resource sheet 1: <i>Food insecurity infographic</i> Activity sheets: <ol style="list-style-type: none"> <i>Why are people hungry? Statements</i> <i>Why are people hungry? Causes</i> 	
<p>Curriculum links</p>		
<p>England Pupils should be taught to: KS2 English Spoken language</p> <ul style="list-style-type: none"> Use relevant strategies to extend their understanding and knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. 	<p>Wales PSE</p> <ul style="list-style-type: none"> Sustainable development and global citizenship. <p>KS2 English Oracy <i>Learners should be given opportunities to:</i></p> <ul style="list-style-type: none"> Respond orally to continuous and non-continuous texts and a variety of stimuli and ideas, including written and dynamic texts. Speak and listen individually, in pairs, in groups and as members of a class. <p><i>Learners will be able to:</i></p> <ul style="list-style-type: none"> Contribute to group discussion showing agreement and disagreement giving reasons. Express opinions clearly with supporting reasons. <p>ESDGC</p> <ul style="list-style-type: none"> Wealth and Poverty 	<p>Scotland Literacy</p> <ul style="list-style-type: none"> When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a. When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> Share information, experiences and opinions. Explain processes and ideas. Identify issues raised and summarise main points or findings. Clarify points by asking questions or by asking others to say more. <p style="text-align: right;">LIT 2-09a</p> <p>Social Studies</p> <ul style="list-style-type: none"> I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. <p style="text-align: right;">SOC 2-08a</p>



Activity 1.1 (30 min)

What does it mean to be hungry?

- Show slide 2 of *Slideshow A* and use the images in conjunction with the following notes to introduce the concept of hunger as a global issue.
 - Explain that many people refer to a global food crisis because although there is enough food produced in the world to feed everybody, it is unequally distributed. As a result, some people experience extreme hunger, and this has serious consequences for their lives. There is also increasing concern that the food crisis will worsen as the impacts of climate change, population growth and unfair supply chains place increasing pressure on global food resources.
 - Global food supplies have more than doubled in the last 40 years, surpassing the rate of population growth. Yet nearly half of all deaths in children under five are linked to undernutrition, with around 3 million children dying from hunger and hunger-related diseases each year.¹ There are many contributing factors, but it is really a question of the distribution of resources: people are hungry because they lack the resources to feed themselves adequately. Approximately 821 million people go to bed on an empty stomach each night.² Malnutrition has serious implications, as it hinders people's ability to work or attend school, which further reduces their chances of earning a living to work their way out of poverty. *Note: See the Teachers' overview for further information and useful links.*
- Ask learners to think of possible words that might be used to talk about global food issues. Discuss their ideas and then display the key terms shown on slide 3.
- Organise learners into pairs and ask them to work together to define these key words (definitions are provided below). Allow time for learners to share their thinking as a whole class.
 - **Hunger:** Discuss learners' own experiences of being hungry, the fact that it can be unpleasant and uncomfortable but that these feelings stop when they are next able to eat again. Ask learners to suggest what the consequences of being hungry could be, such as being unable to concentrate in class and how that may affect their education. Be sensitive to the fact that some learners may experience hunger and poverty in their own lives, or be facing eating disorders.
 - **Malnutrition:** Explain that malnutrition means experiencing a lack of quantity and variety of food over a long period. People suffering from malnutrition may become weak or ill. You could illustrate this with examples from history that learners may be familiar with. For example, in the past a lack of vitamins caused sailors to develop scurvy at sea and children to develop rickets.
 - **Starvation:** Explain that starvation involves suffering an acute shortage of food. Starvation will eventually lead to death if people are not able to get access to food.
 - **Famine:** A famine is an extreme shortage of food for a large number of people, caused by poor harvests or by food supplies being cut off or destroyed during wars or natural disasters. You could illustrate this with reference to real-life examples, such as the extreme risk of famine in Yemen.

¹ data.unicef.org/topic/nutrition/malnutrition/

² www1.wfp.org/zero-hunger

- **Food security:** When all people at all times have access to sufficient, safe, and nutritious food to meet their dietary needs for an active and healthy life.
- To further develop learners' understanding of the global food system, distribute copies of the *Food insecurity infographic* (Resource sheet 1). A copy is also provided on slide 4. This infographic illustrates the meanings of some of these key terms.

Activity 1.2 (30 min)

Why are people hungry?

- This activity encourages learners to appreciate that people around the world may go hungry because they do not have enough money to buy food or land to grow it on. It is also important to understand that there are huge variations in terms of access to food both between and within countries. For example, even though a country like the UK may be food secure, individual people living there may not be. A country or region which is experiencing famine will also have individuals living there who are well nourished.
- Organise learners into pairs or groups of three and give each pair or group copies of *Why are people hungry? Statements* (Activity sheet 1). These statements are also provided on slide 5.
- Ask learners to discuss each of the statements in turn and to say in their own words what they think has caused this person to be hungry. Discuss learners' ideas as a whole class and create a combined list of their suggestions.
- Now distribute copies of *Why are people hungry? Causes* (Activity sheet 2) and ask learners to match up the statements with these possible causes of hunger. Possible reasons why people might be hungry include: they have no money, they have no land, there is fighting in their country, or they are not paid fairly for what they do or what they grow. Note that causes of hunger vary between and within countries. The global food crisis is not just about the supply of food but also about everyone having access to a healthy, balanced diet.
- Finally, ask learners to work in their pairs or groups to rank the five causes in Activity sheet 2 according to which they think is the most significant cause of hunger. Encourage them to justify their answers. Emphasise that in reality it is a combination of causes happening together which have created the global hunger crisis.

Further ideas

- Learners could create information posters about global hunger using the Poster Maker Interactive online resource available at:

www.oxfam.org.uk/get-involved/fundraising/resources/poster-maker.

Posters could include the examples of people experiencing hunger (provided in *Activity sheet 1*) and/or the key terms discussed during the session. These posters could be used as part of an ongoing display to support and share their learning about global food issues.

- Older learners could explore and discuss the *Food Index* provided on slide 6 to compare food supplies in different places. This index is also available online:

www.oxfam.org.uk/what-we-do/good-enough-to-eat

Terms of use

Copyright © Oxfam GB

You may use photographs and associated information in this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time the project work took place.

Why are people hungry? *Statements*

Activity sheet 1

“We had a small piece of land where we could grow rice to eat. But it was taken by a company growing fruit to sell abroad.”

Maria, The Philippines

“Sometimes I only have enough money to buy food for the baby. Then I have nothing to eat.”

Annie, UK

Anthony was driven from his land by fighting.

“My house, my sugar cane and my orange trees were all burnt.”

Anthony, Kenya

“It is becoming harder to harvest a decent crop because of the droughts each year. This means we don’t make as much money selling our crops at market and our family has less to eat.”

Tendai, Zimbabwe

“I didn’t have breakfast this morning. The shops are full of food, but I have no money to buy anything.”

John, USA

Why are people hungry? *Causes*

Activity sheet 2

Climate change

More droughts (caused by lack of rainfall) are making it difficult for farmers to grow crops. In some places flooding (caused by too much rainfall) has damaged crops and farmland. With climate change, droughts and flooding are happening more frequently, making it more difficult for farmers to harvest their crops.

Rising food prices

The price of food is rising but people are not earning more money. This means that people can't afford to buy as much food in the supermarket.

Poverty

Everybody needs to eat but for people who do not have much money it can be hard to find food which is affordable.

Loss of farmland

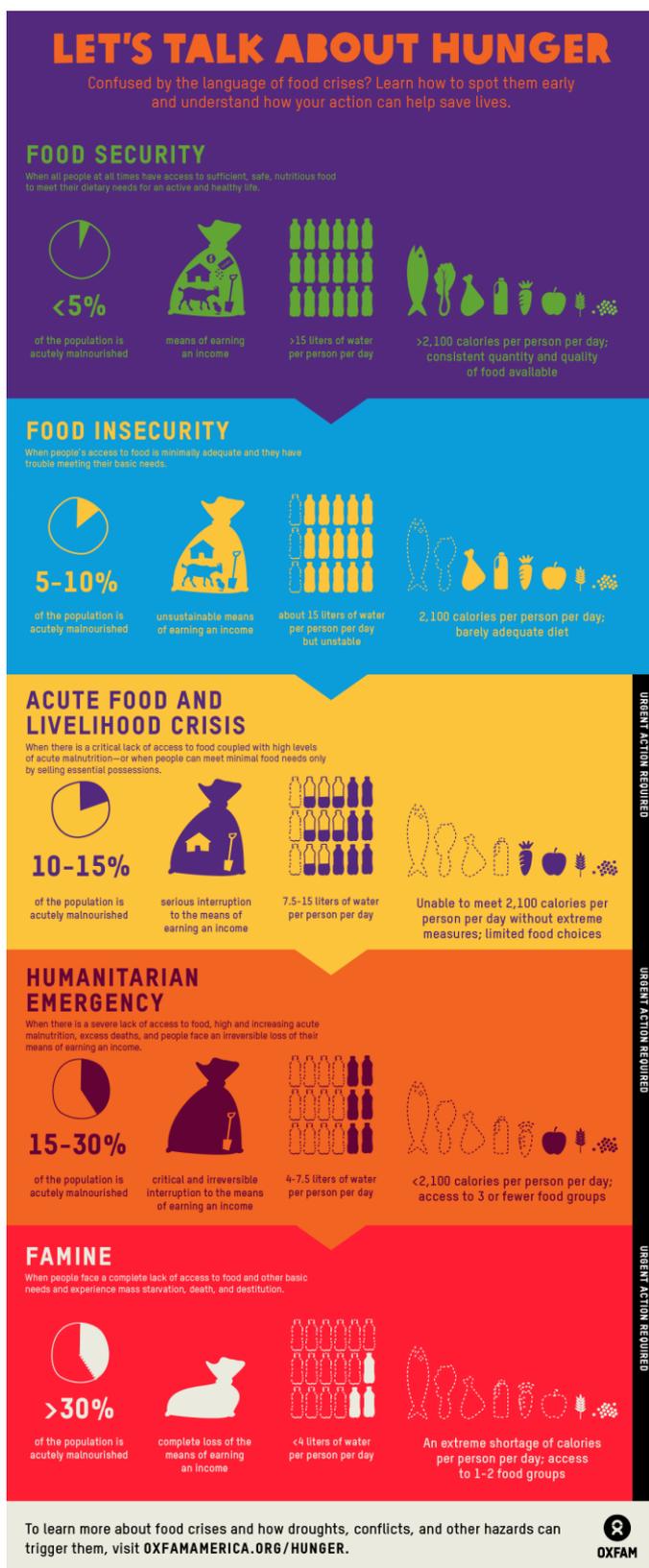
In some places, more powerful land owners or organisations have taken land from small scale farmers so they have no way of making a living to feed their family.

Conflict

War and conflict can damage crops and make it difficult to farm. Sometimes people are forced to move away from their land and so have no way of earning money or growing their own food.

Food insecurity infographic

Resource sheet 1



www.oxfam.org/en/food-insecurity-infographic