

GLOBAL FOOD CHALLENGE FOR 7-11 YEARS

TEACHERS' OVERVIEW

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Introduction

Global food supplies have more than doubled in the last 40 years, surpassing the rate of population growth. So why is it that around 3 million children die 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 night² and this can lead to malnutrition. 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.

Global food issues are complex and global hunger is, in part, a consequence of the current failure of global food supply chains to meet the needs of all people adequately. Tackling the complex issue of global supply chains is a vital part of Oxfam's work. We believe that access to decent work on a living wage³ is a fundamental pathway out of poverty, and one of the best ways to counter growing inequality both within and between countries. Food frequently travels long distances from the producer to our plates, and often goes through many intermediaries, all of whom take a share of the final profit. This means that the farmers and producers at the start of the supply chain, receive a small proportion of the value of the food they produce and often cannot make a decent living. A significant proportion of the global food supply is produced by small-scale farmers. Although they face many challenges they are incredibly productive and we need them. There are many

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

² www1.wfp.org/zero-hunger

³ A living wage does more than keep people out of poverty. It allows them to participate in social and cultural life and afford a basic lifestyle considered acceptable by society at its current level of development. (Wilshaw, 2014)



development benefits from supporting small-scale farmers within the global food system such as increasing food security for poorer communities.

Oxfam works with communities around the world to support them to address the challenges they face and improve the quality of their jobs and livelihoods. Oxfam is also challenging world leaders to take more ambitious action against current unfair global supply chains. Oxfam believes that a more sustainable system can be achieved by asking:

- Governments to move minimum wages towards living wages for all workers and to tackle illegal forced labour in workplaces.
- Companies to pay their employees a living wage.
- Workers to be trained on their rights and supported to improve the quality of their jobs.
- Consumers to ask what companies are doing to ensure that their workers are paid a living wage and are treated fairly.

Aims of *Global Food Challenge*

- To support understanding of the global food system and the uneven distribution of resources.
- To develop awareness of and empathy for people and communities affected negatively by the way the global food system operates.
- To develop understanding of global supply chains and our own role as consumers within the system.
- To consider different actions which individuals, communities and decision makers can take to work towards a fair and sustainable global food system.
- To support teachers to fulfil demands of the geography (social studies in Scotland) and English national curricula in England, Scotland and Wales.

Curricular links

Activities in these resources link to a number of areas of the curriculum including English and geography. These materials could also be useful as part of a topic around food and nutrition or the environment.

Structure of *Global Food Challenge*

- Six session plans.
- Two slideshows.

Ideally, learners will complete all six sessions. However, the resources are flexible and structured to enable teachers to create personalised learning journeys for their learners. Teachers may decide to omit some sessions and/or activities depending on the time available and their learners' existing knowledge, understanding and learning needs. It may also be appropriate to spread the activities in some sessions over more than one lesson.

Each session starts with an overview and includes learning objectives, learning outcomes, key questions and curricular links. Suggested activities are provided along with approximate timings.

Any resource and activity sheets are included in the session plan.

Session 1: Why are people hungry?

- 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.

Session 2: Where does our food come from?

- Learners will develop their enquiry skills by asking and categorising questions about photographs associated with food. They will investigate the contents of a supermarket bag and begin to make connections between themselves and where their food originates.

Session 3: Who produces our food?

- Learners will understand that our food is produced by a variety of farmers across the world. They will use images to develop and challenge their own assumptions about farming. Next, learners will then use a case study from Malawi to consider some of the challenges faced by small-scale farmers and solutions to these, as well as identify potential benefits that small-scale farming can bring to communities. Finally, learners will play a snakes and ladders game to consider how farmers are adapting to some of these challenges.

Session 4: What are global supply chains?

- Learners will learn what a global supply chain is and how the different stages and players can affect those at either end of the chain. They will look at a case study of strawberry production in Morocco to understand how supply chains affect strawberry workers, who are mainly women, and consider what could be done to create a fairer supply chain.

Session 5: Is food fair?

- Learners will play a simulation game “Can you beat the system?”, to develop their understanding of the global food system and its winners and losers. They will develop their empathy with people whose livelihoods are affected by the global food system.

Session 6: Taking action

- Learners will explore and discuss different actions which could be taken for a fairer and sustainable food system. Learners will then identify possible actions which they could take as a school and rank these according to their relative ease and impact. Finally, learners will work in a group to plan their action for food justice.

Differentiation

Where possible the activities and resources are differentiated to meet the needs of different learners in the class. This might also be useful in adapting some of the activities to meet the needs of younger and older learners. Many of the sessions also lend themselves to differentiation by outcome. Some of the suggested activities in the *Further ideas* sections may also be useful for extending more able learners.

Age group

These resources are suitable for use with learners aged 7 to 11 years old. Curricular links are provided for the KS2 curriculum in England, and the relevant curricula in Wales and Scotland. However, many of the activities could also be adapted for use with younger or older learners.

Timings

Suggested timings are provided for each activity. Please note these timings are approximate only.

Global Food Challenge – Detailed resource outline

Session title	Learning objectives	Learning outcomes	Key questions	Activities	Resources
1. Why are people hungry?	<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. 	<ul style="list-style-type: none"> Learners will examine photographs to ask and categorise enquiry questions about food around the world. Learners will investigate the sources of food items in a shopping bag. Learners will map countries on a world map. Learners will ask and try to answer questions about where their food comes from. 	<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? 	<ul style="list-style-type: none"> 1.1 <i>What does it mean to be hungry?</i> 1.2 <i>Why are people hungry?</i> 	<ul style="list-style-type: none"> Slideshow A (Sessions 1–3): Slides 2-6 Resource sheet 1: <i>Food Infographic</i> Activity sheets: <ol style="list-style-type: none"> <i>Why are people hungry? Statements</i> <i>Why are people hungry? Causes</i>
2. Where does our food come from?	<ul style="list-style-type: none"> To ask and categorise relevant questions to extend knowledge and understanding of global food issues. To understand that as consumers our food supply comes from around the world. To locate countries on a world map. To recognise connections between producers and consumers in different parts of the world. 	<ul style="list-style-type: none"> Learners will interrogate photographs to ask and categorise enquiry questions about food around the world. Learners will investigate the source of food in a shopping bag. Learners will map countries on a world map. Learners will ask questions about where their food comes from. 	<ul style="list-style-type: none"> What questions could we ask about this photograph? Where does our food come from? Why is so much of our food grown or produced overseas? Has our food always been “global”? 	<ul style="list-style-type: none"> 2.1 <i>Food around the world</i> 2.2 <i>Unpacking the supermarket bag</i> 	<ul style="list-style-type: none"> Slideshow A (Sessions 1–3): Slides 7–19 Supermarket bag with six to eight labelled food items Card, paper, string, scissors, drawing pins, pens Tablecloths or large pieces of material Atlases Activity sheets: <ol style="list-style-type: none"> <i>The world in a supermarket bag</i> <i>Mapping a supermarket bag</i>
3. Who produces our food?	<ul style="list-style-type: none"> To listen to and respond to the ideas of others. To know that farming is a broad term encompassing a range of practices. To understand that small-scale farmers face many challenges to produce food. To be aware of some potential solutions to these challenges. 	<ul style="list-style-type: none"> Learners will challenge their own assumptions about farmers and farming by examining photographs of different farming practices. Learners will identify some of the challenges facing small-scale producers. Learners will explore some ways in which small-scale farmers are adapting to these challenges. Learners will begin to consider food injustice issues. 	<ul style="list-style-type: none"> Who are the world's farmers? What is a small-scale farmer or producer? What challenges do small-scale farmers face? How might these challenges be overcome? 	<ul style="list-style-type: none"> 3.1 <i>Farmers around the world</i> 3.2 <i>Tomatoes in Malawi</i> 3.3 <i>Snakes and ladders</i> 	<ul style="list-style-type: none"> Slideshow A (Sessions 1–3): Slides 20-37 Resource sheet 1: <i>How can tomatoes change lives?</i> Activity sheets: <ol style="list-style-type: none"> <i>Tomatoes in Malawi - Card sort</i> <i>Snakes and ladders</i>

Session title	Learning objectives	Learning outcomes	Key questions	Activities	Resources
4. What are global supply chains?	<ul style="list-style-type: none"> To understand what a global supply chain is and that it consists of a series of interconnected stages that involve different people, companies and organisations. To recognise some features of food injustice and empathise with those affected by unfair supply chains. To develop collaborative and discussion skills. 	<ul style="list-style-type: none"> Learners will understand the concept of a supply chain. Learners will identify connections in the strawberry supply chain. Learners will create a paper version of the supply chain and explain the links between the different players included. 	<ul style="list-style-type: none"> What is a global supply chain? How are people and communities affected by global supply chains? What role does the consumer have in the supply chain? 	<ul style="list-style-type: none"> 4.1 <i>Creating a strawberry supply chain</i> 4.2 <i>Making connections along the supply chain</i> 	<ul style="list-style-type: none"> Slideshow B (Sessions 4–6): Slides 2–6 Activity sheet 1: <i>Strawberry supply chain</i> Resource sheet 1: <i>Making a paper supply chain</i>
5. Is food fair?	<ul style="list-style-type: none"> To be aware of some food injustice issues. To understand that power and profit are distributed unequally within the supply chain. To begin to appreciate the challenges of the global food system. To participate in discussions and work collaboratively. 	<ul style="list-style-type: none"> Learners will describe food injustice issues in the supply chain. Learners will play a simulation game to understand the challenges faced by small producers in the global food system. Learners will develop their collaborative skills as they work as part of a team in a simulation game. 	<ul style="list-style-type: none"> What is it like to be a small-scale farmer in the global food system? What is fair about the global food system? What is unfair about the global food system? 	<ul style="list-style-type: none"> 5.1 <i>Can you beat the system?</i> 	<ul style="list-style-type: none"> Slideshow B (Sessions 4–6): Slides 7–8 Activity sheets: <ol style="list-style-type: none"> <i>Crop template</i> <i>Group scenarios</i>
6. Taking action	<ul style="list-style-type: none"> To identify a range of possible actions that could be taken to make the global food system fairer. To understand that different actions will vary according to both the ease with which they can be carried out and the impact they will have. To actively participate in collaborative conversations about taking action on an issue. 	<ul style="list-style-type: none"> Learners will list some possible actions that could be taken against an unfair global food system. Learners will consider and rank different actions according to their relative ease and impact. Learners will discuss the range of actions that they could take themselves. 	<ul style="list-style-type: none"> What actions can be taken against an unfair global food system? What action could we take? How easy will this action be to do? What impact will this action have? 	<ul style="list-style-type: none"> 6.1 Taking action for a fairer food system 6.2 Taking action: What can I do? 	<ul style="list-style-type: none"> Slideshow B (Sessions 4–6): Slides 9–15 Activity sheets: <ol style="list-style-type: none"> Taking action. Impact line Ideas for action

Background information

In a globalised world, supply and demand for food has led to a situation in which many countries are exporting foodstuffs in abundance to overseas markets yet people within the country are experiencing malnutrition. This raises many questions: *Who benefits? What control do the buyers (the supermarket chains) exert over the producers? What role do consumers have to play in the supply chain?*

Along with more traditional export crops, UK consumers can now buy items such as mange-tout from Guatemala, mangoes from South Africa, papayas from Ghana, tuna from Indonesia, fine beans from Kenya, and starfruit from Malaysia. Although providing more variety and choice, as well as enabling us to eat fresh fruit and vegetables all year round, the presence of these goods on our supermarket shelves does not necessarily benefit the people who produced them as much as we might think. Many producers are left unable to afford an adequate or healthy diet themselves.

Since the establishment of the World Trade Organisation in 1995, globalisation has led to countries in the global South becoming more integrated into the global economy, shifting their production towards export crops in order to earn foreign currency to buy imported goods. In Bangladesh, for instance, small-scale farmers who used to be able to grow rice and other subsistence crops have been moved off their land to make way for unsustainable shrimp farms. This has resulted in ecological damage as well as the displacement of people, often to urban areas. In Bangladesh, many small-scale farmers do not own the land they farm which makes them increasingly vulnerable.

Shifting to exports can bring a range of challenges for producers especially small-scale farmers. The uncertainty of prices on the global market along with government policies creates a lack of control for small-scale farmers who often also need to cope with increasing threats from climate change. All too often such cash crops do not achieve an adequate price for the growers, as the trade in export foodstuffs is controlled by the wealthier countries of the global North. Although the global trading system operates in a supposedly free market, exporters from the global South face a daunting array of tariff barriers (taxes) and non-tariff barriers (such as quotas) which make their products more expensive or limit the amount that they are allowed to sell in the global North. Prices are kept artificially low by subsidies to agriculture in high-income, OECD (Organisation for Economic Cooperation and Development) countries, making it harder for farmers in the global South to earn a decent living.

In addition, small-scale farmers in the global South are unable to dictate their own terms on the world market, and to challenge the power of the companies and supermarket chains which buy their products. Of the price we pay for a jar of coffee in the supermarket, less than 10 per cent will go back to the grower or producer. Most of the profit will be made by the retailer and the intermediaries who have processed, transported or packaged the product. In addition, the farmers and producers at the start of the supply chain can experience poor working conditions and a lack of workers' rights.

The scale of the challenge to create a fair and just global food system is recognised by the 2015 UN Sustainable Development Goals:

- Goal 2: Zero Hunger. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
- Goal 8: Decent Work and Economic Growth. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.

For further information, see sustainabledevelopment.un.org/sdgs



Useful links and resources

- Use Oxfam’s teaching resources to find out more about Fairtrade and global food issues. Useful resources include:
 - **Go Bananas**

Updated with new facts, photographs and stories, this Oxfam education resource supports learners to get to grips with Fairtrade and think critically about some of the challenges that banana farmers face.

www.oxfam.org.uk/education/resources/go-bananas
 - **Explore Fairtrade**

Explore the relationships between farmers, businesses and consumers. Discuss how food trade could be made fairer and who is responsible for taking action.

www.oxfam.org.uk/education/resources/explore-fairtrade
- Find out more about Oxfam’s Behind the Barcodes Campaign which is calling on supermarkets to take action to improve the working conditions and lives of small-scale farmers and producers: oxfamapps.org/behindthebarcodes/?intcmp=HPWWLWP_grid_BehindBC
- FairTrade Foundation: www.fairtrade.org.uk/schools
- World Hunger Education Service: www.worldhunger.org/
- Food and Agriculture Organisation of the United Nations: www.fao.org/home/en/
- World Food Programme: www1.wfp.org/zero-hunger
- United Nations Sustainable Development Knowledge Platform: sustainabledevelopment.un.org/sdgs
- Freedom from Hunger: www.freedomfromhunger.org
- R. Willoughby and T. Gore (2018). Ripe for change – Ending human suffering in supermarket supply chains. Oxfam International. www.oxfam.org/en/research/ripe-change
- R. Wilshaw (2014). *Steps Towards a Living Wage in Global Supply Chains*. Oxfam International. policy-practice.oxfam.org.uk/publications/steps-towards-a-living-wage-in-global-supply-chains-336623
- R. Wilshaw et al. (2015). *In Work but Trapped in Poverty: A summary of five studies conducted by Oxfam, with updates on progress along the road to a living wage*. Oxfam International. policy-practice.oxfam.org.uk/publications/in-work-but-trapped-in-poverty-a-summary-of-five-studies-conducted-by-oxfam-wit-578815



Global Citizenship

Global Food Challenge is a global citizenship resource written for teachers of 7-11 year olds.

Education for global citizenship is a methodology to help young people to develop as active global citizens. Oxfam suggests a Learn-Think-Act approach to help structure global citizenship activities and to help give young people the opportunity to learn about issues, think critically about how to solve them, and act as responsible global citizens. Actions may simply be to find out more or think more deeply about an issue. They may also involve making others more aware of an issue or engaging in specific fundraising or campaigning activities. For more information, see:

www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship

The key elements of responsible global citizenship are:

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Human rights • Power and governance 	<ul style="list-style-type: none"> • Creative and critical thinking • Empathy • Self-awareness and reflection • Communication • Co-operation and conflict resolution • Ability to manage complexity and uncertainty • Informed and reflective action 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

An ideal way for learners to share their work with a real, wider audience is for them to send their materials to Oxfam Education: education@oxfam.org.uk. We will be able to post a selection on our website for other schools to see.

These materials draw on ideas, content and activities from previous Oxfam Education resources on global food issues. The previous materials have now been archived and removed from the Oxfam education website. Please do get in touch if you are looking for a specific Oxfam resource and are no longer able to find it: education@oxfam.org.uk.

For further information about Oxfam Education, including a wide range of other curriculum-linked resources, see: www.oxfam.org.uk/education/

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