

# HUNGER HEROES



**Teacher's Pack**



**Welcome to Concern Worldwide's Hunger Heroes programme! By taking part in Hunger Heroes your school will help support some of the most vulnerable communities and children suffering from malnutrition in the world's poorest countries.**

821 million people are struggling with the devastating effects of hunger, that's one in nine people on the planet. Will you and your class become **Hunger Heroes** and help turn hunger into hope?

Use this pack to learn about **hunger, nutrition** and **development**. Help promote **global citizenship** in your class/school and then take **action!**

## 3 simple steps to become a Hunger Hero

1.

### Hunger Hero Fundraiser!

Choose from a variety of ideas such as

- Dress as a superhero day
- Super cake sale!
- Hunger Hero Fun Run



### Hold a Hunger Hero Day!

Students can make a small donation or get sponsored to dress as their favourite hero or as a Concern Worldwide Hunger Hero!

2.

### Donate!

Funds raised can be sent directly to Concern Worldwide via cheque/bank draft/postal order – Please include your school name and return in the **FREEPOST** envelope provided. Don't forget to tell us what you did to become a **Super School** full of **Hunger Heroes!**

Funds can also be lodged in your local Post Office or Bank.

A representative from Concern Worldwide may even be available to visit your school to collect any funds raised and personally thank all involved.

3.

### Certificates

Each student who raises money will receive a certificate declaring them a **Hunger Hero!**

Each school that participates will be declared a **Super School!**

### Get in touch!

Email [schools@concern.net](mailto:schools@concern.net)  
or call Noeleen on 01 479 1320



# Some Facts about Hunger



One in nine people do not have enough food to eat.<sup>1</sup>



One in three people suffer from some form of malnutrition.<sup>2</sup>



Enough food is produced each year to feed everyone on the entire planet!



In 2015 the governments of the world adopted the 17 Global Goals for Sustainable Development.

Goal 2 – Zero Hunger – aims to end hunger, achieve food security, improve nutrition and promote sustainable agriculture by 2030.



## Some Useful Definitions

- **Malnutrition** occurs when there is not enough food or not enough of the right types of food.
- **Food Insecurity** is the unreliable access to safe nutritious food.
- **Sustainable Development** is development that meets the needs of people now without compromising the ability of future generations to meet their own needs.



## With Your Class



**VISIT** [www.concern.net/hungerheroes](http://www.concern.net/hungerheroes) and watch the video called “Become a Hunger Hero”.



**DISCUSS** with your class.



**DOWNLOAD** the worksheet for pupils to complete.

<sup>1</sup> FAO 2018 <http://www.fao.org/state-of-food-security-nutrition/en/>

<sup>2</sup> Our World in Data: <https://ourworldindata.org/hunger-and-undernourishment>

# Food Waste Teacher Fact Sheet



Globally we waste approximately one third of the food we produce for consumption each year. That's about 1.3 billion tonnes.<sup>3</sup>



In Ireland we waste approximately 1 million tonnes of food each year.<sup>4</sup>



Often 'ugly' fruit and vegetables never make it to the supermarket and go to waste without ever reaching consumers. A study by the University of Edinburgh found that Europe discards approximately 50m tonnes of ugly fruit and vegetables each year.<sup>5</sup>



Consumers in Europe and North America waste 95-115 kg of food a year per capita, while consumers in Sub-Saharan Africa, South and South-East Asia throw away only 6-11 kg a year.<sup>6</sup>



In developing countries 40% of food is wasted post-harvest while in countries like Ireland more than 40% of food is wasted by retailers and consumers.<sup>7</sup>



Food waste costs an average household in Ireland between €400 and €1000 a year.<sup>8</sup>



Food waste makes up nearly 25% of household bins in Ireland.



After America and China, food waste is the 3<sup>rd</sup> largest contributor to global greenhouse gas emissions producing 3.3 billion tonnes of CO<sub>2</sub> a year.<sup>9</sup>

## What foods do we throw away in Ireland?



**Salad:**  
Almost 50%



**Fruit and Veg:**  
Almost 25%



**Bread and Bakery:** 20%



**Meat and Fish:** 10%



**Dairy and Yogurt:** 10%



**Potatoes:** The vegetable we waste most.



**Bananas and Apples:**  
The fruits we waste most.

## With Your Class

Use the facts and figures in this booklet for a moving quiz/debate activity with your class!

Put up True/False or I agree/I disagree signs (whichever is appropriate) at opposite ends of the classroom.

Read out the facts and ask students to move around the classroom to the assigned side depending on whether they think a statement is True/False or whether they Agree/Disagree.



<sup>3</sup> FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

<sup>4</sup> Stop Food Waste <https://stopfoodwaste.ie/resource/the-environmental-impact-of-food-waste/>

<sup>5</sup> RTE News 2018 <https://www.rte.ie/news/newslens/2018/0820/986248-ugly-fruit-and-veg/>

<sup>6</sup> FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

<sup>7</sup> FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

<sup>8</sup> EPA 2019 [http://www.epa.ie/media/epa\\_factsheet\\_waste.pdf](http://www.epa.ie/media/epa_factsheet_waste.pdf)

<sup>9</sup> Stop Food Waste <https://stopfoodwaste.ie/resource/the-environmental-impact-of-food-waste/>

## What are food miles?

Many foods travel huge distances by sea, air and road to get to our local supermarket; think of bananas from Ecuador, avocados from Mexico or blueberries from Peru. This transport system and the energy used in the transportation of food contributes to our carbon footprint and global greenhouse gas emissions.

Eating seasonal food produced locally is one of the best ways of reducing the overall environmental impact of what we eat. It reduces the energy used for growing the food and the environmental impact of air and sea transport. Less food is spoiled because it makes a shorter journey from field to shelf and money is put back into the local economy.



## Top Tips for Reducing Food Waste



- Plan ahead- write a shopping list and stick to it!
- Only buy what you will use: beware of deals that mean you buy more than you need
- Grow your own if possible
- Buy local and seasonal produce whenever possible
- Only cook what you need/will eat
- Use your freezer to ensure leftovers don't go to waste
- Store food correctly
- Preserve fruit and vegetables – make jam or chutney
- Compost- composting re-uses the food waste in homes instead of sending it to landfill



The equivalent of **75 million cows** are wasted annually or 20% of meat produced



**8% of fish** caught globally is thrown back into the sea, dead, dying or damaged; that is equal to almost 3 billion Atlantic salmon



In Europe the equivalent of **574 billion eggs** are wasted each year



## Food and Plastic Packaging

Fruit and vegetables are often the worst culprits when it comes to plastic packaging that cannot be recycled. Encourage your local supermarket to reduce the amount of plastic packaging on their fruit and vegetables.

Visit a local supermarket with your class and survey where the food has come from and the type of packaging used. It would make for a very interesting investigation!



# LUNCH BOX DETECTIVES

**SUBJECT:** SESE

**STRAND/STRAND UNITS:**

**3rd and 4th Class:**

- Environmental Awareness and Care
- Living Things/Plant and Animal Life

**5th and 6th Class:**

- Environmental Awareness and Care
- Human Environments/Trade and Development Issues

**RESOURCES:** Examples of food packaging/labels, interactive whiteboard, Atlas/copies of world map, and pupil's lunchboxes.

In 1967 Martin Luther King Jr famously said "before you finish eating breakfast in the morning, you've depended on more than half of the world". Let's explore this idea.

## Lesson Preparation:

In preparation for this exercise ask pupils to look at the labels on common fruit and vegetables in a local shop/supermarket or even at home in the fridge or cupboard! They can bring examples in to school with them to introduce the lesson and these can later be used for a class display.

You may want to pre-teach some words and concepts like importing, consumer and food miles.



## Lesson Introduction:

Complete a KWL chart to assess what students already know about the topic of food miles and origins. Ask the pupils to name some famous Irish food or fruit/vegetables we grow in Ireland.

## Main Lesson:

Pupils take out their lunchboxes to critically examine the contents.

- Pupils pick out and list 3 separate items from their lunch box e.g. blueberries/bananas, pineapple/tomatoes/rice cakes/raisins/chocolate etc.
- Put the pupils into groups and ask each group to choose one type of food to research. Each group should have a different food.
- With the whole class try identify the country of origin of the foods and mark them on a world map. You could use an atlas or map on the IWB.
- Using an online calculator such as **www.foodmiles.com** calculate how far each food has travelled to get to Ireland.

## Lesson Conclusion:

Finish with a discussion using the KWL chart or questions below.

## Suggested Questions

- Why do we import food in Ireland?
- Can any of these foods be grown in Ireland?
- Which of these foods would have been available in Ireland 25 years ago/100 years ago/1000 years ago?
- Does importing fruit and vegetables contribute to climate change? How?



## Extension/Integration Ideas:

- Display the food pyramid to help with the lunchbox detective task.<sup>10</sup>
- Ask pupils to identify examples of the different food groups in their lunchboxes using the food pyramid.
- Discuss the benefits of each food group and the importance of a balanced diet for a healthy life.
- Tally the most common food groups found in pupils' lunchboxes. This could be done using counters/bottle tops/bricks or any manipulatives. Using a box/jar for each food group ask pupils to drop a counter into each jar in a moving survey. Create a class pictogram or bar chart from the results.
- Have students write a shopping list of their favourite food and match the country of origin to that food.
- Have the pupils keep a food waste diary for a week; compile the results and contrast and compare them to the national figures.
- Create a calendar of seasonal food grown in Ireland. Re-use those supermarket fliers and cut out images to make collages!

## Did you know?

The potato is synonymous with Ireland but has only been grown here since the 1600s. Butter has been produced in Ireland for thousands of years and Cork was once home to the largest butter market in the world. Butter was often stored in bogs in an effort to keep it fresh and bog butter has been found to date back to 1750 BC. Bog butter can be seen in the National Museum in Dublin.<sup>11</sup>



## Some ways of using the Burundi Fact Sheet

- Complete a project on Burundi or choose one aspect of life in Burundi to investigate.
- Children like Ines may only eat once or twice a day in total. Ask pupils to keep a food diary of the types of food they eat and how often they eat each day over the course of a week.



## How to: Sprout Sweet Potato



Sweet potato is much more readily available in Ireland than cassava. Like cassava it grows from slips and can easily be sprouted in a classroom. The sprouting process can take up to 4 weeks.

**Step 1** - Chop a sweet potato in half.

**Step 2** - Half fill a clear container (re-use some plastic water bottles/jam jars).

**Step 3** - Ensure the bottom 5cm of the sweet potato is in the water, cut side down. Insert toothpicks in the sweet potato to hold it in place.

**Step 4** - Place the potatoes somewhere safe in some sunlight and monitor the water daily.

**Step 5** - Have pupils observe the process.

**Step 6** - The sprouted sweet potatoes can then be planted!

## Did you know?

Before the arrival of the potato to Ireland Irish people lived on a diet made up of a porridge like food called gruel and some dairy products.<sup>12</sup>



<sup>10</sup> Available on Safe Food or HSE website: <https://www.hse.ie/eng/about/who/healthwellbeing/our-priority-programmes/heal/healthy-eating-guidelines/>

<sup>11</sup> Irish Times article: <https://www.irishtimes.com/news/ireland/irish-news/butter-was-stored-in-bogs-3-500-years-ago-researchers-reveal-1.3826022>

<sup>12</sup> From Ask About Ireland <http://www.askaboutireland.ie/learning-zone/primary-students/3rd-+-4th-class/history/the-history-of-food-and-f/early-irish-diet/>



# Climate Change Teacher Fact Sheet



The **United Nations** defines climate change as: “a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods”.

In 2015 Ireland along with 196 other countries signed the Paris Agreement, a global plan to limit global warming –ideally limiting global temperature increase to 1.5 degrees above pre-industrial levels.<sup>13</sup>

## Climate Change and the Global South



Many of the world’s poorest people are being disproportionately impacted by the changing climate.

One particular challenge for humanitarian organisations like Concern is the severity and frequency of natural disasters which require emergency response.

One such disaster was Cyclone Idai which effected 1.7 million people in Mozambique and Malawi in March 2019. The UN has said it was one of the worst storms to ever hit the Southern hemisphere.

**Developing countries like Niger and Burundi produce a tiny fraction of global CO2 emissions.<sup>14</sup>**

### CO2 emissions per capita

Burundi 0.04 tonnes per person

Niger 0.1 tonnes per person

Ireland 7.3 tonnes per person

## Climate Change and Ireland

Ireland is a significant contributor to global greenhouse gas emissions; 4th highest in the EU in 2017.

In Ireland the expected effects of climate change include:

- An increase in average temperature
- More extreme weather events
- Increased likelihood of river and coastal flooding
- Water shortages in the East of the country
- Changes to plants and animals distribution
- Extinction of some vulnerable species

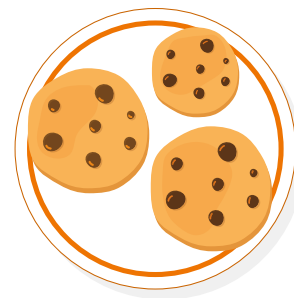


<sup>13</sup>. Source EPA 2019 EPA 2019 [https://www.epa.ie/mobile/media/epa\\_factsheet\\_greenhouse%20gases%20%20climate%20change%202017%20aw.pdf](https://www.epa.ie/mobile/media/epa_factsheet_greenhouse%20gases%20%20climate%20change%202017%20aw.pdf)

<sup>14</sup>. World Bank <https://data.worldbank.org/> Figures from 2014



# WHO'S GOT ALL THE BISCUITS?



**SUBJECT:** SESE and SPHE

**STRAND/STRAND UNITS:**

**5th and 6th Class:**

- Human Environments/Trade and Development Issues
- Myself and the Wider World/Developing Citizenship

**RESOURCES:** Plates, biscuits (or pieces of fruit), world map, tables, chairs, numbers for tables.

This activity is designed to illustrate the inequality regarding food/resource distribution in the world.

## Lesson Preparation:

- Prepare six tables for students to sit at. Number each 1-6 clearly. Each table represents a continent.
- Place a plate of biscuits on each continent based on the figures below. This is to represent the distribution of food resources on each continent.
- Do not tell the students what the tables or biscuits represent!

## Main Lesson:

- Assign students to sit at the tables numbered 1-6. Give the students time to eat their biscuits. Encourage them to look over at the other tables to see how many biscuits other groups have.

- Once all the biscuits are eaten, ask the students the following questions.

**How did you feel when you saw how many biscuits others groups got?**

**How did you divide the biscuits between your group?**

**Was it fair how the biscuits were divided?**

**What do you think the six tables represent?**

- Inform the students that the tables represent continents and the biscuits reflect the amount of food resources in each. Ask each group to chat amongst themselves and guess which continent they are.
- Reveal the correct continents and ask students what they think of the amount of food resources per continent.

## Questions

Do you think the world is an equal place? Why? Why not?

Why do you think people go hungry in certain places?

Do you think that the entire continent of Africa is facing a lack of food? Does this happen in Ireland?

Ask students how can they be Hunger Heroes and help in their everyday lives. Hints: reducing food waste, combating climate change, fundraising etc.

## Lesson Conclusion:

- As a whole class using a map on the IWB or in individually in their copies have students write the number of biscuits (food resources) on each continent.

| Table Number | Continent     | Number of Biscuits | No. of pupils per table<br>Class of 20 | No. of pupils per table<br>Class of 30 |
|--------------|---------------|--------------------|--|--|
| 1            | Africa        | 1                  | 3                                      | 5                                      |
| 2            | Asia          | 4                  | 11                                     | 15                                     |
| 3            | Europe        | 9                  | 2                                      | 4                                      |
| 4            | Latin America | 1                  | 2                                      | 3                                      |
| 5            | North America | 10                 | 1                                      | 2                                      |
| 6            | Oceania       | 5                  | 1                                      | 1                                      |

## Extension/Integration Ideas

### Global hunger levels rising due to extreme weather, UN warns

**Progress made in the past decade has been reversed, with climate extremes such as droughts and floods identified as a main cause**



This headline appeared in the Guardian newspaper in September 2018.<sup>15</sup>

Create news headlines about the link between hunger and climate change. Write the article.

- Hold a class debate related to development/hunger/ climate change! Suggested motions include:



Food Waste Should be Made Illegal



Irish Youth are doing their fair share to end poverty and hunger in the developing world

- Write a simple acrostic poem about Hunger or Climate Change.
- Using a blank word search template (download from the internet) have pupils create puzzles. Pupils fill up a template with words relating to hunger. Pupils then swap with someone else in the class who has to find all the words! Use a timer to challenge them!

- Conduct a press conference about global hunger. Some pupils take on roles of company owners/ government ministers/ aid workers/ a person from the Global South. Have the class compose and pose questions to the panelists about their experience with hunger/climate change.
- While working on Hunger Heroes create a class project book/scrap book. Give the scrapbook to a different student each night for homework. Pupils should fill in their page in the project book in a way that suits them, with facts, reflections, or information they have found on the web. They can share each morning in class.

## Some ways of using the Niger Fact Sheet

- Write a newspaper article/Buzzfeed listicle about Niger.
- Tell Adamou's story in storyboard/comic format.
- Working in pairs, pupils assume the character of Adamou/Hassana or a reporter. The journalist must interview their partner about their life. Pupils can plan questions for the activity. Switch roles so that each child gets to experience each role.
- Adamou's story contains an interesting story about eating eggs. Find interesting Irish myths or stories relating to food.
- Design a seed packet for the new fast-growing millet crop. Then create an advertisement for it describing why advancements like it are an important development in the fight against hunger.



<sup>15</sup>. <https://www.theguardian.com/environment/2018/sep/11/global-hunger-levels-rising-due-to-extreme-weather-un-warns>

# Who can your school help?



€18

Could provide a home garden in Burundi

€35

Could provide tools for a family to grow potatoes and apples in Ethiopia

€75

Could provide bee hives in Ethiopia

€100

Could provide a water pump to water crops with ease in Liberia

Photo: Abbie Trayler-Smith  
Concern Worldwide 2018



Euphemia waters her market garden at her home in Burundi.



Photo: Jennifer Nolan  
Concern Worldwide 2018

Assen Shek Oumed now supports his two sons and daughter with the income he earns from beekeeping in Ethiopia.



Photo: Jennifer Nolan  
Concern Worldwide 2018

Mehamed's family now grow potatoes and earn enough for Mohamed and his siblings to go to school in Ethiopia.

## How money is spent

We're committed to using your donations to transform the lives of people living in extreme poverty.

In 2018, we reached approximately 24 million people in 25 of the world's poorest and most vulnerable countries. We spent over €141 million on our overseas programmes.

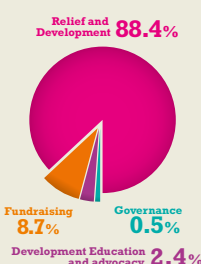


Photo: Gavin Douglas  
Concern Worldwide 2019



Lawrence helps collect water from the recently installed village pump. This pump will help reduce hunger, thirst and disease in Liberia.

**ENDING  
EXTREME POVERTY  
WHATEVER  
IT TAKES**

**Registered Company Number: 39647, Registered Revenue Number: CHY 5745,  
Registered Charity Number: 20009090, Concern Worldwide.**

**CONCERN**  
worldwide