ZERO HUNGER

RESOURCE FOR TEACHERS AND FACILITATORS

Active Citizenship Unit

CONCERN worldwide

Hunger

Hungry – a word that we hear every day. For many people in the world being hungry is something experienced everyday too. For Concern Worldwide, it is something that we have been tackling with communities around the world daily since 1968.

Hunger is deadly – it kills more people each year than TB, malaria and AIDs combined yet gets little public attention. Use this resource to explore why people are hungry, how hunger impacts on people's lives and ways that students can take action on this global challenge.

Some Useful Definitions

- **Hunger:** Hunger is not having enough food and nutrients for a healthy and active lifestyle
- **Malnutrition:** The physical impact on your body of not having enough of the right nutrients. This can include being underweight, overweight and deficient in vitamins and minerals
- **Famine:** Famine is when there is extreme scarcity of food

What causes hunger?

For many years, the number of hungry people in the world has been decreasing, but it is once again on the rise. The number of hungry people currently stands at 821 million, compared to 795 million in 2015. (WFP 2018 and 2015).

There is no single cause of hunger – it is the result of many different factors. However, two of the biggest causes of world hunger are:

Conflict

Almost all conflicts result in hunger. It destroys agricultural land, increases the price of food and forces people to leave their homes and means of income or food production behind. Food is also sometimes used as a weapon of war through restriction of imports, taking land off people and limiting humanitarian aid to certain areas.

Climate Change

Extreme climate events such as flooding, storms, droughts and extreme heat/cold can cause crop losses, significantly lower yields (how much is produced) and loss of livestock. If less food is produced this puts pressure on markets and increases the price of food which impacts all people, but especially the poor. It also means income loss for those whose crops are impacted.

ACTIVITY ONE

Hunger Statistics

15 minutes

Need:

- Students in groups of three or four
- A set of cards (on page four) for each group copied and cut up. Ensure that the figures and statements are mixed up

Instructions:

1. Hand each group a set of cards
2. Tell students that in these cards there are statistics and facts – their task is to match up the correct pairs
3. Give students around seven minutes to pair up the cards
4. Next, as a class discuss what the students have decided and identify the correct pairs

Alternative activity:

Another way to use the facts on page four and get students moving is to use them in a walking debate.

1. Designate one side of the room true and one side false.
2. Read out the statements and ask students to move to the true or false side of the room depending on what they think of the statement
3. Between each statement, engage students in a discussion about the fact and then reveal if it is true or false

Note: Alter a few of the statistics or facts to ensure you have a mixture of true and false statements (e.g. instead of 821 million people are hungry change this to 521 million people)

Post activity for discussion: This is suitable for both activities

- Which fact did students find the most shocking? Were students already aware of any of this information?
- Share the Sustainable Development Goals (SDGs) with the class. Although all of these facts refer to SDG2 Zero Hunger, which other ones do they link to?

HUNGER STATISTICS

821 Million	...people are hungry in the world. This has increased each year since 2015 (WFP 2018)
1.3 Billion	...tonnes of food are wasted each year. This is 1/3 of all food produced. Food production uses a huge amount of natural resources and adds 3.3 billion tonnes of C02 into the atmosphere each year (FAO 2014)
75%	...of children that are stunted (low height for age, but can also impact on immune system and brain development) live in areas affected by conflict (FAO 2018)
66 Million	...children go to school hungry everyday which impacts on their ability to learn and concentration (WFP 2015)
250 Million	...preschool children globally are vitamin A deficient. This can cause blindness. Over half of the children that go blind for this reason die within 12 months (FAO 2017)
60%	...of the world's hungry are women. Women are more likely to be in unpaid domestic work and have less access to resources to earn money which impact on food access (FAO 2018)
70.8 Million	...people are forcibly displaced. This means they have had to leave their home as it isn't safe and includes people who are in their home country, refugees and asylum seekers. Hunger can be a cause and effect of displacement. (UNHCR 2019)
45%	...of infant (children under 5) deaths are related to undernutrition. This is approximately 2.4 million deaths per year (UNICEF 2019)

ACTIVITY TWO

The Biscuit Game

15-25 minutes

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 table 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 one of the tables based on the table below. 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 do you think people go hungry in certain places?

Do you think that in reality the biscuits (or food) is divided out equally within continents or countries?

Ask students how can they take action on hunger in their everyday lives. Hints: reducing food waste, combating climate change, fundraising etc.

Note: *People often hold inaccurate and stereotypical views that huge parts of the world (like all of Africa) are facing food shortages. This is not true. Unequal access to food occurs in all places in the world.*

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 Class of 20	No. of pupils per table 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

Concern and Hunger

In 1968 Concern Worldwide was founded in Dublin by John and Kay O'Loughlin-Kennedy. This was in response to a famine in a part of Nigeria, called Biafra, that had declared its independence.

The conflict that followed Biafra's attempt to separate from Nigeria caused millions of people to be displaced, a blockade of food, medicine and basic necessities by the Nigerian authorities and, as a result of this, a famine. At the height of the crisis in the summer of 1968, it was estimated that 6,000 children were dying every week.

Concern was founded because of hunger, and today tackling hunger is still one of the biggest challenges that many of the communities that we work with face. We work with communities and local partner NGOs to support people who are at risk of hunger or suffering its consequences. Concern's mission is to end extreme poverty, whatever it takes. Tackling hunger is a vital part of this.

Listen:
Check out our three episode podcast about Concern's origin story; **'SOS: How Ireland Helped a Nation'** which explores secret flights, bomb dodging and overcoming press censorship to support the Biafran people!

Malawi, Climate Change and Hunger

Climate change is one of the main reasons why hunger is increasing globally.

All of the communities that we work with are at the frontline of a rapidly changing climate – more extreme and unpredictable weather means storms, flooding, intense heat and drought for long periods of time, all of which cause are a factor in crops failing and hunger rising.

Pictured Right: Maize growing in Mangochi, Malawi.
Photo: Kieran McConville / Feb 2019

Malawi

- Capital: Lilongwe
- Population: 16.3 million
- Land area: 118, 484 Km2 (about the same size as Italy)
- Languages: Two main languages are English and Chichewa
- Climate: Tropical (18˚C+ all year round)
- Human Development Index: 171 out of 189 countries

Information from: http://www.malawi.gov.mw/

Malawi has two seasons – wet season and dry season. During wet season, crops should receive enough water to grow ready to harvest. However, weather patterns are changing and there is an increase in extreme weather events such as storms, flooding, droughts and high temperatures. This unpredictability and extremity impacts on the amount of food that farmers can grow.

Malawi is just one example of a country Concern are working with to support communities who are impacted by climate change.

TACKLING HUNGER:
LONG TERM DEVELOPMENT AND HUMANITARIAN ASSISTANCE

Development:

Development work is supporting communities over a long period of time to tackle complex issues with the aim of making changes that are long lasting.

Humanitarian assistance:

Humanitarian assistance is short-term support to communities during an emergency (for example, after natural disasters, droughts or refugees and displaced people during times of conflict and violence). The aim is to save lives and reduce suffering.

Read our blog 'Cyclone Idai and the Impact of Climate Change on Agriculture' on our website to read about the two approaches to tackling hunger in Malawi.

Watch the video "Conservation Agriculture: Changing lives in Malawi" on our YouTube channel to find out more about conservation agriculture which is being used to combat hunger in Malawi.

ACTIVITY THREE
Impact of hunger

20 minutes

Need:

- Students in groups of four
- The video and the blog above for students to watch/read
- Paper and pens
- The SDGs displayed or printed for students

Instructions:

1. Ask students to read the blog and watch the video about combatting hunger in Malawi
2. Next, students in their groups should discuss and make three mind maps with information about the following three questions - a) what are the causes of hunger in Malawi? b) what is the impact of hunger on the community? Use the SDGs as prompts for this question c) how is hunger being tackled by Concern and this community now? Is there anything else that needs to happen to sustain this?
3. Ask each group to feedback their responses to each question

Take Action

Hunger is a BIG ISSUE that plays a big part in:

- Negatively impacting on the health and wellbeing of people globally
- Removing access to quality education
- Keeping families and individuals living in poverty
- Making existing inequalities worse

...And as a consequence of these takes away peoples dreams, ambitions and rights.

By taking action on hunger, you are taking a stand against the issues above and showing solidarity with all those impacted by this crisis.

SPEAK ACT DO

Speak, Act, Do is a programme to support students and teachers in taking action on important global issues which impact our world!

Choose a topic, do your research, organise two actions (a Concern action and a local action) to address a global justice issue and then share this with other schools at our Agents of Change event!

Visit our website to find our simple guide to Speak Act Do or email schools@concern.net to find out more.

Below are a few ideas about how you can get involved!

Concern actions

- Organise an event (a play, a movie night) to educate and spread awareness about the impact of hunger locally and globally
- Create a piece of art/a sculpture to display in school or your community to help people reflect on hunger and communicate how communities that Concern work with are impacted
- Create a cartoon about how hunger impacts on communities. Check out stories from around the world on our website to help you
- Organise a stunt or event for World Food Day which takes place on October 16th October to raise awareness of the causes and impact of hunger

Local Actions

- Research about how hunger affects people in Ireland. Is there an area in particular that you can try and make change in?
- Organise peer workshops in your school on the topic of hunger to help other students understand why so many people are hungry in the world
- Make a video to share with your community about hunger in Ireland and around the world
- Organise a debate on a topic related to hunger. One example recently from Concern Debates is “To end world hunger, the world must embrace GMO’s”