

# ZERO HUNGER

RESOURCE FOR TEACHERS AND FACILITATORS



**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 2019 and 2015). 135 million experienced acute food insecurity in 2019.

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:



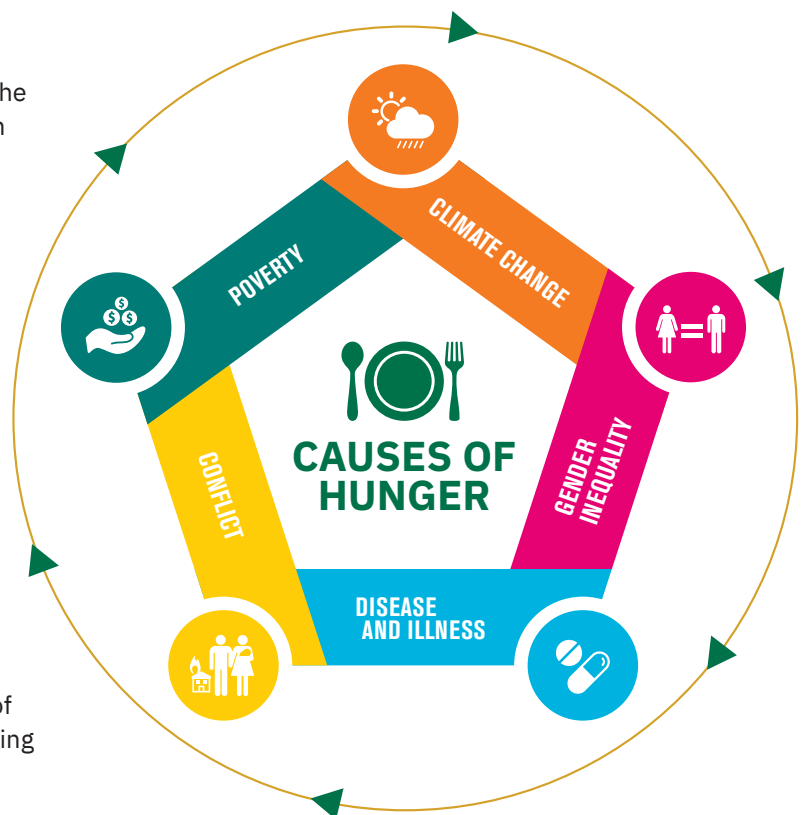
### Conflict

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

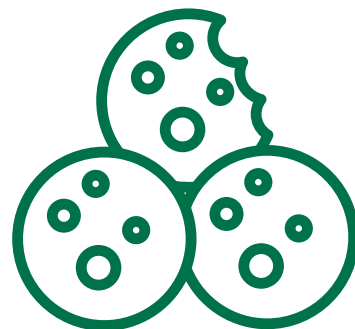
<b>821 Million</b>	...people are hungry in the world. This has increased each year since 2015 (WFP 2019 )
<b>1.3 Billion</b>	...tonnes of food is lost or wasted each year. This is 1/3 of all food produced. Food production uses a huge amount of natural resources and adds 3.3 billion tonnes of CO2 into the atmosphere each year (FAO 2019)
<b>75%</b>	...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)
<b>66 Million</b>	...children go to school hungry everyday which impacts on their ability to learn and concentration (WFP 2015)
<b>250 Million</b>	...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)
<b>60%</b>	...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)
<b>79.5 Million</b>	...people were forcibly displaced by the end of 2019. 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 2020)
<b>45%</b>	...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:

- Ask each group to decide on an action they can do locally to fight hunger and something they can do to end hunger on a global scale. Agree on a class manifesto/charter to help end hunger by 2030. This game can also be used as part of a discussion about inequality

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!



## HUNGER AND COVID-19

265 million people could be facing severe food insecurity as a result of COVID-19 according to the World Food Programme, 2020. In the Global South, income losses are expected to exceed \$220 billion.

Strategies used in many wealthier countries to stop the spread of the virus cannot be implemented in many of the places Concern works. These strategies put an increased strain on many of the world's poorest who are not able to bulk buy food or remain at home during a widespread lockdown. In the Global South more flexible approaches have been needed to ensure that small local markets remain open to prevent hunger and malnutrition and to ensure that food prices do not increase beyond what people can reasonably afford. In Malawi, a three week lockdown had to be suspended to prevent hunger when large food markets were closed.

School closures also lead to increased hunger as many of those living in extreme poverty depend on school meals as their only source of food when they cannot afford to feed themselves. Concern is providing cash transfers to at risk families to ensure malnutrition and hunger does not take hold.

The restrictions and disruption caused by COVID-19 is a potential trigger for conflict in many countries. Conflict also leads to increased hunger and food insecurity.



Concern workers in Sudan distribute information leaflets and posters in a local market. Photo: Concern Worldwide/2020



In Malawi, Bertha Chiwaya washes her hands before seeing a patient. Photo: Henry Mhango/2020



Cloth face masks are being used in Liberia to prevent the spread of the virus. Photo: Dave Smith/2020



# 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



## Take Action on Hunger - Join the Concern FAST

The **Concern FAST** is a sponsored 24-hour challenge that takes place every November. We ask schools around Ireland to join us and raise funds by giving up something you love for 24 hours, whether its food, your phone, tea/coffee or something else that you can't live without!

Your one day of sacrifice could make a lifetime of difference to people living in extreme poverty.



## 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](mailto:schools@concern.net) to find out more.

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



### Concern actions

- Take part in the Concern FAST! Host an event in your school and get as many people involved as possible! Spread the word on social media on the day!
- 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 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"



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