

About the Material

On the next few pages, you will find a number of activities related to the topic of food today.

World Food Day is celebrated every year on 16 October, in honour of the date when the Food and Agriculture Organization of the UN was founded in 1945.

The day is celebrated widely by many other organisations concerned with global food security too. Every year there is a different theme. The World Food Day theme for 2014 was Family Farming: "Feeding the world, caring for the earth"; in 2015 it was "Social Protection and Agriculture: Breaking the Cycle of Rural Poverty"; and in 2016 it is Climate Change: "Climate is changing. Food and agriculture must too".

Activity 1

Show your Ss a short film which was used during EXPO 2015 in Milan, Italy. This is the link:

<https://www.youtube.com/watch?v=QnfUFallZVM>

After the first viewing ask Ss to comment and share their impressions. After the second viewing tell them to jot down as many words as they can as they hear them in the film. Invite them to write the words on the board:

Food is...

Food is...

Food is...

Food is for_____.

(Food is hunger, sweet, bitter, rich, slow, fast, discovery, travel, home, road, play, work, colour, exchange, money, south, east, north, west, fashion, celebration, present, future, life, mine, yours.

Food is for everybody.)

Additional Activity

You can wrap up this first activity by teaching FOOD IDIOMS. Do a matching activity using the cards on the following two pages, or prepare your own. Ss can use the idioms in their own sentences, play charades or draw illustrations.

Match two parts to get idioms.

1	LIKE TWO PEAS	TO FRY
2	AS RED AS	THE BACON
3	EAT	TO CRACK
4	WALK ON	OF CAKE
5	HARD NUT	EGGSHELLS
6	PIECE	IN A POD
7	TO GO	A CHERRY
8	BRING HOME	THE COOKIE CRUMBLES
9	HAVE BIGGER FISH	BANANAS
10	THAT'S THE WAY	LIKE A HORSE

Match the idiom and its meaning.



1	like two peas in a pod	eat a lot, large quantities
2	as red as a cherry	something very easy
3	eat like a horse	to become crazy
4	walk on eggshells	that's how it is
5	hard nut to crack	be nearly identical, very similar
6	piece of cake	a difficult problem or person
7	to go bananas	very red
8	bring home the bacon	have more important things to do
9	have bigger fish to fry	to earn money
10	that's the way the cookie crumbles	try hard not to upset someone



Activity 2

Ask Ss to discuss the following questions in pairs or do it as a whole-class activity.

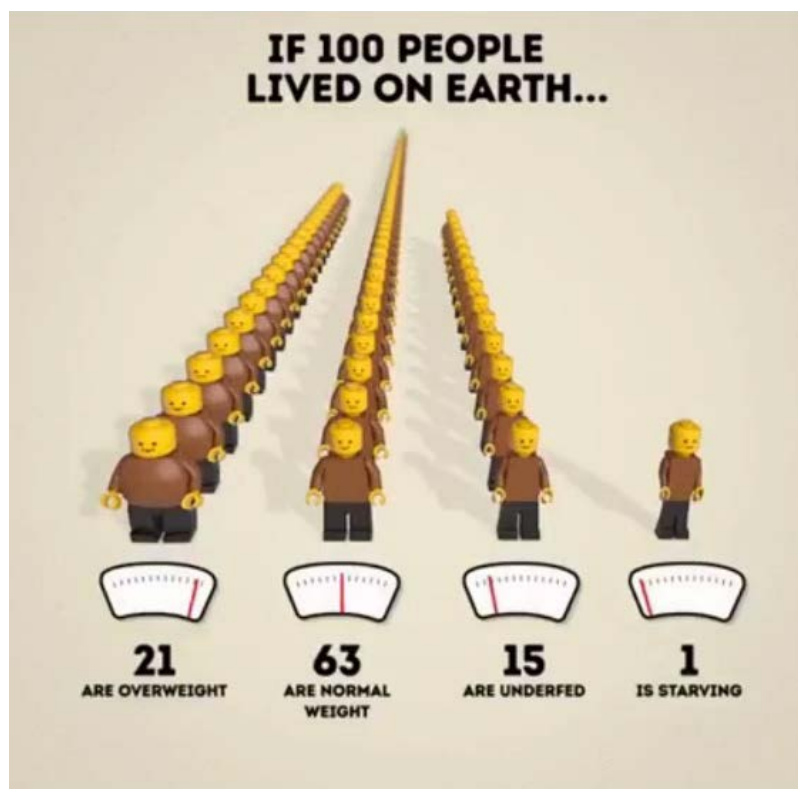
- 1 What's your typical lunch/school meal?
- 2 Have you ever gone without lunch?
- 3 If so, how did you feel for the rest of the day?
- 4 How might school be more difficult if you didn't get lunch every day?

These questions should lead us towards the topic of HUNGER. Try to brainstorm and define the word with your Ss. You can also write Buddha's quote on the board: *Hunger is the worst kind of illness.*

(Hunger – lack of food, starving, being underfed, malnutrition, fasting, being underweight, lack of money to buy food, lack of access to food, dieting, drought, floods and other natural disasters destroying crops, war/conflicts, poverty etc.)

Activity 3

Show your Ss the following picture. Ask them: *What are the possible causes of being overweight / underfed?* If you cannot show the picture, just explain the information on it.



Source: <https://www.youtube.com/watch?v=OQwHNqMapiE>

Tell your Ss that there are many myths about food. They reflect a common set of misconceptions on hunger. Show Ss the following text, either as a PowerPoint presentation (1 myth = 1 slide), or printed out as a handout, and discuss whether they are TRUE or FALSE.

11 Myths about Global Hunger

Source: <https://www.wfp.org/stories/11-myths-about-global-hunger>

Myth 1: There isn't enough food to feed the world.

Reality: There is enough food in the world today for everyone to have the nourishment necessary for a healthy and productive life. The problem is that it is not equally distributed. We should support small /local farms and make sure that food 'safety nets' are in place to protect the most vulnerable people from hunger (war zones and disaster-stricken areas).

Myth 2: Resolving hunger means ensuring people have enough to eat.

Reality: Hunger also involves the type of food you eat. Good nutrition/diet means having the right combination of nutrients and calories needed for healthy development. It's especially important for infants, pregnant women and young children.

Myth 3: Droughts and other natural disasters are to blame for hunger.

Reality: Communities that build irrigation systems, storage facilities, and roads to connect them to markets are able to improve harvests. Then people can survive even during times of drought. Nature is only one factor when it comes to hunger. The proportion of food crises that are linked to human causes has more than doubled since 1992. Conflict is often at the heart of today's worst food crises.

Myth 4: Hunger exists when food is unavailable in shops and markets.

Reality: People can go hungry even when there's plenty of food around. Often it's a question of access - they can't afford food or they can't get to local markets.

Myth 5: All of the world's hungry live in Africa.

Reality: Of the world's nearly one billion hungry, over half live in Asia and the Pacific. Hunger is also a big issue in the United States, where 50 million Americans are food insecure.

Myth 6: Too many people go hungry in my own country for me to worry about hunger abroad.

Reality: One in seven people in the world are hungry, which means one in seven people can't create, study, or reach their full potential as human beings. That affects all of us. Hunger slows progress on other important areas that connect nations, including security.

Myth 7: Hunger and famine are not easy to predict and can't be prepared for.

Reality: There are ways and tools that monitor and predict trends in food production as well as food prices. For example, the Famine Early Warning System Network analyses meteorological and economic factors to give the warning to the world of the possibility of hunger hotspots and famine.

Myth 8: Hunger is basically a health issue.

Reality: This issue also affects education and the economy. Hungry children struggle to focus, learn, or even attend school. Without education, it's much harder for them to grow up and become active members of society. (A study in Guatemala found that boys who received fortified food before the age of three grew up to have wages 46 percent higher than those in a control group.)

Myth 9: People are only hungry during emergencies or disasters.

Reality: Emergencies only account for eight percent of the world's hungry. There are close to one billion hungry people in the world who do not make the headlines and yet they go to bed hungry every night. This is why long-term efforts like school meals programmes are so important.

Myth 10: There are more pressing global issues than hunger.

Reality: When populations are hungry, economies suffer, people fight, and farmers can't grow their crops effectively. We need to tackle hunger to be able to resolve environmental, economic, and security issues.

Myth 11: There is nothing we can do to help hungry people.

Reality: There's plenty we can do, even as individuals.

Activity 4

Tell Ss they are going to watch a video about the girl Molly who receives a meal every day at her school in Nairobi, Kenya. Pre-teach vocabulary if necessary (*slum, porridge, nourish, make an investment*). Then watch a 2-minute animated video introduction to Molly and school meals at this link: <https://www.youtube.com/watch?v=UURrX5Mg2Lo&feature=youtu.be>

After watching, break up Ss into small groups to discuss the following:

- 1 What was in Molly's school meal?
- 2 What can Molly now do, thanks to her daily school meal?
- 3 How would Molly's life be different if she didn't get this meal?
- 4 How many elementary-school age children do you think go to school hungry every day?
(Answer: There are 66 million such children.)
- 5 Do you think it is true for your country/city/school?

Activity 5

Tell Ss to draw a big tree with roots and many branches.

First, in groups of 3-4, they need to write the ways in which hunger affects kids and societies in general. They write them in the **tree trunk**.

Example: *Hunger makes it difficult for children to focus at school; Children have to work instead of going to school; Illnesses related to malnutrition, etc.*

Second, let Ss discuss the possible causes of hunger and write them in the **roots** of the tree.

Example: *poverty, lack of food, war, floods, pollution causing extreme weather, etc.*

Next, have Ss brainstorm possible actions to take to help solve this problem and write them in the **branches and leaves of the tree**.

Example: *Engage in an awareness activity (food run, hunger protest, fundraising activity, less pollution, provide free school meals etc.), Eat less meat because it decreases pollution, Don't waste food (1/3 of all food is wasted), Educate Zero Hunger Generation etc.*

Each group can present their trees.

Lastly, come together as a class to make a large Hunger Tree for the entire class. Here is an example of how it may look like.

