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# About the Badge

The Ending Hunger challenge badge is designed to help educate children and young people about hunger in the world and its solutions. This booklet includes some basic educational contents that can be used during class or scout meetings and a number of suggested activities that will encourage your group to get involved in the fight against hunger. Additional resources and useful websites are provided at the end of this booklet as well as a glossary to help you understand some difficult terms.

Age ranges of activities

To help you and your group select the most appropriate activity a coding system is provided to indicate the age group for which the activity is most suitable.

Next to each activity you will see a code, for example ‘Levels 1 and 2’, which indicates the activity should be suitable for five to ten year olds and eleven to fifteen year olds. Please note that this coding is only indicative. You may find that an activity listed at one level is suitable for another level in your area.

Level **1** – Five to Ten years old

Level **2** – Eleven to Fifteen years old

Level **3** – Sixteen to Twenty years old

Find the most suitable activities for your group and make sure they allow you to achieve all the requirements.

Each age group should achieve its own requirements in order to earn the badge. The background information that teachers and leaders should read before organizing the activities is provided in the educational material of this booklet and is listed by paragraph name in each requirements table. Some young scouts and students may be interested in reading the educational contents by themselves: this booklet has been designed with the double purpose of being a manual for teachers and leaders as well as a practical handbook for students and scouts.

Enjoy!

The badge curriculum

See below the requirements for earning the challenge badge.

Age Group 1:

5 – 10 years old

Age Group 2:

11 – 15 years old

Age Group 3:

16 – 20 years old

How to use this badge curriculum

Step 1

Encourage your group to learn about hunger and poverty. Start by raising participants’ awareness about the significant differences in life conditions of people living in different parts of the world. Then, explain them why young people are so important in driving a change. You can use a story or a movie or any other interest device in order to draw their attention to the topic.

Step 2

Let the group and individual members choose which activities they want to conduct. Some of them are fundamental to understand the issue of chronic hunger in the world and you will see them when achieving the first requirements. Apart from these activities, participants are encouraged to select the activities that best match their needs, interests and culture. Some activities can be done individually, others in small groups. If you have another activity that is especially appropriate for your group or area, you may also include it as one of the options.

Step 3

Allow enough time for the group to carry out the activities. Support and guide them through the process but make sure they carry out their tasks as autonomously as possible. Many activities can be conducted in several different ways. Encourage participants to think and act creatively when undertaking their activities.

Step 4

Have participants present the results of the challenge badge to the rest of the group. Do you notice any changes in their attitudes and behaviour? Discuss the experience and reflect on how they can continue to apply it in their lives.

Step 5

Organize an award ceremony for those who successfully complete the badge curriculum. Invite families, friends, teachers, journalists and community leaders to participate in the ceremony. Encourage your group to be creative and present the results of their project to the community. Award them with certificates and challenge badges. Challenge badges can be ordered, please contact us for additional details at: yunga@fao.org

Step 6

Share with YUNGA! Send us your stories, photos, drawings, ideas and suggestions: children-youth@fao.org – The-1billionhungry-project@fao.org

Be safe and sound!

Dear Leader or Teacher, remember that you are responsible for your group: you should be always aware of the movements of all members during the activities you will be carrying out. Also, some activities imply the use of social networks: always make sure you have the families’ permission before having their children use such networks. Finally, when organizing awareness-raising events, be aware of the messages you are sending: don’t be offensive, avoid touchy/sensitive topics if you think they may cause negative reactions, be always positive and proactive in your attitudes, chose carefully the time and location for your events – avoid sleeping hours or unsafe areas.

# EDUCATIONAL CONTENTS

What is chronic hunger?

What does hunger mean to you? Isn’t it only the feeling in your stomach saying “it’s time to eat”? If you are fortunate, you will grab the first thing available in the fridge or ask your parents to cook something. If you are less fortunate, you may have no food on hand. You may need to wait for days before you get to eat something. The problem is that when you don’t get enough to eat each day, hunger makes you feel weak, tired, unable to concentrate and even sick. All you can think of is “when am I going to eat next?” For hundreds of millions of people worldwide, this feeling lasts all day, every day, except they never know if and when this feeling will go away. This is **chronic hunger**.

Why do we eat?

Our body needs fuel to function – to live and to be active. This fuel comes from nutrition intake. When the nutrition enters our body, it converts into energy in our muscles, our brain and in other organs. Because the energy is produced from what we eat, we need nutritious food to stay active (studying, playing, running, eating); even when we are sleeping our body needs some energy to maintain its basic functions such as breathing, heart beating and brain activity.

If you want to learn more about Nutrition, discover the new Nutrition Challenge Badge that will be available soon on the YUNGA website: [www.yunga.org](http://www.yunga.org)

Considering this, what happens if you are forced to fast for weeks or even months? This is the situation of chronic hunger’s victims. In this case, their body compensates for the lack of energy by slowing down its physical and mental activities. A hungry mind cannot concentrate, a hungry body does not take initiative, a hungry child loses all desire to play and study. Hunger also weakens the immune system: our body’s defense against diseases. Without the right nutrition, hungry children are especially vulnerable and become too weak even to fight off common infections like measles and diarrhea.

However, chronic hunger is not the only form hunger can have: acute hunger and seasonal hunger are also very dangerous but less people know about them. Acute hunger (which applies to victims of famine) is a condition in which death is imminent due to an absolute shortage of food. Seasonal hunger occurs when the depletion of food reserves that have been stored during one year causes serious difficulties for the people to feed themselves during the following year. It is generally related to crop production that can be insufficient or poor quality so that the food collected is not enough or not nutritious enough. As a consequence, the people are forced to harvest their crops early and this anticipation prevents the grain to reach the appropriate level of ripeness and provide nutrients. Hunger becomes seasonal because it is almost impossible to stop the cycle that begins with the first anticipated harvest and these people know in advance that every year there will be a “season of hunger” but they can do nothing to prevent it.

This challenge badge will address specifically the issue of chronic hunger and from now on the general term “hunger” will stand for *chronic* hunger. Acute and seasonal hunger deserve separate discussion because they refer to different data, statistics and facts.

Who are the hungry?

They are children, men, and women just like you. They feel, they love, they laugh and they dream. They enjoy having fun. They want to make something of their lives just like you do. But hunger is taking all their energy away. And it is not their fault.

Most of the world’s hungry live in **developing countries**. As you can see below, the latest Food and Agriculture Organization of the United Nations (FAO) statistics registered 925 million hungry people in the world and 98 percent of them are in developing countries.  They are distributed like this:

The three groups most at risk of hunger are the rural poor, the urban poor, the victims of catastrophes.

**The poor who live in the countryside**

The rural poor (those living in the small villages in the countryside) represent the most vulnerable group, especially in developing countries. Because they are mostly dependent on raising animals or cultivating crops on small pieces of land for basic nutrition needs. The widows, orphans, the elderly, casual labourers and refugees tend not to own their land and can become even hungrier. These rural poor don’t earn enough money to buy the food they cannot produce. As a result, they often move to the city in search of work, which can be scarce and poorly paid. Little income means little means to buy food at local markets.

**The poor who live in cities**

The urban poor who live in big cities are no less in danger of being chronically hungry. When rural people leave their families and move to urban areas, they often cannot find the decent jobs they were looking for. Often they either earn poor salaries or don’t find work at all. As a consequence, they produce little or no food and frequently lack the means to buy food. At the same time, cities are expanding constantly and the need for food for everyone is becoming more and more urgent. In the year 2000, nearly two billion people lived in cities; by 2030, this figure will have more than doubled. As the cities expand, and as more people will migrate from rural to urban areas, the number of the urban poor will rise. Urban hunger and access to affordable food in cities will therefore be increasingly important issues.

**Victims of catastrophes**

Every year floods, droughts, earthquakes and other natural disasters as well as armed conflicts cause widespread destruction and force families to abandon their homes and farms. Victims of catastrophes are often faced with the threat not just of hunger but of outright starvation.

Feeding people

## **Right to food**

What is a right? To better understand this concept, think about the words *dignity* or *respect*. We all respect each other in family life or at school. For example, we know that it is fundamentally wrong to take away other student’s personal belongings or bully them so they cannot come to school anymore. The principles of “rights” emerged from valuing each of us and treating each other with dignity. It means that we all should be properly and equally respected and ensured that we can have things we need to lead dignified lives. Now think about what you need to live happily and grow into a healthy adult. You need education, safety from threat, love from your family members and communities. “Rights” is a special condition according to which you can claim something in justice. And these rights will provide most things you need to live a life that we consider normal.

Often, when you have a right to something, somebody else has an obligation to you: this means that if for example you have the right to education, your state/country has the obligation to provide you with schools, teachers, courses and everything you need to receive an education. Some rights are universal (common wherever you go in the world) and some other rights can be specially granted depending on your situation. Those common rights given to all people are called human rights. And the right to food belongs in this group of rights, too.

The right to food implies that all human beings should have access to adequate and safe food for them and their families. Remember that this goes beyond the boundary of age, race, gender, religion, nationality or social position. The other important thing here is that being fed is not the same as feeding oneself. Self-reliance is very important when talking about individual’s dignity. This is the reason why governments around the world should make sure that people in their countries have the necessary knowledge, skills, resources and opportunities to get enough food to lead healthy lives. In case they are not able to access adequate and safe food, governments should help them until they are independent again. We have seen that every single person has the right to food; as a consequence, a people composed by many individuals, who have this right, is entitled to so-called food sovereignty. *Food sovereignty is the right of peoples to healthy and culturally appropriate food produced through ecologically sound and sustainable methods, and their right to define their own food and agriculture systems.* If you want to learn more about food sovereignty, visit [www.foodsovereignty.org](http://www.foodsovereignty.org).

## **Hunger and the UN Millennium Development Goals**

The right to food is becoming more and more important not only at national level but also on the international scene. Every day more countries and heads of state are recognizing it as a fundamental element in democracy. In fact, in September 2000, world leaders set out a series of targets including them in a text called the United Nations Millennium Declaration. The targets are known as Millennium Development Goals and have a deadline of 2015. World’s hunger represents right the first issue addressed by the declaration. The eight Millennium Development Goals are:

[*Goal 1*](http://www.fao.org/mdg/64622/en/)*: Eradicate extreme poverty and hunger*[*Goal 2*](http://www.fao.org/mdg/64624/en/)*: Achieve universal primary education*[*Goal 3*](http://www.fao.org/mdg/64625/en/)*: Promote gender equality and empower women*[*Goal 4*](http://www.fao.org/mdg/64626/en/)*: Reduce child mortality*[*Goal 5*](http://www.fao.org/mdg/64627/en/)*: Improve maternal health*[*Goal 6*](http://www.fao.org/mdg/64628/en/)*: Combat HIV/AIDS, malaria and other diseases*[*Goal 7*](http://www.fao.org/mdg/64629/en/)*: Ensure environmental sustainability*[*Goal 8*](http://www.fao.org/mdg/64630/en/)*: Develop a Global Partnership for Development*

**Goal 1** relates directly to hunger and includes three sub-goals or targets:

1. [Halve, between 1990 and 2015, the proportion of people whose income is less than $1 a day](http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf#page=8)
2. [Achieve full and productive employment and decent work for all, including women and young people](http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf#page=10)
3. [Halve, between 1990 and 2015, the proportion of people who suffer from hunger](http://www.un.org/millenniumgoals/pdf/MDG%20Report%202010%20En%20r15%20-low%20res%2020100615%20-.pdf#page=13)

Some developing countries have made impressive progress in achieving the hunger-related targets, but many are still too far from achieving the goal. Hunger is related to many different causes and it is very difficult to take control of all of them at the same time.

**Food security**

What does “security” mean to you? Is it a condition of not being threatened or in fear? Similar to the conventional idea of security, food security refers to the condition of having safe food available in adequate quality and quantity. The thought process comes from the philosophy of considering access to food a basic human right (see more in Right to Food section). In fact, the concept of Right to Food is spreading all over the world, becoming more and more important for the international community. To ensure food security, we must make food available to all. That is why it is important that the food is produced, sold or imported in adequate amounts. The food also needs to be safe and good quality reachable at national and local levels. The price of the food is also important. It should not be too high otherwise the poor cannot afford to eat. The other important aspect is that people should be aware of their nutrition needs in order to buy foods in the right quantity and variety. The whole system of food production, distribution and consumption make up the food security. Therefore, it is crucial to understand the “food chain” to fix the hunger problem.

**The food system**

Do you know what a food system means? Food goes through many stages before reaching your plate. From the farm fields to the market then to supermarkets and finally to your house – it is like a food chain to keep you in regular and healthy diet. This is also called the food system. However, sometimes a link in the chain can break causing the interruption of the process. This is what often happens in the developing countries where hunger is a major issue.

Let’s go through how the food system works.

The first stage is **growing the food**. At this stage small farmers and landowners cultivate their lands and produce crops. They need seed, fertilizer, water, land and labour. They also need knowledge about their crops. How much sun and water does it need? What difficulties may arise? Problems found here are often related to lack of such knowledge. For example, if the farmer is not aware of the risks deriving from the use of wrong irrigation systems, he might see his land ruined because of high soil salinity. *Soil salinization is a common problem in areas with low rainfall. The high temperature in such areas causes the water to evaporate and the salts to accumulate in the surface layers of the soil. When combined with irrigation and poor drainage, it can lead to permanent soil fertility loss. This type of salinity is a common factor of many drought-induced humanitarian crises.*

The second stage is **moving the food from the field**. Once the food is grown, some of it is kept by the farmer for own consumption while the rest is taken to the local market (usually a small village market) in order to be sold. The money earned from selling the food allows farmers to buy more food and materials to grow more crops (seeds, fertilizers, machinery, etc.) or to send their children to school. It sounds like a simple process, however, challenges can be found if the farmers don’t know where to sell their products at a fair price or don’t have access to transportation. In fact, many women farmers have less access to vehicles and donkeys to carry their products to the market and lose the commercial opportunities.

The third stage is **processing the food**. Now some of the food produced by the small farmers has been sold to other people who will eat it as direct consumers, but also to people who will resell it after additional processes. When you go to the supermarket with your parents you can see how many of the cereals, fruits and vegetables have been processed into which products, where these products came from originally (tomatoes have become sauce, fruits have become jam etc.). This stage allows the people who bought the food at the local market to make a profit on the resale of it; they also have nutritional needs and families to feed.

The final stage is **eating the food**. We are at the final stage of the food system, the only stage that you actually see and participate in: buying, preparing and eating the food. Supermarkets offer big varieties of products at different prices and from many different places. The only thing to do is make a choice, buy the food you prefer, and prepare a good meal with it at home. In this stage you need means of transport to go to the supermarket, money for your purchases, and knowledge about what foods you need to buy for a balanced and healthy diet.

Why is there hunger?

Now that we have learned about the food system, let’s think about our big question “why is there hunger?” The food system itself was rather simple, food being produced in the field and delivered to our table. However, when the food chain is broken or malfunctioning, we will have millions of children and people falling victims of famine or chronic hunger. Some factors affect heavily the food system. They represent the main causes for hunger.

**Poverty**

This is one of the simplest but largest causes of chronic hunger. Those who have no money or goods to exchange in return for food cannot secure enough food to keep them healthy and satisfied. Because they cannot eat adequately or cannot feed their families and children, leading healthy lives becomes a challenge. As a consequence, they become too weak to study or work. Therefore the prospect of earning more becomes even more difficult. This vicious circle is called the hunger trap. Tragically, many of these hungry die from simple diseases like fever or measles because their bodies are no longer able to fight infection.

**Natural disasters and climate change**

Earthquakes, floods, droughts and other natural disasters are more likely to occur in places where the rural poor are already struggling to survive or maintain their little crop cultures. In some cases this is for geographical reasons, but today the situation is getting worse because of climate change. Climate change is causing new and unpredictable natural disasters in areas where climate use to be quite regular and organized in separate seasons: this change has an obvious negative effect on the food growing system. Often farmers see their crops ruined and have no solutions for feeding their families.

**Conflicts**

War breaks the food chain. In some cases fields and wells are mined or contaminated during conflicts because soldiers tactically do so to starve their enemies. Food is used as a weapon of war; the first victims in such cases are the rural families who lived on their crops and were not even involved in the conflict.

**Mismanagement of natural resources**

When people don’t have enough knowledge about the crops they are cultivating, they may overexploit the land resources and deplete them by using the wrong fertilizers or growing methods. For example, there are different irrigation techniques but some are more water-efficient than others. Sometimes farmers are not aware of this fact because they lack knowledge and training. In other cases, they cannot afford the latest techniques because these are technologically advanced and expensive.

**Financial and economic crises**

Food is produced, sold, purchased, and consumed just like any other products in the market. Because there is demand and supply balance, food price can go up or down. Changes in food price have big consequences. They affect those who are chronically hungry; make people frustrated and influence the social and political stability of many countries. When economic or financial crises occur, all prices tend to increase. However while some products are easy to abandon because they are not needed for survival (toys, TV, cars) others are crucial for our survival. Food is one of them. The price and availability of food becomes such an important part of policies particularly during economic crises. However, too often, preventive measures are not taken and food price spin out of control. It is the poor who suffers the worst consequences.

Solutions to chronic hunger

## The main problem related to hunger is the hunger trap (see below): poorest people are more likely to fall in this trap and once they are in, it is not easy to find the way out. Rather than providing those people with food supplies which could resolve short-term problem of hunger but would be exhausted at some point, developed countries should assist the poor to obtain necessary resources and skills to become economically independent and gain access to adequate food and living standards. Basically, there is a need for awareness about the most effective ways to exploit lands and resources together with the necessary training, agricultural infrastructure and, possibly, microfinance systems which could give farmers enough credit to start their businesses.

**The Good Circle**

**The Hunger Trap**

## **Investing in agriculture**

## Politicians and international community should encourage investments in the agricultural sector of developing countries suffering from chronic hunger in order to establish necessary infrastructures to support themselves. This means building roads, bridges and transportation links between the farming villages and cities or markets so that farmers can sell their products and obtain necessary equipment for farming. The aim is transforming the vicious circle of the hunger trap in a good circle (see above). Promoting investments in agriculture would increase farmers’ chances to create their own source of income, thus money to buy food, to send children to school and to buy medicines.

**Fair trade products**

Do you know that by choosing some products rather than others you can support small-scale farmers and thus contribute to alleviating world hunger? These products are labeled as *fair trade products* and they include [handicrafts](http://citizendia.org/Handicraft), [coffee](http://citizendia.org/Coffee), [cocoa](http://citizendia.org/Cocoa), [sugar](http://citizendia.org/Sugar), [tea](http://citizendia.org/Tea), [bananas](http://citizendia.org/Banana), [honey](http://citizendia.org/Honey), [cotton](http://citizendia.org/Cotton), [wine](http://citizendia.org/Wine), fresh fruit, and flowers. You can find them at the grocery store or supermarket. Fair trade products obtain this label only when they are produced following certain social and environmental standards and when the price is fair. Such standards include, among others, banning child and slave labor, guaranteeing a safe workplace and protecting the environment. A fair price in this context means that a bigger portion of it goes to the farmers and less to middlemen. In other words, those who resell the products after buying them from the farmer or the family business will not steal all the profit away. The final aim is helping producers in poorer countries by making them competitive in the developed world’s markets, thus leading them to economic self-sufficiency. In addition, thanks to the Fair Trade marks, consumers are able to track the origin of the goods and become more aware of the culture, identity, and condition in which producers live. The Fair Trade movement can be related to the ‘lack of job opportunities’ stage in our diagram because once people start buying fair trade products in supermarkets, small farmers and family businesses become competitive in the large distribution channels and this increases their earnings and enhances their position.

**Microfinance**

Microfinance is another way to help the hungry to get out of the hunger trap. Think of it as a “money borrowing” system for the poor. When the poor want to borrow some money to start a business – buy seed, fertilizer and machinery – often they encounter challenges in dealing with normal banks. This is because they don’t own houses or have an education. The lender (bank) therefore considers there is a risk they won’t repay the loan. A microfinance scheme offers money to those in need, which they can repay in small amounts and with longer deadlines. This encourages farmers to spend the loan cautiously but without worrying too much for the terms of repayment. We are dealing here with the ‘lack of money’ stage.

**Volunteer initiatives**

Sometimes local communities are organized in small volunteer associations providing help to the poor: such help consists mostly of distributing second-hand clothes, free meals or grocery items. In the hunger trap , this would intervene in the health-related stage by giving temporary relief to the hungry. These volunteer initiatives are quite diffused in many countries; maybe in yours too. Although it is a good opportunity for individuals to give a small contribution to the fight against hunger, we have seen that this kind of solutions, including the large-scale food distribution programmes, cannot ensure permanent food supplies and thus maintain the poor and hungry in a situation of dependence on food aid.

**Spreading the message**

If all that has been said until now is mostly politicians’ and governments’ jobs, we can discover what we as children and ordinary citizens can do to resolve the hunger trap issues in our daily life.

*The power of public opinion*

Public opinion is a very powerful resource. If you learned about all the achievements that came from people’s movements, in the history of humanity, you would be surprised. One of the examples is the women’s right to vote. Historically, in many countries only men were allowed to vote for their political representatives. However, today you can see that in most countries both women and men are allowed to vote. This right was obtained by women in many countries from the late 19th century thanks to grassroots movements. Public opinion can produce significant pressure on decision-makers to the extent that it can drive real changes. The issue of world hunger applies too: politicians should understand the importance/urgency of the problem but since they are supposed to design their policies according to people’s needs, our first task is to let them know what we care about. Public letters, awareness-raising events, public campaigns represent key elements of communication in this case. FAO’s Ending Hunger movement, developed from the 1BillionHungry project, is one of the widest hunger-related campaigns: visit 1billionhungry.org and endinghunger.org to discover what it is all about.

*Social media*

When we think about the power of public opinion, we should not forget the changes brought by social media. The likes of Facebook, YouTube and Twitter have built today a new incredibly fast way to link different corners of the world with a few clicks of the mouse. They have become in many cases the most used platforms where people share their thoughts, feelings, and experiences. What a good opportunity to spread a message about such an important issue! Many campaigns in fact are developed and carried out through such social networks: when you post something on your profile’s web page, you are literally talking to many people, even outside your circle. Raising awareness through online-based groups is considered an effective way to encourage further action and participation. If you don’t have access to a computer or high-speed Internet connection, don’t worry! There are many other ways to speak out!

*Sports, games and music*

Like social media, sports, games and music provide huge opportunities for people from different parts of the world to meet and share excitements and emotions. Take the example of sports, when we have the Olympics or the soccer world cup, a lot of people from around the world watch the games or travel to the event to cheer for their favorite teams. This often encourages people to mingle and exchange views and share a platform of communication. This is why when sport champions decide to put their image and popularity at the service of universal challenges affecting the whole humanity, we all listen and spend energy to resolve the problem. In other cases, sport events are organized ad hoc to communicate such messages.

The Run for Food Race, which takes place every year in Rome in occasion of World Food Day, on October 16th, is one of these events. Everybody can participate, and all participants are encouraged to get informed about the event’s meaning. By doing so, you can have so many benefits at the same time: you will have spent a day in the open air, you will have done some exercise for your body, and you will have contributed to spreading an important message to the world.

Secondly, if you have access to the Internet and want to have fun while learning something at the same time, you should try some thoughtful online games like the ones on [www.wfp.org/students-and-teachers/students/fun-and-learn](http://www.wfp.org/students-and-teachers/students/fun-and-learn).

Thirdly, even music can have a role in the fight against hunger. Some singers write song about global issues, just like hunger and poverty. Listen carefully to the songs on the radio, sometimes their message could be more important than you think. In those cases, share those songs with your friends and have them learn the message too. One example can be found at [www.endinghunger.org](http://www.endinghunger.org).

Gender and hunger

**What is gender?**

Have you ever heard the term “gender”? What does it mean? To understand, let’s take some time to look at your family and make some observations. In your family, who usually prepares the meals for you and your brothers/sisters? Is it your mother or father? How about their work? Do both of your parents work? If not, who is working and who stays at home? Can you think of any specific activities or responsibilities your father has that your mother doesn’t? Or vice versa? You will probably notice that in our societies there seems to be different expectations and roles for men and women. Depending on your culture, the difference may be vague or clear. Now, the stereotypes, expectations or roles defined by culture and social systems for men, women, boys and girls are called “gender”. It sometimes gives rules and regulations to what men can do and women cannot do and quite often set limitations for each gender groups. Because culture and tradition generate the general belief that women and men are different in terms of strength and capacities, these boundaries were born.

In developed countries, governments and communities are trying to eliminate discrimination and wrongdoings often justified by the traditions of gender. This is called gender-mainstreaming. In some countries, they are even trying to change traffic signs of “men at work” to “people at work” because the former builds the image of men working and women not working.

However, if you go to developing countries, things are slightly different. In many poor developing countries gender has an important impact on hunger and family nutrition in general.

In those countries where agriculture represents the main source of profit for poor families, women often have less access to resources, education and decision-making processes than men. Power and responsibilities are mainly in the hands of men. Women are forced to give up schooling when they are young if their family doesn’t have enough money. Their parents often think that it’s not worth educating their daughters because they don’t see them equal to their sons. Women work just like male farmers (often much longer hours) but they do not receive the *status* of farmers. This happens for cultural and religious reasons but also for lack of knowledge about women’s potential and key role.

The situation is grave when you think about the responsibility of women over their children. Not only do they breastfeed their babies but they decide on the children’s diet and manage food so that there is enough to eat for all the family members. When food price goes up poor families in developing countries are forced to buy less food, women often have to choose between feeding themselves or their babies. The World Food Programme estimates that around 60 percent of the world’s chronically hungry people are women and girls. If mothers are eating poor diet, it affects their babies and their children’s growth. Pregnancy, in particular, is the most critical moment in which a woman has special nutritional needs. If the baby does not receive an adequate amount of nutrients during the fetal development, the baby will remain undernourished and might suffer from long-lasting health consequences.

**Why is it so important?**

Women should be seen not only as the main victims of hunger but rather as the key actors to solve the hunger problem. First of all, women are the main force in the agricultural sector in many countries, representing over 60 percent of agricultural labour in some countries. Poor countries with an agriculture-based economy should seriously consider tackling the gender inequality issue. Healthier women with adequate and equal access to resources would feel encouraged to work actively. Therefore, empowering women would lead to higher productivity in the agricultural sector and to a more efficient food system. In fact women have a fundamental role in providing food security for the household and in turn, for the entire community. Improving mothers’ health will decrease the risk of child mortality or malnourished children. It is proven that when women earn more money, more children will receive better meals and better education. It means helping women is investing in the future of these communities.

**What should be improved?**

To empower women and encourage their participation in agriculture and food security, we could do many things. First of all, in order to facilitate women’s participation in roles of power and responsibility men could be included in household responsibilities, thus giving support to the childcare. For example, we could give women education and training in nutrition, sanitation, financial planning and agriculture. In many poor countries, girls don’t attend schools and do not get a chance to even learn how to read. Education becomes very important. In these countries, school meals programmes are proven effective as they motivate parents to send their daughters to school and improve girls’ school enrolment rates. Some support systems and training for small business management is also very effective. In many cases, women cannot borrow money or gain skills to set up their agricultural businesses to support their families. But many NGOs and governments are now trying hard to provide women with additional skills for carrying out their own projects and generate an income. They would feel more independent from men and would be encouraged to develop their own potential. In general, it is very important to maintain health and nutrition support to women during pregnancy and during the baby’s first years of life: this would prevent the baby from becoming malnourished from the start.

# Suggested Activities

Your Everyday Life!

These activities allow you to make observations starting from your everyday life. You will be surprised in discovering how many times you are dealing with things you take for granted while the hungry cannot. Take a look around: choose the activities according to your interests and age group.

1. Food feed – Check your eating habits. Make a banner and write your friends’ names and yours on the top row. In the first column write the days of the week. All the participants should keep records of everything they eat and write their food under their names. At the end of the week, make observations. How much did you or your parents pay for the food you ate? Make an approximate estimation. Could you eat the same amount of food if you were earning 1 or 2 dollars a day? [1.2]
2. An Unusual Meal – Do research and learn about recipes from poor countries; usually these are simple recipes (i.e. Fish with Eggplants from Ghana <http://www.worldcook.net/Cooking/Fish/FI-TanzanianFishCurry.htm> ) and you should be able to cook them without any special skills or tools. Prepare one meal based on these new recipes and make some observations: is this food richer or poorer in nutrients? Are you using products that are easily conserved or fresh products that go off quickly? Are the ingredients produced from the agricultural sector of the country you have chosen or they are imported? Are the ingredients expensive? Compare such observations with your own country’s typical dishes. [1.2]
3. In Their Shoes – Try not to eat for a whole day. How do you feel? Imagine that in your case you have the certainty that tomorrow you will have the chance to eat in abundance, thus recovering from one day of fast. What if you did not have this chance? Now you can understand the condition of almost 1billion people. [1.2.3]
4. Imagine earning 1 dollar a day. What could you buy with it? Go to the grocery store and write a shopping list. The items in the list should allow you to prepare healthy and balanced meals for one person for a day = at least three meals (plus two optional snacks). What if you have to provide food for a whole family and you still have earned only one dollar after your working day? How much would you buy? How much additional money would you need to buy all the items on your list? How could you find this money? Reflect on these points and discuss your observations with your leader or teacher. [1.2.3]
5. Food Waste – Take notes of how much food your family throws away every day for one week. At the end of the week calculate the total food waste. Could you try to reduce it for the following weeks? Explain to your parents why it is important and have them understand the situation of chronic hunger victims. [1.2.3]

For more information on food waste: [www.endinghunger.org/en/educate/cutting\_food\_waste.html](http://www.endinghunger.org/en/educate/cutting_food_waste.html)

1. International Economics – If you are good at mathematics and are interested in learning why prices are changing every day, do some research on food prices and what affects them. You will be able to explain that to your parents, if they are not aware of this fact yet, and to your friends. [2.3]
2. Food Prices - Go to the grocery store or to the food market with your parents once a week for a couple of months and take notes of the prices of some foods like fruits, vegetables and other basic foods. How do prices change? Find out why some prices go up and others go down and think about the effects of these changes on the poor people’s lives. [2.3]
3. Fair Trade – Learn about fair trade and how it is related to ending hunger. Go to the grocery store and look for labeled products. What kind of products are they? Where do they come from? Are they coming from poor or rich countries? Are these countries far from your country of residence? Make observations starting from your findings. [2.3]
4. Food and other Human Rights – Learn about the right to food. Who has it? Why is it important? What would it be like if this right did not exist? Can you think of other rights that should be universal and valid anywhere anytime? Prepare a list and give explanations for each right you came up with. [2.3]
5. A *Fair* Shopping List - Explain to your family and friends why fair trade helps alleviate world’s hunger. Ask your parents to show you the shopping list of the day and rewrite it considering which products can be found with the fair trade label. [2.3]
6. Good circle VS Vicious circle - Make a banner with two columns, called GOOD and BAD. Write on paper-cards actions that lead to the good circle and actions that lead to the vicious circle of the hunger trap. You can draw the two circles on the banner so that the paper-cards could be stuck to the corresponding shape of the circle. [2.3]
7. Spreading Fair Trade – Make a survey in your building or class or extended family on fair trade. Do they know what fair trade is? Do they buy fair trade products every now and then? If yes, which ones? If no, why? Discuss your findings with your leader and with your group. [3]
8. Fair Trade Food – Fair trade products are clearly labeled. When it is possible, replace the usual commercial brands your parents buy with them. [3]
9. Do any other activity approved by your teacher or leader. [1.2.3]

*Their* Everyday Life!

Hunger in the world! The following activities allow you to learn about what is currently happening around you. Who is suffering from hunger, who is fighting to change the situation, how to make this dream come true, how you can participate in the fight. Learn and take action!

1. Hungry Continents – Split up into small groups, each group should choose one continent and make a banner showing the continent hunger-related figures. Each team member should take care of one country: use this website as a starting point [www.fao.org/countries/en/](http://www.fao.org/countries/en/). Explain to the other teams your continent’s *hunger profile* so that at the end of the activity all the participants are aware of the global situation. [1.2]
2. When in Rome, *eat* as Romans *eat* – Flags, traditional dishes and clothes: let’s play at being people from other places or cultures. What do these people eat? Do some research and focus on one particular country. Explain the traditional recipes and food system of the country you have chosen. [1.2]
3. Draw the map of the world’s hunger – Do some research first: where are the hungry? What regions are more in danger than others? Explain your map to your leader/teacher or group. [1.2.3]
4. Ask the Expert - Invite a person from a local organization or association that is doing something for helping the poor and hungry. Prepare some questions to ask this person and take notes of the answers. Did you learn something new? Is there something you discovered about possible action you can take individually? [1.2.3]
5. Good Examples – Each team/patrol/group chooses one person or organization whose efforts to alleviate hunger represent an example for others to follow. Every team creates a mask representing this person or a short sketch (it can be also a dialogue between actors) about the organization in order to present these “models” to the other teams. At the end of this activity all the participants should have learnt about these people and/or organizations: what did they achieve? How? What can we learn from them? [1.2.3]
6. Countries’ Hunger Profiles - Do research on your country’s hunger status. Are there regions where hunger is more relevant than in others? If possible, find statistics and data about levels of poverty and hunger in the different areas: use this website as a starting point [www.fao.org/countries/en/](http://www.fao.org/countries/en/). After having learnt the main causes of hunger you should be able to identify what reasons have produced the current situation in your country. [2.3]
7. Risks related to natural events – Do some research on the main natural disasters that may occur: in what areas do they usually occur and why? Choose one country or region and describe what natural disasters hit the region. How do such disasters relate to hunger in that region? Make a short presentation about your findings. [2.3]
8. Playing the international food trade. Organize a game in which each participant has a starting supply of food and needs to achieve some goals, established at the beginning of the game, by exchanging the items he/she has with other players’. The players represent rich and poor countries depending on the starting amount of food they have – their goals should vary too: those who have a larger starting supply should have easier goals than the others. Make observations comparing the game to the real situations happening in international trade: you will understand that often global markets are not balanced and that developing countries are the most vulnerable in that case. [2.3]
9. Learn about Food Sovereignty. What is it? How is it related to hunger in the world? [2.3]
10. Take a look around to see what associations or volunteer organizations work for alleviating hunger at both local and global level. If you found any, how do they work? What do they do? You can organize a short field trip and interview some people working there. Learn about their activity and results, and consider helping them once in 2/3 weeks. [2.3]
11. Sign the petition on EndingHunger.org and join the movement. [2.3]
12. International Potluck – Organize an international potluck involving as many people as you can. Each person should cook one recipe from a foreign country. Organize the event so that there will be enough quantity and variety of food for all the participants. Invite friends, family, use this occasion to spread a message on the world’s hunger. [3]
13. Gender – Do some research and find out in what countries gender inequality is still significant and hard to defeat. Why is it such a big issue in these countries? How can you compare the situation of gender in your country? Make a comparison between the hunger status in those countries and in yours. [3]
14. Do any other activity approved by your teacher or leader. [1.2.3]

Our world!

Finally here comes your turn to reach out. Be creative and use your imagination against hunger!

1. Comics Time - Draw comics about hunger. If you had a younger brother or sister, how would you explain the hunger issue to him/her? Imagine the story of an adventurer who travels around the world and discovers the different conditions in which rich and poor people live. Have some friends help you with the drawings and once you are done show your work to younger cub scouts or to your younger brothers, if you have any. [1.2]
2. Speaking Out - Imagine designing your own website or running your own newspaper. What would it look like? What breaking news would you add? What pictures? Don’t forget to add some educational contents including information about important global issues such as hunger and poverty: chose the topics related to hunger that seem more important and easily understood by your target audience. [1.2]
3. Alternative Communication – If you were an important company working with advertisements, where would you strategically put your banners and messages so that people could see them? Brainstorm some original ideas with your friends or directly with your teacher or leader. If possible, make your idea happen! The message you want to share with the world now is the urgency of ending hunger: what objects could you use as gadgets? What eye-catching messages could you write? People see advertisements every day and read all kinds of messages without even realizing it; think about an “alternative” communication. For example, you could organize a flash-mob event in your city with the theme *hunger in the world*. Watch an example here [www.youtube.com/watch?v=jwMj3PJDxuo](http://www.youtube.com/watch?v=jwMj3PJDxuo) [1.2]
4. A World Without Hunger – Organize a short play or musical imagining a world without hunger. You should first of all what the causes of hunger are, and create a situation in which they do not exist. Have your audience think seriously of how reality differs from your imaginary world. How can each of us contribute to changing the situation? [1.2.3]
5. DJ for a Day! – Imagine controlling a radio station for one day. Choose a list of songs you would like to play and prepare some important news you would like to share with the people from your community. This is a perfect occasion to spread the message of ending hunger! Prepare a script and have fun with your day as a radio DJ! [1.2.3]
6. Let’s make some noise! - You have learnt that one of the solutions to hunger is making as many people as possible become aware of the situations. The more people know about that, the more likely politicians will take the issue into consideration and maybe make it a priority in their policies. So what are you waiting for? Organize a noisy event: a concert, a street theatre, a musical, any event that could catch the attention of many people. You could explain the hunger issue (causes, data, maps, solutions etc.) and raise people’s awareness about it. [1.2.3]
7. Run for Food Race – Organize a Scout version of the FAO Run for Food Race which takes place every year on October 16th in occasion of the World Food Day. Visit the event’s website and organize the same event during a Scout meeting. [1.2.3]
8. Food Party - Celebrate the World Food Day on October 16th. Organize a big party inviting your family and friends. Prepare meals using poor countries’ recipes and explain what you’ve learnt about nutrition and hunger using banners and displays. Find more information on the event here [www.fao.org/getinvolved/worldfoodday/en/](http://www.fao.org/getinvolved/worldfoodday/en/) [1.2.3]
9. Brain Training - Organize a quiz game for your friends or patrol mates about the vocabulary related to hunger. For example, you could create a crossword or a word search puzzle including words from the glossary of this booklet. Whenever your players find a new word, you will have to explain to them the meaning of that word. [2.3]
10. Play! If you have an internet connection at home or elsewhere, take some time to try some alternative games. In such games whenever you will win, you will donate to the hungry. Find out more on [www.wfp.org/students-and-teachers/students/fun-and-learn](http://www.wfp.org/students-and-teachers/students/fun-and-learn) [2.3]
11. Photographic Exhibition - Express the hunger trap and the good circle using photography. Split up into teams and assign each team one stage of the circles. If you are carrying out this activity alone you can still take pictures that are relevant to each stage and then prepare an exhibition to show your work to your group and friends. [2.3]
12. Time for Commercials - Record a video to spread the message to your community or district or city. Have one of your leaders use a camera while you and your teammates are representing scenes or saying sentences expressing your message. You can send the video to YUNGA (yunga@fao.org) and to 1BillionHungry (The-1billionhungry-project@fao.org) because the best videos will be posted on their websites. [3]
13. What’s Up - Share the information about your country’s hunger profile with a friend from another country. Learn your friend’s country situation and stay in touch with him/her so that the two of you are always updated about the evolution of the situation. [3]
14. Do any other activity approved by your teacher or leader. [1.2.3]

# Resources and Additional Information

1 BILLION HUNGRY PROJECT is a campaign spearheaded by FAO to raise awareness about the urgent issue of world hunger. The project’s key message is that “1 billion people are hungry and we should be all mad as hell!” [www.1billionhungry.org](http://www.1billionhungry.org). Discover also the new season website ENDING HUNGER, which was developed from the same project: [www.endinghunger.org](http://www.endinghunger.org).

FAIR TRADE can be found in several web pages. Examples of resources are [fairtrade.net](http://fairtrade.net/) and [www.endinghunger.org/en/actfairtrade/fair\_trade.html](http://www.endinghunger.org/en/actfairtrade/fair_trade.html). In addition to that, always regarding food trade, discover microfinance explained by children for children here: [www.flickr.com/photos/macroformicro/4373562972/#/photos/macroformicro/4373562972/lightbox/](http://www.flickr.com/photos/macroformicro/4373562972/#/photos/macroformicro/4373562972/lightbox/).

FAO HUNGER is a portal dedicated to all issues related to hunger: causes, solutions, frequently asked questions, data and hunger definitions can be found at [www.fao.org/hunger/](http://www.fao.org/hunger/). For further information on the state of food insecurity in the world, see the different graphs and statistics at [www.fao.org/publications/sofi/en/](http://www.fao.org/publications/sofi/en/).

FEEDING MINDS FIGHTING HUNGER is an international classroom exploring the problems of hunger, malnutrition and food insecurity. Resources for teachers and students can be found here in Arabic, Chinese, English, French, Italian, Portuguese, Russian, Spanish and Swahili: [www.feedingminds.org](http://www.feedingminds.org). Check out the lesson on hunger and malnutrition that has been designed for teenagers here [www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/lesson-2/en/](http://www.feedingminds.org/fmfh/hunger-and-malnutrition/primary-level/lesson-2/en/) and discover a special cartoon on the right to food [www.feedingminds.org/cartoon/rtf\_en.htm](http://www.feedingminds.org/cartoon/rtf_en.htm).

FOOD PRICE is very important when understanding the increasing risks on food security and its link with poverty. FAO has organized the world data related to food prices in a unique index called the FAO Food Price Index (FFPI) that measures the trends and modifications in the global food market. Take a look at [www.fao.org/worldfoodsituation/wfs-home/foodpricesindex/en/](http://www.fao.org/worldfoodsituation/wfs-home/foodpricesindex/en/).

GENDER EQUALITY is a delicate issue and crucial element to eliminate chronic hunger. The United Nations Population Fund (UNFPA) website provides useful information on women’s empowerment: [www.unfpa.org/gender/empowerment.htm](http://www.unfpa.org/gender/empowerment.htm). The United Nations have also created a dedicated agency for gender issues, called UN Women. Visit [www.unwomen.org](http://www.unwomen.org) for more information on this agency. Finally, the WFP is focusing specifically on women and hunger at [www.wfp.org/focus-on-women?icn=homepage-focus-on-women&ici=ourwork-link](http://www.wfp.org/focus-on-women?icn=homepage-focus-on-women&ici=ourwork-link).

RIGHT TO FOOD is an important but difficult concept. Learn more on this topic at [www.fao.org/righttofood/principles\_en.htm](http://www.fao.org/righttofood/principles_en.htm).

THE WAGGGS WEBSITE contains many resources and news on global issues such as climate change and hunger, including a *Together we can change the world* badge about the Millennium Development Goals: [www.wagggsworld.org](http://www.wagggsworld.org)

WFP has created a very useful portal on hunger, discover all its contents here [www.wfp.org/hunger/](http://www.wfp.org/hunger/). Games and activities for all ages can be found at [www.wfp.org/students-and-teachers/students/fun-and-learn](http://www.wfp.org/students-and-teachers/students/fun-and-learn). Children, in particular, will enjoy a traditional folktale on food and helping others - “The Stone Soup”[: documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202398.pdf](http://documents.wfp.org/stellent/groups/public/documents/webcontent/wfp202398.pdf). For classroom activities, finally, visit [www.wfp.org/students-and-teachers/teachers/classroom-activities](http://www.wfp.org/students-and-teachers/teachers/classroom-activities).

YUNGA is a global alliance between the United Nations and Youth. The YUNGA website includes other challenge badges and activities for young people. There is even a free newsletter you can register to if you want to be automatically informed when new resources become available: [yunga-youth.weebly.com](http://yunga-youth.weebly.com/). Glossary

**Climate change:** A change in the overall state of the Earth’s climate caused by natural and human causes.

**Demand and supply:** In a market economy, the demand is the quantity of a specific product desired to be purchased by the consumers, while the supply represents the quantity of that product that is available on the market.

**Developing country:** A poor agricultural country that is seeking to become more advanced economically and socially.

**Drought:** a prolonged period of abnormally low rainfall, leading to a shortage of water.

**Earthquake:** a sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth’s crust or volcanic action.

**Famine:** Extreme scarcity of food.

**Fertilizer:** A chemical or natural substance added to soil or land to increase its fertility.

**Flood:** A large amount of water over an area that was dry before.

**Food insecurity:** It exists when people lack access to sufficient amounts of safe nutritious food and, for this reason, are not consuming enough for an active and healthy life. This may be due to the unavailability of food, inadequate purchasing power, or inappropriate utilization at household level (Source: FAO).

**Food security:** It exists when all people at all times have both physical and economic access to sufficient, safe and nutritious food that meets their dietary needs for an active and healthy life (Source: FAO).

**Harvest:** The act or process of gathering a crop.

**Infection**: It refers to the act of causing somebody to become diseased as well as the fact or state of being infected, esp. by the presence in the body of bacteria, viruses, or other parasites. It indicates also a disease resulting from infection.

**Infrastructure (agricultural):** The technical structures supporting agriculture, such as roads, bridges, water supply etc.

**Malnutrition:** It describes a state in which a body can no longer maintain even the basic physical functions because of inadequate or unbalanced food intake. The term covers a range of problems from being dangerously thin or too short for one's age to being deficient in vitamins and minerals or being too fat or obese. Eating too little food (undernutrition) and eating too much food (overnutrition) are both considered as forms of malnutrition.

**Measles:** A communicable disease caused by a virus and characterized by small, red spots on the skin, high fever, nasal discharge and so forth and occurring most frequently in childhood.

**Right to vote:** The participation of the people in decision-making processes in a community. Voters are basically involved in deciding who should obtain roles of responsibility and design adequate policies to meet the community’s needs.

**Stereotype:** A conventional opinion about something, a common belief which is often emphasizing some aspects of one thing or person.

**To deplete:** To exhaust something.

**To import:** To buy something from another country.

**To tackle:** To deal with something, usually a problem, with systematic organization.

**Undernourishment or chronic hunger:** The status of people whose food intake regularly provides less than their minimum energy requirements (Source: FAO).

**Undernutrition:** The result of prolonged low levels of food intake and/or low absorption of food consumed. Generally applied to energy (or protein and energy) deficiency, but it may also relate to vitamin and mineral deficiencies (Source: FAO).

**Vicious circle:** Self-propagating disadvantageous chain of events in which a solution (especially one that does not address the root cause) leads to another problem whose solution, in turn, leads back to the first problem in a more severe form.