

Today's Challenges; Today's Leaders:

REAL WORLD CONVERSATIONS FOR THE CLASSROOM

Lesson Number: **TCTL.1.1**

Hunger – Locally and Globally

Quick Reference:

Time Required:

50 minutes

Objectives:

After completing this lesson, students should be able to:

1. Describe differences in hunger locally versus hunger globally.
2. Explain statistics of hunger locally and globally.

Materials:

- ✓ TCTL.1.1.AS.A-E (one copy of each)
- ✓ TCTL.1.1.AS.F (one copy per student)
- ✓ TCTL.1.1.AS.F - Key (one copy)
- ✓ TCTL.1.1.AS.G (one copy per student)
- ✓ TCTL.1.1.AS.G – Key (one copy)

Purpose:

This lesson will focus on examining the hunger epidemic as a means to address issues important to the community. By recognizing the varying degrees of hunger that exist locally and globally, students will develop an understanding of living a compassionate and selfless life.

Directions:

The bulleted information below is important to know as background information.

- The United States is somewhat disassociated with hunger problems. It is an increasing issue in the U.S. but a major issue worldwide. Students will have the opportunity to discover where hunger occurs in the U.S. and abroad. Having this information could evoke compassion in their hearts and motivation to do their part in reducing hunger locally, nationally and globally.

After reviewing the information above, begin with the lesson activities below.

1. As students enter the room, randomly select five students to read aloud the stories of young people suffering from hunger. Distribute TCTL.1.1.AS.A-E to these students. Set the stage for students to listen for three key points. You might write these questions on the writing surface:
 - a. What caused them to go hungry?
 - b. Where are they from?
 - c. What are they doing to try and prevent hunger in their lives?
2. After stories have been read, solicit answers from students to each of the three key points for each story. Ask students to ponder on what it would be like to help feed the family in the story and how they would help. Solicit answers.



3. Ask the following questions:
 - a. As we think of hunger, do we see a problem here in the United States?
 - b. What about globally? (Answers should be: a growing problem in the U.S. and a large problem in undeveloped countries globally.)
4. To examine statistics in the United States and around the world, distribute TCTL.1.1.AS.F and G for students to capture information. Answers to the worksheets are in TCTL.1.1.AS.F – Key and TCTL.1.1.AS.G – Key.
5. Ask students what is the most startling fact that was captured today in their notes? Why?
6. Have students think about someone they know who is experiencing hunger and ask the class to brainstorm what they can do as individuals to help.
7. Close the lesson with the Chinese proverb, “Give a man a fish, and you feed him for a day. Teach a man to fish, and you will feed him for a lifetime.” Explain that this idea will be the foundation for solving the global hunger issue.

Connection Questions:

1. What can we do to assist in fighting world hunger?
2. Are there organizations that assist people in fighting hunger? Can you name some?
3. Ask students to think of anyone who might be subject to hunger today in the United States? What could they do to assist in this person's needs?

LifeKnowledge Connections

Precept(s) addressed:

Awareness

- E1. Address issues important to the community.
- E2. Perform leadership tasks associated with citizenship

LK Lesson Suggestion:



- HS.58 – Demonstrating Compassion for Others
- HS.59 – Demonstrating Empathy

Resource:

AfricaW (2001). Retrieved August 29, 2011, from <http://www.cozay.com>

Feeding America (2011). *Hunger in America*. Retrieved September 1, 2011, from <https://feedingamerica.org>

Hearts and Minds Network, Inc. (July 21, 2011). *Facts on World Hunger and Poverty*. Retrieved September 1, 2011, from <http://www.heartsandminds.org/poverty/hungerfacts.htm>

KidsHealth (2011). *Hunger and Malnutrition*. Retrieved September 1, 2011, from <http://www.kidshealth.org/parent/growth/feeding/hunger.html>

Plenty to Think About (2011). *World Hunger*. Retrieved September 1, 2011, from <http://www.plentytothinkabout.org>

WhyHunger (2011). *The Facts About Hunger and Poverty*. Retrieved September 1, 2011, from <http://www.whyhunger.org/about/justTheFacts>

World Food Programme (2011). *Hunger Stats*. Retrieved September 1, 2011, from <http://www.wfp.org/hunger/stats>

World Health Organization (2011). *Micronutrient Deficiencies*. Retrieved September 1, 2011, from <http://www.who.int/nutrition/topics/vad/en>

World Hunger Education Service (June 19, 2011). *World Child Hunger Facts*. Retrieved September 1, 2011, from http://www.worldhunger.org/articles/Learn/child_hunger_facts.htm

Story #1

Little Daniel is out to prove that he is the toughest and bravest of all his siblings. As the youngest in the family, he has a need for power and speed, ready to fall to the ground to do a series of push-ups when he is not running laps around the house.

The 5-year-old started coming with his family to the pantry during the fall of 2008, finding that His Hands Ministries offered a safe place to play as well as to get food. Daniel's parents are glad to let all six of their kids attend the Food Bank of the Rockies agency for after school activities and church services.

Daniel's mother, Santana, relies on the large boxes of fresh produce and meat she receives each week. Since her husband lost his job with a railroad inventory company, the family has often struggled to come up with one meal a day. The food stamps she receives don't stretch as far as they did when her children, ages 5 to 14, were receiving free meals through their schools' lunch programs.

Daniel's ambition to be a cop, a fireman, and an emergency responder derive from his mother's determined drive. Santana is putting herself through school by working at a discount store, training at night to one day work in a hospital preparing medical bills and codes. She dreams of a time when she and her husband can move Daniel and his older brothers and sisters into a ranch house on a sprawling farm.

Story #2

A mother forced by poverty must choose which one of her six kids to send to school. The mother fled from Iraq with her children to Syria after her husband was killed in Iraq. Syria gives citizenship to Iraqi families who enroll at least one child in school. The mother can only afford to send one.

She decided to send the second to youngest, a 10-year-old boy. She sent him because he would not feel as embarrassed at school in the family's torn and raggedy clothes.

The family lives in a one-room apartment without heat or a bathroom door. The family's income is less than the rent alone. The children have trouble reading and writing. Growing up in those conditions and without an education, the children may never escape poverty.

Story #3

Isaiah has spent five of his 15 years living on the streets of Lagos, Nigeria, the second largest city of Africa. Like hundreds of other children, he spends his days and nights in this sprawling metropolis fending for himself. “It is not easy living on the street, but what can I do?” asks Isaiah. “I have two sisters that I have not seen in five years, got beaten by bigger boys, robbed of my money, took my bath in the canal and slept under the bridge,” Isaiah says. “The good thing is that I am alive!” Given the opportunity to go to school, Isaiah says he would like to become a lawyer. “I want to be defending people,” he explains.

Isaiah works as a “bus conductor” collecting fares from passengers who squeeze onto the yellow commercial buses of Lagos. He earns \$5-6 a day. At the age of 10, Isaiah left his home in Ogun State. A friend, who turned out to be a child-labor recruiter, invited him to Lagos along with 11 other boys. “We left home without telling any of our parents,” Isaiah says.

Isaiah decided to run away. He met up with other street children who showed him how to survive on his own. “I started to sleep under the bridge or inside any of the buses parked under the bridge,” he says. “If mosquitoes are too many, I sleep inside the boot of the vehicles.”

Isaiah hopes his family will find out that he is OK. He says, “I want them to know that I am still alive and that I am a big man now.”

Story #4

Widowed 16 years ago, Wilbroda Aoko Wandera, 48, has had to become creative with the little she has, at times spending just 50 cents to feed her family of 10. She has no steady job and sells spinach, plaits hair and washes clothes for a fee.

“My husband had been sick for a long time, but then he died. Since then life has been one long struggle.

“My mother sent me bus fare when she learned I had been chased away, and I returned to Nairobi where we had been living before my husband died.

“I have tried many things to feed my family and to put the children into school; right now two boys are in secondary school.

“I have sold doughnuts and worked as a cleaner at the Catholic church nearby. One time I got lucky when the local chief allowed me to build a kiosk near the road; I used the front part as a salon where I plaited people’s hair and lived in the back with my children. However, this was demolished in 2007 to pave way for the Kibera slum upgrading program. Now I live near the river, where I have built a mud structure.

“We mostly live on one meal a day. This is hard, especially on the children. I have learned to make meals for the whole family even when I have only 50 cents. With this, I buy maize flour for 22 cents, sugar for seven, paraffin for 12, a lemon for four and water for five. This will make a pot of porridge and everybody can get a cup. That takes us to the next day.

“When I have 50 cents, I buy sukuma wiki kales for 10 cents, maize flour for 30, cooking oil for five and paraffin for five. With this, I cook ugali and the sukuma wiki and everyone will at least have a hot meal.

“On a good day, when I make at least \$1, the diet is better. I buy maize flour for 45 cents, sardines for 20 cents, tomatoes for 10 cents, paraffin for 10 cents and cooking oil for 10 cents. This is enough for two meals for the whole family. But the days I make \$1 are rare. Besides, when I make more than \$1, I put away some money for school fees and rent.

“I feel blessed that I have the support of other widows. We formed a self-help group. We are there for each other; we skip meals together; and we help each other in merry-go-round donations of 20 cents a week and struggle to bring up our children. Life in Kibera is hard, but it is 10 times harder for a widow with children.”

Story #5

“I have not cooked anything today,” says Lochoro, a mother of five living in Uganda. “I don’t even know what the kids are going to eat.” Drought has withered crops in the Karamoja region of northern Uganda, leaving most of the population — more than a million people — in need of food.

Desperate to feed her children, Lochoro hopes to earn 400 shillings (about 25 cents) by collecting water from a nearby borehole and selling it to soldiers stationed a few miles away. Or she might collect firewood and carry it to a village four miles from her home.

If Lochoro is lucky, she’ll earn enough to buy eight rats for herself and her children. “I smoke the rats,” she says, “cut them into pieces, and fry the meat — or boil it if I don’t have cooking oil.”

Lochoro has few other options. “I planted sorghum,” she explains, “but the drought came . . . and killed the plants.” Her precarious situation is compounded by unrest in the Karamoja region; gun-wielding cattle rustlers are constantly raiding each other. Thousands of children and families have fled their homes as a result.

Sadly, one way that some in Karamoja are coping with hunger promises to worsen conditions in the long run. In their desperation, hungry families have begun cutting down trees to make and sell charcoal, hoping to earn enough to buy food. Unfortunately, such environmental degradation threatens to further diminish the region’s agricultural productivity.

U.S. Hunger Statistics

1. _____ % of U.S. households struggle to put enough food on the table. More than _____ children live in these households.
2. Top 10 “At-Risk for Hunger” States

Rank	State
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

4. Approximately _____ % of the U.S. population goes hungry every day.

U.S. Hunger Statistics

1. **14.6** % of U.S. households struggle to put enough food on the table. More than **16.7 million** children live in these households.
2. Top 10 “At-Risk for Hunger” States

Rank	State
1	Mississippi
2	Arkansas
3	Kentucky
4	District of Columbia
5	New Mexico
6	West Virginia
7	Alabama
8	Louisiana
9	Texas
10	South Carolina & Tennessee

4. Approximately **4** % of the U.S. population goes hungry every day.

World Hunger Statistics

1. Top Five Hunger Countries

	Country	Population	% of Population Undernourished	Per Capita Income
1				
2				
3				
4				
5				

- _____ people are hungry every day.
- Every day, almost _____ children die from hunger-related causes. That's one child every _____.
- In 2005, the last year of available data, _____ people lived in extreme poverty or on less than \$ _____ per day.
- In round numbers, there are _____ people in the world. Thus with _____ hungry people in the world, _____ %, or 1 out of every _____ people globally are hungry.
- _____ people or _____ % of the world live on less than \$____ per day.
- _____ of all human deaths are a result of extreme hunger-caused issues. Each year, _____ children under the age of 5 die from lack of food and nutrition, about _____ deaths each day.

World Hunger Statistics

1. Top Five Hunger Countries

	Country	Population	% of Population Undernourished	Per Capita Income
1	Dominican Republic of Congo	70,916,439	75%	\$342
2	Eritrea	5,224,000	66%	\$675
3	Burundi	8,988,091	63%	\$410
4	Haiti	9,035,536	58%	\$1,211
5	Comoros	798,000	51%	\$1,160
	United States	308,745,530	4%	\$47,701

2. 925,000,000 people are hungry every day.
3. Every day, almost 17,000 children die from hunger-related causes. That's one child every four seconds.
4. In 2005, the last year of available data, 1.4 billion people lived in extreme poverty or on less than \$ 1.25 per day.
5. In round numbers, there are 7 billion people in the world. Thus with 925 million hungry people in the world, 13%, or 1 out of every 7 people globally are hungry.
6. 5.05 billion people or 80 % of the world live on less than \$10 per day.
7. 8 million of all human deaths are a result of extreme hunger-caused issues. Each year, 6.5 million children under the age of 5 die from lack of food and nutrition, about 17,000 deaths each day.