

# SESSION 1: WHAT IS THE GLOBAL FOOD CRISIS?

Age range: 11–14 years

<p><b>Outline</b> Learners will use a quiz and infographic to develop an understanding of the scale and causes of the global hunger crisis. They will recognise that there is plenty of food available across the world but that many people are unable to access that food due to a lack of resources. Learners will begin to use some key terms linked to hunger issues before analysing data to compare food issues in different countries.</p>		
<p><b>Learning objectives</b></p> <ul style="list-style-type: none"> <li>• To appreciate the importance of food around the world.</li> <li>• To understand that there is enough food for everyone in the world but some people are unable to access it.</li> <li>• To understand and use a range of terms linked to hunger issues.</li> <li>• To be able to ask and answer questions about data linked to global food issues.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>• Learners will use a quiz and infographic to develop their knowledge and understanding of global food issues.</li> <li>• Learners will discuss and begin to use key terms linked to hunger issues.</li> <li>• Learners will use Oxfam’s Food Index to analyse data linked to global food issues.</li> </ul>	
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>• Why is food important?</li> <li>• What is the difference between hunger, famine, food security, starvation and other key terms?</li> <li>• What does this index tell you? Where is the data from?</li> <li>• How does food availability, affordability, quality and health vary between countries?</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Slideshow A (Sessions 1–2): Slides 2–13</li> <li>• Resource sheet 1: <i>Food insecurity infographic</i></li> <li>• Activity sheet 1: <i>Analysing the Food Index</i></li> </ul>	
<p><b>Curriculum links</b></p>		
<p><b>England</b> Pupils should be taught to: <b>KS3 English</b> <b>Spoken language</b></p> <ul style="list-style-type: none"> <li>• Speak confidently and effectively, including through using Standard English confidently in a range of formal and informal contexts, including classroom discussion.</li> </ul>	<p><b>Wales</b> <b>KS3 English</b> Learners should be given opportunities to: <b>Oracy</b></p> <ul style="list-style-type: none"> <li>• Speak and listen individually, in pairs, in groups and as members of a class.</li> <li>• Use a variety of methods to present ideas, including ICT, dramatic approaches, discussion and debate.</li> <li>• Present, talk and perform in formal and informal contexts and for a variety of audiences, including teachers, peers, younger/older learners and familiar and unfamiliar adults.</li> </ul>	<p><b>Scotland</b> <b>Literacy</b> <b>Listening and talking</b></p> <ul style="list-style-type: none"> <li>• When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.</li> <li>• I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.</li> </ul> <p style="text-align: right;"><b>LIT 3-02a/LIT 4-02a</b></p>

<p><b>KS3 Mathematics</b> <b>Statistics</b> Describe, interpret and compare observed distributions of a single variable through appropriate graphical representation.</p> <p><b>KS3 Geography</b> <b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Interpret a range of sources of geographical information.</li> </ul>	<p><b>KS3 Mathematics</b> <b>Using data skills</b></p> <ul style="list-style-type: none"> <li>Learners are able to interpret diagrams and graphs to compare sets of data.</li> </ul> <p><b>Geography</b> <b>Range</b></p> <ul style="list-style-type: none"> <li>Pupils develop their geographical skills, knowledge and understanding through learning about places, environments and issues at a range of scales in selected locations within Wales, the European Union and the wider world.</li> <li>Pupils should be given opportunities to study:             <ul style="list-style-type: none"> <li>People as consumers: the impacts on and changes in economic activity.</li> <li>The rich and poor world: economic development in different locations/countries.</li> <li>Tomorrow’s citizens: issues in Wales and the wider world of living sustainably and the responsibilities of being a global citizen.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience. <b>LIT 3-06a/LIT 4-06a</b></li> </ul> <p><b>Numeracy</b> <b>Information handling - Data and analysis</b></p> <ul style="list-style-type: none"> <li>I can work collaboratively, making appropriate use of technology, to source information presented in a range of ways, interpret what it conveys and discuss whether I believe the information to be robust, vague or misleading. <b>MNU 3-20a/MNU 4-20a</b></li> </ul> <p><b>Social Studies</b> <b>People, place and environment</b></p> <ul style="list-style-type: none"> <li>I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. <b>SOC 3-11a/SOC 4-11a</b></li> </ul>
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### Activity 1.1 (20 min)

*How do we talk about global food issues?*

- Show slide 2 of *Slideshow A* and use the images in conjunction with the following notes to introduce the concept of hunger as a global issue.
  - Explain that many people refer to a global food crisis because although there is enough food produced in the world to feed everybody, it is unequally distributed. As a result, some people experience extreme hunger, and this has serious consequences for their lives. There is also increasing concern that the food crisis will worsen as the impacts of climate change, population growth and unfair supply chains place increasing pressure on global food resources.
  - Global food supplies have more than doubled in the last 40 years, surpassing the rate of population growth. Yet nearly half of all deaths in children under five are linked to undernutrition, with around 3 million children dying from hunger and hunger-related diseases each year.<sup>1</sup> There are many contributing factors, but it is really a question of the distribution of resources: people are hungry because they lack the resources to feed themselves adequately. Approximately 821 million people go to bed on an empty stomach each night.<sup>2</sup> Malnutrition has serious implications, as it hinders people's ability to work or attend school, which further reduces their chances of earning a living to work their way out of poverty. *Note: See the Teachers' overview for further information and useful links.*
- Ask learners to think of possible words that might be used to talk about global food issues. Discuss their ideas and then display the key terms shown on slide 3.
- Organise learners into pairs and ask them to work together to define these key words (definitions are provided below). Allow time for learners to share their thinking as a whole class.
  - **Hunger:** Discuss learners' own experiences of being hungry, the fact that it can be unpleasant and uncomfortable, but that these feelings stop when they are next able to eat again. Ask learners to suggest what the consequences of being hungry could be, such as being unable to concentrate in class and how that may affect their education. Be sensitive to the fact that some learners may experience hunger and poverty in their own lives or may be facing eating disorders.
  - **Malnutrition:** Explain that malnutrition means experiencing a lack of quantity and variety of food over a long period. People suffering from malnutrition may become weak or ill. You could illustrate this with examples from history that learners may be familiar with. For example, in the past a lack of vitamins caused sailors to develop scurvy at sea and children to develop rickets.
  - **Starvation:** Explain that starvation involves suffering an acute shortage of food. Starvation will eventually lead to death if people are not able to get access to food.
  - **Famine:** A famine is an extreme shortage of food for a large number of people, caused by poor harvests or by food supplies being cut off or destroyed during wars or natural disasters. You could illustrate this with reference to real-life examples, such as the extreme risk of famine in Yemen.

<sup>1</sup> [data.unicef.org/topic/nutrition/malnutrition/](http://data.unicef.org/topic/nutrition/malnutrition/)

<sup>2</sup> [www1.wfp.org/zero-hunger](http://www1.wfp.org/zero-hunger)

- **Food security:** When all people at all times have access to sufficient, safe and nutritious food to meet their dietary needs for an active and healthy life.
- To further develop learners' understanding of the global food system, distribute copies of the *Food insecurity infographic* (Resource sheet 1). A copy is also provided on slide 4. This infographic illustrates the meanings of some of these key terms.
- Finally, use the food quiz questions on slides 5–12 to discuss the “big” numbers and further develop learners' understanding of global food issues.

## Activity 1.2 (45 min)

### *The Food Index*

*Note: Learners could do this activity online individually or in pairs. Alternatively, it could be done as a whole class activity with the Food Index displayed on an interactive whiteboard.*

- Show the snapshot of the *Food Index* on slide 13 and explain that this is an index created by the charity, Oxfam, to compare food issues between different countries. Categories include: *Enough to eat*, *Affordability*, *Food quality* and *Health*. Click on the image to share the complete, detailed *Food Index* provided online ([www.oxfam.org.uk/what-we-do/good-enough-to-eat](http://www.oxfam.org.uk/what-we-do/good-enough-to-eat)).
- Organise learners into pairs. Provide each pair with a copy of *Analysing the Food Index* (Activity sheet 1) and online access to the *Food Index*. Allow time for learners to analyse the index, using the questions on the activity sheet as prompts. Alternatively, this could be done as a whole-class activity.
- Allow time at the end of the activity to share and discuss learners' findings. Possible discussion questions are provided in the notes of slide 13. Learners could also be encouraged to ask and answer their own questions about the data.

### Further ideas:

- Learners could use the internet to research more global food facts and figures. They could then use these to make their own food quiz for others to try.

Useful sources of information include:

- [www.worldhunger.org/](http://www.worldhunger.org/)
- [www1.wfp.org/zero-hunger](http://www1.wfp.org/zero-hunger)
- Learners could design an infographic using the “big” numbers from the quiz (or from independent research – see idea above). Explain that the *Food insecurity infographic* (Activity sheet 1) is an example of an infographic. Ideas to support this activity can be found in Oxfam's teaching resources: *The Art of Inequality* (11–14 year olds) and *Data Power* (9–13 year olds).
  - [www.oxfam.org.uk/education/resources/the-art-of-inequality](http://www.oxfam.org.uk/education/resources/the-art-of-inequality)
  - [www.oxfam.org.uk/education/resources/data-power](http://www.oxfam.org.uk/education/resources/data-power)
- Learners could create information posters about global hunger using the *Poster Maker Interactive* online resource available at:
  - [www.oxfam.org.uk/get-involved/fundraising/resources/poster-maker](http://www.oxfam.org.uk/get-involved/fundraising/resources/poster-maker)

Posters could include examples of places experiencing hunger and/or key terms and statistics discussed during the session. These posters could be used as part of an ongoing display to support and share their learning about global food issues.

- Ask learners to create word clouds to consider and share their existing knowledge about the global food crisis. Ask learners to spend a few minutes writing down words that they might associate with or use to describe global food issues. They could include statistics from the activities in this session.

Share learners' ideas in groups or as a whole class. Ask learners to identify which words are the most common. Learners' word lists could be used to create a class word cloud about the global food crisis. Make frequently used words more prominent in the word cloud. Alternatively, learners could create a digital word cloud by using a free online generator such as: [www.wordclouds.com](http://www.wordclouds.com).



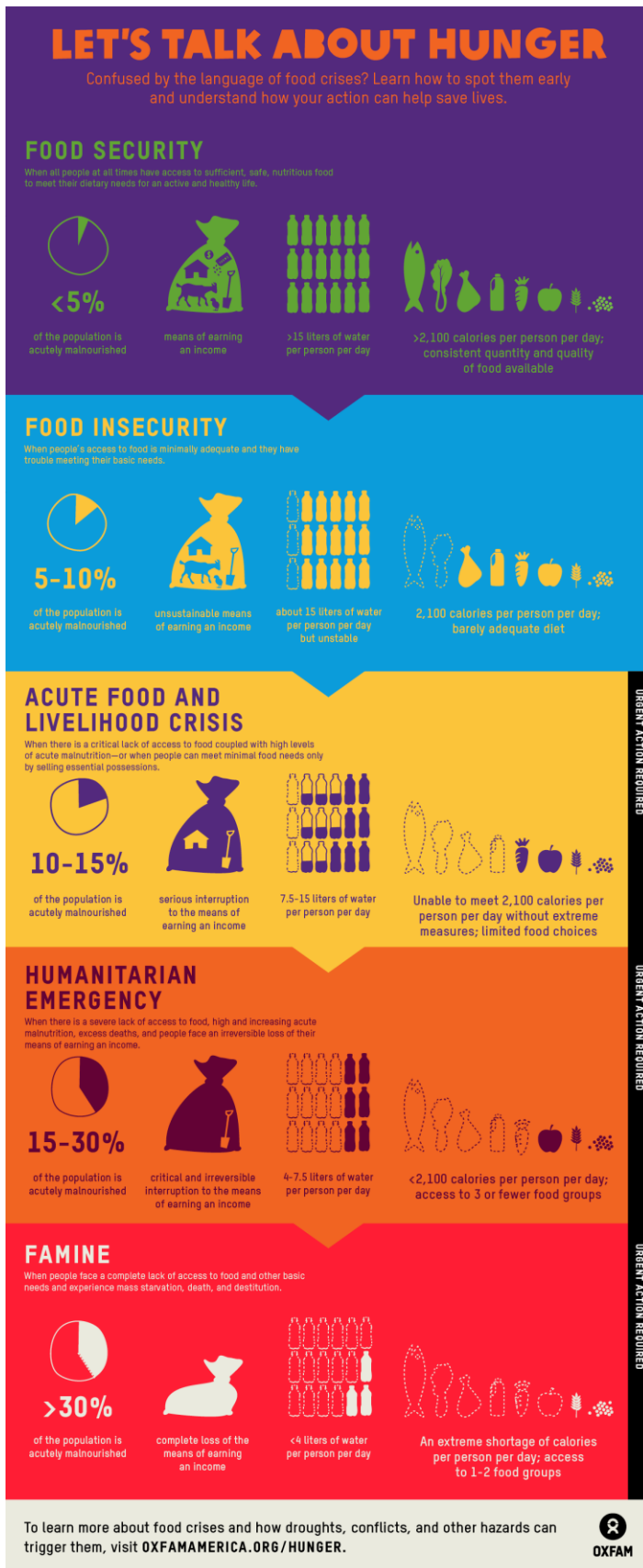
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## Food insecurity infographic

## Resource sheet 1



Source: [www.oxfam.org/en/food-insecurity-infographic](http://www.oxfam.org/en/food-insecurity-infographic)

**Analysing the Food Index**

**Activity sheet 1a**

What do the categories mean? Why choose these? What do they tell us?	
Enough to eat	Affordability
Food quality	Health
How was the index created? Tip: look below the index for extra information	
Is the data reliable? Give reasons for your answer	

[www.oxfam.org.uk/what-we-do/good-enough-to-eat](http://www.oxfam.org.uk/what-we-do/good-enough-to-eat)

## Analysing the Food Index

## Activity sheet 1b

What is the overall pattern? Which continents have the worst/best rankings overall?

Where does the UK rank in each section?

Look at each category. What patterns do you notice for the continents? Are there any anomalies within continents?

What do you notice about the countries with the highest rates of diabetes and obesity?

What do you notice about the countries with the lowest-quality food?

Choose one country from each continent and look at the data more closely. What do you find?

What else would you like to know?

[www.oxfam.org.uk/what-we-do/good-enough-to-eat](http://www.oxfam.org.uk/what-we-do/good-enough-to-eat)