



# Ending Hunger

## Challenge Badge



**This booklet is intended as a guide for teachers and youth leaders. These individuals are responsible for the development of programmes and activities which are suitable for their group and should provide the required supervision to ensure all participants are safe and sound.**

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ISBN 978-92-5-107950-8 (print)

E-ISBN 978-92-5-107951-5 (PDF)

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This document has been financed by the Swedish International Development Cooperation Agency, Sida. Sida does not necessarily share the views expressed in this material. Responsibility of its contents rests entirely with the authors.



Product to support the Ending Hunger movement. [www.endinghunger.org](http://www.endinghunger.org)

# Ending Hunger Challenge Badge

Developed in collaboration with

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The World Association of Girl Guides and Girl Scouts (WAGGGS) and the World Organization of the Scout Movement (WOSM) endorse this educational badge framework for use by Guides and Scouts around the world, adapting it as necessary to their local needs and requirements.

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# WELCOME

“ Food is the **fuel of life**. Every human, animal and plant on Earth needs food to live, grow and reproduce.

Can you imagine not having anything to eat for a day? Or not knowing when you might next be able to eat? This is a daily problem for almost 1 billion people around the world. That means that one out of every eight people do not get enough food and nutrition to live normal, healthy lives. However, there are many things that we can do to help end hunger! You might think that hunger is too big of a problem for you to solve alone, but together we are greater than hunger. Little actions add up, and we can make a real difference in the lives of people around the world. The Ending Hunger Challenge Badge will introduce you to the causes of hunger, the importance of the Right to Food, and steps that we can take to help end hunger.

Take this booklet and **EXPLORE, LEARN** and **DISCOVER** – and while you’re having fun, maybe you can even come up with some clever ways to help end hunger in the world. We hope you will feel inspired to take action and do what you can to help prevent the causes of hunger. After all: **YOUR** actions and ideas to solve hunger will help people around the world to have better lives.



The yellow whistle symbolizes the alarming situation of hunger and malnutrition in the world. We need to blow the whistle and raise awareness to motivate all individuals to create a fair world in which everyone has enough nutritious and safe food to eat. Wear this whistle symbol to raise awareness in your local communities.

YUNGG  
AMBASSADORS



Anggun



Carl Lewis



Debi Nova



Fanny Lu



Lea Salonga



Nadeah



Noa (Achinoam Nini)



Percance



Valentina Vezzali

# BE SAFE

# AND SOUND!

## DEAR LEADER OR TEACHER,

The challenge badges are designed to support you in undertaking educational activities. However, as you will be implementing these activities in different contexts and environments, it is up to you to ensure that the activities you choose are appropriate and safe.

### LOOK AFTER YOURSELF

- \* Wash your hands after every activity.
- \* Don't look directly at the sun.
- \* Don't taste things you find unless you are certain they are not poisonous.
- \* Don't drink water from natural sources unless you are sure it is safe.
- \* Be particularly careful when you're near water (non-swimmers especially). Make sure there is a lifebelt to hand if you are playing near deeper waters.
- \* Be careful when using sharp objects and electrical appliances. Young children should be supervised by an adult at all times.
- \* In some activities, you have the option of uploading pictures or videos to Web sites such as YouTube. Always make sure that everyone in the pictures or video, and/or their parents, have given their permission before you post anything online.
- \* Remember, it is important have a balanced diet so that you get all the nutrients that you need to live a healthful life. See the healthy eating plate (p.25) for more information.



Please carefully plan and undertake activities with enough adult support to ensure that participants are safe, especially when near water or fire. Please consider the general precautions in the boxes below and carefully evaluate which other safety issues need to be taken into account before undertaking any activity.

## LOOK AFTER THE NATURAL WORLD

- \* Treat nature with respect.
- \* Never pick protected species. Before collecting plants or picking flowers, get permission. Only take what you really need (it is better to leave nature as you found it) and make sure you leave at least one third of anything you find in the wild.
- \* Be careful if you are working with animals; wear protection if necessary. Be gentle. Make sure they have appropriate food, water, shelter and air. When you're done, return them to where you found them.
- \* Recycle or reuse the materials used in the activities as much as possible.
- \* Always put litter in the bin – you can also try to reduce your litter by buying local food with little or no packaging, this also helps to reduce your food miles and carbon outputs.

# THE

# CHALLENGE BADGE SERIES

Developed in collaboration with United Nations agencies, civil society and other organizations, the YUNGA challenge badges are intended to raise awareness, educate and motivate young people to change their behaviour and be active agents of change in their local communities. The challenge badge series can be used by teachers in school classes, youth leaders and especially Guide or Scout groups.

To see existing badges click [here](#). To receive updates on new releases and other YUNGA news, register for the free YUNGA newsletter by emailing [yunga@fao.org](mailto:yunga@fao.org).



YUNGA has or is currently developing badges on the following topics:

**AGRICULTURE:** How can we grow food in a sustainable way?

**BIODIVERSITY:** Let's make sure no more of the world's glorious animals and plants disappear!

**CLIMATE CHANGE:** Join the fight against climate change and for a food secure future!

**ENERGY:** The world needs a healthy environment as well as electricity – how can we have both?

**FORESTS:** Forests provide homes for millions of plant and animal species, help regulate the atmosphere and provide us with essential resources. How can we ensure they have a sustainable future?

**GOVERNANCE:** Discover how decision-making can affect your rights and equality between people around the world.

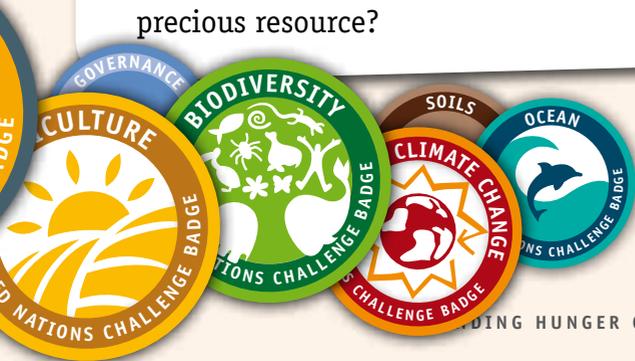
**HUNGER:** Having enough to eat is a basic human right. What can we do to help the 1 billion people who still go hungry every day?

**NUTRITION:** What is a healthy diet and how can we make food choices which are environmentally friendly?

**OCEAN:** The ocean is mesmerizing and amazing. It helps regulate temperatures on Earth, provides us with resources and much, much more.

**SOILS:** Without good soil, nothing grows. How can we take care of the ground under our feet?

**WATER:** Water is life. What can we do to safeguard this precious resource?



# CREATING BEHAVIOUR CHANGE

We work with young people because we want to support them in leading fulfilling lives, help them prepare for their futures, and to encourage them to believe that they can make a difference in the world. The best way to make this difference is by encouraging young people to embrace long-term behaviour change. Many current social and environmental problems are caused by unhealthy or unsustainable human behaviour. Most people need to adapt their behaviour – and not just for the duration of a project such as working on this badge, but for life. Many young people today know that doing good is more than an extracurricular activity: it's about how you lead your life. Small changes to your daily behaviours can really help us create a brighter future – one where no one goes to bed hungry.

## So what can you do?

There are some proven ways of promoting behaviour change, so to increase the long-term impact of this challenge badge, try to do the following:



### **FOCUS ON SPECIFIC, ACHIEVABLE BEHAVIOURAL CHANGE**

Prioritize activities which target very clear and specific behaviour change (e.g. 'if you can't finish your meal, don't throw it away! Pack it up and save it for a creative leftovers meal' rather than 'don't waste food').



### **ENCOURAGE ACTION PLANNING AND EMPOWERMENT**

Put young people in charge: let them choose their own activities and plan how to carry them out.



### **CHALLENGE CURRENT BEHAVIOUR AND TACKLE BARRIERS TO ACTION**

Encourage participants to scrutinize their current behaviour and think about how it could be changed. Everyone has excuses for why they don't behave in a particular way; lack of time, lack of money, not knowing what to do... the list goes on. Encourage young people to voice these excuses and then find ways around them.



**PRACTISE ACTION SKILLS** You'd like to take public transport more often? Collect and practise reading timetables, plot out routes on a map, take a walk to the bus stop, find out what the fare is, do a trial journey. You'd like to eat more healthfully? Try lots of healthy foods to see which you like, experiment with recipes, learn how to read food labels, create meal planners, visit the shops to find healthy foods on their shelves. Keep practising until it becomes a habit.



**SPEND TIME OUTDOORS** No one is going to look after something they don't care about. Time spent in natural environments – whether that is the local park or a pristine wilderness – encourages an emotional connection with the natural world which is proven to lead to more pro-environmental behaviour.



**GET FAMILIES AND COMMUNITIES INVOLVED** Why change the behaviour of just one young person when you could change the behaviour of their entire family, or even the whole community? Spread your message more widely: showcase what you have been doing for the local community and encourage young people to share what they're doing to solve hunger with their friends and family. For an even bigger impact, get political and lobby your local or national government.



**MAKE A PUBLIC COMMITMENT** People are far more likely to do something if they agree to do it in front of witnesses or in a written statement – why not take advantage of this? Young people are more likely to achieve their goals if they share them with friends and family who support them and hold them accountable.



**MONITOR CHANGE AND CELEBRATE SUCCESS** Behaviour change is hard work! Revisit tasks regularly to monitor achievement and reward continued success in an appropriate way.



**LEAD BY EXAMPLE** The young people you work with look up to you. They respect you, care about what you think and want to make you proud. If you want them to embrace the behaviour you are advocating, then you must lead by example and make those changes yourself.

# TIPS ON UNDERTAKING

## THE BADGE WITH YOUR GROUP

### STEP 1 INVESTIGATE

Encourage your group to learn about hunger and poverty. Start by raising participants' awareness about the significant differences in living conditions among people living in different parts of the world. You can use the world map on pages 28-29 to help raise awareness about hunger issues in different regions of the world. Motivate participants to think about the key causes of hunger, and what actions could overcome these root problems. You may find the background information is useful for this. Explain why young people are so important in driving change. You can use a story or a movie or any other engaging means to draw their attention to the topic. For example, this is a great video to introduce hunger and what we can do to help end it:

[www.youtube.com/watch?v=udl9K6L1ekI](http://www.youtube.com/watch?v=udl9K6L1ekI).

### STEP 2 SELECT

Apart from the compulsory activities, which ensure that participants understand the basic concepts and issues related to global hunger, participants are encouraged to select the activities that best match their needs, interests and culture. As far as possible, let the participants choose which activities they want to do. Some activities can be done individually, others in small groups. If you have another activity that is relevant or particularly appropriate to your area, you may also include it as an additional option.

## STEP 3 ACT

Allow enough time for the group to carry out the activities. Support and guide them through the process but make sure that 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 DISCUSS

Have participants present the results of their challenge badge activities 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 CELEBRATE

Organize a celebration for those who successfully complete the badge curriculum. Invite families, friends, teachers, journalists and community leaders to participate in the celebration. Encourage your group to present the results of their project to the community in a creative way. Award them with certificates and challenge badges (see page 102 for more details).

## STEP 6 SHARE WITH YUNGA!

Send us your stories, photos, drawings, ideas and suggestions. We are always delighted to hear how you have been using these challenge badges and we always want to improve our resources, so contact us at: [yunga@fao.org](mailto:yunga@fao.org).

# BADGE

# STRUCTURE AND CURRICULUM

The Ending Hunger Challenge Badge is designed to help educate children and young people about hunger in the world and how we can overcome it. This booklet will help you develop an appropriate, enjoyable and engaging educational programme for your class or group.

This booklet includes basic **background information** on relevant educational topics, aiming to help teachers and youth leaders to prepare their sessions and group activities without having to search for the information. Contents include: what hunger is, who the hungry are, how the food system works, and the key causes of hunger. The badge also addresses issues of food security, the Right to Food, poverty and the Hunger Trap. It also suggests a number of actions that we, as global citizens, can take to help end hunger. Naturally, not all the materials provided will be required or appropriate for all age groups and activities. Leaders and teachers should therefore select the topics and level of detail most appropriate for their group.

The second part of the booklet contains the **badge curriculum**, a range of activities and ideas to stimulate learning and motivate children and young people to engage in efforts to end hunger. A checklist to help participants keep track of the activities they have completed is provided at the end of the curriculum. Additional resources, useful Web sites and a glossary explaining key terms (which are highlighted in the text like **this**) are provided at the end of the booklet.



## Badge structure

For ease of use and to ensure that all the main topics are addressed, both the background information (pp.24-69) and the related activities (pp.70-101) are divided into five main sections:

- A. HUNGER AND THE HUNGRY:** introduces what hunger is and how it affects people.
- B. THE RIGHT TO FOOD:** explains concepts such as the Right to Food, food security, food sovereignty and how the food system works.
- C. CAUSES OF HUNGER:** examines why hunger exists in the world and what its key causes are.
- D. ENDING HUNGER:** explores the roles that the Millennium Development Goals, education, microfinance, investing in agriculture and empowering women all play in helping to end hunger.
- E. TAKE ACTION:** suggests ideas to motivate and help your group or class to take action and help end hunger!

**Requirements:** To earn the badge, participants must complete one of the two compulsory activities presented at the beginning of each section, plus (at least) one additional activity from each section, chosen individually or as a group (see graphic on page 16). Participants can also complete additional activities considered appropriate by the teacher or leader.

### Section A: HUNGER AND THE HUNGRY

1 compulsory activity (A.1 or A.2) & at least 1 optional activity (A.3 - A.13)

+

### Section B: THE RIGHT TO FOOD

1 compulsory activity (B.1 or B.2) & at least 1 optional activity (B.3 - B.10)

+

### Section C: CAUSES OF HUNGER

1 compulsory activity (C.1 or C.2) & at least 1 optional activity (C.3 - C.10)

+

### Section D: ENDING HUNGER

1 compulsory activity (D.1 or D.2) & at least 1 optional activity (D.3 - D.10)

+

### Section E: TAKE ACTION

1 compulsory activity (E.1 or E.2) & at least 1 optional activity (E.3 - E.11)

=

Ending Hunger Challenge Badge  
**COMPLETED!**

## Age ranges and appropriate activities

To help you and your group select the most appropriate activities, a coding system is provided to indicate the age group(s) for which each activity is most suitable. Next to each activity, a code (for example 'Levels ① and ②') indicates that the activity should be suitable for five to ten year olds and eleven to fifteen year olds.

However, please note that this coding is only indicative. You may find that an activity listed at one level is suitable for another age group in your particular circumstances. As teachers and youth leaders you should use your judgement and experience to develop an appropriate curriculum for your group or class. This could incorporate additional activities not listed in this booklet but which allow you to achieve all the educational requirements.

- LEVEL**
- ① Five to Ten years old
  - ② Eleven to Fifteen years old
  - ③ Sixteen plus years old

### **REMEMBER!**

The key objectives of the challenge badge are to educate, inspire, stimulate interest about hunger and to motivate individuals to change their behaviour and create local and international action. However, most of all, the activities should be **fun!** Participants should enjoy the process of earning the badge and learning about their role in bringing about change and fighting world hunger.

# SAMPLE BADGE

# CURRICULA

The sample curricula for the different age groups below provide examples of how the badge could be earned and are intended help you develop your own programme.

LEVEL

1

Five to Ten years old

2

Eleven to Fifteen years old

3

Sixteen plus years old

Each activity has a specific learning objective, but in addition to this, children will also be expected to learn more general skills including:

- \* **TEAMWORK**
- \* **IMAGINATION AND CREATIVITY**
- \* **OBSERVATION SKILLS**
- \* **CULTURAL AND ENVIRONMENTAL AWARENESS**
- \* **NUMERICAL AND LITERACY SKILLS**

SECTION	ACTIVITY	LEARNING OBJECTIVE
<b>A</b>  <b>Hunger and the hungry</b>	<b>A.1: Food Feed</b> (p.71)	To be aware of and reflect on the amount of food we consume in a normal week.
	<b>A.3: Hungry Chairs</b> (p.72)	To stimulate thinking about food insecurity in a fun way.
<b>B</b>  <b>The Right to Food</b>	<b>B.1: Learning by Doing</b> (p.79)	To learn about how food is produced first hand.
	<b>B.3: Raise Your Voice</b> (p.80)	To express concerns about hunger and poverty creatively.
<b>C</b>  <b>Causes of hunger</b>	<b>C.1: Food Waste</b> (p.85)	To realize how much food we waste each week.
	<b>C.4: Crop Management</b> (p.86)	To learn about factors affecting agricultural practices in a fun and engaging way.
<b>D</b>  <b>Ending hunger</b>	<b>D.1: Hunger Tree</b> (p.91)	To understand and connect the effects and causes of hunger, focusing on actions and solutions we can take to end hunger.
	<b>D.3 Food Kite</b> (p.92)	To reflect on our wishes to end world hunger.
<b>E</b>  <b>Take action</b>	<b>E.1: International Potluck</b> (p.97)	To explore the foods of different cultures while taking action against hunger and poverty.
	<b>E.6: Hunger Run</b> (p.99)	To raise money and awareness to help fight hunger by linking up with a global initiative.

# LEVEL

1

Five to Ten years old

2

**Eleven to Fifteen years old**

3

Sixteen plus years old

As in Level 1, each activity in Level 2 has a specific learning aim, but also fosters additional, more general skills including:

- \* **TEAMWORK AND INDEPENDENT STUDY SKILLS**
- \* **IMAGINATION AND CREATIVITY**
- \* **OBSERVATION SKILLS**
- \* **CULTURAL AND ENVIRONMENTAL AWARENESS**
- \* **NUMERICAL AND LITERACY SKILLS**
- \* **RESEARCH SKILLS**
- \* **PRESENTATION AND PUBLIC SPEAKING SKILLS**
- \* **THE ABILITY TO PRESENT AN ARGUMENT AND DEBATE**

SECTION	ACTIVITY	LEARNING OBJECTIVE
<b>A</b> Hunger and the hungry	<b>A.2: Hunger Banquet</b> (p.71)	To reflect on the inequalities of the food system through a fun role-play experience.
	<b>A.6: A Dollar A Day</b> (p.73)	To demonstrate first-hand the difficulty of living on a dollar a day or less.
<b>B</b> The Right to Food	<b>B.1: Learning by Doing</b> (p.79)	To learn about how food is produced first hand.
	<b>B.4: Food Chains</b> (p.80)	To unpick and understand the complexity of production chains.
<b>C</b> Causes of hunger	<b>C.1: Food Waste</b> (p.85)	To realize how much food we waste each week.
	<b>C.9: Hunger Comic</b> (p.89)	To understand different causes of hunger by encouraging creative communication.
<b>D</b> Ending hunger	<b>D.1: Hunger Tree</b> (p.91)	To understand and connect the effects and causes of hunger, focusing on actions and solutions we can take to end hunger.
	<b>D.9: Your SDGs</b> (p.94)	To engage in creative and critical thinking about what the SDGs should be and how they can help end hunger.
<b>E</b> Take action	<b>E.1: International Potluck</b> (p.97)	To explore the foods of different cultures while taking action against hunger and poverty.
	<b>E.3: Video Message</b> (p.98)	To spread the word against hunger using an innovative and effective medium.

# LEVEL

1

Five to Ten years old

2

Eleven to Fifteen years old

3

**Sixteen plus years old**

General skills a Level 3 curriculum seeks to develop include:

- \* **TEAMWORK AND INDEPENDENT STUDY**
- \* **IMAGINATION AND CREATIVITY**
- \* **OBSERVATION SKILLS**
- \* **CULTURAL AND ENVIRONMENTAL AWARENESS**
- \* **TECHNICAL SKILLS AND THE ABILITY TO RESEARCH COMPLEX ISSUES**
- \* **PRESENTATION AND PUBLIC SPEAKING SKILLS**
- \* **THE ABILITY TO PRESENT AN ARGUMENT AND DEBATE**

SECTION	ACTIVITY	LEARNING OBJECTIVE
<b>A</b> Hunger and the hungry 	<b>A.2: Hunger Banquet</b> (p.71)	To reflect on the inequalities of the food system through a fun role-play experience.
	<b>A.10: Gender and Hunger</b> (p.75)	To motivate serious reflection on gender inequality in a creative way.
<b>B</b> The Right to Food 	<b>B.2: The Right to Food</b> (p.79)	To understand the significance of human rights.
	<b>B.9: Food Prices</b> (p.82)	To understand changes in food prices and food markets, examining how this affects the poor.
<b>C</b> Causes of hunger 	<b>C.2: Hunger Trap Storyboard</b> (p.85)	To understand the concepts behind the 'Hunger Trap' and the 'Good Circle' and convey these to others.
	<b>C.6. Hunger Profiles</b> (p.88)	To research and understand the hunger status of a world region or a specific country.
<b>D</b> Ending hunger 	<b>D.2: Empowering Solutions</b> (p.91)	To think creatively about ways in which people can be empowered to move out of the Hunger Trap.
	<b>D.8: If, If Not</b> (p.93)	To learn about the potential impacts of the Millennium Development Goals on ending hunger.
<b>E</b> Take action 	<b>E.2: Alternative Communication</b> (p.97)	To conceive how to communicate a message effectively.
	<b>E.10: Fair Food</b> (p.100)	To understand the benefits and advocate the purchase of Fair Trade products.

# HUNGER AND THE HUNGRY

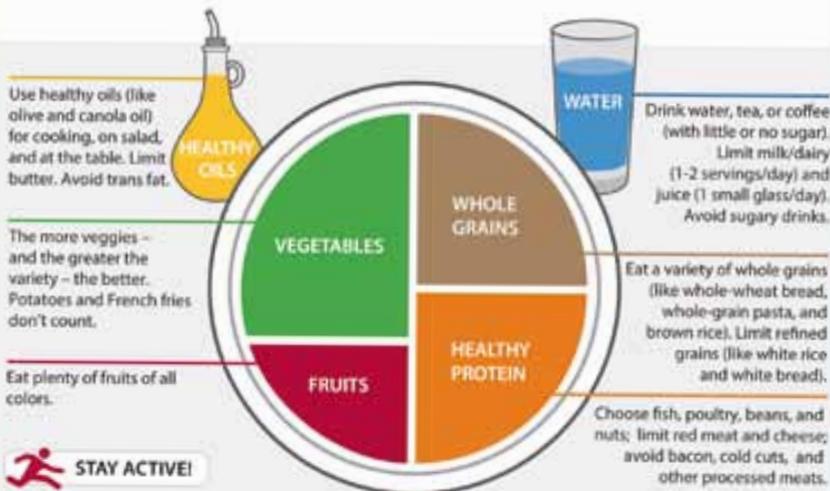
## ABOUT HUNGER

What does hunger mean to you? Isn't it just the feeling in your stomach saying "it's time to eat"? If you are lucky, you will be able to grab the first thing available in the fridge or ask your parents to cook something. If you are less lucky, you may have no food around. 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, and they never know if and when this feeling will go away.

### Why do we eat?

Our body needs 'fuel' to function – energy to live and to be active. This fuel comes from taking in **nutrients** from food (another word for food is '**nutrition**'). We need a whole range of different **nutrients**, including vitamins, minerals, proteins, carbohydrates and fats to help our bodies to grow, fight disease and function as they should on a daily basis. The food we eat is converted into energy in our muscles, our brain and in other organs. Because this energy is produced from what we eat, we need the right amount and the right variety of food to stay active. Even when we are asleep, our body needs some energy to maintain its basic functions such as breathing, brain activity and the beating of our hearts. Have a look at this quick video which helps to explain

## HEALTHY EATING PLATE



Harvard School of Public Health  
The Nutrition Source  
[www.hsph.harvard.edu/nutritionsource](http://www.hsph.harvard.edu/nutritionsource)

Harvard Medical School  
Harvard Health Publications  
[www.health.harvard.edu](http://www.health.harvard.edu)

why nutrition is so important: [www.wfp.org/videos/nutrition-2-minutes-0](http://www.wfp.org/videos/nutrition-2-minutes-0). If you want to learn more about nutrition and good diets, take a look at the [Nutrition Challenge Badge](#). The 'healthy eating plate' featured above helps to explain how to balance your meals to ensure that you have a healthy and nutritious diet.

### Chronic Hunger

**Chronic hunger** is the state of **undernourishment** affecting people who have to go without enough food for long periods of time. So what happens if you don't have enough to eat for days, weeks or even months, like those who suffer from **chronic hunger**? In this case, the body compensates for its lack of energy by slowing down its physical and mental activities. A hungry mind can't concentrate well, a hungry body doesn't have the energy to successfully complete daily activities, a hungry child loses all desire to play and study. Hunger also makes the body's **immune system**, which fights off diseases, weaker. However, **chronic hunger** is not the only form that hunger can take: **seasonal hunger** and **acute hunger** are also very dangerous but fewer people know about them.



## Seasonal Hunger

Seasonal hunger occurs when the food reserves that have been stored during one year are used up, making it very difficult for people to feed themselves during the following year. Seasonal hunger usually occurs when too few crops are grown. This means that too little food is produced, or that the crops that do grow are of poor quality and therefore not nutritious enough. As a result, people may be forced to harvest their crops early, before they are completely ripe. Unripe crops aren't as nutritious as ripe ones, so even if there is something to eat, it isn't as nourishing as it should be. Hunger becomes seasonal because it is almost impossible to stop the cycle of harvesting crops early. People in this cycle know in advance that every year there will be a "season of hunger" but there is very little that they can do to prevent it.

## Acute Hunger

Acute hunger is a condition in which people are very likely to die due to an absolute shortage of food, known as famine. Acute hunger is very severe and is often the result of a natural hazard, such as a drought or flooding.

## WHO ARE THE HUNGRY?

The hungry are men, women and children 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.

It is estimated that there are 870 million people in the world who suffer from hunger, and 98 percent of them live in developing countries.



Source: FAO

The poor, especially those living in rural areas, are most at risk of hunger. Because they are so poor, they are unable to afford to buy enough food for them to live healthy, nutritious lives. The urban poor and the victims of natural hazards are also at risk of hunger.

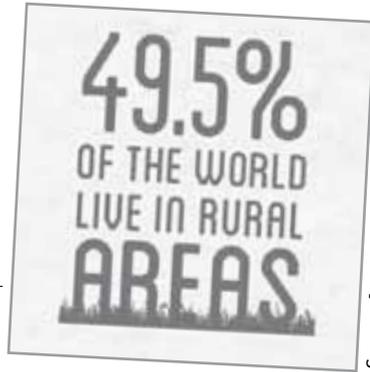
The effects of hunger are awful for everyone, but particularly threaten children, young people and women. Find out more about how hunger affects these groups later in this section.

The map on pages 28 and 29 shows you how hunger affects different parts of the world. If you explore it online (<http://cdn.wfp.org/hungermap>) you can click on individual countries to learn about the key hunger issues there and meet some of the people that the World Food Programme (WFP) is helping.

## Rural poor

The majority of poor people around the world live in rural areas, in small villages and settlements in the countryside. The rural poor are the most vulnerable group, especially in developing countries. They usually have to produce their own food (raising animals or growing crops) on small pieces of land, which is known as smallholder farming. For many smallholder farmers it can be very difficult to sell their produce because the infrastructure, such as roads connecting towns and villages, can be very basic in many rural areas.

Many groups of people, such as widows, orphans, the elderly, casual labourers and refugees, usually don't own any land and therefore can't grow their own food, making them even more vulnerable to chronic hunger. These groups need to buy the food that they want to eat, but it can be very difficult for them to find jobs in rural areas. If the rural poor don't earn enough money to buy food either, they often move to the city in search of work.



Source: faostat.fao.org

# HUNGER MAP 2012

The map shows the prevalence of undernourishment in the total population as of 2010 – 2012. The indicator is an estimate of the percentage of the population having access to an amount of energy from food insufficient to maintain a healthy life.

Further information is available at [www.fao.org/publications/sofi/en](http://www.fao.org/publications/sofi/en)

Source: FAO, IFAD and WFP. 2012. *The State of Food Insecurity in the World 2012: Economic growth is necessary but not sufficient to accelerate reduction of hunger and malnutrition*. Rome.

© 2012 World Food Programme

The designations employed and the presentation of material in the maps do not imply the expression of any opinion whatsoever on the part of WFP concerning the legal or constitutional status of any country, territory or sea area, or concerning the delimitation of frontiers.

\* The Line of Control in Jammu and Kashmir agreed on by India and Pakistan is represented approximately by a dotted line. The final status of Jammu and Kashmir has not yet been agreed on by the parties.

\*\* A dispute exists between the governments of Argentina and the United Kingdom of Great Britain and Northern Ireland concerning sovereignty over the Falkland Islands (Malvinas).

\*\*\* Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined.



**PROPORTION OF TOTAL POPULATION UNDERNOURISHED 2010-12**



While food is the most basic of human needs required for survival, on average, 1 in 8 people go to bed hungry each night.



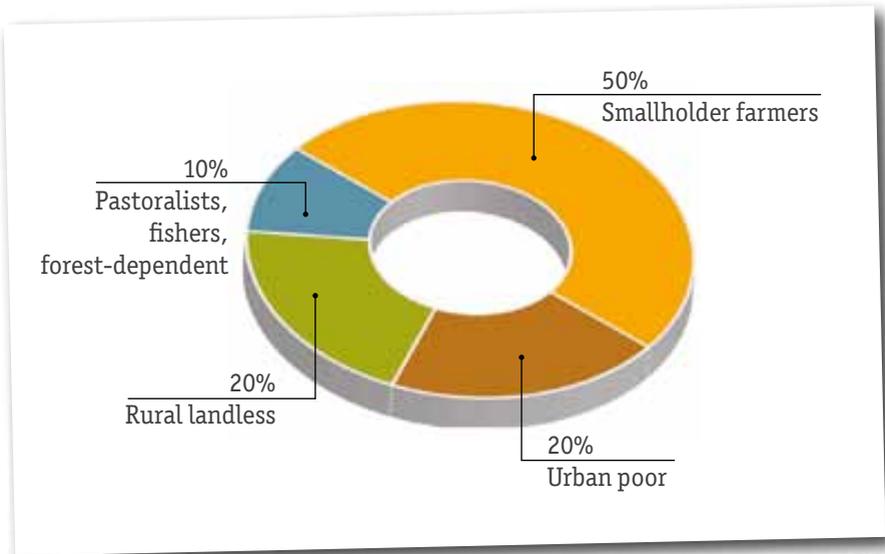
Hunger kills, maims, reduces IQ, lowers wages, reduces school attendance and undermines economic growth.



## Urban poor

The **urban poor** who live in towns and cities are also affected by hunger. When rural people leave their families and move to urban areas, it can be very hard to find jobs. Often they either earn low salaries or don't find work at all, meaning they can't afford to buy enough food to stay healthy. Additionally, because cities are more crowded than rural areas and land is more expensive, it's very difficult for the **urban poor** to grow food for themselves. Cities are constantly expanding and providing enough food for everyone is becoming more and more challenging. In 2010, 50 percent of people in the world lived in urban areas; by 2050, this figure is expected to grow to 70 percent (World Health Organization, 2013). As cities expand, and as more people migrate from the countryside to towns and cities, the number of the **urban poor** will rise. Urban hunger and access to affordable food in cities will therefore be increasingly important issues.

This graph shows the percentage of the people in the world estimated to suffer from hunger in rural and urban areas:



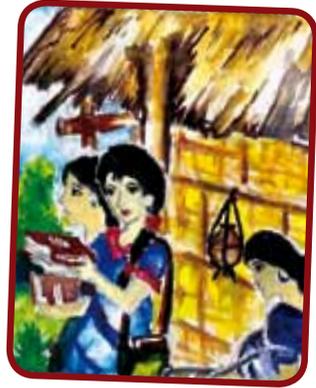
Source: FAO

## Victims of natural hazards

Every year **floods**, **droughts**, **earthquakes** and other **natural hazards** cause widespread destruction and force families to abandon their homes and farms. The victims of such **natural hazards** are often faced with the threat not just of hunger but of outright starvation and **famine**, because **natural hazards** damage property, land and crops and make it difficult to continue producing, buying or selling food. Wars and armed **conflicts** have similarly disruptive effects on farming and access to food.

## Women and hunger

Hunger disproportionately affects women: WFP estimates that around 60 percent of the world's **chronically hungry** people are women and girls. But why is this the case? In many countries around the world **gender inequalities** are very strong, and have far-reaching impacts on the lives of women, their families and society in general.



TAMINA SADIA NAHMUD, aged 10, BANGLADESH

### What is gender?

**Gender** means more than whether you are male or female. It involves the social roles and responsibilities given to men and women. Think about your own family for a moment to help you understand **gender** – 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 seem to be different expectations and roles for men and women. Depending on your culture, these differences may be vague or very clear.

**Gender** often sets the rules, permissions and limitations for both men and women. These boundaries exist because culture and tradition generate the general belief that women and men are different in terms of strength, personality and ability. In most **developed countries**, governments and communities are trying to eliminate **discrimination** and wrongdoings justified by traditional **gender** beliefs. This is called 'gender-mainstreaming'.



### *How are gender and hunger related?*

In many **developing countries**, traditional **gender** roles are still strong, and **gender** has an important impact on hunger and family nutrition in general.

In many countries where agriculture represents the main source of income for poor families, women often have less access to resources and education, and are often excluded from making important decisions. Power and responsibility are mainly in the hands of men. Women are frequently forced to give up schooling when they are young if their family doesn't have enough money. Their parents may think that it's not worth educating their daughters because they don't see them as being equal to their sons. Therefore, girls often don't have access to the same agricultural skills and knowledge as boys.

However, women can play an essential part in rural agriculture. Often they typically work the same hours as male farmers (or even longer), but earn less money due to **gender discrimination**. This is particularly common in Sub-Saharan Africa. This happens for cultural and religious reasons, but also because women's full potential, unique knowledge and importance are often not recognized.

The gravity of **gender inequality** is obvious when you think about the responsibility women have for their children. Not only do they breastfeed their babies, but they often decide on their children's diet and manage the family's food supplies. When food prices go up and poor families are forced to buy less food, women often have to choose between feeding themselves or their babies. If breastfeeding mothers are eating a poor diet, it affects their babies and children's growth. Pregnancy, in particular, is the most critical moment in which a woman needs special **nutrients** in her diet. Babies who do not receive an **adequate** amount of **nutrients** during development will suffer long-lasting health consequences.

# 10 FACTS about WOMEN and HUNGER

Women are often victims of hunger. They also have a crucial role to play in ending hunger. As mothers, farmers, teachers and entrepreneurs, they hold the key to building a future free of **malnutrition**. Here are ten reasons why **empowering** women is such an important part of fighting hunger.

- 1 In **developing countries**, 79 percent of economically active women spend their working hours producing food, working in agriculture. Women are 43 percent of the farming work force.
- 2 Yields for women farmers are 20-30 percent lower than for men. This is because women have less access to seeds, **fertilizers** and equipment.
- 3 Giving women farmers more resources could bring the number of hungry people in the world down by 100 - 150 million people.
- 4 Surveys in a wide range of countries have shown that 85 - 90 percent of the time spent on household food preparation is women's time.
- 5 In some countries, tradition dictates that women eat last, after all the male members and children have been fed.
- 6 When a crisis hits, women are generally the first to sacrifice their food, in order to make sure their family members have enough food.
- 7 **Malnourished** mothers are more likely to give birth to underweight babies. Underweight babies are 20 percent more likely to die before the age of five.
- 8 Around half of all pregnant women in **developing countries** are anaemic (they do not have enough iron in their bloodstream). This causes around 110 000 deaths during child birth each year.
- 9 Research confirms that, when in the hands of women, an increase in family income improves children's health and **nutrition**.
- 10 Education is key. One study showed that women's education contributed 43 percent of the reduction in child **malnutrition** over time, while food availability accounted for 26 percent.

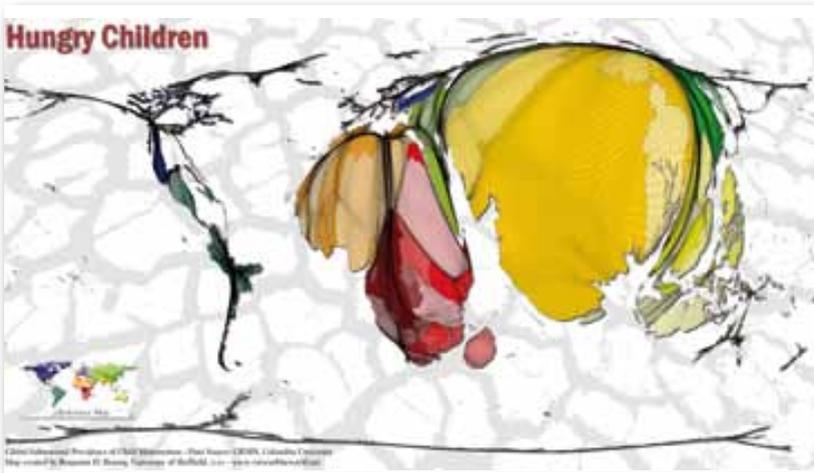
Source: FAO, IFAD, WFP and IDLO



## Children and young people

Children and young people around the world are affected by hunger every year. UNICEF estimates that 146 million children in **developing countries** are underweight and **undernourished**, as a result of **acute** or **chronic hunger**. Up to 17 million children are born underweight each year, resulting from **inadequate nutrition** during pregnancy.

This map shows a proportional representation of where the hungry children in the world are living. Is it what you expected it to look like?



Source: Columbia University and University of Sheffield

Childhood hunger has many serious effects for later life. For example, one in four children in the world are **stunted**. This means they didn't get enough food and **nutrition** for their bodies to grow and develop as they should. Constant hunger weakens the **immune system** and makes children and young people more vulnerable to diseases and **infections**. Without **adequate nutrition**, hungry children are especially vulnerable and become too weak even to fight common **infections** like **measles** or the flu.

Source: WFP



Getting the right nutrition sets kids up for a healthy future. Without it, they can't grow or learn or thrive. Children everywhere deserve this opportunity. Making sure that children have the right nutrition is a simple and effective game-changer in a child's life. For children around the world, the right nutrition changes hunger to hope.

After all this, it's very clear that hunger can do a lot of damage! Ideally, no one should have to go hungry: we have to change this. We know how to solve hunger, and the solution can begin with YOU! So let's find out more about principles like the Right to Food and Food Security, which aim for everyone to have enough food to eat.



TIFFANY HUANG, aged 7, PHILIPPINES.

# THE RIGHT TO FOOD

## A BASIC HUMAN RIGHT

What is a **right**? To understand this concept, think about the words equality, dignity or respect. We all respect each other in family life or at school. For example, we know that it is wrong and unfair to take away other students' personal belongings or to bully them. The basic principle of **rights** is that we should all be properly and equally respected and valued, and treated how we would like to be treated ourselves. This equality also includes the right to be able to access the basic things we all need to lead healthy lives. Think about what you need to live happily and grow into a healthy adult. First of all, you need food and clean water. You also need education, safety from threats (like being robbed or attacked), and care from your family members and communities. You have a **right** to these things.

Often, when you have a right to something, somebody else has an obligation to you. For example, if you have the right to education, your state or country has to provide you with schools, teachers, courses and everything else you need to receive your education. Some rights are universal, meaning they are the same wherever you go in the world. Other rights can be specially granted depending on your situation. Universal rights, given to all people, are called **human rights**.

The **Right to Food** means that all human beings should have access to enough, safe food to live healthily, no matter where they live or what their situation is. This is a universal **human right**, so it applies to everyone, regardless of how old they are, where they're from, how they look, if they're a man or a woman, which religion they belong to, or how rich or poor they are.

Fulfilling the **Right to Food** means ensuring that people have the knowledge, skills, resources and opportunities that they need to get food for themselves. It also means that when people, for reasons beyond their control, are not able to feed themselves, they still have a **Right to Food** and must be helped until they are able to feed themselves again. By recognizing that people have a **Right to Food**, national governments have committed themselves to doing everything possible to ensure that all of their people have enough to eat (see Section E for actions that governments can take to help end hunger).

The **Right to Food** should ensure the right of all human beings around the world to be free from hunger, **malnutrition** and **food insecurity**. Unfortunately, ensuring everybody's **Right to Food** is not so easy. Let's learn more about **food security** to understand what this means for supporting people's **Right to Food**.

## FOOD SECURITY

What does "security" mean to you? Most people feel "secure" or "safe" when they don't feel threatened by anything and aren't afraid. Similar to this understanding of security, **food security** refers to the condition of having physical, social and economic access to enough good quality food to live healthily.

Achieving **food security** depends on four elements:

- \* Food must be **available**, meaning that **adequate** amounts of good quality, safe food must be produced or **imported** at the national and local levels.
- \* Food must be **accessible**, meaning that it must be distributed and available locally and it must be affordable to all people.
- \* Food must be **used in the best way** possible for each person to be healthy and well nourished (sufficient in quantity, quality and variety for each individual's needs). This requires people to be aware of their basic **nutritional** needs so that they know what kinds of food (and how much) to eat to be strong and healthy.

- \* Finally, the three elements above need to be **stable** over a period of time. **Climate change**, **conflicts** and a number of economic factors (unemployment, unstable **financial markets**, etc.) can all threaten the **stability** of the **food system**.



There are two more concepts related to **food security** and the **Right to Food** that you should know about:

### Self-reliance

Being fed is not the same as being able to feed oneself. So giving all the hungry people in the world the food they need isn't only complicated and expensive; but most importantly, it doesn't actually solve the problem in the long term, because the poor stay poor. **Self-reliance** is very important when talking about an individual's dignity, which is why governments around the world

should make sure that people in their countries have the necessary knowledge, skills, resources and opportunities to produce or buy enough food themselves. Of course, governments must help poor and vulnerable people to access enough nutritious food until they can be independent again, but lasting **food security** and the **Right to Food** are built on increasing **self-reliance** and **empowerment**.

### Food sovereignty

The ideal situation, when every single person in a group (e.g. in a village, city or country) is **food secure**, is called **food sovereignty**. **Food sovereignty** is related to **self-reliance**, as people are 'food sovereign' when they can define, shape and run their own food and agriculture systems according to their own models of production. If you want to learn more about **food sovereignty**, visit: [www.foodsovereignty.org](http://www.foodsovereignty.org).

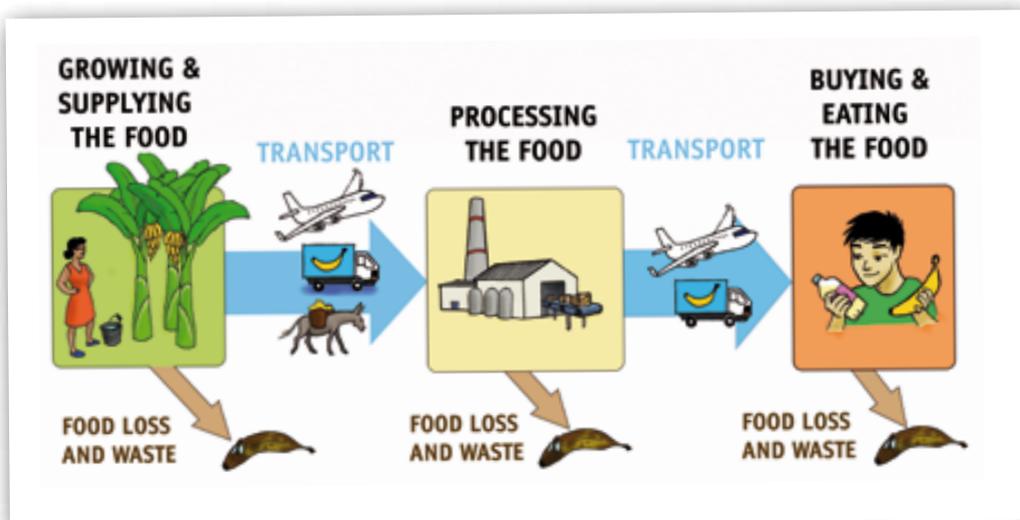
**Food sovereignty**, **food security** and the **Right to Food** all relate to each other, but to help you understand these links better, take a look below:



So, if these great concepts exist, why are there still hungry people? Well, for people to have enough food and be **food secure** many steps are involved. These steps make up the “**food system**”, and help to explain food production, distribution and **consumption**. Let’s find out some more about the **food system** to help us think about how the hunger problem could be fixed.

## THE FOOD SYSTEM

Do you know what a **food system** is? Food goes through many stages before making it onto your plate. It travels from farms and fields to the market and supermarkets, and finally to your house. This long and sometimes complicated process is linked like a chain and is known as a **food system**. You can imagine that, if a link in the chain breaks (or doesn’t work like we expect it to), the whole process is interrupted. Of course, if a whole **harvest** fails (if there is a **drought** or **flooding** for example), the whole **food system** suffers, because there isn’t enough food at every stage. But smaller problems at any stage along the chain affect the whole system as well.



Source: YUNGA, Emily Donegan

Let's look at how the food system works in more detail:



### Growing and supplying the food

At this first stage, farmers and landowners cultivate their lands to produce crops and to rear their animals or fish. They also get produce from the local environment (e.g. forest products). To do this, they need agricultural equipment, seeds, fertilizer, animals or fish, water, land and labour. They also need to transport these products and different inputs to their farms in the first place. This all costs money, so farmers need to think about how they can make enough of a profit to buy more seeds and other essentials for the next harvest. Farmers also need knowledge about their crops and the products or animals that they are rearing. How much water and nutrients do they need? What difficulties may arise (e.g. pests and diseases) and how do you solve them? Lack of this kind of knowledge often leads to problems.

### Transporting the food from the field to the market

Once the food has been grown and harvested, some of it is kept by the farmers for themselves and their families. However, if they have more than they need, they can try to sell it at the local market. The money earned from selling the food allows farmers to buy more food for their families, materials to grow more crops (seeds, fertilizers, machinery, etc.) or to send their children to school. It sounds like a simple process but if farmers don't know where they can sell their products at a fair price, or don't have access to transportation, it gets challenging. This can be a problem for women farmers in particular, who are less likely to have access to vehicles or animals (like donkeys) to carry their products to the market, meaning they are often unable to sell their crops and benefit from the profits. If this stage of the food system doesn't work properly, people are likely to have difficulty getting enough food, and the producers won't be able to make a profit, therefore making the threat of hunger worse.



## PURCHASE FOR PROGRESS (P4P)

Growing and selling enough food to make a **profit** can be a real challenge for many **smallholder farmers**. The World Food Program (WFP) has established an initiative to help these farmers by providing training and new agricultural techniques to help them **cultivate** more productive crops. WFP then buys the produce directly from the farmers and uses it as food aid in WFP's emergency food distribution and school meals programmes. Find out more about P4P here: [www.wfp.org/students-and-teachers/students/blog/communities-nourishing-communities-we-call-it-progress](http://www.wfp.org/students-and-teachers/students/blog/communities-nourishing-communities-we-call-it-progress).

### Processing the food

Now some of the food produced by the **smallholder farmers** has been sold to other people. Some will eat it immediately, but some will resell it after processing it.



**When you go to the supermarket with your parents, have a look at all the processed foods around you. What are these products made of and where did they originally come from? For example, tomato sauce comes from tomatoes and jam is made from fruit.**

The food processing stage allows people to make a **profit** (and use it to feed their families!) when they resell it, because people are happy to pay a little bit more if it means they don't have to process the food themselves (e.g. it saves us all time if we can buy a ready-made jam rather than having to make it ourselves). **Processing food** can be an important step in preventing hunger. For example, preserving food by bottling, drying, salting or pickling means that there will be food available at times of the year when limited food is available to be **harvested** from the land (e.g. during winter). The **processed food** also has to be transported to the shop or the market for people to buy it.



## Buying and eating the food

We've made it to the final stage of the **food system**, the stage that most people see and participate in: buying, preparing and eating the food. All you need to do when you're shopping at the market, shop or supermarket is make a choice; buy the food that you prefer for a healthy and balanced diet, and prepare a good meal with it at home. At this stage, you need: a way to get to the market or shop (do you walk, cycle, take a bus or your car?); money for your purchases; and knowledge about which foods you need to buy in order to have a balanced and healthy diet (you can learn more about this by doing the **Nutrition Challenge Badge**). You should also think about buying local, **sustainably sourced** food, and make sure you only buy what you need so that you do not waste any food.

Of course, if you don't have enough money to buy food or are unable to travel to the shop or market to buy food, you are at risk of suffering from hunger.

## Food loss and waste

Food waste is an important stage in the **food system**, but one that is rarely thought about in relation to hunger. It's a big problem: about a third of the food (1.3 billion tonnes of food in 2011) that is globally produced is either lost or wasted at various stages of the food production and processing chains. For example, in many **developing countries** up to half of the food that is grown after it has been **harvested** is lost or wasted (FAO 2009). A major cause of these serious losses are **inadequate** storage facilities in which food may get damp and go off, or is eaten by pests, rodents, birds or fungi. Of course, when so much food is wasted, it is the poor who suffer the most, as they are unable to buy more expensive food. If they are producing the food, they also suffer when there is so much waste, as they will make less **profit** from the damaged produce.



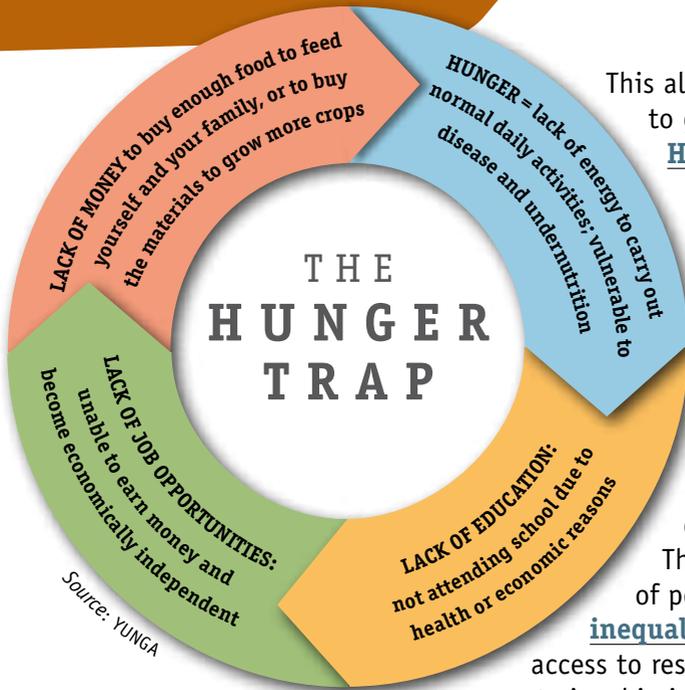
# CAUSES OF HUNGER

Now that we have learned about the food system, let's think about the big question: **Why is there hunger?** As we've seen, the food system itself seems rather simple: food is produced on farms and, with a few stops in between, makes it onto our table. But much of the food produced is distributed globally and involves many different individuals, companies and governments, making it very complicated. If only one small link in the food system is broken or doesn't work properly, millions of children and people can become victims of famine or chronic hunger. Some factors heavily affect the food system. They represent the main causes of hunger.

## POVERTY AND THE HUNGER TRAP

Poverty 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. Because they can't eat adequately (enough or well), or can't feed their families and children, staying healthy becomes a challenge. Poor families are forced to buy the cheapest food, which is often nutritionally inadequate, resulting in an extremely poor diet. When they start becoming too weak to study or work, it becomes less and less likely that they will have the energy or resources to be able to grow enough food, or earn enough money to get better.

This vicious circle is called the Hunger Trap. Tragically, many hungry people die from simple diseases like fever or measles because their bodies are no longer able to fight the infection. Poverty also makes it very difficult for people to have access to education about farming practices, land, and the resources they need to grow their own food.

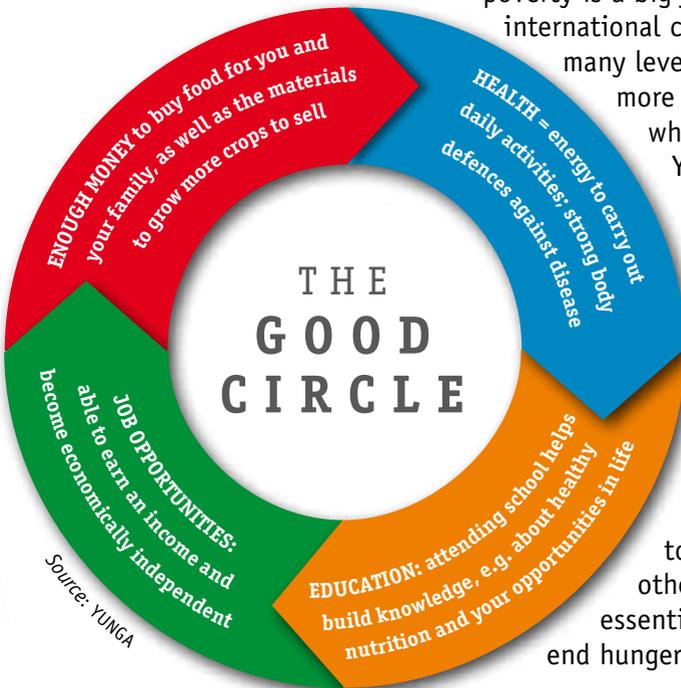


This also causes people to get stuck in the **Hunger Trap**. The poorest people are more likely to fall in this trap and once they are in, it is not easy to find their way out.

Poverty itself is also a very complex issue.

The main causes of poverty are **inequality** and lack of access to resources. Overcoming poverty is a big job and requires international coordination at many levels (you can learn more in Section E about what governments and YOU can do to help reduce poverty).

Take a look at the **Good Circle** – you'll see that education is key to reducing inequalities and making sure that everyone has the same access to knowledge and other resources. This is essential in the fight to end hunger.





## MOLLY'S WORLD

Meet Molly. She is a thirteen-year-old girl growing up in the Mathare slum in the city of Nairobi, Kenya. The slum is one of the poorest places in the world. Many families who live in similar slums are at risk of suffering from hunger. For Molly however, a nutritious meal provided every day at school by WFP means she has the opportunity to learn. This education will help her to move out of the **Hunger Trap** into the **Good Circle**.

See what a day in Molly's life is like:

[www.youtube.com/watch?v=raUFQBYL0bw&feature=c4-overview-vl&list=PLE5D9C5958C5F753B](http://www.youtube.com/watch?v=raUFQBYL0bw&feature=c4-overview-vl&list=PLE5D9C5958C5F753B)

Teachers and group leaders may like to use this teachers pack:

<http://documents.wfp.org/stellent/groups/public/documents/communications/wfp250506.pdf>

## CONFLICTS

War breaks the **food chain** in a number of ways. In some cases, soldiers tactically try to starve their enemies by contaminating fields and wells so that people can't grow food or access safe drinking water. Fields may also be covered with landmines, making it unsafe to plant crops. When food is used as a weapon of war, the first innocent victims are the rural families who depend on their crops to feed themselves and are rarely directly involved in the **conflict**. **Conflicts** often produce many **refugees**, as many families are forced to leave their homes to go to live in safer areas, often in completely different countries. **Conflict refugees** are at risk of suffering from hunger as they have no resources to produce food or make an income. Find out how **conflict** affects children and young people, and what organizations like WFP are doing to help by reading "A Schoolgirl's World At Zaatari Refugee Camp" here: [www.wfp.org/photos/gallery/schoolgirls-world-zaatari-refugee-camp](http://www.wfp.org/photos/gallery/schoolgirls-world-zaatari-refugee-camp).

## NATURAL HAZARDS AND CLIMATE CHANGE

Earthquakes, floods, droughts and other natural hazards pose many threats and challenges to small scale farmers and the poor, as they often do not have the resources to be able to respond or protect themselves. Climate change is causing more frequent and extreme natural hazards in many parts of the world. Many of the consequences of climate change are still unknown, but many studies point to negative effects on growing food: crops may be destroyed or ruined and the world food system may need to manage and cope with less resources. Climate change and its effects on the food system will likely pose a serious problem for many farmers and poor communities, as they are unable to predict changing weather patterns, and in many cases the growing season is shortened and disrupted. This is likely to lead to more people suffering from acute and chronic hunger.



HUNGER  
A  
FOOD  
B  
CAUSES  
C  
ENDING  
D  
ACTION  
E



## LOOKING THROUGH THE LENS

Do you know where the Sahel is? It's a wide stretch of countries in West Africa where frequent **droughts** often result in seasons of hunger. Zoom in on this region with photographer Rein Skullerud to see how **natural hazards** like **drought** affect hungry families there – and how we can help them become stronger in the face of hunger: [www.youtube.com/watch?v=yZUZAoNEzvE](http://www.youtube.com/watch?v=yZUZAoNEzvE)

## MISMANAGEMENT OF NATURAL RESOURCES

When people don't have enough knowledge about the crops they are **cultivating** (growing), they may misuse **natural resources** (like water or minerals in the soil which plants need to grow) by using the wrong **fertilizers**, **pesticides** or growing methods. For instance, some **pesticides**, whilst protecting the crops from insects, damage and contaminate the soil when they get washed off the plants. So it is very important that farmers are aware of good management practices, so they can make good decisions that allow them to farm successfully without causing environmental damage. Training farmers in natural resource management is therefore a good strategy in the fight against hunger (see Section D). Unfortunately, farmers sometimes still cannot afford to use (or don't have access to) the latest farming techniques, which often require advanced and expensive technology or machines. However, there are a lot of simple, traditional techniques that farming families have passed down through generations that help to conserve the natural environment and use resources sustainably, whilst producing healthy and nutritious food. It is important that development initiatives recognize these techniques and knowledge systems as essential factors towards bringing about local **food security** and ensuring the sustainability of **small scale farming** practices.

## FINANCIAL AND ECONOMIC CRISES

Do you know how much bread and milk cost at your local grocery store? For poor families around the world, the answer to this question has an incredible impact on their livelihoods. That's because unlike in **developed countries** where a small amount of a family's budget is spent on food (e.g. 7 percent in the USA), families living off a dollar a day spend nearly half of their budget on food (e.g. 47 percent in Cameroon) (*Source: the Economist magazine, 2013*). In short, food prices matter.

Food is produced, sold, bought, and **consumed** just like any other product in the **financial market**. Because the amount of food bought and sold depends on a balance between **demand** (how much and what kinds of food people want) and **supply** (the amount and kinds of food that has been produced and can be sold), food prices can go up or down. If more food is produced than people want to buy (in economic lingo: if **supply** exceeds demand), food prices go down. If there is too little food to go around, or if many people want to buy a particular kind of rare food, **demand** exceeds **supply** and food prices rise. Changes in food price have big consequences. Price rises affect those who are **chronically hungry** most seriously, making them even less able to buy food. When **economic or financial crises** occur, all prices tend to increase. However while some products are easy to abandon because they are not necessary for survival (toys, TV, cars), others, like food and water, are crucial for our survival. The price and availability of food becomes a vital part of national policy, particularly during **economic crises**. However, too often, preventive measures are not taken and food prices spin out of control. The poor suffer the worst consequences.

### A DOLLAR A DAY

Do you think that you would be able to live off US\$1 each day? What would you be able to buy with it? Would you still be able to afford your favourite food? Watch this video to find out what can be bought for US\$1 in Ethiopia – a country in which many people have to survive on this daily amount: [www.wfp.org/videos/dollar-day-ethiopia](http://www.wfp.org/videos/dollar-day-ethiopia)

# ENDING HUNGER

Now that we have a good understanding about the main causes of hunger, let's look at what can be done to end hunger!

Hunger is the world's greatest solvable problem. You've read about the challenge of hunger, but here's the best part: we can turn this around. If you have access to the internet, take a look at this video: <http://www.wfp.org/videos/hunger-worlds-greatest-solvable-problem>.

Simply providing people with food supplies could resolve some short-term problems of hunger, but it doesn't actually deal with the root causes of hunger. Of course, emergency food assistance is very important to help deal with many of the issues listed in Section C, but it is not a long-term solution. Instead, people who

are stuck in poverty and the **Hunger Trap** need a range of resources and skills to become **self-reliant** and have access to **adequate** food and living standards. Organizations like the Food and Agriculture Organization and the World Food Programme both respond to emergencies and are helping to build up a number of long-term solutions that can be put into practice.



TAEGYUNG HAN, aged 10, REPUBLIC OF KOREA

## THE UN MILLENNIUM DEVELOPMENT GOALS

In the year 2000, 189 world leaders came together at UN Headquarters in New York to discuss how they could work together to eradicate **extreme poverty** in the world. As a result of this meeting, eight goals, known as the **Millennium Development Goals** (MDGs), were established to address different dimensions of poverty. By signing up to these goals, governments around the world committed themselves to work together to help create a better future for us all. The eight **Millennium Development Goals** are:



Goal 1 **End extreme poverty and hunger**

Goal 2 **Achieve universal primary education**

Goal 3 **Promote equal rights for women and men**

Goal 4 **Reduce child deaths**

Goal 5 **Improve the health of pregnant women and mothers**

Goal 6 **Fight HIV/AIDS, malaria and other diseases**

Goal 7 **Ensure environmental sustainability**

Goal 8 **Develop a Global Partnership for Development**



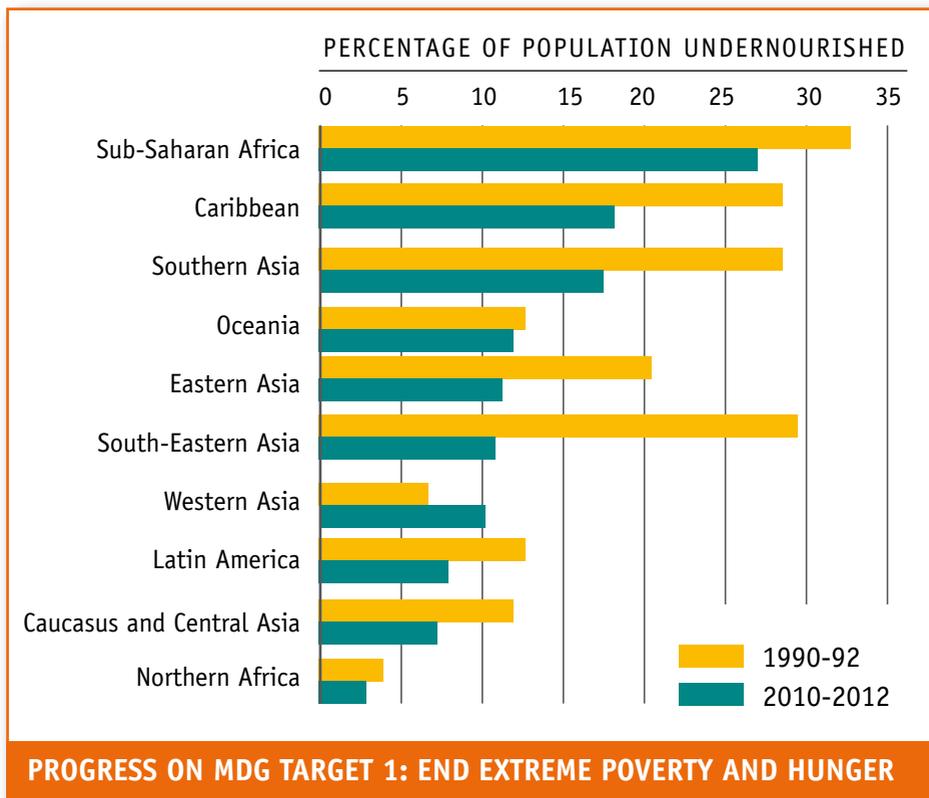
You can read and learn more about the MDGs here:  
[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)



The aim is for governments around the world to work together to achieve these goals by 2015. Some of these targets are close to being met, whilst others still have a long way to go. After 2015, efforts will continue but under a new set of 'Sustainable Development Goals'.

**GOAL 1** relates directly to ending hunger and includes three sub-goals:

- A. Between 1990 and 2015, halve the number of people in the world who make less than US\$1 a day.
- B. Achieve full and productive employment for all, including women and young people.
- C. Between 1990 and 2015, halve the number of people who suffer from hunger.



Source: FAO

Some **developing countries** have made impressive progress in achieving their hunger-related targets, but many are still too far from achieving the goals. The graph on page 52 shows which regions have made progress towards achieving MDG 1, between the years of 1990-92 and 2010-12. As we have seen, many different factors cause hunger and it is very difficult to address all of them at the same time.

Since the year 2000 and the international commitment of the MDGs, the number of chronically hungry people in the world has decreased. There is still a lot of work for governments to do, but by making a public commitment to help ensure the **Right to Food** for all people in the world they have begun an important process to help solve hunger.

## EDUCATION

If you look back at the '**Hunger Trap**' diagram (p.45), you will see that lack of education tends to lead to a lack of job opportunities, making it very difficult to break out of the **vicious circle** of hunger and poverty. Therefore, providing education is vital in fighting hunger and poverty. For **small-scale farmers** and the rural poor, education helps to communicate the most effective ways to use the land and resources available to them, or can help them find other ways to make a living.

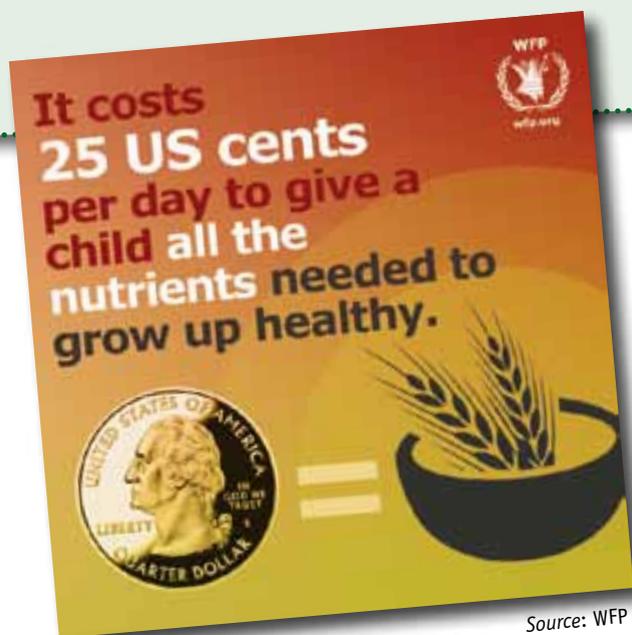
Many **development aid** initiatives (big and small) supporting child, youth and adult education exist. A particularly well-known one was established in 2000, when 164 governments pledged to achieve 'Education For All' (EFA) by 2015. With only two years to go, a lot of work remains to be done to realize the ambitious – but very important – goal of ensuring the education needs for all children, youth and adults in the world.



## SCHOOL MEALS

The World Food Programme has an initiative working in many **developing countries** to provide a daily meal to children attending school. Poor households must often choose between sending their children to school or to work the fields, so this school meal provides a strong incentive to send children to school and keep them there. Find out more: <http://documents.wfp.org/stellent/groups/public/documents/communications/wfp249632.pdf>.

You can make a difference! It costs only twenty-five cents to provide a nutritious meal at school through WFP. For many children, this is often their only meal of the day. It encourages them to come to school and helps them get an education.



Source: WFP

## EMPOWERING WOMEN, FIGHTING HUNGER

Education is the basis for women's **empowerment** and fighting hunger. As we saw in Section A, in many poor countries, girls don't attend school and don't even get a chance to learn how to read. This needs to change: all girls and women should have access to education and training in **nutrition**, **sanitation**, financial planning and agriculture. For adult women, training and support for small business management are very effective. Many NGOs and governments are now trying to provide women with the skills and support that they need to carry out their own projects and make money themselves, with some organizations providing women with **microfinance** loans to get started.

This especially makes sense when you consider that in many countries women are the main force in the agricultural sector, representing over 60 percent of agricultural labour in some countries! **Empowering** women and giving them equal access to education and agricultural resources is proven to lead to higher productivity in agriculture and to a better-working **food system**. In fact, women have a fundamental role in providing **food security** for their households and, consequently, for their entire community. Improving mothers' health will decrease the risk of childhood death and **malnourished** children. It has been proven that when women earn more money, or have more control over household spending, children receive better meals and better education. So, **empowering** women helps to build a sustainable future for their communities.

To fully support women's equality, men should share in household responsibilities, like cooking, cleaning or looking after their children. Feeling equal to and independent from men encourages women to develop their own potential.



## INVESTING IN AGRICULTURE

Investing in the agricultural sector of developing countries suffering from chronic hunger will help to establish the necessary infrastructure for them to be able to become self-reliant and more food secure. Infrastructure means the basic physical and practical requirements for daily life, business and trade to function. This involves building roads, bridges and transportation links between the farming villages and cities or markets, so that farmers can sell their products and buy or borrow equipment needed for farming. The aim is to transform the vicious circle of the Hunger Trap into a 'Good Circle' (see the 'joining the circles' diagram, pp.58-59). Promoting investment in agriculture can increase farmers' chances of creating their own source of income, meaning they have enough money to buy food, send their children to school and to buy medicines if they get sick. These are all key elements that will help people to move out of the Hunger Trap and into the Good Circle.

## MICROFINANCE

Microfinance is another way to help the hungry get out of the Hunger Trap. Microfinance is a "money borrowing" system for the poor. When the poor want to borrow some money to start a business (a small farm is a business too; farmers need to buy seed, fertilizer and machinery, for example), they often have trouble dealing with normal banks. Banks are likely to refuse loans if they are worried that the borrower won't be able to repay it. Microfinance schemes have been specifically designed with the poorest populations in mind. They lend money to those in need, allowing them to repay the loan in small amounts and with longer deadlines than normal banks usually agree to. This encourages farmers to spend the loan carefully, but it also means that the repayment schedules are a lot more achievable, putting less

pressure on the farmers. **Microfinance** helps to shift the 'lack of money' stage in the '**Hunger Trap**' diagram into the 'enough money' stage in the '**Good Circle**' (see the 'joining the circles diagram' on pp.58-59). Find out more about **Fair Trade**, **humanitarian aid**, volunteer initiatives and spreading the word in Section E.



MIRIYAM SHAFAHATH ZUBAIR, aged 16, MALDIVES

# JOINING THE CIRCLES

## THE GOOD CIRCLE

**JOB OPPORTUNITIES:**  
able to earn an income and  
become economically independent

**SPREAD THE WORD**  
INVESTMENT IN AGRICULTURE

**LACK OF  
JOB OPPORTUNITIES:**  
unable to earn money and  
become economically independent

THE HUNGER TRAP

**LACK OF MONEY** to buy enough food  
to feed yourself and your family,  
or to buy the materials to  
grow more crops

**SPREAD THE WORD**  
MICROFINANCE SCHEMES AND FAIR TRADE

**ENOUGH MONEY** to buy food for you and  
your family, as well as the materials  
to grow more crops to sell

THE GOOD CIRCLE

HEALTH = energy to carry out daily activities;  
strong body defences against disease

**SPREAD THE WORD**  
HUMANITARIAN AID AND VOLUNTEER INITIATIVES

HUNGER = lack of energy  
to carry out normal daily activities;  
vulnerable to disease  
and undernutrition

THE HUNGER TRAP

LACK OF EDUCATION:  
not attending school due to  
health or economic reasons

**SPREAD THE WORD**  
EDUCATION FOR ALL

EDUCATION: attending school helps  
build knowledge, e.g. about healthy nutrition  
and your opportunities in life

Source: YUNGA



# TAKE ACTION

## ACTIONS FOR GOVERNMENTS AND DECISION-MAKERS

Governments around the world have the obligation to respect, protect and fulfil their citizens' Right to Food and make efforts to end hunger. At the international level they also have the responsibility to cooperate to end hunger. Development aid and humanitarian aid initiatives are examples of how they can do so.

### Humanitarian aid

Humanitarian aid refers to support (e.g. food, shelter, medical assistance) given by national governments, international organizations or charitable organizations to people suffering the consequences of natural hazards, conflict, financial and economic crises and so on.

Humanitarian aid responds to specific crisis situations and is an essential shorter-term measure to help countries to survive and cope with difficult circumstances, such as acute hunger or famine. For example, the severe Horn of Africa drought in 2011, which affected Kenya, Somalia, Ethiopia and Sudan has put 9.5 million livelihoods at risk and created many refugees. The UN declared the region to be in a state of famine, prompting many aid agencies and governments to donate millions of dollars to help the people suffering in the region. The money was used to provide emergency food supplies, materials and housing for the many refugees affected by the famine.

## Development aid

**Development aid**, on the other hand, refers to money given by governments and other agencies with a longer-term view in mind. **Development aid** aims to promote lasting development in **developing countries** by building up education, social, political and economic systems, as well as protecting **human rights** and the environment. Actions like **investment** in agriculture, education or setting up **microfinance** schemes, as discussed in Section D, are often **development aid** initiatives.

## ACTIONS FOR YOU

Everyone can make a difference. So get involved and help fight **chronic hunger**! Undertaking this Ending Hunger Challenge Badge is a great start: you can turn to the next section and get started on the activities! But before you do, here are some more ideas for how you can help make the world a fairer, healthier and happier and place.

## Fair Trade products



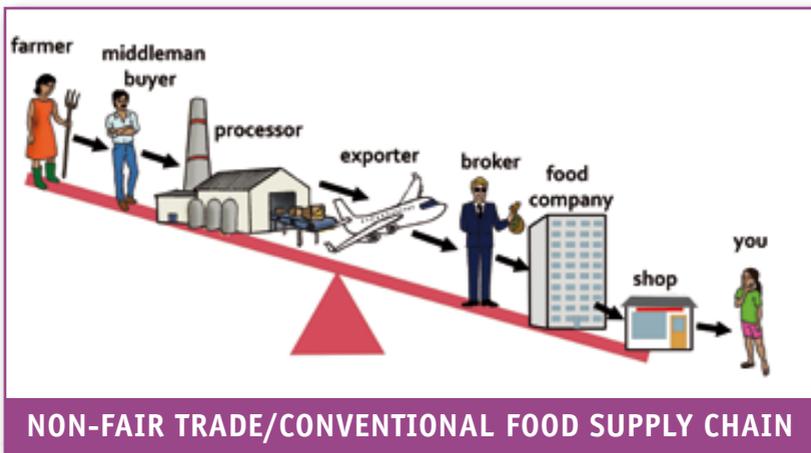
Did you know that by buying certain products you can support small-scale farmers? That means you can help fight world hunger with the choices that you make! These products are labelled as **Fair Trade** products – they're easy to recognize, because most of them feature the logo on the left. You can get all kinds of **Fair Trade** products, including handicrafts, coffee, cocoa, sugar, tea, honey, cotton, wine, fresh fruit, and flowers. Products can only be labelled as being **Fair Trade** when they are produced according to certain

social and environmental standards and when the price is fair. These standards include banning child and slave labour, guaranteeing a safe workplace and protecting the environment.

A fair price is understood to mean that more of the money made goes to the farmers and less to middlemen. 'Middlemen' are the people who resell products to processors, exporting companies and national brokers after buying them from the farmer. Due to the desperate situation of many small-scale farmers, some middlemen pay them very little for their goods because they know that the farmers don't have any choice. In these cases, middlemen make a big profit and farmers receive very little. Fair Trade prevents this, by paying farmers and farmers' cooperatives directly for their products instead.



Source: YUNGA, Emily Donegan



Source: YUNGA, Emily Donegan

The **Fair Trade** movement is trying to help transform the ‘lack of job opportunities’ stage in our **‘Hunger Trap’** diagram above into the ‘job opportunities’ stage in the **‘Good Circle’** diagram (pp.58-59). Once people start buying **Fair Trade** products in shops and supermarkets, small-scale farmers and family businesses become more competitive in the wider **economic market**. This increases their earnings and makes them more food secure. Additionally, thanks to **Fair Trade** labelling, **consumers** are able to track the origin of the goods they buy and become more aware of the culture, identity, and conditions in which the producers live.

### Volunteer initiatives

Do you know of any volunteer or charity associations in your area who help the poor in your community, or in other countries? Charity groups often help by distributing things like second-hand clothes, free meals or grocery items. This kind of help intervenes in the ‘hunger’ stage in the **‘Hunger Trap’**; trying to boost it to ‘health’ in the **‘Good Circle’** by giving immediate (although temporary) relief to the hungry. Although voluntary schemes are a good way for individuals to give a small contribution to the fight against hunger, we have seen that these kinds of small-scale initiatives, as well as large-scale food distribution programmes, can’t ensure permanent food supplies. To make sure the poor and hungry don’t find themselves in a permanent state of dependence on food aid, other solutions (such as those mentioned in Section D) are crucial to defeat hunger in the long-term. Ways that you can help people to move out of the **Hunger Trap** include supporting educational programmes, **microfinance** schemes and working with women or other marginalized groups. For more information about volunteering opportunities, take a look at the UN Volunteers Web site: **www.unv.org**.

## Spreading the word

Politicians and decision-makers have important jobs to do and a responsibility to help the poor and hungry by building up **infrastructure**, making **investments**, working with private businesses and banks to create opportunities and so on. But ordinary citizens – including young people – can also help fight hunger at a global scale by spreading the message and raising awareness about hunger!

### *The power of public opinion*

Public opinion is a very powerful resource. The achievements of various different people's movements throughout human history is incredibly impressive. A good example is women's **right to vote**. Historically, many countries only allowed men to vote for their national government representatives. However, in most countries today, both men and women are allowed to vote. This **right to vote** was gained by women in many countries from the late 19th century onwards, thanks to organized people's movements.

Public opinion and organized movements can put significant pressure on politicians and decision-makers, driving real changes. This applies to the issue of world hunger, too: politicians are supposed to design their policies according to people's needs, so our first task is to let them know what we care about. Public letters, awareness-raising events and public campaigns are all good ways of spreading the message about world hunger. For example, FAO's Ending Hunger movement, which grew from the 1BillionHungry project, is one of the widest hunger-related campaigns: visit **[www.1billionhungry.org](http://www.1billionhungry.org)** and **[www.endinghunger.org](http://www.endinghunger.org)** to discover what it is all about.

Think about how you can raise awareness and generate public interest and opinions on hunger issues. How can you lobby and put pressure on your government to do something about world hunger? What groups can you join who are already actively involved in government action related to poverty and hunger? Governments have a duty to respond to their country's people, so let's let them know what we think about these issues!

### *Social media*

When we think about the power of public opinion, we should not forget the opportunities available through **social media**. **Social media** like Facebook, YouTube and Twitter have built new, incredibly fast ways to link different corners of the world with just a few clicks of your mouse. People use them to share their thoughts, feelings, and experiences. What a good opportunity to spread a message about an important issue like hunger! Many awareness-raising campaigns are developed and carried out through such social networks: when you post something on your profile page, you are spreading a message to many people, even beyond your immediate friends. Have a look at the Ending Hunger, FAO and WFP Twitter and Facebook pages!

**Ending Hunger Facebook:** [www.facebook.com/1billionhungry](http://www.facebook.com/1billionhungry)

**Ending Hunger Twitter:** <https://twitter.com/EndingHunger>

**FAO Facebook:** [www.facebook.com/UNFAO](http://www.facebook.com/UNFAO)

**FAO Twitter:** <https://twitter.com/FAOnews>

**WFP Facebook:** [www.facebook.com/WorldFood Programme](http://www.facebook.com/WorldFoodProgramme)

**WFP Twitter:** <https://twitter.com/WFP>

Raising awareness through online-based groups is an effective, simple 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 and music*

Like **social media**, sports, games and music provide huge opportunities for people from different parts of the world to meet and share their experiences and opinions. Let's use the example of sports: when the Olympic Games or the soccer world cup take place, a lot of people from all around the world watch the games or travel to the event to cheer for their favourite teams. This often encourages people to interact and exchange views with each other. This is why when sport champions decide to use their image and popularity to help universal challenges like hunger, many people listen and become motivated to resolve the problem. In other cases, sport events are organized specifically to communicate such messages.

The Hunger Run, which takes place every year in Rome for World Food Day, on October 16<sup>th</sup>, is one of these events. Everybody can participate, and all participants are encouraged to learn about the event's meaning. Think of all the benefits to participating in events like this: you will have spent a day in the open air, doing some healthy exercise, and you will have contributed to spreading an important message to the world.

Like sports, music can help fight hunger, too. Campaigns like the Make Poverty History campaign ([www.makepovertyhistory.org](http://www.makepovertyhistory.org)), which was launched in 2005, use big concerts with famous musicians to mobilize support for fighting hunger. Some singers write songs about global issues including hunger and poverty. Listen carefully to the songs you hear on the radio – sometimes their message is more important than you think. Share them with your friends and help to spread the message!

### Keep learning

The following Web sites contain a lot of information and practical action and activities on hunger related topics. Check them out, and see if you can find more yourself.



Action Against Hunger has a lot of information about global hunger and actions that can be taken to help to prevent it. Have a look at the Web site, download the student pack and get involved!

[www.actionagainsthunger.org/take-action/student-center](http://www.actionagainsthunger.org/take-action/student-center)



Ending Hunger has some great suggestions on how YOU can help to end hunger: [www.endinghunger.org/en/educate/10\\_things\\_%20to\\_end\\_hunger.html](http://www.endinghunger.org/en/educate/10_things_%20to_end_hunger.html)



The Enough Food If campaign uses online and practical activism to lobby the British government and other world leaders about hunger issues. The campaign is organized by over 100 different charities and NGOs and has a lot of information, as well as educational resources and activities about ending hunger. To learn more, visit <http://enoughfoodif.org>



Also check out Feeding Minds, Fighting Hunger: an 'international classroom' which provides learning materials on the Right to Food, healthy nutrition and how to run school gardens: [www.feedingminds.org/fmfh](http://www.feedingminds.org/fmfh)



Freerice is an online vocabulary game where you can learn and donate food to those suffering from hunger every time you get an answer right! Take a look at: [www.freerice.com](http://www.freerice.com)



The Global Poverty Project uses the power of education, communications, advocacy, campaigning and the media to advance the movement to end extreme poverty: [www.globalpovertyproject.com/pages/take\\_action](http://www.globalpovertyproject.com/pages/take_action)



Oxfam is an international aid and development charity working towards eradicating hunger and poverty. Play the game 'Can You Beat the System?' to understand more about the global food system and the farmers producing our food: [www.oxfam.org.uk/education/resources/can-you-beat-the-system](http://www.oxfam.org.uk/education/resources/can-you-beat-the-system)



The Food and Agriculture Organization of the United Nations Web site has a lot of ideas about how you can get involved to help solve hunger. One of the key events is World Food Day, which is celebrated on 16th October every year to highlight issues of food security and hunger around the world. Learn more at: [www.fao.org/getinvolved/en](http://www.fao.org/getinvolved/en)



The World Food Programme has a series of fun and interactive online games to help you learn more about hunger: [www.wfp.org/students-and-teachers/students/fun-and-learn](http://www.wfp.org/students-and-teachers/students/fun-and-learn). You can also take direct action: [www.wfp.org/get-involved/ways-to-help](http://www.wfp.org/get-involved/ways-to-help)



Voices of Youth (VOY) is UNICEF's site for young people to learn about and get involved in issues affecting our world, including poverty, hunger and human rights. Visit [www.voicesofyouth.org](http://www.voicesofyouth.org) to make your voice heard!

The more you care and know about world hunger, the bigger your impact can be. So keep learning, and exploring! You will find more Web sites and resources with interesting and important information on pages 103-105.

**JOIN THE FIGHT AGAINST HUNGER!**



SECTION A:

# HUNGER AND THE HUNGRY

DO EITHER **A.1.** OR **A.2.** AND (AT LEAST) ONE OTHER ACTIVITY OF YOUR CHOICE.

AFTER COMPLETING OUR **HUNGER AND THE HUNGRY** ACTIVITIES, YOU WILL:

- \* **REALIZE** how often you may take things for granted which the hungry cannot.
- \* Better **UNDERSTAND** the inequalities and difficulties that hungry people face.

# DO ONE OF THE TWO COMPULSORY ACTIVITIES BELOW:

**A.01 FOOD FEED** Make a banner which reflects your eating habits.

- LEVEL 3 Draw a table on a big poster. In the first column, write the days of the week, and in the top row, write 'breakfast', 'lunch', 'dinner' and 'snacks'. Now you can all keep records of everything you eat each day for a week. At the end of the week, look at everything you've listed. Compare this to estimates of what people living on US\$1 a day eat on average each day. Discuss and reflect on this at your next group meeting.

**Extension:** You can also keep track of how much you or your parents paid for the food you ate. How much of this could you buy if you only earned US\$1 or US\$2 a day?

**A.02 HUNGER BANQUET** Invite members of your group to attend

- LEVEL 3 a 'Hunger Banquet'. Be sure to keep the details a surprise. When your guests arrive they can draw a ticket at random that will tell them whether they are high, middle, or low income earners. They then each receive a corresponding meal. To know how much of each type of ticket you will need (and what they will eat):
1. Multiply your total guests by 0.15. That number is the top 15 percent, the high-income tier that are served a rich, delicious meal.
  2. Multiply your total guests by 0.35. That number is the middle 35 percent section. They will eat a simple meal of rice and beans.
  3. The leftover 50 percent in the low-income tier help themselves to small portions of plain rice and water.

Guests can also play the character of a specific person in the role that they have been assigned. Obviously, most people will leave the banquet not feeling full or completely satisfied. At the end of your meal, allow each of the guests to talk about their experience. Use it as a way to think about why hunger exists and what we can do to change things.



## CHOOSE (AT LEAST) ONE ADDITIONAL ACTIVITY FROM THE LIST BELOW:

**A.03 HUNGRY CHAIRS** Here's a fun way to get thinking about food **scarcity**. Draw some pictures of different kinds of fruit. Have several copies of each kind (e.g. if there are 12 of you, pick 3 different kinds of fruit – e.g. apples, papayas and bananas). Set out a chair for each participant, and tape a picture to each of these chairs. Each of you find a chair to sit on, remembering which fruit you are. Your leader or teacher then calls out the name of a fruit. Players sitting on those chairs have to jump up and run to another empty chair (you can't go back to the chair you just left). Your leader or teacher can call out several kinds of fruit at once, or even all of them – watch out, in this case you might end up sitting on a new fruit chair! After a couple of trial rounds, with everyone swapping chairs, remove one chair. Whoever doesn't make it to a chair in the next round has to sit out. Each following round, another chair is removed, and another player eliminated. The game continues until there is only one chair left. At the end of the game, talk about reasons why there is sometimes not enough food to feed everyone.

**A.04 RICE BAGS** With your group, measure and divide up a bag of rice so that each person gets about 60 g each. Allow participants to weigh and measure out their own bag, so they see exactly how much this is. Use this exercise to explain that this is the amount of food that almost a billion people in the world have to eat for each day. Discuss how this would affect the way you live your life, and things that you could do to change the situation.

**A.05 FOREIGN FOOD** Do some research and learn about recipes from other countries or cultures. Have fun experimenting with different recipes and ingredients that are specific to the region or country that you choose (e.g. Tanzanian fish curry or fish with eggplants from Ghana: [www.worldcook.net/Cooking/Fish/FI-TanzanianFishCurry.htm](http://www.worldcook.net/Cooking/Fish/FI-TanzanianFishCurry.htm)). Choose something that you are able to cook without any special skills or tools. Prepare a meal based on one or more of these recipes and make some observations: is this food richer or poorer in **nutrients** than the food you usually eat? Are you using products that are easy to keep fresh, or fresh products that go off quickly? Are the ingredients grown or produced in the country that the recipe is from, or are they **imported**? Are the ingredients expensive? Compare such observations with your own country's typical dishes.

**A.06 A DOLLAR A DAY** Find out how much US\$1 is in your currency. Imagine earning this amount each day; what can you buy with it? Write a shopping list of ingredients that will allow you to prepare healthy and balanced meals for one person for a whole day – so that is at least three meals (plus two optional snacks). Go to the shop or market and check the prices; is it possible to buy everything on your list with just one dollar? Which items will you have to sacrifice? Just imagine what would happen if you had to provide food for a whole family and you still only earned a dollar a day. Write a list of what you would like to buy. How much more money would you need to buy all the items on your list? How could you find this money? Or are there other ways to obtain the food? Think about these questions and discuss your observations and ideas with your group. You can also use this video as a discussion point: [www.endinghunger.org/en/educate/food\\_budget\\_challenge.html](http://www.endinghunger.org/en/educate/food_budget_challenge.html).



**GOOD  
IDEA**



**A.07 MYTH BUSTERS!** How much do you and your friends know about hunger? Using this resource ([www.wfp.org/stories/11-myths-about-global-hunger](http://www.wfp.org/stories/11-myths-about-global-hunger)), go through these eleven myths one by one and as a group discuss if they are true or false. Encourage discussions around WHY it seems that the answer could be true or false. You can then take this Hunger Quiz (<http://quiz.wfp.org>) and see how many you get right!

LEVEL  
3  
2  
1

**Extension:** Make a poster or a leaflet explaining why these myths are wrong – be sure to give the actual facts as clearly as you can!

**A.08 HUNGRY CONTINENTS** Split up into seven small groups. Each group should choose one continent and make a poster showing its hunger-related statistics (how many people are hungry; if they live in rural areas or the city, etc.). Additionally, each team member should pick one country from that continent to find out a little more about the hungry people in it. You can use this Web site as a starting point: [www.fao.org/countryprofiles](http://www.fao.org/countryprofiles). Present your continent and individual countries to the other teams, so that at the end of the activity all the participants are aware of the global situation. Discuss the similarities and differences between continents.

LEVEL  
3  
2  
1

**A.09 BRAIN TRAINING** Organize a quiz for your friends or group members using the hunger-related vocabulary you have learnt. For example, you could create a crossword or a word search puzzle including words from the glossary of this booklet. Whenever a player finds a new word, they have to explain its meaning to the group.

LEVEL  
3  
2  
1


 GOOD  
IDEA

**A.10 GENDER AND HUNGER** Do some research and find out in which countries **gender inequality** is still significant and hard to overcome. Why is it such a big issue in these countries? How does this compare to the **gender** situation in your country? Make up a series of sketches between men and women or boys and girls that start with the same situation (e.g. a woman farmer trying to sell her produce) but end differently depending on the community in which they take place. Perform them for your friends and family.

**Extension:** You could also compare the hunger status between those countries and yours. Can you identify links between **gender** and hunger?

**A.11 HUNGER AT HOME** Although the majority of hungry people in the world live in **developing countries**, hunger has no boundaries and affects people around the world. Research how hunger affects people in your region or country. What are the main factors causing hunger or **malnutrition** where you live? Do most people have **food security** in your region or country? What is being done by the local community to address these hunger issues? Produce a report or a poster displaying your findings, to share with your friends, family and community.

**Extension:** Perhaps you can find a food bank or an NGO working on these issues. Volunteer to work there one evening a week for a period of time, and do what you can to raise awareness of hunger issues in your local area.



- A.12 IN THEIR SHOES** Try not to eat for a whole day (drink enough water to stay hydrated though). How do you feel?
- LEVEL** ③  
②  
●
- Write down how you feel throughout the day. You may feel a strong lack of concentration, so be careful in what activities you do that day, and make sure that you have an adult to supervise you. You know that you will be able to eat again tomorrow, so you will be able to recover from one day of fasting (not eating). However, almost 1 billion people don't have that certainty. How do you think they feel? Discuss this with your group.

**Extension:** You could do this activity as a sponsored 24 hour **famine**, and donate the money you have raised to a charity that is involved in the fight against hunger.

- A.13** Do any other activity approved by your teacher or leader.

**LEVEL** ① ② ③



YUNG TUNG CHAN, aged 13, HONG KONG, CHINA

Next page: Drawing entry from 'Young Hands together for Biodiversity' competition.



SECTION B:

# THE RIGHT TO FOOD

DO EITHER **B.1.** OR **B.2.** AND (AT LEAST) ONE OTHER ACTIVITY OF YOUR CHOICE.

AFTER COMPLETING OUR **RIGHT TO FOOD** ACTIVITIES, YOU WILL:

- \* Have a better **UNDERSTANDING** of how food systems work.
- \* **HAVE LEARNT** about key concepts including the human Right to Food, food security and food sovereignty.

## DO ONE OF THE TWO COMPULSORY ACTIVITIES BELOW:

**B.01 LEARNING BY DOING** If you have access to a vegetable patch, grow some vegetables or herbs with your group. This will take some time, but it will teach you a lot about how food is produced! This Web site provides useful resources on school gardening: [www.fao.org/schoolgarden/index\\_en.htm](http://www.fao.org/schoolgarden/index_en.htm). (Also see activity C.4, p.86.). If you don't have a gardening space available to you, you can arrange to pick some fruit, berries or vegetables at a local farm.

LEVEL  
3  
2  
1

Use the fruit or vegetables you have grown or picked to make something that you can then either eat yourselves (e.g. vegetable soup) or sell to your friends and neighbours (e.g. jams, chutneys or preserves, which you can fill into jars). If you do sell your produce, you can donate the money you make to a charity!

Note down what you have been doing every step of the way. You're experiencing how a **food system** works first hand!

**B.02 THE RIGHT TO FOOD** Learn about the **Right to Food**. Do some independent research (what is a **human right**? What kind of **human rights** are there? Why is it important that we all have a **Right to Food**?, etc.). You can also invite a person from a local organization or association who is supporting **human rights** and/or helping the poor and hungry to come and talk to you about their work. Be sure to ask them lots of questions and jot down their answers! You can use these questions and answers to give you some guidelines and inspiration: [www.fao.org/docrep/016/i0093e/i0093e.pdf](http://www.fao.org/docrep/016/i0093e/i0093e.pdf).

LEVEL  
3  
2  
1

## CHOOSE (AT LEAST) ONE ADDITIONAL ACTIVITY FROM THE LIST BELOW:

**B.03 RAISE YOUR VOICE** Write a song about hunger and **LEVEL 3** inequality. You could sing about the situation for hungry **LEVEL 2** people around the world, about human rights and the fact **LEVEL 1** that everyone deserves to be treated equally and have an equal chance in life, or any related topic that is important to you.



**B.04 FOOD CHAINS** In small groups, pick a kind of food you **LEVEL 3** often eat and research all the stages in its production (from **LEVEL 2** growing/raising to harvest, processing, packaging and sale. **LEVEL 1** Don't forget transportation!). On separate round pieces of card, draw a picture to represent each step. You can then string these together and hang your food chains in your classroom or meeting room.

**Extension:** If possible, visit a local farm or food-processing factory as part of your research. What is it like? Describe the processes you saw and the things you observed (e.g. what machines were being used? Were the factories very clean? Why do you think that is? etc.).

**B.05 PLAY FOR FOOD!** If you have an internet connection at **LEVEL 3** home or somewhere else, take some time to try some charity **LEVEL 2** games: [www.wfp.org/students-and-teachers/students/fun-and-learn](http://www.wfp.org/students-and-teachers/students/fun-and-learn). In these games, whenever you win, you donate **LEVEL 1** food to the hungry!

**B.06 FOOD SYSTEM ROLE-PLAY** Think about all the different people who are needed in the **food system**. With your group, assign each person a role (e.g. farmer, truck driver, workers at the food processing plant, market stall owners, customers buying the food, etc.). Make sure each person knows the key roles and requirements of their character in the **food system** so they are ready to act in character. Develop a few different scenarios (e.g. 'your area has been affected by heavy rain and **floods** for the past month', or 'an **earthquake** has damaged the main roads in the local area') and carry out a role play in which all the characters improvise how the situation is affecting them. At the end, each person should be given a chance to express how they felt as that character in the situation.

LEVEL  
3  
2  
1

**Extension:** Switch roles within your group. How is your new character affected by the same situations?

**B.07 FOOD ROYALTY** Think a bit about the concept of **food sovereignty**. What exactly does it mean to you? To be a 'sovereign' means to rule or govern something. Why do you think it is important that people have the opportunity to govern their own **food systems**? How is **food sovereignty** related to hunger in the world? Write a short story or role play to illustrate the concept and what it means to individuals. Read or perform it for your friends and family.

LEVEL  
3  
2  
1

**Extension:** Do some research, comparing food sovereign countries with countries that do not have **food sovereignty**.

**B.08 NEWSFLASH** Design a newspaper dedicated to global issues on hunger and poverty. What do you want it to look like? What breaking news will you feature? Which pictures? Don't forget to add some background material on key issues. Chose the topics related to hunger that seem most important to you and write an in-depth feature for your target audience.

LEVEL  
3  
2  
1

- B.09 FOOD PRICES** Go to the grocery store or to the food market with your parents once a week for a couple of months and note down the prices of different foods (e.g. fruits, vegetables, bread, milk, meat). Do the prices change? Find out why some prices go up and others go down and think about the effects of these changes on the poor.
- LEVEL** 3  
2  
1

**Extension:** If you are good at maths and are interested in learning why food prices change every day, do some more research on food prices and what affects them. In small groups, prepare posters explaining what you've discovered. Display them publicly for your friends and family to learn about the issue too.

- B.10** Do any other activity approved by your teacher or leader.
- LEVEL** 1 2 3





BENAS PAULIKAS, aged 11, LITHUANIA

SECTION C:

# CAUSES OF HUNGER

DO EITHER **C.1.** OR **C.2.** AND (AT LEAST) ONE OTHER ACTIVITY OF YOUR CHOICE.

AFTER COMPLETING OUR **CAUSES OF HUNGER** ACTIVITIES, YOU WILL:

- \* **UNDERSTAND** some of the key reasons why hunger exists in the world.
- \* **HAVE** some **IDEAS** about how we can fight hunger.

## DO ONE OF THE TWO COMPULSORY ACTIVITIES BELOW:

- C.01 FOOD WASTE** Write down how much food your family
- LEVEL 3 ③ throws away every day for one week. At the end of the week,
- LEVEL 2 ② calculate your total food waste. Discuss how you could try to
- LEVEL 1 ① reduce it in the following weeks, and put these suggestions into practice. Explain to your parents why it is important not to throw food away.

For more information on food waste, see:

[www.endinghunger.org/en/educate/cutting\\_food\\_waste](http://www.endinghunger.org/en/educate/cutting_food_waste) and  
[www.thinkeatsave.org](http://www.thinkeatsave.org)

**Extension:** Find out about food losses in other stages of the food system (e.g. during production or transportation). What can be done to reduce these losses? As a consumer, what can you do to minimize these losses? Give a short presentation to the rest of your group.

- C.02 HUNGER TRAP STORYBOARD** Create your own character
- LEVEL 3 ③ living in the **Hunger Trap**, defining specific aspects of their
- LEVEL 2 ② life that keep them in this **vicious circle**. Draw a storyboard
- LEVEL 1 ① to tell others what their life is like. Then, give the storyboard three different pathways towards the **Good Circle**, outlining what changes each one makes to your character's life. Share and display your storyboard with your group or class to clearly explain what the **Hunger Trap** and **Good Circle** are.



**CHOOSE (AT LEAST) ONE ADDITIONAL ACTIVITY FROM THE LIST BELOW:**



**C.03 LANDSCAPES AT RISK** Make a model

**LEVEL 1** ● farming landscape using plasticine, putty or  
**LEVEL 2** ● playdough. If you like, you can model it on your  
**LEVEL 1** ● local area – or you can create an imaginary landscape.  
 If you work as a group, you can make a really big, detailed area! Think of all the different natural hazards that could damage your crops and animals (e.g. floods, droughts, earthquakes, landslides, volcanic eruptions, hurricanes/tornadoes/cyclones...). Include these in your model - you can make little labels (e.g. little pieces of paper on sticks) to help you. Finally, what clever ways can you think of to protect your crops from these disaster events (e.g. raised riverbanks to help protect against floods; good irrigation systems for times of drought, etc.). Include these in your model too. Then you'll be able to identify which natural hazards it's less easy to prepare for, too.

**C.04 CROP MANAGEMENT** Grow some potted plants (e.g. basil, parsley,

**LEVEL 3** ● beans – whatever is easy for you to plant and watch grow). Have  
**LEVEL 2** ● at least five pots of the same plant, and raise each pot in different  
**LEVEL 1** ● conditions, giving different amounts of water and light to each one.  
 Make sure you keep a good record of how much water and light each plant is getting. After some weeks, make observations: which plant has grown best? Why do you think that is? This experiment will show you how important it is to know exactly how a particular plant needs to be tended and the best management practices for that plant. The ideal amount of water and light for this plant might be wrong for another one. If you don't know how to best look after your crops and animals, you might keep getting less food than you could – or even no food at all. (You could combine this activity with activity B.1, p.79.).

### C.05 INTERNATIONAL FOOD TRADE

LEVEL

3

2

1

As a group of five or six players, each research a different country and the kinds of food that they are famous for producing. Draw some playing cards with these different kinds of food on them (e.g. a banana, a mango, some cashew nuts, a fish...). Label these cards 'resources' at the top. If the country you are making the cards for is rich, make three resource cards of each food type they produce; if it's medium wealthy, make two of each resource card; and if it's poor, only make one card per resource. Then all come back together and draw up 'needs' cards (enough so there's one for each player). These 'needs' cards should include two or three different food resources, each from different countries. Make some needs cards difficult (e.g. requiring 2 banana cards, 3 rice cards and a fish card). Shuffle the needs cards and take one each without looking. You're almost ready to begin, but first you need to decide as a group how much each food should be worth compared to the other types of food available in your 'international market'. Draw up an 'exchange table' to show this (e.g. two rice cards could be worth one coffee bean card). Now you can start playing: turn over your needs cards and start convincing the other countries to trade with you, so you can get all the resources on your needs card! Together, think about what the game tells you about real markets: global markets are not balanced; it will be easier for rich country players to satisfy their needs; and it will be harder for **developing countries** to feed themselves. Can you think of some creative ways to trade your cards despite the imbalances?





**C.06 HUNGER PROFILES** Do research on your country's hunger status. Are there regions where there is more hunger than in others? If possible, find statistics and data about the levels of poverty and hunger in different areas of your country. You can use this Web site as a starting point: [www.fao.org/countryprofiles](http://www.fao.org/countryprofiles). Having learnt about the main causes of hunger, talk about how the current situation in your country (or particular regions) was brought about. What can be done to change this situation?

LEVEL  
3  
2  
1

**C.07 CLIMATE CHANGE STUDY** Research the climate of your local area or region. Has the climate changed over the last 50 years? Are there any effects of climate change beginning to show? Create a poster to show your findings. You could also try to predict which climate change effects will have impacts on your region in the next 50 years. Find out what the climate change projections are for your region. Will there be more floods, droughts or land loss due to sea-level rise? How will these changes affect food production and availability? Share your poster with your group.

LEVEL  
3  
2  
1

**C.08 NATURAL HAZARD PRESENTATIONS** Do some research on some of the main natural hazards that exist: in which areas do they usually occur and why? Split into groups, so each group can choose one country or region and research the natural hazards that have affected it. How do these disasters relate to hunger in that region? Make a short presentation about your findings.

LEVEL  
3  
2  
1

GOOD  
IDEA

**C.09 HUNGER COMIC** Imagine the story of an  
**LEVEL** ③ adventurer who travels around the world and  
 ② discovers the different conditions in which rich and  
 ① poor people live. In small groups of two or three, draw  
 and write a comic about hunger. How would you explain  
 the hunger issue to younger children especially? Share your  
 comic with your family, friends and other challenge badge  
 groups. Make sure to send your completed comic book to  
[yunga@fao.org](mailto:yunga@fao.org), to be posted online!

**C.10** Do any other activity approved by your teacher or leader.

**LEVEL** ① ② ③



SECTION D:

# ENDING HUNGER

DO EITHER **D.1.** OR **D.2.** AND (AT LEAST) ONE OTHER ACTIVITY OF YOUR CHOICE.

AFTER COMPLETING OUR **ENDING HUNGER** ACTIVITIES, YOU WILL:

- \* **UNDERSTAND** what can be done to end hunger.
- \* **BE ABLE** to think independently and find some solutions to help solve world hunger!

# DO ONE OF THE TWO COMPULSORY ACTIVITIES BELOW:

**D.01 HUNGER TREE** Split into groups of three to four and give each group a template of a tree. Groups should discuss the effects of hunger and write them in the trunk of the tree (e.g. children not being able to concentrate at school, etc.). Secondly, discuss the main causes of hunger and write them at the roots of the tree. Finally, discuss actions that we can take to fight hunger (e.g. awareness activities, supporting microfinance, holding a food drive, etc.) and write these on the leaves and branches of the tree. Display the tree in your classroom or community centre for others to see and to spread the word!

**D.02 EMPOWERING SOLUTIONS** Brainstorm a number of ways that people can be empowered to move out of the Hunger Trap. How can they become self-reliant and food secure? Present your findings in a fun and imaginative way to the rest of your group (e.g. through a song, poster, artwork or an engaging presentation).

HANH NGO PHUONG, aged 20. VIETNAM





## CHOOSE (AT LEAST) ONE ADDITIONAL ACTIVITY FROM THE LIST BELOW:

**D.03 FOOD KITE** Tie two wooden sticks (less than 50 cm) together making a cross in the middle. You can then stretch paper or fabric over the cross to create a kite shape. Decorate your kite with a wish to end hunger. You can then let your kite fly and spread your message to your group, school or local community!

LEVEL  
2  
1

**D.04 HUNGER POETRY** Write an acrostic poem about ending hunger. If you don't know how to write an acrostic poem, you can visit this Web site for the guidelines: [www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem](http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem). Write a poem about fighting hunger using key words as your vertical word, such as EMPOWER, EDUCATION, FOOD, AGRICULTURE, **MICROFINANCE**, etc. Share your poem with your group; you can even make it into a poster, if you like.

LEVEL  
3  
2  
1

GOOD  
IDEA

**D.05 WORLD WITHOUT HUNGER** Organize a short play or musical imagining a world without hunger. Think about the causes of hunger, 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?

LEVEL  
3  
2  
1



**GOOD  
IDEA**

### D.06 HUNGER OBSTACLE COURSE

- LEVEL 3** Divide your group into four or five smaller
- LEVEL 2** groups. Create four or five different stations in your
- LEVEL 1** classroom, each describing a different hunger problem (e.g. **drought** in the region; food is too expensive to feed a large family; an elderly couple who cannot travel to the market to buy food, etc.). Each group rotates around the classroom, with five minutes to address the problem posted on a board at each station and brainstorm a series of solutions. Once all stations have been visited by all groups, discuss the solutions together.

### D.07 GOOD CIRCLE VS. VICIOUS CIRCLE

- Make a banner with
- LEVEL 3** two columns, called **GOOD CIRCLE** and **VICIOUS CIRCLE**.
- LEVEL 2** Write a range of actions on paper cards that lead to the **Good**
- LEVEL 1** **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 labels can be stuck to the corresponding shape of the circle.

### D.08 IF, IF NOT

- Work in pairs and create a table with eight rows
- LEVEL 3** and two columns. In the two columns write the headings
- LEVEL 2** 'If...' and 'If not...'; and in the eight rows list each of the
- LEVEL 1** **Millennium Development Goals** (pp.51-53). Think about how the achievement of each MDG could help to eradicate hunger (in the 'If...' column), and how failing to achieve them could add to further problems and troubles (in the 'If not...' column). Each pair should share their findings with the rest of the group.



**GOOD  
IDEA**



**D.09 YOUR SDGs** The MDGs' target timeframe is up in 2015: how do you think the goals should try to address hunger in the future? What do you think the new Sustainable Development Goals should be? Brainstorm your SDG proposals and share your ideas with your group. Are there any overlapping ideas? Upload your suggestions to the UN CyberSchoolBus Web site for others to see: [www.un.org/Pubs/CyberSchoolBus](http://www.un.org/Pubs/CyberSchoolBus).

**D.10** Do any other activity approved by your teacher or leader.  
LEVEL 1 2 3



RUTH WENG, aged 10, CANADA

Next page: NEHA RAY, aged 11, INDIA



SECTION E:

# TAKE ACTION

DO EITHER **E.1.** OR **E.2.** AND (AT LEAST) ONE OTHER ACTIVITY OF YOUR CHOICE.

AFTER COMPLETING OUR **TAKE ACTION** ACTIVITIES, YOU WILL BE ABLE TO:

- \* **ORGANIZE** and **PARTICIPATE** in a community initiative to fight hunger.
- \* **CONVINCE** other people to join in the fight against world hunger!

## DO ONE OF THE TWO COMPULSORY ACTIVITIES BELOW:

**E.01 INTERNATIONAL POTLUCK** Organize an international potluck dinner involving as many people as you can (a 'potluck' is when each guest brings a different dish to share with the whole group, and you end up with a range of different dishes to taste and sample). Each person should cook one recipe from a foreign country. Decorate the dining area with international flags and, if you like, dress up in different national costumes. Use the occasion to spread the message about hunger and encourage others to join in the effort to end hunger. You could combine this event with some of the other activities you've prepared, for example, presenting banners and posters you have made, exhibiting your art and photography and/or performing plays or songs. For more ideas on how to host a dinner party, see: [www.endinghunger.org/en/educate/host\\_a\\_dinner\\_party.html](http://www.endinghunger.org/en/educate/host_a_dinner_party.html). (One good date to keep in mind is World Food Day, celebrated every year on the 16<sup>th</sup> of October. You can find more information here: [www.fao.org/getinvolved/worldfoodday/en](http://www.fao.org/getinvolved/worldfoodday/en)).

**E.02 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 with your friends and come up with some original ideas. Then pick one and make it happen! The message you want to share with the world is that we urgently need to end hunger. What eye-catching slogans or logos could you write or design? People see advertisements every day and read all kinds of messages without even realizing it; so think about "alternative" ways to communicate, too. 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=SI-\\_zU-F2d8](http://www.youtube.com/watch?v=SI-_zU-F2d8).

## CHOOSE (AT LEAST) ONE ADDITIONAL ACTIVITY FROM THE LIST BELOW:

**E.03 VIDEO MESSAGE** Record a video to spread the message to your community, district or even the entire world! What do you want to say? How will you show how important ending hunger is? What do you think will catch people's attention? Be sure to send your video to YUNGA ([yunga@fao.org](mailto:yunga@fao.org)) and to 1BillionHungry ([The-1billionhungry-project@fao.org](mailto:The-1billionhungry-project@fao.org)), because the best videos will be posted on our Web sites!

**GOOD IDEA**

**E.04 DJ FOR A DAY** Imagine controlling a radio station for one day. As a group, choose a list of songs you would like to play and prepare some important news you would like to share with the people in your community. This is a perfect occasion to promote ending hunger! Contact a local radio station and ask them if you could have some air time. Prepare a script and have fun with your day as radio DJs!

**E.05 MAKE SOME NOISE!** The more people speak up about hunger, the more likely politicians will be to make the issue a priority in their policies. So what are you waiting for? Organize a noisy event: a concert, a piece of street theatre, a musical – any event you can think of that will catch people's attention! Make sure to include engaging facts about hunger (maps, causes, solutions...), so that you are educating and entertaining people at the same time.

**E.06 HUNGER RUN** Organize a version of the UN Food and Agriculture Organization's (FAO) Hunger Run with your group.

**LEVEL 3** Agriculture Organization's (FAO) Hunger Run with your group.

**LEVEL 2** The FAO Run for Food Race takes place every year at a weekend around World Food Day (October 16th every year). Visit the event's Web site: [www.fao.org/getinvolved/hunger-run/en](http://www.fao.org/getinvolved/hunger-run/en) and organize something similar in your local area. What preparations do you need to make? How will you get people excited to be on board?

**LEVEL 1**

**E.07 ACTIVISM** Sign the petition to end hunger ([www.endinghunger.org/en/act-petition.html](http://www.endinghunger.org/en/act-petition.html)) and 'Like' the Ending Hunger Facebook fanpage to join the EndingHunger movement ([www.facebook.com/1billionhungry](http://www.facebook.com/1billionhungry)). Share these pages as widely as you can on [Social Media](#) sites and try and encourage friends and family to [sign them too](#). What other ways can you think of to be an activist for ending hunger?

**LEVEL 3** ([www.endinghunger.org/en/act-petition.html](http://www.endinghunger.org/en/act-petition.html)) and 'Like' the Ending Hunger Facebook fanpage to join the EndingHunger movement ([www.facebook.com/1billionhungry](http://www.facebook.com/1billionhungry)). Share these pages as widely as you can on [Social Media](#) sites and try and encourage friends and family to [sign them too](#). What other ways can you think of to be an activist for ending hunger?

**LEVEL 2** Ending Hunger Facebook fanpage to join the EndingHunger movement ([www.facebook.com/1billionhungry](http://www.facebook.com/1billionhungry)). Share these pages as widely as you can on [Social Media](#) sites and try and encourage friends and family to [sign them too](#). What other ways can you think of to be an activist for ending hunger?

**LEVEL 1**

**E.08 VOLUNTEER WORK** Look around to find out a little about the organizations that work to alleviate hunger in your community (such as food banks, places of worship, relief organizations etc.). Organize a short field trip and interview some people working there. How do they work? What do they do? Learn about their work and its results, and ask them if there's something you can do as a group or as an individual to help out. Volunteer to help out once a week for a couple of months.

**LEVEL 3** organizations that work to alleviate hunger in your community (such as food banks, places of worship, relief organizations etc.). Organize a short field trip and interview some people working there. How do they work? What do they do? Learn about their work and its results, and ask them if there's something you can do as a group or as an individual to help out. Volunteer to help out once a week for a couple of months.

**LEVEL 2** (such as food banks, places of worship, relief organizations etc.). Organize a short field trip and interview some people working there. How do they work? What do they do? Learn about their work and its results, and ask them if there's something you can do as a group or as an individual to help out. Volunteer to help out once a week for a couple of months.

**LEVEL 1**

**E.09 LOBBYING LETTER** Write a letter to your government and national leaders asking them to commit to taking an active role in efforts to end hunger. Make sure you make it clear why you think it is important that they should act now, and make some suggestions of what you expect of them.

**LEVEL 3** national leaders asking them to commit to taking an active role in efforts to end hunger. Make sure you make it clear why you think it is important that they should act now, and make some suggestions of what you expect of them.

**LEVEL 2** in efforts to end hunger. Make sure you make it clear why you think it is important that they should act now, and make some suggestions of what you expect of them.

**LEVEL 1**

**Extension:** Organize a mass letter-writing campaign at your school or youth group – try to raise as much awareness and get as many people to write letters as you can!



**E.10 FAIR FOOD** Learn about Fair Trade and how it is related to ending hunger. Next time you're at the grocery store, look for Fair Trade labeled products. What kind of products are they? Where do they come from? Next, explain to your family and friends why Fair Trade helps against hunger. Ask your parents to show you their shopping list and rewrite it with them, replacing as many items as possible with Fair Trade alternatives.

**LEVEL 3** **Extension:** Conduct a survey about Fair Trade products with your badge group, school class, extended family, or even your community. To decide what questions you should ask, think about what you want to find out. For example: how many of your friends/family know what Fair Trade is? Do they buy Fair Trade products every now and then? If yes, which ones? If not, why not? When you've collected all their answers, discuss your findings with your leader and with your group. Based on this information, how best can you help promote Fair Trade products amongst those who you've surveyed? For example, how about organizing a 'Fair Trade Food Fair', where you sell food made with Fair Trade ingredients? You can then donate the profits to a charity fighting hunger.



**E.11** Do any other activity approved by your teacher or leader.

**LEVEL 1 2 3**



# CHECKLIST

Keep track of the activities you are undertaking in this checklist. When you show that you have completed them, you will have earned the Ending Hunger Challenge Badge!



**YOUR NAME:** .....

**YOUR AGE:** ① (5 to 10 years) ② (11 to 15 years) ③ (16+ years)

	Activity n°	Activity name	Completed on (date)	Approved by (leader's signature)
<b>A</b> Hunger and the hungry				
<b>B</b> The Right to Food				
<b>C</b> Causes of hunger				
<b>D</b> Ending hunger				
<b>E</b> Take action				

# RESOURCES

## AND ADDITIONAL

# INFORMATION

### STAY UPDATED

This challenge badge is one of several complementary resources and activities developed by YUNGA and its partners. Please click [here](#) for additional resources or subscribe to the free news letter to receive updates of new materials by sending an email to [yunga@fao.org](mailto:yunga@fao.org)

### SEND US YOUR NEWS

We would love to hear about your experience of undertaking the challenge badge! Which aspects did you particularly enjoy? Did you come up with any new ideas for activities? Please send us your materials so we can make them available to others and gather ideas about how to improve our curricula. Contact us at [yunga@fao.org](mailto:yunga@fao.org)

### CERTIFICATES AND BADGES

Email [yunga@fao.org](mailto:yunga@fao.org) for certificates and cloth badges to reward course completion! Certificates are FREE and cloth badges can be purchased. Alternatively, groups can print their own cloth badges; YUNGA is happy to provide the template and graphics files free of charge on request.

# WEB SITES



**THE ENDING HUNGER MOVEMENT** is a youth-oriented communication initiative spearheaded by FAO in partnership with other United Nations agencies, civil society groups and interested individuals. In 2011, the Ending Hunger movement kicked off with a multimedia platform offering video shorts, animations, podcasts, recommended books and articles, live events, contests and news: [www.endinghunger.org](http://www.endinghunger.org). EndingHunger focuses on 14 to 25 year-olds – raising understanding of hunger issues and energetically pushing young people to undertake their own initiatives to ending hunger in their lifetime. The Web site contains a lot of useful educational resources; for example, a list of books to help inspire children about hunger issues: [www.endinghunger.org/en/educate/Children\\_books\\_tell\\_stories\\_hunger.html](http://www.endinghunger.org/en/educate/Children_books_tell_stories_hunger.html)



**FAIR TRADE** can be found in several places online. Examples of resources are [www.fairtrade.net](http://www.fairtrade.net) and [www.endinghunger.org/en/actfairtrade/fair\\_trade.html](http://www.endinghunger.org/en/actfairtrade/fair_trade.html). In addition, issues regarding food trade and microfinance are 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: [www.fao.org/worldfoodsituation/wfs-home/foodpricesindex/en](http://www.fao.org/worldfoodsituation/wfs-home/foodpricesindex/en).



**GENDER EQUALITY** is a delicate issue and a crucial element to eliminate chronic hunger. The United Nations Population Fund (UNFPA) Web site 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:

[www.unwomen.org](http://www.unwomen.org). Finally, 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).



**KIDS CAN MAKE A DIFFERENCE!** This Web site has lots of information about hunger around the world, and some good educational resources. It has a quiz you can do and other activities and topics that will help you to learn more about hunger:

[www.kidscanmakeadifference.org](http://www.kidscanmakeadifference.org).



**OXFAM** is an international NGO that works with people in more than 90 countries as part of a global movement for change, and to build a future free from the injustice of poverty. They have a very informative webpage about the World Food Crisis, where you can learn more and undertake a range of activities: [www.oxfam.org.uk/education/resources/world-food-crisis](http://www.oxfam.org.uk/education/resources/world-food-crisis).

## REVOLUTION HUNGER

**REVOLUTION HUNGER** is a great Web site aimed at teenagers and young people to educate them and empower them to take steps to fight hunger. Check it out: <http://revolutionhunger.org>.



**THE HUMAN RIGHT TO FOOD** is an important concept for our lives. Learn more on this topic at [www.fao.org/righttofood/en](http://www.fao.org/righttofood/en). The Right to Food team has also produced this special educational booklet for children and young people: [www.fao.org/docrep/010/a1300e/a1300e00.htm](http://www.fao.org/docrep/010/a1300e/a1300e00.htm).



**STOP HUNGER NOW** is an international hunger relief organization that coordinates the distribution of food and other life-saving aid around the world. The site contains a lot of information about actions you can take to help to end hunger in our lifetime: [www.stophungernow.org](http://www.stophungernow.org).



The **WAGGGS** Web site contains many resources and news on global issues such as climate change and hunger, including a badge called 'Together We Can Change the World' about the Millennium Development Goals: [www.wagggsworld.org](http://www.wagggsworld.org).



**WFP** has created a very useful portal on hunger: [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 the 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). Finally, for classroom activities 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 Web site includes other challenge badges and activities for young people: <http://yunga-youth.weebly.com>. You can register to YUNGA’s free newsletter by emailing [yunga@fao.org](mailto:yunga@fao.org).



**THE ZERO HUNGER CHALLENGE** is a UN initiative to end hunger in our lifetime. Find out more at: [www.un.org/en/zerohunger/index.shtml](http://www.un.org/en/zerohunger/index.shtml)

# GLOSSARY

**ACUTE HUNGER:** Acute hunger is a condition in which people are very likely to die due to an absolute shortage of food known as **famine**.

**ADEQUATE/INADEQUATE:** If something is said to be 'adequate' it means there is enough of it, or that it is of suitable or acceptable quality; if something is 'inadequate' it means there is not enough, or it isn't of suitable or acceptable quality.

**CASUAL LABOURERS:** Casual labourers typically work for short periods of time. Because they only have work on an irregular basis, it is often hard for casual labourers to maintain **food security** for themselves and their families.

**CHRONIC HUNGER:** Chronic hunger is the state in which people who have to go without food for long periods of time find themselves. 'Chronic' means 'constant', and unfortunately, constantly being hungry makes you feel weak, tired, unable to concentrate and even sick.

**CLIMATE CHANGE:** A change in the overall state of the Earth's climate caused by natural and human causes such as the build-up of greenhouse gases (e.g. carbon dioxide), in the Earth's atmosphere. Climate change threatens to upset current farming practices around the world (e.g. some areas will experience more **droughts** while others will experience increased **flooding**). Unless farmers can prepare to meet these challenges, climate change is likely to threaten global **food security** significantly.

**CONFLICT:** War, civil unrest or any other kind of disagreement which disrupts normal ways of life and leads to violence and often death are known as 'conflicts'.

**CONSUME, CONSUMER, CONSUMPTION:** Consumption is a big word! In its most literal sense, 'consumption' means eating – we 'consume' food. But 'to consume' also means 'to use': we 'consume' (use) energy to light our houses in the evening, for example. So we are 'consumers': people who use things. In this sense, 'consumption' also means 'buying', because to be able to 'consume', we need to buy the goods we want to consume.

**CULTIVATE:** Another word for ‘to grow’. Farmers cultivate crops.

**DEMAND:** The kinds of products (e.g. food) and the amounts of these that people want to buy. Usually, when there is not a big **supply** of a given product but demand for it is high, it tends to be more expensive. If there are high supplies of a product, but demand is low, prices tend to be low.

**DEVELOPED COUNTRY:** A socially and economically well-off country, with high levels of industry, technology, **infrastructure** and so on.

**DEVELOPING COUNTRY:** A poor country that is trying to become more economically advanced. Developing countries tend to rely heavily on subsistence farming or fishing (where farmers or fishers grow, raise or catch enough food only to feed their families, and rarely produce enough to sell on to earn a living).

**DEVELOPMENT AID:** Money given by governments and other agencies with the longer-term view of promoting lasting development in **developing countries** by building up infrastructure, education, social, political and economic systems, as well as protecting **human rights** and the environment.

**DISCRIMINATION:** Treating someone better or worse than someone else, based on them being considered to be different to other people. Factors for discrimination include **gender** (e.g. discrimination against women), ethnicity (e.g. discrimination against people from a different country or racial background) or religion (e.g. discrimination against people who have a different faith). (See also **empowerment**.)

**DROUGHT:** A long period of unusually low rainfall, leading to a shortage of water.

**EARTHQUAKE:** A sudden violent shaking of the ground, typically causing great damage. Earthquakes occur when the earth’s crust moves, or due to volcanic action.

**ECONOMIC/FINANCIAL CRISIS:** When there is too little money available for banks or even national **economies** to work properly. ('Financial' means monetary, i.e. related to money.)

**ECONOMY:** A national economy is the system in a country that deals with the country's resources, the money earned and spent within the country as well as foreign trade and the exchange of money.

**EMPOWERING, EMPOWERMENT:** If people are empowered, they are better able to stand up for and look after themselves (literally: they have more power or control over their lives than if they are not empowered ('disempowered'). For instance, being **food secure** is empowering, in the simple sense that when you are well-fed, your body is stronger and healthier, and you are more able to take care of yourself and those around you. **Discrimination** usually leads to disempowerment.

**EXTREME POVERTY:** The line between poverty and extreme poverty is defined as being at US\$1: people who earn US\$1 a day or less are considered 'extremely' poor.

**FAIR TRADE:** Products which are produced according to certain social and environmental standards and sold at a fair price. These standards include banning child and slave labour, guaranteeing a safe workplace and protecting the environment. A fair price is understood to mean that more of the money made goes to the farmers and less to **middlemen**. The ultimate goal of Fair Trade is to help producers in poorer countries.

**FAMINE:** The extreme **scarcity** of food, leading to **chronic hunger**.

**FERTILIZER:** A natural or chemical substance added to soil or land to increase its fertility (the amount of crops it can grow).

**FINANCIAL MARKET:** A virtual 'marketplace' to buy and sell shares, products and currencies. Economists often just call it 'the market'.

**FLOOD:** A large amount of water covering an area that was dry before (e.g. because of heavy rains or storms).

**FOOD SYSTEM:** Food goes through many stages before making it onto your plate. It travels from farms and fields to the market and supermarkets and finally to your house. This long and sometimes complicated process is called a food system. If a link in the chain breaks (or doesn't work like we expect it to), the whole process is interrupted.

**FOOD INSECURITY:** Food insecurity 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, 2011).

**FOOD SECURITY:** Food security is the state in which all people at all times have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs for an active and healthy life (*Source:* FAO, 2011).

**FOOD SOVEREIGNTY:** The right of groups of people to healthy and culturally appropriate food, produced in an environmentally sustainable way, and their right to shape and run their own food and agriculture systems.

**GENDER:** Often, societies have different expectations and roles for men and women. Depending on your culture, the difference may be vague or very clear. These expectations are called 'gender'. 'Gender' often sets rules, permissions and limitations for each gender group. These boundaries exist because culture and tradition generate the general belief that women and men are different in terms of strength, personality and ability.

**GOOD CIRCLE:** The opposite of the **Hunger Trap**: with an education to rely on, people are more likely to find work, which will mean they can afford to eat well, making them more resistant to illnesses and healthy enough to keep working and providing for themselves and their families.

**HARVEST:** The act or process of gathering ripe crops.

**HUMAN RIGHTS:** Universal rights, given to all people, are called human rights. Often, when you have a right to something, somebody else has an obligation to you. For example, if you have the right to education, your state or country has to provide you with schools, teachers, courses and everything else you need to receive an education. Some rights are universal, meaning they are the same wherever you go in the world. Other rights can be specially granted depending on your situation.

**HUMANITARIAN AID:** The support (e.g. food, shelter, medical assistance) provided by national governments, international organizations or charitable organizations to people suffering under the consequences of **natural hazards**, **conflict**, financial and **economic crises** and so on.

**HUNGER TRAP:** The poor who have no money or goods to exchange in return for food cannot secure enough food to keep them healthy. When they start becoming too weak to study or work, it becomes less and less likely that they will be able to grow enough food or earn enough money to get better. This **vicious circle** is called the **Hunger Trap**.

**IMMUNE SYSTEM:** Your immune system is your body's natural defence system against illness and disease. To work properly, it needs good **nutrition**. The immune systems of the **chronically hungry** are usually very weak, meaning that even simple illnesses can kill them.

**TO IMPORT:** To buy something from another country.

**INEQUALITY:** Inequality means that people are treated differently for some reason or have fewer opportunities than others. There are many different kinds of inequality. For example, income inequality reduces the opportunities people have (i.e. poorer people tend to have fewer opportunities than richer ones). Similarly, having lower levels of education tends to limit people's opportunities, too, and is more likely to lead to **food insecurity**.

**INFECTION:** An 'infection' refers to the presence of bacteria, viruses, or other parasites in the body, usually leading to disease. Poor sanitary conditions typically lead to infection.

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

**INVESTMENT:** To spend money with the aim of getting something else out of this investment (e.g. social benefits or **profits**). For example, investing in agriculture in **developing countries** is a good way to support economic growth and reduce hunger and poverty.

**IRRIGATION:** Artificially watering land or soil to allow plants and crops to grow when there is too little rain or groundwater supply to feed them naturally.

**MALNOURISHED, MALNUTRITION:** A state in which a body can no longer maintain even its basic physical functions because of **inadequate** or unbalanced food intake. 'Malnutrition' covers a range of problems from being dangerously thin or too short for one's age, to lacking vitamins and minerals, or being too heavy (obese). Eating too little food (**undernutrition**) and eating too much food (overnutrition) are both forms of malnutrition.

**MEASLES:** A contagious (easily spread) disease caused by a virus. If you have measles, you suffer from small, itchy red spots on your skin, a high fever and a runny nose. Children suffer from measles most, though adults can catch measles too.

**MICROFINANCE:** Microfinance schemes are specially designed money-borrowing schemes for the poorest populations. They lend money to those in need who would like to start up a small business or farm, allowing them to repay the loan in small amounts and with longer deadlines than normal banks agree to. This encourages farmers to spend the loan carefully but also means that the repayment doesn't put so much pressure on them.

**MIDDLEMEN:** 'Middlemen' are the people who resell products after buying them from the farmer or the family business. Middlemen usually transport goods to markets too far away for the farmers to reach, or sell the food to larger companies to be **processed**.

**MILLENNIUM DEVELOPMENT GOALS:** A set of aims designed by the United Nations to halve world poverty, improve health and support **human rights** in **developing countries** by 2015.

**NATURAL HAZARDS:** Droughts, floods, hurricanes and tsunamis are all examples of natural hazards. Natural hazards such as these are becoming more severe and more frequent with increasing climate change. The impacts of natural hazards have serious effects on the food system, as the land is often very badly damaged and crops and livestock are destroyed, leaving many people at risk of hunger.

**NATURAL RESOURCES:** Natural resources are useful materials found in the natural environment around us. Water, soil, wood or rocks are examples of natural resources we rely on to survive.

**NUTRIENTS:** Chemicals which animals and plants need to live and grow.

**NUTRITION:** Nutrition is another word for food (because food has nutrients in it). When 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.

**PESTICIDES:** A chemical substance sprayed onto plants to keep pests, such as insects who will eat the crop, away.

**PROCESSED FOOD:** Food which has been changed from its natural state. Freshly harvested fruit, vegetables or grains are still in their natural state. But bread, for example, where the wheat has been ground and mixed with water, oil and other ingredients and is then baked has been 'processed'.

**PROFIT:** This is the extra money that a producer earns from selling their goods after the initial costs for raw materials, labour, rent, etc. have been taken away. Many small-scale farmers re-invest their profits back into their businesses to buy new materials for the next harvest.

**REFUGEE:** A person who has been forced to leave their home or even country (e.g. because of famine, a severe natural hazard or conflict).

**RIGHT TO FOOD**: This means that all people have the right to feed themselves and their families with dignity. Fulfilling the Right to Food means that everyone must have access to nutritionally **adequate** and safe food.

**RIGHT TO VOTE**: The right to participate in decision-making processes in a community or country. Voters are involved in deciding who should be entrusted with roles of responsibility (like politicians) and design policies to help meet the community's needs.

**RURAL POOR**: Poor people living in the small villages in the countryside.

**SANITATION**: Maintaining clean conditions that help prevent **infection** and disease through services such as garbage collection and functioning sewage systems.

**SCARCE, SCARCITY**: When a resource is scarce, it means there isn't much of it available. For example, in a **drought**, water is scarce – or in a **famine**, food is scarce.

**SEASONAL HUNGER**: Seasonal hunger occurs when the food supplies that have been stored during one year are used up, causing serious difficulties for the people to feed themselves during the following year. Seasonal hunger usually occurs when too few crops are grown, meaning there is too little food, or when the crops that do grow are of poor quality and therefore not nutritious enough. As a result, people may be forced to **harvest** their crops early, before they are completely ripe. Hunger becomes seasonal because it is almost impossible to stop the cycle of **harvesting** crops early.

**SELF-RELIANCE**: Being self-reliant means that individuals are economically independent and able to make money and support themselves. To become self-reliant, it is important that people have the necessary knowledge, skills, resources and opportunities to produce or buy enough food themselves.

**SOCIAL MEDIA**: Internet or mobile tools used to communicate virtually. Facebook, Twitter and YouTube are examples of social media, which let us communicate with people all across the world.

**SMALLHOLDER FARMERS**: Farmers who own or work on a small piece of land (less than 10 hectares) to produce food for themselves and to sell for **profit**. Because the land that they own is often very small it can be very difficult to grow enough food to support a whole family, or to make a **profit** from the food that they produce.

**STABILITY**: Being stable means that a system is consistent and able to resist change, allowing it to continue working more or less normally, even in challenging situations. For example, even in periods of heavy rains, the fields producing crops aren't ruined because there are flood-breaks, therefore the farmers are still able to **harvest** their produce. Stability is very important for **food security**, as it affects the availability and accessibility of food. A stable **food system** depends on a number of climatic/weather factors, stable politics, and stable economic factors (employment rates, **financial markets**, etc.).

**STUNTED**: Something or someone is 'stunted' if their growth or development was slowed down or stopped. One in four children around the world suffer from stunted growth as a result of **malnutrition**. This can lead to many health, social and economic problems in later life.

**SUPPLY**: 'Supply' refers to the amount of a product (e.g. kinds of food) that is available in a country and can be sold. Difficulties arise when there is higher **demand** for a product than available supply. Usually, when a product is in short supply but **demand** is high, it tends to be more expensive. If there are high supplies of a product, but **demand** is low, prices tend to be low.

**SUSTAINABLY SOURCED**: This refers to products that are produced with environmental and social impacts in mind. Sustainably sourced food is food that is grown or produced using methods that do not exploit the land, sea, animals or the farmers producing the food.

**UNDERNOURISHMENT:** If people have very little to eat for long periods of time, and are getting less than their minimum energy requirements from the food that they do eat, they will be undernourished.

**UNDERNUTRITION:** If people only have very little to eat for long periods of time, or if the food they eat contains too few **nutrients** (e.g. proteins, vitamins, minerals) they will suffer from undernutrition, which means their bodies are less healthy and energetic than they should be.

**URBAN POOR:** Poor people living in cities or slums (settlements with poor or temporary housing, bad **sanitation** and so forth).

**VICIOUS CIRCLE:** Self-perpetuating negative 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.



JUSTEN PAUL TOLENTINO, aged 16, PHILIPPINES

# ACKNOWLEDGEMENTS



Great gratitude goes to everyone who made the Ending Hunger Challenge Badge a reality. We would particularly like to thank the different organizations, and all the enthusiastic Guides, Scouts, school groups and individuals all around the world who thoughtfully pilot-tested and reviewed the initial drafts of the badge.

Special thanks go to **Alessia Bigi** for preparing the first draft of the text, as well as **Alashiya Gordes** and **Isabel Sloman** for reviewing and finalizing the booklet.

Thanks also to **Chiara Cirulli, SharonLee Cowan, Viviana DiBari, Emily Donegan, Juan Carlos García y Cebolla, Ali Goldstein, Rene McGuffin, Constance Miller, Reuben Sessa, Emily Rodriguez, Mauricio Rosales, Harriet Thew** and **Steve Taravella** for their inputs and contributions to the text.

*Some of the illustrations in this booklet are a selection from more than 20 000 drawings received from various drawing competitions. See our Web site clicking [here](#) or register to our free mailing list (email [yunga@fao.org](mailto:yunga@fao.org)) to find out about current competitions and activities.*



This badge has been developed with the kind financial support of the Swedish International Development Agency (Sida).

[www.sida.se](http://www.sida.se)

This badge was developed in collaboration with and is endorsed by:

### **THE ENDING HUNGER MOVEMENT**



Ending Hunger is a youth-oriented communication initiative spearheaded by FAO in partnership with other United Nations agencies, civil society groups and interested individuals. Ending Hunger focuses on 14 to 25 year-olds – raising awareness of hunger issues and energetically pushing young people to undertake their own initiatives to ending hunger in their lifetime.

[www.endinghunger.org](http://www.endinghunger.org)



### **Food and Agriculture Organization of the United Nations (FAO)**

FAO works to fight the root causes of hunger. Its mandate is to raise levels of nutrition, improve sustainable agricultural productivity, better the lives of rural populations, and contribute to the growth of the world economy. Serving both developed and developing countries, FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy.

[www.fao.org/climatechange/youth/en](http://www.fao.org/climatechange/youth/en)



### **The World Association of Girl Guides and Girl Scouts (WAGGGS)**

The World Association of Girl Guides and Girl Scouts (WAGGGS) is a worldwide movement providing non-formal education where girls and young women develop leadership and life skills through self-development, challenge and adventure. Girl Guides and Girl Scouts learn by doing. The association brings together Girl Guiding and Girl Scouting associations from 145 countries, reaching 10 million members around the globe.

[www.waggsworld.org](http://www.waggsworld.org)



### **The World Food Programme (WFP)**

The World Food Programme is the world's largest humanitarian agency fighting hunger worldwide. In emergencies, WFP gets food to where it is needed, saving the lives of victims of war, civil conflict and natural disasters. After the cause of an emergency has passed, it uses food to help communities rebuild their shattered lives. WFP is part of the United Nations system and is voluntarily funded. On average, WFP aims to reach more than 90 million people with food assistance in more than 70 countries.

[www.wfp.org](http://www.wfp.org)



### **The World Organization of the Scout Movement (WOSM)**

The World Organization of the Scout Movement (WOSM) is an independent, worldwide, non-profit and non-partisan organization which serves the Scout Movement. Its purpose is to promote unity and the understanding of Scouting's purpose and principles; while facilitating its expansion and development.

[www.Scout.org](http://www.Scout.org)



**THE YOUTH AND UNITED NATIONS GLOBAL ALLIANCE (YUNGA) IS A PARTNERSHIP BETWEEN UNITED NATIONS AGENCIES, CIVIL SOCIETY ORGANIZATIONS AND OTHER ENTITIES WHICH DEVELOPS INITIATIVES, RESOURCES AND OPPORTUNITIES FOR CHILDREN AND YOUNG PEOPLE TO LEARN, GET INVOLVED AND MAKE A DIFFERENCE.**

**YUNGA ACTS AS A GATEWAY TO ALLOW CHILDREN AND YOUTH TO PARTICIPATE IN THE ACTIVITIES AND INITIATIVES OF THE UNITED NATIONS.**

**WE ARE MANY. WE ARE YUNGA!**

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The purpose of the **United Nations challenge badges** is to raise awareness, educate and, most of all, motivate young people to change their behaviour and be active agents of change in their local communities. Challenge badges are appropriate for use with school classes and youth groups, and are endorsed by WAGGGS and WOSM. They include a wide range of activities and ideas that can easily be adapted by teachers or leaders. Additional badges are available or are being developed on a number of other topics, including: Agriculture, Biodiversity, Climate Change, Energy, Forests, Governance, Nutrition, the Ocean, Soils and Water.

The **Ending Hunger Challenge Badge** is designed to help educate children and young people about the effects of hunger in the world and how we can put an end to it. This material is appropriate for use in school classes, Guide or Scout groups or youth meetings generally. It includes a wide range of activities and ideas to stimulate learning about hunger and nutrition issues, while motivating children and young people to get involved in the fight against world hunger.

### FOR MORE INFORMATION ON THIS AND OTHER MATERIALS CONTACT:



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NATIONS GLOBAL  
ALLIANCE (YUNGA)**

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Publication  
coordinated by:



ISBN 978-92-5-107950-8



9 789251 079508

I3466E/1/09.13