

HUNGER HEROES BOOKLET



Teacher's Pack



Welcome to Concern Worldwide's Hunger Heroes programme! By taking part in Hunger Heroes, your school will help support some of the most vulnerable communities and children suffering from malnutrition in the world's poorest countries.

821 million people are struggling with the devastating effects of hunger, that's one in nine people on the planet. Will you and your class become **Hunger Heroes** and help turn hunger into hope?

Use this pack to learn about **hunger, nutrition** and **development**. Help promote **the world around us** in your class/school and then take **direct action**!

3 simple steps to become a Hunger Hero

1.

Hunger Hero Fundraiser!

Let's defeat hunger together by choosing to dress up as your favourite superhero for a day:

- Have a look at some of our super fundraising hints and tips on page 3 to get you off the mark!



Hold a Hunger Hero Day!

Students can make a small donation or get sponsored to dress as their favourite hero.

2.

Get in touch with the Concern team!

Take part in Concern's Hunger Hero programme to raise money for families living in extreme poverty - and learn at the same time through our activities in the booklet.

A representative from Concern may even be available to visit your school to collect any funds raised and personally thank all involved.

3.

Certificates

Each student who raises money will receive a certificate declaring them a **Hunger Hero**!

Each school that participates will be declared a **Super School**!

Contact the Concern team:

Email: getinvolved@concern.net
or call 02890 331100



Where we work

Transforming lives in 23 of the world's poorest countries.



TIPS & HINTS to become a Super School!



Date - Have a few dates in mind and double check they don't clash with any big sporting or local events in the school.



Time - Give yourself plenty of time to plan and sort out your Hunger Hero fundraising ideas. It's a good idea to make a timetable – working backwards from your chosen date.



Raise even more – In addition to the pupils dressing up as their favourite Super Heroes and becoming Hunger Heroes, have a cake sale or fun run to add to your total.



Facts - There are some great facts, figures and information in this booklet you can share with your pupils. You can also find out more about our work at www.concern.org.uk



Share – Post pictures, videos or your own Hunger Heroes story on Facebook, Twitter & Instagram and make sure to tag Concern Worldwide UK so we can recognise your fabulous fundraising efforts!

Who can your school help?



£15

Could provide a home garden in Burundi

£30

Could provide tools for a family to grow potatoes and apples in Ethiopia

£64

Could provide bee hives in Ethiopia

£85

Could provide a community water pump for safe, clean water in Liberia

Photo: Abbie Trayler-Smith/
Panos for Concern



Euphemia waters her market garden at her home in Burundi.



Photo: Jennifer Nolan/
Concern

Assen Shek Oumed now supports his two sons and daughter with the income he earns from beekeeping in Ethiopia.



Photo: Jennifer Nolan/
Concern

Mehamed's family now grow potatoes and earn enough for him and his siblings to go to school in Ethiopia.



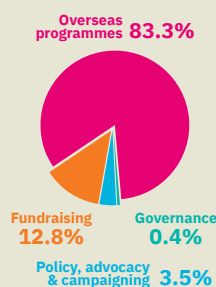
Photo: Gavin Douglas/
Concern

Lawrence helps collect water from a recently installed village pump. This pump will help reduce hunger, thirst and disease in Liberia.

How money is spent

We're committed to using your donations to transform the lives of people living in extreme poverty.

In 2018, we reached 24 million people in 25 of the world's poorest and most vulnerable countries. We spent £18.9 million providing life saving aid and long term development.



Some Facts about Hunger



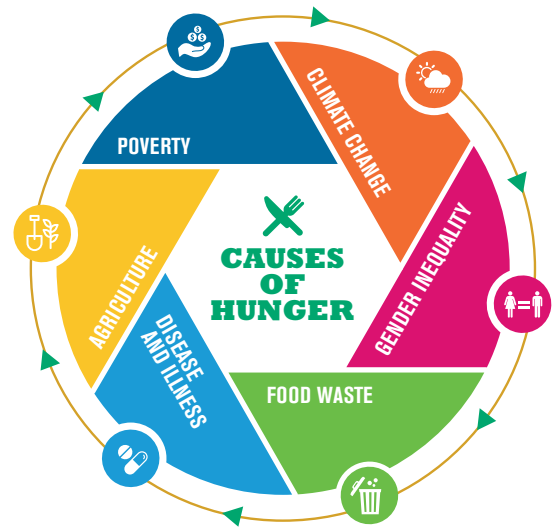
One in nine people do not have enough food to eat.¹



One in three people suffer from some form of malnutrition.²



Enough food is produced each year to feed everyone on the entire planet!



In 2015, the governments of the world adopted the 17 Global Goals for Sustainable Development.

Goal 2 – Zero Hunger – aims to end hunger, achieve food security, improve nutrition and promote sustainable agriculture by 2030.



Some Useful Definitions

- **Malnutrition** occurs when there is not enough food or not enough of the right types of food.
- **Food Insecurity** is the unreliable access to safe nutritious food.
- **Sustainable Development** is development that meets the needs of people now without compromising the ability of future generations to meet their own needs.



With Your Class



VISIT www.concern.org.uk/hungerheroes and watch the video called “Become a Hunger Hero”.



DISCUSS with your class.



DOWNLOAD the worksheet for pupils to complete.

¹ FAO 2018 <http://www.fao.org/state-of-food-security-nutrition/en/>

² Our World in Data: <https://ourworldindata.org/hunger-and-undernourishment>

Food Waste

Teacher Fact Sheet



Globally we waste approximately one third of the food we produce for consumption each year. That's about 1.3 billion tonnes.³



In the UK, we waste approximately 7.1 million metric tonnes of food each year.⁴



Often 'ugly' fruit and vegetables never make it to the supermarket and go to waste without ever reaching consumers. A study by the University of Edinburgh found that Europe discards approximately 50 million tonnes of ugly fruit and vegetables each year.⁵



Consumers in Europe and North America waste 95-115 kg of food a year per person, while consumers in Sub-Saharan Africa, South and South-East Asia throw away only 6-11 kg a year.⁶



In developing countries, 40% of food is wasted post-harvest while in countries like the UK more than 40% of food is wasted by retailers and consumers.⁷



Food waste costs an average household in the UK £470 per year.⁸



Food waste makes up nearly 25% of household bin contents in the UK.



After America and China, food waste is the 3rd largest contributor to global greenhouse gas emissions, producing 3.3 billion tonnes of CO₂ a year.⁹

What foods do we throw away in the UK?



Salad:
Almost 50%



Fruit and Veg:
Almost 25%



Bread and Bakery: 20%



Meat and Fish: 10%



Dairy and Yogurt: 10%



Potatoes: The vegetables we waste most.



Bananas and Apples:
The fruits we waste most.

With Your Class

Use the facts and figures in this booklet for a energetic quiz/debate activity with your class!

Put up True/False or I agree/I disagree signs (whichever is appropriate) at opposite ends of the classroom.

Read out the facts and ask students to move around the classroom to the assigned side depending on whether they think a statement is True/False or whether they Agree/Disagree.



³ FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

⁴ Household waste: <http://www.wrap.org.uk/content/courtauld-2025-baseline-and-restated-household-food-waste-figures>

⁵ RTE News 2018 <https://www.rte.ie/news/newslens/2018/0820/986248-ugly-fruit-and-veg/>

⁶ FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

⁷ FAO.org 2019 <http://www.fao.org/save-food/resources/keyfindings/en/>

⁸ The Guardian <https://www.theguardian.com/environment/2017/jan/10/uk-throwing-away-13bn-of-food-each-year-latest-figures-show>

⁹ Stop Food Waste <https://stopfoodwaste.ie/resource/the-environmental-impact-of-food-waste/>

What are food miles?

Many foods travel huge distances by sea, air and road to get to our local supermarket - think of bananas from Ecuador, avocados from Mexico or blueberries from Peru. This transport system and the energy used in the transportation of food contributes to our carbon footprint and global greenhouse gas emissions.

Eating seasonal food produced locally is one of the best ways of reducing the overall environmental impact of what we eat. It reduces the energy used for growing the food and the environmental impact of air and sea transport. Less food is spoiled because it makes a shorter journey from field to shelf and money is put back into the local economy.



Top Tips for Reducing Food Waste



- Plan ahead- write a shopping list and stick to it!
- Only buy what you will use - beware of deals that mean you buy more than you need
- Grow your own if possible
- Buy local and seasonal produce whenever possible
- Only cook what you need/will eat
- Use your freezer to ensure leftovers don't go to waste
- Store food correctly
- Preserve fruit and vegetables - make jam or chutney
- Compost - composting re-uses the food waste in homes instead of sending it to landfill



The equivalent of **75 million cows** is wasted annually or 20% of meat produced



8% of fish caught globally is thrown back into the sea, dead, dying or damaged; that is equal to almost 3 billion Atlantic salmon



In Europe, the equivalent of **574 billion eggs** are wasted each year



Food and Plastic Packaging

Fruit and vegetables are often the worst culprits when it comes to plastic packaging that cannot be recycled. Encourage your local supermarket to reduce the amount of plastic packaging on their fruit and vegetables.

The next time you make a visit to the supermarket, have a look at where the food has come from and the type of packaging used. It would make for a very interesting investigation!



LUNCH BOX DETECTIVES

SUBJECT: The World Around Us (Strands 1 & 2)

STRAND 1: Interdependence

- 'Me' in the world
- Interdependence of people and the environment

STAND 2: Movement and Energy

- Causes that affect the movement of people and animals
- Positive and negative consequences of movement and its impact on places, people and their interdependence.

RESOURCES: Examples of food packaging/ labels, interactive whiteboard, Atlas/copies of world map, and pupils' lunchboxes.

In 1967, Martin Luther King Jr famously said, "before you finish eating breakfast in the morning, you've depended on more than half of the world". Let's explore this idea.

Lesson Preparation:

In preparation for this exercise, ask pupils to look at the labels on common fruit and vegetables in a local shop/ supermarket or even at home in the fridge or cupboard! They can bring examples in to school with them to introduce the lesson and these can later be used for a class display.

You may want to pre-teach some words and concepts like importing, consumer and food miles.



Lesson Introduction:

Complete a KWL chart to assess what students already know about the topic of food miles and origins. Ask the pupils to name some famous national food or fruit/vegetables we grow in the UK.

Main Lesson:

Pupils take out their lunchboxes to critically examine the contents.

- Pupils pick out and list three separate items from their lunch box e.g. blueberries/bananas, pineapple/tomatoes/rice cakes/raisins/ chocolate, etc.
- Put the pupils into groups and ask each group to choose one type of food to research. Each group should have a different food.
- With the whole class, try to identify the country of origin of the foods and mark them on a world map. You could use an atlas or map on the interactive whiteboard.
- Using an online calculator such as **www.foodmiles.com** calculate how far each food has travelled to get to the UK.

Lesson Conclusion:

Finish with a discussion using the KWL chart or questions below.

Suggested Questions

- Why do we import food in the UK?
- Can any of these foods be grown in the UK?
- Which of these foods would have been available in the UK 25 years ago/100 years ago/1000 years ago?
- Does importing fruit and vegetables contribute to climate change? How?



Extension/Integration Ideas:

- Display the food pyramid to help with the lunchbox detective task - **(it can be downloaded via link at bottom of page).**¹⁰
- Ask pupils to identify examples of the different food groups in their lunchboxes using the food pyramid.
- Discuss the benefits of each food group and the importance of a balanced diet for a healthy life.
- Tally the most common food groups found in pupils' lunchboxes. This could be done using counters/bottle tops/bricks or any manipulatives. Using a box/jar for each food group, ask pupils to drop a counter into each jar in a active survey. Create a class pictogram or bar chart from the results.
- Have students write a shopping list of their favourite food and match the country of origin to that food.
- Have the pupils keep a food waste diary for three days and compare them with their classmates to discuss the difference in wastage.
- Create a calendar of seasonal food grown in the UK. Re-use those supermarket fliers and cut out images to make collages!

Did you know?

The potato is a common food usually found in people's evening meals - but has only been grown here since the 1600s. Butter has been produced for thousands of years, and at one time we were home to the largest butter market in the world. Butter was often stored in bogs in an effort to keep it fresh and bog butter has been found to date back to 1750 BC.¹¹



Some ways of using the Burundi Fact Sheet

- Complete a project on Burundi or choose one aspect of life in Burundi to investigate.
- Children like Ines may only eat once or twice a day in total. Ask pupils to keep a food diary of the types of food they eat and how often they eat each day over the course of a week.



How to: Sprout a Sweet Potato



Sweet potato is much more readily available in the UK than cassava. Like cassava, it grows from slips and can easily be sprouted in a classroom. The sprouting process can take up to four weeks.

Step 1 - Chop a sweet potato in half.

Step 2 - Half fill a clear container (re-use some plastic water bottles/jam jars).

Step 3 - Ensure the bottom 5cm of the sweet potato is in the water, cut side down. Insert toothpicks in the sweet potato to hold it in place.

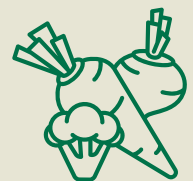
Step 4 - Place the potatoes somewhere safe in some sunlight and monitor the water daily.

Step 5 - Have pupils observe the process.

Step 6 - The sprouted sweet potatoes can then be planted!

Did you know?

In the 1940s, rural households in the UK relied on gardens and allotments to provide more than 92% of their fruit and vegetables in winter and 98% in summer. A lot has changed today!¹²



¹⁰ <https://www.safefood.eu/Healthy-Eating/The-Food-Pyramid-and-The-Eatwell-Guide/The-Food-Pyramid.aspx>

¹¹ Irish Times article: <https://www.irishtimes.com/news/ireland/irish-news/butter-was-stored-in-bogs-3-500-years-ago-researchers-reveal-1.3826022>

¹² UK Gov: <https://www.gov.uk/government/news/the-uks-food-history-revealed-through-five-generations-of-data>

Climate Change Teacher Fact Sheet



The **United Nations** defines climate change as: “a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods”.

In 2015, the UK along with 196 other countries signed the Paris Agreement, a global plan to limit global warming – ideally limiting global temperature increase to 1.5 degrees above pre-industrial levels.¹³

Climate Change and the Global South



Many of the world’s poorest people are being disproportionately impacted by the changing climate.

One particular challenge for humanitarian organisations like Concern is the severity and frequency of natural disasters which require emergency response.

One such disaster was Cyclone Idai which affected 1.7 million people in Mozambique and Malawi in March 2019. The UN has said it was one of the worst storms to ever hit the Southern Hemisphere.

Developing countries like Niger and Burundi produce a tiny fraction of global CO2 emissions.¹⁴

CO2 emissions

Burundi 0.04 tonnes per person

Niger 0.1 tonnes per person

United Kingdom 6.5 tonnes per person

Climate Change and the UK

The UK is a significant contributor to global greenhouse gas emissions - the second highest in the EU in 2017.

In the UK, the expected effects of climate change include:

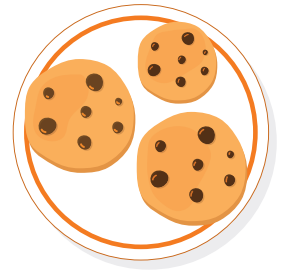
- An increase in average temperature
- More extreme weather events
- Increased likelihood of river and coastal flooding
- Water shortages
- Changes to plants and animals distribution
- Extinction of some vulnerable species



¹³ Source EPA 2019 EPA 2019 https://www.epa.ie/mobile/media/epa_factsheet_greenhouse%20gases%20%20climate%20change%202017%20aw.pdf

¹⁴ World Bank <https://data.worldbank.org/> Figures from 2014

WHO'S GOT ALL THE BISCUITS? (check for allergies)



SUBJECT: The World Around Us (Strands 3 & 4)

STRAND 3: Place

- What is in my world

STRAND 4: Change over time

- Positive and negative changes and how we have a responsibility to make an active contribution

RESOURCES: Plates, biscuits (or pieces of fruit), world map, tables, chairs and numbers for tables.

This activity is designed to illustrate the inequality regarding food/resource distribution in the world.

Lesson Preparation:

- Prepare six tables for students to sit at. Number each 1-6 clearly. Each table represents a continent.
- Place a plate of biscuits on each continent, based on the figures below. This is to represent the distribution of food resources on each continent.
- Do not tell the students what the tables or biscuits represent!

Main Lesson:

- Assign students to sit at the tables numbered 1-6. Give the students time to eat their biscuits. Encourage them to look over at the other tables to see how many biscuits other groups have.

- Once all the biscuits are eaten, ask the students the following questions:

How did you feel when you saw how many biscuits others groups got?

How did you divide the biscuits between your group?

Was it fair how the biscuits were divided?

What do you think the six tables represent?

- Inform the students that the tables represent continents and the biscuits reflect the amount of food resources in each. Ask each group to chat amongst themselves and guess which continent they are.
- Reveal the correct continents and ask students what they think of the amount of food resources per continent.

Questions

Do you think the world is an equal place? Why? Why not?

Why do you think people go hungry in certain places?

Do you think that the entire continent of Africa is facing a lack of food? Does this happen in the UK?

Ask students how can they be Hunger Heroes and help in their everyday lives. Hints: reducing food waste, combating climate change, fundraising, etc.

Lesson Conclusion:

- As a whole class using a map on the IWB or individually in their copies have students write the number of biscuits (food resources) on each continent.

Table Number	Continent	Number of Biscuits	No. of pupils per table Class of 20	No. of pupils per table Class of 30
1	Africa	1	3	5
2	Asia	4	11	15
3	Europe	9	2	4
4	Latin America	1	2	3
5	North America	10	1	2
6	Oceania	5	1	1



NOW YOU'RE A HUNGER HERO

Get in touch with the Concern team

Funds raised can be sent directly to Concern Worldwide by cheque or postal order – please include your school name and return in the **FREEPOST** envelope provided.

Don't forget to tell us what you did to become a **Super School** full of **Hunger Heroes!**

Funds can also be sent to Concern by bank transfer on request.

✉ getinvolved@concern.net

☎ 02890 331100



Concern Worldwide (UK) registered charity no: 1092236
(England and Wales) and SC038107 (Scotland).
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CONCERN
worldwide

**ENDING
EXTREME POVERTY
WHATEVER
IT TAKES**