Global Education Project

worldbeat

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SCIC
SASKATCHEWAN COUNCIL
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Hunger Hurts

Lesson Title: Hunger Hurts	Grade: 9-12	Subject: Social Studies	Time: Three 40-45 minute classes	Unit: Resources and Wealth; Power and Authority; Interactions and Interdependence of Nations	Topic: Alternative Solutions to Hunger	Cross-Curricular Components: Health and PE, Language Arts, Science, Library and Technology

URL: http://www.learningtogive.org/lessons/unit81/lesson2.html

Lesson Description: Students will explore needs and wants, and how they are linked to hunger locally and globally. They will investigate global and community initiatives that provide alternative solutions to hunger. Students should develop an understanding and sensitivity towards hunger, and evaluate approaches to resolving it.	**Curriculum Outcomes:** ● Outcome: IN9.4 Determine the influence of worldview on the choices, decisions, and interactions in a society. (d) ● Outcome: PA9.3 Investigate the roles and responsibilities of members of the societies studied and those of citizens in contemporary Canada. (b, c, d, e) ● Outcome: RW9.1 Compare differing perspectives regarding the acquisition and distribution of resources and wealth in the societies studied. (a, b, c, d) This lesson also satisfies some curriculum outcomes for Grade 10-12. See URL for further information.
Materials: - Access to Internet - Access to one or more of the following articles about Hunger Facts: o "Understanding Childhood Hunger." Sharing Our Strength http://www.strength.org/childhood_hunger/ o "2011 World Hunger and Poverty Statistics" World Hunger Education Service http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm o "Hunger Facts" Stop Hunger Now http://www.stophungernow.org/site/PageServer?pagename=learn_facts o "Hunger in America: Hunger and Poverty Statistics." Feeding America http://feedingamerica.org/hunger-in-america/hunger-facts/hunger-and-poverty-statistics.aspx	**Assessment:** - Teacher-given quiz - Journal of research activities. - Completed School/Home Connection. - Completed chart of philanthropy. - Evaluation of their technical report or map project. - Teacher observation. - Class participation in discussions. **Extension:** Invite a nutritionist to speak to the class about daily nutritional needs of children to be successful in school. Invite a representative from the FIA (Family Independence Agency) or WIC (Women, Infants, and Children) to speak to the class.

Procedure

Before:
Teacher asks the learners "What is a need? When you find yourself saying 'I need…' What are those things that finish that sentence?"

*Learners can brainstorm examples of **needs** and then come up with a definition of a "need" in their own words.*

*Next, "What are **wants**?" Take learners through the same brainstorming process. Learners can make personal lists of **needs** and **wants** or you can make a column chart representational of the entire class.*

Student definitions should also be recorded in some way.

With the assumption that learners will state food and water as a basic need, pose the question "What if we have an absence of food? What happens? What is that called?" The learners will answer "HUNGER" and develop a definition of hunger that speaks to long-term lack of food, starvation, and develop causes to include poverty, famine, unemployment, and poor nutrition.

During:

Divide the class into groups of three or four learners.

• Each group creates a web, with the word "**hunger**" in the middle of the web, with lines extending from the center. Learners are to brainstorm what hunger feels like, looks like and sounds like. Learners may add the effects hunger has on schoolwork, health, personal life, mood or even the psychological implications of hunger. Learners may fill out the web based on personal knowledge or knowledge gained from media or movies.

• An elected reporter from each peer group shares answers with the entire class.

• The instructor places a class web on the board where group responses are compiled by the teacher or by a recorder.

• Teacher facilitates discussion of unusual responses and common responses as a group.

• Have each learner keep a journal recording daily activities, logging each vocabulary term associated with **philanthropy**, and showing that he/she used it that day.

• Hand out copies of facts about hunger (see Materials), allowing seven to ten minutes for the learners to read. Discuss their feelings and get reactions to the reading.

• Do they believe this nation should have a hunger issue?

• Connect human diseases to hunger and poverty.

• Discuss the relationship of geography to hunger and major natural changes/floods, drought.

• Discover philanthropic actions in reaction to natural or human disasters, war, terrorism.

• Research the **Emergency Preparedness** Act and FEMA to examine the US response to natural disasters and the role of FEMA. Discuss philanthropic aid during the **crisis** (How do people and organizations respond and why).

• Discover and evaluate a governmental program addressing hunger as to its intended purpose and actual outcomes.

• Learners will research issues of hunger :
    o In their own **community** by contacting faith based organizations, food banks, and homeless shelters in the **community**.
      OR
    o In the world through Internet search.

After:

Learners will accomplish **one** of the following:

• A technical report on one of the above describing its history, the **needs** it meets, clientele, costs, fund raising, **community** usage, amounts distributed, current **needs**, special issues.

• A technical report on an issue relating to poverty: diseases directly associated with hunger in today's world such as Afghanistan or Somalia but not limited to those two areas.

• Create a large map of their **community** or the world, locating agencies that supply help to the **hungry** in their **community** with a key that lists services, hours of operations qualifications for people to obtain help, staffing, funding sources, how someone who **wants** to help can help.