FOOD SECURITY IN OUR WORLD

MIDDLE PRIMARY (Year 3-4) LESSONS

Caritas AUSTRALIA

A NOTE TO TEACHERS

This resource is designed to educate students on what food security in our world looks like. We look more broadly at the causes of global hunger and food insecurity. And we hope it encourages students to think about their own food activities in relation to people around the world.

This resource is a guide for teachers which includes information and discussion questions, as well as links to videos, images and learning tasks that encourages students to apply their knowledge in order to answer the guiding questions:

Why do so many people in our world not have the food they need?

How can we change this?

This resource is designed for teachers to draw content from and integrate learning activities in their classroom. We encourage you to use this resource in whatever way suits your class best. The Australian Curriculum links provided on the following pages provide some guidance as to what Learning Area components of this resource may be most relevant. Some links are more direct than others and will assist teachers in planning curriculum programs.

Tawonga helps prepare a family meal. For most of her life, her parents have struggled to put meals on the table. Tawonga often had to miss school because she was too sick from hunger. Her family now grows enough food to provide three meals a day, ending the struggle of malnutrition. Credit: Pilirani Chimombo

AUSTRALIAN CURRICULUM LINKS

ENGLISH

Year 3

- ACELY1680 - Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features

Year 4

- ACELY1692 - Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts

SCIENCE

Year 3

- ACSHE050 - Science involves making predictions and describing patterns and relationships
- ASCHE051 - Science knowledge helps people to understand the effect of their actions

Year 4

- ACSSU072 - Living things have life cycles
- ACSSU073 - Living things depend on each other and the environment to survive
- ACSSU075 - Earth's surface changes over time as a result of natural processes and human activity
- ACSSU062 - Science knowledge helps people to understand the effect of their actions

HUMANITIES: Inquiries and Skills

Year 3

- ACHASSI052 - Pose questions to investigate people, events, places and issues
- ACHASSI058 - Draw simple conclusions based on analysis of information and data
- ACHASSI059 - Interact with others with respect to share points of view
- ACHASSI060 - Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions
- ACHASSI061 - Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

Year 4

- ACHASSI073 - Pose questions to investigate people, events, places and issues
- ACHASSI074 - Locate and collect information and data from different sources, including observations
- ACHASSI080 - Interact with others with respect to share points of view
- ACHASSI081 - Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions
- ACHASSI082 - Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms

AUSTRALIAN CURRICULUM LINKS

HUMANITIES – Geography

Year 3

- ACHASSK068 - The main climate types of the world and the similarities and differences between the climates of different places

Year 4

- ACHASSK088 - The importance of environments, including natural vegetation, to animals and people
- ACHASSK090 - The use and management of natural resources and waste, and the different views on how to do this sustainably

HUMANITIES – Civics and Citizenship

Year 3

- ACHASSK072 - Why people participate within communities and how students can actively participate and contribute

HEALTH AND PHYSICAL EDUCATION

Year 3 & 4

- ACPPSO36 - Identify and practise strategies to promote health, safety and wellbeing

TECHNOLOGY

Year 3 & 4

- ACTDEK010 - Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs
- ACTDEK011 - Investigate how forces and the properties of materials affect the behaviour of a product or system
- ACTDEK012 - Investigate food and fibre production and food technologies used in modern and traditional societies
- ACTDEK013 - Investigate the suitability of materials, systems, components, tools and equipment for a range of purposes
- ACTDEK014 - Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions
- ACTDEK015 - Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques
- ACTDEK016 - Select and use materials, components, tools, equipment and techniques and use safe work practices to make designed solutions
- ACTDEK017 - Evaluate design ideas, processes and solutions based on criteria for success developed with guidance and including care for the environment
- ACTDEK018 - Plan a sequence of production steps when making designed solutions individually and collaboratively

AUSTRALIAN CURRICULUM LINKS

GENERAL CAPABILITIES

INTERCULTURAL UNDERSTANDING:
- Investigate culture and cultural identity
- Analyse how membership of local, regional, national and international groups shapes identities including their own
- Develop respect for cultural diversity
- Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

ETHICAL UNDERSTANDING:
- Explore ethical concepts in context
- Analyse the ethical dimensions of beliefs and the need for action in a range of settings
- Reason and make ethical decisions
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

PERSONAL AND SOCIAL CAPABILITY
- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- Contribute to civil society
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

INFORMATION AND OOMMUNICATION TECHNOLOGY CAPABILITY
- Students gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society
- Students use ICT to define and plan information searches of a range of primary and secondary sources.
- Students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention.
- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.

CRITICAL AND CREATIVE THINKING
- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.
- Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.
- They apply knowledge gained in one context to clarify another.
- Students identify, consider and assess the logic and reasoning behind choices

INTRODUCTION

Explain to the class that as Australian students, they have the opportunity to attend school and learn about issues in the world and how we can work towards fixing them. They will be learning about the importance of food in our lives and why sadly, not everyone has access to it. This is called **food insecurity.**

Class discussion/Brainstorm – Pose the following questions to your students, then drawing from their responses, discuss the answers with them.

WHY DO WE NEED FOOD?

Food is important for many reasons. We need food to eat so that we can grow and have the energy to do everyday things. Without enough healthy food to eat, people can become very sick and even die.

TASK

Draw upon your students own experience with food using the 'My Food and I' worksheet on page 21.

HOW DO PEOPLE GET FOOD?

There are three main ways that we can get food:

Buy - For most of us, the main way we get food is through buying it from the shops. Even when we are cooking our own food at home, we need to buy most of our ingredients from the shop.

- *What do we need to buy food? (money, somewhere to buy food from, transport)*
- *Where does your family buy your food from? Is it a long distance from your house? Can you walk there or do you have to drive there?* Ask students to present this information in illustrative form.

INTRODUCTION

Grow - For lots of people around the world, most of the food that they eat is grown, or from animals they raise, like chickens. This is because many of them do not have enough, or any, money to buy food. They also don't have any form of transportation such as a car to be able to drive to places that sell food. For some, walking is their only way of getting around, and getting food from a shop is too far and dangerous. In poorer countries, farmers grow and sell food to make money for their families.

- *What do we need to grow food? (water, seeds, tools, land etc)*
- *Do you have a veggie garden at home or raise chickens? What are you growing? Do you eat the food that you grow?*
- If your school has a veggie garden, take students for a walk there and ask them to think about why the veggies are able to grow there? Have them think about the weather and climate (some countries experience flooding and drought at times throughout the year), as well as easy access to water and fertilisers if needed.

TASK

Growing food is an important way for communities to feed their families, as well as to earn money to make an income. Growing your own food also helps the environment by reducing the need for packaging.

- Watch the video below to learn how to grow your own potato.
- Learn how to build your own Vertical Garden using the instructions on page 22.

Source: SciShow Kids

- **Trade –** Sometimes in order to get a certain type of food, people and countries need to trade food with one another. This is because some foods might not be able to be grown in certain countries because of the weather or lack of resources.

For many people around the world, they do not have access to the things that they need to be able to buy or grow food, leaving them hungry and food insecure.

WHAT DOES JESUS TEACH US?

- Ask students what they think Jesus teaches about sharing and caring for others.
- What stories in the bible do we hear about food? What is done with the food in these stories?
- **Think, Pair, Share:** Jesus taught us to pray and give thanks for 'our daily bread'. What do you think Jesus meant? What food do you give thanks for everyday?

READ & DISCUSS

Read Luke 14:12-14

- What does Jesus teach us about how food should be shared in our world?

TASK

- Learn about the Catholic Social Teachings here.
- *Which of the Catholic Social Teachings do you think link to food insecurity/feeding the hungry?*

CAUSES OF HUNGER AND FOOD INSECURITY

Discuss the following causes of hunger and food security with your students. Try to draw upon knowledge they may already have about each of the headings.

CONFLICT

War and violence can make farming unsafe and food or crops can be destroyed.

LAND

Land is needed to grow food on, but not everyone has their own land, or the right land, to be able to grow food on.

CLIMATE CHANGE

Climate change (or **global warming**), is the process of our planet heating up from the build-up of gases which act like an invisible 'blanket', trapping heat from the sun and warming the Earth. Unfortunately, rising temperatures don't just mean that we'll get nicer weather – *if only*! The changing climate can make our weather more extreme and unpredictable.

In some countries, the hot weather makes the land so dry that it is impossible to grow food on.

We have experienced this problem in Australia when there are long periods without rain, this is called a drought. During a drought, farmers find it very hard to grow food and even raise animals.

WATER

Fresh water is very is important for growing crops and raising animals. Some people do not have fresh water because they do not have the transport or materials needed to reach it.
Fresh water can also be polluted, especially after natural disasters such as droughts, cyclones and flooding.

REFLECTION QUESTIONS

- Have you ever experienced very hot weather? How did this make you feel?
- Did you have to water your plants to keep them alive on hot days?
- Have you ever seen heavy rain or floods in your backyard? What happens to the grass/plants/garden?

CAUSES OF HUNGER AND FOOD INSECURITY

FOOD WASTAGE

Did you know that when we throw food scraps into the bin instead of compost, it goes to land fill and rots? This rotten or decomposed food then contributes to greenhouse gasses.

Australians are throwing out four million tonnes of food a year. Many supermarkets throw away a lot of food because people don't like buying it if it looks a bit funny. Lots of food is also lost in some countries because people don't have the resources to keep it fresh and safe to eat.

- Ask students what they do with left over food at home? Do any of them have a compost bin?
- Set the below activities as homework tasks.

WATCH

Source: She Knows

Watch the above clip.

Be a food warrior in your own home and find out if any food is being wasted. Once you find wasted food, write down how you could re-use that food in another way.

WATCH

Source: She Knows

Watch the above clip.

Make a poster or your own video explaining how to make a compost bin!

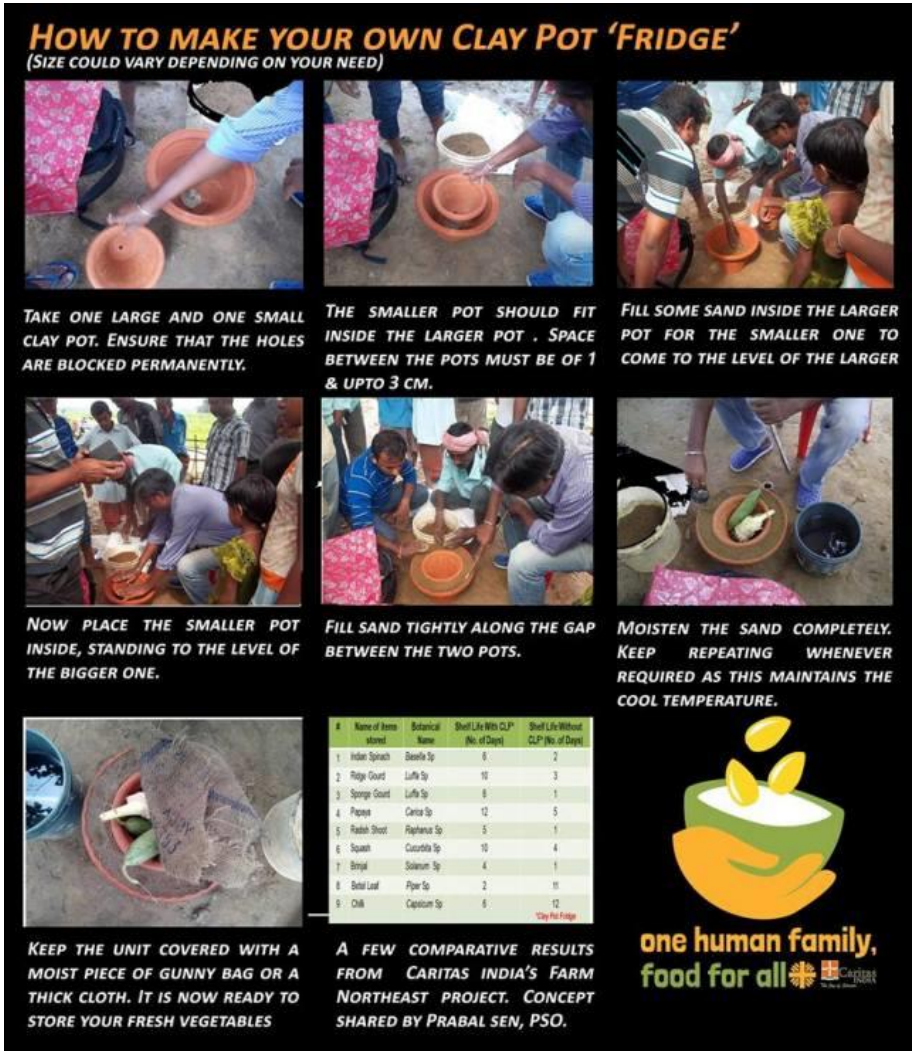
CAUSES OF HUNGER AND FOOD INSECURITY

TASK

- How do you store your food to keep it cool or from spoiling?
- Make a list of food storage options you have. What kinds of materials are used? Why? Do those storage options use electricity?
- Explore the clay pot fridge made by Caritas India. What materials are used? Why were these materials chosen? How does the clay pot fridge store food?

WATCH

Source: Peace Corps



WHAT CAN WE DO?

Encourage students to come up with their own ideas of what we can do to tackle the issue of food insecurity and hunger.
Try to direct them into thinking locally before globally.

There are many ways to help fight global hunger and food insecurity. Pope Francis teaches us to 'remember the poor'.

Even though we might have enough food here in Australia, we are all connected. Little things we can do in our homes or at school can make a big difference in the world.

God wants everyone to have enough food to live. We need to work together so that our brothers and sisters around the world have what they need to live. What can we do?

WAYS TO MAKE A DIFFERENCE

- **Support community farmers** in our world by donating to Caritas Australia during Project Compassion in Lent. Click here to find out more about how Caritas works on Food.
- **Support the Vinnie's food drive or other food drives at your school** that help feed people in your local community.
- **Take care of our environment.** Throw away your rubbish properly so that we don't pollute the land and waterways.
- **Don't waste food**. Only take and cook as much as you need and get rid of food scraps in a compost bin or use it as fertiliser in your garden.
- **Find out more about where your food has come from.** Do you know if the food you buy is grown on a big or small farm, or in a way that looks after the environment? If you see the label '**Organic'** on your, food, it means it was grown in a way that looks after the soil for the future. Is the fruit or vegetable you are buying in season? If not, did it travel far to get to you from where it is in season? Eating fruit and vegetables that are in season is better for the environment.
- When you can, **choose Fairtrade, UTZ and Rainforest Alliance certified products.** Find the symbol on products like chocolate, tea, coffee, rice and other grocery items. These symbols mean that the people growing the food are getting a fair price and enough income to look after themselves and their families, also forests and communities are being protected.

FAIRTRADE

UTZ Certified

RAINFOREST ALLIANCE CERTIFIED

TASK

Choose one of the above ideas, or one you thought of as a class, and make a poster or video encouraging people to make a difference to fight food insecurity in our world.

CAMBODIA CASE STUDY

Our Caritas Cambodia partners explain drip irrigation, which is used by Phany and her community to increase their crops. Watch Phany's story below and then complete the activities.

"A drip system is a tool connected from water source/storage and brings the water to the field either from above the soil surface or buried below the surface. It sprays the water in a slow effective manner and reaches each plant's roots with the same volume of water at the same time. There are a number of materials to set up the system such as: valve, drip tubing, pipes, cover plastic, tube punch, dripper and fitting. Crops are planted between 3cm to 6cm from one another and each row is normally between 12m to 15m in length (small size of farm between 300m2 to 500m2)."

The drip system is really helpful for a number of reasons:
- Saves time and labour
- Saves water consumption and reduce weed/grass presence
- Is easy to apply fertilizer and retain it in the area needed.

The watering method is important in drought prone areas. What do you know about drought? How does it affect people in Australia? For people like Phany it made growing food more difficult.

WATCH

TASK

1. Students design a drip irrigation system for a garden at school or home.
2. Put it to the test. Design an experiment where students trial using different watering methods e.g. spray, watering can and drip using a droplet tool. With the drip method, take note of the information provided above. Record results of growth.

DISCOVER HOW DRIP IRRIGATION WORKS - Photo caption match

Match the photos with the captions on the following page. You might find two captions for one photo.








CAMBODIA CASE STUDY

Before joining, Phany's family only knew how to grow rice. They couldn't grow enough rice to survive the year.

Phany (27) is married to Seiha and they have one daughter called Phally (7). They live in Pursat province, located in western Cambodia.

A drip irrigation system needs materials like: valve, drip tubing, pipes, cover plastic, tube punch, dripper and fitting.

The watering method is important in drought prone areas. The community suffer from climate change related issues such as drought, floods and fires. The program has taught farmers like Phany to reduce the impact of drought. They can now provide water for their crops all year.

A drip system is a tool connected from water source/storage and brings the water to the field.

It sprays the water in a slow, effective manner and reaches each plant's roots with the same volume of water at the same time.

Phany and her family have moved from their basic bamboo house with no bathroom, into a new home. They have more and better food and can afford to send their daughter to school.

Through the Caritas program, Phany also meets other community farmers to share ideas and skills. The community has also been able to install a water pump in the village.

Crops are planted between 3cm to 6cm from one another and each row is normally between 12m to 15m in length.

The drip system is really helpful for a number of reasons:
- Saves time and work.
- Saves water consumption and reduce weeds.
- It makes it easier to keep fertilizer in place.

WHAT CAN WE DO?

HOST A RICE LUNCH DAY

Raise awareness for the lack of resources in certain parts of the world by hosting a rice lunch day, where only rice is served to eat. Encourage participants to think about what it would be like to only consume a small amount of rice for each of their meals.

HOST A CARITAS KITCHEN

Share good food with good friends and the money you raise will help people in need to create better lives for themselves. It's easy: gather your guests, cook whatever you love and collect a donation.

It's a reminder that what you do in your kitchen can and does have an impact on what others can bring to theirs.

Find out more here.

Read Matthew 14: 31-21 'Jesus Feeds The Five Thousand'

In the Gospels, we read what Jesus said about food. Jesus said we should feed the hungry.
In the story of the loaves and the fishes, we see how Jesus wanted everyone to have enough food to eat.
Jesus wants us to all do what we can to make sure that everyone, whoever they are and wherever they live, has what they need.

Lord Jesus,
you must have known
it is hard to listen and to be
cheerful when we are hungry,
because you fed your people
before you taught them.

Help us to be attentive to the needs of our
sisters and brothers, near and far,
and to share generously what we
have with them.
Amen.

TASK

As a class, write a grace prayer that could be prayed together before recess or lunch. You may want to print it as a large poster and hang it in your classroom for the students to read.

Click on the links below to view our Food Prayer and Liturgy.

PRAYER FOR FOOD IN OUR WORLD

FOOD SECURITY LITURGY

WORKSHEETS

FOOD INSECURITY WORD SEARCH

M	I	D	D	L	E	E	A	S	T	C	F	A	E	C
N	O	I	T	U	L	L	O	P	I	L	C	A	M	A
O	H	O	F	D	F	L	G	F	E	I	T	I	E	R
O	U	R	O	A	A	I	I	T	R	M	L	S	R	E
L	N	L	O	N	V	C	S	E	X	A	I	A	G	V
A	G	F	D	E	A	A	M	F	B	T	Q	X	E	J
C	E	W	A	P	W	A	V	Q	L	E	A	E	N	L
I	R	B	O	R	N	D	R	O	U	G	H	T	C	Y
R	Y	I	V	I	M	Y	C	H	A	N	G	E	Y	H
F	X	W	T	A	W	E	T	N	M	Y	D	F	W	T
A	X	A	M	I	M	J	L	R	W	E	S	A	O	L
S	L	T	S	O	P	M	O	C	E	U	R	I	R	A
U	W	E	M	Y	Y	C	P	S	S	V	R	R	G	E
N	A	R	P	O	Z	K	B	E	P	Z	O	S	T	H
W	R	D	J	U	G	W	J	Q	N	R	G	P	D	M

CHANGE
CLIMATE
COMPOST
DROUGHT
EAT
EMERGENCY
FAIR
FARM
FOOD
GIVE
GROW
HEALTHY
HUNGER
JESUS
LAND
POLLUTION
POVERTY
SEED
SUN
WAR
WASTE
WATER
CARE

'MY FOOD AND I' WORKSHEET

Draw a picture of your favourite food.	**Draw a picture of how food is cooked at hour house. Who cooks?**	**Draw a picture of the equipment used to cook food at home.**
Draw a picture of where you eat your food.	**Draw a picture of what you do with left-over food scraps.**	**Draw a picture of what you can do to stop food wastage in your house.**

MAKE A VERTICAL GARDEN

Explain to the students they are about to watch a short video about how a rural village in Malawi used locally available materials to build their own vertical garden. Use a world map to show where Malawi is.

1. LEARN HOW TO BUILD A VERTICAL GARDEN

Watch the two-minute video on 'How to build a vertical garden'.

2. STUDENTS DESIGN THEIR OWN VERTICAL GARDEN

Materials needed – list or draw and label. Materials will differ to the video slightly to what students have available. Can students think of appropriate alternatives?

- Where will they build their vertical garden?
- Draw a diagram of their vertical garden design.
- Label the drawing and provide dimensions. How high and wide will it be?
- Write/draw the procedure in steps

3. BUILD THE VERTICAL GARDEN

- Students could take photos of the build process and use their own photos for a sequencing activity.
- Draw a two-dimensional diagram of the final product (front and side view)

4. EVALUATE

Students review their finished product against their plan.

- Did they have everything they needed to build the vertical garden?
- What was the hardest part to build?
- How can you improve the vertical garden? (This could be a verbal activity.)

Thank you

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