

# Who's Hungry

## *Wyoming Health*

### Objectives:

- Students will gain an overview of the importance of getting the food we need.
- Students will draw and color a variety of foods to meet nutritional needs.
- Students will identify people most at risk from hunger.

### Background:

This lesson is designed to address food and nutrition for Wyoming students and to help them understand food issues on a larger scale. Teachers may want to refer to the “Feeding Minds, Fighting Hunger” Teacher’s Issue Guide listed in the enrichment activities to gain a greater understanding of the topic before instructing these lessons.

It is important that students understand the main functions of food and the importance of food for good health, growth and development. They should know that all countries and regions have people who are hungry, some more than others, and that we are working together to solve the problem of hunger in the world. The topic of hunger as it is relayed in this lesson should be presented in a manner that encourages hope for a better future where we all have the food we need for an active and healthy life.

### Activity Procedures:

#### ***Activity 1: “Why Do We Need Food?”***

1. Ask if the children can think of any animal that does not need food.
2. Pass out or hold up the picture “We All Need Food” and ask students to write or call out the foods eaten by the people and animals in the picture. They can also color the picture.
3. Discuss how the animals and people in the picture eat different foods and need different nutrients, but all share the need for nutrients that keep them healthy.
4. Discuss the concept of the food chain with the students (i.e., that all plants and animals, including people, are connected). Plants provide the food for many animals; animals, in turn, provide food for other animals; and many animals eat both plants and animals. This can be thought of as a cycle, as well as a chain, because sometimes animals provide fertilizer that gives nutrients to plants.



## Standards

### Health

Influence Of Culture/ Media and Techonlogy: 4.1

## Materials

- “We All Need Food” picture
- “Food Gives Us...” fact sheet (one of each for each student)
- Pictures of locally grown foods or food samples
- “We Need Many Different Foods” picture
- “Map of World Hunger” picture

## Estimated Time

60 Minutes

## Grades 3-4

*notes:*

5. The food chain can be represented by having the children draw a small picture of a plant, fish, small animal, larger animal or person and attach it to their clothing, or hold it in one hand. The children can then form a chain (linking arms or hands) with the plants, fish and small animals at one end and, moving up the food chain, those species that depend on these for food at the other end. To show the interdependence, the children can join hands and form a circle to represent the connection that all species have with one another. An important concept is that if one of the links is broken, it affects the entire chain or circle. All are important and all depend on one another. This is the concept of a system.
6. Pass out or hold up the fact sheet "Food Gives Us..." Hold up food samples, or pictures of local foods, and discuss their functions in the body. For example, to illustrate protein, state what it does in the body (from the fact sheet), hold up a small handful of beans (or some other local food rich in protein) and explain that beans are a rich source of protein.
7. Explain to the students that too much food can be as unhealthy as too little food. Too much food causes our body to store too much fat and can contribute to the risk of diseases.
8. Hold up the picture "We All Need Food." Ask the children to imagine what would happen if the different animals and people in the picture ate each other's food supply for a day. For instance, what if the chicken ate the mother's food for a day; or what if the child ate the chicken's food supply for a day? Explain that everyone in the family also has different needs for food. We need more food when we are working and playing hard, when we are growing, or when we are sick. Each animal and person in the picture has special needs for enough food and for specific nutrients in foods.

**Activity 2: "We Need Many Different Foods"**

1. Tell the students that people all over the world have very different ways of eating. Pass out or hold up the picture "We Need Many Different Foods" and describe the meal that is being served to this family. It is made up of a large staple food. Ask the children what it looks like (rice, cassava, potato). Ask them what else they see in smaller amounts (fruit, meats, \ vegetables and sauces).
2. Tell the children that this is how most people in the world eat. They have a staple food, then, add smaller amounts of accompanying foods. Discuss how staple foods around

the world are typically starchy foods such as rice and other cereals, potato and cassava. Discuss how the accompanying foods may be vegetables, beans, peas, nuts, meat, fish, egg or sauces made from these foods.

3. Tell the students that the accompanying foods provide the different kinds of foods that we need to be healthy, and that we should try to eat different ones every day. We should also try to eat fruits after meals or for snacks.
4. Ask the students to describe their meals and ask if they also have a staple food with smaller amounts of accompanying foods like the family in the picture.
5. Using the picture as a guide, ask the children to create a list of their own local staple foods and other foods added to them. Ask them to count how many different accompanying foods they can list and explain how having many different kinds of foods helps them to grow and be healthy.

### **Activity 3: “Who is Hungry in the World?”**

#### **Teacher Concept Note:**

Hunger is not having enough food and not having the variety of foods to meet nutritional needs. Hunger is a problem all over the world. Every country and every region has some people who do not get enough to eat. While hunger is present in every country, some countries and regions have a greater problem feeding their people.

In the year 2001, 800 million people were hungry and never got enough to eat all year long. The goal of the new millennium is to make sure that everyone has enough food and the right kinds of food to eat. Hunger exists for many reasons, and it will take much work to solve the problems it causes. Many people are working together in all parts of the world to identify causes and search for solutions to the hunger problem. All people, even students can be a part of this effort by learning as much as they can about hunger and how to prevent it.

1. Hold up the picture “Map of World Hunger”, which indicates areas with serious hunger and malnutrition problems. Explain how the map shows the areas where many people do not get all of the foods that they need. Point out the areas with the largest numbers of hungry people. Explain that all countries have some hungry people.
2. Discuss that the people within each area who are most likely to be hungry are the people without jobs or without education, the poor, people without land on which to grow

#### ***vocabulary:***

- *hunger*
- *food chain*
- *protein*
- *staple food*
- *cassava*
- *malnutrition*

*notes:*

food and other socially disadvantaged people. People who may also be hungry are those with special nutritional needs, such as children (who need to grow) and pregnant women. Wars, civil disturbances, climate and environmental changes and other emergencies such as floods and earthquakes often cause both short- and long-term hunger in an area. Identify your area/region of the world and discuss its problem with hunger. Please see enrichment activities for more detail on U.S. and North American hunger issues.

3. Ask students to think about a world where all people have enough food to eat. Ask them to create a picture in their minds of that world and share that picture with the class. Share your mental picture of that world with no hungry people. Have the students draw their picture of a world or place where food is plentiful and no one is hungry and display these picture in school buildings.
4. Discuss how people can become hungry for many reasons, how it takes much work to solve the problem, and how many people are working to learn why people are hungry and to find ways to ensure that there is good food, all year long for everyone.
5. Discuss how the people in the world can work together so that everyone will have enough and the right kinds of food to eat.
6. Ask the children for their ideas on how people can protect themselves from hunger. Ideas would include:
  - Learn about what to eat at different ages and stages of life and how to prepare foods to maximize nourishment and safety.
  - Make good choices of what to eat so you will be strong and healthy.
  - Eat a variety of foods.
  - Wash foods and hands in clean water before eating.
  - Eat enough to meet your needs.
  - Divide your daily food into more than one meal.
  - Discuss with your family what you have learned about hunger and food.
  - Promote community and school gardens.
  - Contribute to local food banks to help the less fortunate.
  - Support local farmers; buy locally grown produce.

## Additional Activities :

1. Discuss with students that young people have the creativity and energy to tackle great problems such as hunger. Ask the students if they have ever discovered a solution to a problem that no one else could figure out.
2. Read the book, *Beatrice's Goat*. ISBN# 0689824602 Ask the students why Beatrice was so happy to get the goat. Do they think that the goat will provide food security for the family as well as bring money for her to attend school?

## Enrichment:

Visit the following websites for valuable information about hunger in North America, the United States, and Wyoming

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

[www.hungerfreeamerica.com](http://www.hungerfreeamerica.com)

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



*Materials Adapted by Feeding Minds, Fighting Hunger*

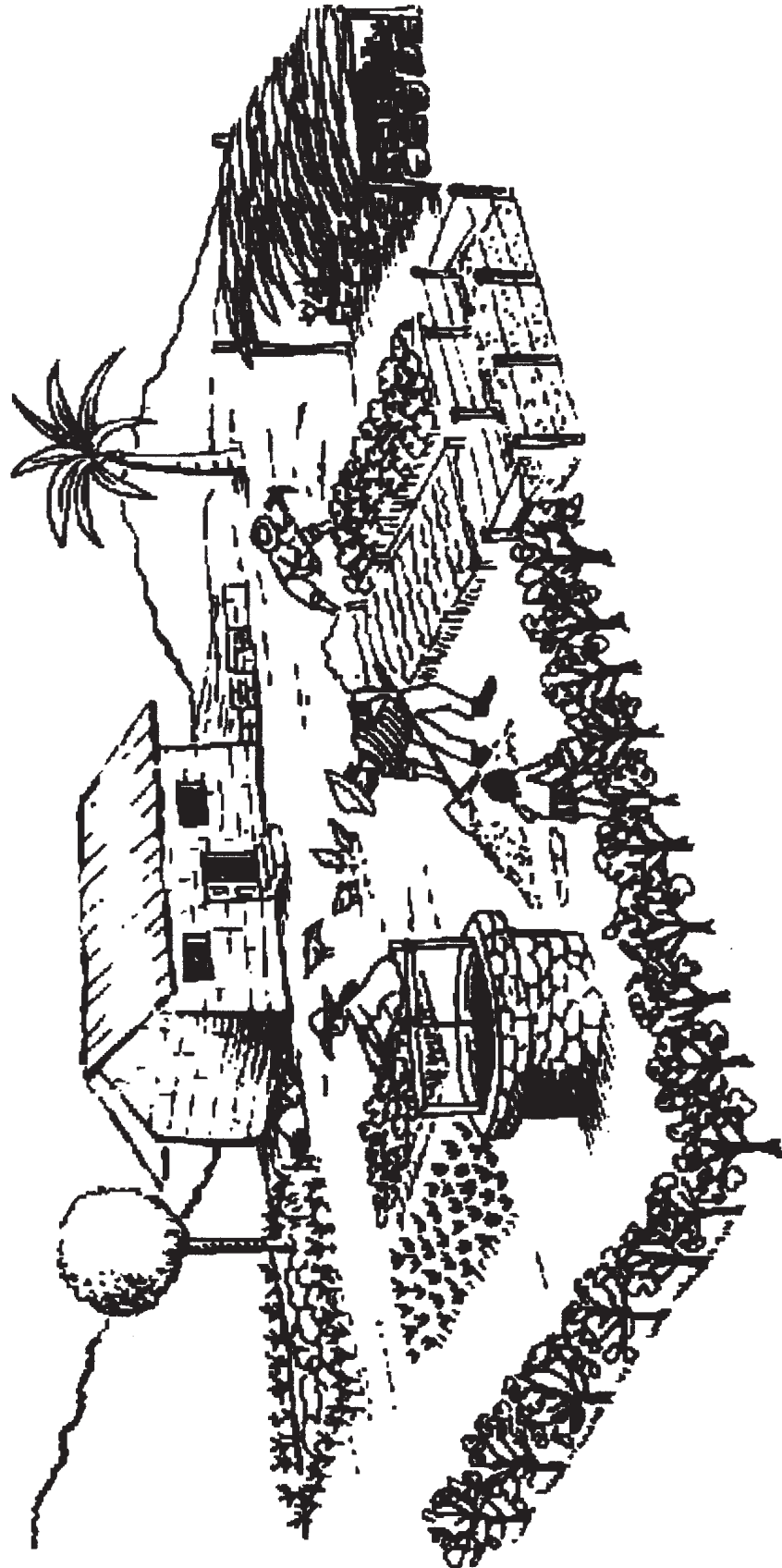
*notes:*

## Fact Sheet: Food Gives Us...

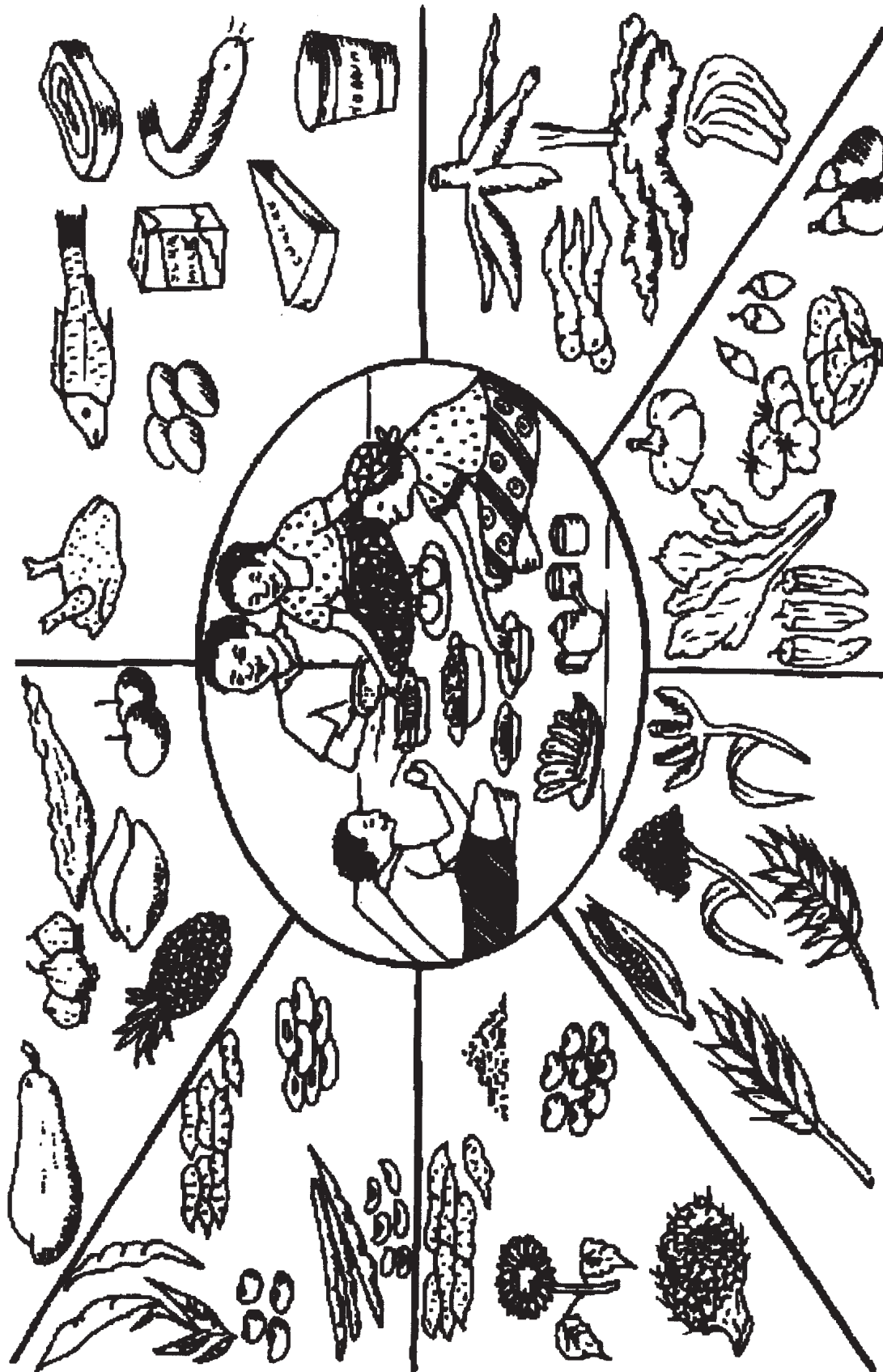
Food gives us the energy and nutrients the body needs to maintain health and life, to grow and develop, to move, work, play, think and learn. The body needs a variety of nutrients—proteins, carbohydrates, fats, vitamins and minerals—and these come from the foods we eat.

1. Proteins are needed to build and maintain muscle, blood, skin and bones and other tissues and organs in the body.
  2. Carbohydrates and fats mainly provide energy, although some fats are also needed as building materials and to help the body use certain vitamins.
  3. Vitamins and minerals are needed in smaller amounts than protein, fat and carbohydrates, but they are essential for good nutrition. They help the body work properly and stay healthy. Some minerals also make up part of the body's tissues, for example, calcium and fluoride are found in bones and teeth and iron is found in the blood.
  4. Fiber (or roughage) and clean water are also needed for a good diet. All foods contain nutrients, but different foods contain different amounts of various nutrients.
- Foods rich in **proteins** are all types of meat, poultry, fish, beans, peas, soybeans, ground nuts, milk, cheese, yogurt and eggs.
  - Foods rich in **carbohydrates** are rice, corn, wheat and other cereals, all types of potatoes, yams, and starchy roots and sugars.
  - Foods rich in **fats** are oils, some meat and meat products, lard, butter, ghee and some other milk products, margarine, some types of fish, nuts and soybeans.
  - Foods rich in **vitamin A** are dark-green vegetables, carrots, dark-yellow sweet potatoes, pumpkins, mangos, papaya, eggs and liver.
  - Foods rich in **B vitamins** are dark-green vegetables, ground nuts, beans, peas, cereals, meat, fish and eggs.
  - Foods rich in **vitamin C** are fruits and most vegetables, including potatoes.
  - Foods rich in **iron** are meat, fish, ground nuts, beans, peas, dark-green leafy vegetables and dried fruits.

*Picture: We All Need Food*

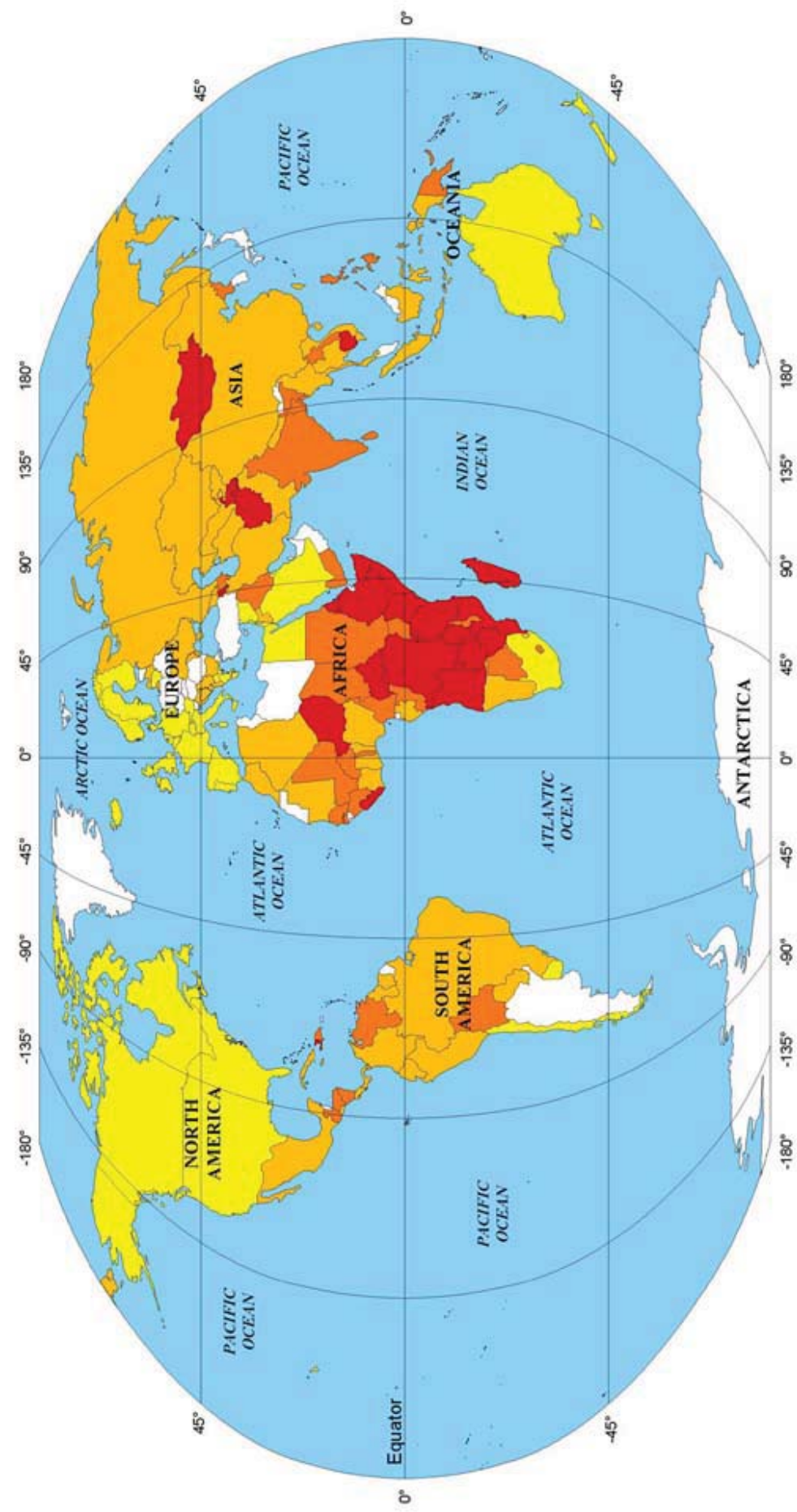


Picture: *We Need Many Different Foods*



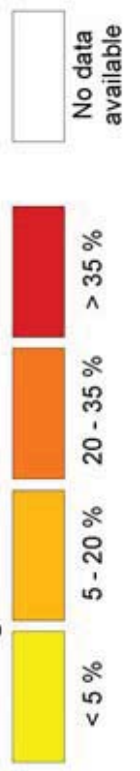
# Map of World Hunger

## Proportion of undernourished people (1998-2000)



Proportion in total population

Percentage 1998 - 2000



FAO-GIS (ESNP / SDRN)