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ABSTRACT

Although crop failures, floods, and other natural disasters contribute to hunger, they are not its root cause. The root cause of hunger is poverty. This guide is designed to have students examine their preconceptions about hunger and to test them against new information. The intent of the lessons is to encourage action, not guilt. Students are introduced to the concept of food as the most basic human need, and they explore differences between wants and needs. The concepts of hunger, malnutrition, and starvation are demonstrated through observation of the growth of a classroom plant. Using a world map, students learn the concepts about developed and developing nations in relation to the division of countries along economic levels. Handouts titled "Statistics on World Hunger" and "World Distribution of Arid Regions" are used to help explain the causes of hunger. To increase understanding of developing nations people, students read the handout "A Day in the Life of a Third World Teenager." The lesson is concluded by discussion of what individuals can do to reduce world hunger. A list of additional resources is included. (SM)

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World Food Day

Curriculum / Grades 4-7

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WORLD FOOD DAY

October 16, 1986

WORLD FOOD DAY was created by the member nations of the UN Food and Agriculture Organization (FAO). Now observed in more than 140 countries, the day's purpose is to focus attention on all food and farm problems, and to get the people of the world more directly involved in the search for solutions. It is sponsored jointly by FAO, each national government, and the private voluntary community. But the experience of the first five years shows clearly that the success of WORLD FOOD DAY, in each country, has come through grassroots action.

In the U.S., the National Committee for WORLD FOOD DAY is sponsored this year by more than 350 private voluntary organizations. A variety of educational and information materials for WORLD FOOD DAY are produced by FAO, governments, and national WORLD FOOD DAY committees. This material — study papers, fact sheets, posters — is available on request at no cost in most cases. It is designed to help promote WORLD FOOD DAY events and to help people better understand food and hunger issues.

FOR MORE INFORMATION PLEASE WRITE:

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About the Authors

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Diane R. Simmons is a fourth grade teacher in the Aurora Public Schools, Aurora, Colorado. She received a B.A. from Regis College and holds an M.A. in Curriculum and Instruction with a cognate in International Relations from the University of Denver. Her professional activities include membership in two district level curriculum committees. She is the author of numerous teaching activities and an unpublished M.A. curriculum development project.

Introduction for Teachers

This curriculum provides a one- to two-period introduction to world hunger, with a series of ideas for additional activities. Students are encouraged to examine their preconceptions and to test them against new information. In presenting the material in the lesson, allow time for students to speculate (brainstorm) possibilities of fact and action and to relate what they are learning to the basic questions they set up at the beginning of the lesson. The curriculum intends to encourage action, not guilt. The teacher's role will be critical in not only conveying information and facilitating activities, but in supporting and channeling the student's desire to act.

Objectives

1. To know that food is the most basic human need: food comes first.
2. To know the meaning of the words "hunger," "malnutrition," and "starvation."
3. To know the number, percentage, and geographical location of the world's hungry.
4. To understand on what bases countries have been grouped into the First, Second, and Third Worlds and what each of these represents.
5. To identify some of the factors which have contributed to hunger in Third World countries.
6. To know that there is enough food for all, but that people are hungry because they are poor.
7. To understand some of the ways in which First and Second World countries can help solve the problem of hunger in Third World countries.
8. To understand that students can make a difference, and to know a variety of ways in which they can help.

Facts on Hand for the Teacher

Current estimates of the number of chronically hungry people in the world put that number at approximately 1 billion. This means that 1 out of every 5 people in the world suffers from hunger.

Hunger (not getting enough to eat) and malnutrition (not getting the right things to eat) leads to the death of 13-18 million people a year; 75% of these deaths are children. The number of children who die from hunger-related causes (30,000-40,000 per day) can be compared to all the children under 15 living in California, New York, Illinois, and Texas combined.

Hunger and malnutrition not only kill, they also maim through brain damage, sterility, and other permanent physical defects. 250,000 people, mostly children, go blind each year due to vitamin deficiency. Children who suffer from protein deficiency grow more slowly and are more susceptible to other diseases.

In many of the same countries with large numbers of hungry people, there is also a shortage of safe drinking water. In the 40 poorest countries, fewer than 30% of the people can get safe drinking water. Medical care is also more difficult to get, especially in rural areas. For example, in the United States there is one doctor for every 500 people, while in Ethiopia there is one doctor for every 70,000 people. These factors tend to increase the numbers of people dying from hunger-related causes. Life expectancy in many of the Third World countries is still only 40-50 years.

Although crop failures, floods and other natural disasters contribute to hunger, they are not its root cause. There is enough food to eat in the world (enough grain to produce two loaves of bread per person per day, or the equivalent of 3,000 calories per person per day). However, many of the people in the poorest countries cannot afford to buy it. In the wealthy countries, a typical family spends 20-25% of its income on food, while in most poor countries the typical rural family spends 75-80% of its income on food. The root cause of hunger is poverty. Source: James Phillips, "World Hunger Facts," Oxfam America Publications.



Materials

- Large wall map of world with transparent overlay or colored pins to mark country locations
- Flowering plant, gravel, cornflakes
- Signs with names of countries (see Teacher Resource Section #1)
- Large signs for First World, Second World, Third World
- Chart — "Calorie Scale" (see Teacher Resource Section #2)
- 100 peanuts; 3 small plastic bags
- Copies of Handouts 1-4
- Newsprint (large sheets)
- Markers to color code country cards (red, blue, green)

Lesson Plan

Preparation — week before World Food Day

1. Explain that World Food Day will be coming on October 16. Ask if anyone has heard of it. Inform the students that on that day people all over the world will be learning more about food and hunger.
2. Remind students about media efforts to aid the world's hungry such as Live Aid, "We Are the World," and Hands Across America. Ask them what effect they think these highly publicized events have had on the problem.
3. Ask students to start collecting pictures and articles on food and hunger in the United States and in other countries. Begin a bulletin board displaying the collection of articles.
4. In front of the class take a flowering plant (suggested varieties include impatiens, petunias, hydrangia, potentilla, and dwarf spirea) and repot it in gravel. Inform the students you are going to water it with a thimble full of water a day and feed it with crushed cornflakes. Ask the students how well they think it will grow. Why? Tell them to keep an eye on the plant through the coming week. Have students record the condition of the plant each day using charts, photographs, and/or descriptive writing. A variation of this activity would be to start with two identical plants and use one as a control, feeding and watering it as you would normally.
5. Variations: Students may make posters about World Food Day and coordinate their activities with other classes through a school-wide committee or the student government. There could be a contest for the best poster, and a class could organize brief skits or presentations to other classes to stimulate interest in World Food Day. Community groups such as a senior citizen's center or a service organization might be interested in serving as an audience for a student presentation or in sponsoring the poster contest.

On World Food Day — October 16

Note: The activities outlined below are more than enough for a 1-2 day lesson. The teacher will need to choose the most appropriate activities based on the age of the students and the time available.

I. Introduction

- A. Explain that today is World Food Day. Students in over 140 countries (all members of the Food and Agriculture Organization of the United Nations) will be studying the problems of food and hunger today. Each country will have its own perspective on the food issue, but the member nations hope to work together to find solutions.
- B. Ask students how important they think food is. What other needs do they have? Be sure to distinguish needs from wants. Emphasize that of these needs such as shelter, clothing, etc., food is the most important. Food comes first.
- C. Ask students if they have ever experienced hunger. List responses on the chalkboard and then group them according to those that involve not having all you want (a snack) to not getting all you need (hunger/malnutrition). Draw attention to the condition of the repotted plant. It is suffering from hunger—that is, not enough nutrients; and malnutrition—the wrong nutrients for health. If this continues it will die from lack of nutrients, starvation, or succumb to a disease. People are the same way. (Save the plant if you can, and note any stunted growth as a result of temporary malnutrition.) Remind students that even if a person suffering from malnutrition returns to a balanced diet, permanent brain damage and stunted physical growth may occur.
- D. Divide the class into groups of 4-6 students and ask each group to list at least 5 things that they know about hunger, malnutrition, and starvation. These should be written on the chalkboard or on large sheets of newsprint which are posted around the room. Do not at this point correct any statements that may be inaccurate or exaggerated; leave that for the students to correct as they proceed with the activity. Discuss with the class their sources of information about hunger, i.e., newspapers, magazines, TV, school texts, music. How reliable do they think these sources are?
- E. Have each small group now make a second list of 5 questions they would like to answer about hunger, malnutrition, and starvation. Post these on the chalkboard or newsprint, allowing space for answers to be filled in later.

II. How many hungry people are there?

Write 1 billion on the board. That is how many hungry people there are in the world. How many is that? Depending on their level of math skills, either have the students figure one of the following or tell them for illustration:

- A. Estimate the number of M&M's it would take to fill your classroom. There are 27,648 M&M's per cubic foot. For example, 1 billion M&M's would fill two "typical" classrooms (24' x 41' x 12') and two-thirds of another.
- B. If you started counting to 1 billion, counting a number each second (give an example) you would be _____ years old when you were finished (31 years plus the student's present age).
- C. 1 billion inches equals 15,782 miles, approximately equal to the round trip distance between Los Angeles and Darwin, Australia (7,835 miles), New York and Calcutta (7,921 miles), or Denver and Hong Kong (7,465 miles). Use a globe or the world map to illustrate this.

III. Where are the hungry?

- A. Give to each student one of the small signs with the name of a country. (See Teacher Resource Section #1 for list of countries divided into First World, Second World, and Third World. Be sure that the proportion of students in each group matches the population percentages as explained in the Teacher Resource Section.)

Distribute copies of Handout #1 (World Map) and using the wall map assist each student to locate his/her country and to label it. Explain that countries are often divided according to their economic level into three groups referred to as the First World (U.S., Canada, Western Europe, Japan and Australia), Second World (Soviet Union and Eastern Europe), and the Third World (Central and South America, Africa, Middle East, and much of Asia).

Rearrange the seating pattern in the room to reflect these groupings by announcing the names of the countries in the First World and having them move to one area of the room. Give them the large sign to identify them as the First World. Do the same with the Second World. The remainder of the countries represented will be part of the Third World.

Ask each student to color code his/her country card by putting a stripe across the bottom of the card (blue for First World, red for Second World, and green for Third World). Allow a few minutes for students to introduce the names of their countries within each group.

Note: For younger students, if you do not plan to use Handout #2 (Statistics on World Hunger Chart), write the Calories as a % of Daily Requirement on each country card before distributing them to the students.

- B. Distribute Handout #2 (Statistics on World Hunger Chart). Post the Calorie Scale Chart (see Teacher Resource Section #2) in front of the group. Ask each student to refer to Handout #2 and locate the column labeled Calories as % Daily Requirement. Explain that this percentage represents the average number of calories consumed in one day compared to the estimated daily calorie requirement for good health. Remind students that this is only a measure of calories, not necessarily nutritional value, and that as an average, there are probably a number of people who consume less.

Have each student bring his/her country card up to the scale and place it at the level representing the percentage for that country. Discuss the distribution of countries along the scale, noting particularly where each group (First, Second, and Third Worlds) clusters.

Use markers or small paper symbols to mark the location of countries on the wall map that fall below 100% of daily requirements. These represent the countries with the greatest hunger problems. Note that most of them are in the Southern Hemisphere, and that another way to refer to the countries of the world is to distinguish between the North (essentially the First and Second Worlds) and the South (the Third World).

- C. Take a few moments at this point to refer back to the statements and questions recorded by the small groups at the beginning of the lesson. Which answers or corrections can they add to those lists? (This would probably be the best point to end the first day's lesson, with a reminder that the next day you will be looking at the causes of hunger and at possible solutions.)

IV. Why are so many people hungry?

- A. World food supplies have increased 25% over the past few decades, yet we still have 1 billion hungry people. Why? Refer again to Handout #2 (Statistics on World Hunger). Explain vocabulary words such as GNP/capita, population growth rate, and arid climate. Ask students to circle each of the following:

Calories as % Daily Requirement which fall below 100%
Population Growth Rates above 2%
GNP/capita below \$750

Note which countries rank the lowest in calories and in GNP/capita and those which have experienced the most rapid population growth. Are these mostly Third World countries?

- B. Distribute copies of Handout #3 (World Distribution of Arid Regions). Ask each student to find the location of his/her country on the map and decide if it is in an arid region. Discuss how this factor could contribute to problems in raising sufficient food. Putting the information from the statistics chart and the maps together, decide which countries seem to have the most serious problems.
- C. Outline other factors that contribute to hunger. Some of those listed below are difficult to map or collect statistics about, but they each contribute to the problems of hunger and malnutrition. You may wish to use a film to highlight these issues. See the Audiovisual suggestions listed in the Additional Resources Section.
1. **Gap between rich and poor.** In some countries, there is a large gap between the incomes of the rich and the poor and between the sizes of their landholdings. In spite of the fact that the country may rank comparatively high in average calories, the fact that food is not distributed evenly leads to malnutrition. An example of such a country is Brazil, where the rich consume 17 times more than the poor.
 2. **Wars and/or repressive governments.** Some countries have experienced food problems because of the dislocation and destruction caused by wars or sweeping changes enforced by repressive governments. Kampuchea and Afghanistan are examples of countries in which war played a major role in causing widespread hunger. Military expenditures in such countries often drain the resources of the country and slow development. For example, the Ethiopian government spends more than 6 times the amount per capita on the military than it does on health programs in a country with an average life expectancy of 41 years, and where only 13% of the people have safe drinking water.
 3. **Food exports.** Some countries on the chart which fall below 100% calorie requirements also export food. This is often due to the development of cash crops such as coffee, bananas, and sugar. Land previously devoted to raising food crops may now be used for cash crops, actually reducing the amount of food grown for the people of the country itself. For example, thirty-six of the world's 40 poorest countries export food to North America and Europe. Many of these same countries have chronic trade deficits with industrialized and energy-producing countries, making it difficult to reduce food exports.
 4. **Transportation.** When large shipments of supplies were sent to Ethiopia after the Live Aid Concert, much of it took a long time getting to the people who needed it because of the poor transportation. In many countries roads are not paved and are impassable during the rainy season. Explain how it could be possible that one region in a country might have a food surplus at the same time that another region was suffering from a famine.
 5. **Population growth.** In many countries the population is growing more rapidly than the food supply. Because of their desire to become self-sufficient in food, the Chinese developed a population control program that is one of the most restrictive in the world. Many Third World parents feel that children are an important source of labor for their farms and other subsistence occupations as well as a form of "social security" for their old age. Until these parents have more economic security they will resist efforts by their governments to reduce birth rates.

6. **Climate.** Many countries, particularly in Africa, have experienced serious drought which is related to a process known as desertification — the expansion of desert areas because of overgrazing, poor resource management, and generally too much pressure on a fragile environment. In some areas, there is need to develop expanded irrigation systems; in others, scientists recommend moving some of the people off the land.

V. Other Options

- A. To illustrate what it would be like to live in a Third World country, distribute Handout #4 (A Day in the Life of a Third World Teenager). Before reading, ask the students to look at the young girl in the photograph and try to imagine what her life must be like. What questions would the students like to ask her if they could meet her? How might her life be different from theirs?

Note: To younger students this may be read orally. Ask younger students to draw a picture of what their own lives and those of their families would be like if they lived on \$400 a year.

- B. Distribute bags of peanuts to the First, Second, and Third World groups based on their percentage of the world's wealth. If you use 100 peanuts and have 30 students representing the countries listed in the Teacher Resource Section, you will distribute 56 peanuts to the First World, 18 to the Second World, and 26 to the Third World. (**Note:** Count out each group's supply of peanuts and put them in small plastic bags. Instead of peanuts you may wish to use popcorn or small candies.)

Write these statistics on the board:

	% Population	% Wealth
First World	17	56
Second World	9	18
Third World	74	26

Explain that you have distributed the peanuts according to the distribution pattern of wealth in the world. There may be some requests or even demands for the First World to share its bounty. Discuss ways in which this has taken place to a limited degree through aid programs and loans. Explain that this simulation was not intended to make the students feel guilty but to dramatize the unequal distribution of wealth in the world, an important part of the world food problem. Remind the students that there may be wide differences in distribution within each group (First, Second, and Third Worlds) and within each country. Refer back to the Calorie Scale to illustrate the variations in diet.

- C. **What is being done to reduce hunger?** Most authorities, including the President's Commission on World Hunger, agree that "the worst aspects of hunger and malnutrition can be eliminated within one generation if the human community acts cooperatively and decisively." (Gary Scott Smith, "Bombs and Bread," *Presbyterian Survey*, March 1985, pp. 29-31.)

Ask students to brainstorm a variety of ways in which countries and international agencies could work together to reduce the global problem of hunger. Explore advantages and disadvantages of direct foreign aid, loans from international agencies or individual countries, and technical assistance (see **Additional Resources Section** for leads on these issues). Emphasize the need for long-term as well as short-term solutions (emergency aid). Refer back to some of the causes of hunger listed above. Examples of long-term solutions would be programs to develop reliable water supplies, to train farmers in new methods, and to organize marketing cooperatives.

If possible, show a film on development such as *Roots of Hunger*, *Roots of Change* or *Signs of Change*, both available through Church World Service, P.O. Box 968, Elkhart, IN 46515. Telephone: (219) 264-3102.

- D. Organize a debate on the topic: Does food development aid promote dependence or independence? *or* Hungry people outside the United States are not our problem.
- E. Plan a panel discussion in which students role play a variety of perspectives on the question: What causes world hunger? Suggested roles: ecologist, politician, relief services worker, botanist, multinational corporation executive, farmer.
- F. As a class, write a newspaper on food and hunger. Sections to include: news articles, feature articles, human interest articles, editorials, cartoons, sections for international, national and local news, want ads for careers related to food industries, etc.
- G. Use the technique of webbing to illustrate the ways in which the food issue is related to other global issues such as population, energy, environment, trade, refugees, and international conflict.

VI. What can we do as individuals?

Individuals can also contribute to a solution. Students need to know that they can make a meaningful contribution, not only by being better informed, but by committing their time and effort. There are many ways in which they can help:

- A. Contact Church World Service, your denominational hunger office, or other volunteer agencies for suggestions on how to raise funds for their efforts to feed the hungry. For a complete listing of volunteer agencies and their addresses, contact:

InterAction
200 Park Avenue South
New York, NY 10003
(212) 777-8210

Church World Service has 26 regional offices located in communities throughout the U.S. Their mandate is twofold:

- the raising of resources to combat international and domestic hunger through community involvement in "CROP" hunger walks, fasts and other special events.
- the raising of awareness throughout the community of the causes of hunger and poverty and the connections of hunger to other global social issues.

You will find in these offices persons with global concerns, and both fund raising and educational activities and resources: films, speakers, curricula (or leads to such support and networks) to name a few. They would welcome your being in touch.

For the regional office nearest you, contact:

Office of Community Outreach
Church World Service
P.O. Box 968
Elkhart, IN 46515
(219) 264-3102

- B. Start a garden. Set up a committee to plant a garden, care for it, and either eat the food or give it away or sell it, donating the money earned to an organization helping to feed the hungry.

- C. Encourage students to write to their local congressional representative and/or senators about their concern for the hungry. Have them ask questions about what the government is doing to help the hungry both within the U.S. and in other countries. The addresses are as follows:

Congressperson _____
U.S. House of Representatives
Washington, D.C. 20515

Senator _____
U.S. Senate Office Building
Washington, D.C. 20510

President _____
The White House
Washington, D.C. 20500

- D. Plan a brief student presentation on world hunger for a younger class in your school. Include ways in which students could get involved.
- E. Taking the idea that "you are what you eat," have students make life-size outlines of themselves and ask them to paste on pictures of each item they eat for a three day period, keeping track of total calories and comparing them to the world average. (See Bibliography for calorie guide to fast food.)

VII. Follow-up Suggestions

- A. Invite a plant specialist from a corporation or university to discuss new discoveries in food technology and biogenetics. Ask about the success and problems of the Green Revolution.
- B. Find out which companies in your community sell agricultural goods (farm machinery, fertilizer, etc.) to Third World countries. Interview a representative of the company to ask about its role in developing food supplies.
- C. Check with your state commerce department to find out which agricultural products are sold by your state to other countries. If possible, find out what percentage of the total production of each commodity is exported. (For example, approximately $\frac{3}{4}$ of the wheat grown in the state of Washington is exported.) How does this contribute to our economy?
- D. Call the local Peace Corps office for information on possible guest speakers, or contact.
- National Council of Returned Peace Corps Volunteers
Development Education
1241 Amsterdam Avenue
New York, NY 10027
Telephone: (212) 864-4961
- E. Bring samples of staple foods from other countries which can be found in international food markets in your area. Particularly interesting are the varieties of grains which could be made into an attractive interest center or bulletin board, complete with recipes in which they are used and pictures of the dishes.
- F. Invite a representative from a group in your community who is working on local hunger to describe poverty in your own backyard.

Teacher Resource Section

1. List of Countries

Assign one country from this list to each student in a class of 30 students. Prepare a small sign (approximately 2 inches by 8 inches) with the name of each country.

For groups of more than 30 students double up on some of the countries. With less than 30 students, either omit some countries or give more than one to a student. Make sure that the percentage of students representing the Third World countries is approximately 74% ($\frac{3}{4}$ of the class), those representing the Second World are approximately 9% of the class, and those representing the First World are approximately 17% of the class. Remind students that these are not complete lists; they are merely representative countries.

First World

Australia
Japan
Norway
United States
West Germany

Second World

Czechoslovakia
Poland
Soviet Union

Third World

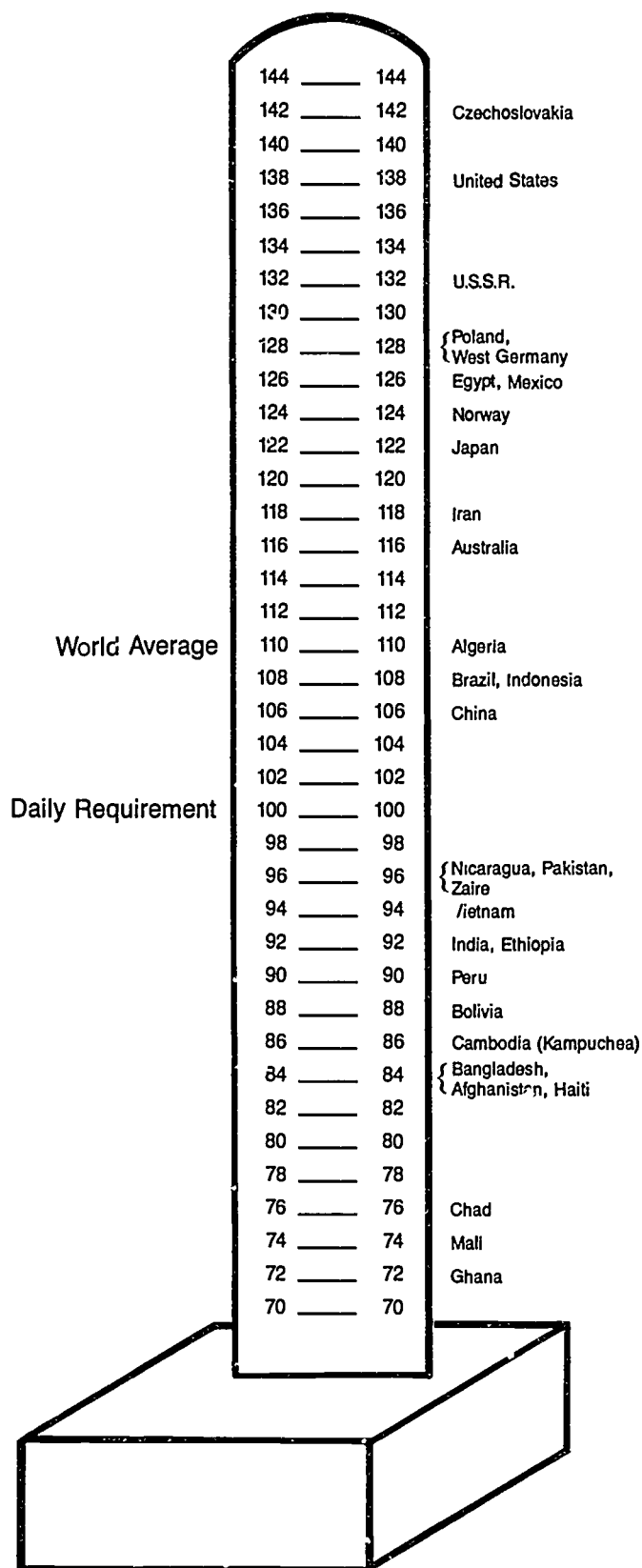
Afghanistan
Algeria
Bangladesh
Bolivia
Brazil
Cambodia (Kampuchea)
Chad
China
Egypt
Ethiopia
Ghana
Haiti
India
Indonesia
Iran
Mali
Mexico
Nicaragua
Pakistan
Peru
Vietnam
Zaire

2. Calories Scale—design and key

Directions: Draw this scale on a large sheet of butcher paper, shelf paper, or poster board, omitting the names of the countries. The scale should be large enough to be visible to the students in the back of the room—approximately 2-3 feet wide and 8-10 feet long. You may want to change the design to another symbol such as a loaf of bread, glass of milk, etc. Post the scale on one wall of the classroom. Students will attach the names of their countries along the scale at the appropriate points as shown below. (Do NOT write the names of the countries on the scale, just the World Average and the Daily Requirement on the left side of the scale, leaving room for the countries on the right side.)

Note: These figures represent an average for each country based on FAO estimates for 1980-82 (source: Ruth Sivard, ed., *World Military and Social Expenditures 1985*). Because of variations in food distribution within each country, individuals may fall well below the national average, as in countries such as Egypt and Brazil. This figure indicates only total calories, not nutritional value. A country could rate relatively high in calories but have little protein and fresh vegetables in the average diet.

Calories Scale



Average Number of Calories as Percentage of Daily Requirement

World Map*



- Indicates countries where the average daily calorie consumption falls below 100% of what is required for good health.

Source: Ruth Leger Sivard, ed. *World Military and Social Expenditures 1985*.
Washington: World Priorities, 1985.

- * The Peters Projection map, developed by Dr. Arno Peters of the University of Bremen, Germany, shows more accurately the proportions of land surface area than does the more familiar Mercator Projection.

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Statistics on World Hunger

	Calories as % of Daily Requirement	Gross National Product per Capita	Population Growth Rate
First World			
Australia	116%	\$11,080	1.8%
Japan	122%	\$10,080	1.1%
Norway	124%	\$14,060	0.7%
United States	138%	\$12,820	1.1%
West Germany	128%	\$13,450	0.5%
Second World			
Czechoslovakia	142%	\$ 5,540	0.5%
Poland	128%	\$ 4,020	0.9%
Soviet Union	132%	\$ 5,790	1.0%
Third World			
Afghanistan	84%	NA	2.4%
Algeria	110%	\$ 2,140	2.9%
Bangladesh	84%	\$ 140	2.6%
Bolivia	88%	\$ 600	2.5%
Brazil	108%	\$ 2,220	2.5%
Chad	76%	\$ 110	2.0%
China	106%	\$ 300	2.0%
Egypt	126%	\$ 650	2.4%
Ethiopia	92%	\$ 140	2.3%
Ghana	72%	\$ 400	2.6%
Haiti	84%	\$ 300	1.6%
India	92%	\$ 260	2.2%
Indonesia	108%	\$ 530	2.2%
Iran	118%	NA	3.0%
Kampuchea (Cambodia)	86%	NA	NA
Mali	74%	\$ 190	2.6%
Mexico	126%	\$ 2,250	3.2%
Nicaragua	96%	\$ 860	3.2%
Pakistan	96%	\$ 350	3.0%
Peru	90%	\$ 1,170	2.7%
Vietnam	94%	NA	3.0%
Zaire	96%	\$ 210	2.5%

NA = no data available

Source: Calories as % of Daily Requirement — FAO 1980-82
 GNP/Capita — World Bank 1981
 Population Growth Rate — World Bank 1960-1981

World Distribution of Arid Regions



Source: UNESCO map, as printed in World Meteorological Organization's "Climate Variations, Drought and Desertification," by F. Kenneth Hare, 1985. As reprinted in World Eagle, June 1986.

A Day in the Life of a Third World Teenager

Imagine that you were given the opportunity to switch places with the girl in the photograph and to find out what it would be like to be a teenager in a Third World country. Your day would begin at dawn, before many U.S. teenagers are awake. There are chores to do before breakfast, such as feeding the animals, carrying water from the well, and lighting the cooking fires. Because most families do not have appliances such as stoves and refrigerators, foods must be made fresh every day. In some cultures grain is ground on a large stone and made into flat bread such as tortillas (Latin America) and chappattis (India). If rice is the staple food, it is often served as a type of watery rice soup for breakfast. During food shortages, breakfast is often omitted or the family may subsist on scraps and leftovers from the previous day in order to save on fuel for the cooking fire as well as food.

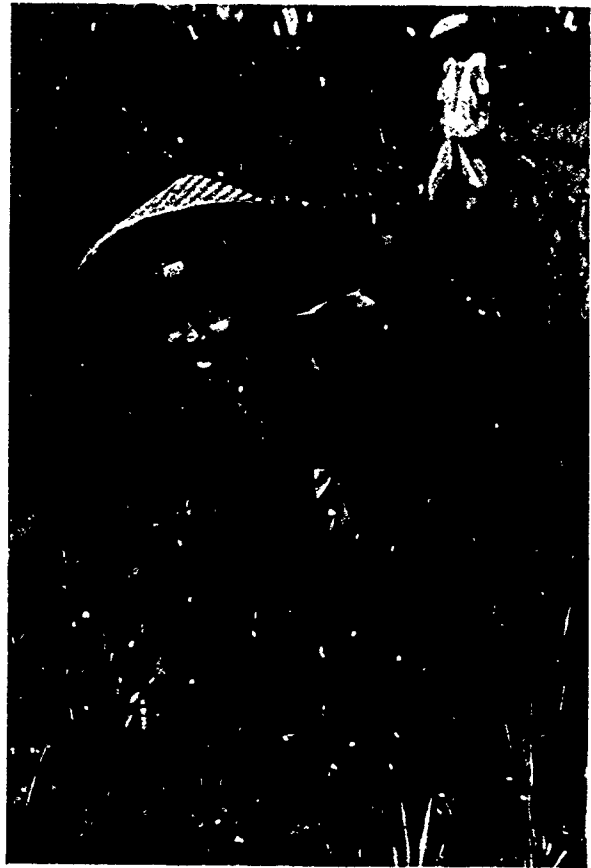
If the family makes its living by farming, both boys and girls spend at least part of their day working in the fields. Often children drop out of school during busy seasons on the farm so that they can help their families. Many, particularly girls, never go beyond primary school because they must help support the family. By the time they are teenagers, less than half are still in school. The others spend 10-12 hours per day working in the fields or doing other jobs for the family. The machines and tools used for farming are simple—small hand tractors that look like lawn mowers, various types of hoes, and a machete or scythe. At harvest time, animals are often used to power a contraption used to thresh the grain, often the same system that has been used for centuries.

The young girls combine agricultural work with caring for the younger children, doing laundry in a pond or stream, making clothes, and preparing food. Some are trained in crafts or occupations such as weaving so that they can make extra money. In many cultures, being a good weaver or seamstress is considered one of the prerequisites for marriage.

At least once a week many young people take the family's produce to a local market where they set up a small table or lay their goods out on the ground. In addition to selling, they may also purchase small items at the market such as cloth, kitchen utensils, toilet articles, and spices. Going to market gives the young people a chance to socialize with others their age as well as contributing to the family income.

Because many Third World countries are in hot climates, activity comes to a halt around the middle of the day and people gather in the shade to eat their lunch, perhaps listen to a transistor radio or taped music, and share the local gossip. A typical lunch might be a small portion of beans, a piece of bread, and a cup of tea.

Chances are that the village you would live in would have no supply of clean drinking water. All the water used for household chores, cooking, and bathing would come from the same stream, well, or pond and must be carried in pots or other containers, usually by the women and young girls. Many learn to carry the pots of water on their heads. Especially if the weather were hot, you would miss being able to get a cooling glass of iced water. Warm soda, a cup of tea, or a glass of boiled water would have to do. If anyone in the family developed a medical problem, a doctor or clinic would usually be a day's walk away. Common health problems include malnutrition, intestinal diseases such as dysentery, and infections caused by poor sanitation.



The average life expectancy in many Third World countries is between 40 and 60 years. Because of this shorter life span, teenagers assume adult roles and responsibilities sooner. Many will be married and starting their families before most American teenagers have graduated from high school. They will be grandparents in their 30s and become the elders of the society when we consider ourselves middle-aged. This is changing as health standards improve, and in some countries, such as China, the government has discouraged marriage before the mid-20s in order to cut down on population growth.

As you walked into a house in the village, it might seem quite bare and dark compared to what you were used to. Furnishings would probably include one table, some mats or cots for sleeping as well as sitting during the day, and perhaps a chair or two. Instead of colored paint or wallpaper, most walls would be whitewashed or unpainted. If the cooking fire were inside the house, the air would be smoky and the walls blackened. Windows would be small and probably have bars across them instead of glass. The floor, packed dirt or cement, would need to be swept every day. You would not have your own room; in most cases you would sleep on a mat in a room with the other children. During the day the mats would be rolled up and the room would become a combination living room/dining room. You would wash in a basin in the courtyard or in a nearby stream, since there would probably be no indoor plumbing. The outhouse might be in the courtyard or near the fields. Because the inside of the house was dark and there was not much space, the family would spend most of the day outside in the courtyard. For the women, the courtyard becomes the center of their social life—a place where they can gather to do chores and chat with family and neighbors.

You would not need a big closet because you would probably have only 2-3 sets of clothing. Although some of your clothes would be homemade, others might come from the local market, including T-shirts, rubber or plastic sandals, and straw hats. If you were attending a high school, you would wear a uniform, usually a white shirt and dark pants or skirt.

In the evening, the family would come together for a dinner of rice or other staple food flavored with a few vegetables, spices, and occasionally fish. Meat would be reserved for special occasions only. Your day would end early because you probably would not have electric lights. The family might spend some quiet time in the courtyard enjoying the cool air and reflecting on the events of the day. For most, it would be a day much like any other, with less variety than you are used to. Life in villages such as this has a very regular pattern centered on the main events of the farming year. For many young people this regular pattern provides security— for others it seems boring, and they long for the excitement of moving to the city.

Twenty years ago, people in a remote Third World village knew little about what happened in their country, to say nothing of the world. Now, because many of the people from the village have moved to the city and bring back stories of their life there, villagers are much less isolated. When men walked on the moon, when the price of an important product such as coffee or cacao fell on the world market, when there was a change of government in the capital, the word traveled quickly. A tribal hunter in Indonesia can pause in his pursuit of game to marvel at the new satellite "star" crossing the sky. He may not know what it is, but it is now a part of his world. Many who are still illiterate listen to the radio and perhaps watch a community TV in the evenings. Even *Sesame Street* is broadcast in China these days, and reruns of old U.S. TV series such as *Kojak* find a ready market in Third World countries. Cassette tapes have become popular with a mix of music from folk culture as well as Western pop music. However, even though a teenager in a Third World country might wear a Coca-Cola T-shirt, listen to Western music such as "We are the World," and see pictures of life in the U.S., he or she gets a very incomplete idea of what our life is like. To some, it is difficult to understand why we have such large lawns when that land could be used to grow food, why American teenagers seem to have so much free time, and in general what it would be like to live in your shoes for a day. As our independence with Third World countries increases, the need for each side to understand the perspective of the other will be very important in solving our mutual problems.

Additional Resources

Sources for Data

Development Data Book: Social and Economic Statistics on 125 Countries.

Washington: World Bank, 1984.

Useful student resource.

Hunger Project. Ending Hunger: An Idea Whose Time Has Come.

New York: Praeger, 1985.

An overview of basic facts about hunger and differing perspectives. Over 100 color photographs.

Kidron, Michael and Ronald Segal. New State of the World Atlas.

New York: Simon & Schuster, 1984.

Includes maps on Gross National Product, Food Power, Our Daily Bread, The Dying Earth, and numerous other issues related to food and hunger.

Sivard, Ruth Leger, ed. World Military and Social Expenditures 1985.

Washington: World Priorities, 1985.

Data on individual countries and regions for comparison.

U.S. Dept. of Agriculture. U.S. Agriculture in a Global Economy. 1985 Yearbook of Agriculture.

Washington: U.S. Government Printing Office, 1985.

Production and trade of basic commodities. Numerous charts, graphs, and background on the development of world food trade.

World Food System Data Sheet. Philadelphia: World Resources

Inventory Division of World Bank, 3500 Market Street, Philadelphia, PA 19104.

Chart and maps with a variety of statistics on food production in individual countries and regions.

Magazines

New Internationalist. Monthly. Address: New Internationalist,

113 Atlantic Avenue, Brooklyn, NY 11201. \$22/yr.

Published in the UK. Deals with issues of development.

UNESCO Chronicle. Monthly. Address: UNIPUB, 205 E. 42nd Street,

New York, NY 10017.

Articles on development projects and issues.

World Eagle. Monthly (10 issues). World Eagle, 64 Washburn Ave.,

Wellesley, MA 02181. \$30.95/yr. Back issues \$3.00.

Includes data, maps, graphs, and documents on international issues. June issue usually devoted to the U.S. and world food.

World Press Review. Monthly. Address: World Press Review,

Subscription Department, Box 915, Farmingdale, NY 11737.

Articles and cartoons from magazines and newspapers around the world, with a good collection of Third World perspectives.

Audiovisuals

Note. All AV materials cited are available at no charge from Church World Service Media Resource Center, P.O. Box 968, 28606 Phillips St., Elkhart, Indiana 46515. Tel: (219) 264-3102. A listing of other films is available on request from the same address.

Hunger Hotline Revisited: Global Food Crisis. (Filmstrip) 18 min.

CWS/OGE/Bridge Productions, 1984.

Introduces hunger facts and global issues using a talk show format. Raises and discusses myths and facts related to global hunger.

Remember Me. (Film) 17 min. UN, 1980.

Documentary of the lives of several children around the world. Useful to help students conceptualize life in a Third World country.

Roots of Hunger, Roots of Change. (Film) 27 min. Church World Service, 1985.

Hunger in Africa is not new and it doesn't result from drought alone. This film explores the problem of hunger in Senegal, looking at its historical causes and its impact on the people today.

Signs of Change. (Film, video VHS, Beta, and 3/4") 18 min. Church World Service, 1985.

Continues the story of the town in Senegal (Roots of Hunger). Describes community development project to increase food supply—the story of a famine that did not happen.

Books/Curriculum

- Byron, William, ed. *The Causes of World Hunger*. New York: Paulist Press, 1982.
- Famine: A Manmade Disaster?* Report from the Independent Commission on International Humanitarian Issues. Vintage, 1985.
Argues against an easy solution to the recent famine in Africa, and shows that poverty, not drought, is the root cause
- Food First Resource Guide*. San Francisco: Institute for Food and Development Policy, 1979.
Documentation on the roots of world hunger and rural poverty.
- Food for All: Teaching Against Hunger*. New York: Global Perspectives in Education, Intercom #102.
Six lessons and assorted activities on the meaning of hunger and the relationship between hunger and development issues.
- Franks, Richard and Barbara Chasin. *Seeds of Famine*. Montclair, NJ: Allanheld, Osmun, 1980.
Study of Sahel famine.
- George, Susan and Nigel Paige. *Food for Beginners*. New York: W.W. Norton, 1982.
Traces history of food from hunter-gatherers to present-day agribusiness. High school.
- Hartman, Betsy and James Boyce. *Needless Hunger: Voices from a Bangladesh Village*. San Francisco: Institute for Food and Development Policy.
- Hope for the Hungry: World Hunger Crisis Kit*. New York: World Without War Council.
Data on world hunger and discussion of commitment to tackle the crisis.
- Katz, Deborah, et. al. *Food; Where Nutrition, Politics and Culture Meet*. Washington: Center for Science in the Public Interest, 1976.
Handbook of activities for teachers.
- Lappé, Frances Moore and Joseph Collins. *World Hunger: Ten Myths*. San Francisco: Institute for Food and Development Policy, 1983.
Presents 10 myths about how hunger is generated and explains how people throughout the world are trying to achieve food self-sufficiency.
- McCuen, Gary. *World Hunger and Social Justice*. Ideas in Conflict Series. Hudson, WI: GEM Publications, 1986. (Available from GEM Publications, 411 Mallilieu Drive, Hudson, WI 54016). Selection of readings from a variety of perspectives. Good resource for debate and discussion.
- McGinnis, James B. *Bread and Justice*. New York: Paulist Press, 1979.
- Murphy, Elaine M. *Food and Population: A Global Concern*. Washington: Population Reference Bureau, 1984.
- Pearse, Andrew. *Seeds of Plenty, Seeds of Want*. Oxford: Oxford University Press, 1980.
Summarizes conclusions of a study on the "Green Revolution."
- Rubin, Laurie. *Food First Curriculum*. San Francisco: Institute for Food and Development Policy, 1984.
An integrated curriculum to help students learn the origins of the food they eat, roots of hunger at home and abroad, and how they can act on this global problem. (Gr. 4-6)
- U.S. Dept. of Agriculture. *World Food Aid Needs and Availabilities, 1984*. Washington: U.S. Department of Agriculture Economic Research Series.

Articles

- Brown, Lester. "Putting Food on the World's Table."
Environment. v. 20, May 1984, pp. 15-20, 38-44.
- Hines, Colin and Barbara Dinham. "Can Agribusiness Feed Africa?"
Ecologist. v. 14, no. 2, 1984, pp. 61-66.
- Walsh, John. "Sahel Will Suffer Even If Rains Come."
Science. v. 224, May 4, 1984, pp. 467-471.
- Williams, Maurice J. "Toward a Food Strategy for Africa."
Africa Report. v. 28, Sept.-Oct. 1983, pp. 22-26.
- "World Hunger: Asking the Right Questions."
Social Education. September, 1983.
Contemporary Issues and the Schools Series.
Articles by Susan George, Bruce Dalgaard, Mark Schug, Alex Molnar.

Simulations and Kits

- Baldicer. John Knox Press.
Simulation of feeding world's population for 10-20 players. High school/Adult.
- Cickot, Jerald J. and Douglas Gwyn. Ending Hunger Kit.
New York: American Friends Service Committee, 1979.
Simulation game and case studies on world hunger.
- LaSota, Marcia. The Fast Food Calorie Guide.
Mankato, MN: Gabriel Books, 1980.
Can be used to compare calories and nutrition in a Big Mac, etc., to the amount of calories consumed in some countries.
- Living with the Land: Continuity and Change in a Developing Country.
Center for World Development, 1979.
Kit includes 35 black/white study prints, two guide books with maps and background materials on Ghana. Good material for a case study. Available from Social Studies Schools Services, 10,000 Culver Blvd., P.O. Box 802, Culver City, CA 90232-0802.
- Nutrition, Food, and Culture. National Livestock and Meat Board, 444 N. Michigan Ave., Chicago, IL 60611 Tel: (312) 467-5520.
Study prints, teacher's guide and activity sheets for grades 4-7.
- Rice Farming (Computer simulation—Apple diskette) Longman, 1983.
Includes diskette, handouts, teacher's guide. Students face problems of rice farmers in India, including drought, insects, marketing difficulties. Available from Social Studies Schools Services (see address above).
- Who Needs Enemies. Barnstable, MA: J. Games Company, 1982.
Simulation game on global issues where teams represent the developed and developing countries and try to end hunger by the year 2000. High school.
- World Food Resource Kit. ISU Extension Service, Box 1427, Cedar Rapids, Iowa 52406.
Collection of resources and activities for junior and senior high school.

Evaluation

This curriculum was revised with careful attention to teacher feedback we have received over the last three and a half years. In the interest of continuing to improve this material in the future, we would welcome your comments. Questions of particular interest are: With whom was this curriculum used? What were the strong and the weak points of the material? How might the curriculum be improved? Were the format, content, and length appropriate to the needs and age level of your group? Please send your response to Church World Service, Office on Global Education.

Global Education "A World's-Eye View"

Global education or education for global justice is a process which helps people understand the conditions of hunger, poverty and oppression and why these conditions exist and persist. Global education arouses and nurtures in individuals a commitment to envision and actively promote a more just, sustainable, participatory and thus, human global environment.

Church World Service

Church World Service is the relief, refugee resettlement and development agency of the National Council of the Churches of Christ in the U.S.A. CWS cooperates with and acts on behalf of 31 Protestant and Orthodox communions. Its overseas work is undertaken by local agencies, usually church-related, in more than 70 countries around the world. Thus, CWS is a link in a people-to-people network of U.S. churches and overseas colleague agencies working in partnership to help people help themselves.

The CWS Office on Global Education is mandated to inform and sensitize the U.S. public about the root causes of hunger, the limitations of global resources and the interdependence of all people. The Office works in a collaborative and cooperative style, animating and supporting existing initiatives in global education in the U.S., as well as providing educational programming.

For listing of other educational resources, write to:



Office on Global Education
Church World Service
2115 N. Charles St.
Baltimore, Maryland 21218
(301) 727-6106

Center for Teaching International Relations

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate global and international studies. CTIR offers graduate courses in education; conducts teacher inservice workshops; offers travel and retreat courses with credit during the summer months and other vacation periods; develops, publishes, and disseminates curriculum materials; and offers consultative services to schools. Although national in scope, the Center focuses its attention on a twelve-state area, including the Rocky Mountain and Great Plains regions.



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