

Fighting Hunger the Rights Way

**Curriculum Resource
for Grades 4-9 to
Accompany Food Force**



Canadian International
Development Agency



Agence canadienne de
développement international

Table of Contents

Acknowledgements.....	3
Quick Guide to Using this Resource.....	4
Foreword to the Teacher.....	5
Introduction to this Curriculum	5
What are Children’s Rights?	5
Why a Children’s Rights Approach?.....	7
<i>Food Force</i>	8
Curriculum Links	9
English Outcomes	9
Math Outcomes	10
Science Outcomes	11
Social Studies Outcomes	12
Performance Assessment	15
Sample Rubric	16
Pedagogy.....	17
Guidelines for Discussions.....	17
Dealing with Sensitive Issues.....	17
Community Projects	18
Introductory Activities.....	19
English	24
Grades 4-6	24
Grades 7-9.....	48
Math	70
Grades 4-6	70
Grades 7-9.....	100
Science	130
Grades 4-6	130
Grades 7-9.....	151
Social Studies.....	173

Grades 4-6	173
Grades 7-9.....	201
Appendix	228
United Nations Convention on the Rights of the Child.....	228
Rights Cards	233
World Food Programme	239
Acronyms.....	241
Millennium Development Goals	242
World Map.....	244
Map of Canada	245
Organism Cards.....	246
Canada’s Food Guide	247

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Katherine Covell, PhD
Executive Director: CBU Children's Rights Centre
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Quick Guide to Using this Resource

It would be beneficial to read the Forward to the Teacher, Performance Assessment, and Pedagogy sections of this resource. There you will find detailed introductions to *Fighting Hunger the Rights Way*, the United Nations Convention on the Rights of the Child, and *Food Force*, as well as other important information pertaining to the use of this resource.

The activities in *Fighting Hunger the Rights Way* were designed to use the United Nations Convention on the Rights of the Child (UNCRC) as a framework for teaching students about malnutrition and related topics. Children's rights are a fundamental theme in activities in this resource (e.g., viewing child malnutrition as a violation of children's rights). It is important that students consider children's rights when completing each activity (see pages 6-7 for more details regarding some of the specific rights focused on in this resource). It is also important for teachers to ensure that students keep an optimistic attitude when completing activities. Students should feel that youth can have a positive impact on their community, country and/or world.

Note: Teachers may wish to take note in advance of any preparation or materials needed for individual activities.

The introductory activities should be completed prior to all other activities. Students will need to have a general understanding of the UNCRC and World Food Programme's (WFP) *Food Force* game in order to complete activities in *Fighting Hunger the Rights Way*. Students should be introduced to the UNCRC first and then to *Food Force*, so that they may view child malnutrition as a violation of children's rights and humanitarian aid as efforts to attain and adhere to children's rights.

Fighting Hunger the Rights Way is designed to coincide with prescribed learning outcomes for English, math, science and social studies in grades 4-6 and 7-9. This format provides teachers the opportunity to teach about children's rights and world malnutrition while also covering learning outcomes.

Learning outcomes from all Canadian provinces and territories were taken into consideration in the development of this resource. Each province and territory covers their prescribed learning outcomes in different orders and for this reason *Fighting Hunger the Rights Way* is not necessarily ordered in a way that matches a specific province or territory. Teachers may wish to browse through the section and grade grouping applicable to their class in order to establish which activities would be most suitable.

Activities in *Fighting Hunger the Rights Way* can be modified to better suit individual classrooms and resources available.

Foreword to the Teacher

Introduction to this Curriculum

This curriculum is designed to accompany World Food Programme's educational computer game *Food Force*. It adopts a children's rights framework. The *Fighting Hunger the Rights Way* curriculum resource enables students to attain and demonstrate knowledge about nutrition, appreciation of the gravity of the world hunger issue, demonstrate an understanding that hunger exists in their communities, conceive of hunger as a violation of the individual's fundamental rights, and identify areas in which they may make meaningful contributions.

The resource was designed to fit closely with common curriculum outcomes from provinces and territories in Canada. *Food Force* is supplementary to many of the activities in *Fighting Hunger the Rights Way*. It is organized under four subject categories: English, math, science, and social studies. Each subject is divided into two grade groupings: 4-6 and 7-9.

What are Children's Rights?

Under the United Nations Convention on the Rights of the Child, Canada is obligated not only to respect the rights of children but also to spread awareness of children's rights. Children, as well as adults, are to be informed of the rights of children as contained in the Convention. Under the Convention, children are defined as persons under the age of 18 years. This means a particularly important role for public schools and for public school teachers.

The principle of children's rights in Canada predates the UN Convention. It is a part of the Canadian Charter of Rights and Freedoms, human rights codes and acts across the country, and Canada's official policy of multiculturalism. What is important about the Convention, which the Government of Canada signed in 1990 and which Parliament and the provinces ratified in 1991, is that it focuses specifically on children.

In signing the Convention, Canada is legally obligated to comply with each of the articles on the rights of the child and to make reports to the United Nations every five years indicating how Canada is complying with the Convention. The Convention assumes that each of the articles is of equal importance. It also assumes that with rights come responsibilities. If one has a right, then others have a responsibility to respect that right. Through the activities in this resource, as children learn about their rights, they also learn about their corresponding responsibilities. The *Fighting Hunger the Rights Way* curriculum resource focuses on children's rights of particular relevance to hunger and related issues.

The text of the Convention is found in the Appendix of this resource book. The most basic assumption of the Convention is that like adults, children have rights because they are human beings with dignity. If they and their rights are treated with respect, they are more likely to treat others with respect.

Although all of the UNCRC articles are of equal importance, *Fighting Hunger the Rights Way* focuses on several specific articles. We summarize each below with the relevant interpretation in this context.

Article 2

No individual should be discriminated against based on who they are, where they live, what their parents' occupation is, the language they speak, their religion, their culture, whether they have a disability, their class or their sex.

This means that no child should lack access to clean water and nutrition because of who they are, where they live, what their parents' occupation is and so forth.

Article 3

Adults are to take the child's best interests into account when making decisions that will affect the child.

This means that in allocation of resources, choices should be made that give primary consideration to the best interests of each and every child.

Article 12

Adults are to provide opportunities for children to express their views in matters that affect the child, and to take into account the views of the child in accord with the child's age and maturity.

This means that children's views should be consulted in all matters concerning their health and nutrition.

Article 13

Children have a right to freedom of expression (subject to reasonable limits) and to have access to give and receive information and ideas.

This means that children should have access to information in the media of their choice about hunger, food assistance, water, and considerations with regard to agriculture.

Article 24

Countries which have ratified the Convention (all but Somalia and the U.S.) are required to provide the best possible services to ensure children are healthy and have access to treatment for illness.

This means that primary health care to children, in particular the provision of nutritious food and clean drinking water, should be a priority of governments. It requires also that parents be educated and supported in providing for the health of their children, including the promotion of breast-feeding. In addition, governments should take measures to avoid sources of environmental pollution.

Article 28

Children have a right to education. Countries should make sure that every child has access to education and that every child attends school regularly. International cooperation is to be encouraged with education and particular attention should be given to the needs of developing countries.

This means that countries must not only invest in education, but also that food assistance must be provided as needed. Hunger seriously limits a child's capacity to attend or learn at school.

Article 29

Education is to be provided in ways that promote the best possible development of the child's personality, talents, cognitive and physical development. Children are to be prepared for global citizenship; they should be taught to respect the natural environment, and embrace differences among cultures.

This means that children should learn about children's lives in all parts of the world, and be taught to respect the rights of all children.

Article 42

Countries are obligated to make sure children and adults are aware of their rights under the Convention on the Rights of the Child.

This means, that schools should adopt a child's rights framework making sure that every child and every teacher is aware of the existence of children's rights and the importance of respecting and providing for children's rights.

Why a Children's Rights Approach?

There are a number of reasons why a rights-based approach was chosen to teach children about world hunger. Because the Convention on the Rights of the Child has been ratified almost globally, it applies to virtually all children. When children learn this, they are readily engaged by the knowledge that they have rights. In addition, they come to identify with children around the world, showing increased levels of socially responsible behaviors and respect for the rights of all others. This impels an understanding of global issues such as world hunger as a violation of children's fundamental rights – inalienable rights that they all share – and in turn prompts an empathetic rather than charitable response. Children appear to realize that if the rights of other children can be violated, so can their own. This realization, together with the identification with other children, promotes action. Action to reduce the infringement of children's rights is facilitated by rights-based pedagogy because it, by definition, is participatory and democratic. Through democratic teaching, children learn the skills required for democratic action and they appear to become more empowered to act. In previous children's rights initiatives we have seen children successfully initiate school breakfast programs after learning that children have the right to nutrition, and realizing that for many children in their community, this right was not realized.

For more information on the benefits of using a rights-based approach in your classroom, refer to:

Howe, R.B & Covell, K. (2005/2007). *Empowering Children, Children's Rights Education as a Pathway to Citizenship*, Toronto: University of Toronto Press

Food Force

Food Force is a free educational computer game offered from World Food Programme (WFP). The game is intended to teach children and youth ages 8-16 about humanitarian aid efforts in the fight against hunger. *Food Force* can be downloaded for free from www.food-force.com.

The game itself consists of six missions. Each mission begins with a briefing by one of the *Food Force* characters, who explains the challenge ahead. The player then has to complete the task - in which points are awarded for fast and accurate play and good decision making. Each mission uses a different style of game play to appeal to children of all abilities. Each mission represents a key step of the food delivery process – from emergency response through to building long-term food security for a community.

Following each mission a *Food Force* character returns to present an educational video showing the reality of WFP's work in the field. This allows children to learn and understand how WFP responds to actual food emergencies: Where food originates, the nutritional importance of meals, how food is delivered and how food is used to encourage development.

(Reference: http://www.wfp.org/newsroom/img/indepth/pdf/Food_Force.pdf)

Curriculum Links

Common Canadian Curriculum Outcomes

The common provincial and territorial curriculum outcomes are stated in the following section as well as in each activity. The outcomes framework of this resource provides useful reference points for teachers to monitor student progress and assess student ability, knowledge, and understanding.

The activities in each unit contribute to the following general learning outcomes, cross-referenced from Canadian provincial and territorial curricula.

English (Grades 4 – 6)

Students will be expected to:

- Work in groups effectively
- Listen and respond to ideas, information and opinions expressed by others
- Understand, appreciate, and respect personal and cultural differences
- Develop critical thinking skills
- Develop a plan to complete a given task
- Record ideas in a web form
- Choose appropriate research sources
- Use technology effectively
- Create original texts
- Experiment with different forms of written expression (e.g., fictional short stories, letter writing, various poetry forms, persuasive pamphlet, journal, storyboarding, and play writing)
- Develop general writing skills (e.g., use of abbreviations, verbs, nouns, adjectives, synonyms, and imagery)
- Evaluate and express feelings and thoughts on information learned about children's rights and world hunger
- Give presentations
- Take on different perspectives (i.e., role play)

English (Grades 7 – 9)

Students will be expected to:

- Work in groups effectively
- Listen and respond to ideas, information and opinions expressed by others
- Understand, appreciate, and respect personal and cultural differences
- Develop critical thinking skills
- Develop and articulate an argument
- Develop researching skills
- Interpret and summarize text
- Use technology effectively
- Create original texts

- Experiment with different forms of written expression (e.g., speeches, creative writing, objective and persuasive writing, commercials, fictional diaries, informative news broadcasts, character development, fictional stories, resumes and letters)
- Describe influences of the media
- Broaden their vocabulary
- Interpret artistic expressions
- Give presentations
- Take on different perspectives (i.e., role play)

Math (Grades 4 – 6)

Students will be expected to:

- Represent and describe whole numbers to 10 000, to 1 000 000 and to numbers greater than 1 000 000
- Compare and order numbers to 10 000.
- Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)
- Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit and 2-digit by 2-digit) to solve problems
- Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems
- Demonstrate an understanding of fractions and decimals
- Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths)
- Relate decimals to fractions
- Demonstrate an understanding of percent (limited to whole numbers).
- Use estimation strategies
- Practice budgeting
- Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions
- Represent generalizations arising from number relationships using equations with letter variables
- Demonstrate an understanding of ratio
- Construct and interpret bar graphs involving many-to-one correspondence to draw conclusions
- Construct and interpret double bar graphs to draw conclusions
- Work in groups effectively
- Use technology effectively

Math (Grades 7 – 9)

Students will be expected to:

- Demonstrate an understanding of multiplication

- Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators
- Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems
- Demonstrate an understanding of percents from 1% to 100% and percents greater than or equal to 0%
- Demonstrate an understanding of circles
- Create a table of values
- Practice estimation
- Practice budgeting
- Apply math to practical situations
- Solve problems that involve rates, ratios and proportional reasoning
- Demonstrate an understanding of central tendency and range
- Graph and analyze two-variable linear relations
- Graph linear relations, analyze the graph and interpolate or extrapolate to solve problems.
- Apply a formula for determining area
- Develop and apply formulas for determining the volume of right prisms and right cylinder
- Determine the surface area and volume of composite 3-D objects to solve problems
- Work in groups effectively
- Use technology effectively

Science (Grades 4 – 6)

Students will be able to:

- Define “food chain”
- Understand all organisms have a role in a food chain (including themselves)
- Explain ways organisms in a food chain are linked and why this is important
- Work in groups effectively
- Develop critical thinking skills
- Explain the importance of a specific habitat to a specific food chain
- Understand that plants need a specific environment in which to survive
- Explain that some plants cannot grow in certain places and this makes it difficult for some populations of people in many places in the world to grow plants for food
- Use the scientific method (manipulating a variable)
- Develop an interest in science by learning about other Canadian scientists
- Understand the effort needed in producing food
- Describe different aspects of life that contribute to a healthy body
- Describe the impact of their environment on personal health
- Relate technology to survival
- Understand that adaptations are necessary for survival
- Understand that different food is available to people in different habitats
- Practice measuring
- Explain that light and sound can be used as warning signs
- Understand the use of wheels

- Understand that pulleys, levers and other simple machines can help reduce effort needed
- Think of ways to reduce the usage of energy
- Explain why reducing usage of energy is important
- Discover the impact of humans on the land and its consequences
- Understand the affects of erosion on agriculture
- Understand the impact of weather on food and food production
- Work in groups effectively
- Build something creatively and follow instructions
- Understand that measuring the weather is a good way of discovering patterns and predicting weather
- Understand how weather affects everyone
- Use technology effectively

Science (Grades 7 – 9)

Students will be able to:

- Understand the benefits of microorganisms in agriculture
- Understand the possible harmful affects of pesticides
- Understand that all organisms in an ecosystem rely on one another for energy
- Describe ways in which their energy flow may be affected
- Understand different influences on agriculture
- Understand the importance of Vitamin A, Iron, Zinc or Folic Acid in a healthy diet
- Relate micro organisms to sickness and disease
- Become familiar with scientific ideas based on research
- Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the environment
- Use technology effectively
- Work in groups effectively
- Discuss the negative effects on health and poverty of smoking
- Discuss the potential economic and environmental impacts of farming tobacco
- Discuss conflicting views
- Understand the importance of health and nutrition during pregnancy and lactation
- Discover methods of changing solutions
- Describe sustainable methods
- Realize there are various ways to produce heat
- Appreciate the benefits of using sustainable ways to produce heat
- Explore the nature of buoyancy
- Practice recognizing chemical symbols from the periodic table
- Understand the relationship between tsunamis and earthquakes
- Use maps effectively
- Debate the right to protective technology
- Convey their knowledge of soil in agriculture
- Appreciate the delicacy of natural resources
- Discover the use of technology in science
- Debate the right to technology

- Use scientific knowledge gained to create a plan
- Appreciate the importance of planning
- Use knowledge gained throughout the school year
- Use the scientific method (manipulating a variable)

Social Studies (Grades 4 – 6)

Students will be expected to:

- Expand their world view
- Value the humanitarian work being done all over the world
- Value Canadian humanitarian identity
- Understand the positive impact humanitarian work can have on children and youth around the world
- Explore interdependence by describing how communities, provinces, and countries depend on one another to meet each other's needs and rights
- Appreciate the importance of global citizenship
- Work in groups effectively
- Use technology effectively
- Use maps effectively
- Develop their understanding of what a natural resource is
- Describe the importance of environmental sustainability
- Make choices that support sustainable development
- Describe and appreciate an Aboriginal perspective on environmental sustainability
- Understand, appreciate, and respect personal and cultural differences
- Demonstrate an understanding of the fundamental principles of democracy
- Express how they feel about what they have learned
- Understand their rights and responsibilities as a young Canadian citizen
- Realize that all children have the same basic needs, rights, and responsibilities.
- Become familiar with Canadian politicians (government)
- Understand human impact on the environment
- Plan and evaluate age-appropriate actions to support peace and sustainability
- Describe ways individuals contribute to a community
- Describe the importance of communities
- Compare ways in which needs are met in communities

Social Studies (Grades 7 – 9)

Students will be expected to:

- Expand their world view by becoming familiar with global issues and initiatives
- Work in groups effectively
- Demonstrate an understanding of the fundamental principles of democracy
- Use maps effectively
- Use technology effectively
- Value the humanitarian work being done all over the world

- Plan and evaluate age-appropriate actions to support peace and sustainability
- Become familiar with countries and their corresponding capital cities
- Develop critical thinking skills
- Describe the importance of environmental sustainability
- Explore the possible energy sources available
- Make choices that support sustainable development
- Consider human impact on the environment and sustainability
- Understand the right to a healthy environment
- Understand the societal implications of geography
- Appreciate the importance of global citizenship
- Value Canadian humanitarian identity
- Understand, appreciate, and respect personal and cultural differences
- Appreciate quality of life in different contexts
- Understand their rights and responsibilities as a young Canadian citizen
- Become familiar with Canadian politicians (government)
- Recognize the importance of consumer choices
- Appreciate the complexity of international decision making
- Identify companies and organizations that provide opportunity for those in poverty

Performance Assessment

The use of an extensive range of assessment strategies, both reflective and traditional, allows for ongoing feedback to students and teachers, to ensure that intended learning outcomes are met. Assessment strategies should reflect the full range of student learning in children's rights, and therefore must incorporate a variety of assessment activities. In so doing, the diverse backgrounds, needs, and learning styles of individual students may be taken into consideration as students are given a variety of opportunities to demonstrate their knowledge and skills.

Performance assessment may include, but not be limited to the following:

- Formal and informal observations
- Teacher-made and other tests
- Oral and written communication tasks
- Self-assessments
- Learning logs/journals (What I did, What I learned, What questions I still have)
- Reflective writing
- Questionnaires
- Student-Teacher interviews
- Peer Feedback/Assessment (Perhaps ask what students think their friends who have not taken the curriculum would do in a particular situation vs. what they would do.)
- Activity-based tasks/problems
- Observe what students do and say, making anecdotal records
- Develop and apply specific criteria to assess student performance (e.g. rubrics, rating scales, checklists)
- Examine students' work and apply criteria in assessment

Sample Rubric

Three pillars of food security (availability, accessibility, and use)

	Beginning	Developing	Accomplished	Exemplary	Score
	1	2	3	4	
Available	Student displays knowledge that pillar exists. IE: Student can name pillar.	Student develops understanding of food availability. IE: Enough food must be available for everyone.	Student displays knowledge of how food can be made available. IE: Food is produced or imported at the national and local levels.	Student appreciates importance of food availability. IE: Adequate amounts of good-quality, safe food must be produced or imported at the national and local levels.	
Accessible	Student displays knowledge that pillar exists. IE: Student can name pillar.	Student develops understanding of food accessibility. IE: Enough food must be accessible by everyone.	Student displays knowledge of how food is made accessible. IE: Food has to be distributed and costs money.	Student appreciates importance of food accessibility. IE: Food must be distributed and available locally and it must be affordable to all people.	
Used	Student displays knowledge that pillar exists. IE: Student can name pillar.	Student develops understanding of food use. IE: Food has to be used in the best way possible.	Student displays knowledge of how food is used. IE: People need food to be healthy.	Student appreciates importance of food accessibility. IE: Food must be used in the best way possible for each person to be healthy and well nourished.	

*sample concept “To understand what it means to be food-secure” and content “Three pillars of food security (availability, accessibility, and use)” taken from “Feeding minds, Fighting Hunger: A world free from hunger” FAO and FMFH Partnership, 2001)

Pedagogy

An integral and essential part of this curriculum is active participation of the student in small group discussions and activities. To facilitate this we offer the following guidelines:

Set and post guidelines for group and class discussions

These should be developed with the students, linked with their rights and can include such behaviors as the following:

- You have a right to freedom of association.
 - Establish group memberships. The students should have input into decisions about group composition. Ideally groups should be around 5 students to enable each to participate fully. Maintaining the same group for a semester is beneficial as it allows for a comfortable and predictable environment in which to learn, and it avoids the need to repeatedly spend time determining groups.
- You have a right to talk and a responsibility to listen.
 - When one person talks, the rest of the class looks at and listens to the speaker. The teacher can really help by modeling listening.
- You have a right to participate and a responsibility to promote the participation of others.
 - Each member of the group should have equal opportunity to express ideas. It can be helpful to have some sort of object that denotes turn-taking in the group that is passed around to each member of the group. The student speaks when holding the object and listens when not. If there is a dominant group member, the group may want to limit time - an egg-timer in the middle of the group can work here. Note also that the right to participation does not mean that the student must participate. There may be times or issues when the student's decision not to exercise this right should be respected. A student should be allowed to choose not to contribute. Students also can be given the option of written comments that are kept confidential.
- You have a right to freedom of expression and a responsibility to respect the rights of others.
 - The speaker may always disagree with others, but must never insult, ridicule or make judgmental comments because these violate the rights of the listeners. Similarly, rights to freedom of information are restricted by the need to respect the rights and reputations of others.

Dealing with sensitive issues

If students learn to listen to and respect the thoughts and feelings of others, then handling sensitive issues is less problematic. Meaningful dialogue requires an environment that feels safe. Nonetheless, there may be issues raised for discussion that can cause discomfort to either students or teachers. Although some may prefer to avoid dealing with sensitive issues, their discussion in the classroom allows for invaluable learning about diversity and tolerance in a safe environment. As well as following the general guidelines for classroom discussion, it is particularly important when students are dealing with controversial issues such as children with HIV/AIDs, that it be clear that it is acceptable to ask questions, seek further information and

listen respectfully to all opinions with two underlying premises: 1) there is no one right way to think and 2) there is no such thing as a stupid question.

If students present thoughts that are obviously "wrong" or biased (e.g., anti-gay comments), the teacher should respond by asking questions in a non-judgmental way to challenge the students' assumptions, and to promote research into learning more about the issue. Of course, no student should be pressured to divulge personal information.

Students, when uncertain, may ask for the teacher's opinion. It usually is preferable for the teacher to state that there are a variety of perspectives and offer more than one before re-directing the question to the rest of the class. Remember, the teacher should talk with the students rather than at them.

Community Projects

We have found that students often express interest in taking action in the community, therefore there are many opportunities for students to take action. Nonetheless, students can be encouraged to design their own community projects. Such projects may involve letter writing, media communications, promoting environmentally friendly habits and so forth. Community projects can be empowering and motivating for students as citizens.

For projects to be successful it is important that they be initiated by students but supported by and conducted cooperatively with salient adults and community organizations. It is usually best if the project is relatively small such that it can be completed in a reasonable amount of time and the students can appreciate concrete results. Although the project should be shared among the group or class, the individual student's contributions can vary with skills and interests. Although students should always be commended for their efforts, the focus should remain on the project and its benefits to a rights-respecting community. It may be important also to prepare students for less than optimal outcomes - this too can be a valuable learning experience.

Introductory Activities

United Nations Convention on the Rights of the Child Introductory Activity

Fighting Hunger the Rights Way adopts a children's rights framework. Students should be introduced to United Nations Convention on the Rights of the Child using the following activity. To remain consistent with children's right to have voice in matters that affect them (article 12), students may be provided the option to choose one of the following introductory activities. We recommend maintaining the product of the chosen activity in the classroom through the year so that students may have easy reference to their rights. At the end of the chosen activity, teachers may hold a class discussion on the importance of respecting everyone's rights. For example, since every child has the right to play (article 31), every child has the responsibility to respect others' right to play and not interfere by bullying.

Summary Students choose an introductory activity to familiarize themselves with the convention. Teachers may wish to reference pages 5-7 to guide a class discussion about children's rights.

Students will be able to... -become aware of the nature of their rights
-reference the material they create through the year

Options:

1. Children's Rights Chart

Preparation Bring to class three large sheets of paper or Bristol board, glue and markers. At the top of each piece of Bristol board write one of the following titles: rights to survival, rights to protection and rights to development. Photocopy the Rights Cards, (see appendix) and cut and distribute the rights among students.

Method Distribute the rights cards equally among groups of students. Ask each group to discuss what each right means and whether it represents a right to survival, protection or development. Students should then sort the rights they have into three piles. Once sorted, the rights should be glued onto the three large pieces of Bristol board accordingly to form the rights chart.

2. Our Rights Quilt

Preparation Materials: Old Sheet or tablecloth (plain fabric) marked off in 40 squares, and permanent markers.
Photocopy the Rights Cards, (see appendix) and cut and distribute the rights among students.

Method

Divide students into 4 groups, each group will receive 9 rights cards. Using the old sheet or tablecloth marked off in large squares, the class will create a large “quilt” to hang in the classroom. The center will contain the title they have given their quilt and each additional square will describe one of their rights. Each group will design a block for the quilt on a piece of paper first and then transfer that design to the designated square on the quilt later.

3. Tree of Rights

Preparation

Materials: Paper cut out of a tree or a large branch (e.g., alder) that has been discarded, paper, scissors and paint or markers. Photocopy the Rights Cards, (see appendix) and cut and distribute the rights among students.

Method

Distribute the rights cards equally among groups of students. Groups can design illustrations for each of the assigned rights to place on the tree. These designs should be shaped like birds, leaves, fruit or lanterns. Groups will then glue each rights card onto their design and then attach them to the tree.

Food Force Introductory Activity

Fighting Hunger the Rights Way is intended to accompany the educational computer game *Food Force*. Students should be introduced to *Food Force* using the following activity.

Summary

In groups, students will play one *Food Force* mission. Each group will make a brief presentation to the class describing the mission they were assigned.

Students will be able to...

- become familiar with the *Food Force* game
- work in groups effectively
- use technology effectively
- practice note taking
- practice presenting

Preparation

Students will need access to computers and *Food Force*.

Method

Divide students into six groups. Each group will be assigned one of the six *Food Force* missions (Air Surveillance, Energy Pacs, Air Drops, Locate and Dispatch, Food Run and Future Farming). All groups will complete their assigned mission. While one member of the group is playing the game, the other members will take notes of what the characters tell them, what their mission involves and any other information they feel they would like to share with the class; if time permits, all students in each group will complete their assigned mission.

Once all groups have completed their mission, they will compile their notes into a brief presentation to the class. Each group will describe their mission to the class.

Below are brief explanations of each mission. Teachers may use this as a guide to help students in their presentations (see next page).

Explanation of *Food Force* Missions

1. Mission 1 – Air Surveillance

Rapid response to an emergency often means the difference between life & death. A successful emergency operation requires locating the hungry and identifying the fastest route to get food assistance to them.

Mission one challenges you to do exactly this. The island of Sheylan has suffered the damaging consequences of drought and civil conflict. People have had to abandon their homes in search of safety and food. Your task is to pilot a helicopter and survey the scene to locate and count how many people need feeding—all against the clock!

2. Mission 2 – Energy Paks

Getting food assistance quickly to an emergency hunger zone is critical but so is understanding what kind of food assistance is necessary. It's all about nutrition.

Enter Joe Zaki, the *Food Force* nutritional expert. He'll talk you through the essential types of food that WFP supplies in emergency situations. It's then your challenge to find the right combination of these food items (rice, beans, vegetable oil, sugar & iodised salt) to create a nutritious and balanced diet – all at a target cost of 30 US cents per person per meal!

3. Mission 3 – Air Drops

In extreme emergencies and when there is no other way to reach the hungry by land or water, “airdrops” are sometimes used to deliver food directly to people in need.

Carlos Sanchez, manager of WFP's crack A.L.I.T.E. emergency team, will guide you in this third and action packed mission. Will you manage to make the drops accurately, without risking human lives? If you have what it takes you will proceed to the next level. If not, it's back to the beginning of the mission!

4. Mission 4 – Locate and Dispatch

WFP relies entirely on donations in order to acquire and deliver food to people in need. Food must be located and purchased for the best value, whilst considering immediate and longer-term needs.

This is your challenge in Mission Four, where you'll meet Miles, *Food Force*'s director of food purchasing – he's on hand to help you with the task. The aim of the mission is to complete the logistics puzzle and fill up Sheylan's food supply chain for the next 6 months.

5. Mission 5 – Food Run

When aid reaches its country of destination, land logistic experts make the final link in the food chain. Once the supply line is secure, food assistance is loaded on trucks, trains and land transport, ready to be delivered to the hungry.

In Mission Five, you're responsible for making sure a convoy of WFP trucks arrive safely at the feeding centre. The trip won't be easy, but Rachel Scott, the *Food Force* logistics officer is there to help. Together with her you'll have to overcome challenges – from clearing land mines to rebuilding bridges and negotiating with local rebel forces!

6. Mission 6 – Future Farming

Food has arrived in Sheylan and the most difficult moments of the emergency response are behind you, but that's just the start. Disaster-hit communities need support in order to get back on their feet – this is when WFP's long-term development projects become important.

Joe Zaki, originally from Sheylan, is once again with you for the final mission where you're responsible for “investing” food to “grow” development projects in this Sim City style game. The projects you must manage are: “School Feeding”, “Food For Work”, “Food for Training”, “Nutritional Programs” and “HIV/AIDS Prevention”. The aim is simple: To ensure Sheylan can provide enough food for itself, that the people are healthy, and the community has the infrastructure to grow.

(Reference: <http://ff.fighthunger.org/index.php/game/missions/>)

English: Grades 4-6

My Right to Food

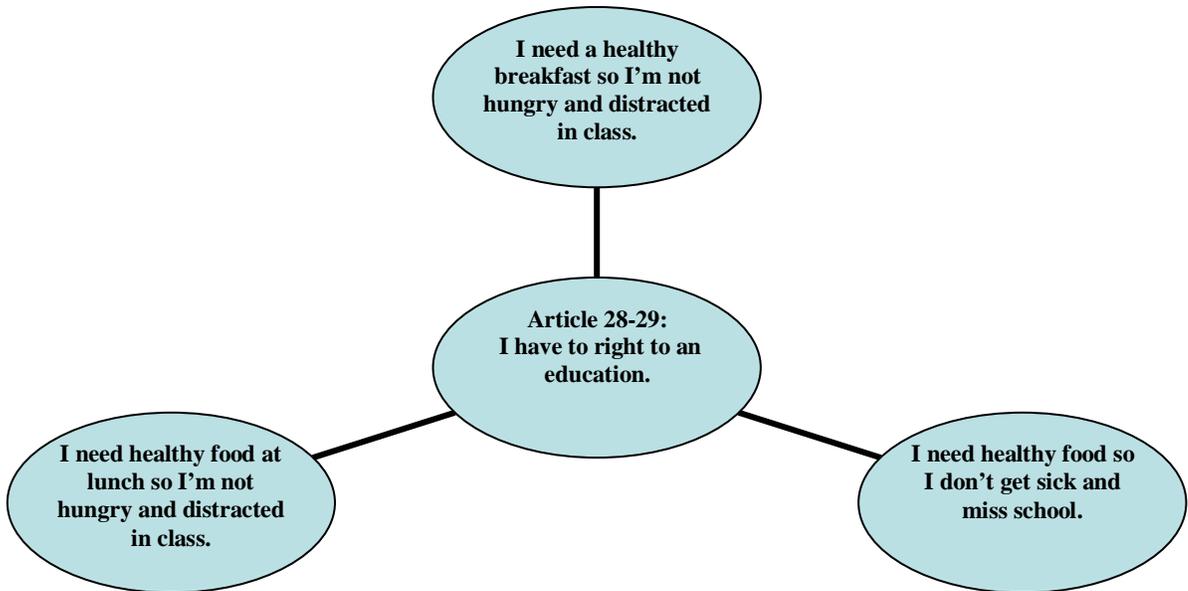
Summary: In groups, students will discuss and record in web form how the United Nations Convention on the Rights of the Child is related to food.

Students will be able to...

- work in groups effectively
- record ideas in a web form
- express in their own words how children's rights are connected to food

Preparation Materials: Rights Cards (see appendix), blank paper

Method Divide the class into groups. Each group will be assigned one or more of articles describing one of their rights. Use Articles 2-6, 12, 13, 17, 19, 24, 26-28, 39, 42, 43-54 as these articles can be related to food and health. Ask the students to make a web, with the article being the centre concept and their ideas of how the article is related to food as the extensions. These webs can be displayed around the classroom. Use the example below as a guide.



What's the Difference?

Summary: Students will make use of different forms of media to express their needs and wants, and to represent the differences between the two. Students will also discuss the relations among needs, wants and rights.

Students will be able to...

- work in groups effectively
- create original texts
- develop critical thinking skills
- explain the difference between needs and wants
- explain how needs and wants relate to children's rights
- appreciate a variation of wants and needs

Preparation Materials: Bristol board; old magazines, newspapers, calendars, etc; scissors; glue

Method Ask students to think about the following questions: *"What do you need to stay alive and healthy? What are some things you don't need, but you want to have?"*

Have students individually look through different sources of text and pictures to select words and images that are relevant to their wants and needs. Students will cut out these images and texts and separate them into two piles: the "wants" pile and the "needs" pile. Once each student has a suitable number of pictures for each category, divide students into groups.

Each group will draw a line down the center of a piece of Bristol board. Students will label one side "wants" and the other side "needs" and will then glue their pictures on the appropriate sides. When each group has completed their chart, compare the wants and needs of students within the classroom.

Drawing examples from both the "wants" and the "needs" category, discuss how they decided which items were wants rather than needs and which items fall under a third category of "rights". Ask the students to think about which items on their charts are rights, and to discuss why some needs might be rights. Students may also talk about rights that have not been depicted.

My Traveling Breakfast

Summary: Students will write a fictional story, animating (personifying) their food's journey from where it began to where it ended, describing how the food's journey helped meet their rights as children.

Students will be able to...

- experiment with different forms of written expression (i.e., fictional short story)
- create original texts
- give presentations
- listen and respond to ideas, information and opinions expressed by others
- express how attaining food meets their rights as children

Preparation None

Method Provide the students with this opening line:

“Every morning I meet with amazing food. My breakfast has traveled to many places around the world and has had many adventures...”

Ask them to finish this story about the journey of how a particular food travels from where it was grown or produced to their table. Ask students to think about and include any problems this food might have overcome. Throughout the story students will include why the food's journey to their table is so important in meeting their rights as children. When students complete their story, they may read it aloud to their classmates.

I Wonder Where My Food Actually Comes From

Summary: Students will write a letter to a community member concerning food and /or food production. Children will write thank you letters containing drawings of them enjoying their rights as they pertain to food.

Students will be able to...

- work in groups effectively
- develop critical thinking skills
- experiment with different forms of written expression (i.e., a letter with proper components)
- listen and respond to ideas, information and opinions expressed by others
- describe children's right to food in both written word and visual representations

Preparation Locate several community members who the students can invite to their class, or write letters to.

Method In groups, or as a class, develop a list of questions about food that students would like to know the answers to. These may include: "*where does my food come from?*" or "*how is my food grown?*" or "*how does my food get to my plate?*" Arrange these questions into an interview form. As a class, decide on a person in the community that may be able to answer these questions (e.g., farmer or grocer). Students will write a letter to this individual to ask their questions and if possible invite this individual to their class to answer the questions or request a letter of response. Be sure students use proper format in the letter (e.g., date, salutation and signature lines) and properly address the letter.

As a thank you to the person who helped answer their questions, students will write a thank you note with a drawing of them enjoying their right to food.

Some Special Days

Summary: Students will learn about special days and how they relate to children's rights and hunger while practicing writing dates.

Students will be able to...

- work in groups effectively
- develop general writing concepts (i.e., dates)
- use technology effectively
- give a brief description about the given days and how they relate to children's rights

Preparation Students will require internet access.

Method Divide students into groups. Provide the students with the occasions listed below (not the date). Ask students to use the internet to research what *date* these special days fall on. Students will write the dates properly (they may use the current year for each date) and give a brief description of how each special day relates to children's rights and hunger (students may need guidance with this part).

World Water Day → March 22

World Health Day → April 7

World Day to Combat Desertification and Drought → June 17

International Youth Day → August 12

International Day of Democracy → September 15

International Day of Peace → September 21

International Day for Natural Disaster Reduction → October 8 (second Wednesday)

World Food Day → October 16

International Day for the Eradication of Poverty → October 17

United Nations Day → October 24

Universal Children's Day → November 20

International Volunteer Day for Economic and Social Development → December 5

Human Rights Day → December 10

International Literacy Day – September 8, 2008

Sources:

<http://www.un.org/observances/days.shtml#sep>

<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/FRA-9619559-V4B>

<http://www.environment.gov.au/biodiversity/>

Children's Rights Poem

Summary: Students will write a cinquain poem describing children's rights to food.

Students will be able to...

- experiment with different forms of written expression (i.e., a syllabic verse form)
- create original texts
- develop general writing concepts (e.g., verbs, nouns, adjectives, and synonyms)
- understand that all children have a right to nutritious food

Preparation None

Method Students will write a cinquain poem. This type of poem is written in syllabic verse form. The number of syllables gradually increases in each line until the last line, which goes back to one syllable. The first line should pertain to children's rights to food.

Line 1: 2 syllables	One word giving the title. (Noun)
Line 2: 4 syllables	Two words that describe the title. (Adjectives)
Line 3: 6 syllables	Three words that express action. (Verbs)
Line 4: 8 syllables	Four words that express feeling.
Line 5: 2 syllables	One word that gives the title a different name. (Synonym)

This activity was adapted from Forms of Poetry, see:
http://www.tooter4kids.com/forms_of_poetry.htm

A Food Forest Poem

Summary: Students will write a descriptive poem about a food forest and how the children who live in that forest enjoy their right to healthy food. Students will then pair up and interpret each other's poems into a drawing.

Students will be able to...

- experiment with different forms of written expression (i.e., free verse poem)
- create original texts
- develop general writing concepts (e.g., verbs, nouns, adjectives, and imagery)
- listen and respond to ideas, information and opinions expressed by others
- describe children's rights to food

Preparation None

Method Ask the students to individually think of as many different kinds of healthy foods as they can. They will then create a forest out of the different foods and describe this forest in a poem. Ensure students include children's rights in their poem. Students will then pair up and draw pictures of each other's food forest poem.

This activity was adapted from Forms of Poetry, see:
http://www.tooter4kids.com/forms_of_poetry.htm

The Right ME!

Summary

Students will make a collage representing their rights.

Students will be able to ...

- listen and respond to ideas, information and opinions expressed by others
- understand, appreciate, and respect personal and cultural differences
- experiment with different forms of expression (i.e., a collage)
- develop their understanding of children's rights

Preparation

Materials: Large blank pieces of paper; old magazines, catalogues and newspapers; scissors; and glue.

Method

Students will make a collage about who they are. Pictures in the collage will represent things that correspond to their rights. Explain to students that they will use pictures that represent their rights and not their wants. For example students will use pictures of healthy foods they like to eat, their family, representations of their religion, representations of their cultural and recreational activities, school, hobbies, and future goals. At the top of their collage, students will write "The Right Me!" and will glue their pictures to the page. Discuss with students how each collage is different. The collages can be displayed around the room to remind students of their right to be themselves.

My Learning Log

<u>Summary:</u>	Students will recall what they have learned about hunger and children's rights and report this in their learning log.
<u>Students will be able to...</u>	-evaluate and express feelings and thoughts on information learned about children's rights and world hunger
<u>Preparation</u>	None
<u>Method</u>	For each day or week time is spent on learning about food, hunger, and children's rights, students will write what they have learned in their learning log. They may write about questions they may still have, how they feel about these issues, how they feel about their rights, ideas they may have to help others, and so forth. The students may require a bit of help at the beginning of this project, and therefore may need some starting points. The teacher can give this direction by providing certain open-ended questions and ask the students to respond to them (e.g.: <i>What have you learned this week about world hunger and children's rights that you did not know before? Are there any questions you have about world hunger or children's rights? Do you have any ideas that may help others attain their rights?</i>).

What Does that Stand For?

Summary: Students will use the internet to find what given organization acronyms stand for and will report what these organizations have to do with food and/or children's rights.

Students will be able to...

- use technology effectively
- develop general writing concepts (i.e., acronyms)
- describe the organization's involvement in fighting hunger and promoting children's rights.

Preparation Copy acronyms below.
Students will require internet access

Method Provide students with this brief explanation:

“There are many organizations working together to end hunger and promote children's rights. Many of these organizations have long names. They use abbreviations, called acronyms to shorten their name and to make it easier to remember.”

Provide the students the list of organization abbreviations below. Students will use the internet to find what each organization's full name is and then give a brief description of what they do and how it relates to fighting hunger and promoting rights.

CIDA → Canadian International Development Agency
FAO → Food and Agriculture Organization
IFAD → International Fund for Agricultural Development
MDG → Millennium Development Goals (not an organization but something important)
NGO → Non-Governmental Organizations
UN → United Nations
WFP → World Food Programme
WHO → World Health Organization

Something You Should Know about Children’s Right to Food

Summary: Students will design a pamphlet or poster to promote awareness of children’s right to food.

Students will be able to...

- experiment with different forms of written expression (i.e., persuasive pamphlet)
- develop general writing concepts (i.e., dates and capitalization)
- describe children’s rights articles that are related to food
- explain several different aspects of fighting hunger

Preparation

Materials: blank paper or Bristol board; coloring pencil, markers, or crayons

Students will require internet access. These websites may provide a helpful starting point:

<http://www.wfp.org/>
<http://www.acdi-cida.gc.ca/>
<http://discovery.cbu.ca/psych/index.php?/children/index/>

Method

Ask students to create a pamphlet or poster to promote awareness of children’s right to food. They should include the following information: organizations involved in fighting hunger; organizations involved in promoting children’s rights; special dates; and information they think people should know about hunger around the world. Students may wish to reference WFP’s “How to Help” webpage in their pamphlet:

<http://www.wfp.org/how-to-help>

What My School Needs Is...

Summary: Students will write a letter to the principal to express their feelings either about a health or food issue that is affecting their rights in school, or an idea they develop to help promote their rights to food and health in school.

Students will be able to...

- work in groups effectively
- develop critical thinking skills
- experiment with different forms of written expression (i.e., a letter with proper components)
- listen and respond to ideas, information and opinions expressed by others
- communicate their feelings about children's rights in school

Preparation None

Method In small groups, students will discuss a food or health issue they feel is affecting their rights in school or an idea that could help their school to meet their rights to food and health. Some issues may include, but are not limited to, access to healthy food, access to after school fitness programs or lunchtime intramurals, breakfast programs, a school garden, and so forth. Each group can collaborate on the content of the letter and select one student to write it on behalf of the group. Be sure students use proper format in the letter (e.g., date, salutation and signature lines) and properly address the letter.

In My Journal

Summary: Students will think about gender inequality in access to food and write how they feel about it.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., journal writing)
- listen and respond to ideas, information and opinions expressed by others
- develop critical thinking skills
- express how they feel about gender inequality
- discuss how gender inequality may violate children's rights

Preparation None

Method Read to students this short passage:

“In South Asia, females eat last and least: they eat only the food that is left over after the males in the household have eaten. Often, the males consume twice as many calories, even though females do much of the heavy work.” (World Hunger Series, 2007)

Students will then write in their journals what children's rights articles this is not consistent with, and how they feel about this.

ABC Poetry

Summary: Students will write a poem about children's rights as they relate to hunger

Students will be able to...

- work in groups effectively
- create original text
- experiment with different forms of written expression (i.e., alphabetical poetry)
- describe children's rights as they relate to hunger

Preparation None

Method Students will work in small groups or pairs for this activity. With this type of poem, the first letter of each word in each line is in alphabetical order and all letters should be used (or at least attempted to be used). Using the topic children's rights and hunger, see how far in the alphabet the students can get. Students will share their poems with classmates.

This activity was adapted from Forms of Poetry, see:
http://www.tooter4kids.com/forms_of_poetry.htm

My Directing Debut

Summary: Students will make a short animated film to inform others about children's rights and food.

Students will be able to...

- work in groups effectively
- create original texts
- give presentations
- listen and respond to ideas, information and opinions expressed by others
- use technology effectively
- develop a plan to complete a given task
- inform others about children's rights concerning food

Preparation Students will require internet access.
Use the NFB website: http://nfbkids.ca/index_en.php

Method In small groups or pairs, students will create their own animated short story using this website:

<http://nfbkids.ca/handson/html/en/fu/storyboarding.html> (story boarding)

The story should be about children's right to a healthy development, specifically, children's right to food. Once the stories are complete, students will share their creations with their classmates. If the school has a website, students can take turns featuring their work on the school site.

The Natural Disaster of My Community's Past

Summary: Students will write a fictional story about how life would be changed by a natural disaster, specifically how it would relate to children's rights.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., fictional short story)
- choose appropriate research sources
- develop critical thinking skills
- discuss the affects of natural disasters on children's rights
- work in groups effectively

Preparation Students may desire internet access for this activity. Use the following website which provides information about natural disasters that have occurred in Canada:

<http://atlas.nrcan.gc.ca/site/english/maps/environment#naturalhazards>

Method Ask students to select a type of disaster to use in their story (e.g., earthquakes, forest fires, floods, landslides, tsunamis, volcanoes). They may then form small groups based on their choice. Students may wish to research actual natural disasters which occurred in their community or province (the website noted above contains detailed information on Canada's natural disaster history). In groups, students will discuss how they think their chosen natural disaster would affect their community and the lives of those living there. They will then individually write a fictional story in which they describe what happened, how it affected their community and the rights of the children in their community.

A Personal Story

Summary: Students will write in their journal about lives that have been changed by the Food and Agriculture Organization of the United Nations (FAO).

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., journal)
- listen and respond to ideas, information, and opinions expressed by others
- understand, appreciate and respect personal and cultural differences
- evaluate and express feelings and thoughts on information learned about children's rights and world hunger
- using examples from the stories, describe how children's rights have improved others lives

Preparation Photocopy the 3 stories for students (see following 2 pages).

Method Students will choose one of the personal stories of an individual from a developing country whose life has been improved by FAO. After reading the story, they will write in their own words in their journal of how the FAO helped children attain their rights. Ask the students to write about how the story made them feel.

(Reference: <http://www.fao.org/>)

THE STORY OF AYNUR ÇABUK: Life in a Turkish boarding school

My name is Aynur Cabuk. I am 13 years old and go to a Boarding School in Polatli District, north of Ankara. The teachers from my old school arranged for me to come here because my mom couldn't take care of both my brother and me at home. We built the first greenhouse two years ago with funds from TeleFood, which also provided seeds. We had a really good harvest the first year. Some funds were still available from the TeleFood project, so we used them to build a second greenhouse. I like to work with the soil. I knew a little bit about gardening before from the plots in my family's village, but I've learned a lot working in the greenhouse. Some of the people in town have tried greenhouse production, but they weren't very successful. Now, with what we've learned in our agriculture class and by working with Yüksel in our school greenhouses, we can teach them how to get a better harvest. This year, we had a good harvest in our greenhouses - tomatoes, cucumbers, peppers, eggplants, green beans, strawberries - and the cooks in the cafeteria used the food we grew to prepare our meals. It's a good feeling to eat what we produce. Thanks to our TeleFood greenhouses, we have fresh vegetables all year long. We also make tomato paste and ketchup from our tomatoes.

THE STORY OF MANISA RANARIJAONA: A Malagasy childhood

My name is Manisa Ranarijaona and I am 11. My teacher asked me to talk about myself and our TeleFood project because I am a good student. The school garden is down the hill from the school. Thanks to TeleFood help, we have planted things I never knew about before like peach, plum and banana trees. I learned how to prepare the soil and how to apply fertilizer. Our parents came and learned too.

I am happy for it because we can have vegetables for school lunches and the school can make some money from selling some of the produce. The money goes to buying seeds, tools and watering cans when the material that TeleFood provided is finished. When I grow up I want to be a farmer. I would like to plant some of the same things we learn about here at school in our garden at home. I am especially interested in the fruit trees. Maybe I could make some money to buy food. It's harvest time! We pull up the bean plants and drag them up here to the school yard. Then we strip the beans off. They are cooked for school lunches with potatoes and leeks. The stalks and leaves are fed to the animals. School lunches are a big deal. The government, UNICEF and FAO support the programme. We have lunch once a week although I heard that our parents and the school are talking about making it two or three times a week.

I notice that more kids come to school when we have lunches. I guess their parents send them in order to have a free meal. I want to be a farmer when I grow up. I'd grow maize, rice and fruit trees. I hope to be able to keep on learning and applying the techniques I was shown in our TeleFood project. Then I can earn money to buy food and help my family.

THE STORY OF ANDREA SEMEDO DA VEIGA: My life in Cape Verde

My name is Andrea Celeciana Semedo Da Veiga. I am 11 years old. We live up in the hills near the village of São Jorge on the island of Santiago, where I go to primary school. I walk to school early in the morning with my sister. It takes about 40 minutes, and when we get there, around 7:30, breakfast is waiting for us. The food given to us at school is thanks to two UN agencies. World Food Programme provides the basic ingredients, such as oil, pinto beans, flour, rice and canned meat. Then, we get fresh fruit and vegetables from our TeleFood garden, which I am going to show you. My school day goes something like this: I have breakfast when I arrive, usually camoca, pancakes made of corn flour, with a glass of milk or water. Then lessons. I really enjoy studying. We often spend time in our TeleFood garden. That's how I get to learn about growing things. I love working in the school garden. After lunch, which we prepare and serve in school, we have two more lessons and then we go home. This is our pride and joy - our garden. FAO has helped us to create this garden so we can have fresh fruit and vegetables with our lunch. The money for the irrigation system and the seeds came from FAO's TeleFood programme, where people around the world contribute to small projects. Our school doesn't have money to buy vegetables, so if it wasn't for the garden we'd have none at all. Raimundo is a retired farmer and he helps us with gardening, planting and harvesting. He lives close to the school and can keep an eye on the garden. Sometimes thieves try to come in and steal our vegetables. Thanks to TeleFood paying for the irrigation system, we will be able to grow food most of the year. We also grow tomatoes, onions, peppers, carrots, cabbage, bananas and pawpaw. Our teacher explains to us why fresh vegetables are so important in our diets. Sometimes we sell produce to the local community. With the income the school can buy meat, fish and vegetables at the end of the dry season when the wells dry up and we have no more water to irrigate the garden. Our meals at home are very simple, but we get lots of extra vitamins at school from the vegetable and fruit gardens.

My Adventure Story

Summary: Students will write a fictional story about how they helped a Sheylan village in need of food assistance.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., fictional short story)
- evaluate and express feelings and thoughts on information learned about children's rights and world hunger
- take on different perspectives (i.e., role play)
- describe how children's rights have improved the lives of others

Preparation None

Method Read the class the following.

“The people of Sheylan have been suffering through many difficulties in recent times. Drought has caused a poor crop and there is not enough food for everyone. The ongoing civil war has made it dangerous to travel around the island to seek help. There are armed rebels who steal much of what little food they have been able to produce this season. Tens of thousands of Sheylanese villagers are displaced and are in desperate need of food assistance. Fortunately, WFP is coming to provide aid to the Sheylanese.”

Ask students to write a fictional story about how a village in Sheylan overcame their difficulties with the help of WFP *Food Force* team. Students will use the characters from the *Food Force* game and include themselves as a character in their story. Ask them to ensure their story includes helping the Sheylanese villagers attain their rights. Also it should be mentioned that violence is not to be used in the story, as aid workers do not use violence in their missions.

Let's Role Play

Summary: Students will act out a scene of food assistance.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., scene from a play)
- evaluate and express feelings and thoughts on information learned about children's rights and world hunger
- adopt different perspectives
- listen and respond to ideas, information and opinions expressed by others
- describe how children's rights have improved the lives of others
- describe how food assistance helps children attain their rights
- work in groups effectively

Preparation None

Method Students will write a play that incorporates the important aspects of food assistance. To begin, the entire class will discuss and decide what these important aspects are (e.g., logistics, nutrition, delivery, and education) and how each aspect helps children attain their rights. After deciding, the class will break into groups and each group will be assigned one aspect of food assistance. Each group will write a short scene for the play, acting out their assigned aspect of food assistance. Students may use the characters from *Food Force* but this should be decided on as a class. Once all groups have finished, each group will act out their scene to the rest of the class.

Children and Employment

Summary

Students learn about different perspectives on rights issues and consider ways to resolve rights in conflict.

Students will be able to...

- work in groups effectively
- listen and respond to ideas, information and opinions expressed by others
- develop critical thinking skills
- understand, appreciate and respect personal and cultural differences
- evaluate and express feelings and thoughts on information learned about children's rights and world hunger
- examine different perspectives on an issue
- discuss various ways to resolve rights conflicts

Preparation

Prepare enough photocopies of the Children and Employment Role Cards (next page) so that each student has one card.

Method

Have the students form groups of four and give a different role card (A, B, C, or D) to each member of the group. Instruct them to read these over in silence without showing the others in the group. Next, have those with cards A and B form a pair and those with C and D form another pair. Each member gets three to five minutes to present their position on the working children issue to the other member. Then have the pairs reverse roles, giving A three to five minutes to present B's perspective and B to present A's position, still within the pair. (Likewise for C and D.) At the end of this exchange, give the pairs several minutes to try to come to a compromise position on the issue, and then have the original group of four come back together. A and B explain their compromise position to C and D and then C and D do the same to A and B. The group of four should then attempt to come up with one compromise position. Have a spokesperson for each group of four present their position to the class and then discuss the following questions.

Discussion Questions:

1. Was your group able to reach a compromise? Was it easy or difficult to do so?
2. Did you think Chris was a girl or a boy? Did this affect your position?
3. What effect did reversing roles have on your point of view?
4. Are compromises which meet the needs of all parties always possible?

Children and Employment Role Cards

Role A: Parent No. 1

Last year, my child Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm. Having Chris work full time has made a big difference to our family. There are very few jobs available in our town. I have never been to school or had any special training, so the wages I can earn are always low. We have had trouble earning enough to feed our four children, even with both parents working whenever they can. Now with Chris bringing home some money every day, we can buy a little more food, new clothes, or medicine when one of the children gets sick. Chris is as strong as any adult, and is perfectly able to work a full day. Besides, I feel that children should help contribute to the support of their families, as they have always done in our society. I am proud of Chris for being so responsible, and I hope that all of my children grow up to be just as hard-working and reliable.

Role B: Social Worker

I am very concerned about Chris, who at the age of 12 started working part time picking fruit on a farm. Chris has dropped out of school and, at the age of 13, is now working full time. The work is back-breaking. Chris always seems tired and is suffering from pain in one shoulder; I would like Chris to see a doctor who can tell what long-term effect this job might have on Chris's health. I really feel that this child should be in school with other children of the same age. Chris has no free time to rest, play, join a youth group or take part in the kinds of activities that are available in our town for young people. These types of activities are important if children are to grow up to be healthy and know how to get along with others. No child of Chris's age should be working with adults all day long. Many of the farm-workers smoke cigarettes, drink alcohol, and some may even be using drugs – Chris is too young to understand that these types of things are dangerous.

Role C: Child

I am Chris. I started school when I was 6. When I was 12, I started to work picking fruit on a farm from the time school let out until dusk. I did it because my parents needed more money to buy food for our family. Now I'm 13, and I have left school. I work full time on the farm. I like working better than going to school. I was bored with school. I never knew why we had to learn the things they taught us. I couldn't see how learning those things would help me get a job. I wanted to get a job and work in the real world, not sit in school all day. I like the people I work with on the farm, even though they are older than me. I learn a lot by talking to them. I start work at six in the morning, take a break for lunch and work until dusk. Then I take all the fruit I have picked and have it weighed. I get paid by the kilo, so the more I pick, the more I earn. Then I take my pay home to my parents, and eat dinner. Then I go straight to bed, so that I can be ready for the next day.

Role D: Parent No. 2

Last year my child, Chris, who is now 13 years old, started picking fruit on a farm for a couple of hours after school each day. This year, Chris left school and began working full time on the farm. I don't want Chris to work full time. It would be better for all of us if Chris got an education. Everyone knows that children who finish school can get better jobs and earn more money. If Chris would finish school and get a good job, we would all be better off from the extra money. Chris got very good grades in the first few years of school, although they went down last year. But the teachers always said that Chris could be a top student, and maybe even go to university. I had hoped that Chris would set an example for our younger children by working hard and staying in school. I don't want my younger children to follow Chris's example by dropping out of school to work picking fruit. I love my children; I want Chris, and all of them, to have a good future.

English: Grades 7-9

The Ins and Outs of Hunger

Summary: Students will write a poem about hunger from the perspective of a child living in Sheylan (the fiction island in *Food Force*) or Canada.

Students will be able to...

- create original texts (i.e., poetry)
- describe how hunger affects both a country and the individual people living in that country
- relate children's rights to food

Preparation None

Method Students will write an Inside-Outside poem – the first stanza of the poem will be about how hunger affects the country Sheylan or Canada (outside) and the second stanza of the poem will be about how hunger affects individual children in Sheylan or Canada (inside). Ask students to make reference to children's rights when writing the inside stanza of the poem.

This activity was adapted from Forms of Poetry, see:
http://www.tooter4kids.com/forms_of_poetry.htm

Changes for the Better

Summary: Students will create a Power Point presentation about lives that had been changed by food assistance.

Students will be able to...

- use technology effectively
- value the humanitarian work being done all over the world
- relate children's rights to food
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations
- work in groups effectively

Preparation Students will require internet access.
Use: <http://www.wfp.org/purchase-progress> (P4P – Farmer Stories)
or
Use: <http://www.fao.org/> (The FAO home page → photo-stories → personal stories)

Method In small groups, students will find a story about someone whose life has been changed for the better by WFP or FAO. They will make a power point presentation of this individual to share the story with their classmates. Students will include how these changes helped promote children's rights (e.g., "Providing farming assistance helped families feed their children (Article 24) and pay for school fees (Articles 28-29).").

What We Think Needs to be Done about Child Malnutrition

Summary: Students will create a mock UN conference where they will address the issue of child malnutrition and how it relates to violating children's rights.

Students will be able to...

- work in groups effectively
- describe malnutrition as a violation of children's rights
- listen and respond to ideas, information and opinions expressed by others
- give presentations

Preparation None

Method Students will hold a mock United Nations conference in their class. Students will divide into groups and each group will pick one of the following issues to discuss as the issue relates to child malnutrition: Obesity, Undernourishment, Access to Food, Agriculture, or Gender Inequality. In their groups, students will consider what rights of children may be violated and think of ways to address this. Each group will present their thoughts and ideas to the General Assembly (class) during their mock United Nations conference.

In My Opinion

Summary: Students will express their feelings about hunger and children's rights through a speech to their classmates.

Students will be able to...

- experiment with different forms of written expression (i.e., a speech)
- relate children's rights to food
- listen and respond to ideas, information and opinions expressed by others
- give presentations

Preparation None

Method Students will write, and present to the class, a speech on an issue that they feel is violating children's rights by restricting children's access to healthy foods. (Note: These topics can range from junk food served in school to gender inequality in developing countries).

Celebrities Lend their Celebrity

Summary: Students will choose a celebrity who helps in the fight against hunger and make a presentation to describe this individual's aid.

Students will be able to...

- describe influences of the media (i.e., how celebrities can help fight hunger and help children attain their rights)
- use technology effectively
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations

Preparation Students will require internet access.
Students may wish to use the following website:
<http://www.wfp.org/>

Method Students will use the internet to research a celebrity who has helped in the fight against hunger and help children attain their rights. They will make a presentation to the class on how the celebrity has helped. Student will deliver this presentation as if they were the celebrities telling the class of how they helped. As an alternate approach, some students may prefer to create a celebrity commercial addressing children's rights being violated by hunger. Ensure students stay focused on the issues of food assistance and children's rights, not the celebrity. Teachers may use the examples below to help guide students.

Drew Barrymore has donated \$1 million toward WFP school feeding programmes. She also uses her celebrity to raise awareness of world hunger and of WFP school feeding programmes.

Sir Sean Connery, Penelope Cruz, Colin Farrell, and Rachel Weisz have each used their fame to help WFP draw attention to world hunger.

Actors also create their own charity foundations which contribute monetary funds to WFP. George Clooney, Don Cheadle, Matt Damon and Brad Pitt are part of the Not on Our Watch charity which has donated US \$500,000 to WFP.

Blog Spot

Summary: Students will blog about world hunger and children's rights.

Students will be able to...

- use technology effectively
- experiment with different forms of written expression (i.e., blogging)
- relate children's rights to food

Preparation Students will require internet access.

Method Students may access the *Food Force* website at "Joe's Blog": <http://www.food-force.com/>. Students will then write on Joe's blog about what they have learned about world hunger as it pertains to children and children's rights.

Students may, as an alternative, create a blog space on their school's website.

What an Interesting Culture!

Summary: Students will research a culture and create a report and poster presentation.

Students will be able to...

- use technology effectively
- understand, appreciate, and respect personal and cultural differences pertaining to food
- work in groups effectively

Preparation Students will require internet access
Use Immigration Canada's website:
<http://www.cp-pc.ca/english/index.html>

Method Explain to students that developing countries have very interesting and vibrant cultures. In pairs, students will use the internet to research a developing country and discover their culture regarding food. Students should then write a report about what they have learned about the country and make a corresponding poster with the facts they find interesting. Students can be encouraged to include in their reports the prevalence of hunger or child malnutrition in the country they research, and why it is important to take into account a country's culture and traditions when providing food assistance.

Commercial

Summary:

Students will create a commercial about *Food Force* and how it raises awareness of world hunger and how this promotes children's rights.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., creative, objective and persuasive writing)
- use technology effectively
- describe influences of the media (i.e., how *Food Force* raises awareness of world hunger and children's rights)
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations
- work in groups effectively

Preparation

Materials: Video Camera if available (if not, students may act out commercial for classmates).

Method

In groups, students will create an informative and persuasive commercial to promote *Food Force*. In their commercial, students explain what *Food Force* is, how it promotes awareness of world hunger, and how this has the potential to promote children's rights.

My Diary as a WFP *Food Force* Team Member

Summary: Students will write in their diary as if they were a WFP *Food Force* team member.

Students will be able to...

- take on different perspectives (i.e., role play)
- create original texts
- experiment with different forms of written expression (i.e., diaries)
- value the humanitarian work being done all over the world

Preparation Students will require internet access.
Use the World Food Programme website: <http://www.wfp.org>

Method Students will pretend to be WFP workers. Students will write an entry expressing their thoughts, feelings and experiences during a food assistance mission to Sheylan. Their focus will be on the children in the villages. Be sure they include children's rights in their entries, whether it is violations they have seen, or development in commitment to children's rights in the villages. Students may wish to use the WFP website for insight on what actual WFP workers do on their missions. Students may reference *Food Force* characters and mission if they wish. If suitable for your class, this can be a weekly activity.

News Broadcast

Summary:

Students will create news broadcasts of humanitarian work taking place in another country.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., informative news broadcasts)
- develop critical thinking skills
- value the humanitarian work being done all over the world
- relate children's rights to food
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations

Preparation

Students will require internet access.

Use these websites CIDA; World Food Programme, and FAO:

<http://www.acdi-cida.gc.ca/index.htm>

<http://www.wfp.org>

<http://www.fao.org/>

Method

Using different types of media (such as school newspaper or school radio), groups of students will create objective news broadcasts of humanitarian work being carried out in other countries. These can then be presented in class and/or school. Students may use websites of various organizations (e.g., CIDA, WFP, and FAO) as their sources. This can either be done once, monthly, weekly, or daily depending on what is suitable for your class. The focus of these newscasts should be children and youth and how malnutrition and/or food assistance impacts their lives. If appropriate, students may enjoy presenting their newscasts at a school assembly.

Developing Character

Summary: Students will develop the characters from the *Food Force* game and write a resume for them.

Students will be able to...

- create original texts
- experiment with different forms of written expression (i.e., character development)
- value the humanitarian work being done all over the world
- write a resume
- relate children's rights to food

Preparation Students will require internet access.
Use the World Food Programme website:
<http://www.wfp.org/english/>

Method In small groups, students will develop the characters from the *Food Force* game. They will determine their prior work experience, education experience, hobbies, thoughts and views. The students will then, independently, write a resume for one of the characters. Students should do some research, such as look at job postings on the WFP website, stories from the field on the WFP website as well as play the *Food Force* game. Students will include in the resume how their chosen character has made a positive impact on children and children's rights through their humanitarian work with WFP.

Our Latest Mission...

Summary: Students will write a fictional story of the WFP *Food Force* team's mission and detail their account for the class as if they were the WFP team.

Students will be able to...

- create original texts
- experiment with different forms of written expression
- work in groups effectively
- value the humanitarian work being done all over the world
- relate children's rights to food
- listen and respond to ideas, information and opinions expressed by others
- give presentations

Preparation None

Method In groups, students will develop a fictional mission carried out by the WFP *Food Force* team. They will pretend they are a WFP *Food Force* team and were invited to their class to describe their latest mission and what kind of a difference they had made in the lives of children and youth. Students may use the characters from *Food Force* in their fictional mission if they wish. Students may find it helpful to think of questions they'd actually like to ask a real WFP worker and use that as part of their script. Students will present this to the rest of the class as if they are the team and were invited to their class.

I Want to Add “Free Rice” to My Vocabulary

Summary: Using Free Rice, students will hold a weekly competition to see who can earn the most “free rice”.

Students will be able to...

- plan and evaluate age-appropriate actions to support peace and sustainability
- broaden their vocabulary
- work in groups effectively
- use technology effectively

Preparation Students will require internet access and a printer is desirable. Students will use the website: www.freerice.com

Method Provide the students with the following background information:

Free Rice is a partner of World Food Programme. The Free Rice website provides free education to those who use the site as well as free rice to hungry people. The rice is paid for by the sponsors whose names you see on the bottom of your screen when you enter a correct answer. All money (100%) raised by the site goes to the UN World Food Programme to help feed the hungry.

Reference: <http://www.freerice.com/faq.html>

Working in teams of equal numbers, students will compete to earn the most “free rice” using the vocabulary or grammar subject. Each team member will be allotted an equal amount of time playing Free Rice. Students can print off their final page of proof of how much rice has been donated.

A “Free Rice Right to Food” picture frame could be made prior to the competition and the weekly winners could have their picture or names displayed.

Parody

Summary:

Students will create a parody of a food commercial, focusing on “junk” food and that children have a right to nutritious food and a healthy development.

Students will be able to...

- create original texts
- develop critical thinking skills
- experiment with different forms of written expression (i.e., commercials)
- describe influences of the media
- relate children’s rights to food
- listen and respond to ideas, information and opinions expressed by others
- give presentations

Preparation

Students will require notice in advance so that they may take note of food commercials prior to this activity.

Method

Ask students to watch a children’s TV program over a weekend and make note of the food commercials during the program. The following class students will divide into small groups and decide which food advertisement they will write a parody about. They will focus on “junk” food and how it influences children’s right to nutritious food and healthy development. In groups, students will write and act out a parody of a food advertisement.

An Important Issue

Summary:

Students will hold a mock United Nations conference to discuss the issue of children's rights as they pertain to food.

Students will be able to...

- describe the purpose of UN conferences
- interpret and summarize text
- use technology effectively
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations

Preparation

Students will require internet access.

UN sessions can be found at:

<http://www.un.org/events/conferences.htm>

<http://www.un.org/ga/62/meetings.shtml>

Method

If students would like, they can set their desks up in a similar way as UN conferences. Students will use the internet to find a UN session related to children's rights and hunger. They will choose a verbatim document from the UN they feel is relevant. Each group will be assigned a role in the assembly. In their groups, students will highlight important statements made by members of the assembly (students may wish to use a summary of the meeting that underlines the important concepts of the meeting). Students will then share their highlighted sections within their group and each group will take turns reading aloud. Students should be encouraged to immerse themselves in the roles and really show emotion in their statements. This activity may also be made into a play or students may create their own play acting as the UN.

Media: Harmful or Helpful in Food assistance

Summary: Students will look at the pros and cons of the media in food assistance.

Students will be able to...

- describe influences of the media on food assistance
- listen and respond to ideas, information and opinions expressed by others
- give presentations

Preparation None

Method Ask students to consider the impact of media on food assistance. In groups, students will discuss and list the pros and cons of the media with examples backing up each. Each group will report their conclusions to the whole class.

Example of negative media:

Italian media had portrayed workers of the Food and Agriculture Organization of the United Nations as privileged and slack. This negative media image lead to many criticism of not only the FAO but also the UN as a whole. Much of the positive work accomplished by these organizations was overlooked.

Example of positive media:

WFP uses public service announcements to inform the public of hunger crisis around the world.

Debating Time

Summary:

Students will hold a debate concerning globalization and its effects on children's rights.

Students will be able to...

- develop and articulate an argument
- understand the issue of globalization in a children's rights context
- listen and respond to ideas, information and opinions expressed by others
- develop researching skills
- give presentations
- work in groups effectively

Preparation

Internet access is desirable for this activity.

Method

Students will develop a debate about globalization and its potential effects on children's rights. Half the class will argue that it is a positive influence and the other half will argue it is a negative influence. This can either be an informal debate, loosely following debating rules, or the class can arrange a formal debate, closely following the rules of debating. Basic rules of debating are easily found on the internet.

Good Crop, Bad Crop

Summary: Students will discuss the impact of drugs on developing countries.

Students will be able to...

- develop critical thinking skills (i.e., think critically about the drug industry's impact on developing countries, specifically on children growing up in these countries)
- relate children's rights to food by describing how drug crops violate children's rights (e.g., child labor, use of drugs, and land not being used to produce food)
- work in groups effectively

Preparation None

Method In small groups, students will discuss the impact of crops used for drug production on children's rights. They should report back to the full class what conclusions they have come to. Give each group a copy of the following quotes to consider in their discussion:

"... Afghanistan produces around 90 per cent of the world's heroin..."

"...the phenomenon inevitably involves the children of opium producers, who are made to smoke or even eat the drug in order to alleviate their hunger or induce sleep whilst their parents are at work in the fields."

"Over 165 000 hectares, corresponding to 3.65 per cent of the country's cultivable land are used to grow poppies."

"Out of 28 Afghan provinces, 26 grow poppies and out of an approximate 23 million inhabitants, the livelihood of an estimated 2.9 million (448 thousand families) is based on opium production."

Reference: (2008). Suraya and the others. *Ilaria*, 2 (4), 8-11.

Letter to the Editor

Summary:

Students will write a letter to a newspaper editor about how children's rights are being violated with regards to world malnutrition.

Students will be able to...

- value the humanitarian work being done all over the world
- experiment with different forms of written expression (i.e., letter to the editor)
- work in groups effectively

Preparation

None

Method

In pairs, students will decide on a local newspaper to write a letter to. They will write a letter to the editor about world malnutrition and how it violates children's rights. The students will also describe ways others can help in their letter and inform others of their responsibility as a global citizen to help. Students may wish to reference WFP's "How to Help" webpage link in their letter: <http://www.wfp.org/how-to-help>

Cultural Art

Summary:

Students will view two of V. Tony Hauser's photographs from his *Living with Landmines* exhibition (next 2 pages). The students will then interpret the pictures and the corresponding captions and write what they think and how they feel.

Students will be able to...

- work in groups effectively
- develop critical thinking skills
- understand, appreciate, and respect personal and cultural differences
- interpret artistic expressions concerning rights violations

Preparation

Background information can be found on a number of websites including <http://www.unicef.org/graca/mines.htm>

Photocopy the Living with Landmines pictures for each student. For more information about the Living with Landmines exhibit, visit:
<http://www.vtonyhauser.com/>

Method

Explain to students that landmines provide a real threat to the safety of children. Children are vulnerable to serious injury when collecting firewood for cooking or heating and when walking to school.

Students will view the pictures and write in their own words what they think and how they feel about the photographs. Then in groups, students will share their interpretations and feelings. They will discuss how the landmines have violated these individual's rights. Students should consider how these injuries may impact their lives (e.g., access to water, food, employment, childcare, and education).

For a more in-depth project, students may read the background information about landmines and write a summary of how they affect children and violate their basic rights.

Living with Landmines

By V. Tony Hauser



Soppart

Collecting firewood with his two brothers, Soppart stepped on a land mine. When his brothers rushed toward their younger sibling, one of them ran into the tripwire of another mine, triggering a second explosion. Not only did Soppart lose part of one foot and sight in one eye; he also lost his two brothers. Soppart's parents, who live in a village near the Thai border, can't afford to give him an education. He wants to become a teacher.



Seng

Seng was eight years old when she stepped on a land mine while collecting firewood. She loves to design clothing and dreams of becoming a tailor or fashion designer.

References for photos: <http://www.vtonyhauser.com/>
<http://dalnews.dal.ca/2007/11/09/landmine.html>)

Math: Grades 4-6

Words and Numbers

<u>Summary:</u>	Students will re-write two short paragraphs, replacing each number with words.
<u>Students will be able to...</u>	-represent and describe whole numbers to 10 000 -develop an understanding of food assistance
<u>Preparation</u>	Photocopy Activity Sheet 1 for each student (next page).
<u>Method</u>	Explain to students that there are many different aspects of food assistance. <i>Food Force</i> team members Rachel Scot and Joe Zaki represent two important aspects: Logistics and Nutrition.

Activity Sheet 1

Re-write the following paragraphs in the space provided below, replacing the numbers with words.

1. Rachel Scott is a logistics officer and works for World Food Programme. She is **26** years old and was born in America. Her last project was based in Sudan where she overseen transporting food. In **2004** more than **200** long-haul vehicles were used to transport food into Sudan. Each month **5 000** metric tonnes of food were transported by Rachel's team. As a special operations mission in Sudan, WFP made plans to repair **3000** km of roads between **2004** and **2009**. As of March **2008**, more than **2300** km of roads were repaired.
2. Joe Zaki works for WFP as a nutritionist. He is **22** years old and was born in Sheylan. Joe's job is to develop nutritional energy packs to help people in need. Each daily energy pack provides **2100** kcal and includes the following items:
 - Rice/wheat/maize: **400** grammes
 - Beans: **60** gm
 - Vegetable Oil: **25** gm
 - Corn-soya blend: **50** gm
 - Sugar: **15** gm
 - Iodized salt: **5** gm



Finding the Greatest Need

Summary: Students will order numbers up to 10 000.

Students will be able to... -compare and order numbers to 10 000
-develop insight into the world hunger problem

Preparation Photocopy Activity Sheet 2 for each student (next page).

Method Explain to students that there is hunger all over the world. WFP directs its efforts to those who are in greatest need. Therefore, WFP needs to find out who *is* in the greatest need.

Answer Key:

Question 1

Mitsiwa = 145
Makeni = 172
Jacmel = 326
Mananjary = 506
Sumbe = 631
Mayotte = 819
Likasi = 918
Depok = 1 720

Question 2

Democratic Republic of Congo = 72%
Tajikistan = 61%
Sierra Leone = 50%
Haiti = 46%
Madagascar = 36%
Yemen = 36%
Korea (DPR) = 35%
Kenya = 30%
Armenia = 29%
Guatemala = 23%
India = 21%
Vietnam = 17%
Brazil = 8%
Morocco = 6%



Activity Sheet 2

Memo to *Food Force* Team Members:

WFP *Food Force* team needs your help in their fight against hunger. Follow the directions below to help the team help those in need.

Rachel Scott
Logistics Officer, *Food Force*
UN World Food Programme

Mission 1. People who live in smaller villages in Sheylan often have less access to food assistance compared to people living in larger villages. WFP *Food Force* team needs you to order the following village populations from *least to greatest* so they know what village to bring food assistance to first.

Mananjary = 506
Mayotte = 819
Jacmel = 326
Depok = 1 720
Likasi = 918
Mitsiwa = 145
Makeni = 172
Sumbe = 631

Mission 2. Hunger affects many people in many countries around the world. The list below gives the percentages of undernourished people for each country. Order them from *greatest to least* so WFP *Food Force* team knows who is in most urgent need of food assistance.

Haiti = 46%
Democratic Republic of Congo = 72%
Morocco = 6%
Brazil = 8%
Tajikistan = 61%
Vietnam = 17%
Yemen = 36%

Kenya = 30%
Madagascar = 36%
Guatemala = 23%
Armenia = 29%
Korea (DPR) = 35%
India = 21%
Sierra Leone = 50%

Adding and Subtracting

Summary: Students will use addition and subtraction to answer word problems.

Students will be able to... -demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals)
-consider various influences on agriculture

Preparation Photocopy Activity Sheet 3 for each student (next page).

Method Explain to students that there are many factors that impact farmers and their ability to grow crops for food, especially in developing countries. WFP needs to keep a careful watch over communities in order to know how much food assistance may be needed there.

Answer Key:

1. 628
2. 42
3. 837

1. 9621
2. 8984
3. 3334
4. 3956
5. 8985

Activity Sheet 3

PROJECT NAME: *Fighting Hunger the Rights Way*

FOOD FORCE TEAM DIVISION: Logistics

LEADING TEAM MEMBER: Rachel Scott

RECRUITED TEAM MEMBER: _____



WFP ASSIGNMENT:

As part of WFP *Food Force* team, you will be assigned to Rachel Scott's logistics division. The current mission is food assistance in a village in Sheylan where poor weather and rebel activity have lessened crop production this season. The *Food Force* team needs to know how many crops are left so they can tell WFP how much food assistance is needed at this location. Help the logistics division determine how many crops are left by completing the following questions. Report your answers in the space provided below each question.

1. Farmers from the Sheylan village Mananjary grew 892 corn plants this season. Unfortunately, poor weather conditions had caused 263 of those plants to die. How many corn plants are left?
2. Rebels have come to the outskirts of the village to steal food because their crop had been damaged by the poor weather conditions as well. Luckily, the farmers were able to hide most of their harvest from the rebels, 587 plants to be exact. How many plants were the rebels able to steal?
3. After hearing of their troubles, the neighboring village brought 250 plants to Mananjary. How many plants does Mananjary now have?

PS: In order to stay sharp, we've provided you with the following training exercise:

1.	2.	3.	4.	5.
9273	933	3198	3220	8763
+ 348	+ 8051	+ 136	+ 736	+ 222
_____	_____	_____	_____	_____

Multiply the Problem

Summary: Students will complete a word problem using multiplication.

Students will be able to... -demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems
-explore the different aspects of food assistance transport and the logistics of these missions

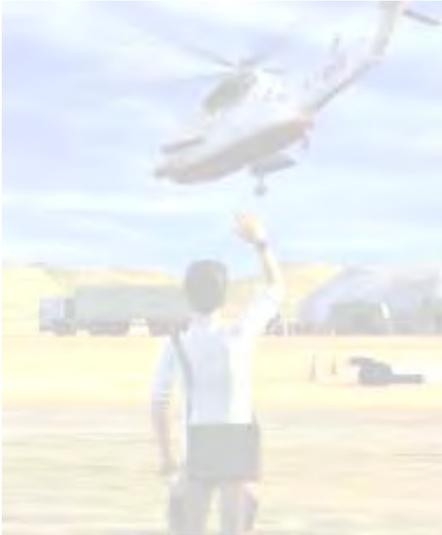
Preparation Photocopy Activity Sheet 4 for each student (next page).
Teachers may wish to read more about the logistics aspects of WFP by visiting: <http://www.wfp.org/logistics>

Method Describe to students the various ways WFP transports food for food assistance. Explain that it is essential for WFP to know in advance what type of transportation is best suited for different food assistance missions.

Answer Key:

1. 6125
2. 2252
3. 3123
4. 2602
5. 1704
6. 312
7. 7095
8. 869
9. 4118
10. 2023

Activity Sheet 4



World Food Programme uses many different types of transportation in their food assistance missions. Below is a list of transportation types and their capacities.

Ship = 875 bags of rice

Train = 563 bags of rice

Long Haul Truck = 347 bags of rice

Helicopter = 289 bags of rice

Camel = 3 bags of rice

Calculate how many bags of rice were transported on each mission:

Mission 1:	7 Ships	_____	bags of rice
Mission 2:	4 Trains	_____	bags of rice
Mission 3:	9 Long Haul Trucks	_____	bags of rice
Mission 4:	5 Long Haul Trucks and 3 Helicopters	_____	bags of rice
Mission 5:	2 Trains and 8 Helicopters	_____	bags of rice
Mission 6:	104 Camels	_____	bags of rice
Mission 7:	6 Ships and 5 Helicopters	_____	bags of rice
Mission 8:	97 camels and 2 Helicopters	_____	bags of rice
Mission 9:	7 Long Haul Trucks and 3 Trains	_____	bags of rice
Mission 10:	7 Helicopters	_____	bags of rice

Dividing the Problem

Summary: Students will solve a word problem using their division skills.

Students will be able to... -demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems
-understand that food assistance can help many people in many communities

Preparation Photocopy Activity Sheet 5 for each student (next page).

Method Describe to students the importance of support for WFP. Many individuals and organizations support WFP through donations. WFP distributes these donations to those who need it most.

Answer Key:

Villages	Vegetable Oil	Beans	Rice	Corn Soya Blend	High Energy Biscuits
Mananjary	16	18	22	20	14
Mayotte	16	18	22	20	21
Jacmel	16	18	22	20	7
Depok	16	18	22	20	21



Activity Sheet 5

ATTENTION ALL FOOD FORCE TEAM MEMBERS:

World Food Programme will be providing emergency food assistance to Sheylan. Using your logistic skills, follow the directions below and report how the food should be divided up among villages in Sheylan.

**Rachel Scott
Logistics Officer, Food Force
UN World Food Programme**

Directions: Divide the food equally among the Western villages of Sheylan. Divide the high energy biscuits equally among schools in the Western villages of Sheylan. Report your calculations for each in the space provided below.

Food Assistance:

- 64 tonnes of vegetable oil
- 72 tonnes of beans
- 88 tonnes of rice
- 80 tonnes corn soya blend
- 63 tonnes of high energy biscuits for schools

Western Villages of Sheylan:

- Mananjary → 2 schools
- Mayotte → 3 schools
- Jacmel → 1 schools
- Depok → 3 schools

Villages	Vegetable Oil	Beans	Rice	Corn Soya Blend	High Energy Biscuits
Mananjary					
Mayotte					
Jacmel					
Depok					

Playing with Decimals

<u>Summary:</u>	Students will practice addition and subtraction of decimals while considering the small budget of those in developing countries.
<u>Students will be able to...</u>	-demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) -appreciate the impact of a very small income on children's rights
<u>Preparation</u>	Photocopy Activity Sheet 6 for each student (next page).
<u>Method</u>	Explain to students that there are many people around the world whose income is less than \$2 a day. Sometimes these people cannot afford such things as food or school for their children.

Answer Key:

1. Yes. $\$5 - \$4.43 = \$0.57$
2. No. $\$0.57 < \0.75
3. No. $\$4.43 > \4.00
4. No. He did not have enough money to buy all the supplies he needed.
5. $\$0.57$
6. Villager 1 can, but not Villager 2

Activity Sheet 6

Many people in developing countries live on less than \$2 a day. These people have to budget their money very carefully in order to meet their basic requirements. Practice your budgeting skills by completing the following questions:

1. A villager has earned \$5 working in the cornfield this week. She must buy supplies to ensure her family is safe from hunger. The things she needs and the prices are listed below. Does she have enough money?

Bus fare to market	\$0.12
Bag of Rice	\$0.23
Seeds	\$0.98
Milk	\$0.34
Tools	\$1.16
Medicine	\$1.48
Bus fare home	\$0.12

2. If it costs \$0.75 to send one child to school, does she have enough money to send her daughter to school after buying the supplies in Question 1?
3. Another villager has made \$4 at his job this week. He must buy the same supplies. Does he have enough money to buy these items?
4. Can he send his son to school after buying supplies?
5. World Food Programme has begun food assistance in this village. All money each villager spends on food (rice and milk) will not be needed this week. How much money will each of the two villagers save?
6. Can either of the villagers afford to send their child to school now?
7. In groups, discuss how a budget can impact children's rights. Think of ways that could help these villagers afford their basic necessities and send their children to school.

Representing Diets

Summary: Students will use the nutritional labels on foods to create bar graphs.

Students will be able to...

- construct and interpret bar graphs involving many-to-one correspondence to draw conclusions
- students will explore their diets and discuss ways to improve them

Preparation None. However, if you wish, you may yourself, or have the students, collect label or label information from common foods.

Method For each day of the week, students will calculate and display on a bar graph their daily intake (total percentage) of the following: Fat, Sodium, Carbohydrates, Fibres, Vitamin A, Vitamin C, Calcium, and Iron. At the end of the week students will discuss in groups what they are lacking (i.e., did they meet their daily requirements?) and discuss ways they can improve their diet.

Computing Free Rice

Summary: Using Free Rice, students will hold a weekly competition to see who can earn the most “free rice”.

Students will be able to...

- plan and evaluate age-appropriate actions to support peace and sustainability
- demonstrate an understanding of multiplication
- work in groups effectively
- use technology effectively

Preparation Students will require internet access and a printer is desirable. Students will use the website: www.freerice.com

Method Provide the students with the following background information:

Free Rice is a partner of World Food Programme. The Free Rice website provides free education to those who use the site as well as free rice to hungry people. The rice is paid for by the sponsors whose names you see on the bottom of your screen when you enter a correct answer. All money (100%) raised by the site goes to the UN World Food Programme to help feed the hungry.

Reference: <http://www.freerice.com/faq.html>

Working in teams of equal numbers, students will compete to earn the most “free rice” using the math subject. Each team member will be allotted an equal amount of time playing Free Rice. Students can print off their final page of proof of how much rice has been donated.

A “Free Rice Right to Food” picture frame could be made prior to the competition and the weekly winners could have their picture or names displayed.

Budgeting for Food

Summary:

In groups, students will calculate the cost of a grocery list and discuss the affect of budget on access to healthy food.

Students will be able to...

- represent and describe whole numbers to 1 000 000
- practice making meal plans, making grocery lists and budgeting
- understand that smaller budgets may affect a person's right to healthy food

Preparation

Photocopy *Canada's Food Guide* for students (see appendix). Students may need access to internet, or students may wish to bring in grocery store flyers, to determine the price of foods.

Method

In groups, students will develop a week's worth of meal plans for one person their age. Each day will consist of three meals and two snacks that will meet the daily requirements as suggested by the *Canadian Food Guide*.

Once they have completed the meal plan, they will create a corresponding grocery list. They will then find the average price for each item on their list and add up all the cost of all items to find the cost of their grocery order.

Once students have calculated a total cost, ask them to consider a grocery budget per week of A) \$200, B) \$100, C) \$50 or D) \$10 or less. Students will then try to modify the list for each possible budget. Ask students to consider the following questions:

What could be cut from the grocery list in order to stay on budget?

At what budget is a healthy diet compromised?

How can access to food affect children's right to health and nutritious food?

Weighty Bars

<u>Summary:</u>	Students will create bar graphs to compare overweight and underweight percentages from countries around the world.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-construct and interpret double bar graphs to draw conclusions-understand that overweight and underweight children are signs of malnourishment-appreciate the breadth of world malnutrition
<u>Preparation</u>	Students will require internet access. Students will use the WHO statistics website: http://www.who.int/whosis/data/
<u>Method</u>	<p>In groups, students will use the WHO website to find statistics on the percent of overweight and underweight children under the age of 5 in 6 different countries.</p> <p>Under the <u>Regions/Countries</u> tab students will choose 3 developing countries and 3 industrial countries (one of them being Canada).</p> <p>Students will modify the <u>Indicators</u> tab, checking the <i>Overweight</i> and <i>Underweight Children under 5 Years Old</i> categories.</p> <p>Under the <u>Time Period</u> tab, students will check off the years 2000 to the present year. They will then click <u>Create Table</u>. Using this table, students will complete a bar graph displaying the information they found.</p> <p>They will make note of the country that has the highest percentage and the lowest percentage for both overweight and underweight categories, using the most recent data. As a class, students will compare all of the countries students looked at and decide which has the highest percentage and the lowest percentage for both overweight and underweight categories. They can then discuss how malnutrition violates children's rights.</p>

Estimating Nutrition

Summary: Students will estimate how many nutrition packs are needed for certain populations.

Students will be able to... -use estimation strategies
-understand the importance of immediate food assistance in certain situations such as natural disasters

Preparation Photocopy Activity Sheet 7 for each student (next page).

Method Explain to students that in an emergency, it is important for WFP and other aid agencies to act quickly.

Answer key:

- A) Village 1 → 1530
- B) Village 2 → 2460
- C) Village 3 → 990
- D) Village 4 → 5160
- E) Village 5 → 2760
- F) Village 6 → 450
- G) Village 7 → 540
- H) Village 8 → 1920



ATTENTION ALL *FOOD FORCE* TEAM MEMBERS:

There is an urgent need for food assistance in Sheylan due to a tsunami that damaged most of the island's crops. There is no time for detailed logistics, so as a WFP logistics officer, I decided we should estimate how much food is needed in Sheylan. The only condition is the *Food Force* team must bring enough food to feed everyone until more organized aid can come; they cannot under-estimate or the villagers in Sheylan will go hungry. Estimate how much food is needed for each village without under-estimating (round each village population up to the nearest 10). Each villager needs about 3 nutrition packs to last until WFP's next mission.

- I) Village 1 → 506
- J) Village 2 → 819
- K) Village 3 → 326
- L) Village 4 → 1 720
- M) Village 5 → 918
- N) Village 6 → 145
- O) Village 7 → 172
- P) Village 8 → 631

Thanks Team!
Rachel Scott
Logistics Officer, *Food Force*
UN World Food Programme

Corny Multiplication

Summary: Students will calculate the number of plants needed for school gardens.

Students will be able to... -demonstrate an understanding of multiplication (2-digit by 2-digit) to solve problems
-appreciate the importance of WFP school feeding programmes

Preparation Photocopy Activity Sheet 8 for each student (next page).

Method Students will calculate the number of plants needed for each school garden.

Answer Key:

- A) School 1 → 672
- B) School 2 → 1068
- C) School 3 → 432
- D) School 4 → 1188
- E) School 5 → 1092
- F) School 6 → 180
- G) School 7 → 144
- H) School 8 → 732

Activity Sheet 8



ATTENTION ALL *FOOD FORCE* TEAM MEMBERS:

WFP has decided to begin a school feeding programme in Sheylan. Through this programme, students who attend school will receive one nutritious meal. Many families cannot afford to buy all of the food they need, so sending their children to school where they are fed is a great option. As part of this programme, students grow some of their own food. Students can use the farming skills they learn at school at home and in the future to ensure they can always feed themselves.

All schools in Sheylan will have their own school garden. Each school has a different number of students, some have more and some have less. With the help of WFP, each school can offer each student a healthy meal everyday. The meal consists of chicken and rice, a cob of corn, and a glass of milk. WFP will donate the chicken, rice and milk. For the corn portion, the school garden needs to produce about 12 corn plants per student. Below is the list of school populations. How many corn plants does each school need to grow in order to provide a healthy meal for the students?

- A) School 1 → 56
- B) School 2 → 89
- C) School 3 → 36
- D) School 4 → 99
- E) School 5 → 91
- F) School 6 → 15
- G) School 7 → 12
- H) School 8 → 61

Hunger in Pies

Summary:

Students will create pie charts to represent the population of malnourished people in different countries.

Students will be able to...

- demonstrate an understanding of fractions and decimals
- relate decimals to fractions
- work in groups effectively
- compare hunger in different countries

Preparation

Materials: blank paper; rulers

Method

In small groups, students will be given a list of 5 fractions or 5 decimals that represent the population of malnourished people in different countries. Each group will make pie charts to represent the number of hungry people in each country. Each group will join with another group who had numbers from the list their group did not (i.e., fraction groups will match up with decimal groups). Once in their new groups, students will compare the fraction pie charts with the decimal pie charts and discuss similarities. Students will also discuss which countries have a higher portion of malnourished people.

Fractions

Haiti = $23/50$

Guatemala = $23/100$

Brazil = $1/25$

Yemen = $9/25$

Sierra Leone = $1/2$

Kenya = $3/10$

Morocco = $3/50$

Decimals

Armenia = 0.29

Tajikistan = 0.61

Korea (DPR) = 0.35

Vietnam = 0.17

India = 0.21

Democratic Republic of Congo = 0.72

Madagascar = 0.36

School Meals

Summary: Students will discover the cost of feeding students in WFP school feeding programmes.

Students will be able to...

- solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions
- appreciate the cost to feed students in WFP school feeding programmes and appreciate the difference WFP school feeding programmes can make in the life of a child or youth
- help other children and youth attain their rights

Preparation For information on how to donate funds raised to WFP's Fill the Cup campaign, teachers and students may wish to visit:
<http://www.wfp.org/how-to-help>

Method Inform the students that it only costs about 25 cents per day to provide a healthy meal to a student in a WFP school feeding programme. Porridge, rice or beans -- it takes just 25 cents to fill one of the Red Cups that WFP uses to give hungry kids regular school meals. Ask students to calculate how many students could be fed in one day with 50 cents, 75 cents and \$1. In groups, students will plan and carry out a penny drive. They will decide how to keep track of how much money they raise and how many students their fundraising could feed in a WFP school feeding programme.

Picturing Malnourishment

<u>Summary:</u>	Students will make representations of the prevalence of malnourishment in several countries.
<u>Students will be able to...</u>	-demonstrate an understanding of percent (limited to whole numbers) -understand the prevalence of malnourishment
<u>Preparation</u>	Photocopy Activity Sheet 9 for each student (next page).
<u>Method</u>	Students will complete activity sheet 9. Once finished, students will divide into groups and discuss the prevalence of malnourishment and how this violates children's rights to nutritious food and a healthy development.

(Picture reference:
http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html)

Activity Sheet 9



Each percentage represents the amount of malnourished people of each given country's total population. Use the diagram next to each country to shade in the approximate percentage.

Haiti = 46%

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Guatemala = 23%

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Brazil = 8%

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Armenia = 29%

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Tajikistan = 61%

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Korea (DPR)=35%

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Vietnam = 17%

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India = 21%

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Yemen = 36%

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Morocco = 6%

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Sierra Leone= 50%

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Kenya = 30%

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DR of Congo=72%

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Madagascar = 36%

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Just How Much Water?

Summary

Students will calculate their water usage and compare it to the average usage in other countries. They will then discuss ways to reduce water usage to help sustain the environment.

Students will be able to ...

-demonstrate an understanding of ratio
-appreciate the importance of using a natural resource in a sustainable way

Preparation

Students will require internet access.
Students will use these websites:

Water Usage Calculator:

<http://www.csgnetwork.com/waterusagecalc.html>

FAO Water Map:

<http://www.fao.org/nr/water/art/2008/flash/aquastatmaps/gallery1.html>

Method

Students will each determine the amount of water they use in a year. They will then make a ratio comparison with 10 other countries from around the world. Students will reduce this ratio to its simplest form. Then in groups students will discuss ways they could use less water (e.g., Water could be saved by not leaving the water run while brushing my teeth. Instead, I'll only turn the water on when I'm using it).

They will write a ratio they think is an appropriate goal for them. Students can monitor their progress by how much water they saved.

Our Right to Nutrition

Summary: Students will create a display to inform other students how to make cafeteria food into a healthy meal

Students will be able to...

- work in groups effectively
- understand the importance of proper nutrition
- inform others of their right to nutrition and health
- apply math to practical situations

Preparation Photocopy *Canada's Food Guide* for students (see appendix).
Materials: Bristol board

Method In groups, students will research and report the nutritional content of food offered in their school cafeteria. Students will create healthy combinations of this food and display it in their school. Students should consider how many portions from food groups should be eaten in one meal. The displays should also include the students' right to food and healthy development.

Our Right to Better Nutrition

Summary: Students will make representations of the nutrition they attain each day compared to the recommended daily nutrition.

Students will be able to...

- demonstrate an understanding of ratio.
- realize the nutrition content of their diet
- work in groups effectively
- apply math to practical situations

Preparation Photocopy *Canada's Food Guide* for students (see appendix).

Method Students will make part to whole ratios of several aspects of their actual nutrition compared to the suggested nutrition (*Canada's Food Guide*). They will create pie charts that represent these ratios. In groups students will discuss aspects of their nutrition they want to improve and discuss ways they can do this (by increasing or decreasing the ratio).

The State of World Hunger

Summary: Students will discover the prevalence of hunger around the world by using the United Nations *World Hunger Map* and reporting the numbers they find.

Students will be able to...

- represent and describe whole numbers greater than 1 000 000
- work in groups effectively
- relate children's rights to food.

Preparation Students will require internet access.
Students will use the UN *World Hunger Map*:
http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html

Method Using the UN *World Hunger Map*, students will report and order (from greatest to least) the number of undernourished people in the fourteen regions shown on the map. Once this task is complete, students will divide into groups and discuss prevalence rates in the areas with the highest level of malnourishment and the lowest level of malnourishment and the areas where no data were given (e.g., Canada, USA, and England). They will discuss what they think is an acceptable percentage of malnourishment and ways to reduce malnourishment around the world to the percentage they decided upon. Students should consider children's rights in their discussion.

Moving Food

Summary: Students will consider the different speeds of transportation for food assistance.

Students will be able to...

- represent generalizations arising from number relationships using equations with letter variables
- work in groups effectively
- discuss the importance of considering modes of travel in food assistance

Preparation Photocopy Activity Sheet 10 for each student (next page).

Method Students will complete the questions from Activity Sheet 10. Students will then form groups and discuss the importance of considering modes of travel in food assistance.

Answer Key:

1.
 - A) 2.74 hr
 - B) 47 hr
 - C) 1.68 hr
 - D) 1.96 hr
2. 2.38 hr
3. 13.46 hr
4. The long-haul truck, the helicopter or the train.

Activity Sheet 10

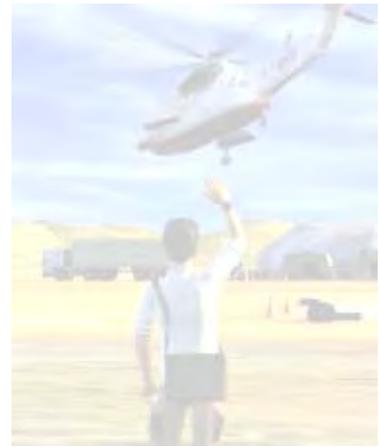
Using the following information answer the questions below:

A long-haul truck travels at 80 km/hr

A camel travels at 5 km/hr

A helicopter travels at 140 km/hr

A train travels at 120 km/hr



1. A WFP ship carrying food has just docked on the west side of Sheylan. The *Food Force* team must bring the food to the east side of the island. The distance between the west and east side of Sheylan is approximately 235 km. How long would it take to cross the island for each of the following:
 - A) long-haul truck
 - B) camel
 - C) helicopter
 - D) train
2. If a truck could only go 130 km across the island and a helicopter was needed to travel the remaining distance of 105 km, how long would this journey take?
3. If a train could only go 175 km across the island and a camel was needed to travel the remaining distance of 60 km, how long would this journey take?
4. If people needed emergency food assistance within 15 hours, and the *Food Force* team was 1200km away, what options in travel does the team have (using only one type of transportation)?
5. In groups, discuss the importance of choosing the right method of travel for food assistance. Think of other variables that may impact the choice (e.g., a helicopter may not be able to fly in poor weather conditions).

Math: Grades 7-9

Eat Your Way to School

Summary: Students will discover the impact WFP school feeding programmes have on children and youth in developing countries by comparing attendance records of these schools.

Students will be able to... -demonstrate an understanding of central tendency and range
-appreciate the importance of WFP school feeding programmes and how they help children attain their rights

Preparation Photocopy Activity Sheet 11 for each student (next page).

Method Students will compare the mean, median and mode of school attendances before and after the introduction of a WFP school feeding programme. They will write a short paragraph on their findings and, in groups, discuss what they have found.

Answer Key:

	Before WFP School Feeding	After WFP School Feeding
Mean	5.83	16.25
Median	6.5	17
Mode	7	20



Activity Sheet 11

ATTENTION ALL *FOOD FORCE* TEAM MEMBERS:

WFP has recently introduced a school feeding programme in Sheylan schools. Through this programme, students who attend school will receive one nutritious meal. Many families cannot afford to buy all of the food they need, so sending their children to school where they are fed is a great option. As part of this programme, students grow some of their own food. Students can use the farming skills they learn at school at home and in the future to ensure they can always feed themselves.

To ensure the programme is effective, we need to know if the mean, median and mode of attendance for the four months prior to the programme are different than the mean, median and mode of attendance for the four months during the programme. Below is a list of three schools and the average number of days students attended school. Compare what you have recorded and write a paragraph explaining your comparison. Once you have completed the paragraph, discuss in groups if you think the school feeding programme has done more than help children attain their right to food.

	September	October	November	December	<u>Programme Introduced</u>	January	February	March	April
School1	5	7	7	9	-	15	17	20	20
School2	4	4	8	10	-	12	12	18	19
School3	1	2	7	6	-	10	15	17	20

Report your calculations here:

	Before WFP School Feeding	After WFP School Feeding
Mean		
Median		
Mode		

It Costs Whaat?!

Summary:

Students discover the total cost of food.

Students will be able to...

- demonstrate an understanding of percents
- relate high cost of food to food production and transport
- work in groups effectively

Preparation

Students will require internet access.

Method

In groups, students will develop a healthy meal plan and research the total cost of this meal. They will calculate the cost of shipping and handling and tax. Students will also research the cost of transportation, marketing and packaging. Ask students to list ways to reduce cost of food based on their calculations (e.g., communities producing their own food or companies using less packaging).

Subtracting Water

Summary: Students will calculate their use of water and compare it with an amount of water wasted in certain situations.

Students will be able to... -demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators
-appreciate the importance of using natural resources wisely

Preparation Students will require internet access.
Students will use the Human Water Requirement Calculator website: <http://www.csgnetwork.com/humanh2owater.html>
Photocopy Activity Sheet 12 for each student (next page).

Method Students will use the Human Water Requirement Calculator to calculate their use of water and compare it with an amount of water wasted in given situations.

Answer Key:

1. one day = 324 000 ml; one week = 2 268 000 ml; one year = 117 936 000 ml
2. This will differ for each student.
3. one day = 5 184 000 ml; one week = 36 288 000 ml; one year = 1 886 976 000 ml
4. This will differ for each student.

Activity Sheet 12

Using the Human Water Requirement Calculator calculate how much water you need. Use this number to complete the following questions:

1. If your kitchen sink tap drips 3 drops every second and each drop is $1\frac{1}{4}$ ml, how much water will be wasted in one day; one week; one year?
2. Use the number you calculated with the Human Water Requirement Calculator to discover how long the amount of wasted water from Question 1 could have lasted for you.
3. If there are 10 houses on your street, each house has a kitchen sink that tap drips 4 drops every second, and each drop is $1\frac{1}{2}$ ml, how much water will be wasted in one day; one week; one year?
4. Use the number you calculated with the Human Water Requirement Calculator to discover how long the amount of wasted water from Question 3 could have lasted for you.
5. In groups, discuss whether or not you think a dripping kitchen sink, or wasting water by any other means, makes a difference.
6. Think of several different ways individuals could reduce their water waste.



Assessing Areas

Summary: Students will apply their knowledge of perimeter and area and consider the importance of building infrastructure during food assistance missions.

Students will be able to...

- demonstrate an understanding of circles
- apply a formula for determining area
- demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems
- consider the importance of building infrastructure during food assistance missions

Preparation Photocopy Activity Sheet 13 for each student (next page).

Method Students will complete the work sheet pertaining to perimeter and area. Then, in groups, students will consider the importance of building infrastructure during food assistance missions.

Answer Key:

1. Rectangular rebel territorial:
 - a) 1290m
 - b) 3225m²

2. Circular rebel territorial:
 - a) 1130.98m
 - b) 5576.32 m²



Activity Sheet 13

ATTENTION ALL *FOOD FORCE* TEAM MEMBERS:

WFP *Food Force* team needs to construct a path around the perimeter of rebel territory in order to complete a food assistance mission in Sheylan.

If the path must be 5m wide to allow long-haul trucks through...

1. And the rebel territory was rectangular:
 - a) What would be the perimeter of the path and the rebel territory if the dimensions of the rebel territory are 240m x 400m?
 - b) What would be the area of the new path?

2. And the rebel territory was circular:
 - a) What would be the perimeter of the path and the rebel territory if the radius of the rebel territory is 175m?
 - b) What would be the area of the new path?

3. In groups, discuss the importance of this new infrastructure in Sheylan. Consider its' use for WFP *Food Force* team and for the villagers.

Logical Planting

Summary: Students will complete a worksheet pertaining to area.

Students will be able to... -apply a formula for determining area
-demonstrate an understanding of the addition, subtraction, multiplication and division of decimals to solve problems

Preparation Photocopy Activity Sheet 14 for each student (next page).

Method Students will complete the activity sheet.

Answer Key:

1. Corn plants = 30000
Cassava plants = 20000
2. Cassava plants = 6133
Rice plants = 23000
3. Corn plants = 73800
Rice plants = 369000
4. Corn plants = 73800
Cassava plants = 98400
5. Corn plants = 177600
Rice plants = 177600
Cassava plants = 118400



Activity Sheet 14

PROJECT NAME: *Fighting Hunger the Rights Way*

FOOD FORCE TEAM DIVISION: Logistics

LEADING TEAM MEMBER: Rachel Scott

RECRUITED TEAM MEMBER: _____

WFP ASSIGNMENT:

As part of WFP *Food Force* team, you will be assigned to Rachel Scott's logistics division. Your assignment will be to help Sheylanese plan their food crops for this year. Use the information given below to report the information needed.

A corn plant needs 0.5m^2 to grow

A cassava plant needs 0.75m^2 to grow

A rice plant needs 0.2m^2 to grow

1. A plot of land $200\text{m} \times 150\text{m}$ will be used to grow corn and cassava. Half of the area will be used to grow corn and the other half will be used to grow cassava. How many corn plants and cassava plants can be grown in this plot of land?
2. A plot of land $80\text{m} \times 115\text{m}$ will be used to grow cassava and rice. Half of the area will be used to grow cassava and the other half will be used to grow rice. How many cassava plants and rice plants can be grown in this plot of land?
3. A plot of land $369\text{m} \times 300\text{m}$ will be used to grow corn and rice. One third of the area will be used to grow corn and two thirds of the area will be used to grow rice. How many corn plants and rice plants can be grown in this plot of land?
4. A plot of land $369\text{m} \times 300\text{m}$ will be used to grow corn and cassava. One third of the area will be used to grow corn and two thirds of the area will be used to grow cassava. How many corn plants and cassava plants can be grown in this plot of land?
5. A plot of land $800\text{m} \times 444\text{m}$ will be used to grow corn, rice and cassava. One fourth of the area will be used to grow corn, two fourth of the area will be used to grow rice and one fourth will be used to grow cassava. How many corn plants, rice plants and cassava plants can be grown in this plot of land?

A Water Table

Summary: Students will complete a worksheet pertaining to water usage.

Students will be able to... -create a table of values
-appreciate natural resources

Preparation Photocopy Activity Sheet 15 for each student (next page).

Method Students will complete the activity sheet.

Answer Key:

1. 2541000 litres
2. 6160 litres
3. 184800 litres
4. 412.5 days
- 5.

	Farm Pump	House Pump
1 day	24200	880
2 days	48400	1760
3 days	72600	2640
4 days	96800	3520
5 days	121000	4400



Activity Sheet 15

Water is used in many different settings and in many different capacities. Using the information provided, answer the questions to gain an understanding of water usage.

A farm water pump pumps 12100 litres per minute and a house hold water pump pumps 11 litres per minute.

1. If a farm waters its crops twice a day at 15 minutes per watering session how much water is used in a week?
2. If a household water pump is used for a total of approximately 80 minutes a day, how much water is used in a week?
3. If there are 30 households in a community, each using their water pump for approximately 80 minutes a day how much water is used in a week?
4. How many days would it take for the 30 households to pump the same amount of water as the farm does in one day?
5. Fill in the blanks in the following table of values:



	Farm Pump	House Pump
1 day	24200	880
2 days		
3 days	72600	2640
4 days		
5 days	121000	4400



Graphing Food and School

Summary: Students will create a graph using malnutrition and primary school enrolment as the two variables.

Students will be able to...

- graph and analyze two-variable linear relations
- work in groups effectively
- relate children's rights to food
- discover the relation between malnutrition and education

Preparation Students will require internet access.
Students will use the following websites:
CIDA's A Developing World map:

<http://www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx?Language=EN&Resolution=1024x768>

WFP's Interactive Hunger map:

http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html

Method Students will create a table of values for 10 countries based on the world hunger map values of malnourished people and the developing world maps values of primary school enrolment. Students will create a graph that represents the relation between the two variables. Ensure students input the data on education from highest to lowest with the corresponding malnutrition data. Once students have completed their graphs, they will divide into groups and discuss whether they think there is a relationship between education and malnutrition. Students will consider children's rights to food and education in their discussion.

Bio-Fuel

Summary: Students will complete an activity sheet on the increase in production of bio-fuel.

Students will be able to... -demonstrate an understanding of percents
-consider the growth of bio-fuel production on food availability

Preparation Photocopy Activity Sheet 16 for each student (next page).

Method Students will complete activity sheet. Once the sheet is completed, students will discuss in groups the impact of bio-fuel production.

Answer Key:

1. A) 200 % increase
B) 1000 % increase

2. A) US = 51.92 %
Brazil = 36.54 %
European Union = 3.85 %
China = 3.85 %

B) European Union = 60 %
US = 20 %
Indonesia = 4 %
Malaysia = 3 %

Activity Sheet 16

When the price of gas increases, the demand for alternative energy sources also increases. Ethanol and biodiesel are two popular choices.

PERCENT INCREASE: $[(\text{new amount} - \text{original amount}) / (\text{original amount})] \times 100$

1. Calculate the percent increase of production from 2000 to 2007 for both A and B (below).
2. Calculate the percent produced by each country for both A and B in 2007.
3. In groups, discuss the positive and negatives impacts that an increase in demand and production of ethanol and biodiesel may have on developing countries.

Take into consideration: *“About 30 percent of U.S. maize production will go into ethanol in 2008 rather than into world food and feed markets.”*

Reference: Rising Food Prices, Joachim von Braun (2008)

- A. Worldwide, 52 billion litres of ethanol were produced for fuel in 2007, triple the level in 2000.

Amount of ethanol produced in 2007:

US = 27 billion ltrs

Brazil = 19 billion ltrs

European Union = 2 billion ltrs

China = 2 billion ltrs.

- B. Around 10 billion ltrs of biodiesel were produced in 2007, up 11-fold since 2000.

Amount of biodiesel produced in 2007:

European Union = 6 billion ltrs

US = 2 billion ltrs

Indonesia = 0.4 billion ltrs

Malaysia = 0.3 billion ltrs

Considering the MDGs

Summary: Students will examine the progress made or lost on the Millennium Development Goals (MDGs) by calculating percent increase or decrease.

Students will be able to...

- demonstrate an understanding of percents
- consider progress on the MDGs
- work in groups effectively

Preparation Photocopy Activity Sheet 17 for each student (next page).

Method Students will calculate the percent increase or percent decrease of malnutrition rates from Time 1 to Time 2 for each country given. Students will then discuss progress made on the Millennium Development Goal of halving the population of hungry people.

Answer Key:

Country	Children under 5 moderately or severely underweight, percentage		Percent Increase/Decrease
	Time 1 1990-92	Time 2 2000-2004	
Haiti	26.8	17.3	35.45 % decrease
Paraguay	3.7	4.6	24.32 % increase
Nigeria	35.7	28.7	19.61 % decrease
Madagascar	39.1	41.9	7.16 % increase
Tanzania	28.8	21.8	24.31 % decrease

Activity Sheet 17

The Millennium Development Goals are a set of goals agreed upon by a global partnership to end poverty. The MDGs are broken down into 8 general goals, which are measured by indicators.

(Reference: <http://www.undp.org/mdg/>)

Calculate the percent increase or percent decrease of malnutrition rates from Time 1 to Time 2 for each country given.

Once you have completed your calculations, divide into groups and discuss progress made on the Millennium Development Goal of halving the population of hungry people.

PERCENT INCREASE: $[(\text{new amount} - \text{original amount}) / (\text{original amount})] \times 100$

PERCENT DECREASE: $[(\text{original amount} - \text{new amount}) / (\text{original amount})] \times 100$

(Reference: <http://www.mdgmonitor.org/map.cfm?goal=0&indicator=0&cd=>)

	Children under 5 moderately or severely underweight, percentage		
Country	Time 1 1990-92	Time 2 2000-2004	Percent Increase/Decrease
Haiti	26.8	17.3	
Paraguay	3.7	4.6	
Nigeria	35.7	28.7	
Madagascar	39.1	41.9	
Tanzania	28.8	21.8	

Planning the Garden

Summary: Students will develop a business plan for a community garden.

Students will be able to...

- demonstrate an understanding of percents
- solve problems that involve rates, ratios and proportional reasoning
- appreciate the importance of food security
- work in groups effectively

Preparation Students will require internet access.

Method Explain to students that urban and rural populations often have separate issues concerning food security. In groups, students will develop a business plan for a community garden to help those in urban areas become more food secure. They will take into account the differences between rural and urban agriculture, such as transport. Ensure students keep in mind the goal of this business is to increase food security and not to make a major profit. Any mark ups on food will only be made in order to continue the business. Students should address the following:

- budget*
- area of growth and production*
- numbers of seeds*
- amount of fertilizer and soil*
- water and heat*
- labor costs*
- transportation costs*
- promotion*
- mark-ups*

Efficiency Experts

Summary: Students will compare efficiency in humanitarian organizations and create corresponding posters.

Students will be able to...

- solve problems that involve rates, ratios and proportional reasoning
- critical assessment
- work in groups effectively

Preparation Students will require internet access.
Materials: Bristol board, markers

Method In groups, students will find 5 humanitarian organizations and research the ratio of money spent on food assistance (or something related) to all income (i.e., donations). Students will report which organization is the most efficient and what percent of their received donations is use for aid. Once students have obtained their information, they will create informative posters to tell others in their school of the organization they find to be the most efficient. The posters should also include information on how the chosen organization helps children's rights.

Building a Well

Summary

Students will consider the logistics of building a well.

Students will be able to...

-develop and apply formulas for determining the volume of right prisms and right cylinders
-practice estimation skills

Preparation

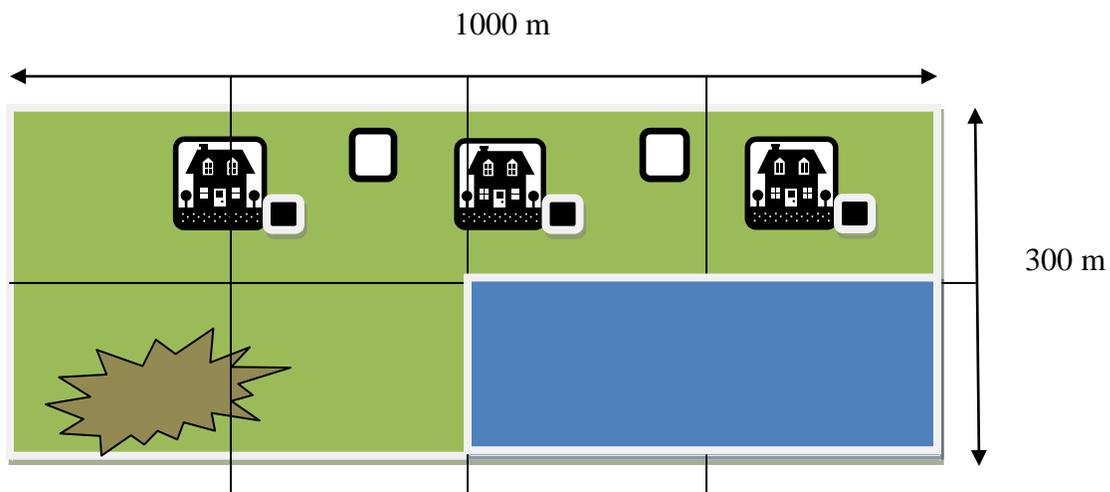
Photocopy Activity Sheet 18 for each student (next page).

Method

In small groups, students will determine the best place for a well given limitations. Advise students to divide the picture into sections and use their estimation skills to calculate their measurements.

Answer Key:

1. Anywhere in the bottom right quarter.
2. The maximum length the radius could be is 75 m.
3. The volume would be 123700.21 m³.



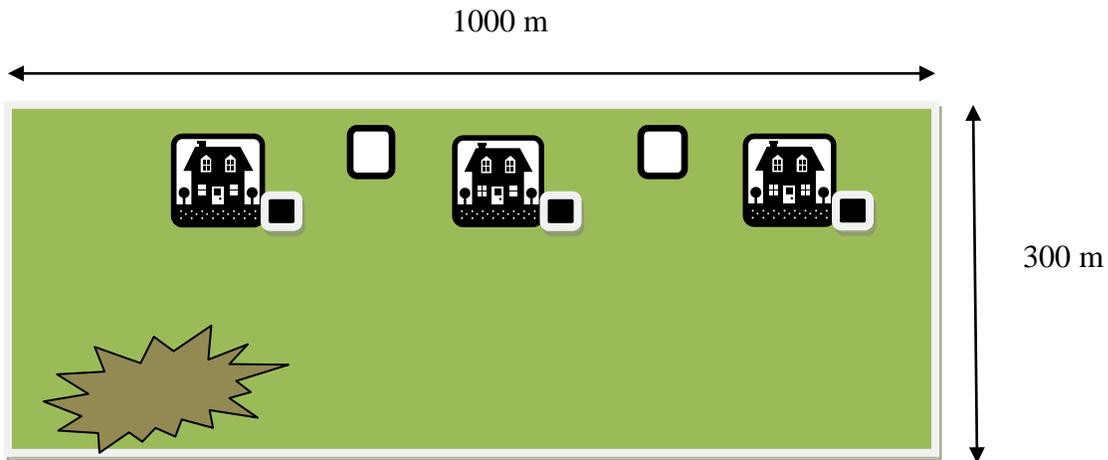
Activity Sheet 18

1. Given the limitations and measurements below, estimate where the well should be located (draw well on diagram).
2. What could be the maximum radius of the well?
3. How much water could this well hold?

*Volume of a right cylinder = $\pi \times r^2 \times h$

A 7m (height) well must be built:

- 10 m from a watertight septic tank 
- 50 m from above-ground fuel storage tanks 
- 3.25 m from existing buildings 
- 500 m from a landfill site 



Hunger and the GDP

Summary

Students will consider the relation between hunger and Gross Domestic Product.

Students will be able to...

- graph linear relations, analyze the graph and interpolate or extrapolate to solve problems
- consider the relation between hunger and GDP
- work in groups effectively

Preparation

Students will require internet access.
Students will use CIDA's website:

<http://www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx?Language=EN&Resolution=1024x768>

Method

In small groups, students will create a table of values and a corresponding graph depicting the relation between hunger and GDP for 10 countries. Students will interpret their graph and discuss their interpretations.

Hunger and the Life Expectancy

Summary

Students will consider the relation between hunger and life expectancy at birth.

Students will be able to...

- graph linear relations, analyze the graph and interpolate or extrapolate to solve problems
- consider the relation between hunger and birth expectancy
- work in groups effectively

Preparation

Students will require internet access.
Students will use CIDA's website:

<http://www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx?Language=EN&Resolution=1024x768>

Method

Students will create a table of values and a corresponding graph depicting the relation between hunger and life expectancy at birth for 10 countries. Students will then calculate the percent increase or decrease in life expectancy at birth from Canada to their 10 chosen countries. Students will interpret their graph as well as the percent changes. They will then divide into group to discuss their interpretations. Students will discuss any differences they find (i.e., between countries or between males and females)

How Much Free Rice Can You Donate Per Minute?

Summary: Using Free Rice, students will hold a weekly competition to see who can earn the most “free rice”.

Students will be able to...

- plan and evaluate age-appropriate actions to support peace and sustainability
- demonstrate an understanding of multiplication
- create an equation expressing answers per minute
- work in groups effectively
- use technology effectively

Preparation Students will require internet access.
Use the Free Rice website: www.freerice.com

Method Provide the students with the following background information:

Free Rice is a partner of World Food Programme. The Free Rice website provides free education to those who use the site as well as free rice to hungry people. The rice is paid for by the sponsors whose names you see on the bottom of your screen when you enter a correct answer. All money (100%) raised by the site goes to the UN World Food Programme to help feed the hungry.

Reference: <http://www.freerice.com/faq.html>

Working in teams of equal numbers, students will compete to earn the most “free rice” using the math subject. Each team member will be allotted an equal amount of time playing Free Rice. Students will track and record the number of right answers per minute and create an equation that expresses this. They will then determine the amount of rice that could be earned per hour and how many servings that could provide. Students can print off their final page of proof of how much rice has been donated.

A “Free Rice Right to Food” picture frame could be made prior to the competition and the weekly winners could have their picture or names displayed.

The Cost of Kids

Summary: Students will explore the impact of family budget on children's rights using the Child Cost Calculator.

Students will be able to... -consider the cost of raising a child
-consider the impacts of a low budget on children's rights

Preparation Students will require internet access.
They will use the website:
<http://www.csgnetwork.com/childcostcalc.html>

Method Using the Child Cost Calculator, calculate the cost to raise one child using the default numbers provided. Ask students to imagine that their budget had been cut and they need to eliminate the unnecessary things from the cost of taking care of their child. What could they eliminate without violating the child's rights? Students will clear the dollar values for the things they choose and calculate the new cost. Remind students that this calculates the cost over 18 years, so they divide this cost by 18 to see what the annual cost of raising a child would be. Students will discuss as a class the possible impacts of a low budget on children's rights.

Buying Locally

Summary

Students will create a business plan to discover the economic benefits of purchasing food locally.

Students will be able to...

-apply math to practical situations
-consider the benefits of purchasing food locally

Preparation

Students will require access to internet.

Method

Present students with the following instructions:

You are a group of philanthropists. You want to start a business that will help your community members and you have just received a grant to help you get started. You have decided to open a grocery store. Your store will offer low prices so all community members have equal access to healthy food. You have also decided to buy locally in order to help local farmers. As a class, you will develop a list of items that your store will sell; items which can be bought locally. Your grocery store will offer healthy foods, so you may wish to divide into four groups with each group covering a major food group. Once you have decided on the items your store will offer, each group will research the cost of buying one item locally and compare it to the cost of the item if bought elsewhere. After completing your comparison, you will discuss the possible benefits of buying locally.

Students should continue their discussion as a class, with each group presenting the ideas they discussed.

P4P

Summary

Students will create a business plan to discover the economic benefits of WFP's Purchase for Progress (P4P).

Students will be able to...

- apply math to practical situations
- consider the benefits of P4P
- work in groups effectively

Preparation

Students will require access to internet.
Students should use the WFP site:
<http://www.wfp.org/purchase-progress>

Method

Students will divide into groups. Each group will research the financial benefit for farmers who are included in WFP's Purchase for Progress programme. Each group will create two business plans for a small farmer in a developing country. The plan will focus on selling their surplus crop. One plan will include the P4P programme and the other plan will not. Once groups have completed this task, they will discuss the benefits of P4P.

Malaria Bed-Nets

Summary: Students will calculate surface area and volume of isosceles triangular prisms.

Students will be able to... -determine the surface area and volume of composite 3-D objects to solve problems
-consider the importance of malaria bed-nets

Preparation Photocopy Activity Sheet 19 for each student (next page).

Method Students will complete the activity sheet. As part of the activity sheet, students will discuss the importance of malaria nets.

Answer Key:

1. A) 4 people
B) 20 people
2. A) (Length = 1.75m)
3.5 or 3 people

Activity Sheet 19

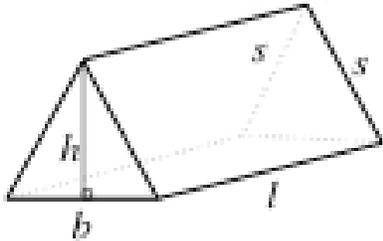
Malaria can be devastating to a child's health and can be fatal when combined with malnutrition. 1 million children die every year, mostly in Africa, due to Malaria (Reference: World Hunger Series 2007). Malaria is most commonly spread to humans by infected mosquitoes. One way to prevent malaria is to decrease exposure to the infected mosquitoes by hanging treated mosquito nets over beds. Once you have completed the work sheet, form groups and discuss the importance of malaria nets.

Use the following formulas to solve the problems below:

Surface Area = base x height + 2 x length x side + length x base

Volume = $\frac{1}{2}$ x base x height x length

*Note: To completely cover one person a bed-net, which is shaped like an isosceles triangular prism, must be at least 3m^3 .



1. Considering the following dimensions, calculate how many people each malaria net would protect.

A) Volume = ?
Base = 3m
Height = 2m
Length = 4m

B) Volume = ?
Base = 5m
Height = 3m
Length = 8m

2. Considering the following dimensions, calculate how many people each malaria net would protect

A) Volume = ?
Base = 4m
Height = 3m
Length = ?
Side = 6m
Surface Area = 40 m^2

All is Well that Ends with a Well

Summary: Students will calculate surface area and volume of cylinders.

Students will be able to... -determine the surface area and volume of composite 3-D objects to solve problems
-consider the importance of wells

Preparation Photocopy Activity Sheet 20 for each student (next page).

Method Students will complete the activity sheet. As part of the activity sheet, students will discuss the importance of wells.

Answer Key:

1. 50.27 m^3
2. 785.40 m^3
3. 1570.80 m^3
4. 1206.37 m^3
5. ($h = 4.43\text{m}$)
 890.70 m^3

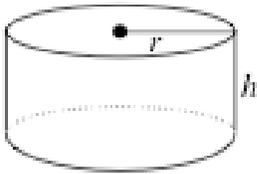
* #3 (1570.80 m^3) will hold the most water

Activity Sheet 20

Access to clean water is an important aspect of health. In many places around the world, people do not have access to clean water. WFP is building a road to a safe and clean well in Sheylan. There are several wells that WFP could build a road to. Using the formulas and dimensions given below, decide which well is the best choice to build a road to (i.e., which well will hold the most water?).

$$\text{Surface Area} = 2\pi r^2 + 2\pi rh$$

$$\text{Volume} = \pi r^2 h$$



Well 1. Volume = ?
 Radius = 2m
 Height = 4m

Well 2. Volume = ?
 Radius = 5m
 Height = 10m

Well 3. Volume = ?
 Radius = 10m
 Height = 5m

Well 4. Volume = ?
 Radius = 8m
 Height = 6m

Well 5. Volume = ?
 Radius = 8m
 Height = ?
 Surface Area = 625m²

Which well will hold the most water?

Science: Grades 4-6

LIFE SCIENCE

A Food Chain

<u>Summary:</u>	Students will draw pictures from a food chain and a picture of themselves and create an actual chain with the drawings.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-define “food chain”-understand all organisms have a role in a food chain (including themselves)-describe their right to survival and development
<u>Preparation</u>	Materials: Long and narrow rectangular paper; Glue or tape; Photocopy and cut out organism cards (see appendix). *Note: Students may wish to add additional items to the food chain made by the organism cards.
<u>Method</u>	Students will each be given a long rectangular piece of paper and will choose a part of the food chain they would like to draw (refer to organism cards). Students will also draw a self-portrait which will be included in the chain. Each self-portrait should have the words “Right to Survival and Development” on it, or words representing another children’s rights article relevant to food. As a class, students will decide the order of the chain (which may end up looking more like a web). Bend the drawings into circles, gluing or taping the ends of each drawing together with the drawing facing outwards and interlink them in the order the class had decided. The chain can then be displayed in the classroom.

What Would Happen If...?

Summary:

In a game-like setting, students discuss scenarios of food chain disruption and how the rest of the food chain would be affected, including the students themselves.

Students will be able to...

- explain ways organisms in a food chain are linked and how this is important
- work in groups effectively
- develop critical thinking skills
- relate disruption in a food chain to possible violations of children's rights
- learn that respecting a food chain is respecting the rights of others

Preparation

Photocopy and cut out organism cards (see appendix).

Method

Ask students to order organism cards (what eats what) in a large, open area in the classroom. Provide situations that may disrupt the food chain, such as a natural disaster or the removal of an organism. Ask students to remove all cards from this food chain that are affected by each disruption. Students must explain why they choose each card they remove. For example: not enough rain caused grain crop to fail, when the grain crop did not grow, the cows and chickens had no food (these cards could be removed) and people eat grain but also eat cows and chickens (these cards could be removed). This can be done in groups and made into a game with point being scored for each correct card and explanation and no points gained for each incorrect card or explanation.

Habitat Switch

Summary:

Using the organism cards as a reference, students will discuss the importance of a specific habitat to a specific food chain.

Students will be able to...

- explain the importance of a specific habitat to a specific food chain
- develop critical thinking skills
- relate habitat change to violations of children's rights
- learn that respecting a habitat is respecting the rights of others

Preparation

Photocopy and cut out organism cards (see appendix).

Method

Explain to students that many species of plants and animals have become highly specialized to survive in a specific habitat. If something was to change that habitat, such as global warming, all of the food chain in that habitat would be affected. Set up a simple food chain from the organism cards so that the whole class can see. Ask students to describe the type of habitat these animals would live in. Then ask the students what would happen to the food chain if it was in a different habitat, such as a desert. Ask students to describe why this food chain may not thrive or survive in this habitat (for example plants not getting enough water). Ask students to think of natural events or human caused events that could temporarily change a habitat from one type to another. What could happen to the food chain if global warming or something else permanently changed its habitat? How could these affect children's rights?

I am Part of a Food Chain

Summary: Students will classify foods as local or foreign and discover that people in different parts of the world rely on different food chains for survival.

Students will be able to...

- explain the importance of matching food chains to suitable environments
- develop critical thinking skills

Preparation None

Method Explain to the students that people around the world live in different habitats and that different habitats support different food chains, therefore, people around the world may be in different food chains. Give the students categories of land type and a brief description of each (one local and one similar to a developing country). Give lists of food plants that live in the different land types and a brief set of growing needs for each plant. As a class students will classify plants as local or foreign. Ask students to think of technologies that may help the plants grow in habitats that don't normally support their food chain. Explain that though technologies can help with the growth of some foods in foreign habitats, food assistance (especially agriculture development) is best when it suits the habitat.

This Habitat Supports That

Summary: Students will experiment with plants in different “habitats.”

Students will be able to...

- understand that plants need a specific environment in which to survive
- explain that some plants cannot grow in certain places and this makes it difficult for some populations of people in many places around the world to grow plants for food
- use the scientific method (manipulating a variable)
- relate habitat change to children’s rights

Preparation Materials: seeds; small planters; soil

Method In groups students will plant several easy to grow plants (e.g., alfalfa, beans, or lettuce). At a later date, after the plants start to grow, students will expose each plant to a variation of a natural disaster or a debilitating habitat characteristic (e.g., too much light, not enough water, or too cold). Students will discuss the effects of their habitat manipulation on their particular plant and generalize to food and pasture plants. Students will also consider how these types of changes in a habitat would disrupt the food chain. They will also discuss how these types of changes in a habitat might affect children’s rights to survival, health and nutrition.

Canadians Making a Difference

<u>Summary:</u>	Students will create a presentation about a Canadian who has helped in a developing country.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-develop an interest in science by learning about other Canadian scientists-appreciate the importance of food assistance in meeting children's rights
<u>Preparation</u>	Students will require internet access. Use CIDA's website, "Canadians Making a Difference in the World:" http://www.acdi-cida.gc.ca/index.htm
<u>Method</u>	<p>Explain to students that in some places around the world it is difficult to survive but there are many people, including Canadians, who help others improve their daily lives. Canadians have made many contributions to science, and helped others survive in their own habitat. Students should choose a Canadian that they feel has made a big difference by helping people survive in their own habitat. After choosing this person, students will create a power point presentation with this information included: name, birth place, contribution, and why they feel it is important, especially for children living where the aid was given.</p> <p><i>Example: Dr. Iqbal Kermali from Ottawa, Ontario. Dr. Kermali is an agricultural specialist who decided his knowledge could help people in need in Afghanistan. With support from CIDA and AKF, Dr. Kermali and his colleagues were able to help people in Afghanistan become self-sufficient. Afghan farmers received seeds and fertilizers to help them get started. With support from Dr. Kermali and the organization he works with, rates of malnutrition have decreased in Afghanistan. Dr. Kermali's work is important because children and youth helped by Dr. Kermali can enjoy their right to nutritious food and a healthy development (articles 24 and 27).</i></p>
<u>Reference:</u>	<i>CIDA, Canadians Making a Difference in the World,</i> http://www.acdi-cida.gc.ca/index.htm

Our Very Own Garden

Summary: Students will learn simple agriculture skills while creating their own garden.

Students will be able to... -understand the effort needed in producing food
-explain the importance of WFP school feeding Programmes in developing countries in meeting children's rights

Preparation Materials: seeds, soil and planters / School play ground (if possible)

Method Explain to students that food is not always readily available in a grocery store or market for many people around the world. Many families have to produce their own food to survive. It is important for communities to have the ability to grow their own food. In some places, schools grow plants for food. This not only provides the students with the nutrition they need, but also teaches them how to grow food.

As a class, students will discuss and decide what to grow in their garden. If a garden is too large of a project for the class or school, try growing some easy herbs and spices (dill, chive, basil, rosemary, mint, oregano, and thyme) which the students can later taste, or grow some simple ingredients for a salad.

Ask students to create a pamphlet explaining how a school garden is consistent with children's rights. This may be used in requests for seed and soil donations.

The Right Puzzle Pieces to My Healthy Body

Summary: Students will create a puzzle in shape of a body with puzzle pieces representing what is needed for a healthy body.

Students will be able to... -describe different aspects of life that contribute to a healthy body
-describe their right to health

Preparation Materials: construction paper; scissors

Method Explain to students that malnutrition is more than just lack of food; it is lack of good food containing proper nutrients. Malnutrition can be caused by lack of food in general, lack of healthy food, or too much “junk” food. Malnutrition is not just a problem for developing countries; it can be quite prevalent in industrial countries like Canada. A healthy body requires many different nutrients as well as exercise.

Students will draw a silhouette of their body on a blank paper. Within the silhouette, they will draw representations of things that contribute to a healthy lifestyle. They will then draw lines to divide the body into puzzle-like pieces. In several pieces of the puzzle they will write a children’s rights article that pertains to health. The students can cut out the pieces and ask one of their classmates to solve it.

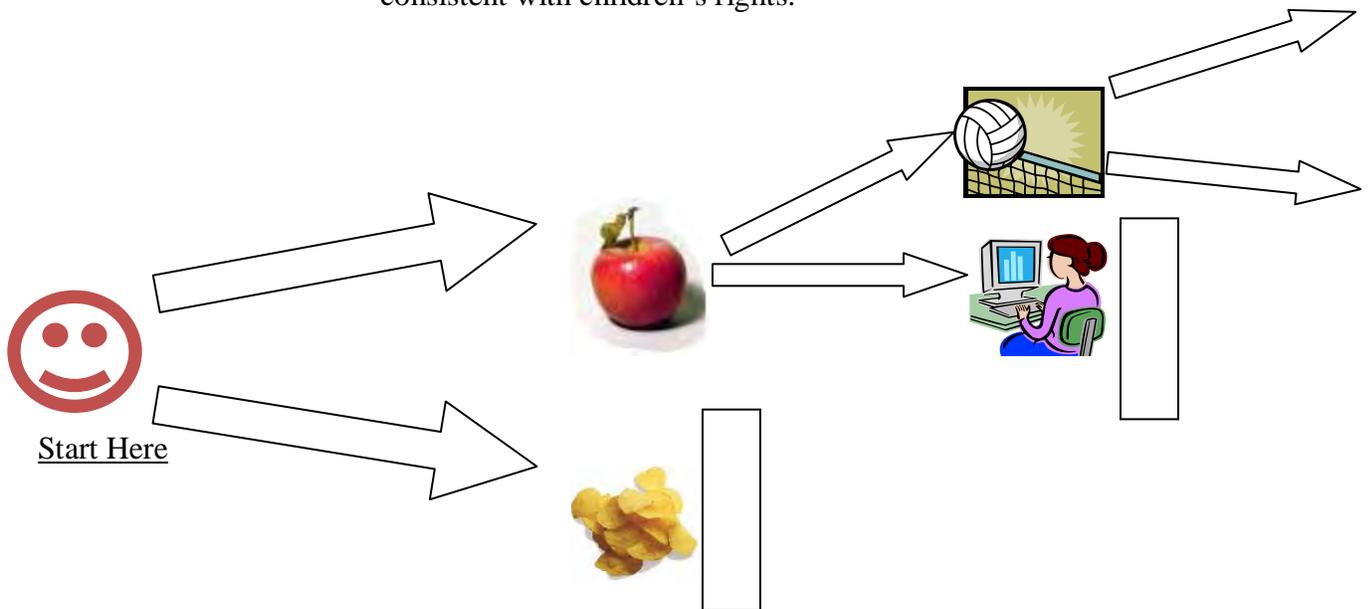
Making Healthy Choices Leads to a Healthy Body

Summary: Students will create a healthy body maze. Each correct choice should be consistent with children's rights.

Students will be able to... -describe different aspects of life that contribute to a healthy body
-describe their right to health

Preparation Materials: blank paper

Method Students will create a maze that consists of choices between healthy and non-healthy paths. They will do this by drawing representations of healthy and unhealthy things (see below for an example). If necessary provide a list of healthy choices that are consistent with children's rights.



My Community and My Health

Summary: Students will discuss things in their community that may affect their health and think of ways to protect their health.

Students will be able to...

- describe the impact of their environment on their personal health
- describe the community's obligation to respecting children's rights
- work effectively in groups

Preparation None

Method In small groups, students will discuss factors in their community that may affect their health such as pollution, access to nutritious foods, or access to healthy activities. Students will think of ways their community can protect their health. They will consider if these things are being done and, if not, consider if they should be done in order to be consistent with their rights. Each group will report back their thoughts in a class discussion. Students may wish, as a class, to write to their mayor with their concerns and suggestions.

Adapting to Our Environment

Summary: In groups, students will discuss how technology has helped humans to survive in different environments. Students will make a list of technologies that are used to help us survive and discuss whether or not everyone has the right to these technologies.

Students will be able to...

- relate technology to survival
- understand that adaptations are necessary for survival
- relate the use of technology to attaining rights
- work effectively in groups

Preparation This project should be done after the term “adaptation” has been introduced to the students.

Method In groups, students will think of adaptations of animals living in different parts of the world and discuss reasons for these adaptations (e.g.: the arctic fox has thick fur and can live in frigid temperatures; the camel’s hump helps provide for the animal when there is little available water; hummingbirds have long and narrow beaks in order to reach nectar in flowers). Students will then consider what things people do to adapt to their environment and meet their needs using technology (e.g., I can turn on the air conditioner when it’s too hot and turn on the furnace when it’s too cold). Students will contemplate: “if certain technology can be used to meet people’s basic needs, such as medical technology (e.g., access to vaccines against measles and TB or access to doctors or nurses), should it be their right to have it?” Students will then develop a list of technologies they think may be useful in Sheylan.

Taste Testing the World

Summary: Students will prepare an ethnic dish while learning of another culture's food customs.

Students will be able to...

- understand that different food is available to people in different habitats
- work in groups effectively
- practice measuring

Preparation Students will require internet access.
Students will use the Canadian Citizenship and Immigration website: <http://www.cip-ic.ca/english/index.html>

Specified ingredients of chosen recipes will be needed.

Method Explain to the students that when WFP helps hungry populations, they must consider what food is available in their habitat. This allows people to become independent in future food production. The Canadian Citizenship and Immigration website provides a look into other cultures. Each culture profile has a link to a "Food" aspect that describes food in that culture and provides a recipe. Groups of student will choose a recipe they would like to try. Students will vote on which recipe they would like to make as a class project. Students will be able to experience making and eating the food common to another culture.

PHYSICAL SCIENCE

Be Warned

Summary: Students will create mock warning signals for natural disasters.

Students will be able to...

- explain that light and sound can be used as warning signs
- work in groups effectively
- understand that warning signals can help to protect children from harm

Preparation Prior to this activity ask students to bring in flashlights, whistles, horns or anything else they may use to make a light or noise signal.
*Note: Teachers may wish to do this activity in the gym.

Method Ask students to pair up then read them the following introduction and instructions:

The island of Sheylan is located in a vulnerable area. It is prone to droughts, tsunamis, flash floods, hurricanes, severe thunder and lightening storms, sand storms, and mudslides. In addition to this, there are rebel attacks on village around the island. Develop warning signals with light and sound to warn the Sheylanese about some of these pending dangers. But sure to make a clear distinction between each warning signal so the villagers know what to prepare for.

After students complete this activity and share some of their warning signals, hold a discussion on the role of warning signals in protecting children and their families.

The Best Tire for the Job

Summary: Students will draw a design of a tire for a WFP vehicle so they may deliver food to the Sheylanese.

Students will be able to...

- appreciate the effort needed in food assistance
- understand the use of wheels
- understand the importance of accessing food to children's rights
- work in groups effectively

Preparation None

Method Ask students to form small groups then read them the following introduction and instructions:

In order for WFP to deliver food to the Sheylanese, they must pass through some rough terrain: mud, streams, boulders, dirt roads, and so on. WFP needs you to design a tire to be used on their vehicles in order to reach to the Sheylanese.

After the students have completed their designs, ask students to explain what they considered when designing their tires, and hold a class discussion on the importance of access to food. Explain that by bringing food assistance to the Sheylanese villages, WFP help parents provide food for their children.

You Know What Would Make that Easier...

Summary: Using their knowledge of pulleys, levers and simple machines, students will develop ways to make work easier on a simple farm.

Students will be able to... -understand that pulleys, levers and other simple machines can help reduce effort needed
-explain that children have the right to an education and the right to play

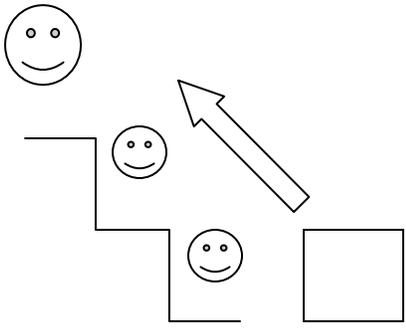
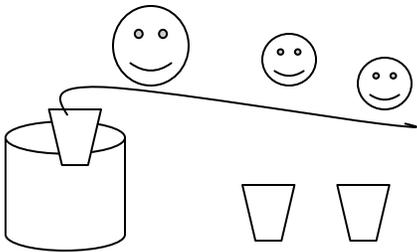
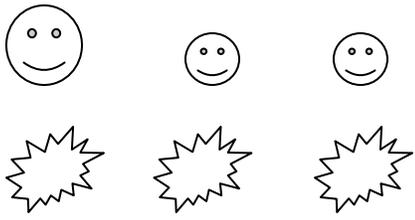
Preparation Photocopy handout for the students (next page)

Method In pairs, students will draw the same work being shown in the picture but with a simple machine that would make it easier. Explain to the students that in many developing countries around the world, children must help with farming. This is usually because the family needs extra help in order to grow enough food to survive but cannot afford to pay someone else to help. This often means that the children in these families cannot go to school and cannot play. The children spend too much time on the farm working and are tired at the end of the day. Help the parents in this picture find better ways of doing the farm work with simple machines so that they don't need the extra help from their children. Ask students to explain how their machine would be an improvement.

Answer key:

1. Inclined plane
2. Pulley
3. Wheel barrel

You Know What Would Make that Easier...

<p>1.</p>  <p>This heavy box would take one adult and two children to lift to the top.</p>	<p>By using an _____, one adult can push the box to the top.</p>
<p>2.</p>  <p>It would take one adult and two children to pull up three buckets of water from the well.</p>	<p>By placing a _____ at the top of the well, one adult can easily pull the buckets of water up from the well.</p>
<p>3.</p>  <p>It would take one adult and two children to carry all that hay from the field to the barn.</p>	<p>By using a _____, one adult could easily push all of the hay from the field to the barn.</p>

Conserving Electricity

Summary: Students will learn about their usage of electricity and try to reduce it.

Students will be able to...

- understand how much electricity they use
- think of ways to reduce the usage of energy
- explain why reducing usage of energy is important

Preparation

Students will need internet access.
Students will use this website:
<http://www.csgnetwork.com/elecenergycalcs.html>

Method

At the beginning of this unit, ask the students to count the light bulbs, appliances, and any other sources of electricity used in the classroom (and / or school) and estimate (or count) how many hours these items are used in a week. Using the Generic Electrical Energy Cost Calculator, calculate the amount of money spent on electricity for your class or school. Ask the students to come up with ideas on how to reduce the amount of energy used (such as only using half of the lights in the classroom, ensuring lights are turned off when not in use, etc.). Ask the students to keep track of their energy consumption in class when using their energy saving ideas. At the end of a whole week, calculate the amount of money spent on electricity and compare it to the original. Discuss why saving energy is important to the environment.

WFP in Flight

Summary: Students will draw or build a WFP plane.

Students will be able to... -understand that technology, such as flight technology, can be used to help people realize their rights

Preparation None

Method Read students these introductions:

There are many obstacles that WFP faces when trying to bring food assistance to people. Poor weather can create sandstorms, thunder and lightening storms, mudslides, and floods, while also destroying infrastructure such as bridges and roads. Civil war can make it dangerous for WFP workers to bring aid by land. This is where the use of planes comes in. Just like in the Food Force game, WFP use planes to distribute food assistance to people who need it. In groups, design and build (or draw) planes that will be able to bring food assistance to the Sheylanese.

Students can be creative with this project and if built, remind the students that the planes need not actually fly.

EARTH AND SPACE SCIENCE

Erosion

Summary: Students discuss the causes and consequences of soil erosion.

Students will be able to...

- discover the impact of humans on the land and its consequences
- understand the affects of erosion on agriculture
- practice measuring
- work in groups effectively

Preparation None

Method

In groups students will discuss and list ways that nature erodes soil (e.g., wind, rain, ice, and gravity), and ways humans erode soil (e.g., agriculture, mining, landscaping and infrastructure). Each group will choose one way erosion occurs. The groups will then think of a method to demonstrate this on a smaller scale (e.g., rain could be demonstrated with a watering can or snow could be demonstrated with crushed ice). In an undisturbed area of the school yard each group will build a pile of soil approximately the same size. The size of the mound will be measured and recorded. The students will demonstrate their method of erosion on their mound and then re-measure the mound of soil. Once students have completed their outdoor activity they will have a group discussion. Students will discuss how loss of soil could impact crops and what some ways of preventing erosion may be.

How Food Weathers the Weather

Summary: Students will draw the journey of a specific food and how the weather might affect its travels.

Students will be able to... -understand the impact of weather on food and food production
-understand the importance of the availability and accessibility of food, especially for meeting children's rights

Preparation Materials: Blank Paper

Method Explain to students that food is affected by the weather and give some examples. Ask students to draw a picture of the journey of their favourite natural food (e.g., a banana). The picture should display the journey of the food from production to consumption. Ask students to include several weather related obstacles that the food might face along the way. Students can briefly write beside the picture how the food may be affected and how that might affect their access to food.

Measuring the Weather My Way

Summary: Students will create weather measures and discuss how predicting weather is important to food production and to safety.

Students will be able to...

- work in groups effectively
- build something creatively and follow instructions
- understand that measuring the weather is a good way of discovering patterns and predicting weather
- understand how weather affects everyone

Preparation This activity requires prior preparation. The students must decide on how they would like to measure the weather and what materials this would require. Or you may provide a set list of materials available to the class and then ask the students to design their weather measure.

Method In groups, students will create ways to measure weather. They can measure wind, rain, snow, pressure, and so forth. If they need help, there are many ways described on the internet (e.g., <http://www.weatherwizkids.com/WxExperiments.htm>). When the measure is complete the students must describe to the rest of the class how their measure works. Following this, there will be a class discussion on how measuring the weather helps predict the weather and what advantages there are to predicting the weather.

Science: Grades 7-9

LIFE SCIENCE

Not all Microorganisms are Bad

Summary: Students will compare plants grown in soil with microorganisms to plants grown in soil without microorganisms. This will be related to the use of pesticides.

Students will be able to...

- understand the benefits of microorganisms in agriculture
- understand the possible harmful affects of pesticides
- consider whether pesticide use is a violation of children's rights
- work in groups effectively
- use the scientific method (manipulating a variable)

Preparation

Materials: Disposable 8x8 baking pan; Bean or Pea seeds; Styrofoam cups; Fertile soil

*There should be enough materials for each group of students to grow beans in two cups, one with microorganisms and one without.

*Baking the soil should be done prior to class as it is time consuming.

Method

Divide soil into two equal portions. Bake one portion of soil at 210 degrees for about 2-3 hours. This will destroy most of the microorganisms. In class, explain to students what you have done with the soil and why. In groups, students will fill one cup with the baked soil and one cup with the original soil. Students should mark on their cups which one contains microorganisms. Students will plant an equal number of bean seeds in each cup. Explain to students that both plants should be treated the same, ensuring both plants receive equal amounts of water and sunlight (follow the directions on seed package for watering frequency). Student should monitor the differences on a weekly basis.

Once students observe that the plants are growing better in the soil that has microorganisms, they will discuss the importance of microorganisms in plant growth. Students should consider the impact of some pesticides that kill all microorganisms in the soil.

Reference:
<http://www.ars.usda.gov/IS/KIDS/FAIR/IDEASFRAME.HTM>

My Energy Flow

<u>Summary:</u>	Students will create a chart that displays their flow of energy.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-understand that all organisms in an ecosystem rely on one another for energy-describe ways in which their energy flow may be affected-understand how disruptions in their energy flow could violate their rights
<u>Preparation</u>	None
<u>Method</u>	Ask students to create a chart displaying their energy flow. Ask them to try to think of everything that could possibly be involved in their flow. Then students will think of as many things as they can that could affect their energy flow (e.g., dangerous pesticide use, pollution, a natural disaster, or high food prices). Students will then develop ways to prevent disruptions in their energy flow (such as natural food production that doesn't include the use of dangerous pesticides). Next, students will decide if any of their ideas could be used in a place where people may not have as many energy sources (i.e., food). Once students have completed this assignment, hold a class discussion on how they felt about their energy flow disruptions and how these may affect their rights.

Healthy Gardening

Summary:

Students will create a guideline of healthy gardening.

Students will be able to...

- understand different influences on agriculture
- understand that agriculture can conflict with children's rights
- explain healthy ways of gardening that do not conflict with children's rights

Preparation

Internet access is desirable for this activity.

Method

In groups, students will research what options there are in agriculture (e.g., fertilization, pesticides and heating) and decide which ones are helpful or harmful to the environment, to sustainable development, to human health (especially to children) and to meeting food needs. Take into consideration crop yield, pesticides, and use of natural resources. Students will then create a guideline of agriculture methods they feel are best for everyone, noting how these methods are consistent with various children's rights (e.g., articles 2, 3, 24, 27 & 28).

A Place for Nutritionists in Food Assistance

Summary: Students will play the *Food Force* game and then research the importance of the contents of the energy packs.

Students will be able to... -relate food assistance to survival
-understand the importance of certain elements in our diet and that a lack of these may violate children's rights

Preparation Students will require internet access or computers and copies of the *Food Force* game.

Method Ask the students to play Mission 2 "Energy Pacs" portion of the *Food Force* game. Students will record what is included in the energy packs (rice, beans, vegetable oil, sugar & iodized salt) and, in groups they will discover the nutritional value of each element. Based on nutritional information gathered about energy pac elements, students will report their importance in the human body and in adhering to children's rights to nutritious food and a healthy development.

Advertising a Healthy Diet

Summary: Students will create an informative pamphlet focusing on a healthy diet.

Students will be able to...

- understand the importance of Vitamin A, Iron, Zinc or Folic Acid in a healthy diet
- understand the prevalence of Vitamin A, Iron, Zinc or Folic Acid deficiencies and how these compromise children's rights

Preparation

Internet access is desirable for this activity.
Materials: paper and markers for the pamphlet, or computers and printers.

Method

In groups, students will research one of the following: Vitamin A, Iron, Zinc or Folic Acid. They will create a pamphlet explaining the importance of their chosen element in the human body. Students will also use their pamphlet to describe what may happen if a person lacks their chosen element and how this could violate children's rights. Students may wish to reference WFP's "How to Help" webpage link in their pamphlet:
<http://www.wfp.org/how-to-help>

Microorganisms and Economic Resources

Summary: Students will role play a child or youth in a developing country trying to persuade their government to provide funding for vaccinations and medications.

Students will be able to...

- relate micro organisms to sickness and disease
- become familiar with scientific ideas based on research
- learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the environment
- use technology effectively
- work in groups effectively

Preparation Internet access is desirable for this activity.

Method In groups, students will first briefly research and consider the following:

- 1) *How do infectious diseases (e.g., diarrhea, malaria, pneumonia, and TB) affect human body systems?*
- 2) *How are infectious diseases spread? Reference micro-organisms in your answer.*
- 3) *What can be done to stop diseases from spreading?*
- 4) *Which articles from the Convention could be used to persuade governments to spend money on health care, preventive measures, hospitals and medicines to combat infectious diseases?*

Students will then role play as children and youth who wish to persuade their local government official to spend money on vaccinations and other preventive measures as well as to provide more health care for children and families.

In their groups, students will arrange their thoughts into a short skit which they role play as schoolchildren telling government officials what needs to be done and why they have a responsibility to do it. Each group will act out their skit for the rest of the class. You decide which group is the most persuasive (perhaps the one that includes article 12)

This activity was adapted from Hampshire County's RRR resources see:
<http://www3.hants.gov.uk/education/hias/childrensrights/>

Tobacco and Rights

Summary: Students will debate the positive and negative effects of tobacco farming and smoking.

Students will be able to...

- discuss the negative effects on health and poverty of smoking
- discuss the potential economic and environmental impacts of farming tobacco
- discuss conflicting views

Preparation Photocopy the Tobacco and Smoking Information Sheet for students (next page).

Method Students will divide into three groups. Each group will be assigned one point of view from the information sheet. Students will discuss the information and consider the following:

- 1) How does tobacco farming and smoking relate to children's rights?*
- 2) What aspects of tobacco farming and smoking violate children's rights?*
- 3) What aspects of tobacco farming and smoking provide opportunity for a better quality of life and for whom?*

Reference: Adapted from Hampshire County Council's *'The right to light?' – rights, freedoms and tobacco*

See: <http://www3.hants.gov.uk/education/hias/childrensrights/>

Tobacco and Smoking Information Sheet

1. Why grow tobacco?

Tobacco farmers are often asked why they grow tobacco rather than other crops. Here are some of the strongest arguments in favour:

- Tobacco is a legal crop for which there continues to be a big demand across the world.
- The wealth generated by leaf tobacco production helps to improve the quality of life and attracts schools, clinics and social facilities in poorer rural areas.
- Crops grown where tobacco has been cultivated benefit from the fertilizers left in the soil.
- The know-how farmers' gain by growing tobacco is often useful to them in the cultivation of other crops.
- In tobacco areas, farms are generally small and high-value cash crops such as tobacco means a good family income.
- The international price of crops such as cocoa, coffee and sugar can collapse leaving the farmer broke. The price of tobacco is pretty stable.
- Most other crops such as green beans and tomatoes are perishable, any delay and their value is lost. Tobacco can easily be stored.
- Tobacco growing decreases poverty and enhances the quality of life.

2. Smoking deaths epidemic in developing world

- “Smoking could kill 200 to 300 million people in the next 25 years” (www.bbc.co.uk/news).
- Smoking is set to cause a cancer epidemic in the developing world, according to the World Health Organization (WHO).
- Smoking levels are on the increase in these regions, especially among young people, as tobacco firms are pushing into new markets.
- Tobacco companies have been looking to vast markets in developing countries as a way to help make up for the loss of US smokers who gave it up and a \$206 billion court settlement for damage to smokers in America.
- By the mid-2020s, the WHO predicts, 85% of all smokers will come from the world's poorer countries.
- According to WHO, smoking-related diseases are killing four million people a year worldwide and that number will rise to 10 million a year in the next 25 years.
- Of these, seven million deaths will occur in developing countries.

3. Together, tobacco and poverty create a vicious circle because ...

- In most countries, tobacco use tends to be higher among the poor. Poor families, in turn, spend a larger proportion of their income on tobacco. Money spent on tobacco cannot be spent on basic human needs such as food, shelter, education and health care.
- Tobacco can also worsen poverty among users and their families since tobacco users are at much higher risk of falling ill and dying prematurely of cancers, heart attacks, respiratory diseases or

other tobacco-related diseases, depriving families of much-needed income and imposing additional costs for health care.

- A study of smoking among men in Chennai (Madras, India) in 1997 shows that the highest rate is found among illiterate men (64%). This rate decreases by the number of years of schooling, down to about one fifth (21%) among those with more than 12 years of schooling.
- And, although the tobacco industry provides jobs for thousands of people, the vast majority employed in the tobacco sector earn very little, while the big tobacco companies reap enormous profits.
- It would take the average tobacco farmer in Brazil around six years to earn the equivalent of what the British American Tobacco's director earns in a single day, or 2,140 years to earn his annual salary.

Health During Pregnancy and Lactation

Summary: Students will consider the health effects of breastfeeding compared to formula feeding on babies.

Students will be able to... -understand the importance of health and nutrition during pregnancy and lactation
-work in groups effectively

Preparation None

Method In groups, students will research and compare the pros and cons of breastfeeding and decide if breastfeeding is more or less rights consistent. If they decide breastfeeding is more rights consistent, students will consider ways of promoting breastfeeding. Give them the example of “Breastfeeding for cash” in developing countries- *“the programme provided an intervention whereby women who were breastfeeding could be relieved from working for cash and instead could attend nutrition and education sessions with their babies, thereby allowing them to breastfeed for longer.” (World Hunger Series, 2007)*

PHYSICAL SCIENCE

Solar Still

Summary: Students will make a solar still and discuss the importance of access to clean water.

Students will be able to...

- describe the importance of and right to clean water
- work in groups effectively
- discover methods of changing solutions

Preparation Materials: Large bowl; short glass or cup; tape; plastic wrap; small rock; pitcher of water; salt; and a long spoon for stirring (*For each group)

Method Divide students into small groups and provide them with the following instructions:

- First make saltwater by adding salt to fresh water. Stir the water until the salt dissolves.*
- Now pour about two inches of saltwater in a large bowl.*
- Take an empty glass and put it in the bowl. The top of the glass should be shorter than the top of the bowl, but higher than the saltwater.*
- Put plastic wrap over the top of the bowl. You may need to use tape to make sure the seal is tight.*
- The last step is to put something heavy right in the center of the plastic wrap, over the empty glass. That will weigh the plastic down and help you collect the water. Now you've made a solar still. It's called a still because it distils, or purifies, water.*
- Leave your still outside in the sun. Leave it alone for a few hours, or even a whole day. The longer you leave it out, the more water you'll collect.*
- When you're ready to check your still, take the plastic wrap off and look at the water that's collected in the cup. Do you think it's salty or fresh? Taste it, or use a saltwater tester to find out.*

Explain to students that rays from the sun heat up the salty water in the bowl. When the water gets warm, it evaporates and becomes a gas. When the gas rises and hits the plastic wrap, it turns back into water droplets. Eventually, gravity makes the water droplets roll down the plastic wrap towards the rock. Then the water droplets slide off the plastic wrap into the glass. The salt doesn't evaporate, so it gets left behind in the bowl. Water evaporates in the same way from lakes, rivers, and oceans. The water heats up, turns into a gas, and then condenses to fall back down as rain.

Hold a class discussion on the importance of access to clean water. Be sure to inform students that not all children and youth around the world have access to clean water, even though it is their right.

Reference: Solar Still (<http://pbskids.org/zoom/activities/sci/solarstill.html>)

Pesky Pesticides

Summary:

Students will develop an informative pamphlet on the negative effects of some pesticides and how these may affect children's rights. The pamphlet will also provide healthy alternatives to care for a lawn or garden.

Students will be able to...

- describe the possible negative affects of dangerous pesticides on health and rights
- describe sustainable methods
- work in groups effectively

Preparation

Students will require access to the internet and a printer.

Method

Explain to students that there are many things used in our environments that may affect our health. Some pesticides may be harmful to a person's health. Research has shown that children are more susceptible to health risks when exposed to certain pesticides. In groups, students will research and develop non-toxic methods to care for a lawn. They will create a pamphlet describing negative effects of particular pesticides and how these violate children's rights. Students will also provide rights consistent ways to care for lawns in their pamphlets. Pamphlets may be reproduced and distributed through the school to the community.

Natural Heat

Summary: Students will explore alternate methods of heating a greenhouse.

Students will be able to...

- realize there are various ways to produce heat
- appreciate the benefits of using sustainable ways to produce heat
- understand the importance of a healthy environment to their right to a healthy development.

Preparation Internet access is desirable for this activity.

Method Explain to students the need for heat in a greenhouse. Natural gas or fuel oil is the most common method of heating a greenhouse. In groups, students will research alternate, environmentally friendly methods of heating greenhouses (e.g., geothermal, solar, wood, thermal biomass (heat from compost or brushwood piles), and co-generation).

(Reference: <http://attra.ncat.org/attra-pub/PDF/ghrootzone.pdf>)

Each group will report the following:

1. *How does the method work?*
2. *Why it is a more environmentally friendly option (compared to gas and oil)?*
3. *What is the cost of this method?*
4. *How effective is this method (temperature of heat produced)?*
5. *Based on the heat that this method produces, is there a limit of what can be grown in the given temperature?*
6. *Can this method be easily used by hungry populations around the world?*
7. *Compared to gas and oil, is the method better for children?*

Float this Boat

Summary: Students will experiment with sizes and dimensions of “boats” and buoyancy.

Students will be able to...

- explore the nature of buoyancy
- understand the importance of efficiency in food assistance
- work in groups effectively

Preparation Students will consider materials needed prior to completing activity.
Materials: A large container to hold water (e.g., a large tote or a bucket), and counting blocks.

Method In pairs, students will design a boat that could be used for food transportation. Food assistance is important, so being as efficient as possible is essential. Students will think of materials available to them and design a boat for the efficient delivery of food assistance. Once students have the materials in class, they will begin the construction of their boat. Students must consider size, weight, buoyancy and speed in their design. A large plastic tote or a bucket could be used to test the boats and counting blocks may act as the cargo. (When testing the boat, it may be best to do this outside.)

Free Rice

Summary:

Using 'Free Rice', students will hold a weekly competition to see who can earn the most "free rice".

Students will be able to...

- plan and evaluate age-appropriate actions to support peace and sustainability
- practice recognizing chemical symbols from periodic table
- use technology effectively
- work in groups effectively

Preparation

Students will require internet access.
Use the Free Rice website: www.freerice.com

Method

Provide the students with the following background information:

Free Rice is a partner of World Food Programme. The Free Rice website provides free education to those who use the site as well as free rice to hungry people. The rice is paid for by the sponsors whose names you see on the bottom of your screen when you enter a correct answer. All money (100%) raised by the site goes to the UN World Food Programme to help feed the hungry.

Reference: <http://www.freerice.com/faq.html>

Working in teams of equal numbers, students will compete to earn the most "free rice" using the chemical (basic or full) subject. Each team member will be allotted an equal amount of time playing Free Rice. Students can print off their final page of proof of how much rice has been donated.

A "Free Rice Right to Food" picture frame could be made prior to the competition and the weekly winners could have their picture or names displayed.

EARTH AND SPACE SCIENCE

Tsunamis and Earthquakes

Summary: Students will consider relationships between tsunamis and earthquakes. Students will also discover technologies used in the prediction on these natural disasters and discuss the right to these technologies.

Students will be able to...

- understand the relationship between tsunamis and earthquakes
- use maps effectively
- use the internet effectively
- debate the right to protective technology
- work in groups effectively

Preparation Students will require internet access.
Photocopy a world map for each student (see appendix).

Method Explain to students natural disasters have a major impact on hunger. Earthquakes and tsunamis are two natural disasters that can cause much harm. Ask students to research how the two are related. Based on their research, students will indicate on the map where earthquakes and tsunamis are most likely to occur. Students will also research and think of technologies that could predict and warn people of one of these imminent disasters. Ask students to divide into groups and discuss the following questions:

Are there warning systems currently setup and are they being used?

Do people have the right to these technologies if they exist?

Hold a class discuss on what students concluded in their groups.

A Lesson on Soil

Summary: Students will prepare a lesson on the importance of soil in agriculture that could be used for a school involved in WFP school feeding programmes.

Students will be able to...

- convey their knowledge of soil in agriculture
- work in groups effectively
- describe how WFP School Feeding projects help children realize their rights

Preparation Students will require internet access.

Method

food

Explain to students that in many developing countries WFP has school feeding programmes. In these schools the students grow and are able to have healthy meals while also attending academic classes. Healthy meals are not the only incentive for parents to send their children to school; the students also attain an academic education as well as knowledge of agriculture. This helps to meet many of their rights which may have been neglected before.

In groups, students will prepare a mock lesson plan for the students in WFP schools on the importance of a soil in agriculture. The lesson plan will provide the students guidance on how to enrich the soil so that plants will continue to grow. Students should also include relevant children's rights articles in their lesson plan in order to inform the students in WFP school feeding programmes of their rights as children.

Renewable Water

Summary: Students will discuss water resources and water access in different areas in the world.

Students will be able to...

- appreciate the delicacy of natural resources
- describe safe drinking water as a right
- work in groups effectively

Preparation Students will require internet access
Students will use these websites:
<http://www.fao.org/nr/water/art/2008/flash/aquastatmaps/gallery1.html>
<http://www.worldwater.org/drinkwat.gif>
<http://www.theglobaleducationproject.org/earth/human-conditions.php>

Method In groups, students will compare the total renewable water resources per person with the percent of the population without access to safe drinking water for the list below. Students will discuss the right to water and explore why people may not have access to safe drinking water. Each group will choose 3 of the following countries to report on.

North America and the Caribbean
Central America
South America
West Africa
North Africa
Central Africa
South Africa
East Africa
Eastern Europe and Baltic States
Commonwealth of Independent States
Near East
South Asia
East Asia
Southeast Asia and Oceania

Ryan's Well

Summary:

Students will explore and discuss the positive impact Ryan Hreljac had on people in developing countries and how they can promote such humanitarianism.

Students will be able to...

- realize the major positive impact one person can have on others, no matter what their age
- relate Ryan's Well foundation to children's rights
- work in groups effectively

Preparation

Students will require internet access.
Students will use the Ryan's Well Foundation Website:
<http://www.ryanswell.ca/>

Method

Students will visit and explore the Ryan's Well Foundation website. They will take note of how the project started and the progress it has made. Students will also take note of how the wells are made and the difference it makes in the community members' lives. They will then divide into groups and discuss how attaining access to safe drinking water is consistent with their rights. They will then create a plan of action to either promote Ryan's Well Foundation or develop their own ideas to help people gain access to safe water. Students may wish to visit WFP's "How to Help" webpage to learn more: <http://www.wfp.org/how-to-help>

Space Technology

Summary:

Students will research technologies used in space that could be used on Earth. Students will then debate the right to these technologies.

Students will be able to...

- discover the use of technology in science
- debate the right to technology
- work in groups effectively

Preparation

Internet access is desirable.

Method

In groups, students will research technologies used in space exploration that can be or are being used to improve agriculture here on Earth. Provide the students with the following example.

NASA has developed a new technology called ZeoPro. ZeoPro was developed in order for NASA to grow plants in space. It is described as a “super-soil” containing all of the nutrients plants need. Plants growing in ZeoPro only need water. This “super-soil” can be used for several growth seasons. ZeoPro is claimed to produce stronger plants. This technology is currently being used on golf course and other sports fields.

(Reference: “Space-age Agriculture Comes Down to Earth”
http://www.nasa.gov/missions/science/f_fertilizer.html)

This technology may be useful in areas where agriculture is difficult and populations are undernourished.

In a class discussion, students will discuss and debate the right to agricultural technologies, making the reference to the technology they have researched.

A Farm for Sheylan

Summary: Students will design and plan a farm in Sheylan.

Students will be able to...

- work in groups effectively
- use knowledge gained to create a plan
- appreciate the importance of planning

Preparation None

Method

As a class and using their knowledge from class, students will develop plans to create a farm in a community in Sheylan. Sheylan is a fictional island in the Indian Ocean in the *Food Force* game. Sheylan has suffered a long drought, leading to the erosion of nutrient rich soil. The temperature ranges between 19-30°C. The island normally has a dry season between May and December. The Sheylanese have difficulty farming their land because they lack the technology, such as irrigation and fertilizers.

Students will decide the important aspects of a farm, including type of farm (growing plants or raising animals), fertilizers and pesticides to be used, irrigation, heating and power technology to be used, budget, target market, possible effects on community, and so on. Students will try to create the most effective farm with the least negative impact on the environment and the community. Students should work in groups and each group should focus on one aspect of the farm.

Taking Action: Community Gardens

Summary: Students will develop a plan to create a garden in their community.

Students will be able to...

- working effectively in groups
- use knowledge gained throughout the school year
- improve others' access to their rights to nutritious food and a healthy development

Preparation This is an ongoing project.

Method As a class, students will plan a community garden. It is important for students to realize that poverty and hunger are not felt only by those in developing countries. Many people in urban settings struggle with their budget, including budgeting for healthy food. Students will take action in their own community or school by initiating or continuing a community garden that helps others attain their rights. Students must plan fundraising, volunteer coordinating, donations, budgets and advertising as well as what will be grown and how crops will be distributed.

Social Studies: Grades 4-6

Time Capsule

Summary:

Note: This project should start at the beginning of the school year or term. Students will research a developing country and record specified facts about it. These reports will be put into a time capsule to be opened at a later date.

Students will be able to...

- expand their world view by exploring the food situation of another country
- value the humanitarian work being done all over the world
- value Canadian humanitarian identity
- understand the positive impact humanitarian work can have on children and youth around the world, specifically on their rights
- work in groups effectively
- use technology effectively
- use maps effectively

Preparation

Students will require internet access.

Students may wish to use the following websites:

<http://www.wfp.org/english/>

http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html

<http://www.acdi-cida.gc.ca/index.htm>

Method

Students will create a hunger time capsule. Groups of student will choose a developing country from WFP's Interactive Hunger Map. *Each group will report the percentage of hunger, the current activities of WFP and/or CIDA in the chosen country. They will also write their feelings about and hopes for this country. Students will also make note of any occurrences that are preventing and/or promoting children's rights in this country. Students will put their reports in a time capsule which will remain closed until the end of the school year. Throughout the year students can keep track of progress made in their chosen country. At the end of the year, they can retrieve the time capsule and assess progress.

*http://www.wfp.org/country_brief/hunger_map/map/hungermap_popup/map_popup.html).

Eating from the Globe

Summary: Students will discover the origins of their food, then plot these locations on a map, and make a connection between this point and the location of the school while discussing how interdependence helps meet their right to food and a healthy development.

Students will be able to...

- explore interdependence by describing how communities, provinces, and countries depend on one another to meet each other's needs and rights
- appreciate the importance of global citizenship
- work in groups effectively
- use technology effectively
- use maps effectively

Preparation Students will require internet access.
Materials: Thick string or yarn (different colours if possible); tape; and a large world map. Place the map in an easy to see and reach place for the students. Cut string/yarn into pieces of about 20cm; 1 per student.

Method In a class or group discussion, students make a list of their favourite foods. With the teacher's guidance, they discuss foods that may or may not be produced locally. Students then make a list of foods they eat that are not produced locally. Students should notice that many foods are not produced locally. In pairs or small groups, they will use the internet to research where some foods from this list may come from. On the map, the students should find the locations of where the food was produced. Each group or pair will place strings on the class map to represent the food they researched. One end of the string will indicate the food origin and the other end of the string will represent the food destination (the school's location). Using different colour string can help the children distinguish one food representation from another.

You may also hold a class discussion on the importance of food importation to enable meeting rights to nutrition, and have the students make a list of things that are produced in your (community/ province/ country) that other (communities/ provinces/ countries) may want or need but do not, or cannot, produce themselves.

I'll Trade You This for That

Summary: In groups, students will trade food cards to make a healthy diet.

Students will be able to...

- explore interdependence by describing how communities, provinces, and countries depend on one another to meet each other's needs and rights (i.e., import and export)
- appreciate the importance of global citizenship (i.e., helping others attain their needs and rights)
- work in groups effectively
- relate children's rights to food

Preparation Photocopy and cut enough trading cards for students to play this game (next pages).
Photocopy Canada's Food Guide for each group (see appendix).
*Note: Trading Cards can be copied more than once for students to use.

Method Divide students into small groups. Give each group specific food cards. Distribute them so that each group is lacking one or more major food group and each group will need to obtain something another group has. Ask students to trade with other groups in order to make a healthy meal plan that includes all food groups from the Food Guide. Ensure the students are willing to trade; explain that resources need to be shared so that everyone is able to meet their nutritional needs and attain their rights. Some important points to make are:

- Children's Rights Articles 24 and 27: You have the right to nutritious food to help you stay well. Trading with other countries helps provide access to healthy food and a well balanced diet.
- Children's Rights Article 3: All adults should do what is best for you. Importing and exporting foods can help keep you healthy and that's, of course, in your best interest.
- There are places in the world that cannot access the foods they need and want. It is hard for them to produce enough food to export and also have difficulty importing foods.

Canada Barley	Canada Wheat	India Wheat
Indonesia Rice	Iran Barley	Iran Rice
Iran Wheat	Japan Wheat	Japan Rice
Kazakhstan Barley	Kazakhstan Wheat	Madagascar Rice
Poland Mixed Grain	United States Sorghum	United States Wheat

Argentina Cattle	Argentina Hen Eggs	Brazil Cattle
Brazil Chicken	China Hen- Eggs	Greenland Chicken
Greenland Pig-meat	Mexico Cattle	Mexico Chicken
Mexico Pig-meat	South Africa Cattle	South Africa Sheep
China Sheep Milk	Colombia Cow Milk	Finland Cow Milk

India Buffalo Milk	India Goat Milk	New Zealand Cow Milk
Norway Goat Milk	Russian Federation Cow Milk	Saudi Arabia Camel Milk
Sudan Goat Milk	Sudan Sheep Milk	Sweden Cow Milk
Chile Apples	Chile Grapes	Chile Kiwi
Chile Potatoes	Chile Tomatoes	Ecuador Bananas

Ecuador Oranges	Ecuador Potatoes	Ecuador Tomatoes
Egypt Apples	Egypt Dates	Egypt Grapes
Egypt Oranges	Egypt Potatoes	Egypt Tomatoes
France Maize	France Peas	Gabon Bananas
Gabon Plantains	Gabon Yams	Iraq Apples

Iraq Grapes	Iraq Lettuce	Iraq Olives
Iraq Tomatoes	Italy Grapes	Italy Lettuce
Italy Olives	Italy Tomatoes	Nepal Potatoes
Philippines Coconuts	Poland Blueberries	Russian Federation Carrots
Oman Watermelons	Oman Mangoes	UAE Cucumber

My Food Hero

Summary: Students will create a poster describing their “Food Hero.”

Students will be able to...

- use technology effectively
- value their Canadian identity
- understand the positive impact humanitarian work can have on children and youth around the world, specifically on their rights

Preparation Students will require internet access. Students may wish to use the following websites to find a food hero:
www.wfp.org
www.fao.org
<http://www.acdi-cida.gc.ca/>
Materials: Bristol board

Method Explain to the students that many Canadians make a difference in fighting world hunger. Using the internet, students will research a “food hero” from their culture/community/ province/ country. A “food hero” may be described as an individual who helps fight hunger. Individuals can contribute in many ways such as fundraising, or aiding with sustainable development, or working for CIDA or WFP. Students will decide on an individual who they feel is a food hero and create a poster about this individual. The student will report the name, home town and contributions of this individual and explain why he or she is a food hero using children’s rights in their explanation.

Provide the students with this example from the *Food Force* game:

Joe Zaki - Joe was born in Sheylan. He is 22 and enjoys science. Joe is a nutritionist and works for WFP where he shares his knowledge of nutrition and oversees the production of energy pacs. Joe fights hunger in Sheylan by ensuring the food the Sheylanese eat provides them the nutrition they need. He helps provide the children in Sheylan with their right to nutritious food and a healthy development. Joe also helps children attain their rights by ensuring they don’t go to school hungry. Children have the right to an education and it is hard for students to learn when they are hungry. This is why Joe Zaki is a food hero. He makes me proud to be Sheylanese.

The Things I Naturally Value

Summary: Students will draw pictures of themselves and natural resources and place them appropriately on a map. A discussion of the importance of natural resources follows this activity.

Students will be able to...

- develop their understanding of what a natural resource is
- use maps effectively (i.e., locate natural resources and find their location on a map)
- understand the importance of natural resources as they pertain to their rights (e.g., right to clean water and healthy food)

Preparation Photocopy a world map or a map of Canada for each group (see appendix).
Materials: Thick string or yarn (coloured) and tape

Method Hold a class discussion on what natural resources are. In groups, students will draw or make representations of natural resources and themselves. They will attach the representations of themselves to the map in the location of the school. Groups will then make a web of connections between the natural resources locations and the school's location on a map. As a class, discuss things that could negatively affect each natural resource (e.g., pollution in a lake) and students will remove its representation from the web. Discuss what other natural resources are affected by the loss of that natural resources and realize all of the things that will be affected (e.g., people and animals who drink from the lake). An important point to make is that every child has the right to clean water and healthy food. As shown with the removal of connections, disruptions in the environment can infringe on these rights.

The students may be encouraged to think of ways that they can help reduce interference with natural resources (e.g., reduce, reuse and recycle).

Wasting our Waste

Summary: Students will create a plan to reduce their classroom's waste.

Students will be able to...

- describe the importance of environmental sustainability
- make choices that support sustainable development
- relate environmental sustainability to children's rights
- plan and evaluate age-appropriate actions to support peace and sustainability

Preparation None

Method

Hold a class discussion on what sustainability is. Discuss things that could negatively affect sustainability and how each might affect children's access to clean water and healthy food. Students will create a plan to reduce waste in the classroom. Some important questions to ask are: *how much waste does your classroom produce; how can you reduce the amount of waste; how does the reduction of waste help environmental sustainability? What impact does reducing waste have on children's rights?*

Students may also think about ways they can reduce waste in their homes.

An Aboriginal Perspective

Summary: Students will discuss an Aboriginal perspective on environmental sustainability with a guest speaker.

Students will be able to...

- describe and appreciate an Aboriginal perspective on environmental sustainability
- discuss the fit between the Aboriginal perspective and children's rights
- understand, appreciate, and respect personal and cultural differences

Preparation Invite an Aboriginal community member or an individual with an in-depth understanding of an Aboriginal culture to speak to the class about traditional views on environmental sustainability

Method Discuss with the students an Aboriginal perspective on environmental sustainability.

Example: "This holistic view of the environment is based on underlying values that support sustainability. They include taking only what is needed and leaving the rest undisturbed, and providing for the well-being of the community without jeopardizing the integrity of the environment. The belief that all living creatures deserve respect has enabled Aboriginal peoples to hunt, trap and fish, while at the same time conserving wildlife populations for future generations"

Reference:

http://www.ec.gc.ca/science/sandsept02/article1_e.html

Based on this discussion, ask the students to think about questions they would like to ask the invited speaker. In addition, the students can discuss with the speaker, how the Aboriginal perspective is consistent with children's rights to food and health.

What is Best For Me

<u>Summary:</u>	Students will categorize words/ phrases / situations as either democratic or non-democratic. Students will then relate the democratic words to children's rights.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-demonstrate an understanding of the fundamental principles of democracy-describe why democracy is important in children's rights-work in groups effectively
<u>Preparation</u>	Photocopy the list of words/ phrases / situations for each student (see next page).
<u>Method</u>	Discuss with the students what democracy is. Give groups of students the following list of words/ phrases / situations and ask them to discuss and decide which fit with democratic ideals as well as children's rights. After all groups are finished, hold a class discussion of which words, phrases and situations fit with democratic ideals, as well as children's rights.

What is Best For Me List

1. Participate
2. Hunger
3. Citizen
4. Culture
5. Parliament
6. Racism
7. Vote
8. Community
9. Sharing
10. Responsibility
11. Bullying
12. Rights
13. Freedom of Speech
14. Inequality
15. Freedom of Thought
16. Freedom of Religion
17. Access to Information
18. Ignored / Excluded
19. Education
20. Choice
21. Discussion
22. Equality
23. Identity
24. Poverty
25. Peace

Learning Log

Summary: Students will recall what they have learned about hunger and children's rights each day or week and report this in their learning log.

Students will be able to... -relate children's rights to food
-express how they feel about what they have learned

Preparation None

Method For each day or week time is spent on learning about food, hunger and children's rights, students will write things they have learned in their learning log. They may write about questions they may still have, how they feel about these issues, how they feel about their rights, ideas they may have to help others, and so forth.

The students may require a bit of help at the beginning of this project, and therefore may need some starting points. The teacher can give this direction by providing certain open-ended questions and ask the students to respond to them (e.g.: *What have you learned this week about world hunger and children's rights that you did not know before? Are there any questions you have about world hunger or children's rights? Do you have any ideas that may help others attain their rights?*).

True or False

Summary:

Students will individually complete a true or false test on citizenship. This will be followed by a class discussion.

Students will be able to...

- understand their rights and responsibilities as a young Canadian citizen
- demonstrate an understanding of the fundamental principles of democracy

Preparation

Photocopy the True or False Activity Sheet (next page) for each student. (*Answer key is on page following True or False Activity Sheet.)

Method

Provide each student with the True and False activity sheet. Ask students to complete this individually. Once all of the students have completed the test, divide students into groups and ask them to discuss the answers and the reasons behind their answers. Following the group discussion hold a class discussion on why each statement is true or false referring to the UN Convention on the Rights of the Child.

True or False Activity Sheet

Circle either True or False for each of the following statements

1. As a citizen of Canada, you are not permitted to vote in a federal election until you are 18 years old.

True False

2. Politics have nothing to do with children and youth under the age of 18.

True False

3. Children and youth have no input on political issues.

True False

4. Canada agreed to the United Nations Convention on the Rights of the Child.

True False

5. There are no organizations in Canada that make sure Children's Rights are being followed.

True False

6. An important responsibility of a Canadian citizen is respecting the rights of others.

True False

7. All children and youth have the right to clean water and healthy food.

True False

8. If there are families who have difficulty providing healthy food for their children, it is the government's responsibility to help.

True False

9. There are many Canadians who help children and youth in other countries to have the same rights as Canadian children and youth.

True False

10. Canadian children and youth cannot help hungry children and youth in other countries.

True False

True or False Activity Sheet Answer key:

1. **True.** As a Canadian citizen you are *not* permitted to vote in a federal election until you are 18. But this does not mean you are not a valued citizen. Though voting is important aspect of a democratic society, there are many other ways your voice as a younger citizen of Canada can be heard.
2. **False.** All Canadian citizens are affected by Canadian politics. Politicians shape our country's laws and policies based on how Canadian citizens think and feel.
3. **False.** Children and youth under 18 cannot yet tell politicians how they think and feel through their votes so this population must make efforts to have their voice heard by politicians in other ways. For example, children and youth can contact their member of parliament to express their thoughts and feelings or they can take part in youth action groups.
4. **True.** Canada ratified the United Nations Convention on the Rights of the Child in 1991. This means that all levels Canadian government are committed to ensure Children's Rights are respected in laws and policies.
5. **False.** To find out more about the monitoring of children's rights in Canada visit: <http://www.rightsofchildren.ca/>
6. **True.** It is very important not to violate the rights of others.
7. **True.** There are several articles in the United Nations Convention on the Rights of the Child related to these rights. As a bonus question, find some of the related articles (Articles: 2-6, 17, 24, 26, 27, 42, 43-54).
8. **True.** Article 26 of the United Nations Convention on the Rights of the Child state that children and youth have the right to attain help from the government if they are poor or in need.
9. **True.** To learn more about these Canadians check out Canadian International Development Agency's website: <http://www.acdi-cida.gc.ca/index.htm>
10. **False.** Children and youth in Canada are already making a big difference for those in developing countries around the world and you can help them. There are many youth action programs you can become involved in to help others attain their rights. For more information visit: <http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-128143519-QYN>

Democracy and Food Mobile

Summary: Students will create a mobile made from words about democracy and their relationship to children's right to food and a healthy development.

Students will be able to...

- relate children's rights to food and democracy
- demonstrate an understanding of the fundamental principles of democracy
- work in groups effectively

Preparation Materials: string; cardboard or Bristol board; and a hole punch. Students may bring in other materials to be creative with their mobiles (e.g., crayons, markers or paints).

Method In groups, students will create a democracy mobile. Provide the brief definitions below and then provide them with the structure:

Top Tier = Democracy; Second Tier = Parliament, Electoral Systems, Justice and Human Rights; Information; Local Governance; Third Tier = What students think the second levels have to do with children's rights, especially their right to nutritious food and a healthy development.

Parliament = Speaks on behalf of the voters - Parliaments have a direct impact on the policies that support and promote improved livelihoods for the poor. Strong parliamentary institutions help to ensure democracy, the rule of law and human rights.

Electoral Systems and Processes = Are primary means for all citizens to participate in and influence government policy and practice.

Access to Justice and Human Rights = Understanding of rights as human being and equal treatment.

Access to Information = Citizens can make an informed choice when they vote

Local Governance and Decentralization = Ensures the government can be reached by anyone at a local level.

References:

<http://www.undp.org/governance/mdgs.htm>

http://www.undp.org/governance/docs/ParIPN_ENGLISH.pdf

http://www.undp.org/governance/docs/Elections_Pub_fastacts.pdf

Rights Train

Summary: Students will relate rights to democracy through picture representations and a “Rights Train.”

Students will be able to...

- understand why the right to participation (Article 12) is central to democracy.
- demonstrate an understanding of the fundamental principles of democracy

Preparation Materials: Small gift boxes; buttons; string or yarn; scissors; markers; and tape

Method With this activity a little preparation is required. Students can do the preparation of constructing the train in class or the teacher may wish to do it ahead of time. The buttons are the wheels of the train, the boxes are the cars, the string connects the cars and the marker is necessary to write a word pertaining to democracy on each car.

Students will draw pictures of what democracy allows them to do and how it is rights consistent. Students will then place the pictures into the appropriate train car. When finished they should write how their pictures illustrate the relevant rights. Once the Rights Train is completed, hold a class discussion on the importance of respecting rights and on participation (e.g., limitations of freedom of opinions and expressions: individuals must respect the rights of others in their expressions).

Our World Cookbook

Summary: Students will make a classroom cookbook consisting of recipes from their home as well as recipes from around the world.

Students will be able to...

- appreciate the relationship between food and culture
- understand, appreciate, and respect personal and cultural differences
- relate children's rights to food
- use technology effectively

Preparation Students will require internet access and a printer. Students may wish to use the Immigration Canada Cultural Profiles Project Website:
<http://www.cp-pc.ca/english/index.html>
Materials: 1 inch binder; three-hole punch

Method Each student will bring in a copy of their family's favourite recipe from home. On the back of the recipe, students will write why it is the family favourite, and if there are any traditions surrounding the recipe. (e.g., Chocolate cake is eaten for my birthday celebration. We put the right amount of candles on the cake and I blow them out). They will also draw a picture on the back of their recipe of themselves enjoying their right to food.

Then students will look up a favourite recipe from another culture using the Immigration Canada Website. On this site, students will also find if there are any traditions that go with the recipe they found. Students will print off the recipe and write the traditions on the back. Students will draw a child from that country enjoying their right to food on the back of this recipe. Students can discuss similarities and differences in food and traditions as time allows.

The recipes and drawings will be compiled into a binder as the Classroom Cultural Cook Book. They may also be copied and sold as a fundraiser. Students may wish to reference WFP's "How to Help" webpage in their cookbook:
<http://www.wfp.org/how-to-help>

Children United Around the World Mural

Summary: Children will create a mural representing the way children live around the world.

Students will be able to...

- expand their world view (i.e., different living situations for children around the world)
- understand the importance of knowing their rights
- use maps effectively
- use internet effectively
- work in groups effectively

Preparation Students will require internet access. Students may wish to use the Immigration Canada Cultural Profiles Project Website:
<http://www.cp-pc.ca/english/index.html>
Materials: large blank banner paper; colouring pencils, crayons, markers or paint.

Method Students will work together as a class to create a class mural which represents the globe. In groups, students will be given a country to research and will make a collage, painting, or drawing that represents how children live in that country, including their access to healthy food and clean water. They can arrange cut outs of these works of art on the mural in the shape of a circle to represent the globe and then paint rights expressions on the surrounding paper (e.g., “Children have the right to health,” “Children have the right to healthy food and clean water,” “Children have the right to an adequate standard of living,” and “Children have the right to a safe environment.”)

Introduction to the Millennium Development Goals

Summary: In small groups, students will discuss the MDGs.

Students will be able to...

- expand their world view by describing global issues
- value Canadian humanitarian identity and Canada's potential in helping to attain the MDGs
- relate the MDGs to children's rights
- work in groups effectively

Preparation Photocopy the MDGs information sheet (appendix).
Provide "Critical Thinking" questions to students.

Method Divide students into small groups. Ask them to first discuss the questions in their groups. Then hold a class discussion to see what everyone came up with. Students may be provided one or more goals per group to discuss. This activity can also be extended by having students first undertake some background research on relevant existing statistics, for example, access to education and child mortality rates.

Critical thinking:

- 1. Read over the MDGs and discuss what they mean and why they are needed*
- 2. How do the MDGs affect children's rights around the world? Do they help achieve children's rights?*
- 3. How do the MDGs affect you?*
- 4. How can you help attain the MDGs?*
- 5. What do you think Canada's role is or should be in attaining the MDGs?*

Canadians Helping Fight World Hunger

Summary: Students will research the ways in which CIDA has helped work toward attaining the MDGs, specifically with regards to hunger and display this information on a poster. There will be a class discussion on how this has helped children.

Students will be able to...

- value Canadian humanitarian identity
- relate the MDGs to children's rights
- use internet effectively
- work in groups effectively

Preparation Students will require internet access and may wish to use CIDA's website:
<http://www.acdi-cida.gc.ca/index.htm>
Photocopy the MDGs information sheet (see appendix).
Materials: Bristol board

Method In groups, students will choose a food related MDG and research ways CIDA has helped work towards attaining those goals. They will also report how attainment of their chosen goal is consistent with children's rights to nutritious food and a healthy development. Students will display their work on Bristol board and make brief presentation to the rest of the class. Students may wish to reference WFP's "How to Help" webpage link on their poster:
<http://www.wfp.org/how-to-help>

Culture Celebrations

Summary: Students will learn about different cultures through presentations and by celebrating an ethnic holiday which they research and organize.

Students will be able to...

- understand, appreciate, and respect personal and cultural differences
- realize that all children have the same basic needs, rights, and responsibilities.
- use internet effectively
- work in groups effectively

Preparation Students will need to be organized well ahead of presentation day. Internet access is desirable for this activity.

Method Hold a Culture Celebration Day. In groups, students will choose one specific ethnic holiday each to host (e.g., Chinese New Year). Each group can research their holiday and then work as a team to host that holiday for the rest of the groups in the class. Presentations could include guest speakers, movies from that culture, food, and music. This activity can also be done as a class, choosing one holiday and students in small groups assuming responsibility for presenting different aspects of the celebration (e.g., food, music, art work).

Taking Action

Summary: Students will write a letter to a politician expressing their views on a food related issue that affects children's rights.

Students will be able to...

- understand their rights and responsibilities as young Canadian citizens by involving themselves in political issues that affect youth
- become familiar with Canadian politicians
- relate children's rights to food
- work in groups effectively
- use internet effectively
- plan and evaluate age-appropriate actions to support peace and sustainability

Preparation None

Method In pairs, students will discuss issues that affect children's rights to food and healthy development. They will decide on one issue and research the best politician to hear their views. Students will write a letter to this individual and express their views and any suggestions they may have. Students may invite the politician to come and speak to the class in response.

The Rights Map of My Community

Summary Students will draw a map of their community, indicating places on the map where students can realize their rights.

Students will be able to ...

- explore interdependence by describing how communities, provinces, and countries depend on one another to meet each other's needs and rights
- create simple maps representing familiar locations
- realize that all children have the same basic needs, rights, and responsibilities
- describe ways individuals contribute to a community
- describe the importance of communities
- compare ways in which needs are met in communities
- develop their understanding of children's rights

Preparation None

Method Students will draw a Rights Map of their community. They will draw representations on the map of places that are important to children's rights in their community (e.g., home, school, playgrounds, recreation centers, doctor's office, grocery store, recycling depot, MLA office, police station, etc). Students will label "My Rights Map" at the top of their drawing. Once finished, each student will share their maps with the rest of the class. The teacher will discuss ways communities meet the needs and rights of young community members, focusing on children and youth and using examples from students' maps.

The Way Things Are...The Way Things Should Be

<u>Summary:</u>	Students will draw representations of children's rights violations with regard to the environment.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-describe their right to healthy environment (healthy development)-describe uses of the environment that are rights respecting-understand human impact on the environment
<u>Preparation</u>	None
<u>Method</u>	Students will draw a representation of "The Way Things Are" and a representation of "The Way Things Should Be" with regards to the environment. The first representation should concern their feelings about violations of children's right to a healthy development and/ or access to nutritious food. The second representation will depict a rights respecting use of the environment. This can be local or international. Students can use short captions explaining their pictures. Students will display their artwork in school hallways and/or at a local mall or store.

Social Studies: Grades 7-9

Our Motto and Mission Statement

<u>Summary:</u>	Students will develop a class motto and mission statement pertaining to children's rights to nutritious food and a healthy development.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-work in groups effectively-expand their world view by becoming familiar with global issues and initiatives-demonstrate an understanding of the fundamental principles of democracy (i.e. voting)-relate children's rights to food
<u>Preparation</u>	None
<u>Method</u>	In small groups, students will develop a classroom motto will be pertaining to fighting hunger and promoting children's rights. Each group must explain their motto to the rest of the class. The class will then vote and decide on the class motto. They can develop mottos for some of the MDGs or for things that they view as important in the fight against hunger. Students may be provided with the following examples of a motto: "Our class will fight hunger the <i>rights</i> way!" or "Rights for all! Hunger for none!"

(Reference: Oxfam Education

http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/?8)

My World

Summary: Students will find specific facts about a country based on information provided.

Students will be able to...

- use maps effectively (coordinates)
- value the humanitarian work being done all over the world (i.e., WFP's activities in developing countries)
- use technology effectively

Preparation Students will require internet access.
Photocopy "My World Activity Sheet" for each student (next page)
*The answer key follows the work sheet.
Materials: Atlas

Method Provide the "My World Activity Sheet" for each student. Each coordinate is a capital city of a country WFP provides aid to. Ask students to find specific information about the city including: Country; Major Climate Zone; Population of City; More/Less Developed; and WFP Involvement. Students will also report how WFP's involvement in these countries has helped children and youth attain their rights.

References:

<http://www.travelpost.com/IO/Madagascar/Antananarivo/Antananarivo/3119341>

http://www.wfp.org/country_brief/index_region.asp

<http://www.climate-zone.com/climate/haiti/>

<http://www.fao.org/forestry/18310/en/hti/>

<http://www.nationmaster.com/encyclopedia/Port-au-Prince,-Haiti>

<http://www.worldatlas.com/webimage/countrys/asia/tj.htm>

http://dushanbe.usembassy.gov/about_tajikistan.html

My World Activity Sheet

Antananarivo

Latitude, Longitude – 19, 47

Country-

Major Climate Zone-

Population-

More/Less Developed-

WFP Involvement-

Phnom Penh

Latitude, Longitude – 11.5, 105

Country-

Major Climate Zone-

Population-

More/Less Developed-

WFP Involvement-

Port-au-Prince

Latitude, Longitude – 18.5, 72

Country-

Major Climate Zone-

Population -

More/Less Developed-

WFP Involvement-

Dushanbe

Latitude, Longitude – 38.5, 69

Country-

Major Climate Zone-

Population -

More/Less Developed-

WFP Involvement-

My World Activity Sheet Answer Key:

Antananarivo

Country-Madagascar; Major Climate Zone- Tropic; Population-1278200; More/Less Developed-Less

WFP Involvement-Food assistance, School assistance, Food for work, and disaster response

Phnom Penh

Country-Cambodia; Major Climate Zone- Tropic; Population- 1 233 300; More/Less Developed-Less

WFP Involvement-Food assistance, and Relief and Rehabilitations

Port-au-Prince

Country- Haiti; Major Climate Zone- Tropical; Population - 846,200; More/Less Developed-Less

WFP Involvement-Food assistance, and Relief and Recovery

Dushanbe

Country- Tajikistan; Major Climate Zone- mid-latitude continental; Population - 1 200 000; More/Less Developed- Less

WFP Involvement-Food assistance, and Food for Work

Free Rice

Summary: Using Free Rice, students will hold a weekly competition to see who can earn the most “free rice”.

Students will be able to...

- plan and evaluate age-appropriate actions to support peace and sustainability
- become familiar with countries and their corresponding capital cities
- work in groups effectively
- use technology effectively

Preparation Students will require internet access.
Use the Free Rice website: www.freerice.com

Method Provide the students with the following background information:

Free Rice is a partner of World Food Programme. The Free Rice website provides free education to those who use the site as well as free rice to hungry people. The rice is paid for by the sponsors whose names you see on the bottom of your screen when you enter a correct answer. All money (100%) raised by the site goes to the UN World Food Programme to help feed the hungry.

Reference: <http://www.freerice.com/faq.html>

Working in teams of equal numbers, students will compete to earn the most “free rice” using the world capital subject. Each team member will be allotted an equal amount of time playing Free Rice. Students can print off their final page of proof of how much rice has been donated.

A “Free Rice Right to Food” picture frame could be made prior to the competition and the weekly winners could have their picture or names displayed.

Rights in Conflict Scenarios

Summary: Students will read and discuss scenarios and learn about the positive and negative affects of the rising popularity of agricultural bio-fuel use.

Students will be able to...

- develop critical thinking skills
- work in groups effectively
- expand their world view by becoming familiar with global issues and initiatives (i.e., agricultural bio-fuel use as it relates to children's rights)
- describe the importance of environmental sustainability

Preparation Photocopy the scenarios sheet for each group (next page).

Method Students will divide into small groups, discuss the scenarios and answer the discussion questions at the bottom of the page. Once groups have completed the questions in their groups, each group will contribute their answers to a class discussion

References:

<http://www.theglobeandmail.com/servlet/story/RTGAM.20071106.wcars06/BNStory/>

<http://www.fao.org/Newsroom/en/news/2008/1000830/index.html>

<ftp://ftp.fao.org/docrep/fao/005/y4252e/y4252e10.pdf>

Scenarios

Eshe Zuri is a single mother of five children ranging in age from 2 ½ to 13 years old. She owns a plot of land a short walk away from a small river. The family grows corn and cassava on this land which is used for their own sustenance. Any crops the Zuri family can spare are sold so that they may buy milk. Recently, Eshe's access to the river water has been denied by owners of the land between her plot and the river. Eshe asked the owners of this land why she cannot have access to the water. They explained to her that they are growing crops for bio-fuel and need most of the river's water to support their crops. Eshe's crops soon failed without water and she was not able to feed her children.

Ekundayo Dayo has a wife and eight children. He owns a large plot of land but the land is not fertile and it is very difficult to grow crops for food. His family is often hungry but he cannot afford to buy food. A bio-fuel production company had recently offered to pay Ekundayo for the use of his land and his farming skills if he grew crops for bio-fuel. The company provided the farming supplies and technology needed to produce a healthy crop. Ekundayo can now afford to feed his family.

Emily Johnson is 14 years old and lives in Toronto, Ontario. She suffers from asthma and has severe asthma attacks if she is outside on hot days in Toronto when the pollution is a visible brown layer in the sky. Emily had read an article in the newspaper stating that "a 30-per-cent reduction in traffic in the city was possible and would save nearly 200 lives and \$900-million in health costs". After watching commercial ads for "eco-friendly" bio-fuels, Emily feels that if more people use bio-fuels in their cars pollution could be reduced and she wouldn't have to worry as much about asthma attacks.

Esperanza Crescencia is 15 years old and lives in Colombia. Esperanza and her siblings had been separated from their parents due to an internal conflict in the country. She is the oldest of three siblings, so she takes care of them. Esperanza found a job that pays her enough to buy food and to send her siblings to school. Over the past several weeks, much of the farm land used for food crops has been converted into land to grow crops for bio-fuels. This caused there to be less food available from local farmers and what food is available to buy, Esperanza cannot afford.

Discussion Questions

1. Which children's rights do you think are being violated in these scenarios?
2. How could bio-fuel production best provide for rights to each of these four individuals and their families?
3. Do you think the production or use of bio-fuels in these scenarios is justified?

Healthy Environment – Healthy Me

Summary: Students will create posters of the pros and cons of energy sources.

Students will be able to...

- explore the possible energy sources available
- describe the importance of environmental sustainability by relating use of energy sources to sustainable development and health as well as to children's rights
- make choices that support sustainable development
- work in groups effectively
- consider human impact on the environment and sustainability

Preparation Materials: Bristol board
Internet access is desirable for this activity.

Method Divide students into groups. Assign each group a source of energy (Solar, wind, geothermal, nuclear, bio-fuel, natural gas, coal, etc). Students will research pros and cons of each (e.g., impact on environment, impact on human health, cost, sustainability, and possible dangers). Students will discuss the effects that their assigned energy source has on children's rights, making references to specific children's rights articles. Students will display what they have found on Bristol board.

United Nations Webcast and Radio

Summary: Students will listen to a UN webcast.

Students will be able to...

- work in groups effectively
- expand their world view by becoming familiar with global issues and initiatives
- use technology effectively

Preparation Students will require internet access and use the following websites: <http://www.un.org/webcast/index.asp#>
<http://www.unmultimedia.org/radio/english/>

Method In groups students will choose a webcast file to watch or radio file to listen to. Students will discuss in groups what they think and feel about the file. Students should consider the rights of children in their discussion.

Note: <http://www.unmultimedia.org/tv/unifeed/detail/10293.html> is a relevant file that students may wish to hear but the script is needed as the sounds bites are in several languages.

Food Security

Summary: Students will discuss influences on food security and create a flow chart displaying their ideas.

Students will be able to...

- expand their world view by becoming familiar with global issues and initiatives (i.e., food security means)
- value the humanitarian work being done all over the world
- learn how food security affects children's rights

Preparation None

Method In small groups students will discuss food security. What does it mean to be food secure? What affects food security; consider availability, accessibility and use of food. How do Canadians help others improve the food security (e.g., CIDA)? What are other organizations that affect food security (e.g., WFP, and FAO)?

Students will then create a flow chart based on their discussions to represent what they think a food secure country would look like, and second flow chart that represents what a food insecure country would look like. The chart should start with things that affect the availability, accessibility and use of food. These influences lead to either food security or food insecurity. Food security or food insecurity should lead to respect for or violations of children's rights.

Public Hearing

Summary: Students will debate the use of pesticides based on the UN Convention on the Rights of the Child in a mock public hearing.

Students will be able to... -consider human impact on the environment and sustainability
-understand the right to a healthy environment

Preparation None

Method In groups students will hold a mock public hearing on the use of pesticides in their community. Students will represent themselves as youth in their community, expressing their research and feelings on the use of pesticides in their community. Their central arguments should be based on the UN Convention on the Rights of the Child (refer to article 24 of the UNCRC). Visual aids should be used in their presentation, such as charts. The teacher can moderate the hearing.

Taking Action: Breaking the Cycle

Summary: Students will create information posters concerning the importance of the youth vote.

Students will be able to...

- demonstrate an understanding of the fundamental principles of democracy
- work in groups effectively
- develop their understanding of children's rights

Preparation Photocopy the cycle (next page) or project it for students.
Materials: Poster sized paper

Method Explain the cycle to the class.

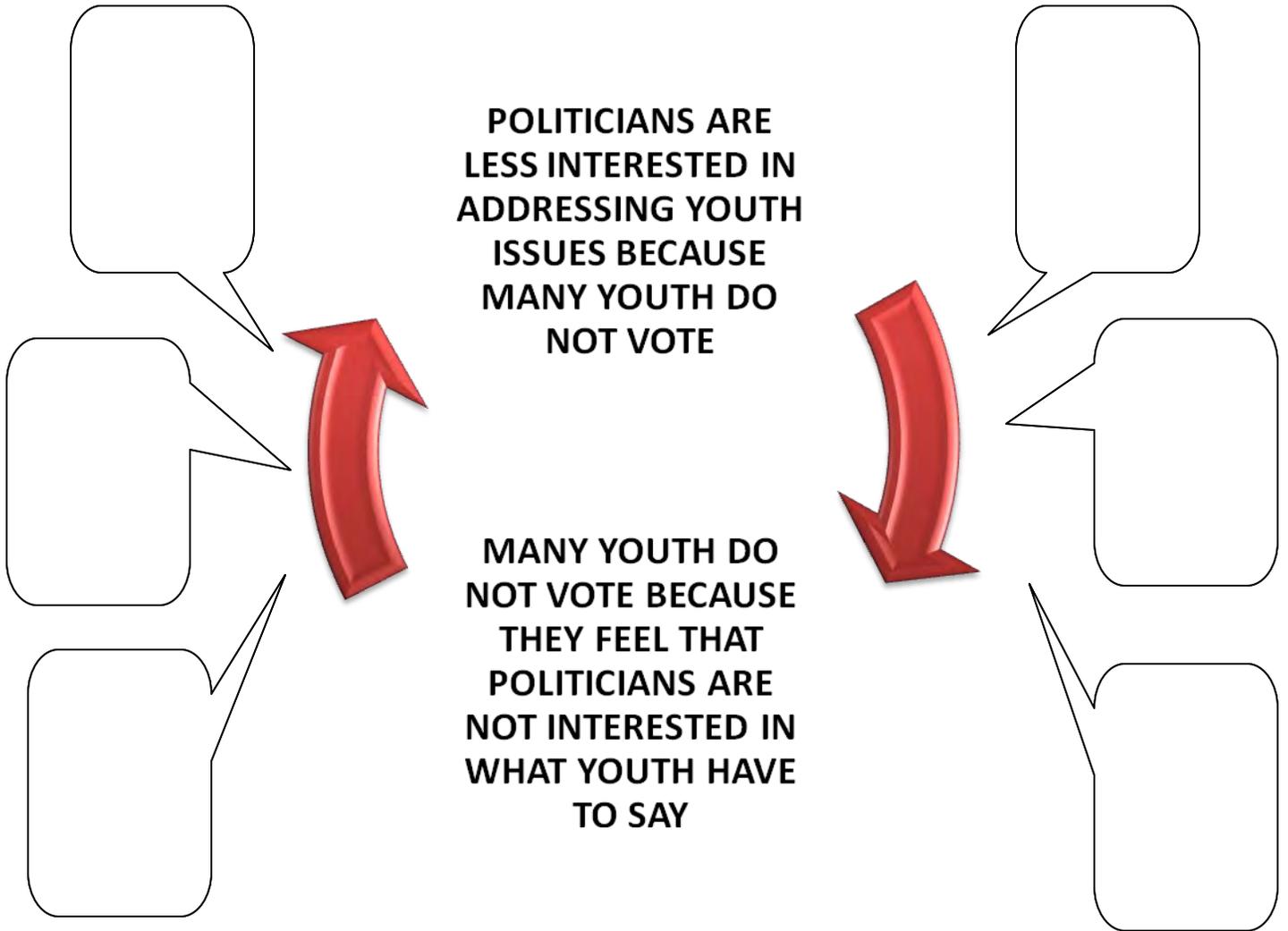
When politicians know in advance that most young people don't vote they may be less interested in making the effort to be responsive to issues that matter to younger Canadians. Some say that young people don't vote because politicians don't care about youth issues or don't talk to young people in their own language. But by not voting, young Canadians may be sending a message to politicians that young electors don't want to hear from them.

Reference: Elections Canada, "Why Should I Vote?"
http://www.elections.ca/content_youth.asp?section=yth&dir=bas/why&document=index&lang=e

In small groups, students can discuss how they think the cycle can be broken. Each student will create a copy of the cycle on their poster paper. Students will write in the blank areas information they feel would help young people understand the importance of voting, and help politicians understand the importance of including young Canadians in their campaigns. They will also write suggestions of how both sides can break the cycle.

**POLITICIANS ARE
LESS INTERESTED IN
ADDRESSING YOUTH
ISSUES BECAUSE
MANY YOUTH DO
NOT VOTE**

**MANY YOUTH DO
NOT VOTE BECAUSE
THEY FEEL THAT
POLITICIANS ARE
NOT INTERESTED IN
WHAT YOUTH HAVE
TO SAY**



A Lesson in Democracy

Summary: Students will create a lesson plan about democracy.

Students will be able to...

- work in groups effectively
- describe why democracy is important in children's rights
- demonstrate an understanding of the fundamental principles of democracy

Preparation None

Method In groups, students will create a mock lesson plan about democracy for youth and children in other countries, or for younger children in the school. Students will explain what democracy is, why it is important to the entire country, why it is important for the rights of children and youth (e.g., article 12: children's right to freedom of opinion and expression). Students should be creative and try to create a lesson plan that centers on active participation.

Conscience Company

Summary: Students will discuss ways that large companies can work together with community members in a way that is sustainable.

Students will be able to...

- appreciate the importance of global citizenship
- plan and evaluate age-appropriate actions to support peace and sustainability
- work in groups effectively

Preparation None

Method Ask students to role play the following (It might be helpful to project or write the scenario on the board.):

You are an emerging bio-fuel production company. Investors seek companies that are aware of their ecological foot print. The company has always considered the environment first and so investments in their company have risen in the past several years. The company had just bought a large plot of land in Tanzania, Africa. In the past this plot of land was unsuccessfully used to grow crops for animal feed by poor farmers in the region. With some use of agricultural technology (e.g., irrigation, fertilization and safe pesticide use), the plot of land has great potential. Being an ethical company, what are some ways this endeavour could improve the lives of the poor farmers and their families?

As a class, students will decide four important aspects of being an ethical company in Tanzania (e.g., providing jobs to community members, providing training to community members, allowing partial amount of crop to go toward crops for animal feed for the community, and so forth). The “Jigsaw Puzzle” method may work well for this activity. With this method, all students are assigned a number from 1-4. All of the students assigned 1 will discuss one of the chosen aspects, all of the students assigned 2 will discuss the second aspect, and so on. Once the discussions are complete, students will form groups consisting of at least one student assigned 1, at least one student assigned 2 and so on. Once in groups, students will develop their ethical company plan and consider how this plan could improve children’s access to their rights.

Guest Speaker

Summary: Students will invite a guest speaker their school to speak about their experiences as a humanitarian worker in another country.

Students will be able to...

- value Canadian humanitarian identity
- plan and evaluate age-appropriate actions to support peace and sustainability
- understand, appreciate, and respect personal and cultural differences

Preparation Invite a youth speaker from the Youth Speakers Program to give a presentation at your school. Contact information is provided at this website:

<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/JUD-128143618-QZA>

Method Students will invite a Youth Speaker to the classroom or school. Once a speaker is confirmed, students will prepare specific questions to ask their guest.

Quality of Life

<u>Summary:</u>	Students will discuss the meaning of “quality of life.”
<u>Students will be able to...</u>	-appreciate quality of life in different contexts -plan and evaluate age-appropriate actions to support peace and sustainability
<u>Preparation</u>	Students will require internet access. Students will use CIDA’s <i>A Developing World Map</i> at this website: http://www.canadiangeographic.ca/worldmap/cida/CIDAWorldMap.aspx?Language=EN&Resolution=1024x768
<u>Method</u>	<p>In small groups, and using CIDA’s map, students will discuss the quality of life in 4 different developing countries. Students will discuss the following questions.</p> <p><i>What is quality of life?</i> <i>How is it measured?</i> <i>Do you think different cultures measure quality of life differently?</i> <i>What are some things in your society that ensure you have a good quality of life?</i> <i>What are some things that could improve quality of life in the 4 countries you looked at?</i></p> <p>In their groups, students should then develop a plan of action to improve the quality of life of a child in one of the 4 countries discussed.</p>

My Government in the Media

Summary: Using different forms of media, students will discover views and issues of different Canadian government parties and how these views and issues may affect children's rights. Teachers may wish to allow time for this activity to take place over a few weeks.

Students will be able to...

- demonstrate an understanding of the fundamental principles of democracy
- understand their rights and responsibilities as a young Canadian citizen
- become familiar with Canadian politicians (government)

Preparation Materials: Bristol board; glue

Method On a weekly basis, students will bring to the classroom newspaper clippings, magazine clippings, written summaries of TV or radio interviews, speeches (verbatim copies can be found online), and so forth, all of which are related to Canadian political issues that students feel affect children's rights. These should include rights for refugee and Aboriginal children as well as Canada's international obligations under the Convention on the Rights of the Child. Students will separate these collections into the political parties and glue them onto Bristol board labelled accordingly.

Sweat Shop Fashion Show

<u>Summary:</u>	Students will organize and participate in a "sweatshop fashion show" to create awareness about the conditions for children who work in sweatshops.
<u>Students will be able to...</u>	<ul style="list-style-type: none">-recognize the importance of consumer choices-identify companies who employ children as labourers-appreciate the conditions in which children work-understand inappropriate or exploitive child labour as a violation of children's rights
<u>Preparation</u>	<p>Organization may take several classes to complete. If class time is limited, organization may be given as an ongoing homework assignment.</p> <p>Students may wish to use the following website: http://www.youthxchange.net/main/departmentstore.asp</p>
<u>Method</u>	<p>Prior to starting this project, explain to students that inappropriate or exploitive child labour violate children's rights in many ways. Children may be exposed to dangerous machines, chemicals or tools. Children may be abused, both physically and verbally. These children may be denied their right to health, food and education as well as many other rights. Not all children who work are exploited or work in inappropriate conditions. Some working children are able to earn money to pay for an education for themselves and their siblings and contribute their family's income to buy food and other basic necessities.</p> <p>Students should create a fashion show of clothes produced by third world countries where the employees are treated and paid fair and none of the employees are child labourers. Students organize and participate in a sweatshop fashion show to inform an audience about exploitive child labour. Students may choose from a variety of tasks including researching working conditions in a variety of clothing companies that employ child labourers, writing the script, selecting the music and deciding what the models will wear. Students should decide what clothing companies will be highlighted in the fashion show and select clothing from their everyday wardrobes. The "sweatshop fashion show" should take place in the school gymnasium with an audience, consisting of students, teachers and the general public. Models should be</p>

introduced on the stage to the sounds of popular music. The models should walk across the stage displaying their attire to the audience, then pause while the MC describes what they are wearing, focusing on the brand name, and describes the conditions under which the garment was made. The MC should also explain how poor working conditions violate children's rights under the Convention on the Rights of the Child.

Darfur is Dying

Summary:

Students will play and discuss *Darfur is Dying*.

Students will be able to...

- expand their world view by becoming familiar with global issues and initiatives (gain insight into the conditions of children in Darfur)
- realize the prevalence of children's rights violations

Preparation

Students will require access to the internet. The website <http://www.darfurisdying.com/> provides a computer game based on the internal conflict in Sudan. The site also provides background information on the conflict as well as links to updates.

Method

Ask students to play the *Darfur is Dying* game. Ensure they read all of the instructions and information given as they play, as they will be discussing it at a later point. Once students have finished the game (or at least have an understanding of the situation as presented by the game), divide students into small groups and ask them to discuss the following questions:

1. *What is the general situation in Darfur as shown by the game?*
2. *Has the conflict had an impact on access to food and water? If so, how?*
3. *The conflict in Sudan has violated the rights of many people. Discuss how children's rights have been violated.*

Mock United Nations Conference on Malnourished Children

Summary: Students will research developing countries and learn about the impact of hunger and food instability on the children through a mock UN Conference on Malnourished Children. Please note: this activity may take several classes to complete.

Students will be able to... -appreciate the complexity of international decision making
-understand how children's rights are violated by hunger

Preparation Students will require internet access.
Organize chairs/desks in a semi-circle at the front of the room where participants will be seated. To replicate UN procedures, students should sit in alphabetical order based on the name of the country that they represent. Students will require resources for research such as atlases and internet access. If time and computer access is limited, research may be completed prior to class. Students will also require materials to create small flags (construction paper, markers, scissors, tape and popsicle sticks or straws for flag stands) to represent their country.

Method Students will divide into small groups (4-5 students per group). Each group should first decide which country with high hunger rates they will represent in the conference. A representative from each group should be selected to speak on behalf of their country. The class must also decide who shall be the Secretary-General, whose task is to run and mediate the conference. Groups should work together to prepare country presentations as follows:

1. Brief Report on State of Country

One to two page reports summarizing the state of the country should be prepared. Each group also should make a flag to represent their country. Students sit with their country's flag displayed on the desk in front of them. A representative from each country/group presents his or her report to the class. It is suggested that each presentation be no more than 5 minutes. The Secretary-General may time each speaker. The Secretary-General should research the role s/he plays in the UN, and give a short speech to explain that role at the opening of the assembly. Some time should be given for questions to be asked by representatives, with the Secretary-General mediating. End with the Secretary-General assigning each group one of the following issues to report on: food

stability, food prices, physical health, education, training, and gender inequality. The Secretary-General can help the groups as needed.

2. Reports on Malnourished Children

Each group is asked to create a report summarizing their issue with emphasis on Children's Rights violations. Students will present their reports at a second meeting of the General Assembly. As before, presentations should be limited with time also allotted for questions and discussion.

3. Action Plan

A third meeting of the General Assembly (class) should be held to develop an action plan with recommendations on how to better protect the rights of children in conflict situations. The Secretary-General should record the recommendations.

4. Thinking globally and acting locally

Based on what they have learned students may take action to increase awareness of the impact of hunger on children. Students may organize art displays in the school, displays of their reports, write letters to local newspapers or politicians, or become involved with groups such as WFP or CIDA.

Students may wish to reference WFP's "How to Help" webpage link in their report: <http://www.wfp.org/how-to-help>

Conscience Magazine

Summary: Students will plan and create a magazine consisting of advertisements for ethical consumer choices and for organizations that fight hunger.

Students will be able to...

- recognize the importance of consumer choices
- expand their world view by becoming familiar with global issues and initiatives
- identify companies who employ children as labourers
- identify companies and organizations that provide opportunity for those in poverty
- appreciate the conditions in which children work
- understand inappropriate or exploitive child labour as a violation of children's rights

Preparation This activity may take more than one class.
Internet access is desirable for this activity.

Method Prior to starting this project, explain to students that inappropriate or exploitive child labour violates children's rights in many ways. Children may be exposed to dangerous machines, chemicals or tools. Children may be abused, both physically and verbally. These children may be denied their right to health, food and education as well as many other rights. Not all children who work are exploited or work in inappropriate conditions. Some working children are able to earn money to pay for an education for themselves and their siblings and contribute to their family's income to buy food and other basic necessities. Explain to the students that there are people in a position where they cannot provide for themselves or their families. This leads to hunger which is often the leverage used by others to exploit children. There are ways Canadians can help. Making ethical consumer choices and buying from companies that do not exploit people, especially children, can make a difference.

Students will divide into small groups. Each group will be assigned one aspect of the magazine (Fashion, Accessories, Informative Advertisements, Charity Advertisements, Action Group Advertisements). In their groups students will research and create an advertisement for their assigned aspect of the magazine. Ensure students relate their advertisements to children's rights. Students will then compile their advertisements into one magazine.

Students may wish to reference WFP's "How to Help" webpage link in their magazine: <http://www.wfp.org/how-to-help>

The Millennium Development Goals

Summary: Students will create posters about the MDGs.

Students will be able to... -expand their world view by becoming familiar with global issues and initiatives
-relate the MDGs to children's rights

Preparation Photocopy the MDGs sheet (see appendix)
Materials: 8 pieces of Bristol board; glue or tape

Method Over a week students will bring a news articles (these can be from the internet) that have to do with progress made or lost on the MDGs. Students will divide these articles into the 8 goals and create 8 posters, one for each goal. On each poster students will write relevant children's rights articles.

Re-write the Millennium Development Goals

<u>Summary:</u>	Students will re-write the MDGs from a children's rights perspective.
<u>Students will be able to...</u>	-expand their world view by becoming familiar with global issues and initiatives -relate the MGDs to children's rights
<u>Preparation</u>	"The Millennium Development Goals" activity should be completed prior to this activity as it serves as a good introduction to the MDGs. Photocopy the MDGs sheet (see appendix).
<u>Method</u>	In small groups, students can discuss how the MDGs could have a greater focus on children's rights. They then will re-write the MDG with a children's rights perspective. Students can then discuss whether their revised MDGs are more or less persuasive than the original for improving the situation of world hunger and the violations of children's rights.

Appendix

United Nations Convention on the Rights of the Child Unofficial Summary of Articles

FOREWORD: This is a summary of the substantive articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

Article 1 - Definition of Child

Every person under 18, unless national law grants majority at an earlier age.

Article 2 - Freedom From Discrimination

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

Article 3 - Best Interests of Child

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Article 4 - Implementation of Rights

The State to translate the rights in the Convention into actuality.

Article 5- Respect for Parental Responsibility

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

Article 6 - Survival and Development

The child's right to live; the State to ensure the survival and maximum development of the child.

Article 7 - Name and Nationality

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 8 - Preservation of Identity

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

Article 9 - Parental Care and Nonseparation

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Article 10 - Family Reunification

The right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 11 - Illicit Transfer and Nonreturn

The State to combat the illicit transfer and nonreturn of children abroad.

Article 12 - Free Expression of Opinion

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

Article 13 - Freedom of Information

The right to seek, receive, and impart information through the medium of choice.

Article 14 - Freedom of Thought, Conscience, and Religion

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

Article 15 - Freedom of Association

The right to freedom of association and freedom of peaceful assembly.

Article 16 - Protection of Privacy

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

Article 17 - Media and Information

The State to ensure access to information and material from a diversity of national and international sources.

Article 18 - Parental Responsibilities

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

Article 19 - Abuse and Neglect

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 20 - Children Without Families

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

Article 21 - Adoption

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

Article 22 - Refugee Children

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

Article 23 - Disabled Children

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

Article 24 - Health Care

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

Article 25 - Periodic Review

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

Article 26 - Social Security

The right, where appropriate, to benefit from social security or insurance.

Article 27 - Standard of Living

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

Article 28 - Education

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

Article 29 - Aims of Education

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

Article 30 - Children of Minorities

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

Article 31 - Leisure & Recreation

The right to leisure, play, and participation in cultural and artistic activities.

Article 32 - Child Labor

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

Article 33 - Narcotics

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 - Sexual Exploitation

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35 - Sale and Trafficking

The State to prevent the sale, trafficking, and abduction of children.

Article 36 - Other Exploitation

The State to protect children from all other forms of exploitation.

Article 37 - Torture, Capital Punishment, and Deprivation of Liberty

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

Article 38 - Armed Conflict

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

Article 39 - Rehabilitative Care

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

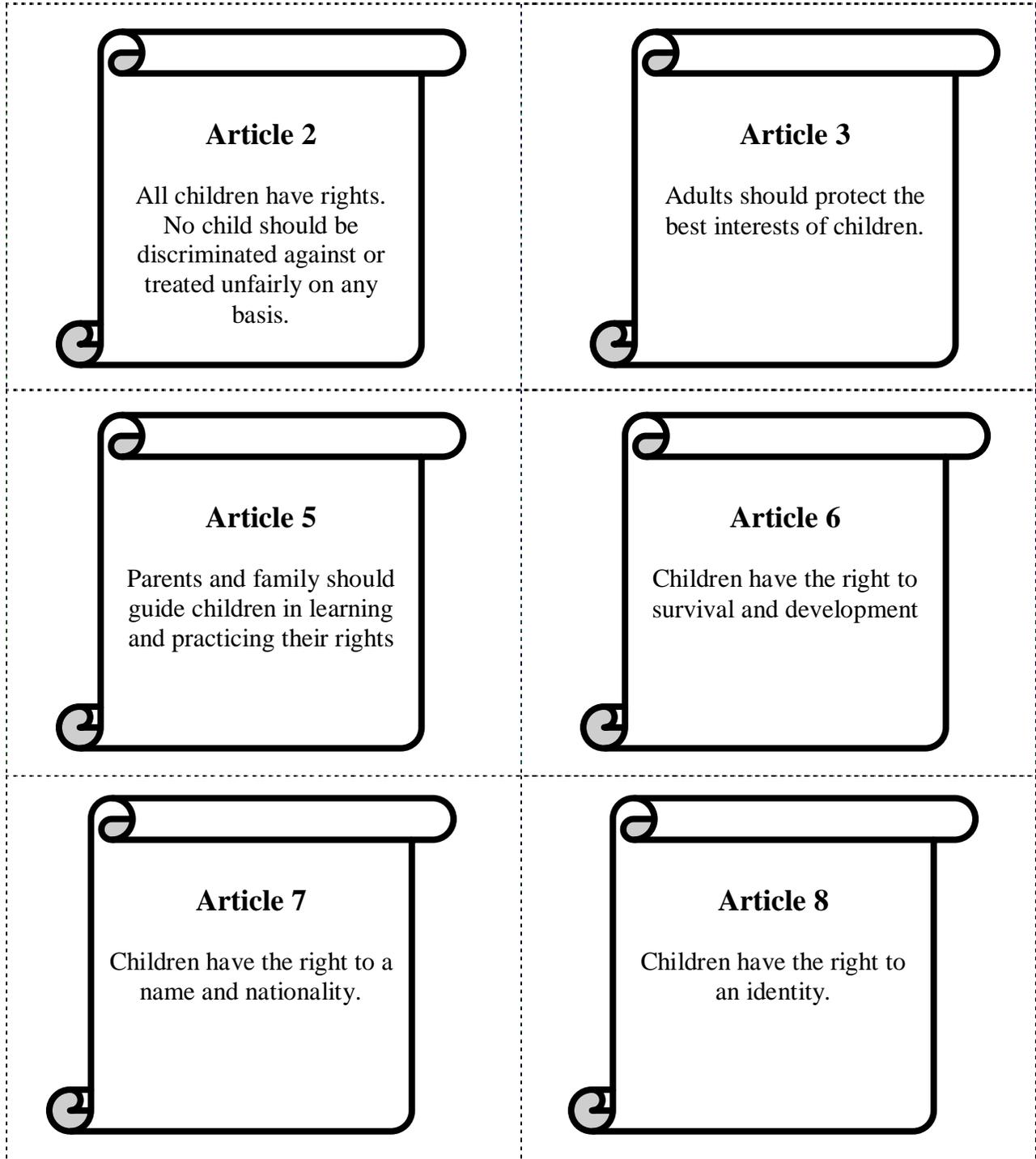
Article 40 - Juvenile Justice

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every

accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

UN Convention on the Rights of the Child: Unofficial summary of Articles. Copyright by the American Psychological Association. Reprinted by permission. Also by permission of Defense for Children International.

Rights Cards



Article 9

Children have the right to live with their parents or keep in contact with them if separated.

Article 10

Children have the right to be with their family, even if they are in different countries.

Article 12

Children have the right to give their opinion, and for adults to listen and take it seriously.

Article 13

Children have the right to give and seek out information.

Article 14

Children have the right to freedom of thought, conscience and religion.

Article 15

Children have the right to choose their own friends.

Article 16

Children have the right to privacy.

Article 17

Children have the right to appropriate information and protection from harmful materials.

Article 18

Parents have the responsibility to raise their children with help from the government if they need it.

Article 19

Children have the right to be protected from all forms of abuse or maltreatment.

Article 20

The government has the responsibility to protect children who cannot live with their parents.

Article 21

Adopted children and children in foster homes have the right to care and protection.

Article 22

Children who are refugees have the right to special protection and assistance.

Article 23

Children with disabilities have the right to special care, education and training for full potential.

Article 24

Children have the right to best health care possible, safe water to drink, nutritious food, and a clean and safe environment.

Article 25

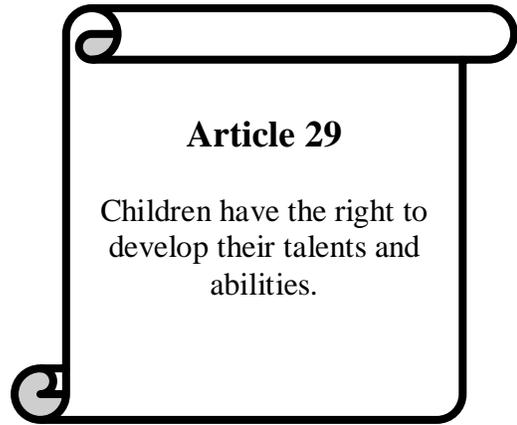
There should be regular checkups on living arrangements where children are placed.

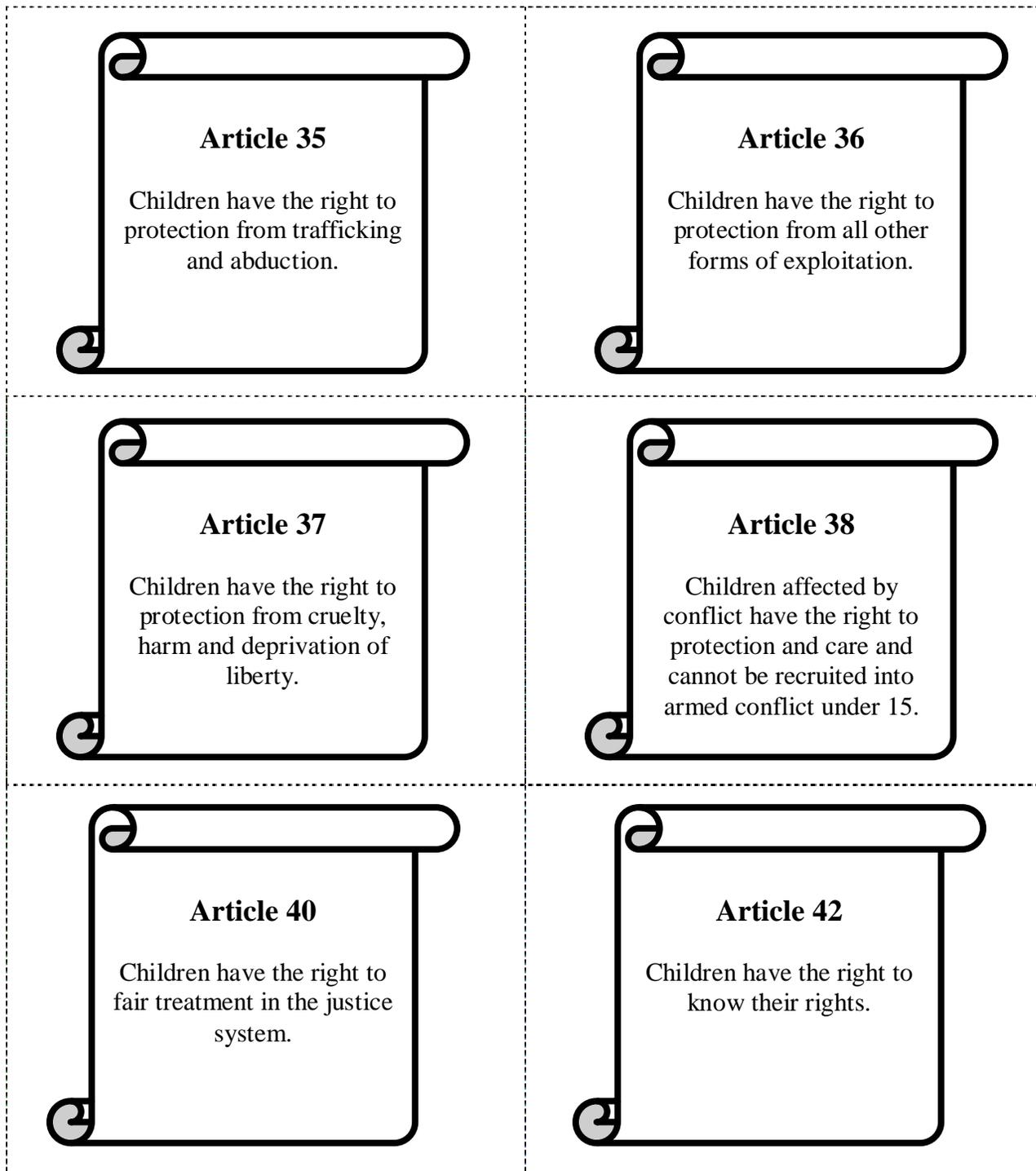
Article 26

The government has the responsibility to help children if their family is in need.

Article 27

Children have the right to an acceptable standard of living, such food, clothing and safe shelter.





Reference: UN Convention on the Rights of the Child In Child Friendly Language poster, UNICEF and Heritage Canada.

World Food Programme

Since its creation in 1963 United Nations World Food Programme has been devoted to food assistance.

The number of food emergencies has been rising over the past two decades, from an average of 15 per year during the 1980s to more than 30 per year since the turn of the millennium.

Whatever the cause - natural or man-made - hunger is one of the first threats to survival.

At the request of the local government, WFP sets the well-oiled wheels of its emergency response procedure into motion. Over its 40 year history, the agency has turned the complex business of getting the right food to the right people in the right place into a fine science. First, Emergency Assessment teams are sent in to ask the key question: how much food assistance is needed for how many beneficiaries and for how long? And, how can the food be delivered to the hungry?

Equipped with the answers, WFP draws up an Emergency Operation (EMOP), including a plan of action and a budget. This lists who will receive food assistance, what rations are required, the type of transport WFP will use and which humanitarian corridors lead to the crisis zone.

Next, WFP launches an Appeal to the international community for funds and food assistance. The agency relies entirely on voluntary contributions to finance its operations, with donations made in cash, food or services. Governments are the biggest single source of funding. More than 60 support WFP's worldwide operations.

As funds and food start to flow, WFP's logistics team works to bridge the gap between the donors and the hungry. In 2007, the agency distributed 3.3 million tonnes of food assistance by air, land and sea.

Ships carry the largest WFP cargo, their holds filled to the brim with 50,000 tonnes or more of grain, cans of cooking oil and tinned food; every day, the agency has 30 ships on the high seas, frequently rerouting vessels to get food fast to crisis zones.

In extreme environments, WFP also uses the skies to reach the hungry, airlifting or airdropping food directly into disaster zones.

Before the aid can reach its country of destination, logistics experts often need to upgrade ports and secure warehouses.

Trucks usually make the final link in WFP's food chain - transporting food assistance along the rough roads that lead to the hungry. Where roads are impassable or simply nonexistent, WFP relies on less conventional forms of transport: donkeys in the Andes, speedboats in the Mozambique floods, camels in Sudan and elephants in Nepal.

When the food reaches designated distribution sites - refugee camps, therapeutic feeding centres and other emergency shelters - WFP teams-up with governments and non-governmental organisations (NGOs) to deliver food into the hands and mouths of the hungry. WFP works with about 3,300 international and local NGOs to distribute food assistance.

At this stage, local community leaders work closely with WFP to ensure rations reach the people who need it most: women, pregnant mothers, children and the elderly.

Full WFP rations take into account what the local population cook and eat, but a typical food basket consists of a variety of basic food items (cereals, oils and pulses) and, possibly, additional foods known as complementary food items (meat or fish, vegetables and fruit, fortified cereal blends, sugar, condiments). The latter enhance nutritional adequacy and palatability

Proteins should provide 10-12 percent (60 g) and fat at least 17 percent of the energy (40g)

In the early stages of emergencies, when basic cooking facilities are in short supply, WFP uses high energy biscuits, rich in micro-nutrients, to meet food needs

For more information visit www.wfp.org

(Reference:

http://www.wfp.org/aboutwfp/introduction/hunger_fight.asp?section=1&sub_section=1)

Acronyms

CIDA – Canadian International Development Agency

FAO – Food and Agriculture Organization

GDP – Gross Domestic Product

MDG – Millennium Development Goals

NGO – Non-Governmental Organizations

P4P – Purchase for Progress

UN – United Nations

UNICEF – The United Nations Children's Fund

UNCRC – United Nations on the Convention of the Rights of the Child

WFP – World Food Programme

WHO – World Health Organization

Millennium Development Goals

1. Eradicate extreme poverty and hunger

Target 1a: Reduce by half the proportion of people living on less than a dollar a day

Target 1b: Achieve full and productive employment and decent work for all, including women and young people

Target 1c: Reduce by half the proportion of people who suffer from hunger

2. Achieve universal primary education

Target 2a: Ensure that all boys and girls complete a full course of primary schooling

3. Promote gender equality and empower women

Target 3a: Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015

4. Reduce child mortality

Target 4a: Reduce by two thirds the mortality rate among children under five

5. Improve maternal health

Target 5a: Reduce by three quarters the maternal mortality ratio

Target 5b: Achieve, by 2015, universal access to reproductive health

6. Combat HIV/AIDS, malaria, and other diseases

Target 6a: Halt and begin to reverse the spread of HIV/AIDS

Target 6b: Achieve, by 2010, universal access to treatment for HIV/AIDS for all those who need it

Target 6c: Halt and begin to reverse the incidence of malaria and other major diseases

7. Ensure environmental sustainability

Target 7a: Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources

Target 7b: Reduce biodiversity loss, achieving, by 2010, a significant reduction in the rate of loss

Target 7c: Reduce by half the proportion of people without sustainable access to safe drinking water

Target 7d: Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020

8. Develop a global partnership for development

Target 8a: Address the special needs of least developed countries, landlocked countries and small island developing states.

Target 8b: Develop further an open, rule-based, predictable, non-discriminatory trading and financial system.

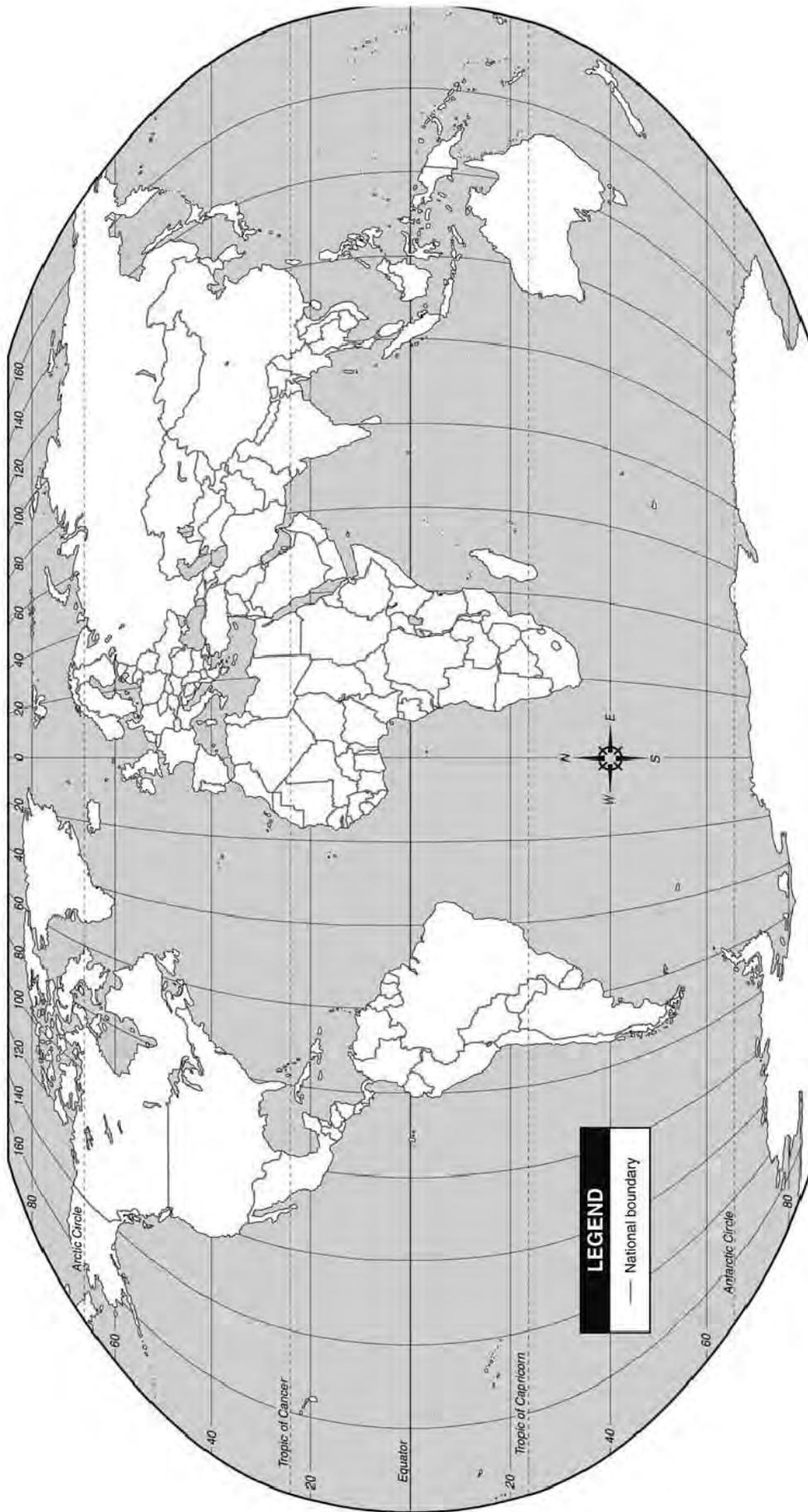
Target 8c: Deal comprehensively with developing countries' debt.

Target 8d: In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.

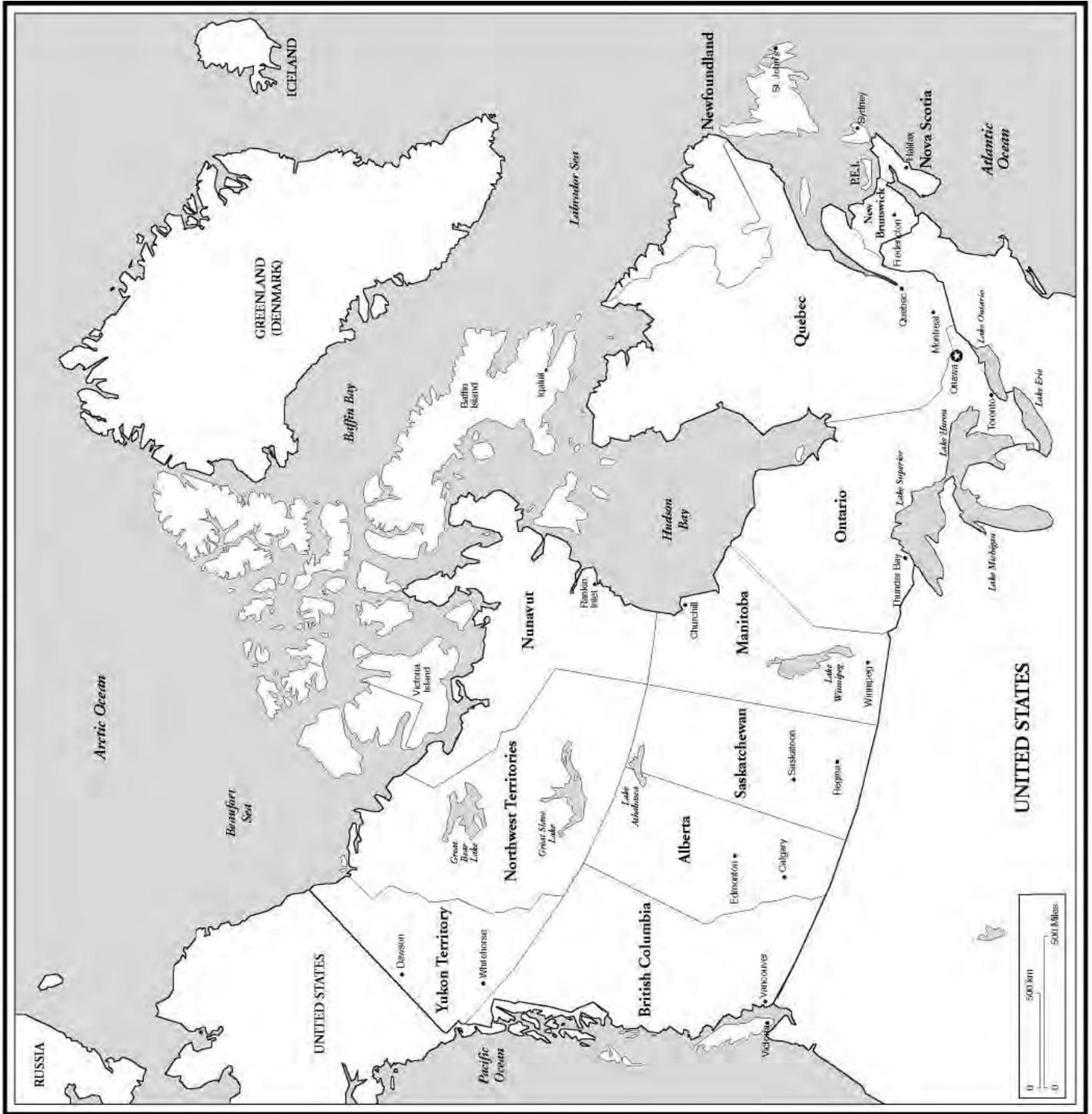
Target 8e: In cooperation with the private sector, make available benefits of new technologies, especially information and communications.

For more information visit: <http://www.un.org/millenniumgoals/>

(Reference: <http://www.undp.org/mdg/>)



CANADA



Organism Cards





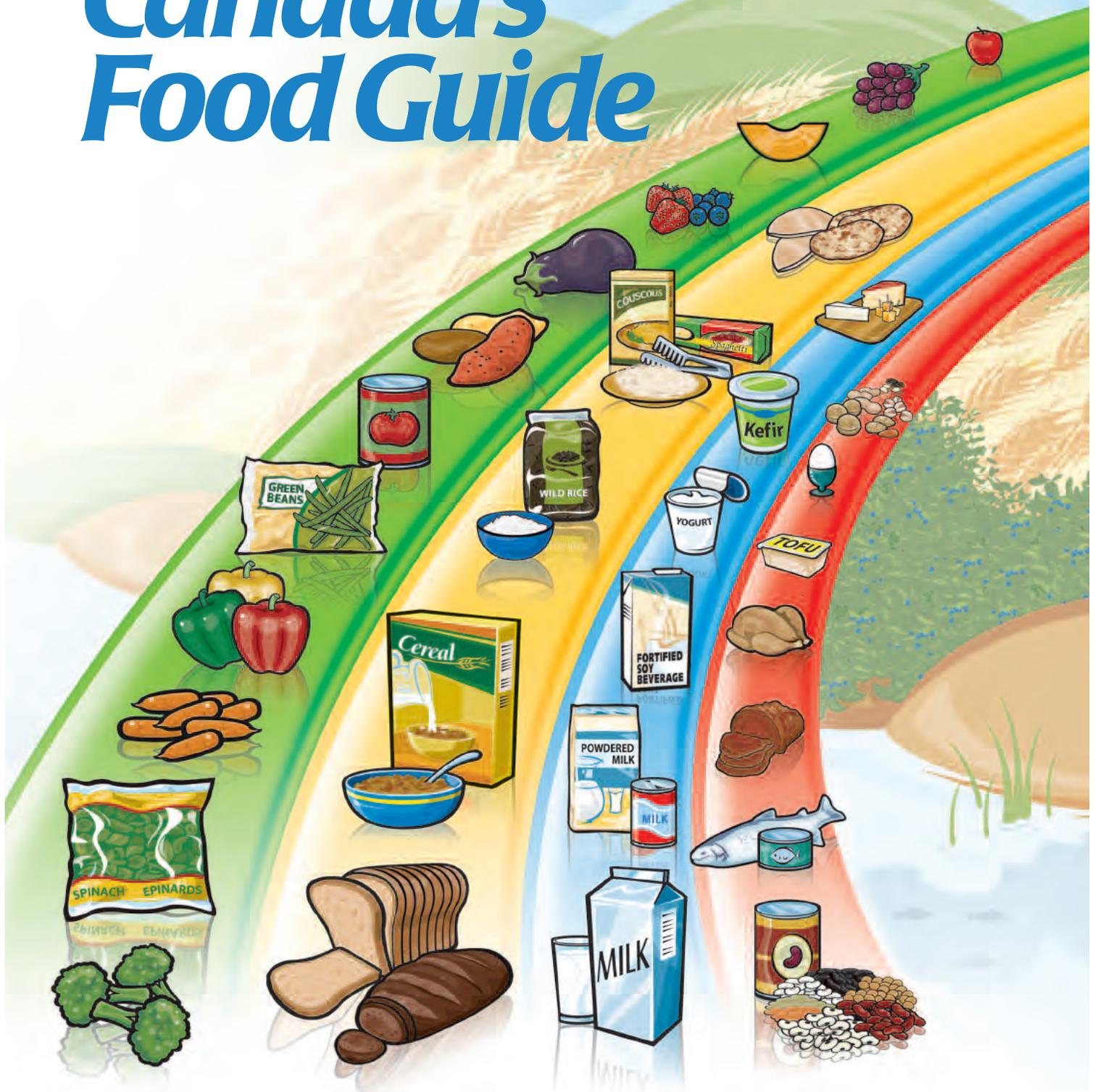
Health
Canada

Santé
Canada

Your health and
safety... our priority.

Votre santé et votre
sécurité... notre priorité.

Eating Well with Canada's Food Guide



Canada 

Recommended Number of Food Guide Servings per Day

Age in Years	Children			Teens		Adults			
	2-3	4-8	9-13	14-18		19-50		51+	
	Sex			Females	Males	Females	Males	Females	Males
Vegetables and Fruit	4	5	6	7	8	7-8	8-10	7	7
Grain Products	3	4	6	6	7	6-7	8	6	7
Milk and Alternatives	2	2	3-4	3-4	3-4	2	2	3	3
Meat and Alternatives	1	1	1-2	2	3	2	3	2	3

The chart above shows how many Food Guide Servings you need from each of the four food groups every day.

Having the amount and type of food recommended and following the tips in *Canada's Food Guide* will help:

- Meet your needs for vitamins, minerals and other nutrients.
- Reduce your risk of obesity, type 2 diabetes, heart disease, certain types of cancer and osteoporosis.
- Contribute to your overall health and vitality.

What is One Food Guide Serving?

Look at the examples below.



Fresh, frozen or canned vegetables
125 mL (½ cup)



Leafy vegetables
Cooked: 125 mL (½ cup)
Raw: 250 mL (1 cup)



Fresh, frozen or canned fruits
1 fruit or 125 mL (½ cup)



100% Juice
125 mL (½ cup)



Bread
1 slice (35 g)



Bagel
½ bagel (45 g)



Flat breads
½ pita or ½ tortilla (35 g)



Cooked rice, bulgur or quinoa
125 mL (½ cup)



Cereal
Cold: 30 g
Hot: 175 mL (¾ cup)



Cooked pasta or couscous
125 mL (½ cup)



Milk or powdered milk (reconstituted)
250 mL (1 cup)



Canned milk (evaporated)
125 mL (½ cup)



Fortified soy beverage
250 mL (1 cup)



Yogurt
175 g (¾ cup)



Kefir
175 g (¾ cup)



Cheese
50 g (1 ½ oz.)



Cooked fish, shellfish, poultry, lean meat
75 g (2 ½ oz.)/125 mL (½ cup)



Cooked legumes
175 mL (¾ cup)



Tofu
150 g or 175 mL (¾ cup)



Eggs
2 eggs



Peanut or nut butters
30 mL (2 Tbsp)



Shelled nuts and seeds
60 mL (¼ cup)

Oils and Fats

- Include a small amount – 30 to 45 mL (2 to 3 Tbsp) – of unsaturated fat each day. This includes oil used for cooking, salad dressings, margarine and mayonnaise.
- Use vegetable oils such as canola, olive and soybean.
- Choose soft margarines that are low in saturated and trans fats.
- Limit butter, hard margarine, lard and shortening.



Make each Food Guide Serving count... *wherever you are – at home, at school, at work or when eating out!*

- ▶ **Eat at least one dark green and one orange vegetable each day.**
 - Go for dark green vegetables such as broccoli, romaine lettuce and spinach.
 - Go for orange vegetables such as carrots, sweet potatoes and winter squash.
- ▶ **Choose vegetables and fruit prepared with little or no added fat, sugar or salt.**
 - Enjoy vegetables steamed, baked or stir-fried instead of deep-fried.
- ▶ **Have vegetables and fruit more often than juice.**

- ▶ **Make at least half of your grain products whole grain each day.**
 - Eat a variety of whole grains such as barley, brown rice, oats, quinoa and wild rice.
 - Enjoy whole grain breads, oatmeal or whole wheat pasta.
- ▶ **Choose grain products that are lower in fat, sugar or salt.**
 - Compare the Nutrition Facts table on labels to make wise choices.
 - Enjoy the true taste of grain products. When adding sauces or spreads, use small amounts.

- ▶ **Drink skim, 1%, or 2% milk each day.**
 - Have 500 mL (2 cups) of milk every day for adequate vitamin D.
 - Drink fortified soy beverages if you do not drink milk.
- ▶ **Select lower fat milk alternatives.**
 - Compare the Nutrition Facts table on yogurts or cheeses to make wise choices.

- ▶ **Have meat alternatives such as beans, lentils and tofu often.**
- ▶ **Eat at least two Food Guide Servings of fish each week.***
 - Choose fish such as char, herring, mackerel, salmon, sardines and trout.
- ▶ **Select lean meat and alternatives prepared with little or no added fat or salt.**
 - Trim the visible fat from meats. Remove the skin on poultry.
 - Use cooking methods such as roasting, baking or poaching that require little or no added fat.
 - If you eat luncheon meats, sausages or prepackaged meats, choose those lower in salt (sodium) and fat.



* Health Canada provides advice for limiting exposure to mercury from certain types of fish. Refer to www.healthcanada.gc.ca for the latest information.

Advice for different ages and stages...

Children

Following *Canada's Food Guide* helps children grow and thrive.

Young children have small appetites and need calories for growth and development.

- Serve small nutritious meals and snacks each day.
- Do not restrict nutritious foods because of their fat content. Offer a variety of foods from the four food groups.
- Most of all... be a good role model.



Women of childbearing age

All women who could become pregnant and those who are pregnant or breastfeeding need a multivitamin containing **folic acid** every day. Pregnant women need to ensure that their multivitamin also contains **iron**. A health care professional can help you find the multivitamin that's right for you.

Pregnant and breastfeeding women need more calories. Include an extra 2 to 3 Food Guide Servings each day.

Here are two examples:

- Have fruit and yogurt for a snack, or
- Have an extra slice of toast at breakfast and an extra glass of milk at supper.



Men and women over 50

The need for **vitamin D** increases after the age of 50.

In addition to following *Canada's Food Guide*, everyone over the age of 50 should take a daily vitamin D supplement of 10 µg (400 IU).



How do I count Food Guide Servings in a meal?



Here is an example:

Vegetable and beef stir-fry with rice, a glass of milk and an apple for dessert

250 mL (1 cup) mixed broccoli, carrot and sweet red pepper = 2 **Vegetables and Fruit** Food Guide Servings

75 g (2 ½ oz.) lean beef = 1 **Meat and Alternatives** Food Guide Serving

250 mL (1 cup) brown rice = 2 **Grain Products** Food Guide Servings

5 mL (1 tsp) canola oil = part of your **Oils and Fats** intake for the day

250 mL (1 cup) 1% milk = 1 **Milk and Alternatives** Food Guide Serving

1 apple = 1 **Vegetables and Fruit** Food Guide Serving

Eat well and be active today and every day!

The benefits of eating well and being active include:

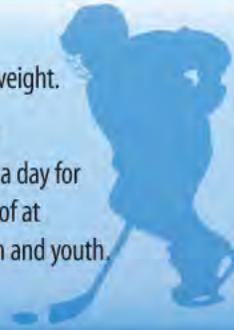
- Better overall health.
- Lower risk of disease.
- A healthy body weight.
- Feeling and looking better.
- More energy.
- Stronger muscles and bones.

Be active

To be active every day is a step towards better health and a healthy body weight.

Canada's Physical Activity Guide recommends building 30 to 60 minutes of moderate physical activity into daily life for adults and at least 90 minutes a day for children and youth. You don't have to do it all at once. Add it up in periods of at least 10 minutes at a time for adults and five minutes at a time for children and youth.

Start slowly and build up.



Eat well

Another important step towards better health and a healthy body weight is to follow Canada's Food Guide by:

- Eating the recommended amount and type of food each day.
- Limiting foods and beverages high in calories, fat, sugar or salt (sodium) such as cakes and pastries, chocolate and candies, cookies and granola bars, doughnuts and muffins, ice cream and frozen desserts, french fries, potato chips, nachos and other salty snacks, alcohol, fruit flavoured drinks, soft drinks, sports and energy drinks, and sweetened hot or cold drinks.

Read the label

- Compare the Nutrition Facts table on food labels to choose products that contain less fat, saturated fat, trans fat, sugar and sodium.
- Keep in mind that the calories and nutrients listed are for the amount of food found at the top of the Nutrition Facts table.

Nutrition Facts	
Per 0 mL (0 g)	
Amount	% Daily Value
Calories 0	
Fat 0 g	0 %
Saturates 0 g	0 %
+ Trans 0 g	
Cholesterol 0 mg	
Sodium 0 mg	0 %
Carbohydrate 0 g	0 %
Fibre 0 g	0 %
Sugars 0 g	
Protein 0 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 0 %

Limit trans fat

When a Nutrition Facts table is not available, ask for nutrition information to choose foods lower in trans and saturated fats.

Take a step today...

- ✓ Have breakfast every day. It may help control your hunger later in the day.
- ✓ Walk wherever you can – get off the bus early, use the stairs.
- ✓ Benefit from eating vegetables and fruit at all meals and as snacks.
- ✓ Spend less time being inactive such as watching TV or playing computer games.
- ✓ Request nutrition information about menu items when eating out to help you make healthier choices.
- ✓ Enjoy eating with family and friends!
- ✓ Take time to eat and savour every bite!

For more information, interactive tools, or additional copies visit Canada's Food Guide on-line at: www.healthcanada.gc.ca/foodguide

or contact:

Publications
Health Canada
Ottawa, Ontario K1A 0K9
E-Mail: publications@hc-sc.gc.ca
Tel.: 1-866-225-0709
Fax: (613) 941-5366
TTY: 1-800-267-1245

Également disponible en français sous le titre :
Bien manger avec le Guide alimentaire canadien

This publication can be made available on request on diskette, large print, audio-cassette and braille.