

WE

*A teacher resource for
raising awareness about
local hunger issues.*

SCARE HUNGER

SECONDARY LESSON PACKAGE
FOR SCOTLAND

AN INITIATIVE OF



WE SCARE HUNGER: SECONDARY LESSON PACKAGE FOR SCOTLAND

■ BACKGROUND

The United Nations Convention on the Rights of the Child (UNCRC) outlines under Article 24, that every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food, and a clean environment so that children can stay healthy. Article 27 notes that every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

In order to ensure that young people across Scotland understand the importance of these rights and the responsibilities associated with them, food poverty and hunger are issues that cannot go undiscussed.

Hunger hides on city streets, in our local communities, and in school corridors, often invisible to most around it. It is thought of as a world problem, plaguing far away countries and faceless individuals, overlooked and under-acknowledged where we live. Young people around the world take action to fight local hunger and poverty by participating in WE's WE Scare Hunger campaign.

In Scotland today, almost one in five children are officially recognised as living in poverty—that's more than 200,000 children. This shocking figure reveals that families go hungry every day, and for many, the local foodbank is their only support. Foodbanks offer emergency, short-term food supplies to people (the majority of whom are working) who find themselves struggling to feed their families. This could be because of sudden illness, a reduction in working hours, or simply an unexpected bill. Food is often donated to foodbanks by local people and businesses. The Trussell Trust, which runs foodbanks across the UK, provided 133,726 three-day emergency food packages to people in Scotland in 2015-16, of which over 40,000 went to children. The demand for donations to these foodbanks is higher than ever.

This lesson package has been designed to meet the Experiences and Outcomes set out in Curriculum for Excellence. It follows the principles of "Getting it Right for Every Child" (GIRFEC) by developing the promotion and support of the eight Well-being Indicators. Where possible, Scottish resources and references have been used to ensure it is relevant to young people in Scotland today. Each lesson in the package is organised into starters, main activities and plenaries, with suggestions for differentiation. Clear learning objectives and success criteria following Bloom's Taxonomy of Learning ensure progression within each lesson and the package as a whole.

These lessons develop many aspects of SMSC, with a holistic and tangible approach, encompassing local and global social awareness and action, and empowering young people to make positive changes in the world around them.

Encourage your students to use the Student Guide to develop campaign ideas, then create detailed action plans using the Student Yearbook.

After completing these lessons, students will emerge as knowledgeable and enthusiastic advocates for change, eager to take action and engage their community in this important domestic issue.

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills developed. To learn more, view our Learning Framework at WE.org/weschools.



■ DETAILS

Suitable for: S1-S6, Third and Fourth Level, and Senior Phase.

Themes: Campaigning, community, food, hunger, needs and wants, local action, local issues, and values.

Curriculum links: Please see individual lesson plans for links to Curriculum for Excellence.

UNCRC: Each lesson is linked to the United Nations Convention on the Rights of a Child articles, and can be used as evidence for schools working towards UNICEF's Rights Respecting Schools Award.

■ WE ARE MYTH BUSTERS



Learning objectives: To understand the realities of hunger in Scotland.

Success criteria:

- I can **explain** the difference between "feeling hungry" and "hunger."
- I can **research** information about hunger in the community.
- I can **evaluate** the effectiveness of a "myth buster" poster.

Differentiation:

- Support less able students by providing them with a criteria of what makes an effective poster.
- Encourage more able students to designate a target audience for their poster, justifying why they have chosen that audience and how they have tailored their poster to them.

Resources required: Computers with access to the Internet, reference books, chocolate bar, and newspapers.

Duration: 60 minutes

Starter:

1. Show a chocolate bar to the class asking, "Who needs this chocolate bar?" Ask the students to give reasons why they need the chocolate bar more than any other person in the room. Use this to begin a discussion on the difference between needs and wants.
2. Lead the discussion on to the difference between "feeling hungry" (e.g. stomach rumbling between meals) and "hunger" (e.g. physically needing food because you have not eaten).
3. In pairs, ask the students to develop a definition of "hunger" together.

Main:

4. Show the following statement on the board: "Food poverty only exists in developing countries." Ask students to discuss whether this statement is a myth or a fact.
5. Display the following web page on the board, and discuss students' responses to Myth 1 (Poverty doesn't exist in Scotland): young.scot/information/community/food-poverty-myths-vs-facts.

6. Organise the class into nine groups, and assign each group a myth from the web page.
7. Each group should create a poster with the title "Myth Buster," using websites and reference books to research information that "busts" their assigned myth.

Plenary:

8. Display the posters around the room and ask the students to evaluate them, based on how informative, engaging and accurate they are.
9. If possible, arrange opportunities for the posters to be displayed in areas where their target audience will see them, to spread awareness of hunger in the local community.

Links to the UNCRC:

- Article 6
- Article 18
- Article 24
- Article 26
- Article 27

Experiences and outcomes covered:

- HWB 3-05b, HWB 4-05ab, HWB 3-03a, HWB 4-03a, HWB 3-09a, HWB 4-09a, HWB 3-13a, HWB 4-13a, HWB 3-32a, HWB 4-32a
- TCH 3-03b, TCH 4-03b
- SOC 3-15a, SOC 4-15a, SOC 3-16a, SOC 4-16a
- LIT 3-15a, LIT 4-15a, LIT 3-22a, LIT 4-22a, LIT 3-25a, LIT 4-25a, LIT 3-28a, LIT 4-28a

Teacher's note: Please see the list of sources at the end of this package as a starting point for websites to research.

WE VALUE FOOD



Teacher's note: It is important to keep in mind during this lesson that some students and/or their family members may themselves have experienced hunger as an ongoing issue, and have perhaps visited foodbanks. Therefore, ask the class to be sensitive and considerate during this discussion.

Learning objectives: To understand how financial difficulties affect hunger in the community.

Success criteria:

- I can **calculate** the cost of the food I have eaten.
- I can **infer** and **describe** reasons why people might not be able to afford food.
- I can **compare** the cost of my "ideal" weekly shop with that of the average family in Scotland.

Differentiation:

- Support less able students by allowing them to create their shopping list on the assumption that all four family members will eat the same amount of food.
- Encourage more able students to challenge themselves, by tailoring their budgeted shopping list to certain dietary requirements (e.g., vegetarian, gluten-free, dairy-free).

Resources required: Food Prices (Appendix 1) and paper.

Duration: 60 minutes

Starter:

1. Ask students to think of all the food they have eaten in the past three days, then give them two minutes to write them all down. Display **Food Prices (Appendix 1)** on the board and ask students to work out how much their food would cost. Ask the students to then compare how much their food cost.

Main:

2. Organise the class into groups of four and distribute a piece of paper to each group. Explain that each group is acting as a family of four (two adults and two children) and must create a weekly shopping list based on the needs of their family members.
3. Using the prices in Appendix 1, each group must create a shopping list of food they would want to buy to feed all four people in their family. They can buy anything they want regardless of cost or health implications.
4. Ask students to share their shopping list with the class, discussing the total cost.

5. Reveal to the students that the average household in Scotland spends £56.90 on food each week. Ask students to compare the cost of their list to this statistic.
Source: www.ons.gov.uk/peoplepopulationandcommunity/personalandhouseholdfinances/incomeandwealth/compendium/familyspending/2015
6. Each group must revise their list so that they are within their new budget taking into account the different nutritional needs of all of the family members (e.g. adults eat more than children).
7. When groups have done this, lead a discussion using the following questions:
 - Were you surprised by the total cost of your weekly shopping?
 - What things did you remove from your list to make it under budget? Were these needs or wants, healthy or unhealthy?
 - Have you catered for all of the nutritional needs in your family?
 - Were some foods more expensive than others? If so, which ones? Can this affect your healthy diet?
 - What does a family need to take into account when they do the food shopping? (e.g., income, budget, maintaining a balanced diet, etc.)

Plenary:

8. Move the discussion on to reasons why families might not be able to afford this food. Show students a picture of an elderly person, a young student, a single parent family and an "average" person in Scotland and each time ask the following questions:
 - Why might this person find it difficult to buy food?
 - What other expenses does a family need to think about aside from food? How can this impact their choices? (e.g., rent, transportation, bills, household products, etc.)
 - What are some reasons that could cause a family to be unable to afford their weekly food shopping?

Links to the UNCRC:

Article 6
Article 18
Article 26
Article 27

Experiences and outcomes covered:

HWB 3-05b, HWB 4-05ab, HWB 3-03a, HWB 4-03a, HWB 3-09a, HWB 4-09a, HWB 3-13a, HWB 4-13a, HWB 3-32a, HWB 4-32a
TCH 3-03b, TCH 4-03b
SOC 3-15a, SOC 4-15a, SOC 3-16a, SOC 4-16a
MNU 3-03a, MNU 4-03a, MNU 3-09b, MNU 4-09a

HUNGER BANQUET



This lesson was inspired by Oxfam's Hunger Banquet®.

Learning objectives: To understand reasons why people use foodbanks.

Success criteria:

- I can **give examples** of the reasons why people use foodbanks.
- I can **infer** how relying on foodbanks might make people feel.
- I can **give reasons** why the issue of hunger needs to be tackled.

Differentiation:

- Support less able students by providing them with reflection sentence starters, to help scaffold their discussion.
- Encourage more able students to discuss the consequences of hunger in the reflection.

Resources required: Lunch and Hunger Banquet Roles (Appendix 2).

Duration: 60 minutes

Teacher's note: This lesson should take place just before lunchtime or at lunchtime if possible. Students should bring their own lunch in. The most important part of the banquet is the way guests are arranged and what they are required to do throughout the course of the banquet. The class will be divided in half. One half will represent those who do not rely on a foodbank, while the other half will represent those who do. The second group will be divided up to reveal the different types of people that access a foodbank, based on statistics from The Trussell Trust (www.trusselltrust.org). This will provide the students with greater insight into foodbank use and the prevalence of hunger in their community.

Starter:

1. On a piece of paper, ask students to draw what comes to mind when they hear the word "foodbank." They have three minutes to do this. When they are finished do not discuss what they have drawn or comment on it.

Main:

2. Divide the class in half.
3. One half will represent the population in Scotland that does not rely on a foodbank (but do not reveal this until everyone has finished eating). This group will be given no restrictions throughout the banquet and they will be treated with extra care.

4. The other half will represent the primary reasons people get referred to foodbanks (do not reveal this until everyone has finished eating). You will divide this half of the class according to the reasons why people are referred to foodbanks (see **Hunger Banquet Roles (Appendix 2)** for numbers based on a class of 30.
 - 31 per cent can't speak (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to benefit delays).
 - 20 per cent must only use their left hand to eat (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to low income).
 - 17 per cent can only eat half their lunch (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to benefit changes).
 - 17 per cent must only eat their food with a spoon (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to reasons such as refused crisis loans and other causes).
 - 8 per cent must not use cutlery or napkins while they eat (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to debt).
 - 4 per cent must sit on the floor rather than on a chair (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to unemployment).
 - 3 per cent must be handed their food by someone from the other group (after the meal, reveal that this group is the percentage of people who turned to a foodbank due to being homeless).
5. Allow the banquet to begin! Monitor the students while they eat to ensure they are abiding by their restrictions.

Plenary:

6. When students have finished eating, ask the different groups how they felt during the course of their meal. Ensure that you get a reaction from each group.
7. After this reflection, reveal to the group what the different restrictions symbolised. Encourage student reactions by asking the following questions:
 - Before this banquet, what types of people did you think go hungry in Scotland?
 - Were you surprised by any of the statistics? What surprised you?

Resources:

- ¹ The Trussell Trust: Statistics for 2015-16: www.trusselltrust.org/stats
- ² Oxfam International: www.oxfam.org
- ³ UK Food Aid Research Report: www.gov.uk/government/publications/food-aid-research-report

8. Read the list below to reveal statistics about Trussell Trust foodbanks in the UK and how they are run (see www.trusselltrust.org/stats). Ensure that students realise that these statistics are only for Trussell Trust foodbanks and in the UK many different organisations run foodbanks. Ask students if they are surprised by these facts and how they make them feel.
- There are over 420 Trussell Trust foodbanks across the UK.
 - The number of people using foodbanks in the UK has tripled in recent years.
 - Foodbanks are largely run by volunteers.
9. At this time, promote a discussion around what students can do individually and as a class to challenge the local hunger problem and contribute to foodbanks in their community.

Links to the UNCRC:

Article 6
Article 18
Article 24
Article 26
Article 27
Article 41

Experiences and outcomes covered:

HWB 3-05b, HWB 4-05ab, HWB 3-03a, HWB 4-03a, HWB 3-09a,
HWB 4-09a, HWB 3-13a, HWB 4-13a, HWB 3-32a, HWB 4-32a
TCH 3-03b, TCH 4-03b
SOC 3-15a, SOC 4-15a, SOC 3-16a, SOC 4-16a
LIT 3-02a, LIT 4-02a, LIT 3-09a, LIT 4-09a, LIT 3-10a, LIT 4-10a

WE SCARE HUNGER



Learning objective: To create a WE Scare Hunger campaign.

Success criteria:

- I can **explain** the organisation and purpose of the WE Scare Hunger campaign.
- I can **break down** the individual tasks which are necessary to complete as part of a larger campaign.
- I can **create** a element of a WE Scare Hunger campaign.

Differentiation:

- Support less able students by allowing them to create visual elements of the campaign plan, such as posters and videos.
- Encourage more able students to think strategically about their campaign plan, ensuring all their goals are S.M.A.R.T.

Resources required: WE Scare Hunger Campaign Guide, downloadable from WE.org/gb/wescarehunger.

Duration: 60 minutes

WE Scare Hunger

It takes a real hero to stand up to hunger. Millions around the world go hungry every day, even in our own community. Last year as part of WE Scare Hunger, thousands of groups across the UK and North America collected 345,088 kilograms of food—all thanks to one innovative idea. Hold a collection for tinned and non-perishable food in your school or community.

Starter:

1. Ask students to reflect on what they have learnt throughout the lessons. It is easy to feel helpless when learning about issues such as hunger, because it is difficult to determine how you can help. Inform students that they are going to be introduced to a call to action, a tangible way that they can fight hunger in their community. They can do this through the WE Scare Hunger campaign.

2. Use WE.org/gb/wescarehunger to introduce the campaign and ask students the following questions:
 - Why is this campaign important?
 - What are the goals of this campaign?
 - What are the steps you can take to participate in this campaign?
 - How can we get more people involved in this campaign?
 - What else can we do around our school to raise awareness?
 - What can we do around our community to raise awareness?
3. Refer to the WE Scare Hunger Campaign Guide at WE.org/gb/wescarehunger, and discuss the steps participants will take to plan their collection. Address any outstanding questions that students may have.

Main:

4. Create a list of all the actions that need to be taken as part of their campaign plan.
5. Organise the class into small groups and assign a task to each. They should complete their task to contribute to a high quality, engaging campaign.

Plenary:

6. It is important for students to take time after the campaign to reflect on and celebrate their achievements. As a class, decide how their success will be celebrated and with whom, and arrange a time to do this.

Links to the UNCRC:

Article 3
Article 18
Article 24
Article 27

Experiences and outcomes covered:

RME 3-05b, RME 4-05b, RME 3-08a, RME 4-08a, RME 3-09c, RME 4-09c
 HWB 3-09a, HWB 4-09a, HWB 3-28a, HWB 4-28a, HWB 3-30a, HWB 4-30a, HWB 3-34a, HWB 4-34a
 TCH 3-03b, TCH 4-03b
 SOC 3-15a, SOC 4-15a, SOC 3-16a, SOC 4-16a
 LIT 3-04a, LIT 4-04a, LIT 3-05a, LIT 4-05a, LIT 3-06a, LIT 4-06a, LIT 3-09a, LIT 4-09a, LIT 3-25a, LIT 4-25a

WE SCARE HUNGER REFLECTION

Teacher's note: The purpose of this reflection activity is for students to take time to consider the action they have taken, why they have taken it and the impact it has had on themselves and others. Therefore, learning objectives and success criteria have not been included, as the activity is focused on the responses of the students. It can be adapted for the needs and learning styles of the students you work with.

Duration: 30 minutes

Thought for the day:

"Hunger is not an issue of charity. It is an issue of justice."
– Jacques Diouf, b: 1938, Senegalese diplomat and former Director-General of the United Nations' Food and Agriculture Organisation.

1. Ask the class to read the above quote.
2. Following the students' lead, facilitate a discussion into the meaning of the quote. Encourage students to relate it to their own experiences and, if comfortable, share an experience of your own.
3. Guide students to think about the issue the quote refers to and the impact those issues have on peoples' lives, based on what they learned through participating in the WE Scare Hunger campaign.
4. Research has shown that Britain wastes more food than any other European country¹, with each household throwing away 13lbs (5.8kg) of food every week. Show the class weights or objects that total roughly 6kg, and ask them to feel the weight of it.
5. Organise the class into small groups and ask each group to estimate how many different households are represented in the room and then work out how much food would be wasted. Repeat this process to work out how much food would be wasted by the number of households in the school.
6. Reveal to students Scotland has 2.4 million households². Ask students to work out how much food is wasted every week by the whole of Scotland (calculators may be used).
7. Discuss what the groups have found out, and their response to it. Identify ways in which they can reduce food waste in their home and school community.

Breathing:

Read the exercise out slowly and softly, allowing the class to focus on their breathing and to relax. You may wish to play soft music in the background to promote relaxation.

1. Sit in a position that is comfortable for you.
2. Let your hands rest loosely in your lap, or by your side.
3. Take a long, deep breath in through your nose, filling your lungs. Hold it for a moment, then exhale slowly through your mouth.
4. Let your eyes gently close and continue to take deep, calming breaths.
5. As you breathe in, imagine you are being filled with positive thoughts and feelings.
6. Happiness and light fill your body and mind.
7. As you breathe out, imagine any feelings of discomfort or pain leaving your body.
8. With each breath, things that upset you are breathed out and drift away.
9. You are filled with happiness and light.
10. As you breathe, feel your heart beating in your chest. It is filled with thousands of positive thoughts and good deeds.
11. Picture in your mind a person you care about. See a good deed flow from your heart, down your arm and to your hand. Share that good deed with the person you care about.
12. Now picture someone you only know by face (you don't know their name, but you've seen them before). See another good deed flow from your heart, down your arm and to your hand. Share that good deed.
13. As you share your good deeds, even more form in your heart. The bank of love is replenished with every good deed shared.
14. When you are ready, bring your attention back to the classroom, open your eyes and stretch.

Find out more:

Jacques Diouf: www.fao.org/GIII/english/dg/dioufvcv.htm

¹www.telegraph.co.uk/news/science/science-news/11797206/Britain-wastes-more-food-than-any-other-European-country.html

²www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/families/bulletins/familiesandhouseholds/2015-11-05

APPENDIX 1:

FOOD PRICES

ITEM	AMOUNT	PRICE
Milk	1 pint	45p
Loaf of bread	800g	£1.00
Box of cereal	750g	£1.70
Apple juice	1 litre	95p
Butter	500g	£1.15
Jam	454g	75p
Yoghurt pack	6 x 125g	£1.00
Pack of four tins of tuna	4 x 160g	£3.70
Pack of ham	120g	£1.50
Block of cheddar cheese	400g	£2.50
Eggs	Large eggs x 6	£1.40
Mixed leaf salad	200g	£1.25
Soup	600g	£1.45
Quiche	400g	£2.00
Whole chicken	2kg	£4.75
Joint of beef	728g	£8.00
Beef mince	750g	£3.50
Cod fillets	250g	£3.75
Pack of eight sausages	454g	£1.50
Pack of 12 fish fingers	336g	£2.50
Pasta	1kg	£1.20
White rice	1kg	60p
White potatoes	2.5kg	£1.75
Tomatoes	Pack of 6	70p
Cucumber	Large, whole	70p
Apples	Bag of 11	£1.50
Oranges	Bag of 5	£1.25
Grapes	500g	£2.00
Digestive biscuits	400g	80p
Bottle of squash	1.5 litres	£1.30

Prices correct as of April 2016. Source: www.sainsburys.co.uk/shop/gb/groceries

APPENDIX 2:

HUNGER BANQUET ROLES

Based on a class of 30:

- 15 people can eat normally.
- 5 people cannot speak.
- 3 people may only use their left hand to eat.
- 2 people can only eat half of their meal.
- 2 people must only use a spoon to eat.
- 1 person cannot use any cutlery.
- 1 person must sit on the floor.
- 1 person can only eat when someone else gives them their food.

Below are labels for the students to wear to remind them of their roles.

I am not allowed to speak.	I am not allowed to speak.	I am not allowed to speak.	I am not allowed to speak.
I am not allowed to speak.	I can only use my left hand to eat.	I can only use my left hand to eat.	I can only use my left hand to eat.
I can only eat half of my meal.	I can only eat half of my meal.	I can only use a spoon to eat.	I can only use a spoon to eat.
I cannot use any cutlery.	I must sit on the floor.	I can only eat when you give me food.	

■ ADDITIONAL RESOURCES

In addition to the campaign lesson plans, share these resources with your students:

- WE's WE Scare Hunger webpage: WE.org.gb/wescarehunger to register for the campaign and access free resources and downloads.
- End Child Poverty, "Child Poverty Map of the UK", October 2014: www.endchildpoverty.org.uk/images/ecp/Report_on_child_poverty_map_2014.pdf
- The Trussell Trust: www.trusselltrust.org
- BBC News, " Food bank use increases by 13%, says Trussell Trust", April 2016: www.bbc.co.uk/news/uk-scotland-36053705
- Child Poverty Action Group in Scotland: www.cpag.org.uk/scotland/about
- Love Food, Hate Waste: www.lovefoodhatewaste.com
- Nourish Scotland: www.nourishscotland.org
- Food Aid Scotland: foodaidscotland.org
- FareShare: www.fareshare.org.uk