

Activity ideas:

Citizenship

- Demonstrate the unfair distribution of food through the following activities available at cafod.org.uk/primary/food:

Key Stage 1:

- *Birthday cake activity.* Link the unfair distribution of cake to the unfair distribution of food around the world.

Key Stage 2:

- *A divided world activity.* Concentrate on the food resources aspect of the activity, but extend to other resources if suitable.

Geography

- Make a food display with foods from around the world, and use Martin Luther King's quote as a focus point: *'Before you've finished breakfast this morning you'll have relied on half the world.'*
- Recycle as much food as you can – use a compost bin at school and encourage others to use it and recycle their food waste.
- Where does your favourite food come from? Research all of the places where your food has come from today.

Key Stage 1:

- Extend by asking children to plot the different places on a world map.

Key Stage 2:

- Progress to also discussing the importing/exporting of food. Play the *Banana Split game* (available at cafod.org.uk/primary/food) to introduce the banana chain and discuss the reality of 'who gets what' from the sale of bananas.

RE

- Ask children to say the Lord's Prayer together and to think about the line: *'Give us this day our daily bread'.* Why do we say *our* daily bread and not *my* daily bread?
- Use our assembly on 'Feeding the 5,000' for a whole school focus on food (cafod.org.uk/primary/food)

EYFS/Key Stage 1:

- Say/write a prayer for people around the world who do not have enough food.

Key Stage 2:

- Read Matthew 25:31 – 46. How was the hungry person helped? How was the situation made worse for the hungry person? How could you make things better for people who are in need?

Maths

- Provide pictures of different foods and attach price tags to them. Give pupils a budget and explain they need to buy enough food for themselves and their family. What did they find hard? Differentiate the budget and costs according to Key Stage and ability of children.

Key Stage 1:

- Create a food calendar to find out when different foods are in season.

Key Stage 2:

- Design and complete a survey to find out how much food you waste at school and at home. Think about ways to improve food wastage and implement it throughout the school/at home.

Art and design/Citizenship

- Find out what Fairtrade means. For information or Fairtrade activities, go to fairtrade.org.uk and cafod.org.uk/primary/fairtrade Design a poster to spread the message about why it's important to buy Fairtrade food, and encourage others to think about where their food comes from.

Food technology

- Hold an international food day where groups prepare national dishes from countries around the world.

Key Stage 1:

- Research Fairtrade recipes. Make something to share together (check for allergies). For ideas go to kidzzone.cafod.org.uk

Key Stage 2:

- Visit a supermarket and find out where all of the different food you buy comes from. How many Fairtrade /locally produced items can you find? Compare the benefits and costs of buying Fairtrade versus buying locally sourced food. Hold a class debate on this issue.

Take action!

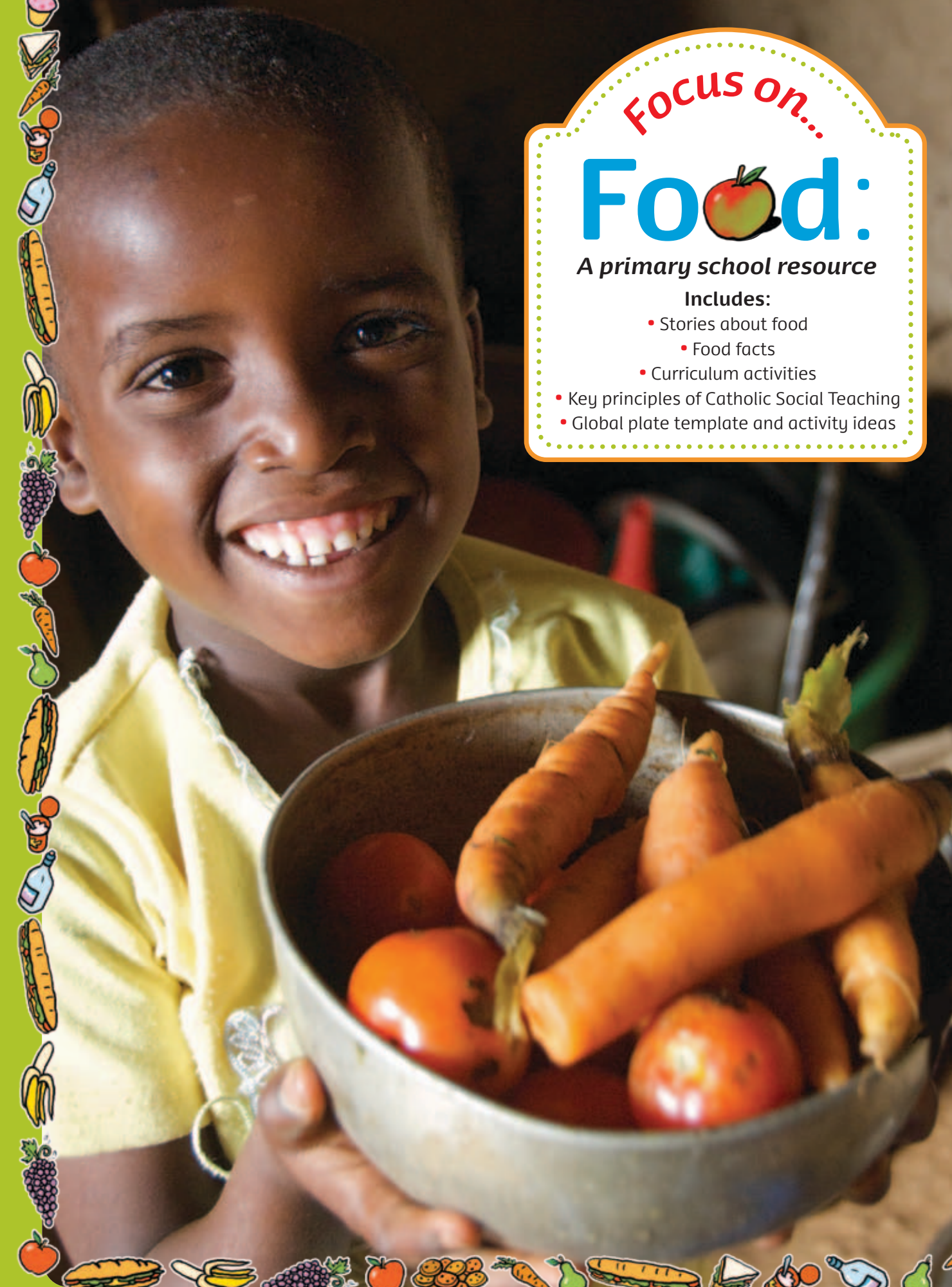
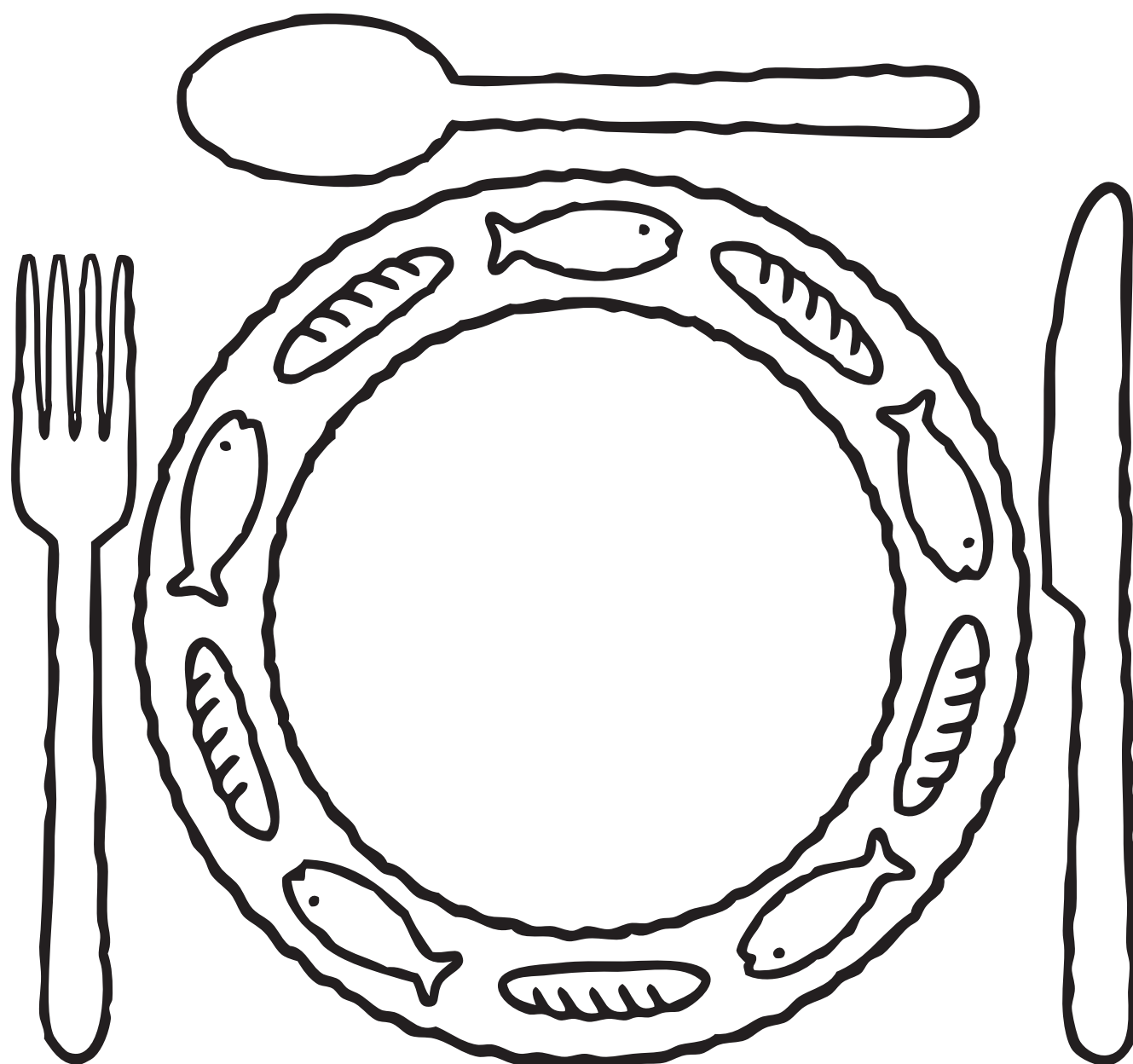
- Find out more about the reasons why people do not have enough to eat even though there is enough food to go around. Go to Picture my World for stories about how CAFOD is working to help build a more fair and just world.
- Pray for our sisters and brothers around the world that they may have enough food to eat.
- Support CAFOD tackle food poverty issues by campaigning and raising money as a school.

cafod.org.uk/primary/food

Global plates

Activity ideas...

- Draw or make a collage of a favourite meal on the plate. List all the countries of origin around it.
- Think of a time you are going to have a special meal with your family. Write a grace for this meal on the plate, remembering those around the world who do not have a fair share of food.
- Around the outside of the template, write or draw the reasons that people do not have enough food to eat. On the plate, write or draw the different things/ways that help people to grow or buy enough food.



Focus on...

Food:

A primary school resource

Includes:

- Stories about food
- Food facts
- Curriculum activities
- Key principles of Catholic Social Teaching
- Global plate template and activity ideas

"It is not God's will for some to have everything and others to have nothing."

Archbishop Oscar Romero

There's more than enough food to go around – but only if we share it.

God has created a beautiful, abundant world. If we look after it wisely, everyone can have enough to eat. But a shocking number of people in the world today don't have their fair share of food. 925 million people – one in seven of us – can't buy or grow enough food for ourselves and our families. It shouldn't be this way. We need to help our brothers and sisters in poverty to feed themselves, and we need to challenge the injustice that causes hunger.

What CAFOD is doing

Emergency food: When a food crisis strikes – like during a drought or after a flood – we make sure people have enough to eat. That might mean delivering food packs, or giving people cash or vouchers so that they can buy food for themselves.

Extra food for children who need it: In places where there isn't enough food, young children are particularly at risk. We give highly nutritious food supplements to children under five who are going hungry, and often to pregnant women and new mothers as well.

Tackling hunger in the long term:

In the end, we want to help people grow or buy food themselves. That might mean providing tools and seeds for farmers, or a boat to help people catch fish. It often means working with poor families to find new ways of earning money, so that they can afford to eat more healthily in the future.

Challenging the injustice:

There's enough food in the world for everyone, but millions don't get their fair share. Governments and big companies have the power to change this. We encourage people in England and Wales to join us in calling on people in power to make the world a fairer place.

Values

We are all called by Jesus to love one another and work for justice and fairness in our world. We can learn about these values in **Scripture** and through the **Church** and the values of **Catholic Social Teaching (CST)**. Can you see how these values are shown in the stories in this resource? For more information about CST, go to cafod.org.uk/primary/food

Food facts

Did you know...?

- Hunger** is the world's number one health risk. It affects more people every year than malaria, tuberculosis and AIDS combined.
- One person in seven** will go to bed hungry tonight.
- 925 million people** do not have enough to eat and 98 per cent of them live in developing countries.
- 1 in 4 children** in developing countries are underweight.

Food for thought...

- Have you ever felt really hungry? How did it feel? What did it then feel like to have a meal?
- Imagine if you didn't know if you would have a meal today. How different would your day be?
- What is your favourite food? Which foods do we need to eat and which are less important? How easy is it to get food for you?
- What are your experiences of sharing food at home? When do you share food as a family? When do you eat together? Are there special times when you will sit down together to share and celebrate with food?

Food stories from around the world

Gift – Zambia

9-year-old Gift's parents were so pleased to have a child that they named him Gift: they believed that he was a Gift from God. But they struggled to make a living and found it really hard to earn enough money to buy him food.

When times were hard, Gift and his family had nothing to eat but pumpkin leaves. That's all they ate – for breakfast, lunch and dinner. CAFOD has helped Gift's family by providing tools and seeds, which meant that the family could set up a vegetable garden. We also supplied water and an irrigation system, which means the family can grow vegetables all year round. And we gave the family cows, which plough the land, supply milk and which the family are breeding to earn more money. Today the family has a healthy diet – and they can even sell the extra tomatoes they grow at the local market. Because the family earns money, Gift is going to school. In fact, in his spare time, he practices maths, carving sums in the sand outside his home.

Gift says:

"I go to the vegetable garden once a day to stop birds and animals from eating the tomatoes. I also help my mum to water the crops. I like the nutrition garden, because when I see the tomatoes grow, I know my mum will be happy. We have a little bit more money now and that's good because we can eat more food."

Suggested activities:

Science: Do you have a school garden? Why not allocate a plot of land to grow your own vegetables like Gift's family?

CST: The dignity of the human person

God made each one of us, which means each of us is very special. This means that we must treat others with respect and fairness. In what ways is this value being lived out in Gift's story?



Vicente – El Salvador

Vicente, 10, lives in El Salvador. His family grows corn, beans and vegetables including radishes, sweet peppers and chilli peppers. But in the dry season, it's very difficult for them to grow crops. And sometimes, in the wet season, it rains too much: last year, when it rained too heavily, most of the family's vegetables were ruined. At the moment, the family has to buy most of their food, which is difficult for them because food prices are very high.

We are working with our partner the Jesuit Development Service to give a fish-pond to Vicente and his family. The fish will provide extra protein in the family's diet, which is especially important now because they lost so much of their harvest. Vicente's mum says: "We have eaten the fish and they are delicious."

Vicente's mum is part of a group who work together to try to find new ways of earning a living so that they can improve their lives. She says: "If we are well organised, we can achieve great things. What I most value [from being part of the group] is that I am getting to know more of my neighbours and don't feel alone. I feel supported by everyone else."

Suggested activities

Science/PSHE: Discuss why food is so important (for activity and growth). Discuss the importance of an adequate and varied diet for health. What makes a balanced diet?

CST: Rights and responsibilities

All God's people have the right to food, work, clothes, a home, school and medical care. But many people do not have these rights. Jesus wants people who enjoy these rights to help their sisters and brothers obtain their rights – Jesus says this is our responsibility. In what ways is this value being lived out in Vicente's story?



Kabery - Bangladesh

12-year-old Kabery from Bangladesh lives in a village that's often hit by natural disasters. Cyclones and floods cause havoc, destroying houses and ruining farm-land.

These disasters mean that it's very hard for Kabery's family to earn a living. Every time a disaster hits, people have to pay to fix the damage and – in some cases – start their businesses all over again. CAFOD has helped Kabery's mum, Bijoli, to turn some of her land into a vegetable garden, and trained her to farm fruit and vegetables. It isn't easy to grow crops in the village, because when the land is flooded by sea-water, it gets very salty – and most plants don't grow well in salty soil. That's why our partners have trained Bijoli to grow plants that do grow well in salty soil.

"Before the training the land wasn't being used for anything," says Bijoli.

"Now the crop is always successful. The income I get from the garden means that I can spend extra money on my children."

Suggested activities:

Science/Geography: Research plants/crops found in different habitats.

Investigate how environment and climate affects growth and how plants are suited to their environment, like the plants Kabery's family grows.

CST: An option for the poor and vulnerable

Every person needs food, water, work, housing, school, and medical care. Those who do not have these are poor. Jesus wants us to take extra care of these people. In what ways is this value being lived out in Kabery's story?



Ekirima – Kenya

Ekirima, 11, lives in a remote part of Kenya. Her family once owned 2,000 animals, which provided milk and meat, and which the family could sell when times were tough.

For year after year, there were droughts, which dried up the wells and rivers that the animals drank from. Because of the droughts, and because of fighting in the area, Ekirima's family were left with no animals at all. In 2011, the situation became desperate. Ekirima's family had completely run out of food. And, without animals to sell, they had no way of supporting themselves. CAFOD delivered food to Ekirima's village, despite the fact that the journey there was long and dangerous. Because Ekirima's family had food, they could get on with life. Ekirima could keep on going to school and playing with her friends. Ekirima's grandmother said: "Thank you. Knowing that there is a food distribution coming keeps us going. We remain hopeful, knowing we can survive until that day." Handing out food can save people's lives in an emergency. But in the long term, we need to help families like Ekirima's grow their own food or find other ways to support themselves.

Suggested activities:

Science/Geography/Citizenship: Identify different things/ways that would help families like Ekirima's to grow or buy their own food. Read the other stories to help get you started with ideas.

CST: Solidarity

All people are God's children. That makes us brothers and sisters. We need each other and we must work together in solidarity. In what ways is this value being lived out in Ekirima's story?

