



GGC Make A Difference Days

World Hunger Day

May 28, 2017



WORLD HUNGER DAY: MAY 28, 2017

World Hunger Day is an important day to reflect on one of the greatest challenges facing the world – hunger. Chronic hunger affects more than 795 million people – that’s 1 in 9 people – around the world (World Food Programme, 2017).¹ Although hunger is most prevalent in developing countries, it is also a significant problem that affects us in Canada, too. According to Food Banks Canada, about 13 per cent of Canadians struggle with food insecurity and do not have access to adequate amounts of safe, good-quality, nutritious food.

Food is one of our most basic human needs. It is critical to our health and survival, and affects almost everything we do. The fact is that although not everyone has fair access to food, there is indeed enough food to feed every person on the planet (World Food Programme, 2017). It is important that we recognize this truth and work to make it our reality.

To raise awareness about the global issue of hunger, we’ve developed this instant meeting in support of World Hunger Day. Units will explore the causes of hunger, how it affects us on both a local and global scale, and ways that we can be a part of the solution to ending hunger. This instant meeting may also be used in connection with the second year of our National Service Project: Action on Poverty, which will focus specifically on hunger.



Don't forget to share what you're doing and how you're recognizing World Hunger Day with us. Tell us what activities your unit participated in and share photos with us using **#WorldHungerDay** and the following tags:



Girl Guides of Canada



@girlguidesofcan



@girlguidesofcanada

OBJECTIVES AND OUTCOMES

Through this instant meeting, girls will develop the knowledge and skills necessary to take action against hunger. It can be completed in one meeting.

Complete both the **STARTER ACTIVITY** (p. 4) and the **CLOSING ACTIVITY** (p. 20) as well as two or three other activities of your choice. After completing this instant meeting, Guiders can choose to present girls with the Girls Making a Difference crest available from thegirlguidesstore.ca.



Look for the outdoor icon throughout this instant meeting. This icon identifies activities that can easily be done outdoors with little or no modification.

¹ "Zero Hunger," World Food Programme, accessed March 2017, <http://www1.wfp.org/zero-hunger>.

LEARNING OBJECTIVES:

To increase awareness of the issue of hunger and how it affects people locally and globally.

LEARNING OUTCOMES:

- Girls will build an understanding of the issue of hunger including some its root causes and effects.
- Girls will explore how food insecurity affects people in their community and across the world.
- Girls will develop empathy for those who experience hunger.
- Girls will feel empowered to take action in the fight against hunger.

NOTE TO GUIDERS: Please be aware that hunger may be a personal concern or experience for girls in your unit and their families. Guiders should be sensitive to this and may want to consider letting parents know in advance that they will be covering this topic in their unit.



BEGIN the instant meeting with this Starter Activity.

STARTER ACTIVITY: HUNGER TREE

(Modified based on "The Hunger Tree" from Classroom Activities by the World Food Programme)

MATERIALS:

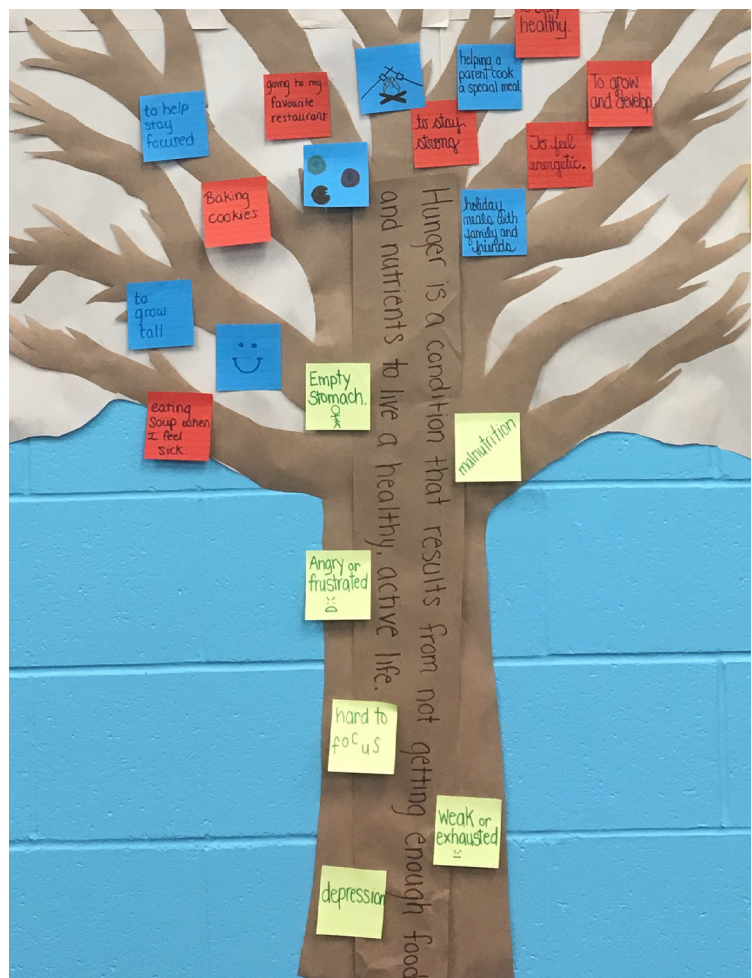
- Hunger tree diagram (p. 22)
- Chart paper, banner paper or construction paper to recreate a hunger tree
- Sticky notes of three different colours (several of each colour for each girl)
- Markers, pencil crayons, crayons

In order to better understand the issue of hunger, your unit will work together to create a Hunger Tree. To prepare for the activity, draw, print or recreate a large tree using the hunger tree diagram as a template. Be sure to include the definition of hunger on the trunk of the tree as shown on the diagram. Display the hunger tree in your meeting area and explain that each part of the tree (trunk, branches and roots) will represent an aspect of hunger as well as our growing understanding of the issue.

Start the activity by drawing the girls' attention to the branches of the tree. Explain that the branches symbolize ways in which food is important in our lives.

Ask the girls:

- Why do we need food? Examples may include:
 - To stay healthy
 - To feel energetic
 - To grow and develop
 - To stay strong
- How else is food important in your life? Think of your favorite meal, activities you enjoy, or events you celebrate with food. Examples may include:
 - Helping a parent cook a special dish
 - Holiday meals with friends and family
 - Making campfire s'mores
 - Sharing a box of Girl Guide cookies



Next, pass around two different coloured sets of sticky notes and colouring supplies, and have the girls draw or write words on the sticky notes that describe some ways that food is important to them. Use one colour for why we need food and the other for how food is important in our lives. As the girls come up with ideas, they can post their sticky notes onto the branches of the hunger tree.

Once all the girls have added sticky notes to the branches, explain that food is important for both our physical health as well as for social and emotional health. When we don't have enough food, not only are we missing nourishment for our bodies, but we are also missing out on other important aspects of our lives, such as conversations while sharing a meal or learning food preparation and cooking skills.

Next, focus the girls' attention on the trunk of the tree where the word 'Hunger' is printed, and ask:

- What is hunger?

Hunger is a condition that results from not getting enough food and nutrients to live a healthy, active life. – World Food Programme

Explain that we often think of hunger as the feeling we experience when we haven't eaten food for some period of time. While everyone has experienced the feeling of being hungry, most people are able to satisfy their hunger with a meal or snack. However, people who suffer from continuous or chronic hunger as a result of not being able to access food can't rely on having something to eat when they are hungry. They may not know when they will be able to get the food they need or where their next meal will come from.

Next, ask the girls,

- What does it feel like to be hungry?

On a third colour of sticky notes, have the girls take turns writing/drawing how it feels to be hungry and posting their notes to the trunk of the tree. Examples of their responses may include:

- Empty stomach
- Weak or exhausted
- Angry or frustrated
- Hard to focus



FOR OLDER GIRLS, you may also ask:

- How does hunger affect people?

Examples of their responses may include:

- Malnutrition
- Reduced physical and mental development
- Poor attendance and grades in school
- Depression, anxiety and other mental health concerns



Explain that it is important to remember that hunger can affect anyone, even people close to us. Hunger may be a concern for someone in your unit, your classroom, or even a friend. We should be aware of this possibility and sensitive to others' circumstances. For the remainder of this instant meeting, girls will build on their understanding of hunger and think about ways that they can be part of the solution to ending hunger.

DIG DEEPER

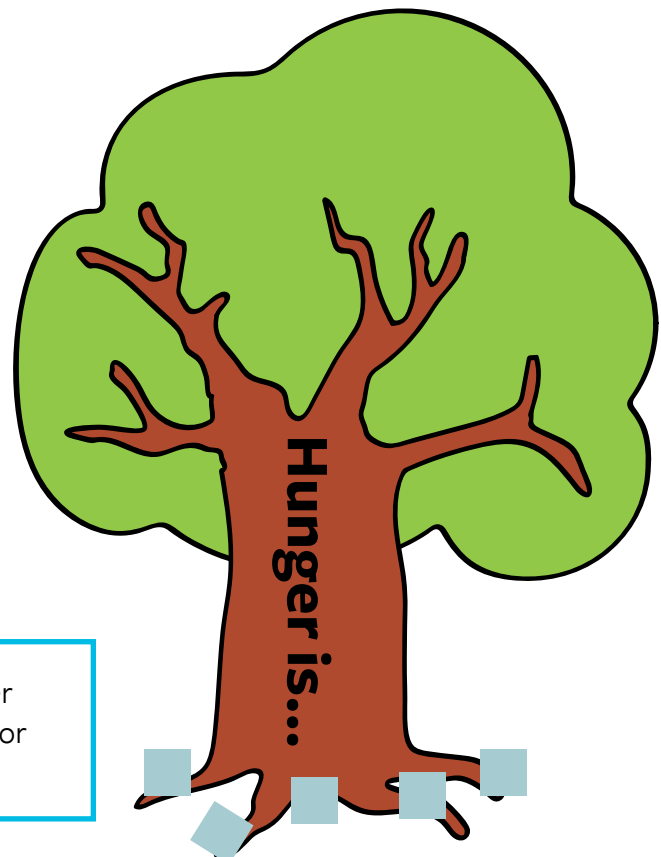
For older girls, you can take this activity to the next level by discussing the reasons hunger is a global issue. Have girls focus on the roots of the tree which represent the root causes of hunger. Ask the girls:

- What are some of the root causes of hunger?

Have girls record their ideas on sticky notes and post them on the roots of the tree. Examples of some of the root causes of hunger include:

- Poverty/low income
- Natural disasters (e.g. floods, storms, fires)
- Drought or famine
- War or political factors
- Social factors (e.g. gender, age)
- Food wastage
- Climate change

NOTE TO GUIDERS: Make sure to leave the hunger tree up on display, as the unit will come back to this for the Closing Activity.



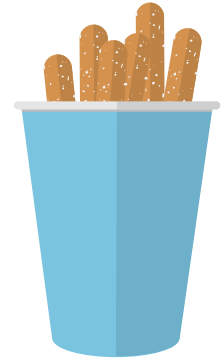
≡ **CONTINUE** your meeting by selecting two or three activities below. ≡

ACTIVITY 1: STICK IT TO HUNGER



MATERIALS:

- Pretzel sticks or some other dry food item that can be easily placed in a cup or jar
- See Distribution Chart below to determine the number of pretzel sticks you will need; be sure to be mindful of allergies in your group
- Three cups or three jars in which to place pretzel sticks (one for each group)
- Hunger trivia questions (p. 23)
- Chart paper
- Chart marker



People often assume that hunger is the result of there being too many people in the world and not enough food. The truth is that hunger is not a sign of overpopulation, but rather of the unequal distribution of food and resources (World Food Programme, 2017). The purpose of this activity is to learn more about hunger and to demonstrate food inequality.

Start this activity by dividing girls into three even groups and giving each group a cup or jar. Explain that you will be asking hunger-related questions to each group. Questions will involve either true/false statements or multiple choice questions. After one group has asked and answered a question, the next group will have a turn and so on. If a group answers correctly, the group will receive points in the form of pretzel sticks. The pretzel sticks belong to the entire group and should be placed in the group's cup or jar. It is important that the girls do not eat any of the pretzel sticks until they are told they can do so. Do not share with the girls how many pretzel sticks their group will receive. There are twelve questions in total, so each group will get four turns to answer a question.



For each question answered correctly, distribute pretzel sticks to each of the three groups as follows:

DISTRIBUTION CHART

GROUP 1: Distribute the same number of pretzel sticks as there are girls in the group

GROUP 2: Distribute one pretzel stick for every two girls in the group

GROUP 3: Distribute one pretzel stick to the whole group

Using the hunger trivia questions (p. 23) begin asking groups questions. As each group offers an answer, be sure to provide a bit of information as to why it was or was not correct using the information on the hunger trivia questions (p. 23). If a group

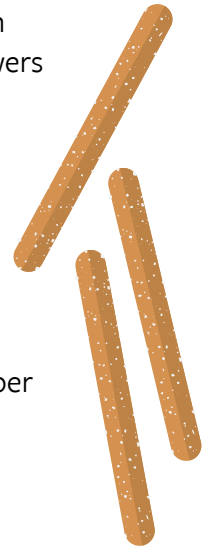


answers questions correctly, hand out pretzel sticks according to the amounts listed above. In addition to distributing pretzel sticks, keep track of the number of questions each group answers correctly on chart paper for the girls to see.

Once every group has had a chance to answer four questions, have the girls count how many pretzel sticks their group received, and record that number on the chart paper next to the number of points they earned.

Next, ask the girls the following:

- What do you notice about the number of questions answered correctly and the number of pretzel sticks won by the different groups?
- How does this relate to hunger?
- Why do you think access to food across the world is unequal?



Explain that across the world, food is not distributed equally. Some countries have more than enough food, while others do not. And within any country, some people have plenty of food and others struggle to access the food and nutrients they need. There are many reasons why these inequalities occur, but there is also plenty we can do to prevent these inequalities. It is important to recognize that those with lesser access to food did not do anything to deserve less, and everyone has the right to equal food regardless of who you are or where you come from.

Finally, have the girls come up with a way to redistribute the pretzel sticks so that every girl gets an equal number. Once they have been redistributed equally, girls can enjoy their pretzel sticks.

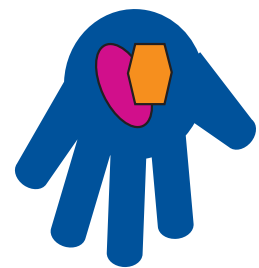
ACTIVITY 2: HUNGER, MEET YOUR MATCH



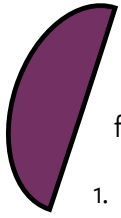
(Modified based on an activity from the Community Connections session led by Emma McGee at the Ontario Girl Guides of Canada's Super Program Weekend)

MATERIALS:

- One paper bag for each girl
- Sample of assorted shape pieces (p. 25)
 - For younger girls, you will need enough assorted shape pieces that each girl will end up with a set of four identical pieces; you may cut pieces out from the sample sheet
 - For older girls, you will need enough assorted shape pieces that the majority of the girls will end up with four identical pieces and the rest will not be able to match four identical pieces; you may cut pieces out from the sample sheet
- Cardstock on which to print your shapes



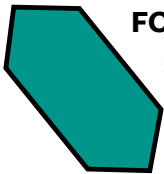
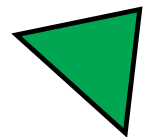
To prepare this activity for younger girls, place four non-matching shape pieces



in each paper bag. For older girls, you may vary the number of pieces you place in each bag. For example, you may put six pieces in one bag and two pieces in another. Follow the steps below to facilitate the activity.

1. Explain to girls that this activity will help us to understand how food is shared and distributed across the world. Each girl will receive a bag of shapes, which represent food. The goal of this activity is to end up with four identical shape pieces (same shape and colour). Once they have gathered four identical shape pieces, they should show them to their Guider and then take a seat.
2. Have each girl take a paper bag and look inside. They will see that their shape pieces do not match. Older girls may also notice that they may have greater or fewer than four shape pieces. They should realize that in order to get four identical shape pieces, they will have to trade with each other. Younger girls may require a bit of prompting in order to realize this task.
3. Girls will then go around the room trading or giving away shape pieces as needed in order to get four identical pieces. Once they have their matching pieces, girls can take a seat.

FOR YOUNGER GIRLS: The activity will end once they have managed to obtain four identical shape pieces and have all taken a seat. Skip ahead to the follow-up questions.



FOR OLDER GIRLS: There will come a point in the activity when there are a few girls still standing who cannot make four identical pieces match. Girls should eventually realize or may be prompted to realize that they can trade their four non-matching shape pieces with someone who is already sitting. Once they've done so, they can show their identical pieces to their Guider and then they too can take a seat. When all the girls are sitting, ask the following questions to prompt discussion:

- What did you notice about the shape pieces inside of your bag?
- What strategies did you use to make your own shape pieces match?
- Were you able to help others? How?
- How does this relate to hunger? How can we share food and resources with others?

Discuss how in the end there were enough matching shape pieces for everyone to complete the task. As we consider hunger, the fact is that there is enough food in the world to feed every person. However, some communities have more than enough access to certain resources, while others don't have enough access to those resources. Ultimately, everyone has the right to food, but it will take sharing our resources and innovative problem solving to ensure that everyone has their needs met. The solution is not always obvious, but there are enough resources to make it happen. When we share our resources and consider each other, we help to build a better, more sustainable world for everyone.



ACTIVITY 3: OBSTACLES TO ACCESS



MATERIALS:

- This activity will require a range of obstacle course materials. For larger units, you may require enough materials to create two separate but similar obstacle courses. Examples of materials include:
 - Orange cones
 - Hula hoops
 - Broom sticks
 - Mini stepstools
 - Chairs
 - Buckets
 - Laundry baskets
 - Jump ropes
 - Tunnel to crawl through

In addition to obstacle course materials you will need:

- Blindfold (two for larger units)

Use the various materials to create an obstacle course suitable to the abilities of your group. Girls will go through the obstacle course twice, the second time wearing a blindfold; make sure that the obstacle course can be done safely while wearing a blindfold.

Start the activity by engaging the girls in a discussion about barriers to food access. Use the following questions to prompt a discussion:

- What are ‘obstacles’?
Explain that obstacles are things that stop or block people from getting something or getting somewhere.
- What obstacles might prevent people from getting enough of the food they need?
Examples may include:
 - Not having enough money to buy food
 - Lack of transportation to get food
 - Not being able to grow food
 - Not having a place to store or keep food



Explain that girls will be taking turns moving through the obstacle course. In this obstacle course, each thing that stops you along your path represents a barrier to food access.

Have the girls line up for the obstacle course. Demonstrate how to navigate through the obstacle course, and then allow the girls to begin. When the group finishes, they can take a seat.

Once all the girls have gone through the obstacle course, have a brief discussion. Explain that people struggling with hunger often face more than one obstacle at a time. For example, someone who is hungry

may also be struggling with homelessness or unemployment. They may have just moved to a new country, or they could be struggling with illness. Tell the girls that just as those suffering from hunger may face added obstacles, they too will be faced with an added obstacle. This time, they will go through the course wearing a blindfold.

Ask the girls:

- What do you think will happen if you try the course while wearing a blindfold?
- What can we do to make getting through the obstacle course easier for each other?

Have the girls come up with a plan for how to help each other get through the obstacle course while wearing a blindfold. Examples may include having a teammate offer clear and concise instructions or having another girl hold her hand as she moves through the course. Once the girls have decided how they will assist one another, place the blindfold on the first girl in line for the obstacle course, and on your count have the girls begin. Once all the girls in each group have had a chance to go through the course, have everyone take a seat, and lead a follow-up discussion:

Ask the girls:

- How did you feel going through the obstacle course with the blindfold?
- What can we do to support those with added obstacles who are struggling with hunger?



ACTIVITY 4: WEB OF PREVENTION



MATERIALS:

- Ball of yarn
- Beach ball with the hunger prevention factors (see below) written on different parts of the ball (can be written on labels and stuck to the beach ball to allow for reuse of the beach ball for future activities)
- Large labels – one for each girl and Guider with a hunger prevention factor written on it

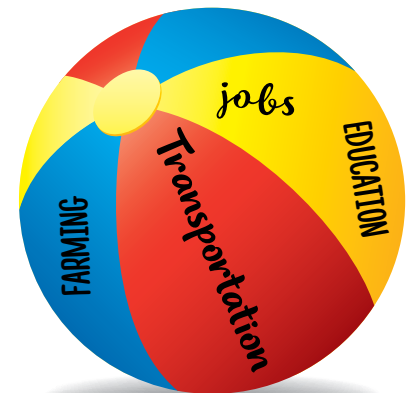
When we think about hunger, it is important to consider the various factors that can prevent a community from experiencing hunger. This activity helps to demonstrate some of these factors and how they are all important to ensuring that people have access to the food they need.

Prepare for the activity by writing the following hunger prevention factors on the beach ball. Feel free to modify or eliminate certain factors depending on the size, age, and level of understanding of your unit.

- Jobs
- Farming
- Local food
- Transportation
- Clean water
- Affordable food
- Food assistance programs
- Environmental protection
- Education

Next, write a hunger prevention factor on a label for each girl and Guider. Labels should be large enough for every person to see when standing in a circle as a whole unit. The same factor can be given to more than one participant.

Start the activity by giving each girl a ‘hunger prevention factor’ label to be worn somewhere that is visible to everyone. As a group, discuss what each of the labels means and how each factor prevents hunger.



- **JOBS** – Jobs allow people to work and earn enough money to buy food.
- **FARMING** – Farming involves the production of crops, fruits, vegetables and the raising of livestock for communities to eat or sell to other communities.
- **LOCAL FOOD** – When food is grown or produced in your own community it can help feed the community while creating jobs for people in the community.
- **TRANSPORTATION** – Roads and vehicles make it possible for food to get from one place to another.
- **CLEAN WATER** – When our water is clean, not only is it good for us to drink, but it’s good for growing crops and vegetables and nourishing livestock, too.
- **AFFORDABLE FOOD** – Food is affordable when it’s not too expensive for people to purchase.
 - **FOOD ASSISTANCE PROGRAMS** – Programs such as food banks, pantries and shelters help those who are experiencing hunger or who are at risk of hunger.

- **ENVIRONMENTAL PROTECTION** – Protecting the environment can help to ensure that we have access to safe, clean, and healthy food.
- **EDUCATION** – Learning about hunger and hunger prevention factors is important to preventing and reducing hunger in communities.

Next, have the girls stand in a circle. Explain that you will be creating a community based on your discussion that will work together to prevent hunger. The Guider can use the end of the ball of yarn to make a loop around her finger, and then toss the ball of yarn to someone across the circle, allowing it to unwind as it goes. That person can then loop the yarn around her finger and toss it to someone else across the circle. Have girls continue tossing the yarn in this way until everyone has gotten the ball of yarn once or twice. Notice that as the ball unwinds it creates a web.

FOR OLDER GIRLS:

When the first girl receives the ball of yarn from the Guider, she should decide who she will toss it to next. Once she has decided, she should state how that person's hunger prevention factor might relate to her own hunger prevention factor. For example, if the first girl is wearing a 'clean water' label, and she wants to toss the ball of yarn to a girl wearing the 'local food' label, she could explain that clean water is needed in order for local food such as fruits and vegetables to grow. She can then toss the yarn to the girl wearing the 'local food' label, and the activity can continue in this way until every girl is holding the yarn.

Next, toss the beach ball into the centre of the web and have the girls work together to keep it up. When the beach ball falls out of the circle, see which of the hunger prevention factors lands face up. Whoever is wearing that label should let go of the yarn and step out of the circle.

Encourage girls to notice how this affects the web. Ask the girls to think about how the loss of this prevention factor could put a community at risk of hunger. Then toss the beach ball back into the circle and have the remaining girls repeat the task. If the beach ball lands with the same label face up, look for the next closest factor on either side of the ball and have those girls wearing that label release the yarn and step out. As girls release the yarn, the web will gradually lose its shape, making it difficult to keep the ball up. Continue until there is no one left holding the yarn. Have the girls return to the circle and take a seat.

Ask the girls:

- As hunger prevention factors stepped out of the circle, what happened to the web? How does this reflect hunger in a community?
- Can you think of any other factors that could prevent hunger in communities?
- What can we do to address hunger in our own community?

Discuss how across communities, different factors are important for preventing hunger. These factors are interconnected and cannot be addressed separately from one another. In order to prevent hunger or alleviate hunger in a community, it is important to consider various factors and how they all work together to protect that community.



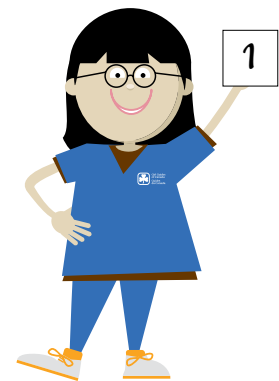
ACTIVITY 5: ONE IN FIVE



(Modified based on “One in Five” from Poverty USA, <http://www.povertyusa.org/poverty-resources/education-center/grades-k-5/>)

MATERIALS:

- Index cards labeled 1 through 5; enough for one card per girl
- Safety pins or tape that will hold index cards on clothing
- Four bowls
 - One large bowl labelled ‘Needed for Daily Life’ and filled with Cheerios
 - One medium bowl labelled ‘Nice to Have’ and filled with a snack item (raisins, dried cranberries, pretzels, popcorn, etc.)
 - Two small bowls labelled ‘Treats’ and each filled with a different treat item (Smarties, Skittles, small hard candies, etc.)
- Small Dixie cups



According to the World Food Programme, one of the main causes of hunger is poverty. People living in poverty generally cannot afford nutritious food for themselves and their families. This activity will help demonstrate how many children in Canada live in poverty and may therefore struggle to access the food they need.

Depending on the size of the unit, Guiders may choose to have more than one bowl of certain food items or more than one food table. Guiders should select items that they know will appeal to the girls in their unit and are in keeping with all food allergies and restrictions within the unit.

Bring all girls together. Ask girls to guess how many children in Canada live in poverty as a number of one in X. After taking several guesses or the correct guess is made, Guiders can share that according to a 2015 report called Let’s Do This (Campaign 2000),² one in five children in Canada live in poverty. Have girls look around and calculate how many girls that might equal in their unit. Explain that this activity is going to allow them to see and experience for a moment what that one in five number means.



Tell girls that they will have an opportunity to select some food items and treats during the activity, but it’s important that they not eat any of them until the end when they are told they can do so. Explain that there are four food items on the table. Cheerios which represent the food they need to eat each day to survive. There is also a healthy snack which represents food that it is nice to have, and two bowls of treats which represent the special treats they sometimes enjoy.

² “Report Card on Child and Family Poverty in Canada,” Campaign 2000, accessed March 2017, <http://campaign2000.ca/wp-content/uploads/2016/03/C2000-National-Report-Card-Nov2015.pdf>.

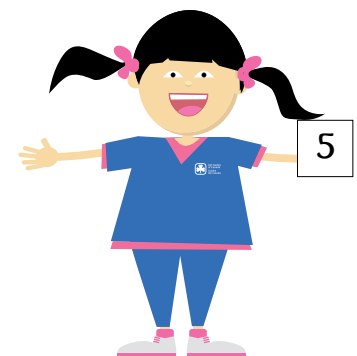
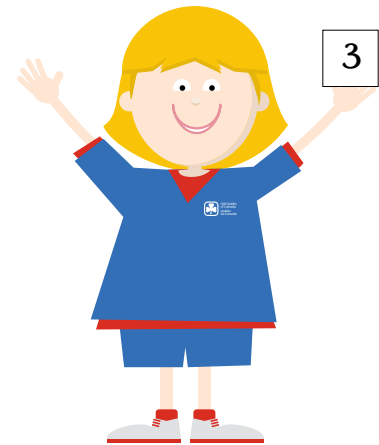
Have girls form a line and hand out the numbered cards. Have girls tape or pin the cards to the middle of their shirt where everyone can see it. Provide each girl with a small Dixie cup and have them sit in a circle.

Invite the girls with the numbers one through four to the food table. Let them know they can fill their cup with whatever food items they like and they can fill their cup to the top. When they are finished, have them return to the circle and remind them they are not to eat any of their food yet.

Invite girls with the number five on their cards to the food table. These girls represent the one in five children in Canada who live in poverty. Let them know that even if there are other items still available, they are only allowed to choose Cheerios and they can only fill their cup halfway. When they are finished, have them return to the circle and remind them they are not to eat any of their food yet.

Have girls look around the circle at the food cups sitting in front of everyone. Have a short discussion that might include some of the following questions:

- How did you feel when you were invited to the food table?
- Why do you think that girls with the number 5 were only allowed to take Cheerios?
- If you were invited to the table first:
 - What did you think when you saw the options available? How did you feel?
 - What did you think when you heard the second group didn't have the same opportunity you did? How did you feel?
- If you were invited to the table second:
 - What did you think when you saw the food the first group was able to get? How did you feel?
 - What did you think when you didn't have the same options? How did you feel?
- How did it feel to have a number 5 on your card and represent the children in Canada who live in poverty?
- How do you think this activity is similar from what children who live each day in poverty experience? How is it different?



Allow girls to enjoy their food items and let them know they can share with others in the group who may not have as much, or the same items. Allow girls who initially weren't allowed all food items to come back and select from the items they may have missed out on. As girls share their food and enjoy their snacks, have them brainstorm some ways they can apply what they learned from this activity in their everyday life.

ACTIVITY 6: TOWER OF IMPACT

MATERIALS:

- Popsicle sticks (at least 12 per girl or pair of girls)
- Clothespins (at least 12 per girl or pair of girls)
- Impacts of hunger scenarios (three scenarios) (p. 26)

TIP: Different building materials will also work in this activity as long as you ensure that each girl or pair of girls has the same number of pieces. Variations can include:

- Wooden blocks
- Tower of cups
- Cookie cases
- Lego or similar building toys

It is important to understand the different circumstances that lead people to hunger and to recognize the physical, social, and emotional consequences of living without adequate food. This activity is designed to demonstrate the negative effects of hunger and to nurture empathy for the experience of hunger.

Once the girls' towers have been built, start reading the first of the impacts of hunger scenarios (p. 26). There are three points within each scenario. After reading each point, ask girls to carefully remove one frame. If the tower topples over, the girls can simply rebuild and continue playing. Play two rounds before bringing the girls together for a discussion:



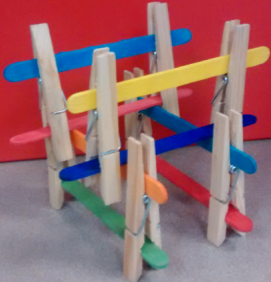

- How did you feel listening to each of the scenarios?
- What happened to the tower when you removed each frame?
- How is this similar to the experience of hunger?

Next, have the girls start with just the bottom two frames standing parallel to one another. This time, as you read through the points in the third scenario, have girls add a frame. After the first three points have been read, ask the girls,

- What resources were provided to the family to help get them out of hunger?
- What other resources exist in communities that can help people access the food and resources they need?

Have girls come up with other resources that can support those who are struggling with hunger. For each example that a girl gives, have all the girls add a frame to their tower. Have girls continue to provide examples until the tower has been rebuilt. If at any point the tower falls over during the rebuilding process, allow girls to rebuild their towers, and remind them that this is simply part of the fight against hunger.

For this activity, girls can either work independently or in pairs to build popsicle stick towers. Use the following instructions to build the tower:

	<ol style="list-style-type: none"> 1. First, create a popsicle frame by attaching two clothespins to each side of a flat-facing popsicle stick. The popsicle stick should sit in the ridge of each clothespin. Stand the structure on the wide end of the clothespins. Then place another popsicle stick sideways at the top of the structure so that it's resting on the metal pieces of each clothespin.
	<ol style="list-style-type: none"> 2. Repeat this step and stand both popsicle frames parallel to one another.
	<ol style="list-style-type: none"> 3. Build two more popsicle frames using the above instructions. Then balance each popsicle frame perpendicularly atop the first level of popsicle frames.
	<ol style="list-style-type: none"> 4. Continue building popsicle frames and balancing them perpendicularly on the topmost frame to grow the tower until you have created at least three levels in total.

ACTIVITY 7: JOURNEY OF A RAISIN



MATERIALS:

- Package of raisins (one raisin for each girl)

Visualization is a powerful tool that can help us use our imaginations to envision something. It can allow us to relax, open our minds, and let ourselves explore new ideas. In this activity, girls will be led through a visualization that will help them to reflect on a particular food system. They will then consider the possible barriers that could prevent access to the final product.

Start by giving each girl a raisin and having girls place the raisin in the palm of their hand.

Facilitate the visualization by reading the following passage. Speak slowly, and use a calm, soothing voice.

Close your eyes. Think about that raisin in the palm of your hand. Before it was a raisin, it was a grape. Picture the grape growing on a single vine in a large vineyard. Now picture it being handpicked by fieldworkers, placed on a tray, and laid out on the ground between the rows of vines. Now imagine the grape drying up in the hot sun, shrinking and shriveling, until it becomes a raisin. Now picture the raisin being cleaned off and placed in a package. Next, imagine the package being put on a truck and dropped off at the grocery store or market. Now picture the package being purchased and brought into this unit. Finally, picture a single raisin being plucked from the package and placed in the palm of your hand.

Now, place the raisin in your mouth and slowly chew. As you chew, think about the journey of the raisin and all the time and effort that has led to this very moment.



Prompt a discussion by asking the following questions:

- After imagining the journey of the raisin, how did it taste when you finally placed it in your mouth?
- Which part of the journey did you enjoy picturing the most?
- Which part of the journey was most difficult to imagine?
- Who are some of the people you pictured as you thought about the journey of a raisin? How were they involved the journey?

Examples could include:

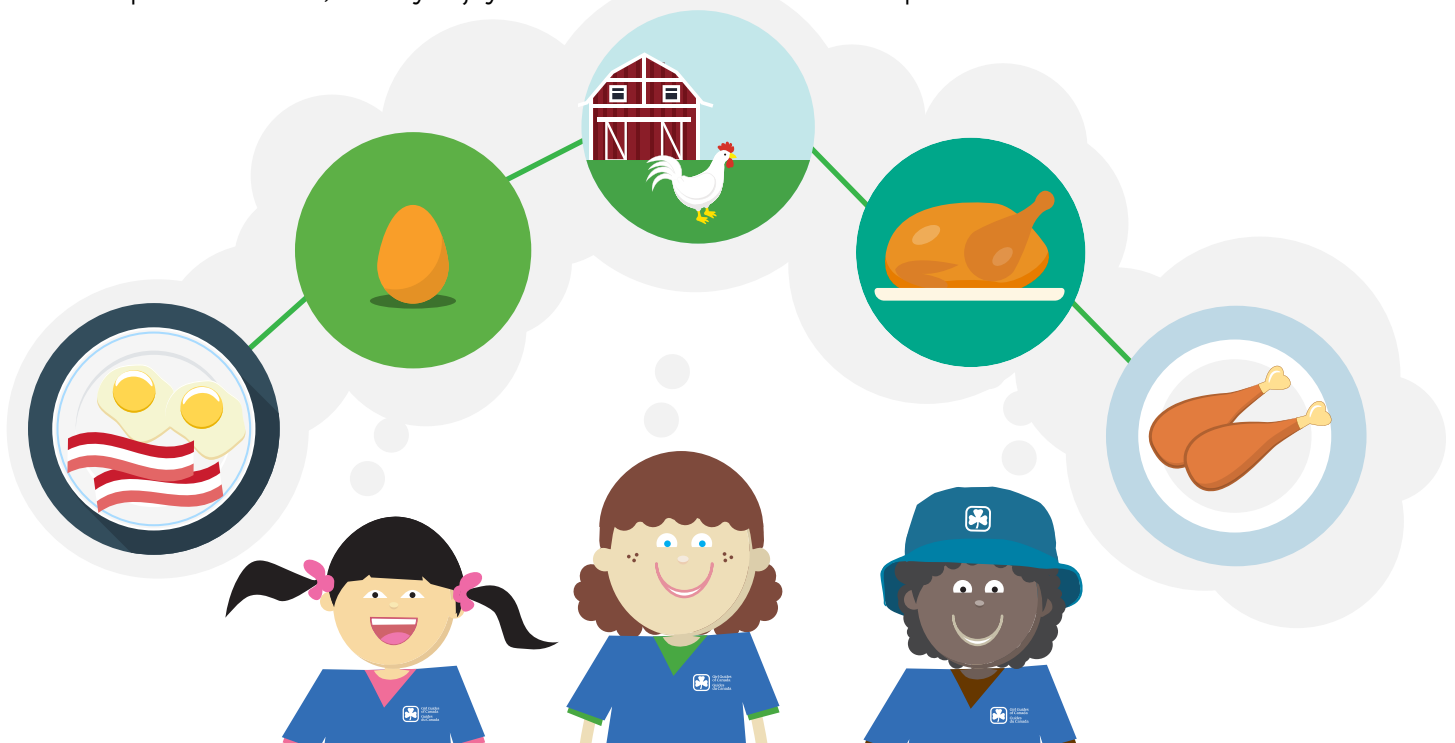
- Farmers
- Fieldworkers
- Truck driver
- Market clerk

- What are some of the barriers that could prevent the raisin from making its journey to the palm of your hand?

Examples could include:

- No access or limited access to grape seeds
- Drought makes it harder to grow grapes
- Not enough skilled farmers to harvest the grapes
- Inability to transport the raisins
- Not enough money to buy the raisins

Explain that it is important to recognize that the food we eat involves many people and a lot of hard work. Several things need to happen for us to end up with food on our plates, and there are all sorts of barriers that could prevent those things from happening. For some people, those barriers are much greater and more likely to occur. When we take the time to think about where our food comes from and appreciate how it feels when it ends up in our mouths, we may enjoy our food and the nourishment it provides us that much more.



≡ **CONCLUDE** your instant meeting with the following Closing Activity. ≡

CLOSING ACTIVITY: LEAF HUNGER BEHIND

MATERIALS:

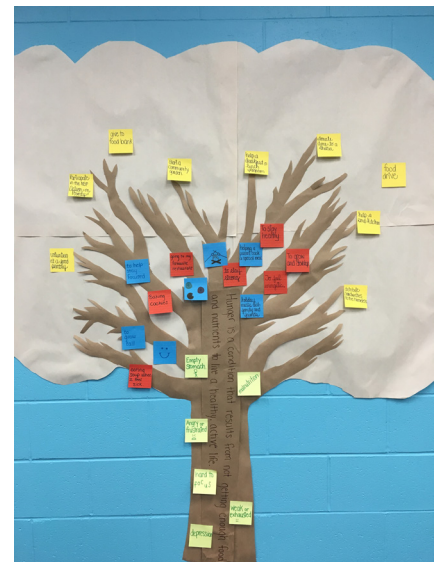
- Sticky notes – same colour as those used during the Starter Activity
- Additional sticky notes – several for each girl in a different colour from those used in the Starter Activity
- Markers, pencil crayons, crayons

Have girls return to the hunger tree and reflect on the definition, effects, and if applicable, root causes of hunger that they had provided during the Starter Activity. Now that they have gone through the activities, ask if they have anything else to add to the hunger tree. Give them the opportunity to add any additional images or ideas.

Next, explain that girls will be adding leaves to the tree. Leaves will symbolize possible actions they can take to help solve the problem of hunger. Encourage girls to brainstorm both local and global ideas. Ideas can be small acts or big initiatives. Give girls sticky notes and colouring supplies and have them demonstrate their ideas using pictures or words as they did during the Starter Activity.

Examples of ideas for alleviating hunger may include:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Plan a food drive • Give to food banks • Volunteer at a food pantry • Donate meals or meal items to a soup kitchen • Volunteer at a soup kitchen • Distribute sandwiches to those who are homeless • Donate time to a shelter • Donate meal items to a school breakfast or lunch program • Reduce food waste | <ul style="list-style-type: none"> • Learn about subsidized meal programs • Visit a local food assistance program • Research global hunger initiatives • Grow your own garden and share with others • Get involved in community gardening • Learn more about hunger and food insecurity • Learn about sustainable farming • Participate in GGC's National Service Project: Action on Poverty |
|--|--|



Explain that just by participating in World Hunger Day, girls have taken an important step in enhancing hunger awareness and promoting equal food access. Finally, remind girls that they have the ability to make these ideas a reality. They can act as powerful agents of change and be a part of the fight against hunger. Every action counts.



APPENDIX

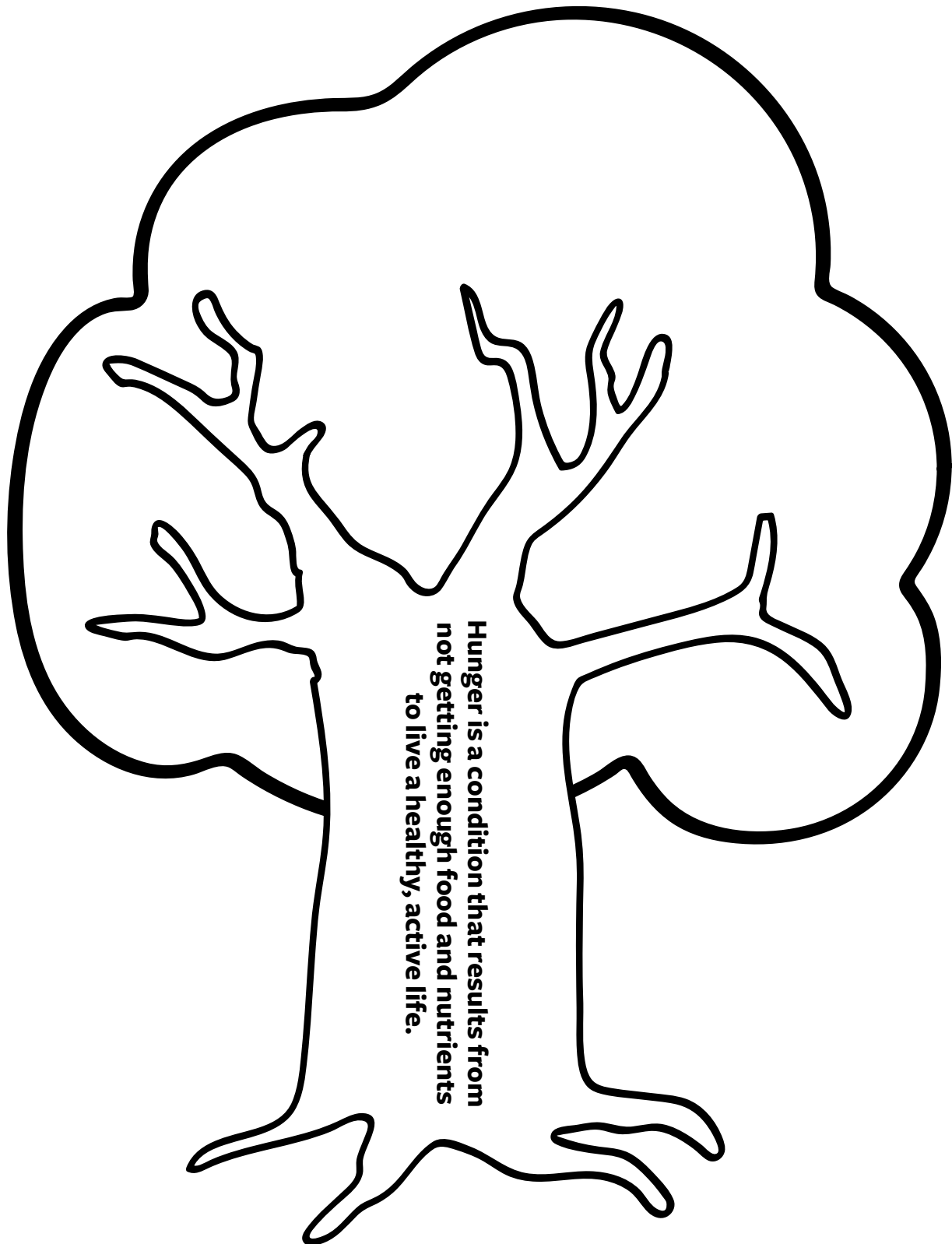
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HUNGER TREE DIAGRAM



HUNGER TRIVIA QUESTIONS

NOTE TO GUIDERS: For older girls, you may consider making the questions or answer options more challenging.

1. True or False: Although many people suffer from hunger, there is actually enough food on the planet to feed every person.

ANSWER: TRUE

While there is enough food on the planet to feed every person, not every person has equal access to food.

2. True or False: No one in Canada is affected by hunger.

ANSWER: FALSE

Hunger affects about 13% of Canadians. That’s nearly four million people across the country.

3. True or False: Hunger can affect women, children and the elderly.

ANSWER: TRUE

Hunger can affect people of all ages, genders and backgrounds. However, across the world, women, children and the elderly tend to be more vulnerable to hunger.

4. What does ‘food insecure’ mean?
- a. Not having access to safe, nutritious food b. Having a poor self-image c. Chewing too much bubblegum

ANSWER: A. Not having access to safe, nutritious food

‘Food insecure’ means not being able to access safe, nutritionally adequate food consistently, which leads to hunger.

5. True or False: Hunger makes it hard to focus.

ANSWER: TRUE

Food is like fuel for our bodies. We need food in order to function properly. If we don’t have enough food to eat, it’s difficult to pay attention and get through the day.

6. What is the main reason for hunger in Canada?
- a. Not having enough money to buy food b. Not having enough forks to eat food c. Not wearing a bicycle helmet

ANSWER: A. Not having enough money to buy food

In Canada, not making enough money to afford adequate food is the primary reason for hunger.

7. How might it feel to be hungry?

- a. You might feel stronger b. You might have more energy c. You might feel weak or tired

ANSWER: C. You might feel weak or tired

Hunger can make you feel tired, it can cause bones and muscles to become weaker, and it can make you feel like you don't have enough energy.

8. Which of the following exists to help hungry people in your community?

- a. Libraries b. Food pantries c. Parks

ANSWER: B. Food pantries

Food pantries collect and distribute food to people in the community who are hungry or at risk of hunger.

9. What are micronutrients?

- a. Crayons and markers b. Badges and crests c. Vitamins and minerals

ANSWER: C. Vitamins and minerals

Micronutrients are the vitamins and minerals our bodies need to grow and be healthy. Vitamin A, iron and iodine are examples of some important micronutrients.

10. What is a soup kitchen?

- a. A place where hungry people can get a meal for free or at a low cost b. A place where people can buy new running shoes c. A place where people go to watch movies

ANSWER: A. A place where hungry people can get a meal for free or at a low cost

Soup kitchens offer prepared food and hot meals to hungry people for free or at low prices.

11. What is 'malnutrition'?

- a. Not getting enough food and nutrients b. A province in Canada c. A type of flower

ANSWER: A. Not getting enough food and nutrients

Malnutrition means not getting the right amount of food and nutrients to live an active, healthy life. It can result from not having access to enough food or to enough of the nutrients we need.

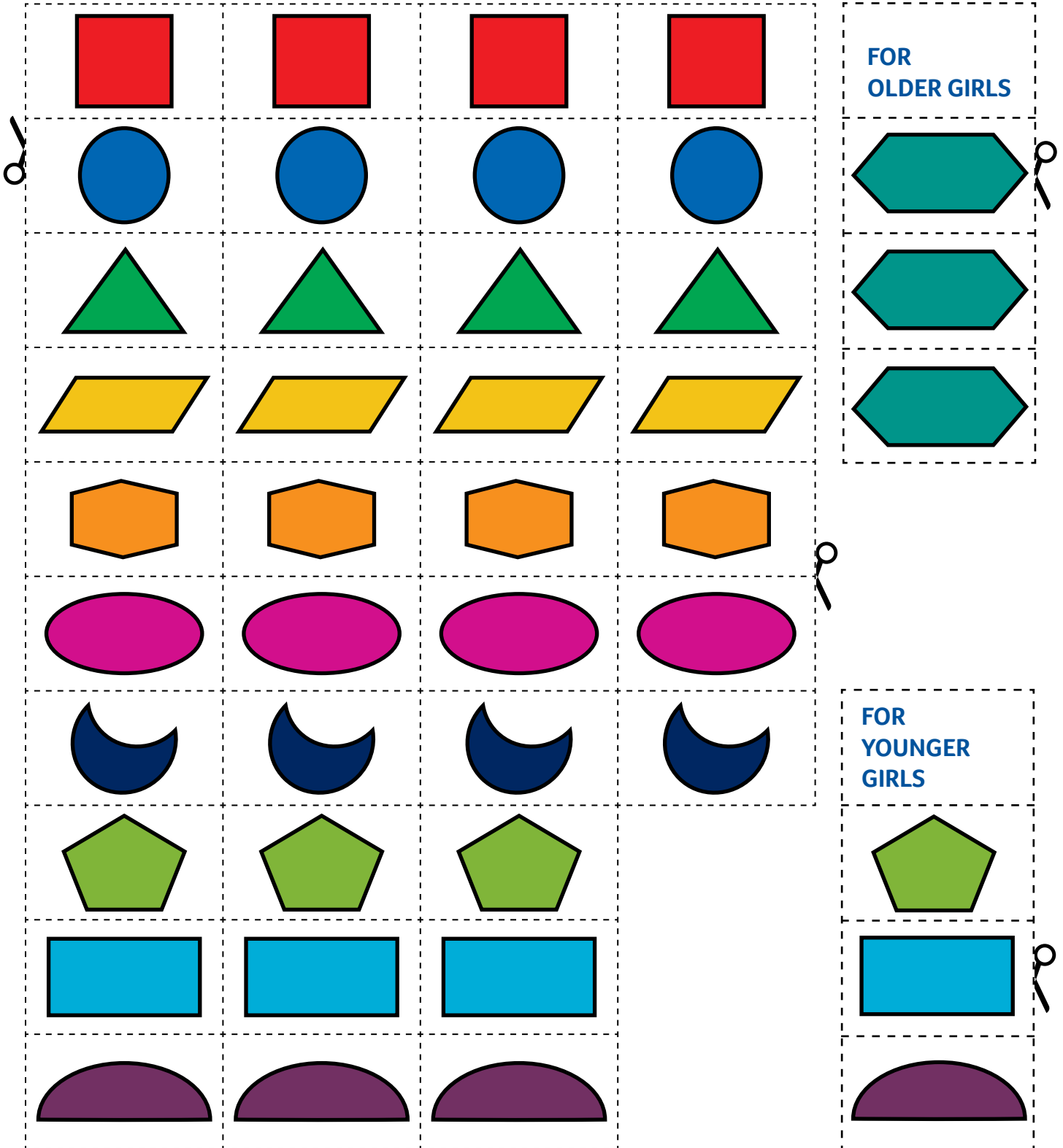
12. True or False: There are things each of us can do to help fight hunger.

ANSWER: TRUE

There are plenty of things each of us can do to help fight hunger. Hosting a food drive, donating food, or volunteering at a soup kitchen or food pantry are just some of the ways you can help.

SAMPLE OF ASSORTED SHAPE PIECES (FOR 10 GIRLS)

Cut out all shape pieces, and then cut out additional pieces for older or younger girls depending on your unit.



IMPACTS OF HUNGER SCENARIOS

SCENARIO 1:

1. A girl your age woke up this morning and went to the kitchen to have breakfast, but realized there was no cereal left in the pantry. Without eating breakfast, she headed to school. She had trouble concentrating all morning. Remove one frame.
2. It's lunchtime. The girl's parents gave her the last \$2 in their wallet to buy lunch, but the cheapest meal item was \$3. She bought a bag of chips since it was all she could afford. After lunch, she had an exam, but did poorly since she couldn't focus. Remove one frame.
3. When the girl got home from school she found out the electricity had been shut off because her family couldn't afford to pay the bill. Without electricity, her parents couldn't cook a hot meal. She ate a cold can of beans and went to bed hungry. Remove one frame.

SCENARIO 2:

1. A girl your age lives in a rural village. Her parents own a local produce market. There's been a drought and there are not enough fruits and vegetables for the business to sell. Remove one frame.
2. As the market fails, the girl's parents are running out of money. Each day they struggle to provide their family with enough food. The girl feels sad for her parents and worried about her family's health. Remove one frame.
3. The girl's parents have to close the market. They are now unemployed and there aren't enough jobs for them in the village. Every day they have less food to eat. Remove one frame.

SCENARIO 3:

1. A girl your age and her family were forced to leave their home since they couldn't afford to live there anymore. Fortunately, their local homeless shelter was able to provide them with a place to stay. The shelter is also feeding them hot meals. Add one frame.
2. In addition to hot meals, the shelter offers bagged lunches for the girl to bring to school. Since she doesn't feel hungry during the day, she is able to focus on what she's learning. Add one frame.
3. A worker at the shelter helped the family find an apartment. They are happy to be living in their own place once again and are getting food from the local food bank. Add one frame.