

How Does The World Eat?

Grades 3-12
Page 1 of 5



Time

30-45 minutes

Objective

This activity helps increase awareness of the unequal distribution of resources around the world and its effect on hunger.

Materials Needed

Crackers, raisins or other snack food

Procedure

- Divide students into groups based on table below. Group students from each region together so they can clearly see how the world's population is distributed. Ask each group to make a sign to label its region.
- Discuss the uneven distribution of resources around the world. Explain that while some people have much more than they need, many others do not have enough. Be sure to stress that there are people in poor countries who are well-fed, as well as people in rich countries, like the United States, who are hungry.
- Give each group a small bag that contains the corresponding number of peanuts for that region.

Regions	Percent of world's population	Number of students	Number of peanuts
ASIA	60%	15	34
AFRICA	15%	4	6
North America, Western Europe, Japan	12%	3	18
LATIN AMERICA	8%	2	5
Eastern Europe	5%	1	2
TOTAL	100%	25	65

- Ask students how they felt when they saw how the food was distributed. If it's a younger group, encourage them to think about how friends share with each other. Is there any way that communities or governments can share with each other?

- Encourage students to think about the fact that people are hungry not just in other countries, but in their own state as well. Ask students to predict who is likely to go hungry in their community (children, adults, elderly).
- Tell the class that less than one-quarter of the world's people live in countries where the basic needs for food, clean water, health care, education, etc. are easily met. More than three-quarters of the world's population live in countries in which basic necessities are not easily obtained. Explain that these people struggle daily to survive.
- Ask the students to find a way to divide up the peanuts as equally as possible within each group. In a group of 25 students, **three peanuts per student represents the amount of food needed for an active and healthy life**. Ask them how many have less than three peanuts. How many have three or more? What are the reactions from the groups?
- An important aspect of the food problem is an unequal distribution of food in the world. Is there a way to share wealth more equally in the world? How about sharing wealth in or between various countries, or in our own community?
- Optional Discussion for 9-12 grade:
 - Provide students with a breakdown of the current U.S. Budget. (*see attachment*)
 - Discuss the current spending and breakdown of the U.S. Budget. What is the largest expenditure? What is the smallest?
 - Have the students create the own breakdown of the U.S. Budget (*see attachment*).
 - Compare and discuss different students' budget breakdown. Where there any common trends among the students?

POSSIBLE ACTIONS

- Create a fund drive- see Set the Table- a fundraising activity or contact the Food Bank of Western Massachusetts for information & resources.
- Host a food drive i.e. peanut butter drive or canned tuna drive

MA DOE LEARNING STANDARDS

COMPREHENSIVE HEALTH

Nutrition

3.12 – Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques)

3.14- Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups.

Mental Health

5.9- Describe the relationship among physical appearance, changes in the body, and self- concept and esteem.

HISTORY & SOCIAL SCIENCE

Economics

6.11 Give examples of products that are traded among nations, and examples of barriers to trade in these or other products

Grade 8-12) Skill 25. Explain the basic economic functions of the government in the economy of the United States.

MATHEMATICS

Operations and Algebraic Thinking

(Grade 4) 4.0A Gain familiarity with factors and multiples

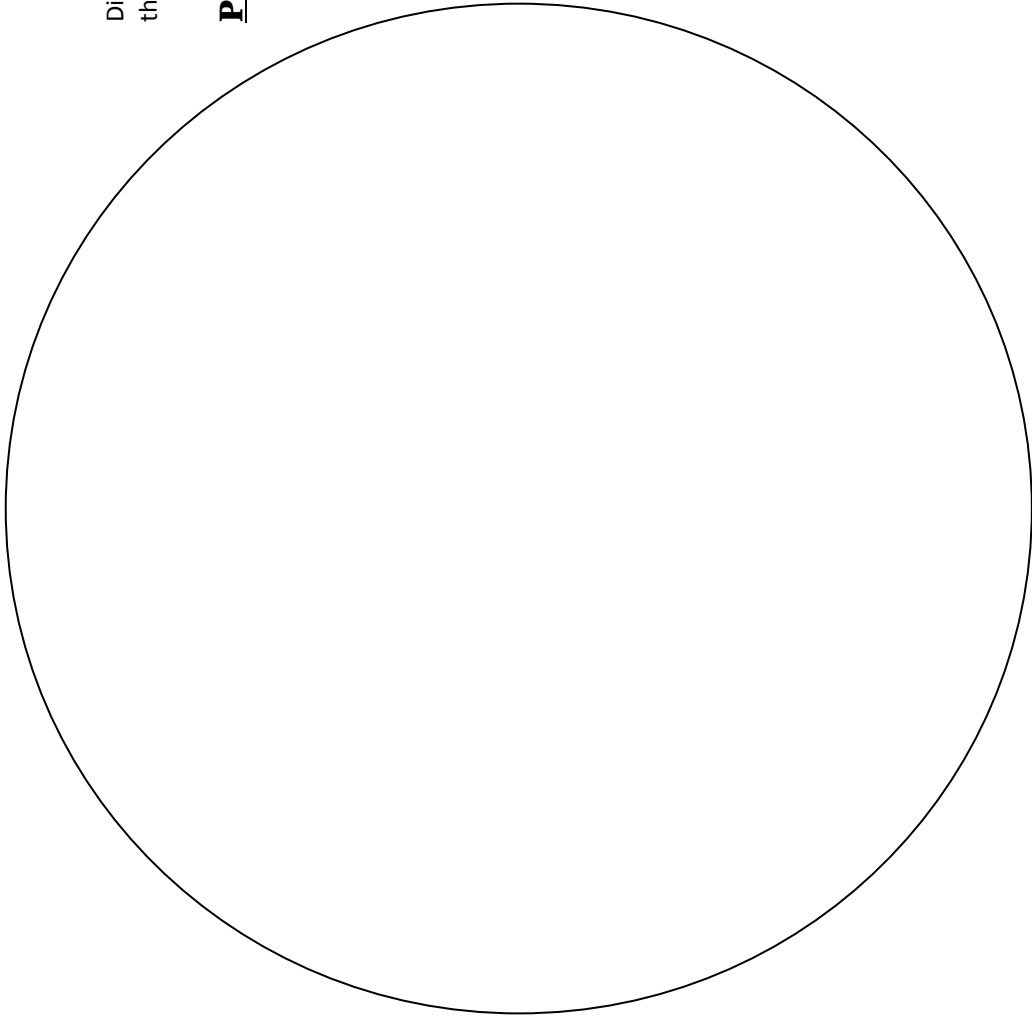
Number and Operations- Fractions

(Grade 5) 5NF Apply and extend previous understandings of multiplication and division to multiply and divide fr

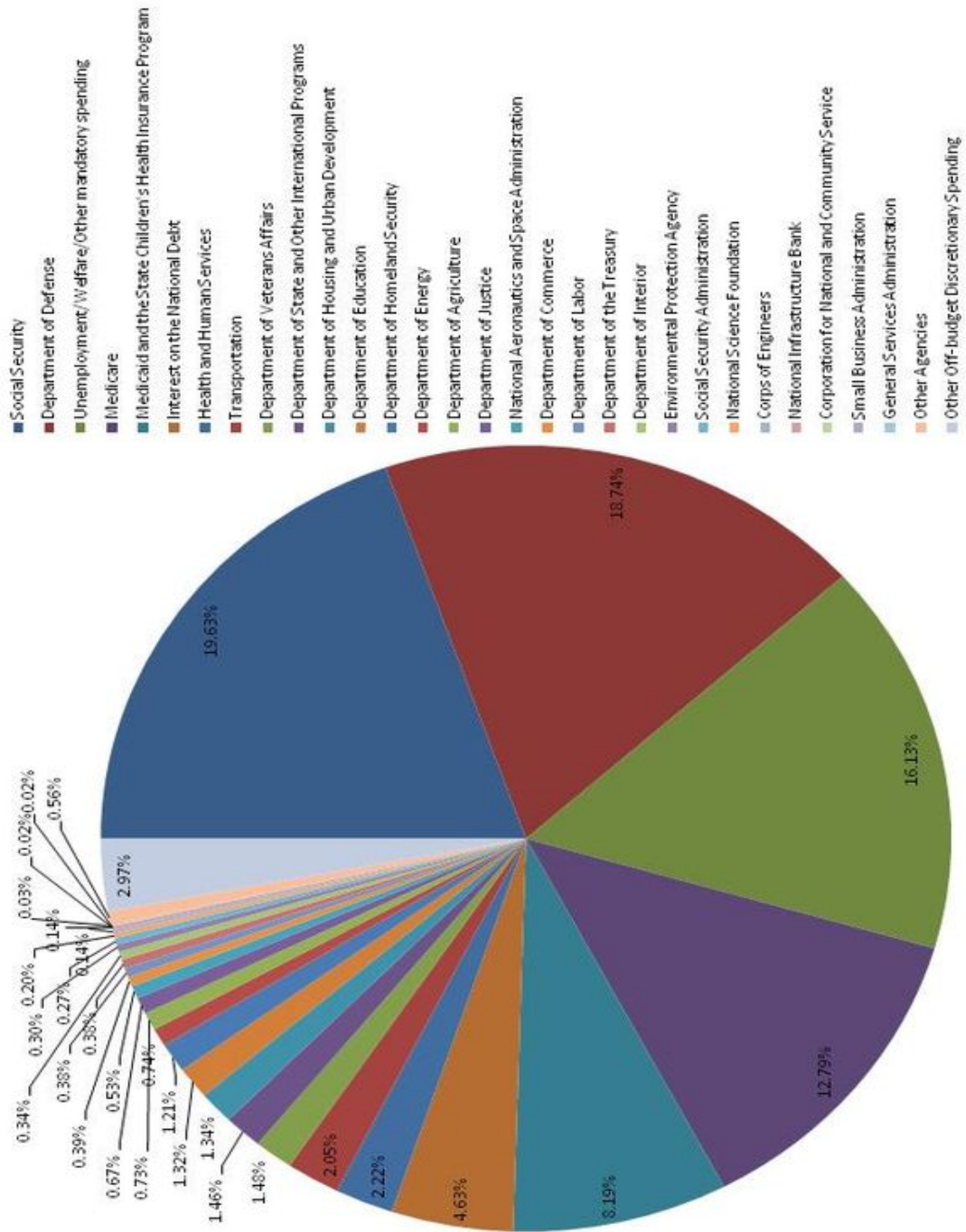
Directions: Create a Pie Chart and label
the Key with your ideal U.S. Budget

PIE CHART KEY

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



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Source: 'FY2010 Budget, 'A New Era Of Responsibility' vid. P.119. <http://www.gpoaccess.gov/usbudget/fy10/pdf/fy10-newera.pdf>