

MILIONS DE NENS I NENES LLUITEN PER SORTIR  
DE LA **POBRESA EXTREMA** I DE LA **FAM**.

**UNEIX-TE PER CANVIAR-HO**



Campanya de L'EpD 2018-2019  
**INGLÉS 4 ESO Y BACHILLER**



## **MATERIA: Lengua inglesa**

### English - 4 ESO and BACH

#### **Título de la unidad:**

Hunger, does it also occur at home? Can we prevent it?

#### **1. INTRODUCCIÓN**

#### **2. TIEMPO 1 hora**

#### **3. OBJETIVOS DIDÁCTICOS**

- Explore the impact poverty, and inequality, have on the wider society and economy.
- Reflect over poverty around the world.
- Analyze what hunger really is and how poverty affects children's lives.
- Reflect on why hunger (and poverty) occur.
- Come to an agreement of things to try to reduce hunger around the world, while taking into account that the world is interconnected, and our actions here may affect countries on the other side of the world.

#### **4. CRITERIOS DE EVALUACIÓN Y ESTÁNDARES DE APRENDIZAJE**

- Assess oral participation in the proposed activities.
- Assess reading comprehension through interpretation of a text.
- Carry out a reading comprehension exercise of the text.
- Assess active listening capacity through participation.





## 5.- CONTENIDOS.

### Warm up: (5 min.)

<https://www.youtube.com/watch?v=IFNju80IYGo>

We can start the session with this short video that even if it is not ethical at all (ask the students to think about the ethicality of it) shows that too often what rules our world today is Money.

### Activity 1: (15 min.)

Write the word “hunger” on the board and invite students to share whatever comes to their mind – adjectives, places, ideas, etc. Show them a **couple of photos** in black and white and ask them where they think they are from. These photos may show them that hunger is not a problem that only affects the continent of Africa, as TV sometimes shows in an unrealistic view, but that they can also see it in their cities.

Some of the things that students may say could be these:

**Hunger** (Oxford English Dictionary 1971)

1. the uneasy or painful sensation caused by want of food; craving appetite. Also the exhausted condition caused by want of food
2. the want or scarcity of food in a country
3. a strong desire or craving

The definition that interests us the most is the one related to **world hunger** which refers to the second definition of the Oxford Dictionary, aggregated to the world level. The related technical term (in this case operationalized in medicine) is either malnutrition, or, if malnutrition is taken to refer to both undernutrition and overnutrition (obesity, overweight) as it increasingly is, undernutrition. Both malnutrition and undernutrition refer to the effects on people of not having enough food.

Then, work as a class to develop a one-sentence **definition of world hunger** using these shared ideas. The definition should try to address **what hunger is, who it affects and why it occurs.**





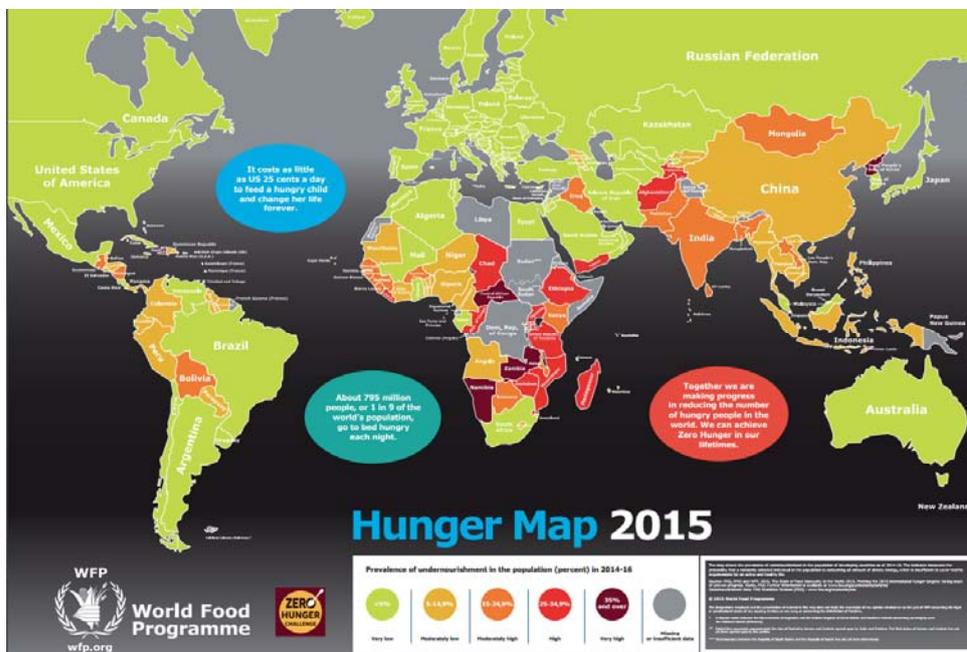
## Activity 2: 10 min

Project on a screen the World Hunger Map 2015 from the World Food Programme.

Guide students to explore where hunger is a serious problem around the world. Does anything on the map surprise them? Guide also your students to realise that even if in Spain we have the green colour (low level of hunger, it does not mean that it does not exist, and that even low is bad, because it should be nonexistent).

On the board, write “global” in front of “hunger.” Ask: How does adding the word “global” change their sense of the word “hunger”? What does it mean for the world that hunger happens on a global scale?

Tell them that they will now start to find out more about the impact that hunger can have on a child and how it can affect everything from daily life to dreams and aspirations.





### Activity 3: 25 min

Ask your students what their dream was when they were 10 years old. Put on relaxing music and give them a couple of minutes to think about it.

Then, invite them to read the text [“Remembering a Hungry Childhood,”](#) published in the New York Times in 2011 by a farmer in Kenya who shares his experience of hunger.

#### **Remembering a Hungry Childhood**

***Peter Kimeu is a small-scale farmer in Machakos, Kenya, and a technical adviser for Catholic Relief Services, a humanitarian organization.***

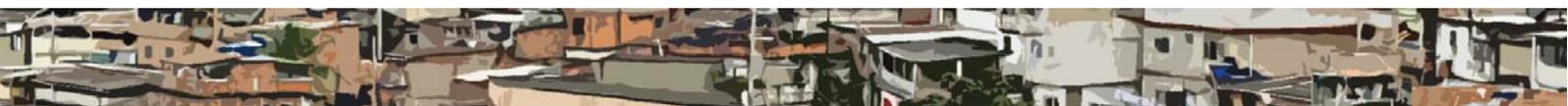
*Machakos, Kenya*

*DROUGHTS are cyclical in Kenya. Before, they came every 10 years, but now they seem to be hitting us more often and for longer periods of time. My community remembers events and birthdays by times of hunger. We give the droughts names: “longoza” was the drought when many animals died; there was the drought of the “planes” because food was dropped from the air by planes, and one particularly bad drought was called “man who dies with money in his fist,” because, even if there was money, there was simply no food to purchase.*

*I was born in 1951 in Machakos. From what my mother tells me, that year there was a serious drought. My sister was born in 1961, and I clearly remember the terrible weather and the prevailing hunger throughout the region. I can’t tell you how many times I went to bed without eating. “I slept like that,” is how we described it, which means we went to bed with nothing to eat. I can’t count the number of days when “I slept like that,” or describe the feeling of going to sleep hungry knowing I’d wake up and there would still be no food for breakfast.*

*Hunger is an unforgivable disease because it is the easiest one to cure. It is devastating to wake up in the morning and look east, west, south and north and see that there is nothing green that you can chew. During a drought everything goes yellow and dry. I would walk the roads and search the ground to see if someone had spat out a bit of chewed-up sugar cane. I am not ashamed to say that I would re-chew what I would find. Hunger is dehumanizing. It gets to a level where you do not know how you will survive and you will do anything for a simple kernel of corn.*

*The thing about drought is that it does not just affect farmers and their crops; it affects everyone. If you think about it, during harvest time farmers hire local farmhands to help with their crops. But when there are no crops to harvest, not only does the farmer lose his or her income, so do the laborers the farmer would have hired. There is a ripple effect that affects the whole community. Few have food and even fewer have money to buy food.*





*My parents did everything they could to feed us. My father would leave early in the morning carrying a little basket to beg for food or ask for food on credit. Each night he would return home around 10 p.m. My mother, after a fruitless day attempting to find food, would try to encourage us by telling me to keep the water in our pot boiling so that when my father arrived we could quickly cook any food he brought in the already prepared water.*

*I would keep the fire burning and the water boiling. As the hours passed I would watch the water level slowly go down, along with the hopes that we would eat that night.*

*More often than not, however, my father would arrive frustrated and empty-handed.*

*And I would sleep like that.*

*It is a traumatizing situation as a young child to be without food. You see the fear in the faces of your mother and father, despairing that they cannot feed their children. You feel afraid, too, because your parents can't provide for you. Your stomach is so empty that even when you are thirsty and you take water it makes you dizzy. You get so nauseated your body wants to vomit, but you haven't eaten. I think about this now as East Africa faces another drought. I think about all the children who are suffering as I did. We see terrible images of hunger, but I fear that we have not yet seen the worst.*

*We are experiencing really serious stress. At the moment, the magnitude of the hunger facing Kenya is not well known.*

*It is incumbent on all of us to band together and fight this very curable disease. No child on earth should ever have to sleep like that.*

**Questions** | For discussion and reading comprehension:

Where is Kenya on the World Food Programme global hunger map?

What do you know about Kenya by looking at this map?

What did “I slept like that” mean to Mr. Kimeu as a child?

How does he describe the physical feeling of hunger?

What is the “ripple effect” Mr. Kimeu describes?

What did his parents try to do to feed their family?





**Activity** | Ask your students to return to the dream they had at age 10. How would living in hunger “like that” have shaped their aspirations and ability to pursue them? What can be done to help hungry children today?

Remind students of Mr. Kimeu’s line “**Hunger is an unforgivable disease because it is the easiest one to cure.**”

On the board, write “curable” amid the other adjectives from the brainstorm about hunger. Then erase the other adjectives, leaving only “curable.”

Ask: What does it mean that hunger is curable?

**Ask the students what the [causes](#) of hunger are. What interventions can solve it? Give the students some post-its and with the help of a computer or their mobile phones tell them to try to express the possible causes and how to solve the problem of hunger.**

Some of the ideas that may appear are:

**Poverty is the principal cause of hunger.** The causes of poverty include poor people’s lack of resources, unequal income distribution in the world and within specific countries, conflict, and hunger itself.

Progress in poverty reduction has been concentrated in Asia, and especially, East Asia, with the major improvement occurring in China. In Sub-Saharan Africa, the number of people in extreme poverty has increased. The statement that ‘poverty is the principal cause of hunger’ is, though correct, unsatisfying. Why are (so many) people poor?

**Some of the reasons are conflict, food and agricultural policy (low productivity), climate change (increasing drought, flooding, and changing climatic patterns), world population (a large world population does make it more difficult to provide a decent standard of living for all), natural disasters (may make places have to be rebuilt again, for instance) or even hunger is a cause of poverty.**

Here we also need to take into account that poverty causes are different in some Northern countries than in Southern.

In some countries located in the South position of the Earth globe there have been historical relationships such as slavery, exploitation and expansion of resources, mixed with the motivation of armed conflicts that have caused poverty. Moreover, during the 70’s and 80’s North banks and international financial institutions flooded Latin America, Africa and Asia, with low credit, which increased their external debt. At the beginning of the eighties, the sudden rise in interest rates and the fall in international commodity prices led many countries to a debt crisis that is still weighing on them today. When they asked for aid from international financial institutions, especially the IMF (International Monetary Fund) they gave them new loans, but in return they asked for reform, privatization and cuts that, in fact, prevented the well-being of the population.





On the other side, poverty in some Northern countries comes because of a prioritisation of the debt payment and the accumulation of profits in large companies (especially around Europe), some countries growth was a mix of tourism and real-estate of speculation, which the financial crises stopped by exploding the bubble. It is important to remark that some of the companies that evade taxes in Spain, exploit their workers in Bangladesh. These facts makes us realize that even if the poverty causes are not the same they are interconnected.

### **Activity 4: 5 min**

Ask the students which small activities they can do to try to minimize the hunger in the world.

Some of the ideas that may appear or teachers can give the students are: support local or small farmers, buy and support local and small food markets and try to avoid buying in supermarkets, require governments around the world to empower woman...

### **6.- TEMAS TRANSVERSALES** Inequality, poverty

### **7.- ACTIVIDADES TIPO Y TAREAS PROPUESTAS.** COMPETENCIAS BÁSICAS. (Reflejando en cada una las COMPETENCIAS BASICAS trabajadas en ellas

Cooperative activities

Speaking activities

Reading activities

Key competences

- ✦ Linguistic competence
  - ✦ Learning to learn
  - ✦ Social and civic competencies
  - ✦ Initiative and entrepreneurship
- Cultural awareness and expression





## **8.- ACTIVIDADES DE TRABAJO COOPERATIVO**

All of them can be done following the cooperative methodology.

## **9.- ACTIVIDADES DE APRENDIZAJE Y SERVICIO.**

There are no learning and service activities since these require a minimum of a lot of hours (20 minimum more or less)

## **10.- PRINCIPIOS METODOLÓGICOS DE INTERVENCIÓN.**

## **11.- ATENCIÓN A LA DIVERSIDAD**

There is no attention to diversity exercises because the subject allows each student to express themselves according to their particular level and linguistic competence.

## **12.- ESPACIOS Y RECURSOS**

Activities can be done in class. A computer, a projector and its post are needed for the correct functioning of the class.

## **13.- PROCEDIMIENTOS DE EVALUACIÓN**

## **14.- INSTRUMENTOS DE EVALUACIÓN**

