



Grade 6 : Food Sovereignty

// 90 – 100 MINUTES

A Catholic Response to Local and Global Hunger

PREREQUISITE

Democracy/levels of government

LEARNING OBJECTIVES

- Understand the root causes of local and global Hunger and how to address the problem of Food Insecurity through the Catholic SEE-JUDGE- ACT method of analysis.
- Learn how the Catholic Social Teachings of *Human Dignity* and *Solidarity* relate to **Food Insecurity** issues.
- Understand the role and responsibilities of citizens with regards to addressing local and global social injustices such as **Hunger**.

CURRICULUM EXPECTATIONS

English Language Arts 6

Religious Education 6 (Roman Catholic)

Social Studies 6

TEACHING STRATEGIES

INDIVIDUAL LEARNING

Read and analyze, Reflect, Graphic organizer, videos

COOPERATIVE LEARNING

MODIFIED FISHBOWL (for more information, see References section in Appendix)

JIGSAW (for more information, see References section in Appendix)

THINK-PAIR-SHARE (for more information, see References section in Appendix)

Whole group activities

EXPERIENTIAL LEARNING OTHERS

Opportunities to engage with actions on individual / whole class basis

Appendix includes an activity, assessment, cross-curricular connections, extension resources, handouts, prayers, references and teaching strategies.



Development
and Peace
CARITAS CANADA



SPECIAL VOCABULARY FOR EDUCATOR

Food Insecurity: “A situation that exists when people lack secure access to sufficient amounts of safe and nutritious food for normal growth and development and an active and healthy life” (Napoli, 2011, p. 9). Food Insecurity is caused by factors which include climate change, government control over land and seeds, and poverty.

Food Sovereignty: “The right of peoples to healthy and culturally appropriate food produced through sustainable methods, and their right to define their own food and agriculture systems” (La Via Campesina, 1996). Food Sovereignty is the method to achieve food security in a permanent, sustainable manner. As La Via Campesina explains, Food Sovereignty is based in grassroots movements, and the democratization of food systems, requiring input from consumers and producers.

Hunger: “An uncomfortable or painful sensation caused by insufficient food energy consumption, [or] food deprivation” (FAO, 2008, p. 3).

Malnutrition/Undernourishment: A diet lacking in calories, protein, minerals or micronutrients (Young, 2013, p. 35).

PRINCIPLES OF CATHOLIC SOCIAL TEACHING www.devp.org/cst

Human Dignity: Every person is created in the image of God and is to be treated with respect. We have to think about the whole person: their mind, body, heart, soul, and environment. We have to recognize what we have in common and celebrate our diversity.

Solidarity: We are all part of the human family and we are all interconnected and interdependent. Loving our neighbour has global dimensions. We must see ourselves in others and collaborate toward solutions. *Solidarity* is the recognition that we are ‘all in this together’, and is a commitment to strengthen community and promote a just society

PREPARATION

// 20 – 30 MINUTES

This lesson can be done in one block, or divided into appropriate sections according to the time available and the learning needs of the class.

Extensions for this lesson plan are provided in the Appendix.

The Curriculum Connections listed in the Appendix are for the completion of the whole lesson plan.

VIDEO AND READINGS

- Review principles of Catholic Social Teaching at www.devp.org/cst and unfamiliar key terms
- Review prayers (see Appendix)
- Review *Solidarity Circle* Activity (see Appendix)
- Review *Add Your Voice!* Letter lesson example (see Appendix)
- Review Fact Sheets (see Appendix)
- Watch the following videos:
 - Caritas Internationalis. (2014, September 1). *One Human Family, Food for All*. Retrieved from : <https://www.youtube.com/watch?v=qhU5JEd-XRo>
 - Development and Peace. (2013, December 9). *Pope Francis launches “One Human Family, Food for All” Campaign*. Retrieved from : <https://www.youtube.com/watch?v=7i61AcM55LI>
- Read the following background resource:
 - Kruszewski, S. (2017). *Backgrounder on Food Sovereignty*. Retrieved from : <https://goo.gl/6qJQ7k>

MATERIALS

- Sticky Notes (one per student)
- Smartboard
- Fact Sheets (one per group) (see Appendix)
- Brainstorming Worksheet handout (one per student) (see Appendix)
- Student Checklist handout (see Appendix)

SEE – GATHERING INFORMATION

// 25 MINUTES

OPENING PRAYER //

// 2 MINUTES

Have students take turns reading from the *Earth Credo* prayer (see Appendix).

STEP 1 //

// 1 MINUTE

Have students watch the following video:

Caritas Internationalis. (2014, September 1). *One Human Family, Food for All*.

Retrieved from : <https://www.youtube.com/watch?v=qhU5JEd-XRo>.

STEP 2 // PAIR-SHARING

// 10 MINUTES

Have students partner up and consider the video with one of the following guiding questions:

- Based on the video, what do you think you know about **Hunger**?
- What is **Hunger**?

Each student should create at least one question about **Hunger** that arises from watching the video and record it on a sticky note. Following partner work, have students share their questions with the whole group as they place them on the whiteboard in a circular formation.

STEP // DISCUSSION

// 2 MINUTES

Divide students into small groups and hand out national and global **Hunger** fact summaries. Have students discuss the causes and commonalities surrounding the issue of **Hunger**. If time allows, students can then jigsaw their learnings.

Extension

// 30 MINUTES

If time permits, lead students in *A Divided World*, a Development and Peace activity that explores how the world's food is divided globally, and how this inequality impacts on peoples' rights (see Extension Resources in Appendix).

JUDGE – REFLECTION AND ANALYSIS

// 30 MINUTES

STEP 1 // ACTIVITY

//10 – 20 MINUTES

Lead the students in the *Solidarity Circle* activity (see Appendix).

During the activity, pose questions that provoke critical thinking about food and social justice.

Note: The activity serves as an introduction to the principles of Catholic Social Teaching (CST). Upon conclusion of the activity, students should have an opportunity for further discussion around lesson plan key vocabulary, CST, and an opportunity to share their feelings regarding their participation in the activity.

STEP 2 // VIDEO

// 1 MINUTE

Re-watch the following video:

Caritas Internationalis. (2014, September 1). *One Human Family, Food for All*.

Retrieved from : <https://www.youtube.com/watch?v=qhU5JEd-XRo>

STEP 3 // BRAINSTORM

// 7 MINUTES

Distribute the *Brainstorm Web* handout (see Appendix). Have students discuss in small groups, but each fill in their own sheet, reflecting on the question:

“How can we be voices for change while addressing world **Hunger?**”

STEP 4 // VIDEO

// 5 MINUTES

Invite students to watch the following video of Pope Francis reading a letter addressed to us, reminding us of our responsibility to feed our brothers and sisters.

Development and Peace. (2013, December 9). *Pope Francis launches “One Human Family, Food for All” Campaign*.

Retrieved from : <https://www.youtube.com/watch?v=7i61AcM55LI>

STEP 5 // REFLECTION

// 10 MINUTES

Pose the following guiding questions about the video:

- Can you find the connections to the Gospels?
- Do you see the connections between the call to action and the Catholic Social Teachings?

Invite students to reflect on the Pope’s message and Gospel connections.

Following three minutes of silent reflection, have the group share their reflections through a whole group sharing method, such as a modified fishbowl.

ACT – WORK FOR CHANGE

// 30 MINUTES

STEP 1 // GUIDED DISCUSSION

// 5 MINUTES

Ask students to think about how, as citizens in a democracy, they can effect social change. Encourage students to share the ideas they've come up with, and guide them to an understanding that their elected representatives have a responsibility to reflect their concerns in government. As such, students can affect change by writing to their elected representatives.

STEP 2 // LETTER-WRITING REVIEW

// 5 MINUTES

Using the resource *Add Your Voice!* from the Canadian Foodgrains Bank (see Appendix), guide students through the process of writing a letter, and display some of the examples in the document.

STEP 3 // LETTER-WRITING

// 20 MINUTES

Distribute the Student Checklist handout (see Appendix). Have students write letters to their representatives, encouraging them to follow the checklist to see that they have included all required elements (for assessment, see Appendix).

Extension

Encourage students to sign the *Sow Much Love Petition*, available through the Development and Peace website, encouraging our government to support small-scale family farmers in their work to ensure that there is food for all (for this and other extension resources, see Appendix.)

CLOSING PRAYER AND BLESSING

// 3 MINUTES

As students finish their letters, gather them together and bless the letters before sending them out.

Conclude with the *Feasting and Fasting Prayer* (see Appendix).

APPENDIX

ACTIVITY

<i>Solidarity Circle</i>	8
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Activity

SOLIDARITY CIRCLE

1/4

OBJECTIVE // To understand the relationship between distributive justice, solidarity, and human dignity

TIME // 10 – 20 minutes (depending on group size)

GROUP SIZE // Medium to large

LEADERS REQUIRED // One facilitator

MATERIALS // None

ACTIVITY//

Action 1:

Ask participants to stand in a circle around the facilitator.

Ensure there is ample room for everyone to be part of the circle.

Count the number of participants in the circle.

Calculate the 1/7th of this number. (For example, if there are 21 participants, then 1/7th is 3).

Facilitator:

"Let us imagine that this circle represents the entire human family, in all of its diversity."

Question 1: *Around how many people are there in the world?*

After taking a few responses from the group reveal that there are around 7 billion people in the world. In this room, this group, represents all 7 billion people of the world.

"When God created the world, in all its diversity, He saw that it was all good.

He created short people, tall people, people who have become doctors and bakers, farmers and scientists.

He created all people, whether born here in Canada or around the world, whether they are rich or poor. We are all created in the image of God."

Question 2: *Do you think that every human being is important? Has value? Has dignity?*

Take a moment to explain "dignity", or the principle of "Human Dignity". Wait for the participants to answer the question, once the concept of "dignity" is explained, and then explain the Catholic Social Teaching principle of Human Dignity:

"The foundation of all Catholic Social Teaching is the inherent dignity of the human person, as created in the image and likeness of God. The Church, therefore, calls for Integral Human Development, which concerns the wellbeing of each person in every dimension: economic, political, social, ecological, and spiritual."

– Development and Peace, devp.org/en/cst/dignity

Ensure participants understand that dignity is not something that can be given or taken away. It does not depend on a person's productivity, status, location, etc. In our faith and that of many others, every one of us has inherent Human Dignity, from conception to death.

Activity

SOLIDARITY CIRCLE

2/4

Question 3: *What are some things that all human beings need to live a dignified life?*

Most participants will list air, water, food, shelter (clothing, homes), community, love.

Question 4: *Can a human being live, or live for long, without any of these basic needs of life?*

Question 5: *Do you think that we, as a human family, are interdependent? Interconnected? That what happens in one part of the world affects another part of the world?*

If necessary, use current examples in the news related to immigration, poverty, trade, depending on age group.

"Indeed, we are all interdependent, what happens in one part of the world impacts us, and what we do, impacts others. In order to demonstrate this interdependence, please link arms."

Action 2:

Ask participants to link arms with each other.

Ask them to try to be comfortable because they are about to become a little more uncomfortable.

Ask all participants if they are okay to be tapped on the shoulder.

Let them know that if you tap them on the shoulder then they are to keep their arms linked to their neighbours, but to get down on their knees.

Ask them to please be quiet even though it might be uncomfortable.

Action 3:

Tap 1 out of 7 participants on the shoulder.

For example, for a total of 21 participants, tap 3 people on the shoulder

Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of hungry people in the world. Approximately 1 billion people suffer from hunger in the world."

Living in hunger means never getting enough to eat. This means not getting enough calories or adequate nutrition, which slows physical and mental processes and weakens the immune system.

Action 4:

Tap another 1 out of 7 participants on the shoulder.

Make sure to space out the people that you have tapped.

For example, for a total of 21 participants, tap a different 3 people on the shoulder. This way a total of 6 people will be on their knees by the end of this "round".

Activity

SOLIDARITY CIRCLE

3/4

Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of people who are malnourished or suffer from malnutrition in the world. Approximately 1 billion people suffer from malnutrition in the world. This is on top of the number of the 1 billion people who suffer from hunger."

Malnutrition is not getting enough food or are not getting the right variety of foods to get the nutrients we need.

Action 5:

Tap another 1 out of 7 participants on the shoulder.

Make sure to space out the people that you have tapped.

For example, for a total of 21 participants, tap a different 3 to 4 people on the shoulder. This way a total of 9 or 10 people will be on their knees, by the end of this "round".

Facilitator:

"The number of people that were tapped on the shoulder, and are now down on their knees, represent the approximate number of people who suffer from diseases because of the kind of food they eat, mostly because it is contaminated or lacks enough nutrients. Approximately 1 billion people suffer from food-related sickness. This is on top of the 1 billion people who suffer from hunger, and the 1 billion people that suffer from malnutrition."

Examples of these illnesses are stunted growth and diarrhea, or obesity and Type II diabetes.

As you see, around half of the people in the world suffer, from lack of a very basic necessity: healthy food.

Question 6: *Is this right? Is this fair?*

Allow participants time to respond.

Question 7: *Is this comfortable? Even for those standing?*

Allow participants time to respond.

"Indeed, it is not comfortable for those standing. We are all impacted when something is not right in the world. Sometimes we feel it directly and sometimes we do not feel it. The reality is that we are all impacted by it, or contribute to it."

Question 8: *How do we contribute? How are we impacted?*

Encourage participants to think about physical, social, economic, spiritual and ecological connections.

Some examples may include:

- Interconnections: 1/3 of all food is wasted here in Canada
- Political: decisions can be one-sided or ill-informed, without the perspectives of all those involved or affected by the decision.
- Economic: rising costs of health care, of healthy food, of social service costs.

Activity

SOLIDARITY CIRCLE

4/4

Question 9: *Is this how God created the world? Is this how He wants it to look like?*

Action 6:

Ask participants to say the 'Our Father...' out loud.

Stop them at "Your Kingdom come, Your will be done, on Earth as it is in Heaven."

Question 10: *Is this how heaven looks like? Is this how earth looks like?*

"If we pray the 'Our Father', we ask God that His Will be done on Earth like it is in Heaven. We are called to collaborate with God's plan and be vessels of his love here on Earth. We are called to live in Solidarity."

Question 11: *Would you like to help your neighbor stand up? Get the food they need? Make sure food is distributed fairly? Not wastefully? And for their dignity to be reaffirmed?*

Action 7:

Ask the participants standing up, to lift up their neighbours who are on their knees.

"Solidarity is the action of acknowledging that each person has inherent Human Dignity, that we are all part of God's family, that we are connected, and that we have a responsibility to help each other out, and make sure we all live in dignity."

Explain that in 1967, the Bishops of Canada created the Canadian Catholic Organization for Development and Peace, to help Canadians live in solidarity with their brothers and sisters around the world.

To learn more about what Development and Peace does, or how to get involved, visit the website at devp.org or contact your local animator. Find contact information at: devp.org/en/contactus/address.



Assessment

FINAL EVALUATION RUBRIC

1/2

	LEVEL 4	LEVEL 4	LEVEL 4	LEVEL 4
MAKES CONNECTIONS BETWEEN NEW INFORMATION AND PRIOR KNOWLEDGE (LA 1.1)	Student demonstrates strong understanding of information covered in the lesson and articulates incisive questions about global Hunger .	Student refers to information gained throughout the lesson and articulates good questions about global Hunger .	Student makes limited mention of information gained throughout the lesson and articulates basic questions about global Hunger .	Student makes little or no reference to information gained throughout the lesson and does not articulate relevant questions about global Hunger .
WRITES A CLEAR LETTER THAT EXPLAINS WHY THE TOPIC IS IMPORTANT TO YOU (LA 1.2)	Demonstrates mastery of the letter form and mastery of writing conventions. Clearly explains the personal importance of the topic.	Demonstrates a good understanding of the letter form and a good command of writing conventions. Explains the personal importance of the topic.	Demonstrates some awareness of the letter form and some command of writing conventions. Explains the importance of the topic.	Demonstrates limited awareness of the letter form and limited command of writing conventions. Does not clearly explain the topic's importance.
IDENTIFIES SOCIAL JUSTICE ISSUES THROUGH THE CATHOLIC SOCIAL TEACHING OF SOLIDARITY (Religion)	Clearly explains the Catholic Social Teaching of <i>Solidarity</i> and how it calls us to act to stop world Hunger .	Explains the Catholic Social Teaching of <i>Solidarity</i> .	Mentions the Catholic Social Teaching of <i>Solidarity</i> without demonstrating a clear understanding of its meaning.	Does not mention the Catholic Social Teaching of <i>Solidarity</i> , or demonstrates misunderstanding of its meaning.

Assessment

FINAL EVALUATION RUBRIC

2/2

<p>DEMONSTRATES HOW A CITIZEN CAN MAKE A DIFFERENCE IN A DEMOCRACY (Social 6.1.1)</p>	Includes a clear call to action and an awareness that elected representatives have a responsibility to act on their constituents' behalfs.	Includes a call to action and an awareness that elected representatives have a responsibility to listen to constituents.	Explains why the letter is being written but does not clearly demonstrate an understanding of an elected representative's responsibility to constituents.	Reason for the letter is unclear. Does not express an understanding of an elected representative's role or responsibilities.
<p>WRITES A CLEAR ARGUMENT TO AN ELECTED REPRESENTATIVE ON A CURRENT ISSUE (Social 6.1.6)</p>	Demonstrates a clear understanding of many causes of Hunger and Food Insecurity and includes proposed solutions.	Demonstrates an understanding of causes of Hunger and Food Insecurity and suggests solutions.	Demonstrates an awareness that Hunger has many causes and that the government can help find solutions.	Demonstrates limited understanding of the causes of Hunger and Food Insecurity and does not offer any solutions.



Cross-Curricular Connections

ALBERTA EDUCATION PROGRAM OF STUDIES

ENGLISH LANGUAGE ARTS

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts.

1.1 Clarify and Extend

Select from the ideas and observations of others to expand personal understanding.

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.4 Create Original Text

Choose life themes encountered in reading, listening and viewing activities, and in own experiences, for creating oral, print and other media texts.

RELIGION

UNIT 5: GIVE TO EACH OTHER

General Outcome

Demonstrates an understanding of the responsibility to act justly.

- Identifies the call to help others locally and globally.
- Identifies social justice actions they can do and chooses one as a class project.
- Explains the Catholic social principle of solidarity?

UNIT 7: WHAT YOU DO TO THE LEAST OF MY BROTHERS AND SISTERS, YOU DO TO ME

General Outcome

Demonstrates an understanding of the Corporal Works of Mercy as acts of justice.

- Researches and discovers the imbalance of food distribution in the world.

SOCIAL STUDIES

General Outcome 6.1.1

Recognize how individuals and governments interact and bring about change within their local and national communities.

- Value citizens' participation in a democratic society.

General Outcome 6.1.6

Analyze how individuals, groups, and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues.

- How can individuals, groups, and associations within a community participate in the decision-making process regarding current events or issues (ie, lobbying, petitioning, organizing, and attending local meetings and rallies, contacting elected representatives)?

Handout

FACT SHEET

1/2

National Hunger Facts – **Canada**



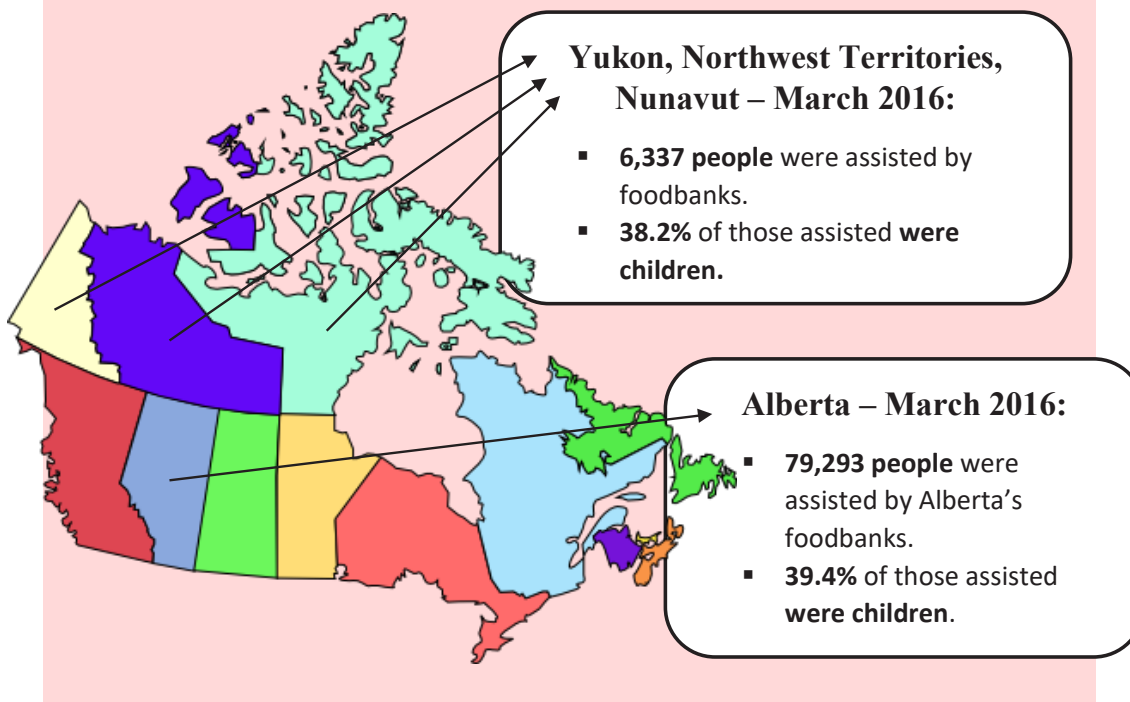
More than 800,000 Canadians are assisted by foodbanks in Canada **each month**.



Food Banks Canada supports **over 3,000** food-related organizations across Canada. Not only do **foodbanks** provide **quality food**, they also provide **social programs** to foster **self-sufficiency**, and advocate for **policy change**.

Food Bank use in Canada – March 2016:

- **863,492 people** were assisted by Canada's foodbanks in **March 2016**.
- **35.6%** of those assisted by food banks in **March 2016** were **children**.



Handout compiled by Suzanna Kruszewski, information on resources consulted can be found in the references section.

Global Hunger Facts

The world produces enough food to feed everyone, but not everyone has access to the food they need.

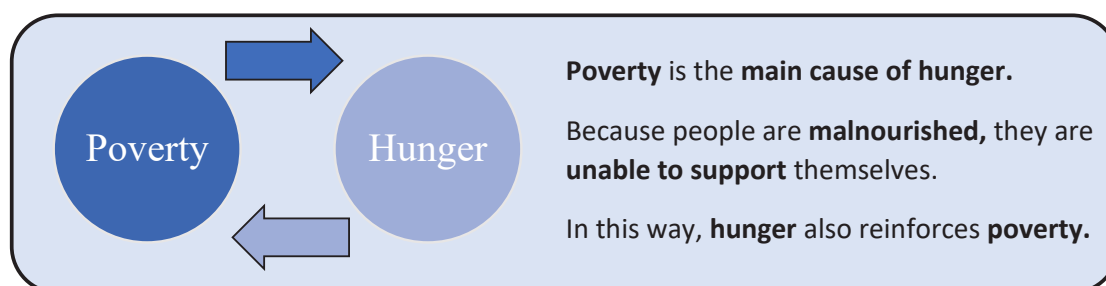


Up to 3 billion people in the world are malnourished. In 2014-2016, nearly one person in nine in the world was chronically undernourished.

A Global Issue:



- **Undernutrition** causes **3.1 million child deaths** a year.
- By **2050, 10-20% more people** could face **increased hunger** due to **climate change**.
- **Malnutrition** costs the **global economy** up to **\$3.5 trillion** per year.
- In the developing world, **86% of rural people** make their living from **agriculture**.
- Over **70%** of those who are suffering from undernourishment in the developing world are **food producers**.
- On average, **women** make up **43%** of the **agricultural labour force in developing countries**.
- **Supporting women farmers (in their access to land, seed and credit)** could increase yields on their farms by **20-30%**, lifting **100-150 million people out of hunger**.

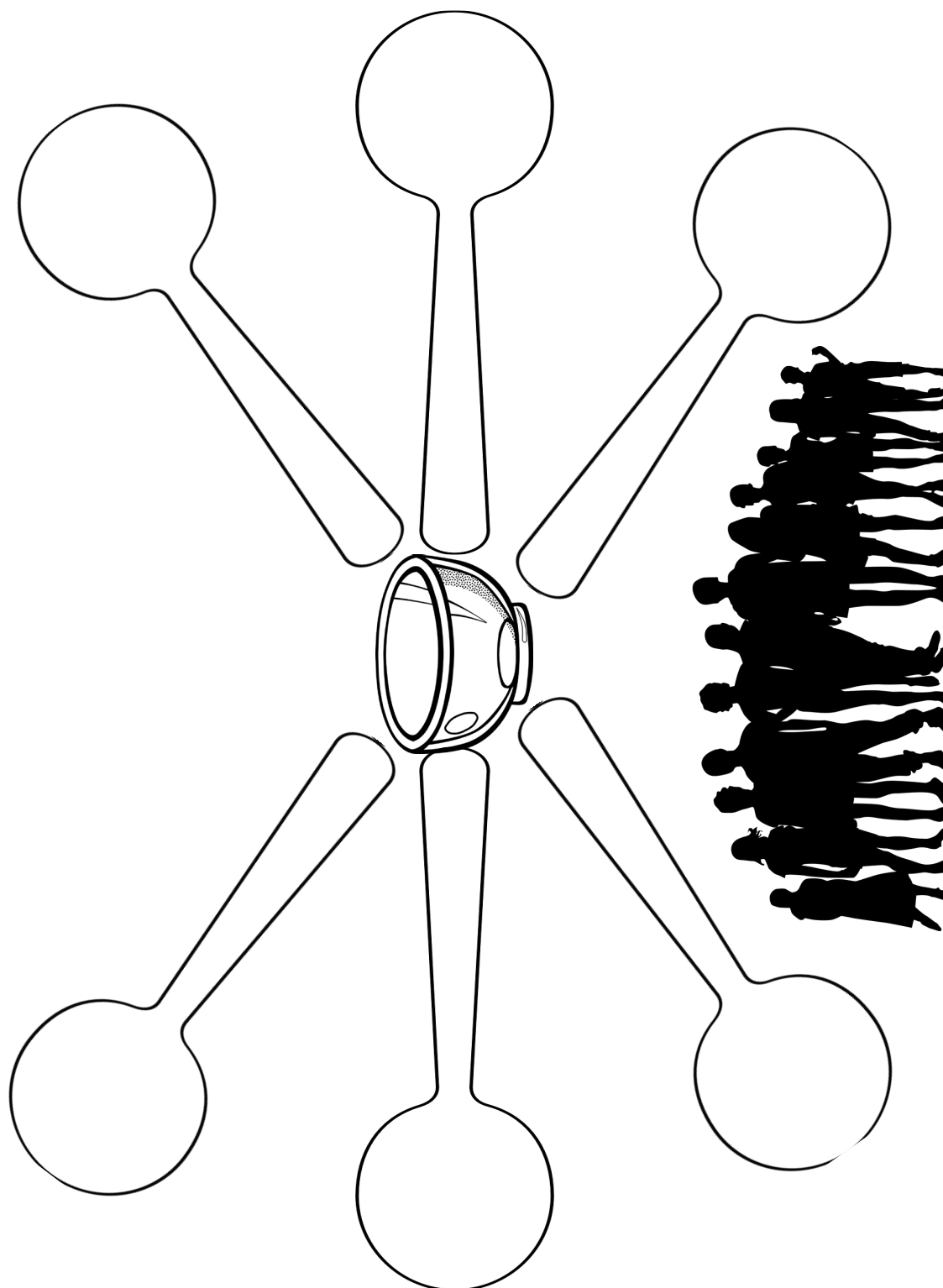


Handout compiled by Suzanna Kruszewski, information on resources consulted can be found in the references section.



Handout

BRAINSTORMING WORKSHEET



Handout

STUDENT LETTER CHECKLIST

I HAVE...

- ☐ Addressed my letter properly and signed it with my name
- ☐ Talked about the question I had when I first watched the video
- ☐ Kept my message positive
- ☐ Mentioned the Catholic Social Teaching of *Solidarity*
- ☐ Explained at least one cause of **Hunger**
- ☐ Explained why **Hunger** matters to me
- ☐ Asked my representative to take action
- ☐ Checked my letter to make sure it is clear and does not have mistakes

Prayer

1/2

EARTH CREDO

I believe in the sacredness of the earth,
the integrity of the whole of creation
and dignity of all people and creatures.

I believe in a gracious God who created humankind –
male and female, and gave them the responsibility
to take care of the earth. We need to care.

I believe we human beings have failed God and ourselves.

In the name of greed and development
we have dominated the earth,
polluted the air, river and seas and have sacrificed
the future of our children. We need to repent.

I believe that when we destroy the earth,
we eventually destroy ourselves.

We must protect and preserve the earth
not only for our own survival
but for the sake of our mother earth.

The time to change is now.

I believe we need to change our ways, values,
lifestyle and ways of relating with creation.

Repent, fast and pray. Consume less, waste not.

Work for justice and peace.

Prayer

EARTH CREDO (CONTINUED)

2/2

We should not covet our neighbours' timber, butterflies,
white sand beaches, nearly extinct animals, nor cheap labour.

We should not oppress children, indigenous people,
women, the homeless, refugees, and victims of war.

We need to live in the sense of people and creation.

For I believe in the interwovenness of life.

Creator and Creatures. Cosmic and Individual.

West, North, East, South. Rest and Prayer.

Food and Freedom. Theology and Ecology.

I therefore commit myself, together with you,

to take care of mother earth.

To advocate for peace and justice.

To choose and celebrate life.

These things I believe. Amen.

— Elizabeth S. Tapia, Philippines

Tapia, E. (2015). Earth Credo.



Prayer

FASTING AND FEASTING PRAYER

Fast from judging others; feast on the Christ dwelling in them.

Fast from emphasis on differences; feast on the unity of all life.

Fast from apparent darkness; feast on the reality of light.

Fast from thoughts of illness; feast on the healing power of God.

Fast from words that pollute; feast on phrases that purify.

Fast from discontent; feast on gratitude.

Fast from anger; feast on patience.

Fast from pessimism; feast on optimism.

Fast from discouragement; feast on hope.

Fast from facts that depress; feast on verities that uplift.

Fast from laziness; feast on enthusiasm.

Fast from suspicion; feast on truth.

Fast from thoughts that weaken; feast on promises that inspire.

Fast from shadows of sorrow; feast on the sunlight of serenity.

Fast from idle gossip; feast on purposeful silence.

Fast from problems that overwhelm; feast on prayer that sustains life.

For “Your Father who sees in secret will reward you.” (Matthew 6:4)

— Used with permission from Skrepichuk, S., & Côté, M. (2007).
We Dare to Say: Praying for Justice and Peace

Teaching Strategies

MODIFIED FISHBOWL TEACHING STRATEGY

This teaching strategy encourages dialogue and sharing by arranging students into two concentric circles. The students in the center circle are the 'fish', actively participating in a discussion on the chosen topic. Students in the outer circle provide 'fish food for thought' and listen carefully to the information being shared by the 'fish'.

Students alternate roles during this process to ensure that each participant has an opportunity to both contribute and listen during the discussion. This strategy is meant to encourage participants to engage in an in-depth exploration of a topic. For more information on the modified fishbowl, please visit:

WCSD. (2012). *Modified Fishbowl Strategy*.

Retrieved from: <https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/Modified%20Fishbowl%20Strategy.pdf>

JIGSAW TEACHING STRATEGY

The Jigsaw teaching strategy organizes groups of students in order to encourage collaboration and reliance on each other. Jigsaw allows for more effective task completion, and ensures that each student has a feeling of ownership and responsibility in their learning.

THINK-PAIR-SHARE TEACHING STRATEGY

The Think-Pair-Share teaching strategy allows students to collaborate in solving a problem or answering a questions. Students first reflect individually on a topic or problem and then share their ideas or solutions with a classmate, allowing for more participation and engagement in the learning process. Finally, a member from each pair is invited to share with the rest of the class.

For more information on the above strategies, please visit:

University of Ottawa Teaching and Learning Support Service. (2016). *An Inventory of Teaching Strategies*.

Retrieved from: https://tlss.uottawa.ca/site/tools/process_EN/documents/teaching-strategies.pdf

Add Your Voice!

An Introduction to Global Hunger and Civic Engagement

Learning objectives:

1. To let the Prime Minister know that Canadians care about the issue of hunger around the world.
2. To have students learn that communicating with the government is an important part of the democratic process.

Many youth today think they have no influence over what happens in the government—that nobody cares what they think, or that nobody will listen. But that is not true. Politicians want to hear from their constituents. Listening to the views of people is an important part of their job. The challenge for people who want to communicate with elected officials is to share their views in ways that make an impact. And when it comes to global hunger, more people need to speak up and show they care about how Canada responds to this issue.

Recommended grade level: Any grade level, Ages 6 - adult

Note: Students do not need to be of voting age to write to the Prime Minister.

Subjects: Social Studies, Language Arts/English, Civics

Skills: letter-writing, communication, critical thinking, civic engagement

Recommended time: 30-60 minutes

Number of participants: Unlimited

Materials:

- Paper
- Pens
- One envelope per student

Activity:

Discuss the importance of civic engagement with your students. See the 'Talking Points' below.

Ask the students to write a message telling the Prime Minister that they care about global hunger and that they want the government to help people in other countries who don't have enough to eat. This can be a simple note or more detailed letter.

A few key points for letter writers:

1. Keep the message positive!
2. Make the note personal. Why is the issue important to the writer? (Have you been learning about small-scale farming? Have you been researching a certain country?)
3. Be brief. One page is best.
4. Focus on one issue.
5. Be clear as to the purpose of the letter.
6. Include their name, grade, name of school, and the school's address and postal code

After letter writing

Students should place their letter in an envelope which they have addressed to the Prime Minister:

The Right Honourable Justin Trudeau
Prime Minister of Canada
House of Commons
Ottawa, ON K1A 0A6

Postage is free to the Prime Minister, so there is no need to put a stamp on the envelope. Letters can just be put in the mailbox.

Keep in Touch!

To help us keep track of the letters, please let us know how many letters you sent. Email us at youth@foodgrainsbank.ca

Please include:

- Your name
- The name and location of your school
- The grade level of the letter writers
- The number of letters that you sent
- Any comments that you may have about the activity

Sample Message 1

Dear Prime Minister Trudeau,

I am happy that Canada is such a great country with many resources. I am thankful that my family has enough food to eat. I wish that around the world no child ever went to bed hungry. I ask that Canada be generous and help people in other countries who don't have enough to eat.

From,

Name of Student
Gr. ___ Student at Name of School,
Town, Province, Postal Code

Further Suggestions

- Use the activities on our website to engage with your students about the issues of global hunger. You may want to do one or more of the activities before having students write a letter. Please adapt the activities to suit your needs.
- For older students who want a greater challenge, have them read about our Harvest of Letters campaign and write to the Prime Minister (or their MP) about Canada's support for ending global poverty and hunger. Information can be found at www.foodgrainsbank.ca/letters.
- Members of Parliament are all using social media platforms. You may wish to explore with your students how to use social media to reach out to elected officials on social media.
- Have the students role play a meeting with their Member of Parliament to discuss their concern for ending global poverty and hunger. You may even wish to invite your Member of Parliament to your class to hear from the students

Talking Points for Educators

Why should students communicate with decision makers?

Many young people often feel that politics is boring and for adults. They might feel that they will start paying attention to political issues

Sample Message 2

Dear Prime Minister Trudeau,

In my grade 11 Social Studies class we have been studying Canada's place on the international stage. I am proud to live in a country which assists people around the world who are facing difficult times. My class has also been talking about food security issues around the world. I know that in the past Canada has provided aid to help fund some important projects which provide food to people who are in crisis. I am writing to you to let you know that I would like the Canadian government to continue to generously provide assistance to people around the world who are hungry as the result of changing weather patterns, conflict, and other causes.

Thank you for considering my request.

Sincerely,

Name of Student
Gr. ___ Student at Name of School, Town, Province,
Postal Code

when they reach voting age. Or, they may feel disempowered because they are too young to vote or because they feel that their voice won't be heard. They may think that politics doesn't affect them or that there is nothing urgent to demand.

While there are no easy answers to these concerns, here are a few things that you can talk to your students about:

- **A large demographic**

The Millennials, those born roughly between 1980 and 2005, are the largest generation ever—30% larger than the Baby Boomers. Marketers know this and market heavily to this generation. People running for office also know this. They know that if this generation were to start voting or speaking out en masse then they too would have to cater to the demands of this large cohort.

- **Young Canadians can be heard**

Many vulnerable people in the world are young. However, they might not be able to speak out about a situation due to fear of persecution, lack of resources or lack of education. Young

Canadians, on the other hand, live in a society where opinions can be freely and openly expressed. Most also have access to resources and education to be able to communicate effectively with decision makers. Young Canadians can therefore support other young people around the world by using their voices and education to speak out on issues which are unjust. This is particularly important because Canada is influential globally—decisions made by our government have an impact on the lives of people in other countries.

- **Other People are Making Decisions**

Do young people let their Grandmas pick out their clothes? Or do they let their neighbours decide which movie they are going to watch? Probably not. However, by not being engaged politically, whether by voting or communicating with decision makers, young people are letting other people influence the very political decisions that affect them.

- **Politics affect us all**

We are all affected by political decisions, whether those decisions are made at an international, federal or school board level; whether we believe in small government or large government. Students are no exception. They may be less aware of how decisions at an international level affect their day-to-day life, but they certainly would notice if the government enacted a new policy about what they could wear to school! One can think of many other examples of how youth are affected by decisions—the goods they can purchase, the health care they receive, lessons they are taught in school, etc.

Why write a letter to the Prime Minister?

The best way to share concerns with someone is to tell them directly. The same goes for our politicians. The best way for politicians to know what Canadians think about issues is to hear directly from them. If nobody contacts them about an issue, it's easy for them to assume that nobody cares about it. Through studies and anecdotal accounts, we know that personal letters and e-mails are some of the most effective ways to communicate with an elected official—they show that someone took time to thoughtfully put words to paper. However, a well-crafted social media message to your Member of Parliament or to the Prime Minister also gets noticed.

The Christian Focus: Why are we called to advocate?

The Bible contains numerous accounts of when God acted on behalf of the poor and oppressed. For instance: “I know that the Lord maintains the cause of the afflicted, and executes justice for the needy” (Psalm 140:12). As people who follow Jesus, we too are called to “seek justice, correct oppression; defend the fatherless, plead for the widow” (Isa. 1:17). Advocating on behalf of those who are in need, and whose voices are not heard, is an important part of our Christian identity. (Other religious traditions say similar things; students in your class from other religions could be invited to share what their faiths say about helping or advocating for others.)

Christians advocate when we pray. We pray for those who are poor, weak, or lonely. Communicating with government officials is just another form of advocacy—one that complements our prayers. According to the U.S. organization Bread for the World, “writing a heartfelt letter is a prayerful, reflective, and personal way to seek God’s justice for hungry people.”

Comments or feedback? We invite you to rate this resource and leave feedback by visiting www.foodgrainsbank.ca/education

Supplementary Activities

SUGGESTED EXTENSION RESOURCES

Development and Peace. (2005) *A Divided World*.

Retrieved from: https://www.devp.org/sites/www.devp.org/files/documents/thinkfast-activities/05-thinkfast_adividedworld.pdf

Development and Peace. (2014). *Sow Much Love Petition*.

Retrieved from: <https://www.devp.org/en/education/fall2014/action>

FURTHER EXTENSION RESOURCES

1. Using coordinates of longitude and latitude, have students locate and pinpoint on a large world map or individual student map, those countries suffering from **Hunger** and food insecurities.
2. Instead of using a single fact sheet and to encourage or include greater research on the issue of global **Hunger**, students could be assigned a specific country to examine. This could then lead to a jigsaw activity where students share their learnings on a particular region. Deeper discussion into the ideas of equality and inequality may follow.

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- Modified Fishbowl Strategy*. Retrieved from : <https://www.washoeschools.net/cms/lib/NV01912265/Centricity/Domain/253/Social%20Studies/Modified%20Fishbowl%20Strategy.pdf>
- Napoli, M. (2011). *Towards a Food Insecurity Multidimensional Index (FIMI)*. Retrieved from : <http://www.fao.org/fileadmin/templates/ERP/uni/FIMI.pdf>
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