

FOOD SECURITY IN OUR WORLD

UPPER PRIMARY LESSONS



This resource is designed to educate students on what food security in our world looks like. We look more broadly at the causes of global hunger and food insecurity. And we hope it encourages students to think about their own food activities in relation to people around the world.

The learning experience provides information and discussion questions, as well as links to videos, images and learning tasks that encourages students to apply higher order thinking in response to the guiding questions:

**Why do so many people in our world not have the food they need?
How can we change this?'**

This resource is designed for students and teachers to read and work through together. We encourage you to use this resource in whatever way suits your class best. The Australian Curriculum links provided on the following pages provide some guidance as to what Learning Area components of this resource may be most relevant. Some links are more direct than others and will assist teachers in planning curriculum programs.

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Tawonga helps prepare a family meal. For most of her life, her parents have struggled to put meals on the table. Her family now grows enough food to provide three meals a day, ending the struggle of malnutrition.

Photo credit: Pilirani Chimombo

ENGLISH

Year 5

- ACELY1702 - Navigate and read texts for specific purposes applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning
- ACELY1703 - Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources

Year 6

- ACELY1709 - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- ACELY1613 - Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts
- ACELY1699 - Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view

SCIENCE

Year 5

- ACSHE083 - Scientific knowledge is used to solve problems and inform personal and community decisions

Year 6

- ACSHE094 - The growth and survival of living things are affected by physical conditions of their environment
- ACSHE096 - Sudden geological changes and extreme weather events can affect Earth's surface
- ACSHE100 - Scientific knowledge is used to solve problems and inform personal and community decisions

HUMANITIES: Inquiries and Skills

Year 5

- ACHASSI094 - Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges,
- ACHASSI102 - Work in groups to generate responses to issues and challenges,
- ACHASSI104 - Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects

Year 6

- ACHASSI122 - Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges
- ACHASSI123 - Locate and collect relevant information and data from primary sources and secondary sources

HUMANITIES – Geography

Year 5

- ACHASSK113 - The environmental and human influences on the location and characteristics of a place and the management of spaces within them
- ACHASSK114 - The impact of bushfires or floods on environments and communities, and how people can respond

Year 6

- ACHASSK139 - Differences in the economic, demographic and social characteristics of countries across the world

HUMANITIES – Civics and Citizenship

Year 5

- ACHASSK118 - How people with shared beliefs and values work together to achieve a civic goal

Year 6

- ACHASSK148 - The obligations citizens may consider they have beyond their own national borders as active and informed global citizens

HUMANITIES – Economics and Business

Year 5

- ACHASSK119 - The difference between needs and wants and why choices need to be made about how limited resources are used
- ACHASSK120 - Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations
- ACHASSK121 - Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices

Year 6

- ACHASSK150 - The effect that consumer and financial decisions can have on the individual, the broader community and the environment

TECHNOLOGY

Year 5 & 6

- ACTDEK019 - Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use
- ACTDEK021 - Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy
- ACTDEK022 - Investigate the role of food preparation in maintaining good [health](#) and the importance of food safety and hygiene
- ACTDEK023 - Investigate [characteristics](#) and properties of a range of [materials](#), [systems](#), components, tools and equipment and evaluate the impact of their use
- ACTDEP024 - Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions
- ACTDEP025 - Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques
- ACTDEP026 - Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions
- ACTDEP027 - Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions
- ACTDEP028 - Develop project plans that include consideration of resources when making designed solutions individually and collaboratively

GENERAL CAPABILITIES

INTERCULTURAL UNDERSTANDING:

- Investigate culture and cultural identity
- Analyse how membership of local, regional, national and international groups shapes identities including their own
- Develop respect for cultural diversity
- Understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

ETHICAL UNDERSTANDING:

- Explore ethical concepts in context
- Analyse the ethical dimensions of beliefs and the need for action in a range of settings
- Reason and make ethical decisions
- Investigate reasons for clashes of beliefs in issues of personal, social and global importance

PERSONAL AND SOCIAL CAPABILITY

- Analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities
- Contribute to civil society
- Plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

INFORMATION AND COMMUNICATION TECHNOLOGY CAPABILITY

- Students gain an understanding of the benefits and consequences of the use of ICT by individuals, groups and communities and the impact of the use of ICT on the fabric of society
- Students use ICT to define and plan information searches of a range of primary and secondary sources.
- Students use ICT to generate ideas, plans and processes that clarify a task or steps, and generate and manage digital solutions to challenges arising from learning activities or responding to a need or creative intention.
- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.

CRITICAL AND CREATIVE THINKING

- Students use ICT to share ideas and information to collaboratively construct knowledge and digital solutions.
- Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action.
- They apply knowledge gained in one context to clarify another.
- Students identify, consider and assess the logic and reasoning behind choices

CROSS CURRICULAR PRIORITIES

ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

- OI.1- The peoples and countries of Asia are diverse in ethnic background, traditions, cultures, belief systems and religions.
- OI.2- Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.
- OI.5- Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.
- OI.7- Australians play a significant role in social, cultural, political and economic developments in the Asia region.

SUSTAINABILITY

- OI.1- The biosphere is a dynamic system providing conditions that sustain life on Earth.
- OI.2 - All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- OI.3 - Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- OI.4 - World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice are essential for achieving sustainability.
- OI.5 - World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.
- OI.6 - The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.
- OI.7 - Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environment
- OI.8 - Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts.
- OI.9 - Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

As an Australian student, you have an opportunity to learn about issues in the world and how we can work towards fixing them. Food is something that all humans need, but sadly, it is something that not everyone has or can access.

This is called **food insecurity**.

For us to make a change, it is important that we see the face of Jesus in all that we meet. When we start to think more about food and hunger here at home and around the world, we realise that it is only by working as one global family, that we can truly make a difference.

WATCH



DISCUSS



- Research the term 'Food Security' and write your own definition of it.
- Why do you think some people do not have access to the food they need?
- When people go hungry, how do you think it can affect other parts of their lives?



The Sustainable Development Goals (also known as the Global Goals) are a set of 17 goals developed by the United Nations aimed towards achieving a sustainable future across a range of areas.

Goal two is focused on ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture.

WATCH



Source: The Global Goals

The way that resources are shared around the world has a big impact on the kind of life that people are able to live, and especially on how much food they can access. Some people have lots of resources, while some people do not have enough.

To produce food, we need **natural, human and capital resources**.

- **Natural resources** are things like land and water.
- **Human resources** are skills and knowledge that people have like farming or teaching and training skills.
- **Capital resources** are things that are made by humans to produce or do other things, like money, computers or machinery and tools for a farm.

TASK



- Complete 'The World's Resources' worksheet on page 30.

The Bible and our Church's Catholic Social Teachings tell us that we should be looking after anyone who does not have access to the resources they need. We should be making an extra effort to support and work with them so that nobody is left hungry in our world.

READ & DISCUSS



Read [Luke 14:12-14](#)

- What does Jesus teach us about how food should be shared in our world?

TASK



- Learn about the [Catholic Social Teachings](#) here.
- *Which of the Catholic Social Teachings do you think link to food insecurity/feeding the hungry?*

FOOD SECURITY

Do you have enough food to eat each day? What do you need to be able to access food?

There are a number of reasons why hunger and food insecurity exists in our world. Fixing the problem is more than just growing or making more food, it is about making sure that food is shared fairly and everyone has the opportunity to be food secure in their own communities.

WATCH



Source: USAID

DISCUSS

- After watching the video, can you list some of the reasons why people might not have access to food at times?
- What are some of the solutions to fixing this problem?

WHY ARE SO MANY PEOPLE HUNGRY?

Although the world produces enough food to feed every woman, man and child, nearly one billion people go hungry every day. In some parts of the world, not enough food is being made, and in other parts of the world, over-eating and obesity is a problem.

Have you ever thought about how food reaches our plates? Have you thought about who grew it? Where it came from? How many people sold it on before you bought it? This is the 'FOOD SYSTEM'.

The Food System

Production

Growing crops and raising animals.

Processing

Turning the raw or fresh food into the finished product.

Distribution

Getting the food from the grower to the buyer.

Retail

Deciding the price of food and selling or buying it.

Consumption

Cooking and eating food.

Waste Management

What happens to unwanted food.

TASK

Complete **The Food System** task located on page 28.



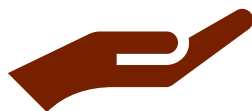
There are many **reasons** that cause hunger and food insecurity. We will focus on some of the issues that affect communities where Caritas Australia works with local partners.

POVERTY

Poverty is the main cause of hunger. There are three legal ways to get food: grow it, trade it or buy it. Some people might also receive food for free, but this is not a reliable source of food.

There is also not enough education and training on how food can be grown and made in a sustainable way.

In training people how to properly grow crops, raise animals or fish can help people learn new ways of making food to eat, but also how to sell it to make money. It is also important that there is education on how climate change can impact how food is produced.



Mariama walks in the street to sell 'kopto'. A small and inconsistent income means that Mariama and her family exist from day-to-day, often without money to buy food and water. Credit: Francois Therrien.

READ & PLAY

Read the story of [Sita from Nepal](#), and how education has helped her grow and sell crops to feed her family.

Then, play the farmer field board game.

CONFLICT

War and violence prevent development and add pressure to food supplies. Conflict makes farming unsafe and food stores or crops can be destroyed.

LAND

Land is needed to produce food. But the land that we can use to produce food is limited.

Land ownership is important for people to have a secure home, grow and produce food, and generate an income. But many people simply do not have the resources or opportunity to own land. Land ownership can also bring cultural identity, empowerment, and participation in decision-making.

WATCH



[Phany's story](#) demonstrates the importance of climate and predictable weather patterns to farmers and their food sources.

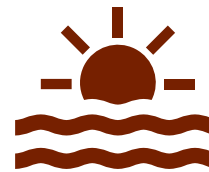
CLIMATE CHANGE

Over the decades, climate change has become a big issue. It is caused by rising global temperatures due to greenhouse gasses and pollution. Scientists believe as the earth is getting warmer, this has caused more cyclones, floods and other natural disasters in our world.

Many of these natural disasters happen in poorer countries, where they do not have the resources to be able to cope, leaving many without food to eat or sell. A changing climate is challenging for farmers.

The Catholic Social Teaching principle of '**Care for our Common Home**' teaches us to care for creation.

This is especially important for food production, not only for us, but for our brothers and sisters around the world. Food, climate and the environment are closely connected.



REFLECT



- Have you ever experienced extremely hot weather? How did this make you feel?
- Did you have to water your plants to keep them alive on hot days?
- Have you ever seen any heavy rain or floods in your backyard? What happens to the grass/plants/garden?

WATCH



Source: CAFOD

TASK



- What are some of the reasons climate change is happening?
- Create a poster that helps people understand HOW we can we help fix the issue of climate change (*Hint: you can find the answers to this at 2min 50sec of the video, but feel free to add your own ideas!*)

TASK

- How do you store your food to keep it cool or from spoiling?
- Make a list of food storage options you have. What kinds of materials are used? Why? Do those storage options use electricity?
- Explore the clay pot fridge made by Caritas India. What materials are used? Why were these materials chosen? How does the clay pot fridge store food?

WATCH



Source: Peace Corps

HOW TO MAKE YOUR OWN CLAY POT 'FRIDGE'
(SIZE COULD VARY DEPENDING ON YOUR NEED)



TAKE ONE LARGE AND ONE SMALL CLAY POT. ENSURE THAT THE HOLES ARE BLOCKED PERMANENTLY.



THE SMALLER POT SHOULD FIT INSIDE THE LARGER POT. SPACE BETWEEN THE POTS MUST BE OF 1 & UPTO 3 CM.



FILL SOME SAND INSIDE THE LARGER POT FOR THE SMALLER ONE TO COME TO THE LEVEL OF THE LARGER



NOW PLACE THE SMALLER POT INSIDE, STANDING TO THE LEVEL OF THE BIGGER ONE.



FILL SAND TIGHTLY ALONG THE GAP BETWEEN THE TWO POTS.



MOISTEN THE SAND COMPLETELY. KEEP REPEATING WHENEVER REQUIRED AS THIS MAINTAINS THE COOL TEMPERATURE.



KEEP THE UNIT COVERED WITH A MOIST PIECE OF GUNNY BAG OR A THICK CLOTH. IT IS NOW READY TO STORE YOUR FRESH VEGETABLES

#	Name of Items stored	Botanical Name	Shelf Life With CLP* (No. of Days)	Shelf Life Without CLP (No. of Days)
1	Indian Spinach	Basilic Sp.	6	2
2	Ridge Gourd	Luffa Sp.	10	3
3	Sponge Gourd	Luffa Sp.	6	1
4	Pumpkin	Cucurbit Sp.	12	5
5	Radish Shoot	Raphanus Sp.	5	1
6	Squash	Cucurbita Sp.	10	4
7	Bottle Leaf	Solanum Sp.	4	1
8	Bottle Leaf	Piper Sp.	2	11
9	Chili	Capicum Sp.	6	12

A FEW COMPARATIVE RESULTS FROM CARITAS INDIA'S FARM NORTHEAST PROJECT. CONCEPT SHARED BY PRABAL SEN, PSO.



one human family,
food for all

WATER

Fresh water is very important for growing crops and raising animals, but it is a limited natural resource that many people don't have access to.

The quality of water is being affected by the same issues (such as pollution and drought) that is also impacting the quality of land, making it even harder for communities to access fresh water.

CASH CROPS

To make money, some countries decide to grow 'cash crops'. These are crops that are worth a lot more money and are grown to be sold to other countries. Examples of cash crops include coffee, tea and cocoa.

While selling these types of crops can give a developing country the money they need, sometimes they are the only crops that they rely on. They do not grow any or enough or some other crops such as fruits and vegetables which are needed to make sure the people in the communities are getting the right nutrition needed for their bodies.

TASK



- Growing food is an important way for communities to feed their families, as well as to earn money to make an income. Growing your own food also helps the environment by reducing the need for packaging.
- Watch the video below to learn how to grow your own potato.
- Learn how to grow your own vertical garden by following the instructions on page 31.



Source: SciShow Kids

FOOD WASTAGE

Did you know that when we throw food scraps into the bin instead of compost, it goes to land fill and rots? This rotten or decomposed food then becomes a significant source of methane – a very powerful greenhouse gas.

It is estimated that Australians are throwing out four million tonnes of food a year. Many supermarkets throw away a lot of food because people don't like buying it if it looks a bit funny. Lots of food is also lost in some countries because people don't have the resources to keep it fresh and safe to eat.



Each year, Australians waste about 7.3 million tonnes of food*.

*Environment Victoria

WATCH



Source: She Knows

Watch the above clip.

Be a food warrior in your own home and find out if any food is being wasted.

Once you find wasted food, write down how you could re-use that food in another way.

This is a story about Phany (pronounced par-nee) – a mother, wife and talented farmer living in a beautiful rural village in western Cambodia. Phany’s dream was to stay at home in her village raising chickens and growing vegetables and, with the support of Caritas Australia and the Environment Protection and Development Organisation (EPDO), this dream has now come true.

Life for Phany and her family has not always been easy. In Cambodia, 1 in 8 people live below the poverty line.*This means they have less than \$2 a day for all their needs.

Unlike Australia, most people in Cambodia live in villages in the countryside. Traditionally, farmers in Cambodia have made a living by growing and selling rice. In recent years the weather in Cambodia has been changing – it has been getting hotter and there hasn’t been enough rain to water crops. When families cannot grow enough food to eat and sell, they are forced to borrow money to help look after their family. Once you get into debt it can be very hard to get back out again.

Six years ago, this is the situation Phany and her husband were in. They had no choice but to leave their two year-old daughter at home in the village with a sick grandparent and travel to the city in search of work. Phany found work in the construction industry in Phnom Penh – the capital city of Cambodia. Unfortunately, building sites in Cambodia do not have the same safety rules as they do in Australia. For five years, Phany worked long hours, carrying heavy lime and bricks. The work was dangerous and she didn’t earn much money, but it was the only way she could help care for her daughter back home.



Phany planting seedlings in a nursery at her home in Cambodia. Before joining the Caritas program her family only grew seasonal rice and Phany and her husband had to migrate after each harvest to the cities to work construction. They could only earn \$2.50 a day. Photo credit: Richard Wainwright

In 2016, Phany joined the Upholding Community Dignity Together program, run by Caritas Australia and EPDO. Through the program, Phany learnt new farming techniques, such as drip irrigation – which delivers water slowly, drip by drip, to the base of the plants so that none of it is wasted. Simple water saving techniques like this have made a huge difference. Phany has learnt to grow a variety of vegetable crops, and is also raising chickens and ducks, just like she'd dreamed.

Phany is a role model for other farmers and an inspiration to her community. She can now earn enough money from farming all year round and no longer needs to travel to the city to find extra work. Her family can now afford a small house, they have enough food and clothes, and can afford to send their daughter to school. “I am proud that I was a farmer who had no skills and now I can earn and improve my living, share my knowledge and also improve solidarity in the family and amongst our neighbours,” Phany says.

In addition to learning new farming techniques, Phany and her community have been trained in health, nutrition and hygiene, as well as how to prepare for disasters and cope with the environmental changes that are taking place. Phlong Sokly, EPDO's Program Coordinator, says “climate change is a problem, but the community lacked knowledge and had no strategy to deal with it. The community now thinks more about water management and adaptation to the change of season... People work better together when they need to mobilise resources for the community's common good.”

Phany continues to have hopes and dreams for the future.

“For my family, I hope to own a plot of land to expand my vegetable and animal raising activity. For the community, I hope we have enough water for all year-round, to reduce migration to the cities, and that no one is trapped in debt.”

DISCOVER HOW DRIP IRRIGATION WORKS - Photo caption match

Match the photos with the captions on the following page. You might find two captions for one photo.



Before joining, Phany's family only knew how to grow rice. They couldn't grow enough rice to survive the year.

A drip system is a tool connected from water source/storage and brings the water to the field.

Phany (27) is married to Seiha and they have one daughter called Phally (7). They live in Pursat province, located in western Cambodia.

It sprays the water in a slow, effective manner and reaches each plant's roots with the same volume of water at the same time.

Crops are planted between 3cm to 6cm from one another and each row is normally between 12m to 15m in length.

A drip irrigation system needs materials like: valve, drip tubing, pipes, cover plastic, tube punch, dripper and fitting.

Phany and her family have moved from their basic bamboo house with no bathroom, into a new home. They have more and better food and can afford to send their daughter to school.

The drip system is really helpful for a number of reasons:

- Saves time and work.
- Saves water consumption and reduce weeds.
- It makes it easier to keep fertilizer in place.

The watering method is important in drought prone areas. The community suffer from climate change related issues such as drought, floods and fires. The program has taught farmers like Phany to reduce the impact of drought. They can now provide water for their crops all year.

Through the Caritas program, Phany also meets other community farmers to share ideas and skills. The community has also been able to install a water pump in the village.

There are many ways to help fight global hunger and food insecurity. Pope Francis teaches us to 'remember the poor'. Even though we might have enough food here in Australia, we are connected by economics and politics, and we all share the earth and have an impact on how food can be accessed by people all around the world. We can take action on the personal, local, and global level. Actions taken locally can together, and over time, make a big impact globally.

WATCH



Watch the '[Allegory of the long spoons](#)' created by Caritas Internationalis.

DISCUSS: What is the message here?

1. SUPPORT COMMUNITY FARMERS IN DEVELOPING COUNTRIES BY DONATING TO CARITAS.

Caritas Australia works with people who work hard to look after themselves and their families. Learning how to fish, farm, or sell what they grow has a significant impact on people's lives. All these things are possible with your help- you are our Australian partners! Your donations can help people have food for life.



Oliva works in fields growing beans near her home in Tanzania. Photo credit: August Lucky



Kasniti works on her vegetable garden at their home in Pandeglang District, Indonesia.
Credit: Laz Harfa

2. WE CAN ALL WORK TO CARE FOR OUR COMMON HOME.

We all share the earth, so looking after the environment is everyone's responsibility. Taking better care of the earth can also help make sure there is food for everyone. Around 30% of our eco-footprint (our environmental impact) is related to food.

Not wasting food is one way to show solidarity with others. Putting our food scraps into compost instead of landfill also reduces how much greenhouse gas is released into the atmosphere and reduces the negative impact of the changing weather on farmers around the world.

Does your school separate food scraps from rubbish? Could you start a compost bin at your school and use the compost on the school gardens? You could also talk to your mum and dad about doing this at home.

Ask your supermarkets not to throw away odd looking food to rot in landfill and release methane.

3. FIND OUT MORE ABOUT YOUR FOOD

Look through your fridge and pantry and investigate where your food comes from.

Think about:

- Do you know if it was made or grown in Australia? You could check out the 'made in' or 'product of' labels on foods together with your family and talk about it next time you are shopping.
- Do you know if the food you buy is grown on a big or small farm, or in a way that looks after the environment? If you see the label '**Organic**' on your, food, it means it was grown in a way that looks after the soil for the future.
- Is the fruit or vegetable you are buying in season? If not, did it travel far to get to you from where it is in season? Eating fruit and vegetables that are in season is better for the environment.

It's not always easy thinking about all these things, but you can try! By making some better choices, you can help look after the environment and support farmers that do too.



Cabbage is grown as part of the food security project at the San Isidro Care Centre in the Solomon Islands. Photo credit: Neil Nuia



4. BUY CERTIFIED PRODUCTS

When you can, choose products with the Fairtrade, UTZ and Rainforest Alliance certification label on them. Look for this symbol on products like chocolate, tea, coffee, rice and other grocery items.

These symbols mean that the people growing the food are getting a fair price and enough income to look after themselves and their families, as well as making sure that the product is grown or made in a way that protects forests and communities around the world.

HOST A RICE LUNCH DAY

Raise awareness for the lack of resources in certain parts of the world by hosting a rice lunch day, where only rice is served to eat. Encourage participants to think about what it would be like to only consume a small amount of rice for each of their meals.

GLOBAL REALITY MEAL

Host the Global Reality Meal; a dramatisation where participants can experience and reflect on the inequality in our world.

Find out more [here](#).

HOST A CARITAS KITCHEN

Share good food with good friends and the money you raise will help people in need to create better lives for themselves. It's easy: gather your guests, cook whatever you love and collect a donation.

It's a reminder that what you do in your kitchen can and does have an impact on what others can bring to theirs.

Find out more [here](#).



Click on the links below to view our Food Prayer and Liturgy.

**PRAYER FOR
FOOD IN
OUR WORLD**

**FOOD
SECURITY
LITURGY**

WORKSHEETS

TASKS:

1. Divide the students into groups. Print the food system cards on the following page (one per group), cut them up and ask students to order them. Talk about how each part of the food system feeds into other stages, and how sometimes the stages are in a different order (for instance food can often be wasted before we even buy it).
2. Discuss how the food system can be made fairer at each step.
3. Ask each group to come up with a role play or freeze frame for each part of the food system, to share with the rest of the class.

DISTRIBUTION

Getting the food from the grower to the buyer– transporting, storing and marketing the food

CONSUMPTION

Cooking and eating food.

PRODUCTION

Growing crops and raising animals

WASTE

What happens to unwanted food.

PROCESSING

Transforming raw or fresh food into the finished product

RETAIL

Deciding the price of food and selling or buying it.

THE WORLD'S RESOURCES

The way that resources are shared around the world has a big impact on the kind of life that people are able to live and especially how much food they have access to.

Place the resources listed below into the correct column as either a natural, human or capital resource.

	Natural Resources	Human Resources	Capital resources
MONEY– INCOME			
FARM TOOLS			
SEEDS			
FISH			
TEACHERS AND TRAINERS			
WATER			
FARMING LAND			
FOOD SCRAPS			
FUEL			
PLANTS AND CROPS			
FARMERS			
FISHING EQUIPMENT			
FISHERMEN			
IRRIGATION SYSTEMS			
ELECTRICITY			

Explain to the students they are about to watch a short video about how a rural village in Malawi used locally available materials to build their own vertical garden. Use a world map to show where Malawi is.

1. LEARN HOW TO BUILD A VERTICAL GARDEN

Watch the two-minute video on ['How to build a vertical garden'](#).

2. STUDENTS DESIGN THEIR OWN VERTICAL GARDEN

Materials needed – list or draw and label. Materials will differ to the video slightly to what students have available. Can students think of appropriate alternatives?

- Where will they build their vertical garden?
- Draw a diagram of their vertical garden design.
- Label the drawing and provide dimensions. How high and wide will it be?
- Write/draw the procedure in steps

3. BUILD THE VERTICAL GARDEN

- Students could take photos of the build process and use their own photos for a sequencing activity.
- Draw a two-dimensional diagram of the final product (front and side view)

4. EVALUATE

Students review their finished product against their plan.

- Did they have everything they needed to build the vertical garden?
- What was the hardest part to build?
- How can you improve the vertical garden? (This could be a verbal activity.)



M	I	D	D	L	E	E	A	S	T	C	F	A	E	C
N	O	I	T	U	L	L	O	P	I	L	C	A	M	A
O	H	O	F	D	F	L	G	F	E	I	T	I	E	R
O	U	R	O	A	A	I	I	T	R	M	L	S	R	E
L	N	L	O	N	V	C	S	E	X	A	I	A	G	V
A	G	F	D	E	A	A	M	F	B	T	Q	X	E	J
C	E	W	A	P	W	A	V	Q	L	E	A	E	N	L
I	R	B	O	R	N	D	R	O	U	G	H	T	C	Y
R	Y	I	V	I	M	Y	C	H	A	N	G	E	Y	H
F	X	W	T	A	W	E	T	N	M	Y	D	F	W	T
A	X	A	M	I	M	J	L	R	W	E	S	A	O	L
S	L	T	S	O	P	M	O	C	E	U	R	I	R	A
U	W	E	M	Y	Y	C	P	S	S	V	R	R	G	E
N	A	R	P	O	Z	K	B	E	P	Z	O	S	T	H
W	R	D	J	U	G	W	J	Q	N	R	G	P	D	M

CHANGE
DROUGHT
FAIR
GIVE
HUNGER
POLLUTION
SUN
WATER

CLIMATE
EAT
FARM
GROW
JESUS
POVERTY
WAR
CARE

COMPOST
EMERGENCY
FOOD
HEALTHY
LAND
SEED
WASTE

+ Thank you ✱



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