

# FOOD SECURITY IN OUR WORLD

LOWER 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.

This resource is a guide for teachers which includes information and discussion questions, as well as links to videos, images and learning tasks that encourages students to apply their knowledge in order to answer 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 teachers to draw content from and integrate learning activities in their classroom. 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.



Tawonga helps prepare a family meal. For most of her life, her parents have struggled to put meals on the table. Tawonga often had to miss school because she was too sick from hunger. Her family now grows enough food to provide three meals a day, ending the struggle of malnutrition. Credit: Piliirani Chimombo

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## SCIENCE

### FOUNDATION YEAR:

- Living things have basic needs, including food and water (ACSSU002)

### YEAR 1:

- Living things have a variety of external features (ACSSU017)
- Living things live in different places where their needs are met (ACSSU211)

### YEAR 2:

- Living things grow, change and have offspring similar to themselves (ACSSU030)
- Earth's resources, including water, are used in a variety of ways (ACSSU032)

People use science in their daily lives, including when caring for their environment and living things (ACSHE035)

## GEOGRAPHY

### FOUNDATION YEAR:

- The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)

### YEAR 2:

- The places people live in and belong to, their familiar features and why they are important to people (ACHGK002)
- The connections of people in Australia to other places in Australia, the countries of the Asia region, and across the world (ACHGK012)

## MEDIA ARTS

### FOUNDATION YEAR:

- Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)

### YEAR 1:

- Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)

### YEAR 2:

- Explore ideas, characters and settings in the community through stories in images, sounds and text (ACAMAM054)

## DESIGN AND TECHNOLOGIES

### FOUNDATION YEAR—YEAR 2:

- Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)
- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)

## HEALTH AND PHYSICAL EDUCATION

### FOUNDATION YEAR:

- Identify actions that promote health, safety and wellbeing (ACPPS006)

## ENGLISH

### FOUNDATION YEAR:

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)
- Use comprehension strategies to understand and discuss texts listened to, viewed independently (ACELY1650)

### YEAR 1:

- Respond to texts drawn from a range of cultures and experiences (ACELY1655)
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that they listen to, view and read by drawing on growing knowledge of context, text structures and language features (ACELY1660)

### YEAR 2:

- Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features, and print and multimodal text structures (ACELY1670)

## GENERAL CAPABILITIES

### INTERCULTURAL UNDERSTANDING:

#### FOUNDATION YEAR—YEAR 2:

- Explore and compare cultural knowledge, beliefs and practices. Identify, explore and compare culturally diverse activities and objects

### ETHICAL UNDERSTANDING:

#### FOUNDATION YEAR—YEAR 2:

- Recognise ethical concepts
- describe ethical concepts, such as right and wrong, honesty, fairness and tolerance

### PERSONAL AND SOCIAL CAPABILITY

#### FOUNDATION YEAR—YEAR 2:

- Social awareness
- Contribute to civil society
- Describe ways they can help at home and school. Contribute to civil society
- Describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them

## 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.
- Futures
- 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 environments

As Australian students, you have the chance to go to school and learn about problems in the world and how we can work together to fix them. You will be learning about why food is important in our lives and why sadly, not everyone has it. This is called **food insecurity**.

Food is a wonderful and delicious gift that God has given all humans. Most of us eat lots of different kinds of fruits, vegetables and meats every day.

Did you know that right now there is enough food to feed everyone in the world, but 1 in 8 people don't have enough healthy food to eat? That's around 900 million people.

**THINK, PAIR, SHARE:** What is your favourite food and why? How do you think it is made or grown?

## TASK



Complete the 'My Food and I' worksheet on page 14.

Have you ever wondered how a tomato gets from the ground to your plate? Complete the picture sequencing task '**Have you ever wondered?**' on page 15.

## TASK



How does food and water help you? What effect does hunger have on you?

Complete the '**Food and Hunger effects**' worksheet on page 17.

## REFLECT



*Some people have plenty of food, while some people don't have enough.*

- What do you think about this?
- Why do you think this happens?
- Have you ever felt really hungry? How did it feel?
- What did it then feel like to eat something?
- Imagine if you didn't know if you would eat today. What would your day be like?

Throughout Jesus' life and ministry, he spend most of his time with people that needed his help. This included the sick and the poor.

What does Jesus teach us about sharing and caring for others?

Can you think of any bible stories where food is being shared?

## TASK



Read out the **'Feeding the 5000'** script on page 18 (teacher to read to students).

- Why were the disciples worried?
- What did Jesus do with the loaves of bread and fish?
- What does this story teach us about food in our world?

## REFLECT



Pope Francis said that God wants everyone to be able to have enough healthy food to live. Jesus taught us to pray and give thanks for our 'daily bread'.

- What is your 'daily bread'?
- What do you eat and give thanks for every day?



Everyone needs food to learn, play, laugh and live! So if there is enough food for everyone, why do so many people not have the food they need? There are two legal ways to get food: Grow it or buy it. Some people may also receive food as a gift, but that can be unreliable and won't happen all the time.

There are lots of reasons why not everyone can grow or buy enough food, and it can be very tricky to understand. Here are some of the reasons:

## POVERTY

In many countries people don't have access to land and resources to grow their own food, or jobs to earn enough money to buy food. Caritas Australia works with people so they can grow or buy food themselves. Caritas works with families so they can find new ways to earn money. This means they can afford to eat better food in the future.

### WATCH



Watch Phany's story here.  
What did you think about her story?

## EDUCATION

In some rural or farming areas, people can grow food if they have enough land, but sometimes their crops don't grow. This might be because people don't have enough tools or training, or the soil isn't very good. Changing weather patterns are also a challenge.

Caritas Australia is working with people so they can learn better ways to grow food. That might mean teaching people new ways to farm. People can then share what they have learnt with other people in their community. Caritas might also help farmers get tools and seeds, or a boat to help people catch fish.

## WATER

You need land and water to grow food. Some farmer families live too far away from the water they need. Caritas Australia works with people to find ways they can get more water to their fields.

### WATCH



Watch Thandolwayo's story here.  
What did you think about her story?

### TASK



Complete the **'Fabulous Farming'** colouring  
In worksheet on page 19.



## WARS AND EMERGENCIES

During war it might not be safe for farmers to take care of their crops or their crops might be destroyed. In an emergency, like a drought or flood, food is very hard to find and grow.

Caritas Australia is working with people in conflict areas and emergencies. We make sure people have enough to eat. We might give them food packs, or give people money or vouchers so that they can buy food for themselves.

## FINDING HEALTHY FOOD

You need land and water to grow food. Some farmer families live too far away from the water they need.

Caritas Australia works with people to find ways they can get more water to their fields. Caritas Australia is working with people so they can buy healthier food.

### TASK

Growing food is an important way for communities to feed their families. Selling the food they grow also helps people make money. Growing your own food also helps the environment because there is no need to package food.

- Watch the video below to learn how to grow your own potato.



Source: SciShow Kids

## EXTREEME WEATHER AND FOOD WASTAGE

The way we look after the environment can affect the weather. Did you know that when we throw food scraps into the bin instead of compost, it goes to land fill and rots? When the food rots it makes a chemical called a 'greenhouse gas' that makes the earth warmer and warmer. This can make it too warm for some plants to grow. As the earth gets warmer, it also makes the weather wilder. Have you heard of things like floods, droughts and typhoons happening lately? Wild weather makes it hard for farmers to be able to grow food to eat and sell. This is a serious problem for farmers in poorer countries because they rely on this food for their families to eat!

Many supermarkets throw away a lot of food because people don't like buying it if it looks a bit funny. But this is a big waste of food! In Australia almost 4 million tonnes of food are thrown out!

**WATCH**



**WATCH**



**Source:** She Knows

Watch the above clip?

Do you have a compost bin at home? If so, what kinds of scraps do you compost?

**Encourage students to come up with their own ideas of what we can do to tackle the issue of food insecurity and hunger.  
Try to direct them into thinking locally before globally.**

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 all connected. Little things we can do in our homes or at school can make a big difference in the world.

God wants everyone to have enough food to live. We need to work together so that our brothers and sisters around the world have what they need to live. What can we do?

## WAYS TO MAKE A DIFFERENCE

- We can **support the work of Caritas Australia**. Caritas works to make sure people in communities around the world have the skills, knowledge and tools to grow or buy the food they need.
- We need to **look after the environment**, because it can affect how farmers around the world are able to grow their food.
- **We can stop wasting food**. One thing we can think about is how much food we waste that goes to landfill. This is important not just because of how it rots and releases greenhouse gases, but because of how much time and energy goes into making food that is wasted.
- Talk to your mum and dad and ask **about where the food you eat comes from**. Do you know if it was made in Australia? Is it grown on a big or a small farm? Is it grown in a way that looks after the earth? It is good to learn about the food we eat.
- You can also talk to your mum and dad about buying things that have the Fairtrade, Rainforest Alliance or UTZ label on them. If you see these symbols on things like chocolates, tea or coffee and other grocery items you will know that farmers around the world are treated and paid fairly and that the environment is being looked after too.

### TASK

Write down one action you can take at school?

Maybe you can start a compost bin or worm farm, or even grow a vegetable garden.



In the Gospels, we read what Jesus said about food. Jesus said we should feed the hungry. In the story where Jesus feeds the 5000, we see how Jesus wanted everyone to have enough food to eat.

Jesus wants us all to do what we can to make sure that everyone, whoever they are and wherever they live, has what they need.

Many Catholic men, women and children all around the world are joining with Caritas to do what they can.

### **Join with us and pray.**

*Generous God,*

*You showed us how to love and share with everyone.*

*We pray that we are careful with what food we have,*

*Help us to look after the environment every day,*

*And help our sisters and brothers around the world. Amen.*

### **TASK**

As a class, write a grace that could be prayed together before recess or lunch. You may want to print it as a large poster for students to decorate, and hang it in your classroom for them to read.

# WORKSHEETS

# MY FOOD AND I

Draw a picture of your favourite food.

Draw a picture of how food is cooked at your house. Who cooks?

Draw a picture of the equipment used to cook food at home.

Draw a picture of where you eat your food.

Draw a picture of what you do with left-over food scraps

Draw a picture of what you can do to stop food wastage in your house.





# HAVE YOU EVER WONDERED?

How does a tomato grow? What do you need to grow tomatoes?  
Cut out these pictures and paste them in order



# HAVE YOU EVER WONDERED?

Paste the pictures in order below

**1**

**2**

**3**

**4**

**5**

Draw your favourite  
tomato meal.

Adapted from CAFOD

# FOOD AND HUNGER EFFECTS

What do you know about how food and water can help is in our lives?

What things can we have trouble doing if we are feeling hungry?

Fill in the table below to answer these questions

CAUSE		EFFECT
Food and water	helps me	
Hunger	keeps me from	

# FEEDING THE 5000

**Jesus Feeds the 5000** (Matt. 14. 13-21; Mark 6. 30-44; Luke 9. 10-17)

Try to imagine having assembly outside. Let's pretend that everyone in this school – plus all the people from 20 more schools – are all sitting outside on a hill listening to a terrific story teller, and everyone loves to listen to him. They also bring sick people to him, and he makes them completely well. What do you think was the name of this great teacher? It was Jesus.

One day, people liked listening to Jesus so much, that they just stayed and stayed – longer than a school day. It started to get dark. On top of that, they were getting hungry, because they had not had any lunch. So the disciples suggested to Jesus: “Send the people home so that they can get supper.” But Jesus said, “No, you give them something to eat.” The disciples replied, “How can we do that? We don't have food, and we don't have money to give to everyone so that they can go out and buy their own.” Jesus told them: “Go and see what there is.” So they went around, asking people what they had to share. All they found was a child who had 5 small loaves and two fish.

When the disciples found the child with the small loaves and fish, what did the child do? (Answer: Gave them to the disciples, who then gave them to Jesus.)

Then Jesus invited everyone to sit down on the grass, so it was like a huge picnic. Jesus prayed, saying “Thank you, Father, for providing this good food.” He started breaking the bread and fish into pieces and gave it to the disciples to pass around. And a most wonderful thing happened. They kept on having enough bread and fish until everyone had something to eat.

# FABULOUS FARMING

Caritas Australia helps people to grow food to eat and to sell.

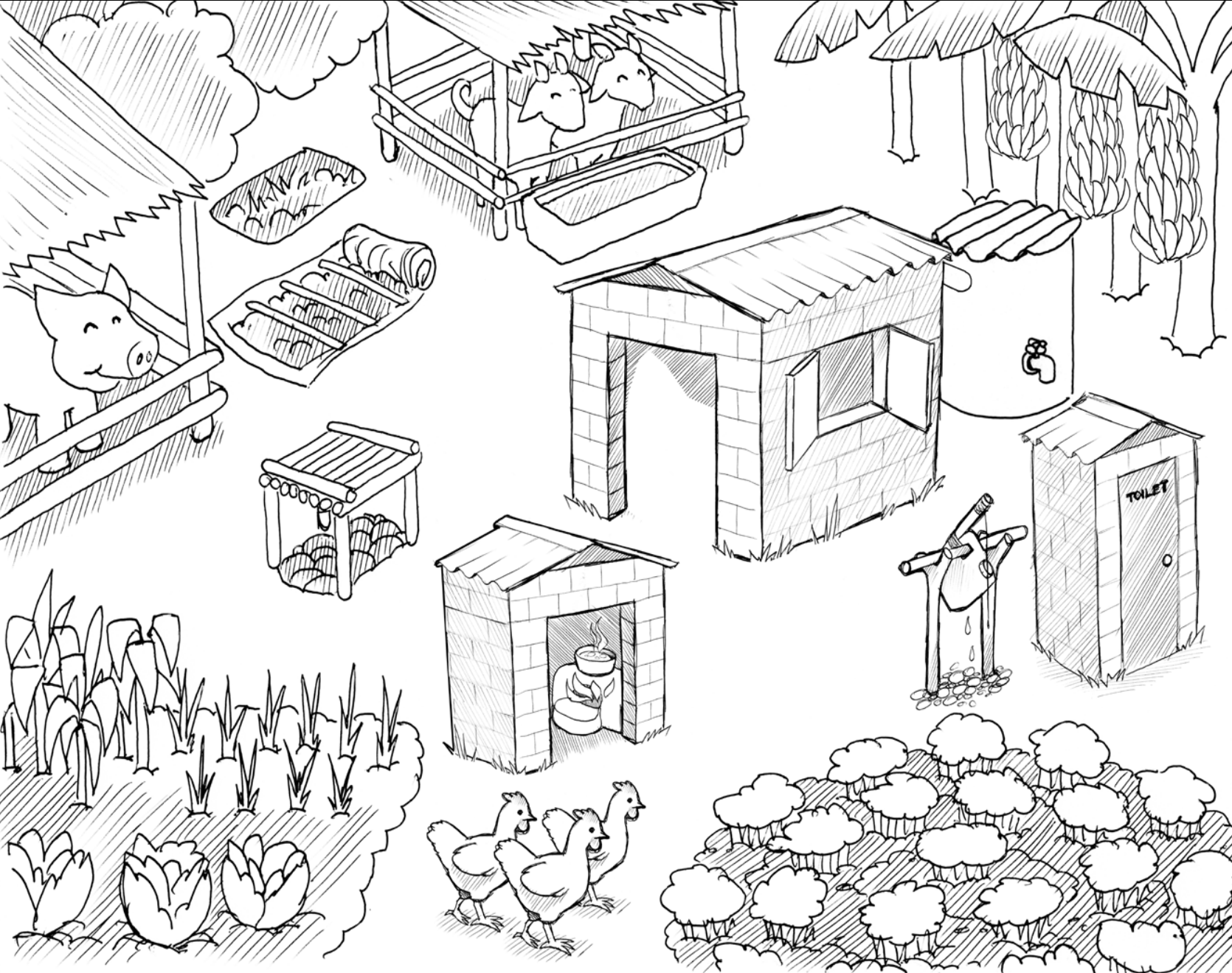
Fruit and veggies help families stay healthy.

Parents can afford to send their children to school by selling the extra food they grow.

*Colour in the farm.  
Label everything that you can see. Here are some words to help.*

**chickens, veggies,  
pig, tank, goats,  
toilet, stove,**

**Tippy tap, bananas,  
compost heap,  
drying rack, house**





+ Thank You ✱



[www.caritas.org.au](http://www.caritas.org.au)