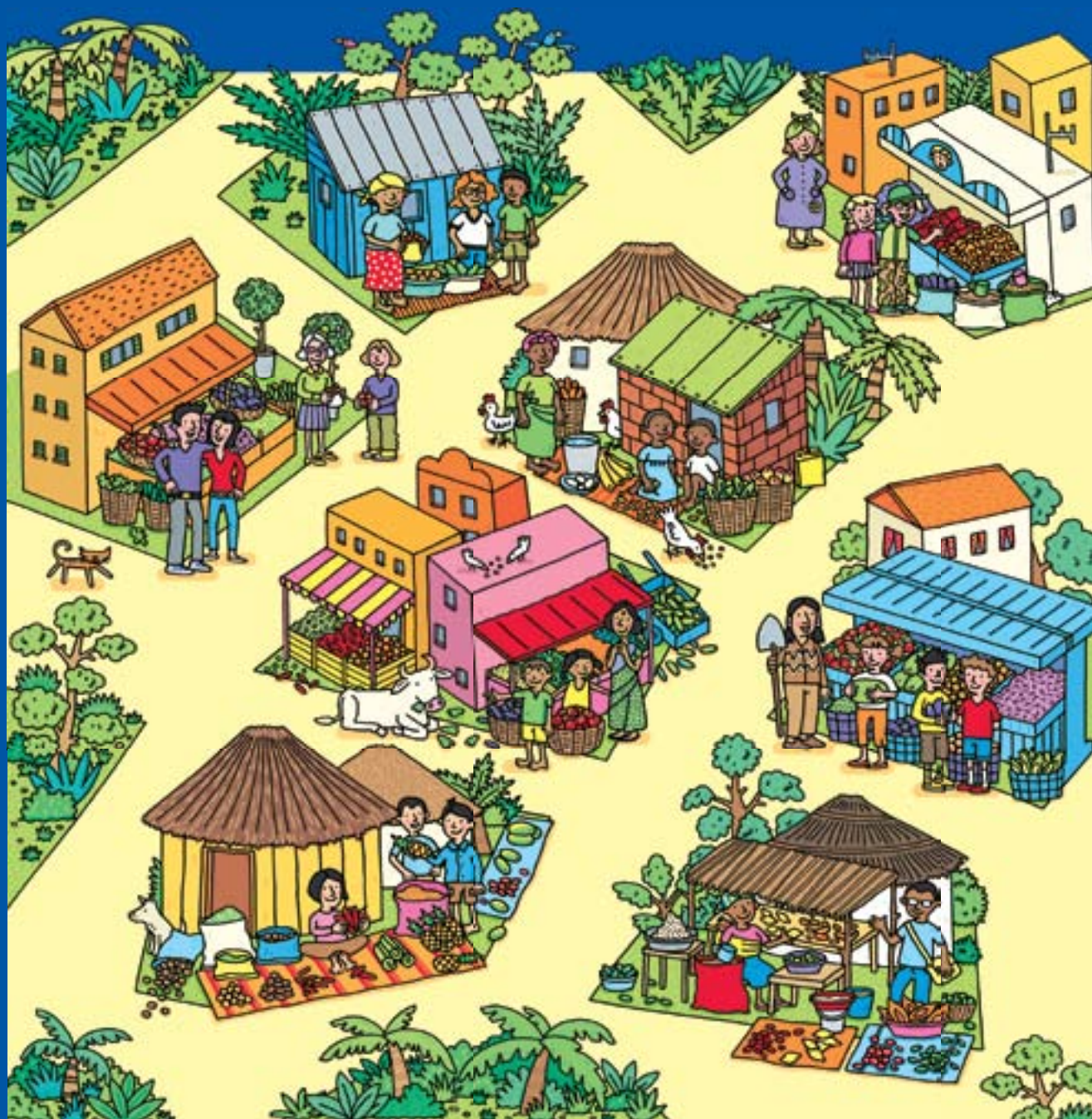


# THE RIGHT TO FOOD: A Window on the World

## Resource and Activity Guide



# Joining Forces against Hunger

The "Feeding Minds, Fighting Hunger" global initiative, FAO and WAGGGS, have joined forces to educate young people around the world about hunger and malnutrition and to motivate them to become actively involved in the fight against hunger. By providing practical tools such as the "Feeding Minds, Fighting Hunger" lessons, the "Youth Window" and the cartoon book and activity guide "The Right to Food: a Window on the World", we prepare and encourage children and young people to work together with us in the global fight against hunger and malnutrition.

Young people have the imagination, the ideals and the energy to make the world a better place for themselves and for future generations. They have the right, and the responsibility, to speak up and take action.

As their leaders and teachers, you can make a difference through informing, sharing knowledge, encouraging participation and showing young people that they have an important role to play in achieving a world free from hunger.

If you believe, as we do, that hunger and malnutrition are unacceptable in a world that has the knowledge and resources to end this tragedy, join forces with us against hunger!

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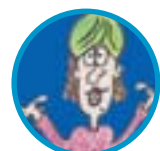
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# About This Guide

This guide to the cartoon book "The Right to Food: a Window on the World" is designed to help you educate young people about the right to food and encourage them to take action against hunger in the world.

By using the cartoon book and this guide, you will help young people understand that every individual has the right to be free from hunger and that all members of society have a responsibility to respect, protect and promote that right.

The guide provides simple teaching tools to make learning interesting and fun, suggests activities to carry out and additional information for you to use when helping others learn about hunger and the right to food.

## How this guide is organized

The Resource and Activity Guide is organized in the same order as the cartoon book, with one chapter in the guide for each story in the book.

In each chapter of this guide you will find:



### The Story:

A short summary to help you recall what the story is about.

.....

### Story Objectives:

Statements of what the reader should know after reading the stories.



.....



### Story Key Messages:

A further explanation of the key right to food messages in the story.



## Facts:

Additional information you can use to help others understand the story messages.

.....

## Discussion:

Points from the "So, what do YOU think?" section of the book for you to use to lead discussion about these issues around the world.

.....



## Activities:

A selection of games, exercises and other tools.

.....



## Resources:

A list of useful resources to consult if you want to know more.

.....

At the back of the guide you will find:

- ✧ More about the right to food
- ✧ Glossary of terms used in the cartoon book
- ✧ Useful resources
- ✧ Organizing events and activities

# About This Guide

## Steps to using these materials

### Step 1

#### Read the cartoon book and select a story

All the stories are independent, with different characters and settings. Each story covers different aspects of the right to food. While they may be read and studied in any order, it is best to read all the stories, including the additional information on the first and the last pages, to have a more complete picture of the right to food.

### Step 2

#### Read the Activity Guide chapter for the story and select and plan the activities to do with your group

Use the activities you think will work best for you and adjust and add to them including: songs, games, plays or drama, creating posters and pictures, working in groups or individually, contacting others in the community to join the discussions.

### Step 3

**With your group, read and discuss the "Did you know that...", "Some facts about my country" and "Read my story to find out..." sections of the cartoon book** These sections will help readers learn more about the country and focus on the key messages as they read the story.

### Step 4

#### Have the group read the story

Depending on reading ability, this can be done individually, in small groups, assigning roles, or aloud by you as the readers follow the story.

### Step 5

#### Discuss the points from the "So, what do you think?" page

This page provides follow-up thoughts designed to help readers take the information from the story, think about it, and see how they can apply it in their own lives and communities. Most of these follow-up thoughts will lead to one or more of the suggested activities in the guide.

### Step 6

#### Carry out the activities

Encourage the group to reflect on the activities. "Reflection" will help you think deeper and discuss how the activities relate to the main story messages.

## Create your own cartoons!

- ◆ Translate into local languages or write your own dialogues to go with the story.
- ◆ Draw your own illustrations for the stories.
- ◆ Write your own story on the right to food in your country and illustrate it.

## Share with us!

Send your own activities, stories, drawings and comments to FAO and WAGGGS.



Everyone learns in different ways. There is no "best" way to learn. When asked to remember something important, one person might make up a song, another one might create a chart or a graph. Someone else might draw or take photographs. Providing a variety of activities and lots of opportunities for questioning and open discussion is a good way to develop thinking skills that will help readers have a deeper understanding of what they are reading. This should lead them to thinking of ways in which they can take action in their lives and their communities to fulfil the right to food for all.

To understand the key message of each story and its meaning for their own lives, readers must go beyond a simple understanding of the story's events and actions. This is not easy. The questions asked during the discussion can help readers think beyond the obvious interpretation of events and help them understand the underlying messages.

## Tips on asking good questions:

- ◆ Avoid questions that can be answered by "Yes" or "No".
- ◆ Let the reader know that you want them to ask questions.
- ◆ Remember that you do not have all the answers! Let the readers discuss possible answers and come up with solutions.
- ◆ Answer a question with another question. This helps the reader think further and draw conclusions.



## Sample questions:

What, if anything, was unclear in this story?  
What did you notice about...?  
What are some possible explanations of...?  
What do you think would happen if...?  
What is the role of...?  
How do you think the story characters feel about...?  
If you were ... (a story character) what would you do?  
What did ... (a story character) mean when he/she said...?  
What would you have done differently?  
What are the advantages and disadvantages of...?  
What can this story teach us?  
Describe several things we can do to...  
Would everyone agree with...? Why or why not?  
Name some good examples of...

You are encouraged to use the cartoon book and this guide to organize your own activities and events involving young people and the community. See [Organizing Events and Activities](#) at the end of this guide for more information.

# About This Guide

## What is the right to food?

Many millions of people in the world never get enough to eat. When people do not have enough food or enough of the right kinds of foods to meet their nutritional needs, they are hungry and malnourished and are not able to lead healthy and active lives. Many die. Hunger and malnutrition are serious problems with long-term threats to the well-being of people, nations and the world.

The right to food means that all people have the right to feed themselves and their families with dignity. People must be able to grow or hunt or catch the food they need or earn enough money to buy it. Fulfilling the right to food means ensuring that people have the knowledge, skills, resources and opportunities they need to get food for themselves. It also means that when people, for reasons beyond their control, are not able to feed themselves, they still have a right to food and they must be provided for until they are able to feed themselves again.

The right to adequate food and the fundamental right to be free from hunger are recognized by international law, and many countries have food-related rights in their constitutions. International guidelines have been adopted to help countries take actions to respect, protect and fulfil the right to food for their populations. By recognizing that people have a right to food, national governments commit themselves to doing everything possible to make sure that all of their people have enough to eat.

### The key right to food messages of the cartoon book and this guide

#### **Everyone has the right to obtain and enjoy food in a dignified way**

It is a right that is due to every human being.

#### **The right to food means that everyone should have access to nutritionally adequate and safe food**

Freedom from hunger and malnutrition means that all people must be able to get a sufficient amount and variety of good quality and safe foods to meet their body's needs.

#### **National governments have obligations to respect, protect and fulfil the right to food**

Governments must do everything possible to make sure that all of their people are free from hunger and have access to adequate and safe food. They must assist people who are not able to get adequate food on their own and they may not take any actions that prevent access to food or violate the right to food.

#### **All members of society have responsibilities in securing everyone's right to adequate food**

Everyone - individuals, families, local communities, non-governmental organizations, civil society organizations, the private business sector - has responsibilities in securing and protecting the right to food for the local and global community.

See "More about the Right to Food" at the end of this guide.



## Voluntary Guidelines on the Right to Food

Governments have developed and adopted a set of Voluntary Guidelines on the Right to Food that map out the steps to be taken to realize this right. The information on the right to food in this guide and in the cartoon book is based on the principles and recommendations of 19 Guidelines, which are summarized below.

- Guideline 1** Promote a free and democratic society, with good governance and a peaceful, stable, enabling social and political environment
- Guideline 2** Promote sustained availability of sufficient supplies of nutritionally adequate and safe food and sustainable economic development in support of food security
- Guideline 3** Adopt a national strategy for the right to food that includes addressing the needs of the poor, vulnerable and the disadvantaged
- Guideline 4** Improve agriculture and food markets and people's access to those markets
- Guideline 5** Involve public institutions at all levels and establish coordinating mechanisms
- Guideline 6** Encourage the full participation of all members of society
- Guideline 7** Establish legal measures to support the right to food, including ways to correct violations, and inform the public of their rights
- Guideline 8** Respect and protect people's access to natural resources and assets
- Guideline 9** Take measures to ensure that all food is safe; adopt and enforce food safety standards and protect and inform consumers
- Guideline 10** Support and improve dietary diversity and healthy eating and feeding habits, taking cultural values and traditions into consideration
- Guideline 11** Strengthen education and training opportunities, especially for girls and women
- Guideline 12** Dedicate national financial resources to anti-hunger and poverty programmes
- Guideline 13** Establish measures to identify, assist and support malnourished, food insecure people
- Guideline 14** Establish measures, including food assistance, to protect and provide for those who are unable to provide for themselves
- Guideline 15** Ensure that emergency food aid is safe, nutritionally adequate, culturally acceptable and respects recognized humanitarian rights
- Guideline 16** Ensure that food and other basic supplies are provided to civilians in situations of armed conflict, occupation or natural disasters
- Guideline 17** Develop systems to monitor and evaluate progress, especially the food security and nutritional status of women, children and other vulnerable people
- Guideline 18** Incorporate the right to food concepts in national law and policy and encourage the establishment of national human rights organizations
- Guideline 19** Meet the goals, promises and commitments made by the international community to make sure that all people have enough to eat

You can download the full text of the Voluntary Guidelines at [www.fao.org/righttofood](http://www.fao.org/righttofood)

# Side by Side and Worlds Apart

## The Story



When Paula, Davi, their teacher and classmates go to Vila Esperança, they see with their own eyes the difficult lives of people living in poverty, with little food and poor housing. They hear their stories and discover what can be done to help. They meet Dona Maria, who knows that it is the right of all citizens to work with the Government to secure the basic necessities of life. She has joined with other local citizens to form the Association and bring change to Vila Esperança.

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Name several causes of hunger and malnutrition.
- ◆ Describe how living conditions and access to basic services can affect food security, health and nutrition.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve food, health and nutrition in poor areas.



## Story Key Messages

Poverty and discrimination prevent adequate access to food and are major causes of hunger and malnutrition.

- ❖ Basic services and living conditions - clean drinking water, a clean environment, housing conditions, schools, medical services and health centres - affect peoples' access to food and their nutritional well-being.
- ❖ These services and conditions should be available for all people, including the poorest.
- ❖ Every national government, within its ability, must meet its obligation to ensure, without discrimination, that all of its people have access to adequate and safe food.

See "More about the Right to Food" at the end of this guide.



## City facts

- ✓ Half of the world's population lives in cities. People move to cities in search of jobs and better living conditions. This process is known as urbanization. Cities in Africa, Asia and Latin America are growing the fastest.
- ✓ One-third of the urban population (almost 1 billion people) lives in slums, the majority of them in the developing world.
- ✓ Slums lack essential services, such as water, sanitation and waste collection, safe housing and jobs.
- ✓ Poor urban families often spend 60-80 percent of their earnings on food.
- ✓ In the Millennium Declaration, the world community committed itself to eliminating poverty, aiming to reduce by half the proportion of those (1 billion people) who earn less than US\$ 1 a day by the year 2015.
- ✓ Another UN Millennium Development Target (MDG 7) is to improve the lives of at least 100 million slum dwellers by 2020.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 15 and in "Some facts about my country" on page 6 of the cartoon book.

### Have you thought about...

- ✧ why Mrs. Fernandes wanted Paula, Davi and their schoolmates to go to Vila Esperança?
- ✧ how Ronaldo's life is different from Davi's?



### Is it fair that...

- ✧ some people do not have enough food to eat, while others have plenty?
- ✧ people who are poor do not have the basic things they need for a dignified life?
- ✧ some children live and work in the streets instead of going to school?

### Everybody can do something

- ✧ Dona Maria carried out many activities to make things better in Vila Esperança. Can you do any of these in your community?

“ So long as one of our Brazilian brothers or sisters is hungry, we can only be overwhelmed by shame. ” Luiz Inácio Lula da Silva, President of Brazil

## We All Have Equal Rights



### Aim

To experience how it feels to be treated unfairly



### Time

30 minutes



### Materials

Counters (beans, pebbles or any small objects)

### How to do it

1. Ask the participants to choose a short game they would all like to play (a relay, a race, hide-and-seek, musical chairs, Tug-o-War).
2. Divide them into three groups: the "well-off", the "poor" and the "authorities".
3. Give the "well-off" group six counters per person, the "poor" three counters per person, and the "authorities" ten counters per person.
4. Now say that only those who have at least six counters are qualified to play.
5. Play the game only with the qualified players. The rest should be observers.

### Reflection

How did the participants feel being treated unequally? Was it fair?

Has anyone realized that the "authorities" had enough counters to allow all to play?

What could the "authorities" have done to enable everyone to play?

What could the "well-off" group have done?

What could the "poor" group have done?

Can the players identify similar situations in real life?

What can be done to make things fairer?

## Our Future



### Aim

To reflect on how access to basic services affects our lives



### Time

20 minutes



### Materials

Paper, colour pencils or pens for each participant

### How to do it

1. Ask the participants to draw a picture of a girl or a boy in the middle of a sheet of paper.
2. On the left-hand side of the paper, they should draw what the child's life would be like in ten years time if he/she drinks clean water, eats a variety of foods, lives in a good house, goes to school and receives health care. On the right-hand side, they should draw what would happen if the child doesn't have these essentials.
3. Display all the drawings and allow some time for the group to study them.

### Reflection

What is life like when you do not have food, clean water and a roof over your head?

What is life like when you do not go to school?

What needs to happen for someone born into a poor family to get out of poverty?

### Tip

Alternatively, ask the participants to work in small groups and make up a song or write a story about the difference that access to adequate food and basic services can make in a child's life.



## A Tale of Two Families



### Aim

To discuss what can be done to improve food security, health and nutrition in poor areas



### Time

30 minutes



### Materials

Role cards (Use the role cards provided or write your own cards.)

### How to do it

1. Explain to the group that this is a role-play. Ask 8-10 volunteers to be the players and the rest of the group to be observers.
2. Give the players their role cards and allow ten minutes to develop their family history and to get into the roles.
3. Explain to the observers that they are going to watch a family discussion. Ask them to set the scene and when all is ready start the role-play.

#### Family A: Mother Father Two daughters Three sons

Your family lives in a poor city area. There is neither running water nor electricity in your home. Often there is not enough food and you own no land on which to grow it. The children are thin and get sick often. Father and Mother can count only on themselves to support the family. They moved to the city from a poor village in search of work. Father was working as a parking attendant, but has lost his job. The money Mother earns doing odd jobs is not enough to provide for the family. After school, the children work in the streets, sell candies and wash cars. The elder daughter wants to continue going to school, but the parents need her help to earn money for the family.

- ◆ You would like to change the situation for you and your family. Hold a meeting and discuss what needs to be done to improve things.

#### Family B: Mother Father Daughter Son

Your family lives in a big, clean and comfortable house with a television and telephone and owns a car. You eat healthy food and drink clean water. If you happen to get sick, you go to the family doctor. The children go to school, have a computer and do sports. Father and Mother have good jobs which provide the family with a steady income and make life comfortable. After work they have enough free time to rest and enjoy hobbies. Your family has many friends and relatives and can always count on their help.

- ◆ The son has just returned from a school trip to a poor area of your city and tells you about the lives of the people he met there. They live in poor housing without running water and toilets and have little food. You would like to support them in some way. Hold a family meeting and discuss what you can do to improve their situation.

### Reflection

Poverty often goes hand in hand with hunger. Why?

Around the world the gap between rich and poor is increasing. What can be done to close it?

What actions can be taken to improve food security, health and life in places like Vila Esperança?

And in your country?



### Resources

UNFPA-Brazil Youth Portal

UNICEF Child Friendly Cities

Ação Brasileira Pela Nutrição e Direitos Humanos

[www.unfpa.org.br/jovem.htm](http://www.unfpa.org.br/jovem.htm)

[www.childfriendlycities.org](http://www.childfriendlycities.org)

[www.abrandh.org.br](http://www.abrandh.org.br)

# Finding Ancient Arrowheads

## The Story



Sara, Tommy and Sam find an ancient arrowhead that leads them to discover how people have had to change their ways of getting food over the years. Together with their grandfather, they meet a community group who are planting a vegetable garden to help provide more food for the neighbourhood.

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Understand and explain what it means to be food-secure.
- ◆ Define what a food charter is and how it can improve a community's access to food.
- ◆ Describe how and why communities and local governments should work together in planning and carrying out activities to promote food security.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve food security in a neighbourhood.



## Story Key Messages

Individuals and communities have the right to have their opinions known and participate with local governments in decisions and actions that affect their right to food and food security.

- ❖ All people have the right to have their views considered in decisions that affect their food security.
- ❖ Communities and local governments should work together in planning, designing, carrying out and managing activities to promote food security and the right to food.

See "More about the Right to Food" at the end of this guide.



## Access to land facts

- ✓ Owning or being able to rent or use land is necessary for most rural families to have a sustainable way of producing food and earning income.
- ✓ Difficulties in owning or renting land often contribute to food insecurity, limited income opportunities, and therefore to poverty.
- ✓ Women, indigenous peoples and other disadvantaged groups are more likely to be landless or have insecure claims to land.
- ✓ Women own about 1 percent of the agricultural land in the world, although they work more than 50 percent of the land.
- ✓ Widows may lose access to land in a legal sense if they are unable to inherit their husbands' property, and in a practical sense if they are forced off the farms by male relatives.
- ✓ Access to land in indigenous societies is usually based on customs, traditions and the ways in which community leaders assign land use to the community members.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 25 and in "Some facts about my country" on page 16 of the cartoon book.

### Have you thought about...

- ✧ in what ways Grandpa's life has changed over the years?
- ✧ how a Food Charter can improve life for Tommy, Sara and others in their community?



### Is it fair that...

- ✧ people in many countries around the world are forced from their lands and their rights not respected?
- ✧ people should have a say in actions that affect their right to food?
- ✧ native populations and cultures receive special protection?

### Everybody can do something

- ✧ Start a community or a school garden or join others who are already doing that.

“Must the hunger become anger, and the anger fury, before anything will be done?” John Steinbeck, American writer

## Family Food Tree



### Aim

To compare your family's food security to that of your elders



### Time

2 meetings



### Materials

Paper, pens or pencils

### How to do it

1. In the first meeting explain that participants need to collect information from older family friends, community elders or relatives - aunts, uncles, grandparents - on what foods they ate when they were young and how they got and prepared those foods.
2. Have participants prepare a questionnaire using the sample questions below. Encourage them to complete more forms if family members come from different parts of the country, different cultures and traditions.
3. Allow sufficient time for the interviews.
4. In the second meeting participants bring in their completed questionnaires and share their family food histories in small groups or with everyone.
5. Each participant draws his/her Family Food Tree, by writing on the branches of the tree the foods their family members ate in the past. They can copy the illustration below or draw their own Tree.

### Sample questions

What kinds of foods and meals did you eat when you were young?

How is this different from what you are eating today?

How did you get your food? (Grow it? Buy it? Gather it? Hunt? Fish?)

How did you store and preserve it?

How did you prepare it?

Did you have enough food?

Were there some times of the year when there was not enough to eat or when there were shortages of certain foods?

Do you think you are eating better or worse now? Why?





## Our Food Charter



### Aim

To learn how a food charter can improve access to food



### Time

45 minutes



### Materials

Big sheets of paper and markers, pens or pencils

### How to do it

1. Discuss the specific hunger and food security problems in your community. Identify which groups are most affected and explore the reasons for this.
2. Now ask how the situation could be changed and improved if the citizens, local institutions and authorities worked together. ["We should make our views known to those who make decisions affecting our food security. All members of society have responsibilities in securing and protecting the right to food for the community. Local governments are representatives of our community and should reflect our concerns."]
3. Explain what a food charter is, using the information below.
4. Using as a guide the form provided below, prepare a food charter for your community that addresses your local problems.
5. Encourage others to participate in developing the food charter; share it with families, friends, neighbours, schools, other members of the community and local authorities.

### What is a Food Charter?

A food charter is a document created by communities to help improve the food security of all of their citizens. It is created with the active participation of a wide variety of members of the community (families, farmers, fisherfolk, community gardeners, educators, students, politicians, food producers and retailers, community health workers, food action agencies, local authorities). It identifies priorities and sets guidelines for action to improve local food security. It serves as a tool to raise awareness and focus community efforts towards achieving adequate and safe food for all.

### Town Food Charter

We, the people of (our Town), recognise the right of all of our citizens to be free from hunger. We declare our commitment to work together to protect, promote and fulfil this right.

In our Town ..... (brief description of food needs and problems of access to food)

We believe that every person in our Town should be able to .....

We recognize that we are all responsible for helping to achieve this and we agree to:

Advocate .....

Inform .....

Sponsor.....

Adopt .....

Partner with .....

Support.....

Assist.....

Promote .....

Work with .....

Create .....

Provide .....

Work to .....

Encourage .....



### Resources

Toronto Food Charter  
Manitoba Food Charter  
Saskatoon Food Charter  
FAO: Women and Land  
Indigenous Peoples and Land Rights  
Indigenous Peoples

[www.toronto.ca/food\\_hunger](http://www.toronto.ca/food_hunger)  
<http://food.cimnet.ca>  
[www.fooddemocracy.org/docs/SaskatoonFoodCharter.pdf](http://www.fooddemocracy.org/docs/SaskatoonFoodCharter.pdf)  
[www.fao.org/sd/LTdirect/LTan0025.htm](http://www.fao.org/sd/LTdirect/LTan0025.htm)  
[www.iwgia.org/sw231.asp](http://www.iwgia.org/sw231.asp)  
[www.unhchr.ch/indigenous/main.html](http://www.unhchr.ch/indigenous/main.html)

# In the Name of the Law

## The Story



A group of citizens go to court to help ensure poor people's right to food. This leads to free mid-day meals for schoolchildren and to other government programmes for the poor. Kaushik and Gayatri can concentrate better in school now that they are not studying on an empty stomach.

.....

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Recognize that citizens can take action to make governments, politicians and civil servants accountable for what they do or do not do to ensure people's right to food.
- ◆ Identify specific situations in which people need to have food provided for them.
- ◆ State some ways in which authorities can enable and assist people to provide their own food.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to ensure the right to food for all people.



## Story Key Messages

People who are not able to get adequate food on their own, need to be provided with food.

- ❖ Government, politicians and civil servants can be held accountable for what they do or do not do to fulfil the right to food for all of their people.
- ❖ Members of society should take action when the right to food is being denied or undermined.
- ❖ When people are unable to provide adequate food for themselves, they must be provided for and helped to improve their access to food until they are able to provide for themselves.

See "More about the Right to Food" at the end of this guide.

## School feeding facts



- ✓ There are about 300 million hungry children in the world. 100 million of them do not go to school, and two-thirds of those not attending school are girls.
- ✓ When a full, balanced school meal is provided, a child gets at least one nutritious meal a day and is able to concentrate and learn better.
- ✓ Providing school meals helps parents send their children, especially daughters, to school.
- ✓ For only a few cents a day a child can get a nutritious meal in school.
- ✓ A school garden is a good way to improve nutrition and education of children and their families.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 35 and in "Some facts about my country" on page 26 of the cartoon book.

### Have you thought about...

- ✧ why Gayatri and Kaushik study better now that they get a meal at school?
- ✧ what governments can do to help hungry people?
- ✧ what the courts, the public and the press can do to ensure everyone's right to food?



### Is it fair that...




- ✧ hungry people have to beg for food?
- ✧ many children have to go to school hungry?
- ✧ people are treated differently because of their race, religion, sex, origin or income?

### Everybody can do something

- ✧ Choose a problem that you find unacceptable in your community and do something to change it.

“You must be the change you wish to see in the world.”  
Mahatma Gandhi, Indian political and spiritual leader

## Break the Circle of Hunger

	<p><b>Aim</b></p> <p>To experience how difficult it is to break out of poverty and hunger</p>		<p><b>Time</b></p> <p>20 minutes</p>		<p><b>Materials</b></p> <p>A piece of chalk to draw a circle on the floor or a stick to draw on the ground</p>
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**How to do it**

1. Divide the group into two equal teams. One team represents poor people and the other one represents poverty and hunger.
2. Draw a circle on the floor or the ground. The "poor people" team stays within the circle. The "poverty and hunger" team stays outside the circle.
3. At your signal (clap, whistle or shout), the players inside the circle try to break out of it. The players outside the circle try to keep them in.
4. Once a player breaks out of the circle, he becomes a "helper" and tries to help people inside the circle to break out of it. If no one breaks out, select one or two people to be "helpers".
5. Continue the game for a few minutes, then change sides and play a second round.

**Reflection**

How easy is it for a person who is poor and hungry to get out of the circle of hunger and poverty?

In which ways can people be supported to break out of hunger and poverty?

Can the players identify similar situations in real life?

## Make a Petition

	<p><b>Aim</b></p> <p>To discuss in which ways authorities can enable people to provide their own food</p>		<p><b>Time</b></p> <p>45 minutes</p>		<p><b>Materials</b></p> <p>Paper and pencils</p>
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**How to do it**

1. Divide the participants into small groups. Give each group a copy of "More about the Right to Food" at the back of the guide and ask them to review the information.
2. Then have the groups prepare a short text stating their views on hunger and malnutrition in their village, town or city and what they want local people and politicians to do to improve the situation.
3. Attach the texts to the top of separate sheets of paper. Take these petitions out and get people to sign them. Start with families, friends and neighbours. Leave a copy of the petition in libraries, schools, shops and streets.
4. Once you have collected enough signatures, make an appointment to see a local official and hand over the petitions. Invite a local newspaper to make a report or photograph the event and widen the publicity.



## Meet an Alien!



### Aim

To understand the basic elements of food security and the right to food



### Time

45 minutes



### Materials

Large sheets of paper, pens or markers

### How to do it

1. Give participants some copies of "More about the Right to Food" at the back of this guide and ask them to review the information.
2. While they are reviewing it, prepare a large sheet of paper with the alphabet written in a vertical column.
3. Ask participants to think about the important right to food issues and call out the first words that come to their minds when they think about the right to food. Write down their ideas next to the corresponding letter. You may need to prompt them by using some of the suggestions below:

### Right to Food A-Z

<b>A</b> is for <b>a</b> ccess to food	<b>N</b> is for good <b>n</b> utrition
<b>B</b> is for <b>b</b> alanced diet	<b>O</b> is for <b>o</b> bligation
<b>C</b> is for <b>c</b> lean water	<b>P</b> is for <b>p</b> overty
<b>D</b> is for <b>d</b> ignity	<b>Q</b> is for <b>q</b> uantity and <b>q</b> uality of food
<b>E</b> is for <b>e</b> quality	<b>R</b> is for <b>r</b> esponsibility
<b>F</b> is for <b>f</b> arming	<b>S</b> is for <b>s</b> afe food
<b>G</b> is for <b>g</b> ood <b>g</b> overnance	<b>T</b> is for <b>t</b> aking action
<b>H</b> is for <b>h</b> ealth	<b>U</b> is for <b>u</b> nemployment
<b>I</b> is for <b>i</b> ncome	<b>V</b> is for <b>v</b> ulnerable people
<b>J</b> is for <b>j</b> ob opportunities	<b>W</b> is for <b>w</b> omen
<b>K</b> is for <b>k</b> nowledge, education and training	<b>X</b> is for <b>x</b> erophthalmia*
<b>L</b> is for <b>l</b> and	<b>Y</b> is for <b>y</b> oung people
<b>M</b> is for <b>m</b> edical services	<b>Z</b> is for <b>z</b> ero hunger

\*xerophthalmia, also called "dry eyes", is a disease of the eye that can be caused by insufficient vitamin A.

4. Now participants are divided into pairs. One of them is an extraterrestrial (alien) who has just arrived on Earth by spaceship and has never heard about the human right to food. The alien gets energy from sunshine and needs no food. The other player tries to explain the right to food by using the Right to Food A - Z.

### Reflection

What does the right to food mean to you in practice?

Have you ever felt that your right to food was being violated?

### Tip

To make the activity more fun, the aliens may make costumes.



### Resources

The Right to Food Campaign in India	<a href="http://www.righttofoodindia.org">www.righttofoodindia.org</a>
School Gardening	<a href="http://www.fao.org/ag/agn/nutrition">www.fao.org/ag/agn/nutrition</a>
School Feeding	<a href="http://www.wfp.org/food_aid/school_feeding">www.wfp.org/food_aid/school_feeding</a>

# Trees, Fish and Orang-utans

## The Story



Jusaf visits the village of his cousins only to find that the food and life of the community have changed because of deforestation and pollution of the river. Together, the cousins learn the value of nature for their community and how they can help the land to recover.

.....

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Defend the right of people to produce their own food or to earn the income to buy it.
- ◆ Recognize how certain actions taken by local governments, businesses or individuals might limit people's ability to produce or purchase food.
- ◆ Discuss why individuals should have a say in decisions that affect their environment, income and access to food.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to make sure that nobody is deprived of food.



## Story Key Messages

Local governments, businesses or individuals must make sure that their actions do not prevent people's access to food. Communities should be involved in plans and actions that affect their food security.

- ❖ Measures should be taken to ensure that local governments, enterprises or individuals do not take actions that deprive others of their access to food.
- ❖ Actions and strategies that affect communities' access to food and income should be planned and carried out in a participatory and accountable manner.

See "More about the Right to Food" at the end of this guide.



## Nature facts

- ✓ Forests are home to hundreds of species of mammals, birds, reptiles and amphibians, thousands of insects and plant species.
- ✓ Harvesting forest products is important to the livelihood of 500 million people living in or near tropical forests.
- ✓ Forests provide many valuable foods and other products. They regulate climate, produce oxygen and ensure water and soil conservation and biodiversity.
- ✓ With good practices and management, forest products can be harvested without exhausting the supply or damaging the environment and ecosystems.
- ✓ Fisheries support around 200 million people worldwide. They are critical to food security, particularly among poor coastal communities.
- ✓ Fish is a good source of protein, minerals and essential fatty acids and is an important part of the diet.
- ✓ Fisheries are extremely vulnerable to pollution, habitat destruction and other forms of environmental loss.
- ✓ Orang-utans (large apes) used to live in great numbers all over Southeast Asia. Today, they are an endangered species found only in Indonesia. The word "orang-utan" means "man of the forest" in Indonesian.
- ✓ UN Millennium Development Goal No. 7 is to ensure environmental sustainability.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 45 and in "Some facts about my country" on page 36 of the cartoon book.



### Have you thought about...

- ✧ how many things changed for the people in the village when the forest was destroyed?
- ✧ how people who lose their ways of making a living can get the food they need?

### Is it fair that...

- ✧ community leaders sometimes make important decisions without involving the people?
- ✧ the government should support people who have their access to food taken away?

### Everybody can do something

- ✧ Find out what important decisions are being made by your community leaders and encourage your family, your school, your friends and neighbours to get involved.

“Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food...” The Universal Declaration of Human Rights, Article 25

## Survival Track



### Aim

To understand the dependence of food security on the environment



### Time

90 minutes



### Materials

Stiff paper or cardboard to make a game board; coloured cards, paper, pencils or markers; 1 die (You can make a die or a counter)

### How to do it

1. Ask the players to prepare a board game. On a large sheet of paper or cardboard, they should draw a route of 50 cells (squares of equal size). Mark the first cell "Start" and the last one "Finish". Draw a plant or an animal in a few cells. At random, colour ten empty cells in one colour, ten in another colour and five in a third colour. The colours should be mixed all over the board.
2. Have the players prepare cards in the same colours as the cells. On one set write ten positive events that might take place in the environment. For example:
  - ✧ After a long drought, this year is rainy and farmers produce a good harvest. Move 3 cells forward.
  - ✧ Government stops illegal logging activity. Move 4 cells forward.
  - ✧ The river was cleaned from pollutants. Move 2 cells forward.
3. On another set write ten negative events. For example:
  - ✧ An industry is polluting the river. Miss your turn.
  - ✧ A fire destroyed part of the forest. Move 2 cells back.
  - ✧ The locusts came and ate all the crops. Miss your turn.
4. Then invent five funny tasks and write them down on the third set of cards. For example: Jump around the room on one leg.
5. Divide the group into two teams and play the game. Each team throws the die and moves 1-6 cells forward. Each time a team stops on a funny task, the whole team has to do it. If a team stops on a plant or an animal, it can throw the die again. If a team stops on a coloured cell, they have to pick up a card, read it out and act accordingly. The team who gets to the "Finish" first wins.

### Tips

Alternatively, ask two groups to make their own board games and challenge each other to play them.

A large board can be drawn on the ground, with the cards held down by rocks and the team members becoming "playing pieces".

When the game is finished ask the players to prepare new cards. You will always have a new game!



## Villagers and Loggers



### Aim

To discuss what can be done to make sure that nobody is deprived of access to food



### Time

30 minutes



### Materials

Coloured sticky paper or cards, pens, a tree, a log or any solid object (a large rock, a chair, a bench)

### How to do it

1. Divide the players into two equal teams - "villagers" and "loggers". Give each player a piece of sticky paper or a card in the colour of their team.
2. Each "logger" should write down one reason why they must continue cutting trees. Each "villager" writes one reason why they need to save the forest.
3. Ask each team to choose one person to represent them. Blindfold these two players and ask them to stand in the centre of the game area. A big solid object should be placed in front of them.
4. Set a time limit for the game.
5. At your signal, the players move up silently one by one and place their stickers on the solid object. If the blindfolded "representatives" hear somebody approaching, they point in the direction of the sound and call "Orang-utan!" The caught player starts all over again.
6. When you stop the game, count the stickers or cards and give a point for each one.
7. The "representatives" take turns reading out loud each of the reasons for and against logging and try to come to an agreement on what should be done. They should seek to be fair to both the "loggers" and the "villagers".

### Reflection

What can the loggers and the community leaders do to ensure that the source of food for the villagers is respected?

How can the villagers have a say in decisions that affect their environment, income and access to food?



### Resources

UNEP Tunza Initiative for Children and Youth

Orangutan Foundation International

WWF Heart of Borneo Initiative

FAO Fisheries

Fisheries and Food Security

FAO Forestry

World Wildlife Fund

[www.unep.org/Tunza](http://www.unep.org/Tunza)

[www.orangutan.org](http://www.orangutan.org)

[www.wwf.org.uk/heartofborneo](http://www.wwf.org.uk/heartofborneo)

[www.fao.org/fi](http://www.fao.org/fi)

[www.fao.org/focus/e/fisheries/intro.htm](http://www.fao.org/focus/e/fisheries/intro.htm)

[www.fao.org/forestry](http://www.fao.org/forestry)

[www.panda.org](http://www.panda.org)

# Just the Right Mix

## The Story



For their school work, Anna and her teenage friends interview shoppers at a supermarket, grocery store and an open-air market about their food choices. Together they learn about healthy eating and lifestyles. Later, Anna tests what she has learned at the dinner table.

.....

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Recognize and explain why it is important to have sufficient quantity, quality and variety of food to be healthy and well-nourished.
- ◆ Discuss how education and information help us to know about our food needs and make healthy food choices.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve people's diets, food choices and life-styles.



## Story Key Messages

To be healthy and well-nourished, we must have the right quantity and variety of safe, good quality foods to meet our nutritional needs and we must know how to make the right food choices.

- ❖ The right to adequate food means that food must be available in sufficient quantity, quality and variety to meet the dietary needs of individuals. It must be safe and free from harmful substances and acceptable within a given culture.
- ❖ People need to have the knowledge and the skills to understand what they eat and what they need to eat so that they can make the right food choices to be healthy and well-nourished.
- ❖ Steps should be taken through food and nutrition education, information and food labelling to promote balanced diets, healthy eating habits and proper food preparation.

See "More about the Right to Food" at the end of this guide.



## Nutrition facts

- ✓ Food provides us with the energy and nutrients our bodies need for growth, repair, physical activity and resistance to disease.
- ✓ A healthy, balanced diet should provide the right amounts of all the nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
- ✓ Carbohydrates are the major source of energy for the world's population. Foods rich in carbohydrates are rice, maize, wheat and other cereals, potatoes, yams and cassava, legumes, fruits, vegetables and sugars.
- ✓ Proteins are needed to build muscle, blood, skin, bones and other organs and tissues. Good sources of proteins are meat, poultry, fish, beans, peas, groundnuts, milk, cheese, yoghurt and eggs.
- ✓ Fats serve as an energy source and are needed for the absorption of some vitamins. Fats also provide essential building blocks for cells and hormones. Foods rich in fats are oils, butter, ghee and some other whole milk products, nuts, fish and some meats.
- ✓ Vitamins and minerals are needed in smaller amounts but are essential to help the body work properly and stay healthy.
- ✓ Water is needed to make cells and body fluids, for chemical reactions to occur and to make urine which carries waste from the body.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 55 and in "Some facts about my country" on page 46 of the cartoon book.

### Have you thought about...

- ✧ why some people have many safe good foods available to choose from, while others have little choice?
- ✧ why Anna changed her mind about what foods she chooses to eat?
- ✧ what a good, healthy diet is for you?



### Is it fair that...

- ✧ food producers should be responsible for producing food that is safe for us to eat?
- ✧ government should make sure that we get the right information on foods and healthy diets?

### Everybody can do something

- ✧ Lisa, Anna, Marco and Luca are interviewing people about the ways they shop for food and eat. Can you do the same?

“...Young people, more than adults, have the ability to spring into action and to play a decisive role in eliminating this tragic reality [hunger and malnutrition].”

Rita Levi Montalcini, Nobel Prize Winner for Medicine

## Food Rainbow



### Aim

To understand what a healthy, balanced diet is



### Time

45 minutes



### Materials

Two big sheets of paper, markers

### How to do it

1. Participants form a circle. One of them goes to the middle, points to a player and calls out a colour ("Red!"). The player has to name a food that is red ("Tomato!") before the caller counts to ten. If the player fails to think of the food the two players switch places.
2. Ask a volunteer to write down all the foods the players call out. Stop the game when you have a list of about 20-30 foods.
3. Copy the rainbow on a big piece of paper or a board. Ask the participants to go through the list of foods and write them in their proper place in the rainbow.
4. Explain that the rainbow represents a healthy diet and that we should have the right mix of foods to grow and be healthy. Our plate should look like a rainbow!
5. Encourage participants to find out if your country has adopted nutrition guidelines and what they are.



## Word Puzzle



### Aim

To reflect on the importance of information to make healthy food choices



### Time

45 minutes



### Materials

Paper, coloured pencils or markers, scissors

### How to do it

1. Write the nutrition messages on the next page on a separate piece of paper, using different colours for each one and leaving big spaces between the words.
2. Cut the messages into separate words or word-combinations. Fold the cards and hide them around the playing area. Count the cards you hide and tell the group the total number of papers they need to find.
3. Divide the group into equal teams. They are to find the hidden cards, match them by colours and put together the messages. They may ask the other team for some cards, if they are missing words to complete the message.
4. Each team should read out loud their completed nutrition messages.

### Reflection

Was it easy to understand the messages when some words were missing?

Is it possible to make healthy food choices without complete information?

Where can you get good information on food and nutrition?

## Nutrition Messages

Adequate food is essential for an active, healthy life.  
We need many different foods to grow and be healthy.

A healthy, balanced diet contains a variety of foods.

A balanced diet provides the right amount of energy and other nutrients.

Children who eat well usually grow well.

Eating well helps to fight infections and illnesses.

Well-nourished mothers are likely to have healthy babies.

The way food is stored, prepared and cooked affects its nutritional value.

Good nutrition also depends on keeping food clean and safe to eat.

We need to balance the amount we eat with the amount of energy we use.

Active people generally need to eat more than less active people.

Regular exercise and a balanced diet help us stay fit and healthy.

## Balancing Act

### Aim



To understand the need to find the right balance between how much we eat and how much we move

### Time



45 minutes

### Materials



Stones, beans or any other small objects; a rock; a flat rectangular board; paper, pens

## How to do it

1. Start with a short experiment. You will need to make improvised scales: put a ruler or a flat rectangular board (wooden, plastic or cardboard) on a rock or a similar object. Ask the group to observe your actions attentively. Place equal amounts of stones (beans, water, sand or soil) on both ends of the scales so that they are well-balanced. Now take away a few stones from one end of the scales. The scales will lose balance. Put the stones back and the scales should return to the original balanced position.
2. Tell the group that this demonstration illustrates the need to find the right balance between how much we eat and how much we move.
3. Now explain that different activities require different amounts of energy. We need more energy to do vigorous physical activities and less energy to do light activities. The energy we need also depends on how long we do an activity.
4. Give each participant a folded piece of paper with one of the following physical activities written on it. They have to go in the middle of the circle and perform or mime the action. They are not allowed to speak. The rest of the group should guess what physical activity it is and whether it is a light, moderate or vigorous one.
5. Explain that we need to balance the amount we eat with the amount of energy we use.

**Light Activities:** walking slowly, cooking, cleaning the house, planting flowers, grocery shopping, stretching, raking leaves, sweeping

**Moderate Activities:** walking fast, washing cars, scrubbing floors, washing windows, weeding, playing ball, dancing, jumping rope, bicycling

**Vigorous Activities:** carrying water, carrying firewood, planting fields, hoeing, chopping wood, jogging or running, swimming laps, bicycling distance or uphill, moving or pushing furniture, sports competitions



## Resources

FAO Nutrition and Consumer Protection Division  
Cool Food  
European Food Information Council

[www.fao.org/ag/agn](http://www.fao.org/ag/agn)  
[www.coolfoodplanet.org](http://www.coolfoodplanet.org)  
[www.eufic.org](http://www.eufic.org)



# Water, Water Everywhere

## The Story



When Emily arrives in Jordan from Australia, she learns about the importance of water for food and life. Together with her host Fatima, she visits a refugee camp and a farm, and learns the importance of safe water for people, agriculture and industry.

---

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Describe the causes and effects of lack of safe drinking water in the story and in their own community.
- ◆ Explain why safe, clean water is essential and why water sources should be protected for all people to use in a fair and sustainable way.
- ◆ Recognize the need to balance the competing uses of water in agriculture, industry and households with the need to protect the environment.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve access to safe, clean water in a community.



## Story Key Messages

Safe, clean water is necessary for life and health. Water resources should be protected and must be available for all people in a fair and sustainable way.

- ❖ Water resources must be used in an equitable and sustainable way that balances the need to preserve or restore the natural environment with domestic, agricultural and industrial needs for water.
- ❖ Measures should be taken to ensure that water resources are not polluted.

See "More about the Right to Food" at the end of this guide.



## Water facts

- ✓ Nothing on Earth can live without water. Seventy per cent of the Earth is covered by water, but only 2.5 percent of it is fresh; the rest is saltwater.
- ✓ Worldwide, agriculture accounts for 70 percent of all fresh water uses, industry accounts for 22 percent and domestic use for about 8 percent.
- ✓ A person needs 2-4 litres of drinking water a day. However, it takes 2 000-5 000 litres of water to produce a person's daily food.
- ✓ One-sixth (1.2 billion people) of the world population doesn't have clean water and two-fifths (2.4 billion people) don't have toilets.
- ✓ Each year, two million children die from infections spread by dirty water or the lack of toilets.
- ✓ In many rural areas, women and girls spend hours a day fetching water.
- ✓ UN Millennium Development Goal 7 is to reduce by half, by 2015, the number of people without safe drinking water.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 65 and in "Some facts about my country" on page 56 of the cartoon book.

### Have you thought about...

- ✧ how daily life changes when there is little clean water?
- ✧ how Mahmoud's life is different from Fatima's and Emily's?
- ✧ what Mahmoud's father meant when he said "But only if everyone uses water wisely will we be able to make a change"?

### Is it fair that...

- ✧ poor communities do not have enough safe, clean water?
- ✧ some people and industries pollute or use water in wasteful ways?

### Everybody can do something

- ✧ Make a water use plan for your family or school and put it into action.



“ The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses. ”

UN Committee on Economic, Social and Cultural Rights

## Drop by Drop



### Aim

To identify ways to use water wisely throughout the water cycle



### Time

60 minutes



### Materials

Copies of the Water Cycle diagram, pens or pencils, a ball, stone or stick

### How to do it

1. Divide participants into small groups and give each group a copy of the Water Cycle diagram. Using the diagram, they should talk about where water comes from and how it circulates. They should do their best to fill in the blanks in the diagram with the words from the box.
2. When everyone has finished working on the diagram, ask the groups to share their results with everyone. Discuss and correct the diagrams with the answers below.
3. Now explain to the participants that they are going to create a story about the adventure of a Raindrop. Ask them to sit in a circle and take a ball or a stick. Start by saying: "This is a story of a Raindrop (or a Snowflake)." Pass the ball to a participant who should continue the story by adding the next sentence. Give everyone a chance to add to the story and bring the story to an end.
4. Ask participants to go back to their small groups and give them the list below. Looking at the completed diagram, the groups are to discuss and decide how each of these actions can improve water resources throughout the water cycle.

#### Using Water Wisely

Water crops and gardens in the morning or evening  
 Build earth barriers to direct rainwater to plants  
 Plant crops which require less water  
 Water plants by dripping water directly onto the roots  
 Protect the soil around the roots of plants and trees from the sun  
 Collect rainwater and snow  
 Recycle water  
 Trap rainwater at the base of trees  
 Terrace crops and fields  
 Dig wells and bore holes

#### Keeping Water Clean

Cover wells  
 Build toilets and latrines far from water sources  
 Keep animal and human waste out of freshwater sources  
 Keep rivers and streams free of pollutants  
 Keep water containers clean  
 Prevent pollutants and waste from getting into the groundwater

**Answers:** A. Ocean B. Evaporation C. Condensation D. Cloud E. Transpiration F. Sun G. Rain H. Snow I. Precipitation J. Infiltration K. Ground water L. Surface water M. Run-off

#### Main parts of the water cycle:

**Evaporation:** the sun heats up water in rivers and oceans and turns it into vapour.

**Transpiration:** plants lose water out of their leaves and it returns to the air.

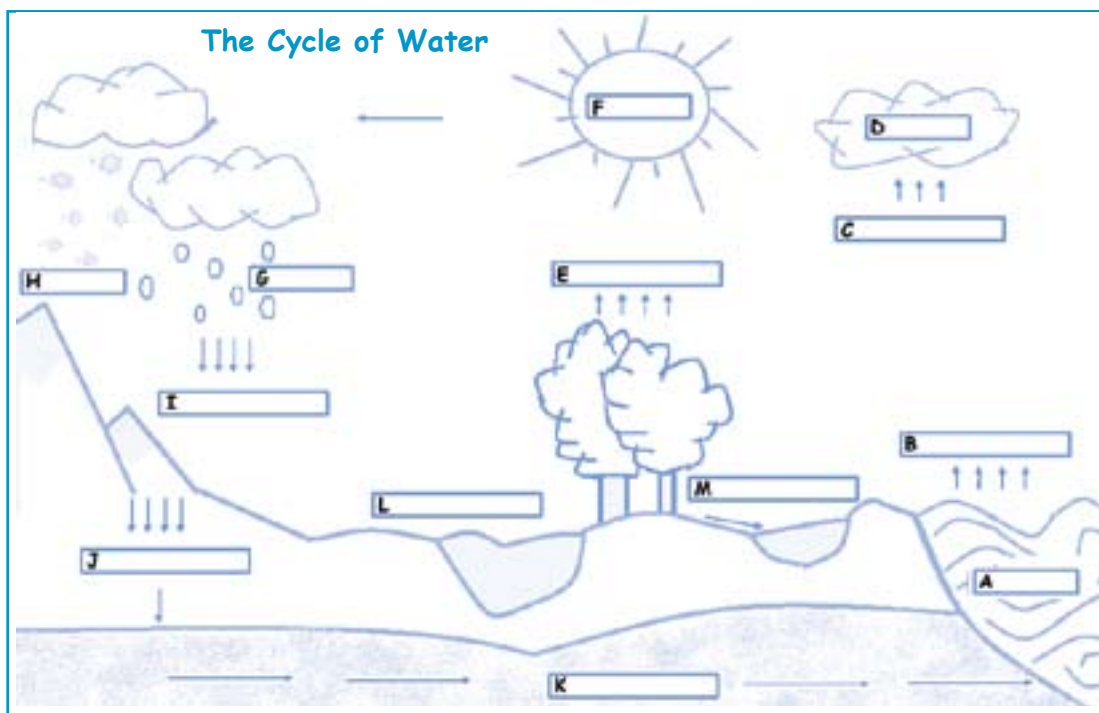
**Condensation:** vapour in the air cools and forms droplets of water, forming a cloud.

**Precipitation:** the clouds get heavy with water which falls back to the earth as rain or snow.

**Infiltration:** when water ends up on land, it soaks into the earth and becomes groundwater. Plants and animals drink it.

When water runs over the soil into oceans, lakes and rivers it is called run-off. When water gets back to oceans, lakes and streams it becomes surface water and the cycle starts all over again.

Sun  
Evaporation  
Surface water  
Rain  
Condensation  
Run-off  
Transpiration  
Snow  
Precipitation  
Cloud  
Ground water  
Infiltration  
Ocean



## Competing for Water

### Aim

To learn about competing uses of water

### Time

45 minutes

### Materials

3 copies of the letter, paper and pens

### How to do it

1. Divide the participants into three groups - a community action group, a farmers' association and an association of local businesses. Explain that they all live in a town experiencing a severe lack of water. Each group has decided to write a letter to the Town Council explaining their situation.
2. Give each group a copy of the unfinished letter and ask them to complete the letter describing their problems and needs.
3. Read the letters, compare and discuss. Try to resolve conflicting needs and demands.

*Dear Town Council,*

*We are writing to request you to take action to ensure that we have enough water. After three dry months with no rain, our Town is experiencing a severe lack of water. There is not enough water to meet everyone's needs and people are starting to argue over its use. The little water we have is not being used fairly. We wish to inform you of the situation we are facing...*



### Resources

FAO Water Tour  
UN-Water  
WaterAid  
Water Quiz

[www.fao.org/ag/agl/aglw/WaterTour](http://www.fao.org/ag/agl/aglw/WaterTour)  
[www.unwater.org](http://www.unwater.org)  
[www.wateraid.org](http://www.wateraid.org)  
[www.un.org/cyberschoolbus/waterquiz](http://www.un.org/cyberschoolbus/waterquiz)

## The Story



Life is not easy after the war. Mariama's husband has died and Adama's husband has lost his leg. With help and training, they are able to take over the farming of their plots of land to provide food for their children and rebuild their lives.

.....

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Describe several effects that war can have on people's access to food.
- ◆ Name specific situations in which people must be provided with food aid and explain what other support they may need.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to assist people to rebuild their lives after emergencies.



## Story Key Messages

People in emergency situations or recovering from emergencies - such as wars and natural disasters - do not have access to adequate food and must be provided with food. They also need support, care and training to improve their economic resources and rebuild their lives.

- ❖ People in emergencies should be helped to recover by supporting their efforts to provide their own food and creating opportunities to improve their economic resources and livelihoods.
- ❖ The most disadvantaged people - orphans, the ill, the elderly, the disabled - need additional assistance, care and training to rebuild their lives. Some of them may never become self-reliant.

See "More about the Right to Food" at the end of this guide.





## Emergency facts

- ✓ Millions of people are affected by natural and man-made disasters: droughts, floods, earthquakes, hurricanes, fires, pests and wars.
- ✓ Every year, there are 30-40 countries in crisis situations, needing outside assistance to cope with critical problems of food insecurity.
- ✓ The 10-year war in Sierra Leone left some 50 thousand people dead, about 70 thousand rehabilitated combatants and thousands of amputees. The loss of hands or legs means that people can no longer provide food for themselves and their families.
- ✓ War violates the right to food. In war-torn countries, farming is abandoned and the little food produced is not enough to feed the nation. Animals are stolen to feed the fighters, leaving little stock to re-build farmers' herds. Crops are burnt in the fields, destroying not only the food, but also the soil and seeds for the next season.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 75 and in "Some facts about my country" on page 66 of the cartoon book.

### Have you thought about...

- ✧ what happened to farmers and their families during the war?
- ✧ why it was a good idea to open a Farmer Field School in the village?
- ✧ what help people need to recover after a war?

### Is it fair that...

- ✧ people in emergencies should be given free food?
- ✧ people who have been affected by war should receive extra help, care and training to rebuild their lives?

### Everybody can do something

- ✧ You can gather information about emergencies and talk about how to respond to them at home, with your friends, neighbours, at school.



“I pledge to work even harder, and with greater resolve, to do everything in my power to ensure that no Sierra Leonean should go to bed hungry.” Ahmad Tejan Kabbah, President of Sierra Leone

## Emergency Plane



### Aim

To understand that people in emergencies need immediate assistance for survival and other support to rebuild their lives



### Time

30 minutes



### Materials

Paper, two copies of the "Relief Supplies" list, pens or pencils

### How to do it

1. Divide the participants into two groups. Ask one group to "Imagine that you are a humanitarian organization. A devastating earthquake has happened in Xland and you are delivering emergency relief supplies to the local people. You have collected many useful items but the plane is too small to carry everything. Your group's task is to choose 10 items from the list below to put on the plane."
2. Ask the second group to "Imagine that you are the survivors of a devastating earthquake in your town or village. You have a possibility to request outside assistance for your basic needs. A plane is being prepared to deliver supplies for you but it is too small to carry everything. Your group's task is to choose 10 items from the list below to put on the plane."

#### Relief Supplies

blankets	farming tools	medicines	school books	sugar
canned food	flour	pens and pencils	seed	tents
clean water	fuel	rice	shoes	toothpaste
clothes	kerosene lamps	salt	soap	toys

3. Allow 10-15 minutes for the groups to complete the task. Then compare the lists and discuss their choices.

### Reflection

What things are immediately needed by people in emergencies?

What things are needed after the emergency to help people rebuild their lives?

## Special Report



### Aim

To describe the effects of war and natural disasters on people's access to food



### Time

45 minutes






### Materials

Large piece of paper and markers; information on wars or natural disasters

### How to do it

1. Divide the participants into groups. Tell them that they are TV or radio reporters. They are to produce a programme on the effects of war and natural disasters. They should try to gather information on at least one country or region that is experiencing a conflict or has recently had a natural disaster (cyclone, tornado, tsunami, earthquake, drought, etc). They can talk to local authorities, government, emergency and relief organizations, UN representatives, consult newspapers and magazines.
2. Each group should prepare a short report based on the information they have gathered. This report must explain to the viewer/listener the effect that the conflict or natural disaster has had on people's ability to grow or buy food.
3. Each group should choose an "announcer" to introduce their report and make a conclusion at the end, commenting on the following questions:
  - ◆ Are there certain areas where war and natural disasters happen more often?
  - ◆ What impact do war and natural disasters have on people's access to food?
4. The rest of the group should present the report through acting out scenes, using visual aids, music or songs. Encourage them to be creative - this is a TV or radio show!

## A Village Starts Over

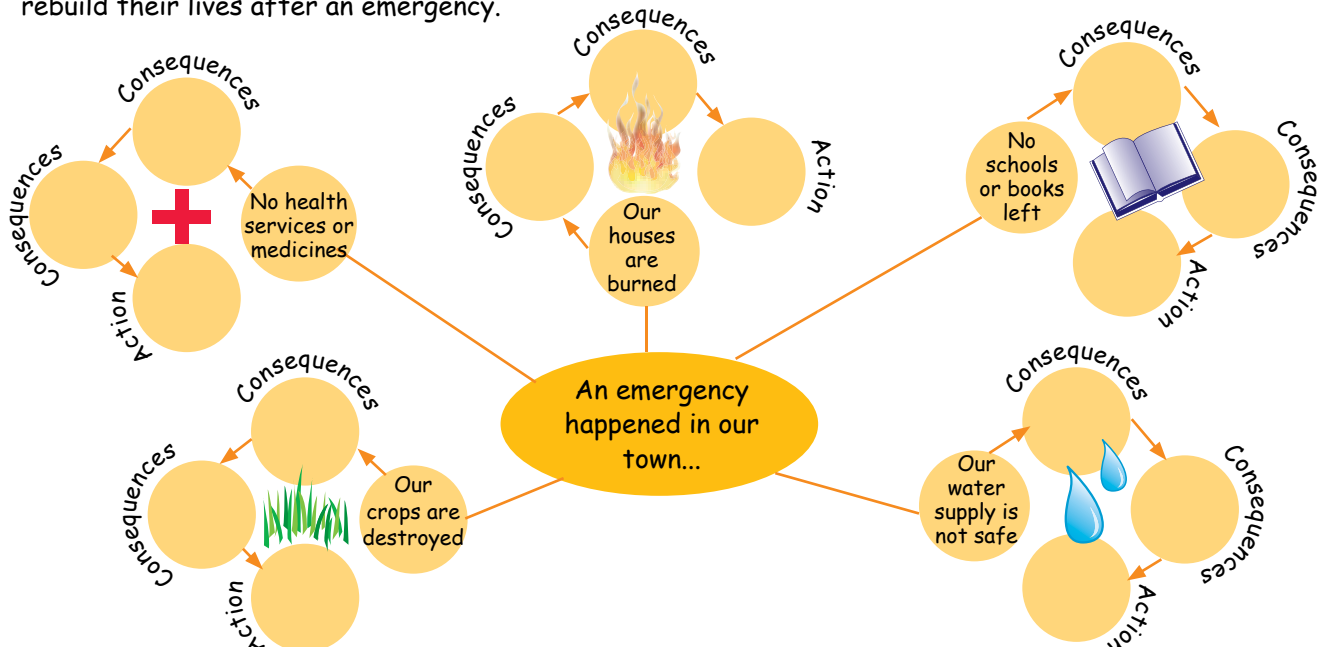
 <p><b>Aim</b> To understand the consequences of emergencies on people's lives</p>	 <p><b>Time</b> 30 minutes</p>	 <p><b>Materials</b> 1 big piece of paper, markers per group</p>
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### How to do it

1. Use the figure below to make an emergency situation diagram. In the middle of a big sheet of paper write down: "An emergency happened in our town or village".
2. Have the group choose a particular emergency: war, drought, flood, earthquake, etc.
3. Ask the group to write on the diagram the major consequences of the emergency. You can choose from some of the examples provided below but also encourage the group to come up with their own ideas: *Our house is destroyed. Our farm is burnt. Our animals are stolen. There are no doctors and nurses. There are no schools left. There is no market. The roads are ruined. Our water supply is not sufficient or safe.* They can add as many consequences and actions they can think of.
4. Discuss and write on the diagram the specific problems each of these creates for the families living there. For example: *We cannot grow food in our fields. We have no produce to buy or sell. We have no tools and animals to work our fields. We have no seeds to plant. We go hungry. We don't earn money. People are getting sick from the water. People are too weak from the lack of food and water to rebuild.*
5. Now tell the group that they can choose one or two kinds of assistance to rebuild their lives. Have them write these on the area of the diagram marked "Action" and add the positive effects this has on the families in the village.

### Tip

After completing the diagram, the group can make up and perform a short play showing how a family tries to rebuild their lives after an emergency.



### Resources



World Food Programme  
Food Force  
Sierra Leone  
Darfur is Dying  
The Right to Live in Peace

[www.wfp.org](http://www.wfp.org)  
[www.food-force.com](http://www.food-force.com)  
[www.sierra-leone.org](http://www.sierra-leone.org)  
[www.darfurisdying.com](http://www.darfurisdying.com)  
[www.wagggsworld.org](http://www.wagggsworld.org)

# No one Left Behind

## The Story



Tina and Jane want to go to school like their brother Joseph, but their help is needed at home. Thanks to their mother's chicken production and a new water point, they are able to return to school, where they learn some lessons that they share with others.

.....

## Story Objectives

After reading the story, the reader will be able to:

- ◆ Discuss how girls and women have equal rights and should have the same benefits and opportunities as boys and men.
- ◆ Explain why health care and good nutrition are important for people living with HIV/AIDS.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to help solve problems that girls, women and other vulnerable people face in getting adequate food.



## Story Key Messages

Girls and women have full and equal rights and should have equal benefits and opportunities. Special attention must be given to the problems that women and vulnerable and disadvantaged groups, including all people affected by HIV/AIDS, face in getting adequate food.

- ❖ The specific food and nutritional needs of people living with HIV/AIDS or suffering from other epidemics must be addressed.
- ❖ Full and equal rights, benefits and opportunities must be promoted for women and girls, including education, access to productive resources such as credit, land, water and technologies, and the right to inherit and possess land and other property.

See "More about the Right to Food" at the end of this guide.



## Women facts

- ✓ Seven out of ten of the world's hungry are women and girls.
- ✓ Women produce much of the world's food. In Africa, 80 percent of farmers are women; in Asia, the figure is 60 percent. Women sow, reap, harvest and cook food.
- ✓ Two-thirds of the world's 880 million illiterate adults are women.
- ✓ Women's employment rate is two-thirds that for men.
- ✓ Half the HIV-positive people in the world are women. In Africa, where the epidemic is most severe, young women are three times more likely to be infected than young men.
- ✓ There are 11 million AIDS orphans in Africa. Most never learned how their mothers grew and prepared food.
- ✓ With women's key roles and responsibilities in feeding, providing care and producing food for the family, their rights are essential to ensuring the right to food.
- ✓ UN Millennium Development Goal 3 is to promote gender equality and empower women.

## Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 85 and in "Some facts about my country" on page 76 of the cartoon book.

### Have you thought about...

- ✧ how mother's project changed the life of Tina and Jane's family?
- ✧ how going to school can help Tina and Jane have a better future?



### Is it fair that...

- ✧ women have fewer chances than men to go to school, own land, inherit property, get a loan?
- ✧ some girls have to sell their bodies and risk getting HIV/AIDS in order to survive?
- ✧ people living with HIV/AIDS are discriminated against?

### Everybody can do something

- ✧ Find someone near you who needs help and support and do what you can to help them.

“...Space exploration; satellite communications; heart transplants. Today, we have managed to do what previous generations never dreamed of. But around the world, millions of people still don't have enough to eat. And it doesn't have to be this way.”

Miriam Makeba, African singer



## Take Action



### Aim

To identify actions to help solve problems that girls and women face in access to food



### Time

20 minutes



### Materials

Sheets of paper, pens, a piece of chalk or a stick to draw on the ground

### How to do it

1. Divide the group into three equal teams: "My family", "My school" and "Local authorities". Give each team an equal number of pens and paper.
2. With a piece of chalk or a stick draw three big circles on the ground - a circle for each team. Now draw a start line 20 steps away from the circles.
3. Ask each team to gather at the start line and discuss what actions they - families, schools, authorities - can take to help solve problems that girls and women face in access to food.
4. At your signal (clap, whistle or shout), the teams should write down as many actions as they can think of appropriate for their roles - each idea on a separate piece of paper. Then one person should run to the circle and put the paper in it. The team that comes up with the most ideas wins.
5. At your signal stop the game, collect and count the ideas of each team.

### Reflection

Is it possible for your families, school and authorities to carry out these actions?

How could they work together to do this?

## World AIDS Day



### Aim

To raise awareness of HIV/AIDS



### Time

3 meetings



### Materials

Posters to advertise the event

### How to do it

1. Gather some facts and information on AIDS in your country or other countries.
2. As a group, review and discuss how to use this information to prepare an event for the World AIDS Day. You could organize an awareness-raising session on HIV/AIDS, a concert, an exhibition of drawings, a theatre show or any other event.
3. Plan and prepare the event.
4. Advertise it well in advance. Encourage as many people as possible to attend.

### Tip

World AIDS Day is observed every year on 1 December. For more information on organizing events and projects see page 51.

## This Land is Ours!



### Aim

To show that the right to food for widows and orphans needs to be protected



### Time

90 minutes



### Materials

Materials for making puppets and a "puppet stage": old socks, cloth, paper bags, coloured paper, sticks, tape or glue, markers or pencils

### How to do it

1. Tell the group that they are going to listen to the beginning of a story with the following characters:
  - ◆ Betty, a 15-year old girl
  - ◆ Rose, Betty's mother
  - ◆ Betty's uncles
2. Ask everyone to sit down, close their eyes and try to imagine what you are saying. Read out the following script:
 

"This is a story of Betty, a 15-year old girl. One day her father, who has been sick, dies at the local hospital. Betty runs to the pasture to save her family's goats before her uncles come to take land and animals away from her and her mother Rose. Traditions in Betty's country allow male relatives to take away land and animals from widows and orphans. When her husband's relatives arrive, Rose tells them that her husband wanted her and Betty to keep the land and animals for their food and survival. But the relatives threaten to burn Rose's house if she tries to keep them. What can Rose and Betty do to protect their rights? Who can they turn to for help? What can others in the community do?"
3. Divide the participants into groups of 6-8. Each group should discuss what Betty and Rose should do to protect their rights and come up with a possible ending for the puppet show.
4. Make the puppets, an improvised stage and rehearse the roles. You can draw faces on fingers and use your hands as puppets.
5. Present the puppet shows to each other or to other children and grown-ups.

### HIV/AIDS, Nutrition and Food Security

HIV/AIDS affects peoples' nutrition and food security. It reduces the ability of individuals and families to feed and care for themselves and makes it more difficult for communities to provide basic services and support for people in need. HIV/AIDS usually strikes the family's most productive members first, affecting their ability to work and provide food and care for the family. This can lead to malnutrition, which can accelerate the development of AIDS. The disease itself can contribute to malnutrition by reducing appetite, interfering with nutrient absorption and making additional demands on the body's nutritional status. It is especially important for people living with HIV/AIDS to eat healthy, well-balanced diets. Good diets prevent weight loss and help people to stay healthy longer.

### Resources

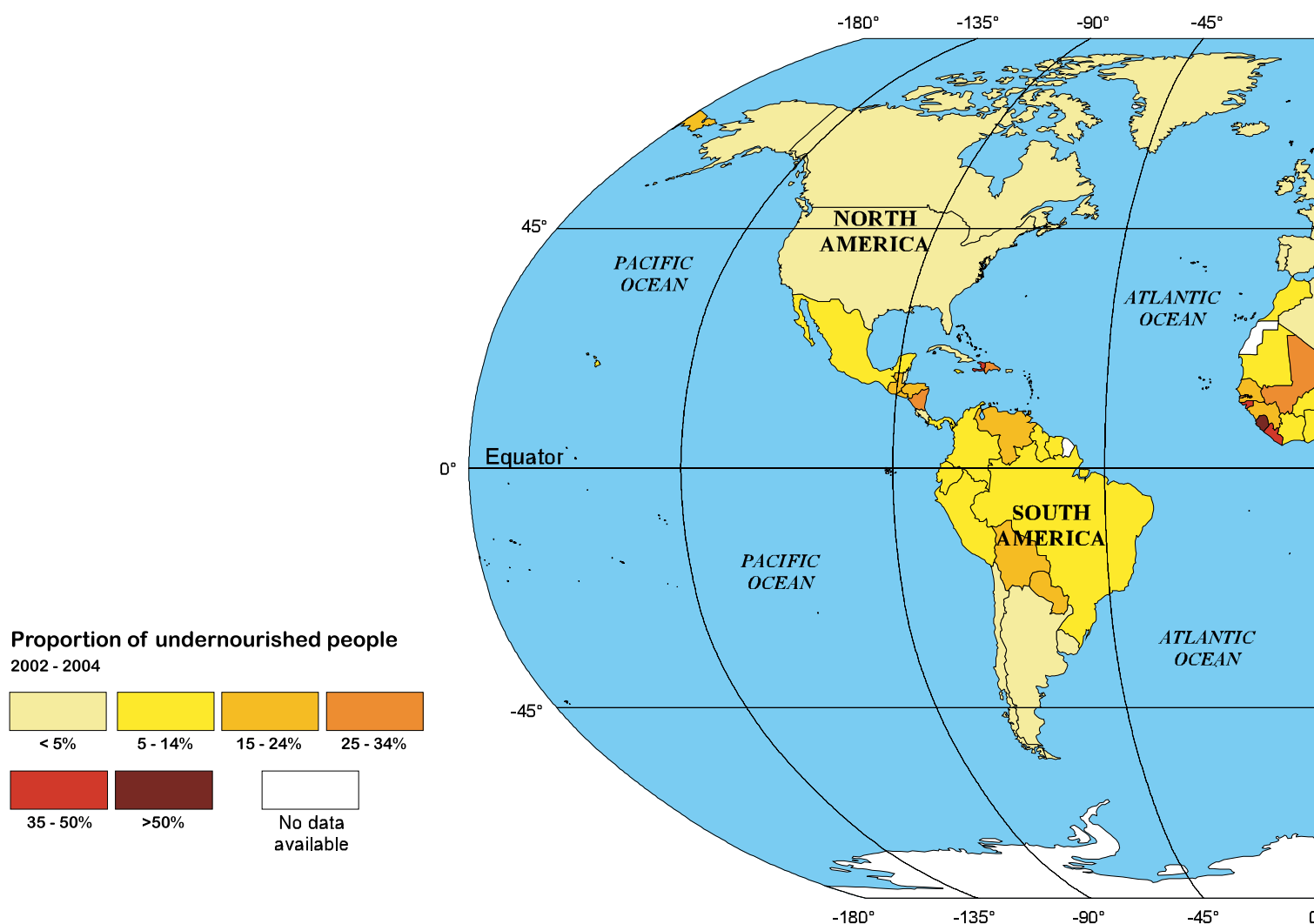


HIV/AIDS and Food Security  
 Living Well with HIV/AIDS  
 Joint United Nations Programme on AIDS  
 Youth AIDS Coalition  
 UN WomenWatch  
 Food for Women  
 UN and Status of Women

[www.fao.org/hiv aids](http://www.fao.org/hiv aids)  
[www.fao.org/docrep](http://www.fao.org/docrep)  
[www.unaids.org](http://www.unaids.org)  
[www.youthaidscoalition.org](http://www.youthaidscoalition.org)  
[www.un.org/womenwatch](http://www.un.org/womenwatch)  
[www.wfp.org/food\\_aid/food\\_for\\_women](http://www.wfp.org/food_aid/food_for_women)  
[www.un.org/Conferences/Women](http://www.un.org/Conferences/Women)

# More about the Right to Food

## Map of

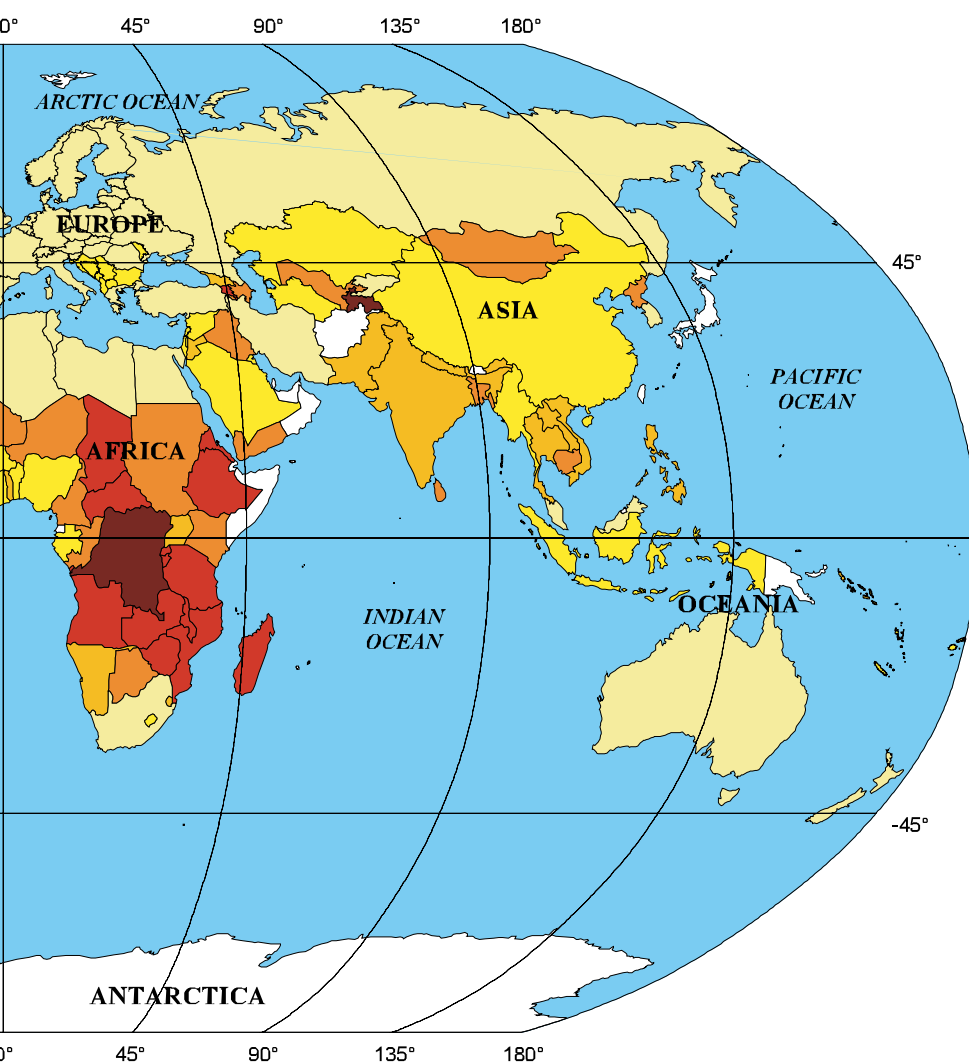


## Hunger Facts

- ✓ 852 million people do not get enough to eat every day.
- ✓ 200 million children under five years of age suffer from acute or chronic malnutrition.
- ✓ More than 5 million children die each year from undernutrition and deficiencies in essential vitamins and minerals.
- ✓ Hunger and malnutrition cause immeasurable suffering to millions of families and result in: poor health, lost learning potential, lost productivity and income, and high medical and household expenses.
- ✓ Poor nutrition and lack of adequate food can limit growth and mental development, increase the risk of death from childhood diseases - such as diarrhoea, measles, malaria - and can result in lifelong physical and mental disabilities.

# More about the Right to Food

## World Hunger



FAOSTAT

- ✓ **Protein-energy malnutrition (PEM)** results in poor growth, fluid imbalances and lower resistance to infections because food is not sufficient to meet body needs for energy, protein and other nutrients.
- ✓ **Vitamin A deficiency** can result in poor vision and blindness, or death among children; it contributes to decreased physical growth and increased illness and death from infections. More than 200 million preschool children are at risk of Vitamin A deficiency.
- ✓ **Iron deficiency** can cause nutritional anaemia, problem pregnancies, stunted growth, lower resistance to infections and long-term impairment in mental and motor development. An estimated 1.7 billion people suffer from iron deficiency.
- ✓ **Iodine deficiency** may cause permanent brain damage, mental retardation, reproductive failure, decreased child survival and goiter (swollen thyroid gland). Two billion people are at risk of iodine deficiency.

# More about the Right to Food

## Goals to Make a Better World

At the United Nations Millennium Summit in 2000, 189 Heads of State and Government signed the Millennium Declaration and pledged to work together to make a better world for all by 2015. Eight Millennium Development Goals were adopted, committing rich and poor countries to work together in a global partnership.

World Reality	Vicious Circle	Millennium Development Goals
<b>Poverty and Hunger</b> <ul style="list-style-type: none"> <li>❖ Over 1 billion people live on less than US\$ 1 a day - 238 million of them are young people.</li> <li>❖ 852 million people do not get enough to eat every day.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hunger reduces productivity and leads to poverty.</li> <li>◆ Poverty prevents people from buying or growing the food they need.</li> </ul>	<b>1. Eradicate extreme poverty and hunger</b> <ul style="list-style-type: none"> <li>✧ Cut by half the proportion of people living on less than a dollar a day and the number who suffer from hunger.</li> </ul>
<b>Education</b> <ul style="list-style-type: none"> <li>❖ 115 million children do not go to primary school - three-fifths of them are girls.</li> <li>❖ About half of the children who start primary school do not finish it.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hungry children start school later, if at all, learn less or do not finish it.</li> <li>◆ Lack of education means low earnings and increases the risk of hunger.</li> </ul>	<b>2. Achieve universal primary education</b> <ul style="list-style-type: none"> <li>✧ Ensure that all boys and girls complete primary school.</li> </ul>
<b>Women's Empowerment</b> <ul style="list-style-type: none"> <li>❖ Two-thirds of the world's illiterate people are women.</li> <li>❖ In 2003, women held only 15% of the seats in national parliaments and 6% of Cabinet posts.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hunger reduces school attendance more for girls than for boys.</li> <li>◆ Women are denied equal access to resources and services.</li> </ul>	<b>3. Promote gender equality and empower women</b> <ul style="list-style-type: none"> <li>✧ Eliminate gender inequality in all levels of education.</li> </ul>
<b>Children's Health</b> <ul style="list-style-type: none"> <li>❖ 11 million children die every year from preventable illnesses - that is about 30,000 deaths a day.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More than half of all child deaths are caused by hunger and malnutrition.</li> </ul>	<b>4. Reduce child mortality</b> <ul style="list-style-type: none"> <li>✧ Reduce by two-thirds the mortality rate among children under five years of age.</li> </ul>
<b>Maternal Health</b> <ul style="list-style-type: none"> <li>❖ Every year more than 500,000 women die from complications of pregnancy and childbirth.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Malnutrition greatly increases the risk of maternal death and low-birth weight babies.</li> </ul>	<b>5. Improve maternal health</b> <ul style="list-style-type: none"> <li>✧ Reduce by three-quarters the maternal mortality rate.</li> </ul>



# More about the Right to Food

World Reality	Vicious Circle	Millennium Development Goals
<b>HIV/AIDS, malaria and other diseases</b> <ul style="list-style-type: none"> <li>❖ 8,000 people die every day from AIDS. 15 million children have lost one or both parents to AIDS.</li> <li>❖ Malaria infects 500 million people and kills over 1 million each year.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Malnourished people are less able to survive diseases, including malaria and HIV/AIDS.</li> <li>◆ Hungry children are more than twice as likely to die of malaria.</li> <li>◆ Hunger leads to risky behaviour that spreads HIV/AIDS.</li> </ul>	<b>6. Combat HIV/AIDS and other diseases</b> <ul style="list-style-type: none"> <li>✧ Stop and begin to reverse the spread of HIV/AIDS, malaria and other major diseases.</li> </ul>
<b>Environment</b> <ul style="list-style-type: none"> <li>❖ 1.2 billion people lack safe drinking water.</li> <li>❖ 2.4 billion people lack access to toilets.</li> <li>❖ At least 100 million people live in slums.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Hunger forces poor people to unsustainable use of resources.</li> <li>◆ Restoring and improving ecosystems is key to reducing hunger among poor rural people.</li> </ul>	<b>7. Ensure environmental sustainability</b> <ul style="list-style-type: none"> <li>✧ Reverse the loss of environmental resources.</li> <li>✧ Cut by half the number of people without safe drinking water and basic sanitation.</li> <li>✧ Improve the lives of slum dwellers.</li> </ul>
<b>Partnership</b> <ul style="list-style-type: none"> <li>❖ The poorest countries cannot achieve Goals 1-7 without aid, trade opportunities and debt relief from rich countries.</li> <li>❖ Tariffs on imported products are four times higher for developing countries than they are for developed countries.</li> <li>❖ Agricultural subsidies in rich countries are many times higher than their aid to poor countries.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Rural and agricultural development reduce hunger. Appropriate financial, economic and political support is needed to help encourage this development.</li> <li>◆ Poor country governments should invest more in rural and agricultural development.</li> </ul>	<b>8. Develop a global partnership for development</b> <ul style="list-style-type: none"> <li>✧ Reduce tariffs and debt and increase aid to poor countries.</li> </ul>

# More about the Right to Food

## Food is a basic human right

All human beings are born free and equal in dignity and rights, including the right to food.

Everyone has the right to food: this includes all human beings.

It is a right, not a privilege or charity.

It is not based on merit or being "deserving".

This right cannot be abused by using food as a weapon or method of warfare.

### The right to food implies enjoying food in a dignified way.

All individuals have the right to feed themselves and their families, not just to "be fed".

Begging or scavenging for food is not dignified.

Receiving assistance or food aid should not be demeaning or humiliating.

### The right to food is linked to other human rights:

#### The right to the highest attainable standard of health

Adequate food and proper nutrition are fundamental to good health.

#### The right to work

Having a job means earning a sufficient income for buying food and other essentials for well-being.

#### The right to social security

Those who are unable to earn sufficient income (the sick, elderly, disabled, orphaned) have a right to assistance from the community and the government.

#### The right to education

Education means higher earnings and decreases the risk of hunger.

Education on proper nutrition and healthy diets is essential for making healthy food choices.

#### The right to freedom of opinion and expression

Everyone has the right to have a say and have their views considered in decisions that affect their food security.

Free mass media inform and encourage action.

#### The right to freedom of peaceful assembly and association

Forming groups and associations can be a powerful means to influence policies and decisions affecting food security.

# More about the Right to Food

## Everyone must have access to nutritionally adequate and safe food

**Fulfilling the right to food and ensuring freedom from hunger and malnutrition** means that all people have access at all times to food that is:

- ◆ sufficient in quality, quantity and variety to meet nutritional needs;
- ◆ free from harmful substances;
- ◆ acceptable to their culture.

**Access to food means stable physical and economic access, and proper utilization of food.**

- ◆ **Physical access:** food accessible to everyone in all areas and conditions, including people living in remote areas and the vulnerable and disadvantaged.
- ◆ **Economic access:** affordable food prices and sufficient income for buying food. The cost of food should not threaten people's economic ability to meet other basic needs.
- ◆ **Stable access:** food today, tomorrow and the next day in a sustainable way.
- ◆ **Proper utilization:** clean water, safe food handling, hygiene, prevention and control of diseases that impact nutrition (diarrhoeal diseases, parasitic infestations, malaria, HIV/AIDS), knowledge and skills for adequate food preparation, eating habits, care and feeding practices and distribution of food within the family according to physiological need.

**Individuals and their families must be enabled and supported in feeding themselves through their own efforts.**

In order to ensure adequate access to food, the necessary conditions must be created for all people to be able to produce the food they need for themselves and their families or to earn the income needed to purchase food to meet their energy and nutrient needs.

# More about the Right to Food

## National governments must do everything possible to ensure the right to food

National governments should provide a peaceful, stable and enabling economic, social, political and cultural environment in which people can feed themselves in freedom and dignity.

### National governments have an obligation to:

- ◆ **ensure, without discrimination**, that all of its people have the physical and economic access to adequate, safe and nutritious food to ensure freedom from hunger. They must not take any measures that result in preventing such access.
- ◆ **encourage, enable and empower individuals** and create the necessary circumstances for people to be able to provide for themselves and their families.

### Governments must respect, protect and fulfil the right to adequate food

- ◆ **Respect** existing access to food and not take measures that prevent access to food.
- ◆ **Protect** the right to food through measures ensuring that enterprises or individuals do not deprive others of the access to adequate food.
- ◆ **Fulfil** the right to food through facilitating and providing for the vulnerable and food insecure:

✧ Facilitate through actively engaging in activities to strengthen people's access to and utilization of resources and means to ensure livelihoods, including food security. This includes taking measures to maintain, adapt or strengthen dietary diversity, healthy eating habits and food preparation, as well as feeding patterns (including breastfeeding), while ensuring that changes in food availability and access to the food supply do not negatively affect dietary composition, intake or health.

✧ Provide directly whenever an individual or group is unable, for reasons beyond their control, to enjoy the right to adequate food by the means available to them. This means addressing the specific nutritional needs of vulnerable and at-risk groups, and providing safety nets for the hungry and malnourished through direct interventions.

# More about the Right to Food

## National policies must respect certain key principles

- ❖ **Non-discrimination**  
Everyone, whatever their race, colour, nationality, language, caste, age, sex, is entitled to the right to food. Improving the status of women and promoting their full and equal participation is essential to ensure the right to food.
- ❖ **Transparency**  
People must be able to know what the policies are, how money is being spent and who is benefiting from interventions.
- ❖ **Participation**  
Everyone has the right to have a say in decisions that affect them. In particular, the poor have a right to participate in the design, implementation and evaluation of projects that are intended to assist them.
- ❖ **Accountability**  
Politicians and civil servants should be held accountable for what they do or do not do. People should have ways of holding them accountable, through elections, courts and other means.

## All members of society have a responsibility to protect and promote the right to food

**Individuals, families, local communities, non-governmental organizations, civil society organizations, the private business sector** all have responsibilities in securing the right to adequate food. National governments need to provide the necessary conditions to enable people to exercise these responsibilities.

**Individuals are responsible for themselves and for providing for their own needs**, and they must have the proper tools to do so (education, job opportunities, access to land, health care and other social services).

**Everyone has responsibilities in securing and protecting the right to food** for the local and global community. The right to food is not necessarily secure for everyone. We must recognize when it is being denied or undermined and take action to reclaim, achieve and maintain it.



# Glossary of terms used in the cartoon book

<b>A</b> ccess to food	always being able to buy or grow enough food.	Discrimination	when people are treated unfairly because of their race, religion, colour, origin or sex.
AIDS	Acquired Immunodeficiency Syndrome - a group of diseases caused by HIV infection.	Disinfection	water treatment which destroys harmful bacteria.
Allergy	an unpleasant reaction a person's body has to certain things, including food.	<b>E</b> vaporation	the process of water changing into a gas.
Allowance	a sum of money given to a person regularly.	<b>F</b> armer Field School	teaching adult farmers new farming practices in the field.
Amputate	to remove a body part, such as an arm or leg.	Fat	component of food that gives energy to the body.
Ancestors	those from whom we are descended: parents, grandparents, etc.	Fertile	land which is capable of growing healthy plants.
Arrowhead	the pointed end of an arrow, usually made from stone or metal.	Fertilizer	a substance added to soil to make it better for growing plants.
<b>B</b> acteria	tiny living things that are not seen but can be helpful or harmful.	Food Charter	a document to improve people's access to food created by citizens, communities and local governments.
Barrie	a meeting place in an African village.	Food label	information about the food written on its package.
Bow and arrow	a weapon used for hunting or sport.	Food security	when all people can always get the food they need for an active and healthy life.
<b>C</b> alcium	a mineral present in some foods that makes our bones and teeth strong.	Fundamental right	a basic right which everyone should have.
Calorie	a unit for measuring energy that food gives us.	<b>H</b> ealthy, balanced diet	a diet that provides an adequate amount and variety of foods to keep a human body healthy and help it grow.
Caste	a social class in India.	HIV	Human Immunodeficiency Virus - infection which may cause AIDS.
Charity	something given to a person in need.	Human rights	advantages that should belong automatically to everyone, such as life, education, health care, shelter, food.
Cistern	a container used to catch and store rainwater.	Hunger	not having enough food to meet our nutritional needs.
Contaminate	to make something unclean or unsafe.	<b>I</b> rrigation	supply of water to dry land using pumps and trenches.
<b>D</b> alit	the name for a low caste of people in India.	<b>J</b> unior Farmers' Field and Life School	teaching children and young adults about growing food, nutrition, health and HIV/AIDS.
Dam	a barrier built to hold the flow of water.		
Debt	money owed to another person or organisation.		
Dignity	sense of worth, pride or self-respect.		

<b>L</b> and disputes	disagreement over who owns a piece of land.
Latrine	a specific area used as a toilet.
Life-styles	different ways of living our lives.
Loan	a sum of money borrowed that is usually repaid with interest.
Logging	removing trees from a forest for timber.
<b>M</b> alnourished people	people who are unhealthy as the result of eating too little, too much or not having the right variety of food.
Mandatory	something which must be done by law.
Medicinal	a food or substance which can be used as medicine.
<b>N</b> amaste	a greeting in India.
Native people	people who have lived in a particular region for thousands of years, the original inhabitants of a place.
Nutrient	the part of a food that is stored and used by the body for energy, growth and repair, and protection from disease.
Nutrition	eating and using food for living, growing and being healthy.
<b>O</b> bligation	a duty, something a person should or should not do.
Orang-utan	a large, long-armed monkey native to Indonesia.
Organic material	things that come from plants and animals.
<b>P</b> esticide	a chemical substance used to kill insects that harm plants.
Polio	a disease caused by a virus which can lead to paralysis (inability to move).
Pollute	to release harmful substances into the environment.
Poverty	not having enough money for basic needs - food, shelter, clothing.
Protein	a nutrient needed to build and maintain muscle, blood, skin and bones.

<b>R</b> ation	to give out limited amounts of food or water when there is not much available.
Ration shop	a shop sponsored by the government where poor people can buy goods at a low price.
Rebel	a person who fights against authority.
Recycling	the collection of waste products and packaging so that it can be re-used.
Refugee	a person forced to leave home to seek safety or protection in another country.
Relief programme	temporary help - money, jobs, food, clothing, clean water, shelter, health care - given to people in need.
Reservoir	a lake, pond, or basin used to store water.
Responsibility	a duty, something for which a person is responsible.
Right to food	the right of every man, woman and child to always have enough food for a healthy and active life.
<b>S</b> ewer	a pipe that carries away wastewater.
Sugar daddy	a wealthy older man who gives a young person expensive gifts in return for friendship or sex.
Supreme Court	the highest court of justice in a country.
Swamp	wetland covered by shallow water.
<b>T</b> rapper	a person who sets traps for animals in order to get meat or fur.
<b>U</b> nemployment	not having work.
<b>V</b> iolate	break a law or a rule.
Vitamins	substances found in small quantities in food and essential for the health and normal working of the body.
<b>W</b> ater Purification Tablet	a tablet added to water to make it safe to drink.
<b>Y</b> ield	the amount that can be harvested from a crop.

# Useful Resources

Right to Food Unit of FAO  
[www.fao.org/righttofood](http://www.fao.org/righttofood)



UN Special Rapporteur on the Right to Food [www.righttofood.org](http://www.righttofood.org)

Feeding Minds Fighting Hunger [www.feedingminds.org](http://www.feedingminds.org)



Youth Window [www.feedingminds.org/yw/index\\_en.htm](http://www.feedingminds.org/yw/index_en.htm)



Food and Agriculture Organization [www.fao.org](http://www.fao.org)



FoodFirst Information and Action Network [www.fian.org](http://www.fian.org)



International Education and Resource Network [www.learn.org](http://www.learn.org)



UN CyberSchoolBus [www.cyberschoolbus.un.org](http://www.cyberschoolbus.un.org)



UNICEF Voices of Youth [www.unicef.org/voy](http://www.unicef.org/voy)



UN Millennium Campaign [www.millenniumcampaign.org](http://www.millenniumcampaign.org)



UN Works [www.un.org/works](http://www.un.org/works)



Our Rights, Our Responsibilities  
World Association of Girl-Guides and Girl-Scouts [www.wagggsworld.org](http://www.wagggsworld.org)



World Food Program [www.wfp.org](http://www.wfp.org)



World Health Organization [www.who.org](http://www.who.org)



# Organizing Events and Activities

Interested in getting involved but not sure where to begin? Here are some ideas to get you started!

## Learn!

You can find out more about the right to food and food security by getting in touch with those working on these issues in your country. Encourage them to share their knowledge and information on their projects with you. Find out what they are doing and join in their activities.

Representatives of UN agencies: FAO, UNDP, UNESCO, UNICEF, WFP, WHO  
Ministry of Agriculture  
Ministry of Education  
Ministry of Health  
Right to food groups  
Universities and other schools  
Non-governmental Organizations and International Non-governmental Organizations  
Community groups  
Faith-based groups

## Be creative!

You can organize many lively activities: concerts, drama or theatre, painting, photography, posters, collages, songs, poems, quizzes, essays, slogans, greeting cards, newsletters, sport competitions, fairs, conferences, round-tables and workshops.

## Reach out!

Invite families and the community to contribute to and participate in your activities. Encourage the media to help you publicize your event and promote public awareness. Contact local news reporters to write stories about your activities and local and community radio stations to broadcast information and messages.

**World Food Day** is celebrated on 16 October – the day when FAO was founded in 1945. On this day young people and grown-ups in more than 150 countries get involved in the fight against hunger. You and your group are encouraged to organize a World Food Day event in your town or village.

Every October the FAO-WAGGGS **Nutrition Medal** is awarded to the Girl-Guides and Girl-Scouts working to eradicate hunger and malnutrition in the world. Use the cartoon book "The Right to Food: a Window on the World" and this guide to educate young people about the right to food, organize and carry out activities or projects to eradicate hunger and malnutrition in your community. Your group can be the next to receive the FAO-WAGGGS Nutrition Medal!

# Organizing Events and Activities

## Calendar of International Days

Each year people around the world commemorate various International and World Days on a special theme, with the purpose of learning more, raising awareness and taking action on serious world problems. Some of these internationally recognized events are listed below. Find out what others in your community and country are doing to commemorate these days and join in their activities or develop your own events and activities.

<b>22 February</b>	WAGGGS World Thinking Day <a href="http://www.worldthinkingday.org">www.worldthinkingday.org</a>
<b>8 March</b>	International Women's Day <a href="http://www.un.org/events/women/iwd">www.un.org/events/women/iwd</a>
<b>22 March</b>	World Water Day <a href="http://www.worldwaterday.org">www.worldwaterday.org</a>
<b>7 April</b>	World Health Day <a href="http://www.who.int/world-health-day">www.who.int/world-health-day</a>
<b>15 May</b>	International Day of Families
<b>5 June</b>	World Environment Day <a href="http://www.unep.org/wed">www.unep.org/wed</a>
<b>20 June</b>	World Refugee Day <a href="http://www.unhcr.org">www.unhcr.org</a>
<b>9 August</b>	International Day of Indigenous People
<b>12 August</b>	International Youth Day <a href="http://www.un.org/youth">www.un.org/youth</a>
<b>8 September</b>	International Literacy Day
<b>21 September</b>	International Day of Peace
<b>16 October</b>	World Food Day <a href="http://www.fao.org">www.fao.org</a>
<b>17 October</b>	International Day for the Eradication of Poverty
<b>24 October</b>	United Nations Day <a href="http://www.un.org/events/unday">www.un.org/events/unday</a>
<b>20 November</b>	Universal Children's Day
<b>25 November</b>	International Day for the Elimination of Violence against Women
<b>1 December</b>	World AIDS Day
<b>10 December</b>	Human Rights Day <a href="http://www.un.org/events/humanrights">www.un.org/events/humanrights</a>



# FAO-WAGGGS Nutrition Medal - APPLICATION FORM

Send to: World Association of Girl Guides and Girl Scouts, World Bureau, Olave Centre,  
12c Lyndhurst Road, London NW3 5PQ, England

Email: [waggggs@waggggsworld.org](mailto:waggggs@waggggsworld.org) Telephone: +44 (0)20 7794 1181 Fax: +44 (0)20 7431 3764

Country .....

Name of Association .....

Project Title .....

Starting Date: ..... Completion Date: .....

Please indicate below the issues related to your project:

Agriculture	<input type="checkbox"/>	Food and Nutrition	<input type="checkbox"/>	Refugees	<input type="checkbox"/>
Environment	<input type="checkbox"/>	Health	<input type="checkbox"/>	Special Needs	<input type="checkbox"/>
Education	<input type="checkbox"/>	Income-Generation	<input type="checkbox"/>	Water and Sanitation	<input type="checkbox"/>
				Other	<input type="checkbox"/>

1. Why did your Association/Troop choose to undertake this project?

2. How have members of your Association/Troop/ girls and young women and the community been involved in planning and decision-making? Please give details.

3. Is the project funded? Please list your sources of funding (if any) and any plans for future funding.



4. Please describe your project, including its aims and objectives; targeted audience; project activities and events, project outputs.
5. How has the project met its objectives?
6. What difficulties have you experienced? How could they be overcome?
7. How has your Association/Troop benefited from this project?
8. How did you evaluate the project?
9. Who may we contact for more information about this project? (Name, address, telephone, e-mail)

# NOTES

NOTES



Thank you!

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# Use this Activity Guide to help young people learn about the right to food and take action against hunger in the world



For further information:

Food and Agriculture Organization of the United Nations (FAO)  
Nutrition and Consumer Protection Division  
Viale delle Terme di Caracalla, 00153 Rome, Italy  
Email: [RTF-Youth@fao.org](mailto:RTF-Youth@fao.org) Web site: [www.fao.org](http://www.fao.org)

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World Bureau, Olave Centre, 12c Lyndhurst Road,  
London NW3 5PQ, England  
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