

# 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?)

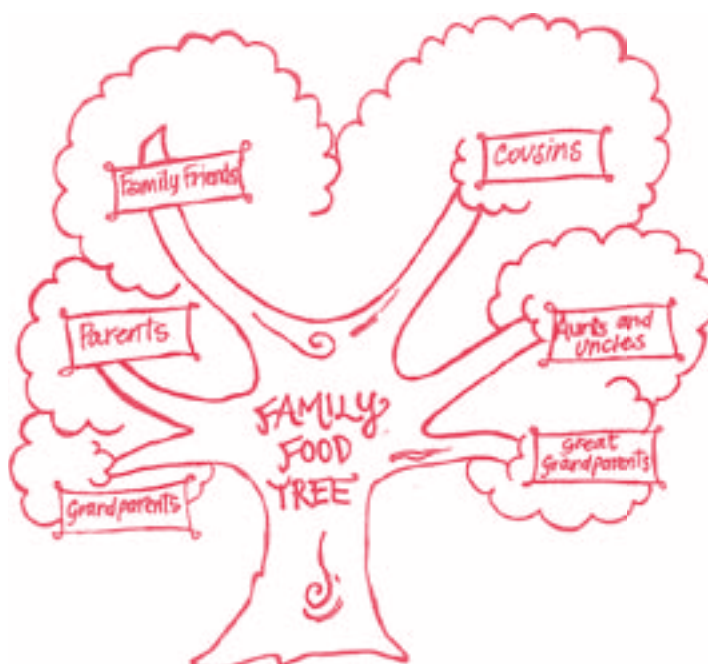
How did you store and preserve it?

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.

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## 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.

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## 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)