

PROJECT- BASED LESSONS ON SDGS AND LIFE SKILLS

mary's
meals

a simple solution
to world hunger



Generation Hope



11+



Education is power.

Foreword

At Mary's Meals, we believe that young people are innovators, creators of the future and agents of change who will find solutions to the global problems of hunger, poverty and injustice. We think that the new generation can bring us closer to achieving Zero Hunger by 2030, the second Sustainable Development Goal (SDG), and to a better world than the one we live in today.

In our wealthy world, full of abundance, where more than one-third of all food production is wasted, we believe that every child has the right to food and education. At the same time, we, in rich countries, often wonder whether our food is attractive, nutritious or tasty enough to eat. However, more than half of the world's population struggle with hunger and poverty. The goal of Mary's Meals is to reduce this hunger and poverty by supporting children's education in the poorest countries through the provision of school meals. This seemingly simple act of providing food in schools gives these children hope for a better education and, above all, more opportunities in the future.

This new educational material is designed to raise awareness among the next generation of teenagers and young adults about the daily challenges faced by children supported by Mary's Meals. The projects and lessons will help them better understand the current state of the world while also developing skills and key competences that can be used to bring about local and global change. We hope that these activities will help students realise that we are privileged and live in a wealthy country. The place where we are born is something we have no control over, we are given this as a gift.

We will be grateful if the lessons help children understand that helping those less fortunate than us is simple. It only requires being interested in the world around us and applying the skills we've acquired to make a difference. When we help others, we also help ourselves. We need to be kind and considerate towards one another. Helping others means shifting attention away from ourselves and focusing on the needs of another person. Besides giving an individual a sense of fulfillment, it can also have a positive impact on the atmosphere in the classroom, the school or the community.

Let's give a future to children who are unsure whether there will be a tomorrow for them.

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Introduction

In today's rapidly changing world, **the role of teachers has evolved from being mere transmitters of knowledge to becoming facilitators of critical thinking, collaboration and adaptability.** As educators, we shape the next generation and the future. Apart from helping our students search for answers to their own questions and build their understanding of the world, we are given something invaluable: time in school to create the best conditions for developing their personal and social skills and for enhancing their competences.

We have the opportunity to guide this new generation in navigating vast amounts of information, in understanding different perspectives and in nurturing empathy and solidarity—whether towards someone in their own community or children living in extreme poverty in Malawi, for example. **Our role is to equip students for their future lives, empowering them to see themselves as changemakers.** Teachers have become mentors, co-learners and agents of change in shaping future global citizens.

We want our students to care — about themselves, others and the planet. Today, people around the world are facing numerous crises and challenges. Education and children's right to learn can be one of the key ways to address these challenges and act in solidarity as global citizens. Empowering people, be it individually or collectively, anywhere in the world, contributes to building better futures for all of us.

***Global Education** is education that enables people to reflect critically on the world and their place in it; to **open their eyes, hearts and minds to the reality of the world at local and global level.** It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide. We consider it essential to the transformative power of, and the transformation of, education.*



Source: [The European Declaration on Global Education to 2050](#)

CHAPTER 1

MARY'S MEALS: Together we can make a difference

HOW?

These **eight 90-minute lessons are interdisciplinary** and designed for students aged 11 and up. They can be used flexibly, e.g. you can select **individual lesson plans** to meet specific goals. They also offer **"Mary's Meals Project Days" over two to four days**, where each lesson builds on the previous one. The project explores global inequalities and the impact of Mary's Meals while developing empathy, critical thinking and life skills. Alternatively, you can spread the lessons across a weekly schedule for two months to create a lasting impact on students' attitudes and behaviors.

WHY?

These lessons introduce students to the work of **Mary's Meals, a movement that helps children living in poverty access education by providing meals in schools**. Students will reflect on their own privileges compared to children living in extreme poverty, explore global inequalities and learn about the Human Development Index (HDI). Through **Mary's Meals films and stories, they will develop empathy and gain insights into the challenges faced by others**. The final lessons focus on raising awareness and the importance of volunteering, **empowering students to take action and promote change locally and globally**.

WHERE?

The lessons are planned indoors. However, using most of your creativity, you can take students outdoors or find an unusual place within your school.



CHAPTER 2



OUTDOOR PROJECT: Food changes the story

HOW?

Teachers are offered a **detailed, structured plan for a 4-day comprehensive interdisciplinary project** designed for students aged 11 and up. **It's recommended to carry out two 90-minute sessions every day.** There are also suggestions for shortening or extending the project as needed. Feel free to adjust the length based on your and your students' needs.

WHY?

This intensive form of learning (4 days) includes a great variety of activities and experience and, therefore, allows students and teachers to **immerse in deep learning about SDG2 - Zero Hunger.** It aims to influence students' values and attitudes, potentially leading to changes in their behavior. **The focus is on developing life skills such as empathy, communication, collaboration, and critical thinking,** aligned with two European competence frameworks: GreenComp and LifeComp. **Mary's Meals** is presented as a case study of a movement that helps children in the world's poorest regions access education by providing regular meals in schools.

WHERE?

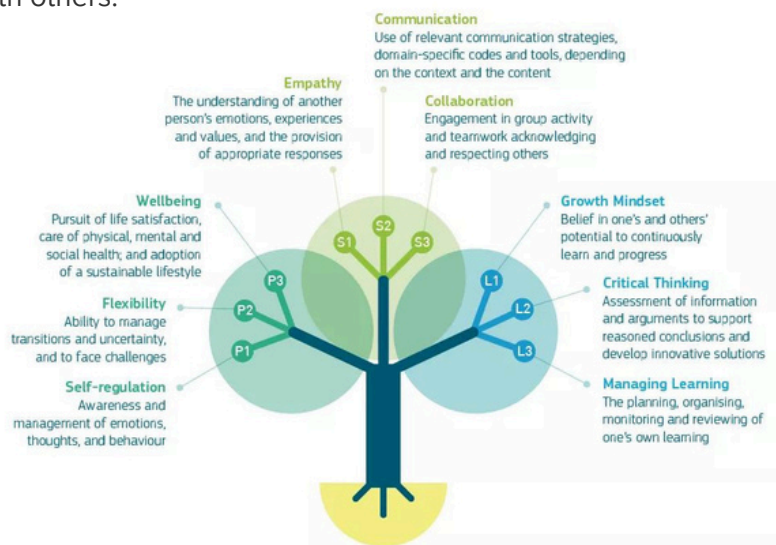
The project is called **outdoor** because some of the lessons are specifically designed to take place outside, as changing the traditional learning environment to **natural, green surroundings can greatly enhance the learning experience and improve students' well-being.** However, it's also possible to work on the project at school and step outside only for selected lessons, such as using the garden, a nearby park or the forest. **If the time of year or weather doesn't permit outdoor activities, feel free to adapt the lessons to fit your context.** We are confident that students will still benefit from the project—even in the classroom.



LifeComp

The European Framework for Personal, Social and Learning to Learn Key Competence (2020)

LifeComp offers a conceptual framework for the “Personal, Social and Learning to Learn” key competence for education systems, students and learners on the whole. LifeComp intends to systematise the need to improve personal and social competences through education and lifelong learning, as well as promoting learning how to learn. Every competence has three descriptors, following a model ‘awareness, understanding, action’. It aims to develop essential life skills for individuals to thrive in a rapidly changing world. It highlights **three key areas: personal competences (self-regulation, flexibility and wellbeing), social competences (collaboration, communication and empathy), and learning-to-learn skills (growth mindset, critical thinking and managing learning)**. These skills enable individuals to navigate challenges, build resilience and work effectively with others.



For teachers, LifeComp offers a structured approach to developing these vital soft skills. By integrating LifeComp into classroom activities, educators can help students cultivate self-awareness, empathy and effective teamwork, which are critical for their personal and social development. This approach not only enhances students' emotional intelligence but also strengthens their ability to tackle complex problems, set goals and stay motivated. In practice, LifeComp helps teachers create a more holistic learning environment where personal growth is as important as intellectual achievement. By embedding these competences in their teaching, educators can better prepare students for the challenges of the future, both in their professional lives and as active, responsible citizens in society. This focus on life skills ensures that students develop the ability to learn continuously and contribute meaningfully to local and global communities.

[More info here](#)

GreenComp

The European Sustainability Competence Framework (2022)

The GreenComp is designed to help learners develop sustainability-related skills. It focuses on **four key areas: embodying sustainable values, embracing complexity in sustainability, envisioning sustainable futures, and acting for sustainability**. These competences enable individuals to make informed decisions and take action to address global environmental challenges.



For teachers, GreenComp offers a practical guide to embedding sustainability in education. By aligning lessons with this framework, educators can empower students to think critically about environmental issues, adopt sustainable practices and contribute to positive change in their communities. GreenComp equips students with the skills necessary to engage with sustainability challenges on both a local and global scale. Teachers using the framework can cultivate environmental awareness, fostering responsible behaviours that contribute to long-term environmental stewardship. By integrating GreenComp, educators can enhance students' understanding of sustainability while developing their ability to collaborate, innovate and take action in real-world contexts.

[More info here](#)

SDGs – Sustainable Development Goals



The Sustainable Development Goals (SDGs) were adopted by all member states of the United Nations in 2015 as part of the 2030 Agenda for Sustainable Development. These **17 goals** were designed to tackle global challenges and create a more equitable and sustainable future for all. A total of **193 countries** signed on to this ambitious agenda, committing to achieving the goals by 2030. **Annual reports** are published to track progress and highlight areas needing greater attention, serving as a reminder of the collective effort required to meet the deadline.

The SDGs cover a **wide range of global challenges**, reflecting the interconnectedness of issues that impact the world today. They address **poverty (SDG 1)**, **hunger (SDG 2)**, health and well-being (SDG 3), and **education (SDG 4)**, as well as climate action (SDG 13), clean energy (SDG 7), and sustainable cities (SDG 11). The goals also include gender equality (SDG 5), decent work and economic growth (SDG 8) and reduced inequalities (SDG 10). Each goal is designed to work in harmony with the others, emphasizing that solutions to one problem often influence the outcomes of others. The SDGs promote **a holistic approach to tackling global issues by fostering collaboration between governments, businesses and civil society to create sustainable, long-term solutions.**

SDG 4: Quality Education focuses on ensuring inclusive and equitable quality education for all and promoting lifelong learning opportunities. This goal recognizes **education as a key driver for reducing inequalities and breaking the cycle of poverty**. It aims to provide all children with free primary and secondary education, improve access to vocational training, and eliminate gender and wealth disparities in education. Despite global progress, around **244 million children** worldwide are still out of school, with many facing barriers such as poverty, conflict and lack of infrastructure (UNESCO, 2022). Gender disparity remains a significant issue, with **129 million girls globally still out of school, including 49 million in sub-Saharan Africa and 24 million in South Asia** (UNICEF, 2023). By raising awareness of these disparities, teachers can help students understand the urgency of addressing these global inequalities and encourage them to advocate for universal access to education for all, regardless of gender.

In richer nations, teachers have a unique opportunity to not only educate students on the Sustainable Development Goals (SDGs) but also to inspire them to become active global citizens. While many students in richer countries may not face the same immediate challenges as those in poor regions, they can still play a role in addressing a wide range of global issues such as inequality, climate change and responsible consumption. Teachers can emphasize that the SDGs are a shared global responsibility, where everyone, regardless of their location, has a part to play in achieving a sustainable future.



What can teachers do:

- integrate the SDGs into their curricula, teachers can foster a sense of global citizenship, encouraging students to think beyond their local context and understand the interconnectedness of global challenges.
- use project-based learning, discussions and collaborative initiatives to engage students with real-world problems and help them see how their actions, as individuals and as a community, can contribute to global progress.
- cultivate empathy by exposing students to the realities faced by communities in different parts of the world, helping them understand the need for global solidarity and action.
- promoting student-led initiatives that address the SDGs—such as volunteering efforts, fundraising activities, responsible consumption at school or in communities, or campaigns for climate action and social justice—teachers can guide young people in becoming agents of change.

Ultimately, teachers in richer countries are in a privileged position to shape a generation of thoughtful, engaged and proactive global citizens. By making the SDGs a central part of their teaching, they help students recognize their potential to make a difference and inspire them to take meaningful action, both locally and globally, in the pursuit of a more equitable and sustainable future for all.



Sources for teachers:

[SDGs explained to kids](#)

[SDGs official website with games and activities](#)

[SDGs - “Every plate tells a story”](#)

[Ideas for SDG 4](#)

[Ideas for SDG 2 – “The world is not equal”](#)

[SDGs downloadable board game](#)



No child should be denied
the opportunity to learn
because of hunger.



CHAPTER 1





Together we can make a difference



Mary's Meals in Schools

Students, teachers and schools in wealthier countries can play a crucial role in supporting Mary's Meals by raising awareness about their work—providing daily meals to children in poor regions, which improves access to education and gives them hope for a better future. Students can spread this message through school assemblies, presentations, film screenings, discussions with guests, blog posts, articles, community events, social media campaigns, awareness days and challenges etc. By sharing what they've learnt with their peers, family and community, they help inform others of Mary's Meals' life-changing impact, inspiring broader support for combating global hunger and promoting education.

MARY'S MEALS AND THE SUSTAINABLE DEVELOPMENT GOALS

Mary's Meals' mission aligns closely with several key Sustainable Development Goals (SDGs), particularly **SDG 2: Zero Hunger and SDG 1: No Poverty**. By providing nutritious meals to children in some of the world's poorest communities, Mary's Meals addresses **hunger and food insecurity (SDG 2)**, while ensuring that children can attend school without the barrier of malnutrition. This also impacts their ability to focus on learning, supporting SDG 4's aim of ensuring inclusive and equitable quality education for all. Moreover, by helping lift communities out of poverty through education, Mary's Meals contributes to the **reduction of poverty (SDG 1)**, as educated children are more likely to break the cycle of poverty.

CLASSROOM ACTIVITIES

Teachers can connect classroom activities to these SDGs by helping students explore how access to food and education improves life outcomes, and how organizations like Mary's Meals are key to achieving global development targets. **Teachers can integrate the work of Mary's Meals into their curriculum**, encouraging students to reflect on important issues like poverty, food security and educational access. Classroom activities, such as debates, research projects or group discussions, help students engage with global problems and understand how organizations like Mary's Meals make a difference. This is why and how this **book has been designed: it offers projects and lesson plans to support students' learning about the SDGs and Mary's Meals activities**. As a result, students gain an understanding of the interconnectedness of these issues and are able to consider the urgency of helping children in extreme poverty, as well as the significant impact that Mary's Meals has on individual lives and communities, both now and in the future.



BEYOND THE CLASSROOM

Beyond the classroom, students and schools can help **raise awareness within their local communities** by sharing information with parents and community members through:

- Hosting informational events and showcasing student outputs (e.g. posters, presentations, infographics).
- Inviting guests for discussions, such as Mary's Meals volunteers, coordinators and experts on relevant issues.
- Organizing film screenings followed by discussions (e.g. Grains of Hope, Child 31).
- Establishing reading clubs focused on topic-related books (e.g. The Shed That Fed 2 Million Children by Magnus MacFarlane-Barrow).
- Creating an action group to organize social awareness events (e.g. Movement for Hope, Porridge Day, International Children's Day) or to start a blog.
- Publishing posts, photos, videos, and articles about Mary's Meals in school newsletters, on the school website and across social media platforms.

Social media offers a powerful platform for raising awareness about Mary's Meals. Students can collaborate to create eye-catching posts, videos or infographics that explain the movement's work, sharing them across social media accounts. By encouraging their followers to like, share or comment on these posts, they can increase visibility and spark wider conversations about global issues, the SDGs and Mary's Meals' work. Schools can also participate in awareness days or challenges promoted by Mary's Meals, engaging with a broader audience online.

HOW TO GET INVOLVED

You can get more ideas and information on how [to get involved here](#) or on your national Mary's Meals website. All international and national coordinators will be happy to support you in your students' or school's involvement.



SUMMARY:



The following eight 90-minute lessons are designed for students aged 11 and up and can be integrated into your teaching in various ways:

- **You can use them individually**, selecting the lessons that best align with your goals, context, and students' needs. Each lesson, designed to function as an independent unit, includes specific aims to be achieved by the end.
- **Turn the lesson into "Mary's Meals Project Days"**! The lessons are designed to be consecutive, with each one building on and complementing the previous. Activities, methods and content are not repeated. You can use all eight lessons over two, three or four days, with two 90-minute sessions per day, exploring global inequalities and how the Mary's Meals movement addresses them. Along the way, students will develop empathy and critical thinking skills, and train practical life skills. After diving into the broader context, they'll be well-prepared to learn about volunteering and strategies for raising awareness of Mary's Meals movement.
- **Integrate these lessons into your regular schedule**. If you find the content and aims beneficial for your students and for the world, you can dedicate a 90-minute lesson each week over a two-month period. The more frequently you engage students with these topics, the greater the impact on their attitudes and future behaviour.

All these lessons are designed for students, for the new generation, to learn about Mary's Meals, a movement that supports children in poor regions to gain access to education. The lessons guide students through **a comparison of their own lives with those of children living in extreme poverty, helping them reflect on their privileges and the challenges others face**. Students will learn about the Human Development Index (HDI) and its connection to the countries Mary's Meals supports, while also exploring the importance of primary education in shaping future opportunities. Through the film *Child 31*, students will **develop empathy by connecting with real stories of children** who struggle with hunger and lack access to education.

In the following lessons, students will delve into broader concepts like **global inequalities** and **critical thinking**. They will explore the story of "The Elephant and Six Blind Men" to understand the value of **diverse perspectives** in addressing complex issues. Students will also create tangible outputs, such as posters or presentations, to raise awareness about Mary's Meals' work, summarising the organisation's impact on children's lives. The film *Grains of Hope* will provide insight into the challenges faced by communities in Kenya, prompting students to compare their own lives with those depicted in the film, particularly in terms of diet and daily struggles.

The final lessons focus on **action and raising awareness**. Students will learn about the value of volunteering, both for personal growth and for helping others, and discuss how **even small actions can make a big difference**. They will explore different strategies for raising awareness about Mary's Meals, from designing posters to planning social media campaigns, and brainstorm practical ways to spread Mary's Meals message.

By the end of the project, students will have gained a deeper understanding of global hunger, the role of education in combating poverty, and how supporting Mary's Meals can contribute to sustainable change both locally and globally.

OVERVIEW:

	Aims:
<p>Lesson 1</p> <p>Mary's Meals: Introduction</p>	<ul style="list-style-type: none"> • Students compare their current and past wishes with those of children living in extreme poverty and who are less privileged. • Students learn how Mary's Meals helps improve the future of children by providing meals in schools. • Students understand the Human Development Index (HDI), as defined by the United Nations Development Programme (UNDP), and explore how it relates to the countries where Mary's Meals provides support.
<p>Lesson 2</p> <p>Mary's Meals: The Film Child 31</p>	<ul style="list-style-type: none"> • Students create a list of the benefits of attending school, focusing on how primary education can shape someone's future. • Students understand the reasons why 70 million children worldwide don't go to primary school. • Students develop empathy by exploring the personal stories of children from poor regions by watching the film Child 31. • Students reflect on the importance of community and individual action in fighting hunger, with the example of Mary's Meals.
<p>Lesson 3</p> <p>Mary's Meals: The big picture</p>	<ul style="list-style-type: none"> • Students explore the importance of incorporating different perspectives to understand the complexity of reality, encouraging critical thinking and empathy. • Students analyse the story of "The Elephant and Six Blind Men," which illustrates how different viewpoints contribute to a better understanding of reality. • Students summarise how and why Mary's Meals provides support to children in Malawi, one of the world's poorest countries, highlighting the movement's impact on education and nutrition.

	Aims:
<p>Lesson 4</p> <p>Mary's Meals: Stories</p>	<ul style="list-style-type: none"> • Students learn about the living conditions of people in the countries where Mary's Meals provides support. • Students create an output (poster, info sheet, presentation, etc.) highlighting Mary's Meals' activities in specific countries. • Students will explain how Mary's Meals helps improve children's lives and future opportunities.
<p>Lesson 5</p> <p>Mary's Meals: The Film Grains of Hope</p>	<ul style="list-style-type: none"> • Students explore the challenges faced by people living in Turkana, Kenya, and how Mary's Meals is helping to address these issues. • Students compare their own diets with that of the people featured in the film "Grains of Hope" (2024). • Students identify key terms related to Mary's Meals' efforts in supporting education and nutrition in impoverished countries.
<p>Lesson 6</p> <p>Mary's Meals: Writing</p>	<ul style="list-style-type: none"> • Students list reasons why people in wealthier countries should help children living in poverty. • Students explain how Mary's Meals helps create better opportunities for children in impoverished areas. • Students write a piece on the topic, following specific criteria provided by the teacher.
<p>Lesson 7</p> <p>Mary's Meals: Volunteering</p>	<ul style="list-style-type: none"> • Students learn about volunteering (the different ways and opportunities to volunteer with Mary's Meals). • Students summarise the benefits that volunteering brings to both themselves, the community and the world. • Students discuss how small actions can make a big impact and how children of their age can make a difference.
<p>Lesson 8</p> <p>Mary's Meals: Raising awareness</p>	<ul style="list-style-type: none"> • Students learn about different strategies of raising awareness about Mary's Meals and the impact of their work. • Students develop practical ideas for spreading Mary's Meals message.



LESSON 1



MARY'S MEALS: INTRODUCTION



Aims:

- Students compare their current and past wishes with those of children living in extreme poverty and who are less privileged.
- Students learn how Mary's Meals helps improve the future of children by providing meals in schools.
- Students understand the Human Development Index (HDI), as defined by the United Nations Development Programme (UNDP), and explore how it relates to the countries where Mary's Meals provides support.



Length

- 90 minutes



Place:

- A place where students can watch a video, ideally internet connection



Note:

- This lesson involves working with a video and various websites, including interactive maps and country rankings based on the HDI.
- To get a better understanding of how Mary's Meals work and help, you might find it useful to check their website before the lesson starts. You can also read the section Questions and Answers at the end of this chapter.

INTRODUCTION

20 MIN



1/ My "wish" timeline:

Tell your students that today's lesson will be about wishes and children around the world. Start by drawing a timeline on the board, beginning with 0 and ending with their current age. For example, if your oldest students are 11, your timeline might look like this:

1 3 5 7 9 11

Before explaining that the numbers represent ages, have the students guess what the activity might be about. This will spark their curiosity.

Next, tell them to be silent for a minute and to think or write down at least one thing they wished for at each age. Ask them:

**What did you wish for when you were that age? What did you want the most?
(For example, for your birthday or Christmas?)**

Reassure them that it's perfectly fine if they don't remember exactly, especially for the early years. They can just guess what they might have wanted at that age. The activity should be fun and light-hearted. If needed, share some examples from your own childhood. They can also focus more on the last numbers on the timeline since that should be the easiest to recall.

After the minute of individual reflection, have students share their wishes in pairs or small groups. Then, come together as a class and ask each pair or group to share some examples of what they discussed. To make the discussion more engaging, encourage students to raise their hands if they hear a wish they also had.

2/ Different wishes:

To engage students in thinking about children from different parts of the world and their wishes, start by showing them a world map. Ask the students if they think children across the globe have the same wishes as those they've just discussed. Prompt them with questions like:

**In which regions of the world do you think children might have similar wishes to ours?
Where in the world might their wishes be different, and why?**

Encourage them to consider factors like poverty and privilege, leading to the conclusion that in some regions children might wish for basic needs like food, safety or education, rather than the things more privileged children may desire. This will help them understand how circumstances shape people's dreams and needs.

MAIN PART

50 MIN



3/ HDI

Before you present the Human Development Index, you may ask students how we know that people in other countries are poorer than somewhere else.

How can we find out? How can we measure it?

Then introduce the HDI which helps compare the living conditions of people in different countries all around the world.

Human Development Index

The Human Development Index (HDI) is a complex measure used to assess the overall development of countries, considering not just economic growth but also the quality of life. It was introduced in 1990 by the United Nations Development Programme (UNDP) in its first Human Development Report.

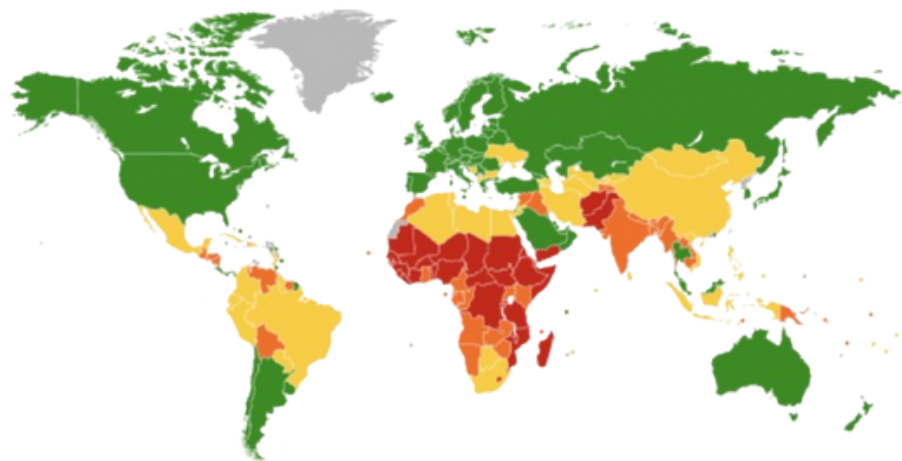
The HDI combines three key dimensions: life expectancy at birth (health), education level (measured by years of schooling), and per capita income (adjusted for purchasing power). This index offers a more comprehensive understanding of how well a country is enabling its population to live long, educated and prosperous lives.

More info: [Human Development Reports](#)

Then continue with this question:

**Which countries do you believe will be at the top and which at the bottom of the HDI?
And why do you think so?**

Visualising the countries with the help of different colours, as explained below, will surely help your students remember where the poorest regions are located. This Wikipedia map can be used:



World map representing Human Development Index categories (based on 2022 data, published in 2024)

Very high (≥ 0.800)	Low (≤ 0.549)
High (0.700–0.799)	Data unavailable
Medium (0.550–0.699)	

You can find the same interactive maps here:



[Our World in Data](#)

[World Population Review](#)

[Mapstack](#)

4/ Country ranking:

Show students the list of countries and their HDI ranking. You can use the UNDP (United Nations Development Programme) website for this. Before revealing the information, ask your students to guess the HDI ranking for your country.



Source: [Country insights](#)

5/ Brainstorming activity:

Have students focus on the lives of children in the world's poorest regions by discussing the following question. Make sure they know it is a very complex and difficult question and that if they find a good answer they can win the Nobel Prize for it.

What do you think can help these poor children escape poverty?

Here are some suggestions on how you can work on the question:

- If you are short of time, just brainstorm quickly as a class
- If time allows it, split students into small groups. Have each group discuss the topic for a few minutes and write their ideas on a large sheet of paper. Afterwards, each group presents their thoughts. Or organise a “gallery” in the classroom giving students a few minutes to walk around and read the other groups’ ideas.
- Students make pairs. Distribute the worksheet (found at the end of this lesson) to each pair. Set a short time limit to come up with as many ideas as possible.

The class discussion should lead to the idea that access to education is crucial for ensuring a better future for these children



Poverty

Poverty is more than just the disappointment of not affording what you want—it means frequently lacking money for even the most basic needs like food, clean water, clothing, or shelter. Families can become trapped in this cycle, unable to afford essentials or opportunities like land, tools, or education that could help them escape. In many places, even where school is free, children must work to help their families survive. Extreme poverty can lead to hunger, illness, and a further inability to work, while violence and war only make these challenges worse.

In 2023, approximately 1.1 billion people worldwide are living in multidimensional poverty. This means they experience deprivation in critical areas such as health, education, and living standards. Over half of these people, around 534 million, are located in Sub-Saharan Africa, and nearly half a billion people live in severe poverty. Shockingly, 566 million of the poor are children under 18 years old, highlighting the critical need for interventions targeting young populations. These figures underscore the persistent global challenge of poverty despite progress in some regions.

Source: [Global Multidimensional Poverty Index](#)

6/ Mary's Meals Worldwide:

Introduce Mary's Meals as an example of a global organisation that helps children in poverty by providing meals at school. These meals not only motivate children to attend school but also give them the energy to focus on learning. For many of these children, it's their only meal of the day. In 2024, Mary's Meals provided meals to almost 2,500,000 children in 17 countries.

Mary's Meals - The countries in 2024:

Benin • Ecuador • Ethiopia • Haiti • India • Kenya • Lebanon • Liberia • Madagascar
Malawi • Mozambique • Niger • South Sudan • Syria • Yemen • Zambia • Zimbabwe

Then you can choose from:

- You can read out the names of these countries and ask students to identify their location on a map.
- You can distribute Worksheet No. 2 in this lesson (below) and invite students to do the first activity with the map in pairs or on their own, by indicating the countries on it. If they find it too challenging, they can use an atlas or their mobile phones to find out the exact location. If you find it appropriate for your group, students can compete for the fastest correct map. The map which is used in the worksheet is the Gall-Peters projection of the world.

The Gall-Peters projection

The Gall-Peters projection is a type of world map that shows countries in their true sizes compared to each other, but it stretches some places, especially near the equator, making the shapes look different than we are used to. It was designed to be more fair because other maps often make some countries look bigger than they really are.

- You can show the "[Where we work](#)" section on the official Mary's Meals website and ask students to identify the continents where these countries are located.

DEBRIEFING

20 MIN



7/ Mary's Meals:

To help students better understand Mary's Meals' activities, play the introductory video: Introduction to Mary's Meals. If your students have previously worked with the worksheet, ask them to continue with the True/False statements. If they haven't, you can write the True/False statements on the board before playing the video, so students know what to focus on while watching. Or you may just ask them after the video.



Video: [Introduction to Mary's Meals \(2 minutes\)](#)

8/ Debriefing:

Let's return to the first activity which was about the timeline and the wishes:

Let's go back to the timeline with your wishes from the beginning of the lesson.

What can the timeline of poor children from countries with a low HDI look like?

How do you feel about it?

If you could have three wishes for the children from a very poor region, what would they be?

If you don't have another lesson planned soon that would allow students to brainstorm how they can help fight world hunger (like creating an action plan for a school or community event), it's a good idea to conclude with a discussion on what they, as individuals, a class or a school, can do to contribute. It's essential for students to understand that they have the power to make a difference, especially when they work together as a team. This can inspire them to take ownership of initiatives and feel empowered to create positive change.

IDEA GENERATOR

WORKSHEET 1

What can help poor children escape poverty?

How can they get out of poverty?



Empty rectangular box for writing an idea.



Empty rectangular box for writing an idea.



Empty rectangular box for writing an idea.



Empty rectangular box for writing an idea.



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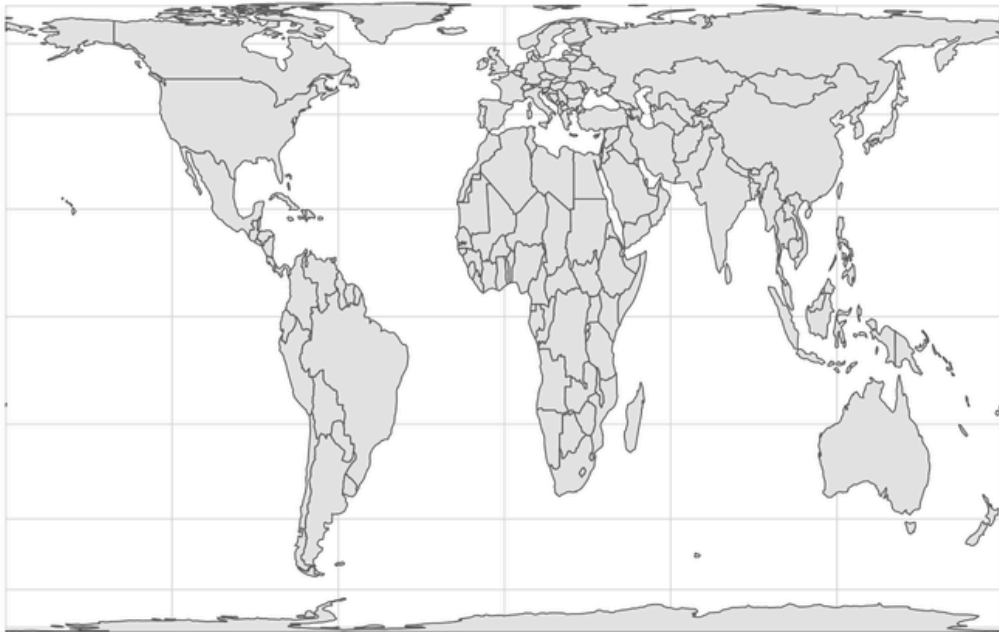


MARY'S MEALS

WORKSHEET 2

1/ MARY'S MEALS ARE SERVED IN SOME OF THE WORLD'S POOREST COUNTRIES – IN AFRICA, ASIA, LATIN AMERICA AND THE CARIBBEAN. INDICATE ON THE MAP WHERE THE COUNTRIES ARE:

Benin • Ecuador • Ethiopia • Haiti • India • Kenya • Lebanon • Liberia • Madagascar • Malawi
Mozambique • Niger • South Sudan • Syria • Yemen • Zambia • Zimbabwe



Source: happykhan.com

2/ WATCH THE VIDEO “INTRODUCTION TO MARY’S MEALS” AND DECIDE WHETHER THESE STATEMENTS ARE TRUE OR FALSE:

More than 2.4 million hungry children receive a nutritious meal every school day thanks to Mary’s Meals.	TRUE	FALSE
There are no volunteers helping Mary’s Meals.	TRUE	FALSE
Mary’s Meals uses the know-how and expertise of local staff and partners.	TRUE	FALSE
Mary’s Meals would like to help the communities forever.	TRUE	FALSE

LESSON 2



MARY'S MEALS: THE FILM CHILD 31



Aims:

- Students create a list of the benefits of attending school, focusing on how primary education can shape someone's future.
- Students understand the reasons why 70 million children worldwide don't go to primary school.
- Students develop empathy by exploring the personal stories of children from poor regions by watching the film Child 31.
- Students reflect on the importance of community and individual action in fighting hunger, with the example of Mary's Meals.



Length

- 90 minutes



Place:

- A place where students can watch a video, ideally internet connection



Note:

- This lesson involves working with a video.
- Before conducting the lesson, it's recommended that you watch the film in advance and decide whether to show it in full or select specific segments, depending on your students' needs and sensitivities. If you know that certain students may be sensitive to topics such as death in the family or drug abuse, either skip those parts or have a conversation with them beforehand, giving them the choice of whether or not they want to participate.

INTRODUCTION

20 MIN



1/ Why?

Start the lesson with a dynamic and light-hearted activity in which students, in pairs, write down why it is useful to go to primary school:

**Why is it a good idea to go to school when you are a child?
How can this make your future better?**

Ask them to write down as many benefits of attending school as possible. To make it fun, give them just three minutes for this.

Then ask each pair to show with their fingers how many ideas they have come up with. The students with the longest list can read out their reasons and the others can contribute additional ideas that haven't been mentioned yet.

2/ Out-of-school children:

Tell students that in 2023, around 70 million children worldwide did not attend primary school. This means they missed out on all the benefits your students previously discussed, above all gaining basic literacy and numeracy skills essential for lifelong learning and personal growth. These foundational skills open doors to future opportunities and help break the cycle of poverty. Without them, children are severely limited in their ability to improve their lives and to have a better future than their parents. Then, start a class discussion based on these facts.

Why do you think these children often don't go to school?

You can also show them an interactive map with the statistics and regions, for example:



Source: [primary school attendance selected countries](#)

MAIN PART

50 MIN



3/ Reasons:

Students will now explore the ten most important reasons why primary-age children don't attend school globally. You can use one of these methods to work with the short texts provided in the worksheets (Worksheet 1a or 1b)

- **Option 1 (Worksheet 1a):** If you have 10 students, each gets one card, representing one reason (if you have more students, they can work in pairs). Their task is to read their card, memorise the key information and then share what they learned with the class in their own words.
- **Option 2 (Worksheet 1b):** Cut out the cards and their titles separately. In groups, students will match the short texts with the correct titles. This method encourages more focused reading. Alternatively, you can project the texts on a screen and list the titles on the board. Students then work in pairs to match the text with the correct title and the class reviews the answers together.

- **For more challenge:** Use Worksheet 1b and distribute only the texts without titles, ask the students to figure out what the title might be.
- **For a more interactive version:** In Worksheet 1a, distribute the 10 text cards to 10 students and the 10 titles to another 10 students. If you have more students, they can be in pairs. Ask them to walk around and find their match (text - title). Another option is to post the titles around the classroom on the walls and have students go around, read their text card and stand by the titles they believe fits their texts.

After you've checked the correct answers, give your students one minute to memorise the 10 reasons why school attendance is so low among primary-age children. Then they can test their memory! Invite students to find a partner, both of them close their eyes and try to list all 10 reasons together. How many pairs were successful?

4/ Film viewing:

Tell students that they will now watch a short documentary film, Child 31, which shares the stories of children living in extreme poverty. The film highlights how attending school can dramatically change their lives. It was produced by Mary's Meals, a global charitable movement dedicated to providing school meals to children, giving them the energy and motivation to learn and create better opportunities for their future. Students will follow a journey highlighting the difference one meal can make in a child's life.

Child 31 (32 mins)

Before playing it consider whether there might be some sensitive issues (parts of the video) for some of your students as the context and life stories presented are very difficult and sensitive, e. g. loss of parents, homeless children, drug-abuse. If there are some segments that can recollect bad memories to some of your students or just make them uncomfortable, you can either decide not to show it or to talk to them before the lesson.



DEBRIEFING

20 MIN 

5/ Discussion:

Students can first discuss these questions in small groups and then together as a class:

Which were the most powerful moments for you?

What has surprised you? Why?

How did the meals change the children's lives?

Why is feeding children in school important for their education and future?

What questions are in your head now?

You can write some of the most burning or interesting questions down and work with them later: it could be in the next lesson, or children look up the answer before the next lesson, etc.

6/ Empathy mapping:

Draw a large empathy map on the board (4 quadrants: Feel, Think, Say, Do). Then choose one of the children featured in the film and, as a class, answer these questions:

What might the children feel when they come to school without a meal?

What do they think when they receive a meal?

What do they say to their friends, family or community?

How does this meal impact what they can do in school or at home?

Finish the lesson by summarising the key facts about Mary's Meals, emphasising how they provide life-changing meals at schools for children in poverty. Highlight their impact in helping over 2.5 million children worldwide in 2024. If students show interest, explore the Mary's Meals website together to discover how schools can support these activities, including volunteering and raising awareness events. You could also discuss the possibility of holding a follow-up meeting with students who want to help raise awareness about Mary's Meals, enabling more children to receive school meals.

You can also opt to continue with additional lessons outlined below, giving students a deeper understanding of living in extreme poverty and, generally, of inequalities in the world. This extended learning will allow them more time to process, reflect and engage with the material, helping them to internalise the challenges and opportunities related to fighting hunger and poverty around the world. All that can gradually lead to changes in their attitudes and behaviour.



Source: UNESCO Institute for statistics (2024) - [primary school attendance](#)

UNESCO Institute for statistics (2024) - [out of school children](#)



OPTION 1

WORKSHEET 1A

POVERTY

Families in poor regions may not have enough money to cover the costs associated with schooling, such as uniforms, supplies, transportation or school fees (where applicable).

Children may need to work to support their families, either through paid labour, farming or helping with household chores, making it difficult for them to attend school.

HUNGER AND MALNUTRITION

Many children face hunger and malnutrition, which affects their ability to concentrate and learn.

If a family struggles to feed their children, sending them to school can become a lower priority compared to ensuring they have enough to eat.

Lack of access to school meals can also discourage children from attending, as hunger makes it harder to focus and participate.

LACK OF INFRASTRUCTURE

In many poor regions, schools may be far away from home, and there is often no reliable transportation. Long walks to school can be unsafe or impossible for some children.

Some regions lack adequate school buildings, qualified teachers, or even basic facilities like clean water and sanitation, making schooling less accessible or appealing.

GENDER DISCRIMINATION

Girls, in particular, may be denied access to education due to cultural or traditional beliefs about their roles in society.

In some cultures, educating boys is prioritised over girls, and girls are expected to stay at home to help with chores or care for younger siblings.

Early marriage and teenage pregnancies can also force girls to drop out of school.

CONFLICT AND INSTABILITY

War, violence and political instability can disrupt education systems and make schools unsafe or unusable.

Refugees and displaced families often have limited access to education, either due to the lack of facilities or the need to prioritise survival in conflict zones.

HEALTH ISSUES

Children in poor regions may suffer from preventable diseases (like malaria, diarrhea or infections), which prevent them from attending school regularly.

Lack of access to healthcare or safe water further compounds health issues that affect school attendance.

CHILD LABOUR

In many poor regions, children are forced into labour to help support their families, either in agriculture, factories or other forms of employment.

This leaves little time or energy for schooling, even if education is available.

CULTURAL BARRIERS

In some cultures, traditional beliefs may undervalue formal education or view it as unnecessary.

Some communities may rely more on informal, skill-based education (learning family trades, for example), rather than formal schooling.

LACK OF GOVERNMENT SUPPORT

In many poor regions, education systems are underfunded or poorly managed. This can result in a lack of resources, such as textbooks, teachers and school infrastructure, making it difficult for children to access quality education.

IMPACT OF CLIMATE CHANGE

Climate change exacerbates natural disasters like floods, droughts and storms, which destroy schools, displace families and disrupt education systems. Children in affected regions may be forced to abandon school as families migrate to safer areas or struggle to survive in unstable conditions. Additionally, extreme weather events often damage infrastructure and reduce access to clean water and food, making it difficult for children to attend school.

OPTION 1
WORKSHEET 1A





OPTION 2

WORKSHEET 1B

GENDER DISCRIMINATION

HUNGER AND MALNUTRITION

LACK OF INFRASTRUCTURE

CONFLICT AND INSTABILITY

POVERTY

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OPTION 2

WORKSHEET 1B

CHILD LABOUR

HEALTH ISSUES

**IMPACT OF
CLIMATE CHANGE**

**CULTURAL
BARRIERS**

**LACK OF
GOVERNMENT
SUPPORT**

Children in poor regions may suffer from preventable diseases (like malaria, diarrhea or infections), which prevent them from attending school regularly.

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In many poor regions, education systems are underfunded or poorly managed. This can result in a lack of resources, such as textbooks, teachers and school infrastructure, making it difficult for children to access quality education.

LESSON 3



MARY'S MEALS: THE BIG PICTURE



Aims:

- Students explore the importance of incorporating different perspectives to understand the complexity of reality, encouraging critical thinking and empathy.
- Students analyse the story of “The Elephant and Six Blind Men,” which illustrates how different viewpoints contribute to a better understanding of reality.
- Students summarise how and why Mary’s Meals provides support to children in Malawi, one of the world’s poorest countries, highlighting the movement’s impact on education and nutrition.



Length

- 90 minutes



Place:

- A place where students can watch videos



Note:

- This lesson involves working with videos.
- Before conducting the lesson, it’s recommended that you choose the videos about Malawi according to the context of your class.
- The story “The Elephant and Six Blind Men” has been adapted from [“La Ngonpo”](#) (Lesson “Elephant”) - NaZemi, 2011

INTRODUCTION

20 MIN



1/ Introduction:

Begin by telling your students that they are about to listen to an old story titled “The Elephant and Six Blind Men.” Ask them to think about the title and predict what the story might be about. Encourage them to share their ideas, sparking their curiosity about the upcoming lesson.

2/ Part 1:

Tell or read the story to your students and then ask them:

What do you think will happen next? And what makes you think so?

Once upon a time, there lived six blind men in a village. One day a villager told them: "Hey, an elephant came to our village today."

They had no idea what an elephant was, so they decided: "Even though we are not able to see it, let's go and touch it!" All of them went to the elephant and each man touched it.

"Hey, the elephant looks like a pillar," said the first man who touched its leg.

"Oh, no! It is like a rope," said the second man who touched its tail.

"Oh, no! It is like a thick branch of a tree," said the third man who touched its trunk.

"It is like a big hand fan," said the fourth man who touched its ear.

"It is like a huge wall," said the fifth man who touched its belly.

"It is like a solid pipe," said the sixth man who touched its tusk.

3/ Part 2:

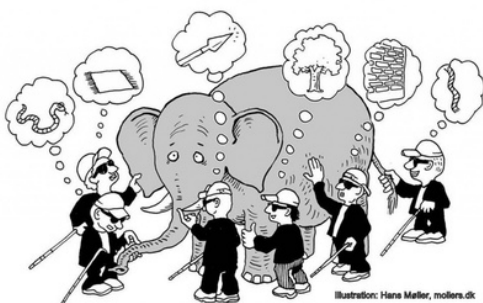
Continue with the second part of the story and then compare the ending with students' ideas.

They began to argue and each of them insisted that he was right. They were getting angry. Fortunately, a wise old man was passing by and saw what was happening. He stopped and asked them: "What is the matter?"

They said: "We cannot agree what the elephant looks like." And each blind man told him what he thought the elephant looked like.

Then the wise old man explained to them calmly and slowly: "All of you are right. The reason why each of you is imagining the elephant differently is that you touched different parts of the elephant. So, actually, the elephant has all those features you said."

"Oh!" everyone said. They were happy that they were right. They stopped arguing and listened to others to find out what the whole elephant looked like.



4/ Discussion:

Why did the blind men argue? And which of the men was right?

What would have happened if the men had not said anything aloud and had kept quiet after exploring the elephant? How would the blind men imagine an elephant?

What did the old wise man do exactly? What helped the blind men stop arguing and start listening to each other?

This story has been told for hundreds, maybe thousands, of years in various parts of the world. Why do you think it's still so popular?

This story has been told for so long because it serves as a powerful metaphor for reality. The elephant can represent truth, knowledge or the world itself, and the blind men represent people with limited perspectives. Each of us only sees part of the bigger picture and our view is often shaped by the media, culture, family, education, and other influences. The story reminds us that in order to understand the world more fully, we need to be open to listening to different perspectives.

When we recognize that our own viewpoint may be incomplete, we become more open-minded and are better able to challenge our own assumptions. This helps us avoid falling into stereotypes or holding onto a narrow, single story about people or situations. By seeing and understanding multiple perspectives, we can form a more complete view of the world. This lesson remains relevant today, which is why the story continues to resonate with people across different cultures.

MAIN PART

55 MIN



5/ Malawi:

Inform your students that they'll be learning about one specific country in Africa today. To begin, ask them, how many countries are there in Africa and see how many they can name. Then reveal that they'll be discovering more about Malawi. Show them Malawi on a map.

Since students might not know much about Malawi, encourage them to use their imagination or draw on what they know about other African countries. Let them share their thoughts freely, even if they come up with stereotypical ideas. This is a good starting point because, by the end of the lesson, they'll have a chance to recognize and challenge those assumptions. Questions for students:

What do you know about Malawi?

What do you think this country is like?

It could be helpful to write down their ideas on a board or flipchart so you can come back to them later. At the end of the lesson, you can ask them what new things they've learned about Malawi and compare it to their initial thoughts. You can also link this back to the elephant story, showing how their initial impressions, like the blind men's descriptions, were just a small part of a bigger picture.

6/ Different perspectives:

In this part of the lesson, you'll show students different aspects of Malawi and its culture, allowing them to see how perspectives can vary. Start by showing at least two videos that present Malawi in completely different ways. This will help students see that just like in the elephant story, there are many ways to view the same place. Explore more topics, for example: Malawi's natural beauty and wildlife (such as Lake Malawi or Mount Mulanje), daily life and the people of Malawi, Malawi's music and dance traditions, the economy and agriculture, etc. As the students watch the video, encourage them to think about how each video adds to their understanding of Malawi. How does each perspective contribute to a fuller picture of the country?

By the end of this activity, students will have a much more complex understanding of Malawi, and they'll be able to reflect on how their views changed throughout the lesson.



Examples of videos:

[Any video made by a travel agency to attract tourists.](#)
[For example: 10 Best Places to Visit in Malawi](#)

[Learn Chichewa language for Tourists](#)

[A music hit](#)

[Malawi fashion designer](#)

[Gule Wamkulu Ceremony](#)

[A boy who harnessed the wind](#)

[And also include a video showing extreme poverty, e. g. poverty in Malawi - Raising Malawi](#)

7/ Mary's Meals in Malawi:

Students will learn how Mary's Meals supports children in Malawi and helps them attend school. By the end, they will have a more balanced view of the country.

Here are the options:

- **Worksheet Activity:** Have students work individually with Worksheet No. 1 to practise their reading skills by underlining or highlighting key information. Afterwards, they can compare their answers in small groups.
- **Website Exploration:** Show students the Mary's Meals website with information about Malawi (<https://www.marysmeals.org.uk/what-we-do/where-we-work/malawi>) and explore it together. At the end, ask them what they remember and what they found important or interesting.

8/ Mary's Meals - videos:

These videos provide students with a glimpse into schools in Malawi where Mary's Meals operates. They also feature stories from volunteers and children. Watching these videos helps students understand the living conditions of people in Malawi and appreciate their own privileges. You can find many of these videos on the Mary's Meals YouTube channel.



Recommended videos and sources:

[Mary's Meals: Malawi - How do you get Mary's Meals to the top of a mountain?](#)

[Photostory - Reaching the children of Chaone - A Journey in Pictures](#)

[Believe's story](#)

[Tony's story](#)

[Song - One cup of porridge](#)

[More info on Malawi - report](#)

DEBRIEFING

15 MIN



9/ Before and After:

Ask students to compare their knowledge of Malawi before and after the lesson. You can use this analogy: "Imagine Malawi is like an elephant. How much did you know about the elephant at the beginning? How much do you know now?" Remind them that there is still much more to learn to understand the whole picture.

10/ Mary's Meals:

Students will summarise what they've learned about Mary's Meals and their impact on children in the world's poorest countries. If they have additional questions, they can check the website or the Questions and Answers section later in the book. Alternatively, they can write down their questions and you'll address them in the next lesson.

In the next lesson, students will read stories about children from around the world who have continued their education thanks to Mary's Meals provided at their schools. They will then choose a country to research and create a presentation or digital output about it, covering various aspects of the country the children live in.. This will allow their peers to learn about the country from multiple perspectives, similar to how they've explored Malawi.



MALAWI

WORKSHEET 1

Mary's Meals feeds more than one million children every school day in Malawi!

Malawi is one of the poorest countries in the world, with a staggering 70% of the population earning below the International Poverty Line of \$2.15 a day. Malawi has consistently high levels of food insecurity and the population is increasingly vulnerable to the effects of climate change.

Malawi faces huge challenges in education, access to healthcare and widespread child malnutrition – 39% of children under five have stunted growth. As families struggle to find enough food to eat, survival takes priority over education. Almost half (45.9%) of primary school-age children drop out of school early.

The UN estimates that around half of the populations of the Central and Southern regions of Malawi have insufficient food intake.



Mary's Meals in Malawi

Mary's Meals has been serving school meals in Malawi since 2002, when our founder met a 14-year-old boy who told him: "I want to have enough food to eat and to be able to go to school one day." It is where Mary's Meals began our work by feeding just 200 children.

Malawi is our largest programme – serving more than 1 million children every school day – and is delivered by Mary's Meals Malawi alongside a local partner, MCSPA, who we began working with in 2020.



The programme is able to reach so many children because of tens of thousands of volunteers from local communities who give their time freely to prepare and serve our nutritious meals.

The majority of schools receiving Mary's Meals are in the Southern region, with large numbers also supported in both the Central and Northern regions of Malawi. We also reach pre-school age children in nurseries, who are most vulnerable to the effects of malnutrition. We operate out of Blantyre in southern Malawi, and have more than 100 employees who manage, deliver and monitor our programme.

When did we start working in Malawi?

Mary's Meals began working in Malawi in 2002.

We began feeding 200 children, our very first school feeding programme.

What is our impact?

Mary's Meals now provides daily school meals to more than 30% of primary school age children in Malawi.

How many children do we feed in Malawi?

We currently feed more than one million children in Malawi.

What meal do we provide?

The meal provided is a maize and soya porridge locally referred to as likuni phala, fortified with essential vitamins and minerals.

Where are we based/where do we operate?

We operate out of Blantyre in southern Malawi.

LESSON 4



MARY'S MEALS: STORIES



Aims:

- Students learn about the living conditions of people in the countries where Mary's Meals provides support.
- They create an output (poster, info sheet, presentation, etc.) highlighting Mary's Meals' activities in specific countries.
- Students will also explain how Mary's Meals helps improve children's lives and future opportunities.



Length

- 90 minutes



Place:

- A place where students can watch videos and access online materials



Note:

- This lesson involves working with videos. Students will work in groups to research information online.
- Students can present their findings in various ways. They might create a digital presentation using PowerPoint, Canva, or another tool for info sheets or posters. Alternatively, they could visualise key topics on flipchart paper. You can suggest any presentation method the students are familiar with or that they could learn easily. Alternatively, allow students to choose their own presentation format, keeping in mind the equipment and materials needed for the lesson.

INTRODUCTION

20 MIN



1/ Stories:

Inform students that they will read stories about children from different parts of the world. While each child faces challenging living conditions and poverty, they all attend schools where Mary's Meals are provided. The stories are included in the worksheet below. Here are some ways to work with them:

1. **Story Stations:** Cut out the stories and place them around the classroom. Allow students a few minutes to walk around and read each story. Afterwards, ask them to recall details about each child.
2. **Group Reading:** Divide students into groups and give each group a set of stories. They can read the stories together or divide them among group members. After reading, each group should share the key details with the rest of the class.

2/ Discussion:

What do the children have in common?

How does Mary's Meals help them?

MAIN PART

50 MIN



3/ Groups and countries:

Tell students that their task for this lesson is to conduct small-scale research on the countries where the children in the stories live and on the work Mary's Meals does in those countries. The goal is to gain a broader understanding of the countries' and children's realities. Connect this to the "Elephant and the Six Blind Men" story to illustrate the importance of seeing the bigger picture.

Have students form small groups and choose one of the stories from earlier in the lesson. Each group should decide which country they would like to explore further.

4/ Criteria:

Explain to your students how they will work on their project and what the expected outcomes are. Discuss what is achievable within the given time and agree on a feasible plan. Here are some example topics to cover:

- **Research on the Country:** Determine how many aspects and topics students should cover. For example, they might research at least four of the following: language, sights/tourism, culture/traditions, people, and art.
- **Research on Mary's Meals:** Students should find information about the country and the support provided by Mary's Meals through their website ([Mary's Meals](#)), reports, and YouTube channel.
- **Sources:** Encourage students to use various sources such as Wikipedia, YouTube, ChatGPT, or other AI tools.
- **Teamwork:** Discuss how to ensure everyone in the group is involved. Plan how to divide tasks and assign roles among the group members.
- **The Output's Format:** Decide on the format of their presentation. Will they use flipchart paper to create a poster, or go digital with PowerPoint, an online presentation, Canva, an info sheet, or another tool?

- **Presenting the Output:** Determine if the presentations will be shared today, and if so, how long each will be. Also, decide if the outputs will be shared online, printed out, or both.
- **Time:** Agree on the amount of time needed for research and presentation preparation.

5/ Let's work:

Be there for your students and help them whenever needed. Keep reminding them of the time left.

DEBRIEFING

20 MIN



6/ Reflecting the process:

**Was the task easy or difficult for your group?
Why? If it was difficult, what could help you next time?**

What sources did you use? How useful were they?

7/ Presenting / debriefing:

If previously agreed, use this time for presenting the outputs. If not, ask general questions to stimulate discussion. You can write the questions on the board and have students discuss them in their groups before presenting their answers to the class:

Can you name three new important findings about the country?

What surprised you the most, and why?

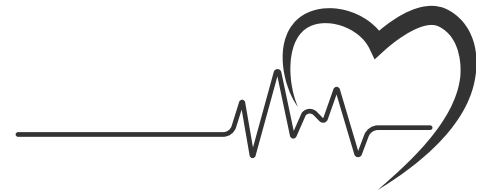
What two questions do you have about the country now? What else would you like to know to see more of the "elephant"?

How does Mary's Meals help in the country? In what ways does it improve the lives and futures of children?



STELLA FROM INDIA

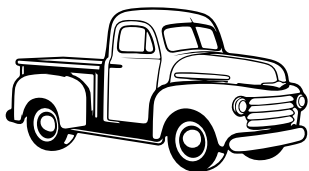
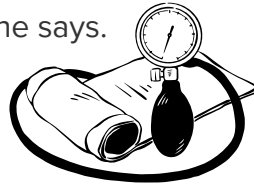
15 YEARS OLD



Stella has been going to her new school for a few years now and feels like she's fitting in well. She moved to a new town to live with her uncle after her parents had to relocate far away for work. Stella hasn't heard from them in a long time and she misses them a lot.

School is a good distraction and she especially enjoys Hindi, her favourite subject. But hunger is a big challenge for her and the meals she gets from Mary's Meals at school are what make it possible for her to keep going. She's not the only one — many of her classmates also come to school hungry.

Mary's Meals helps thousands of children in India who don't always have enough food at home, which can make getting an education really hard. Stella has big dreams for her future. "I want to be a nurse so I can earn a living and have a family," she says.



BETTY FROM LIBERIA

12 YEARS OLD

Betty walks 45 minutes to school each day in Liberia, where she gets meals from Mary's Meals. She believes strongly that women can do anything men can and she doesn't worry about what others might think of her career goals.

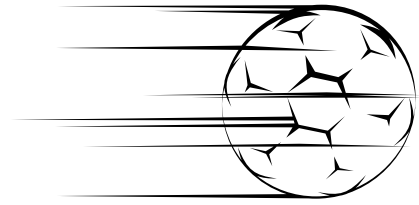
Betty told us, "I feel comfortable when I eat Mary's Meals." She's not afraid to step out of her comfort zone. She's confident in class, even if some of the boys tease her for knowing the right answers, calling her "Book Jimmy" (a know-it-all). Betty is determined to keep learning and is working hard toward her dream of becoming a truck driver.

Mary's Meals currently serves school meals to more than 150,000 children in schools across Liberia. The schools are mainly in remote and often inaccessible areas. Delivering food to these schools, deep in the jungle, via off-road routes, is particularly challenging in the rainy season when monsoons are common.



AHMED FROM LEBANON

11 YEARS OLD



Ahmed receives meals from Mary's Meals in Lebanon, where he enjoys playing football, though he can't quite decide if his favourite player is Messi or Neymar. He loves going to the local playground to play and is thankful for the meals that give him the energy to keep up his game. Ahmed dreams of becoming a football star one day and hopes to visit Madrid and Barcelona because of their football culture.

While some of his friends have to work instead of going to school, Ahmed prefers to attend classes, learning and participating in school activities.

Mary's Meals, working with their local partner Dorcas, can help Ahmed stay in school and pursue his dreams. Since 2016, Mary's Meals has been providing school meals in Lebanon, particularly around Beirut, where there's a large refugee population. Lebanon hosts around 1.5 million refugees from Syria, making it the country with the fourth largest refugee population in the world.



SAMER FROM SYRIA

Samer is an optimistic boy who sees school as the best way to achieve his dream of becoming a doctor or pharmacist. He says, "I want to be able to help my family, especially with how hard things are for everyone in my country."



Samer is from Syria, a place that has been deeply affected by years of war and economic hardship. More than half of the people there don't have enough food. Since Mary's Meals started providing school meals, more children have been coming to class. Samer believes this will encourage even more students to attend. "It's hard to get food right now," Samer explains, "but parents feel better knowing their children are getting a meal at school."

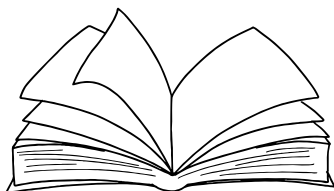
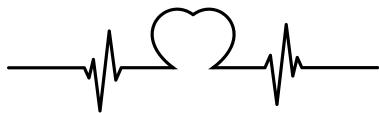


ADVOCATE FROM ZIMBABWE



For Advocate and her family, Mary's Meals is a big help. Her parents work hard but still struggle to provide for their children. Thanks to Mary's Meals in Zimbabwe, they know Advocate and her younger brother, Prosper, will have a daily meal and the chance to learn at school.

Advocate isn't the only one who notices the difference: "The children who didn't eat much before are like different kids after they start eating the porridge. They're happier and keep up with their studies." Advocate loves school and is determined to make the most of it because she dreams of becoming a nurse. She says, "School is great, you learn a lot, like how to grow up."



FABIO FROM MADAGASCAR 10 YEARS OLD

Fabio is a cheerful and determined 10-year-old who attends the Ephata Centre in Madagascar, a home and school for children who are blind or visually impaired. Without the support of Mary's Meals, many children would have to search for food outside the school. The centre not only provides education but also helps equip students with the skills they need to live independently after leaving school.



"I really enjoy the meals from Mary's Meals and I love going to school. My favourite food is peas but I also like beans! At school, my favourite subject is reading. My teachers say I'm really good at it!"
Madagascar is one of the poorest countries in the world, with many children suffering from hunger. For those with disabilities, the situation can be even more challenging. However, with the help of his teachers and nutritious meals, Fabio is making the most of his education and is hopeful for a brighter future.

STEPHEN FROM ZAMBIA

15 YEARS OLD

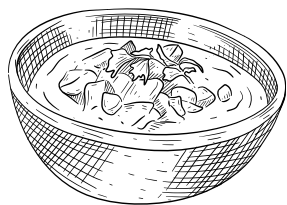
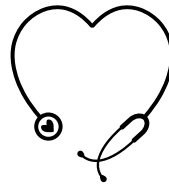


Stephen is a student at Mchini Primary School in Zambia, where he lives with his mother, as his father passed away when he was young. At school, he enjoys receiving corn-soya porridge from Mary's Meals. "It tastes good and gives me energy," Stephen says, adding that the porridge helps him concentrate in class and stay active because it keeps him full.

He loves going to school not only for learning but also for playing with his friends and having porridge. After classes, Stephen often plays football with his friends, which he enjoys a lot.

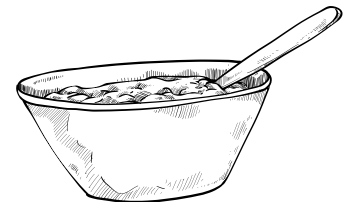
He shared his hopes, saying: "If I had three wishes, I would wish to complete my education, become a doctor, and for my mother to live a long and healthy life so I can take care of her."

Mary's Meals is currently served to more than 400,000 children in schools across Zambia.



DANIELA FROM HAITI

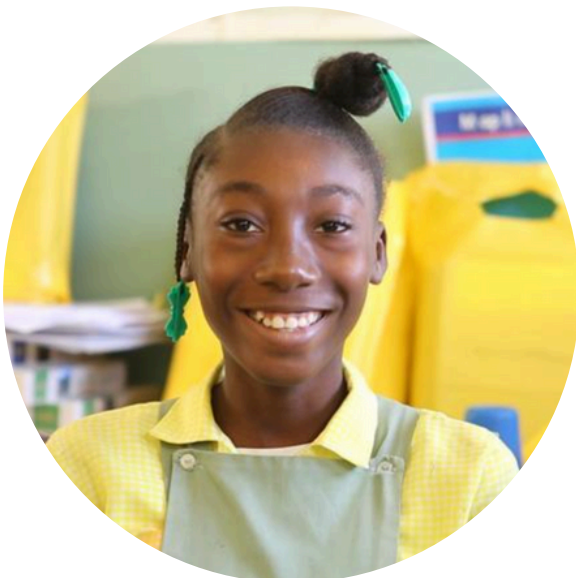
15 YEARS OLD



Despite schools in Haiti's capital, Port-au-Prince, being forced to close due to gang violence and unrest, many schools in the Central and West departments are open. One of these is Communautaire Mixte de Cholette, where children continue to receive meals through Mary's Meals, thanks to the efforts of Summits Education, a local partner.

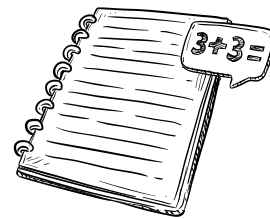
Daniela, a student at Cholette, eagerly goes to school every day but recalls a time when hunger made learning difficult. She used to experience hunger-induced headaches that forced her to rest her head on her desk. Now, with food from Mary's Meals, she feels energised and ready to learn. Daniela says, "When I have eaten, I feel ready to learn. School is not difficult if you are full and focused — you can learn anything!"

Haiti is the most populous country in the Caribbean, with around 11.4 million inhabitants. It is also one of the poorest nations on Earth. Mary's Meals feeds more than 175,000 children every school day in Haiti.



SARAH FROM SOUTH SUDAN

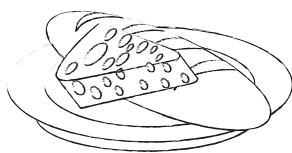
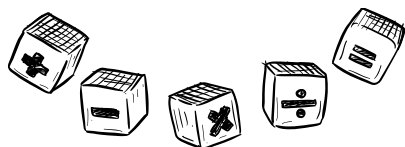
6 YEARS OLD



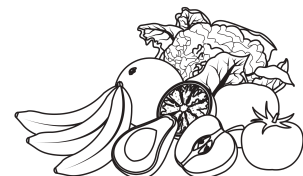
Sarah, a Primary One student, lives in a place where girls have very few opportunities, and the situation is similar across the country, with over 75% of girls in some areas unable to go to school. Sarah was the first girl at her school to receive meals from Mary's Meals, and she was so happy and grateful. Her family had to leave their village when she was just a baby because they were afraid for their lives, and they never went back home.

Now, with a guaranteed meal every day, Sarah has the energy to enjoy her favourite activities like singing, running and maths. She dreams of working in a bank one day and Mary's Meals is helping make that dream possible.

In South Sudan, many women face challenges like poverty, early marriage and lack of support from their families, which makes it hard for them to get a good education. Mary's Meals shows how food can change the story.



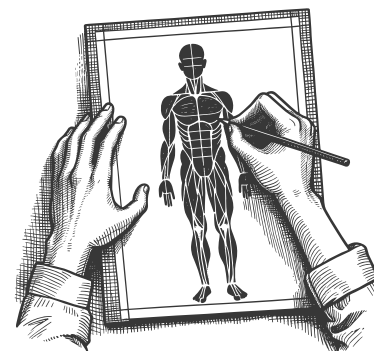
MONA FROM YEMEN



Mona is in fourth grade and says, "My hobby is drawing, and I hope to be a doctor when I grow up." She also shares, "There are 79 students in my class. The meals we get are varied and big enough for us. They really help students who need extra support. We usually get bread, cheese, and a fruit or vegetable."

The ongoing war in Yemen has forced many children out of school and made them vulnerable to child labour. Mary's Meals works with Yemen Aid to help children in four schools in the Al Mansoor district of Aden, an area with many displaced families and people who face a lot of hunger. Thanks to this partnership, more than 4,500 children get a daily meal of a pita bread sandwich filled with fruit and vegetables.

These nutritious lunches help bring children back to school where they feel safe and secure.



LESSON 5



MARY'S MEALS: THE FILM GRAINS OF HOPE



Aims:

- Students explore the challenges faced by people living in Turkana, Kenya, and how Mary's Meals is helping to address these issues.
- Students compare their own diets with that of the people featured in the film "Grains of Hope" (2024).
- Students identify key terms related to Mary's Meals' efforts in supporting education and nutrition in impoverished countries.



Length

- 90 minutes



Place:

- A place where students can watch a film.



Note:

- Decide in advance how you want to work with the alphabox in the Debriefing part and prepare accordingly the worksheets or a large flipchart paper for it.

INTRODUCTION

25 MIN



1/ My food yesterday:

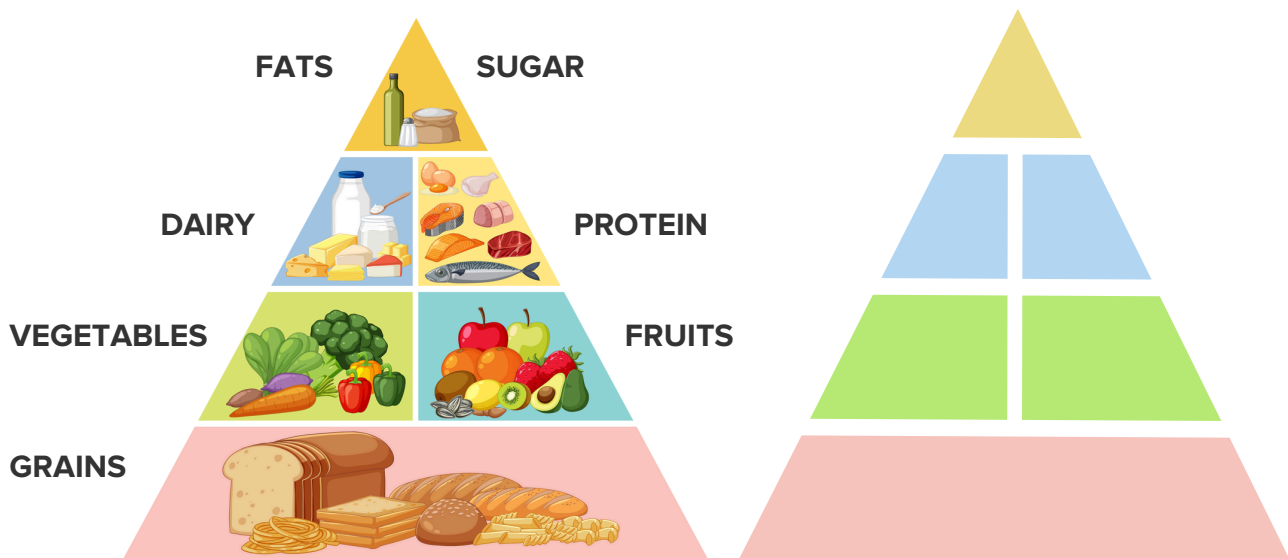
In pairs, students discuss what they ate the previous day. They can write it down if you find it useful.

What did you eat yesterday?



2/ Food pyramid:

Draw an outline of the Healthy Eating Pyramid on the board and ask your students to identify which food categories belong in each section (e.g. dairy, sweets, fruit, meat, carbohydrates - bread, pasta, rice, etc.). There are different ways to visualise the pyramid; here's one example of the pyramid's outline and one example of a pyramid with the correct answers:



Ask students to give you an example of what they ate the day before and where it belongs in the pyramid. Students should find examples for all the food categories. The goal is to illustrate the variety of food they ate, which will be in great contrast with the diet shown in the upcoming video.

3/ Questions in pairs:

Students work in pairs to answer the following questions. They might not know all the answers but thinking about them will help prepare them for the next activities:

How nutritious and healthy was your food yesterday?

Was all the food local or imported from somewhere?

How many people do you think were involved in growing, producing, packaging, transporting, and selling the food?

Where did you get the food? Who bought it for you?

How much did it cost? Where did the money used for buying the food come from?

Give them a few minutes to discuss and then go through the questions together.

MAIN PART

50 MIN



4/ Photos:

Look at two photos in Worksheet No. 1 and answer the questions as a class:

What can you see in the photos?

How do you think these people earn some money? How can they make a living?

What do you think they ate yesterday?

Do you think that the food they eat is local or imported?

How healthy and nutritious is it? What might they be missing?

5/ Stories:

Tell students that the photos are from Turkana in Kenya. Then read out loud stories for each picture.

Photo No. 1

Sunday doesn't know her age. She is the fourth of six children. Her best friend is Apatar and she walks to school with her every day. She likes to play 'Kati' which is a bit like dodgeball. Her chores at home include fetching water from the well, sweeping and lighting the fire.

"When I was younger, I helped look after our goats. But the drought meant the goats weren't giving birth and the milk stopped coming. Then they died. Others were stolen. Soon, all we had left were a few cows, so last year we settled here and I started school."

"At home, we only eat sorghum (cereal). That is why the food here is so important – it fills us up." Her mother Musug said: "When we were migrating, I would give the children milk, or occasionally we might slaughter one of the goats. Now most of the animals have gone. All I can do to earn money is burn charcoal. Burning charcoal takes so long and brings in so little, not enough to feed us all."

"At school, Sunday is not only eating, she is learning. I hope that one day she will get a good job and help support us all."

Photo No. 2

Robert is a volunteer teacher from Lokolita Lochor Akuan Early Childhood Development Education centre (ECDE) in Kerio plains of Turkana, Kenya. Robert teaches 60 children between the ages of three and 10, who come from surrounding villages as far as three or four kilometres away to listen to his lessons under the shade of a tree every school day.

He noticed that during the biting drought, the 'under the tree' school offered learners relief through the meal-githeri (maize and beans). Seeing parents send all their school-age children to school – despite the many challenges they are facing – motivates Robert to go the extra mile, knowing his efforts will make a positive lasting impact on the children and the whole community. He feels strongly that the plates of food served by Mary's Meals volunteers are helping children to build solid foundations in attaining education.

In this way, the Mary's Meals school feeding programme is making a significant impact on children in the area and providing hope for a better future for the whole community. "It's not how it starts, it's how it ends," says Robert. "Yes, there are many challenges, but we are building resilience."

After reading the stories, go back to the previous questions:

What did you learn about the people in the photos?

And what did you hear about their food, income and education?

6/ Film Intro:

Inform students they are going to watch a short documentary about a pastoral community in Turkana, which is the second largest county in Kenya. Between 81 - 100% of the county's population is involved in the sheep and goats value chain. That means almost every household keeps sheep and goats. Check students' knowledge and assumptions:

What is pastoralism?

Why do you think people migrate with their animals?

How do you think the weather and climate change affect these people's lives?

7/ Watch the film:

[Grains of Hope \(Mary's Meals, 2024\)](#)

8/ Reflection:

Start the reflection by asking the kids how they feel after watching the film. Then, discuss which scene or moment they found most powerful. If you have extra time, you can ask them to either draw that scene or write a paragraph about it. Add further questions to make sure students understood the message of the film.

DEBRIEFING

15 MIN



9/ Debriefing:

Imagine the children from the film did their own food pyramids, what would they look like?

Compare their pyramids with yours.

"They don't come to school if they don't see anything boiling there."

Who said it in the film? Who did they say it about? Why?

10/ Mary's Meals alpha box:

Worksheet No. 2 offers an alpha box which will help students summarise the key words and concepts of Mary's Meals' work. Depending on the time left, you can either prepare it beforehand on the board or on a flip chart paper and work on it together as a class right away (the faster way). Alternatively, you can print out the worksheet and distribute it to each group, allowing them to complete it independently first.

The students' task is to find words related to Mary's Meals' work in poor countries that begin with each letter of the alphabet (e.g., A for agriculture, access to education).

Worksheet No. 1



Worksheet No. 2

My Alphabox for Mary's Meals

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

LESSON 6



MARY'S MEALS: WRITING



Aims:

- Students list reasons why people in wealthier countries should help children living in poverty.
- Students explain how Mary's Meals helps create better opportunities for children in impoverished areas.
- Students write a piece on the topic, following specific criteria provided by the teacher



Length

- 90 minutes



Place:

- Ensure the space allows for both active debate and quiet time for focused writing.



Note:

- You and the students can decide on the type of writing they will complete. You can choose from suggested options or come up with new ideas. Writing encourages critical thinking by helping students select key information, articulate ideas and express creativity.

INTRODUCTION

20 MIN



1/ Moving debate:

Prepare a space where your students can move freely. Divide the area into two sides with an imaginary line down the middle. Ask your students to stand up. Tell them that you will read a series of statements and they will decide whether they agree or disagree by moving to one side or the other. After each statement, give them a few seconds to choose their position. The statements should be controversial, stereotypical, or open-ended to encourage discussion and debate. After they've stood in one of the parts, ask both sides to share their arguments and opinions. This part of the discussion is valuable because students can hear different perspectives and this will help them further in the lesson. You or the students can also ask follow-up questions, especially if there's confusion or any stereotypes come up.

Make sure students know they can change their opinion (and position in the room), if they hear a new, convincing argument. We suggest choosing from these statements.

- We should help each other.
- People in richer countries have no obligation to help those in poorer ones.
- Everyone in poor countries struggles with hunger every day.
- People in poor countries are as happy as we, people in rich countries, are.
- It's difficult for children in poor countries to get a good education.
- All children should have access to education, no matter where they live.
- People in poor countries rely mostly on farming for their survival.
- There are no big cities in poor countries.
- Life in poor countries means people have no opportunities to succeed.

MAIN PART

60 MIN



2/ Why help?

Tell students that the moving debate has helped them focus on the topic of poverty and poor countries. Ask students:

Do you agree that we, people in rich countries, should help improve children's lives in poor countries?

If yes, why do you agree? What are the arguments?

Possible answers:

- **Every child deserves a chance:** All children, no matter where they are born, should have access to basic needs like food, clean water and education. Just because some are born in poorer countries doesn't mean they deserve less.
- **We can make a big difference:** Sometimes even small amounts of money or help from rich countries can make a huge difference in poor countries. For example, a few euros can buy a meal or a school book that might change a child's future.
- **It creates a better world:** When children in poor countries have a chance to grow, learn and contribute, they can help their communities and countries become stronger. This makes the whole world a better, safer place for everyone.
- **It's fair:** People in rich countries often have more opportunities, and sometimes these countries became rich because of resources from poorer ones. Helping can be a way to give back and balance things.
- **It teaches kindness and empathy:** By helping others, we learn to be more understanding, kind and generous. These are important values that make us better people.
- **We are all connected:** What happens in one part of the world can affect everyone. For example, problems like hunger or lack of education can lead to bigger issues like conflict or disease, which can spread. Helping others helps the whole world stay healthy and peaceful.

3/ Mary's Meals:

Ask students what they remember about Mary's Meals and, if needed, give them 5 minutes to explore the website before responding to these questions:

How does Mary's Meals help fight child hunger?

How do they create better opportunities for children's futures?

It's important that students use their own words when explaining Mary's Meals work in poor countries. Below you'll find the key concepts and benefits.

Mary's Meals

Mary's Meals contributes to fighting children's hunger by providing free, nutritious meals to children in some of the world's poorest communities. By ensuring that children receive a meal at school, the organisation encourages school attendance and helps children focus on their studies without the distraction of hunger.

Here's how they create better opportunities for poor children's future:

- **Encouraging education:** By offering meals in schools, Mary's Meals increases attendance because children and their families know that they will get food if they go to school. This improves access to education, which is essential for breaking the cycle of poverty.
- **Improved health:** Regular meals improve children's physical health, helping them grow stronger, fight off illnesses and concentrate better on their studies. Healthy children are more likely to succeed in school and in life.
- **Focus on long-term sustainability:** The program often uses locally grown food, which supports local farmers and economies. This helps build stronger communities and ensures that the program is sustainable in the long run.
- **Reducing inequality:** By providing meals in schools, especially in poor, rural areas, Mary's Meals helps reduce the gap between rich and poor children, giving all children a fairer chance to learn and succeed.
- **Breaking the cycle of poverty:** Education is one of the most effective ways to lift people out of poverty. By ensuring that children are healthy and able to learn, Mary's Meals helps create better job opportunities and a brighter future for them and their communities.

In these ways, Mary's Meals not only fights hunger but also empowers children to build better lives for themselves and their families.



Sources: www.marysmeals.org

[The Impact Assessment Report, 2023](#)

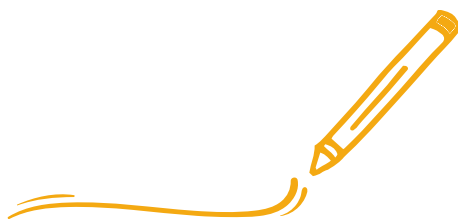
4/ Writing exercise:

Ask students to write about Mary's Meals and their work in schools around the world. For those who find it too specific, they can write more generally about children living in poverty or why we should help one another.

First, decide what type of writing students should practice. If no particular type is required, give them the freedom to choose their own. Offering criteria like length, style, content, structure, and creativity can provide support and guidance during the writing process. We suggest these types of written text, but feel free to add your own ideas:

- **Essay:** A structured piece where they explain what Mary's Meals is and why it is important, offering arguments and examples.
- **Letter:** They could write a letter to the founder of Mary's Meals or to a child in a country receiving help, expressing their thoughts about the program.
- **Diary Entry:** A creative piece where they imagine being a child who benefits from Mary's Meals and write about their experiences and feelings.
- **Poem:** They could express the impact of Mary's Meals in a poetic form, focusing on emotions, imagery and the importance of food in education.
- **Comics:** They could draw and write a comic strip that tells the story of a child who benefits from the work of Mary's Meals.
- **Poster/Flyer:** They could create a persuasive poster or flyer to raise awareness about Mary's Meals, focusing on its mission and impact.
- **Speech:** They could write a speech that explains why Mary's Meals is important and encourage people to support it.
- **News Article:** They could write a news article as if they were a journalist, reporting on the work of Mary's Meals and its effects on children around the world.
- **Short Story:** They could write a fictional story about a child whose life is changed by receiving meals through Mary's Meals, focusing on their day-to-day experiences.
- **Interview:** Students could create an imaginary interview with someone involved in Mary's Meals, like a volunteer, a teacher, or a student who benefits from the program.
- **Song Lyrics:** They could write a song that captures the mission and values of Mary's Meals, using rhythm and rhyme to express their thoughts and emotions.
- **Advertisement Script:** They could create a script for a commercial or public service announcement promoting Mary's Meals, focusing on the program's impact.

5/ Let's write!



DEBRIEFING

10 MIN



6/ Reflection:

What was easy for you and what was challenging while writing?

What would help you next time?

7/ Sharing:

Ask each student to review their writing and select one or two sentences they find particularly powerful or interesting. Encourage them to share these sentences with the class by reading them aloud. This activity allows students to highlight key ideas and express their thoughts while fostering a sense of shared reflection.



LESSON 7



MARY'S MEALS: VOLUNTEERING



Aims:

- Students learn about volunteering (the different ways and opportunities to volunteer with Mary's Meals).
- Students summarise the benefits that volunteering brings to both themselves, the community and the world.
- Students discuss how small actions can make a big impact and how children of their age can make a difference.



Length

- 90 minutes



Place:

- A place where students can watch videos.



Note:

- In the lesson plan, you'll find some YouTube videos that you can use in your lesson. We recommend watching them beforehand and selecting the ones that are most relevant for your context. You're also welcome to use any other videos that would help you achieve the lesson objectives.

INTRODUCTION

20 MIN



1/ Thinking time:

Let your students know that today's lesson is about helping each other. Ask them to reflect on two moments when someone helped them and, because of it, they felt happy or grateful. These could be times when the help made a big difference to them.

Note: Before the thinking time, you can start the lesson by playing a short motivational video and discussing what its message is and how your students feel about it.



Examples: [The Science of Kindness](#)

[Volunteer your time](#)

2/ Sharing:

Have students discuss these moments in pairs or small groups. After sharing, invite one student from each group to explain a situation where they were helped and why it meant so much to them. Encourage them to reflect on why the help was important at that time.

MAIN PART

50 MIN



3/ Quotes:

In Worksheet No. 2, you'll find a list of quotes on the topic of help and support. The goal is to encourage students to discuss helping each other. Here are a few ways you can use the quotes in class:

- **Display and Discuss:** Cut out the quotes and put them up on the walls around the classroom. Have students walk around, read the quotes and choose one based on a specific criterion — such as which one they find most interesting, which one raises a question or which one they agree with the most.
- **Match and Discuss:** Cut the quotes into two pieces and distribute them so that each student gets half of a quote. Their task is to find the person with the other half and then discuss the complete quote together. How do they feel about it?
- **Group Selection:** Have students work in small groups with the worksheet and choose their top 3 quotes, discussing their choices and reasons for them.

As a follow up, talk about the quotes together as a class.

4/ Helping others:

Remind the students that one of the quotes emphasised giving time to others as one of the most valuable things we can offer. For the next activity, have them analyse how they manage their time during a typical week and what activities they usually engage in. Ask them to draw a pie chart (a circle) representing 24 hours. They should calculate how many hours, on average, they spend on various activities each week. Encourage them to reflect on their daily routine:

What do you do in a regular week?

How many hours do you spend sleeping, attending school, doing sports, eating, shopping, reading, gaming, spending time with friends, using social media etc.?

After they've finished it, they can share it in pairs.

5/ Discussion:

What was difficult to calculate and why?

What was interesting or surprising for you and why?
How do you spend most of your free time during the day?

How much time do you spend helping others?
Are there any activities like that in your pie chart?

Have you ever volunteered?
Or do you know somebody who has volunteered?

Tell us more about it!

6/ Make a difference:

Now you can play the videos on volunteering showing what different ways and benefits it offers. Here are some recommended videos - choose according to your group and time:



[What is volunteering? \(VolCentre\)](#)

[What is volunteering? \(Career Central\)](#)

[What are the benefits for the volunteer? \(Career Central\)](#)

[Volunteering - what difference does it make? \(Career Central\)](#)

7/ Discussion:

What aspects of volunteering did you see in the videos? What was new for you?

Is there anything you've ever done before? Or someone you know?

What can volunteering bring you? How can you benefit from being a volunteer?



DEBRIEFING

20 MIN



8/ Mary's Meals:

Tell the students that they will now explore different ways to volunteer with Mary's Meals, a global movement fighting hunger in some of the world's poorest regions. This effort supports the goal of achieving Zero Hunger by 2030 (Sustainable Development Goal No. 2). Mary's Meals aims to improve children's chances of getting an education and a better future.

Start by watching some of these videos, which highlight the work of Mary's Meals volunteers and the need for support:



[We support Mary's Meals](#)

[Climbing a hill](#)

[Making bath bombs](#)

[Mary's Meals 2019](#) (inform your students that in 2024, 5 years after the video, there were almost 2,500,000 children supported)

After watching the videos, visit Mary's Meals website to explore opportunities for getting involved.

9/ Questions:

What activities did the volunteers in the videos participate in or initiate?

How did they contribute to the Mary's Meals movement?

Why do you think they chose to volunteer?

Can you imagine doing something similar?

Do you believe that small actions can make a big impact and that even students of your age can make a difference?

If you could do something to support the work of Mary's Meals, what activity would it be?

What opportunities did you find on Mary's Meals website?

Worksheet No. 1

Quotes

"The best way to find yourself is to lose yourself in the service of others." *Mahatma Gandhi*

"No one has ever become poor by giving." *Anne Frank*

"If you think you're too small to make a difference, you've obviously never been trapped in a room with a mosquito." *African Proverb*

"Helping one person might not change the whole world, but it could change the world for one person."

"When we help ourselves, we find moments of happiness. When we help others, we find lasting fulfilment." *Cheryl Hines*

"Small acts, when multiplied by millions of people, can transform the world." *Howard Zinn*

"Helping others with an open heart brings about true transformation." *From The Princess and the Frog.*

"The greatest gift you can give someone is your time, because when you give your time, you're giving a portion of your life that you'll never get back."

"Kindness is a language that the deaf can hear and the blind can see." *Mark Twain*

"Helping others is the rent you pay for your room here on Earth." *Muhammad Ali*

"I'm not saying I don't like helping people, I'm just saying I prefer to be thanked with pizza."

"The world is full of people who need to be helped. If you help someone, and they help someone else, then you've created a ripple effect." *Trevor McKinney (Film Pay It Forward, 2000)*

"True beauty lies in helping others and looking beyond appearances." *From the Beauty and the Beast.*

LESSON 8



MARY'S MEALS: RAISING AWARENESS



Aims:

- Students learn about different strategies of raising awareness about Mary's Meals and the impact of their work.
- Students develop practical ideas for spreading Mary's Meals message.



Length

- 90 minutes



Place:

- A place where students can work in groups and create campaigns. Internet, electronic devices and flipchart papers with markers will be useful.



Note:

- Prepare any checklists or videos which might be useful to develop your students' practical skills (making presentations, speeches, flyers etc.).

INTRODUCTION

10 MIN



1/ Introduction:

Inform students that in today's lesson they will focus on how to support projects and organisations by raising awareness about them. First you'll talk about their experience. Elicit from them:

**How do you usually get new information about the world,
about your hometown, neighbourhood?**

**How do you learn about new films,
gadgets, games, concerts, your favourite bands, sportsmen etc.?**

You're likely to hear responses like social media, posts, YouTube, friends, and TV. Be sure to ask for more details, such as which platforms they use, what kind of posts they follow, or how often and what they watch on TV or talk to friends about these topics.

MAIN PART

70 MIN



2/ Raising awareness:

Explain what it means to raise awareness. You can use examples of well-known campaigns (e.g. environmental campaigns - “Ocean Clean-up Project”, “Earth Day”, “Earth Hour” by World Wildlife fund). You can use these questions:

How important are campaigns for organisations such as Mary’s Meals?

Why does Mary’s Meals need people to know about them?

Why does it need support from them?

How does raising awareness help create change?

How does reaching more children in need create change?

3/ Brainstorming:

Ask students to brainstorm different ways they could raise awareness about Mary’s Meals. Write their ideas on the board. Examples can include:

- Social media campaigns (TikTok, YouTube, Facebook, Instagram etc)
- Creating posters or flyers
- School presentations or assemblies
- Fundraising events
- Joining Mary’s Meals Campaigns (for example Move for Hope or The World Porridge Day)

4/ Practical skills:

Before students decide what they will focus on in their groups, review the practical skills and main strategies with them. Write the following topics on the board (select the ones most relevant for your class) and give students a few minutes to discuss them in small groups:

- How to design an eye-catching poster or flyer
- Tips for giving a persuasive presentation (live or in a video)
- Using social media responsibly to spread a message
- How to organise an event (e.g. creating a checklist, delegating tasks, setting deadlines)

Afterwards, go through each topic one by one and ask for students' ideas. If it helps, prepare some videos or checklists in advance to provide additional guidance for their work.

5/ Group work:

Students will form groups and choose one method for raising awareness about Mary's Meals. Here are some suggestions, but feel free to encourage them to come up with their own ideas:

- Designing a poster or flyer (with or without some digital tools)
- Writing a short speech for a school assembly
- Creating a social media campaign (including posts, short videos, etc.)
- Planning a small school event (with details on how to promote it)
- Writing an article for the school's e-newsletter or a website

Give the students enough time to work on their projects. Ensure they have all the materials and resources they need, such as flipchart paper, markers, electronic devices, and internet access. While they work, monitor their progress and provide support as needed.

6/ Presentations:

Each group presents their plan or project idea to the class. Encourage them to explain:

- Why they chose that method
- How they think it will effectively raise awareness about Mary's Meals
- What resources or help they might need to make it happen

After their presentations, have them reflect on their work in groups:

**How would you describe your teamwork today?
How well did it go? What would you do differently next time?**

DEBRIEFING

10 MIN



7/ Reflection:

What did you learn today about raising awareness?

Why is it important to raise awareness for causes like Mary's Meals?

What do you think we can do now with all your ideas?

How could you personally contribute to raising awareness in your school or community?

Encourage students to think about how they can use their voices and actions to support causes they care about, including Mary's Meals. Remind them that every small action counts.

MARY'S MEALS



QUESTIONS AND ANSWERS



Here are some questions you may be asked when giving a presentation about Mary's Meals, and our suggested answers.

Do you have evidence of the positive impact of Mary's Meals?

- In Malawi, the percentage of children who said they felt hungry 'most of the time' or 'always' reduced from 42% to 1% after one year of receiving Mary's Meals.
- In Zambia, 98% of children told us that they have energy after eating Mary's Meals' porridge, three years after the introduction of our programme.
- In Malawi, enrolment increased by 39% across schools we surveyed in the first three years of the Mary's Meals programme.

How do you know your meals encourage children to attend school?

Research conducted in Malawi, Zambia and Liberia has revealed that there was a 20% increase in school enrolment following the introduction of Mary's Meals.

This research also found that the proportion of hungry children fell by 71%, and 98% of teachers felt children concentrated better in class.

Do girls get to attend school and benefit from Mary's Meals?

In many of the places where we work, girls are less likely to go to school because of social expectations, which result in boys' education being prioritised. Girls are also disproportionately affected by safety risks in travelling to school, and early pregnancy / marriage.

However, we know that our meals encourage families to send their daughters to school and enable girls to concentrate and learn once they are there; 50% of all the children who eat Mary's Meals are girls.

What is the nutritional value of the food?

We work with schools and communities to decide what food to serve in each country and, where possible, this is fortified with vitamins and minerals. For example:

- In Malawi and Zambia, we serve corn-soya blend porridge fortified with a range of vitamins.
- In Haiti, a typical meal consists of rice or maize with beans and a sauce made from vegetables or fish.
- In India, we serve vegetable curries with rice.

These varied menu choices across our programme countries highlight our commitment to serving children nutritious school meals whilst taking into consideration locally appropriate ingredients.

Does Mary's Meals import food, or does it use local food?

Wherever possible, Mary's Meals serves locally produced food. This supports the local community and its farmers as well as the wider economy. Food is only imported if it is not available locally.

How are children fed during the weekend and holidays?

Mary's Meals focuses our activities on providing meals during the school term so that we can meet a hungry child's immediate need for a nutritious meal and attract them to the classroom, where they can receive an all-important education.

In instances of particularly severe hunger we will at times, as funds allow, feed children most at risk during the holidays – but this is not our core focus. The hope is that families have enough food at home to nourish everyone.

Does Mary's Meals intend to be involved in school feeding permanently?

Research has indicated that, in order to be effective, school feeding programmes require long-term commitment. Mary's Meals works in the world's poorest countries where governments are faced with many challenges such as a strain on health services, food shortages, illiteracy and people living in extreme poverty.

Although it is our long-term hope that governments will eventually take on responsibility for school feeding programmes, it is clear that in many cases this will not be possible for some time. Mary's Meals will always seek to continue feeding children until we are no longer needed.

We believe that children who receive Mary's Meals will grow up – better nourished and better educated – to become the men and women who will lift their communities out of poverty and end their reliance on aid. You can see some of the children who have benefited from Mary's Meals in our film, Generation Hope.

Many of the children pictured are wearing school uniforms. Do families have to pay for them?

This varies between countries. Uniforms are commonly homemade and have often been handed down through families. Children, and their parents, often feel a sense of real pride in having a school uniform.

Does Mary's Meals work with other local charities in countries?

There are a number of instances where Mary's Meals works with other charities to deliver both meals in schools and other support, such as hand washing facilities.

In addition, our school feeding programmes are delivered in partnership with local communities, who organise a rota of volunteers to cook and serve the meals for the children.

Does Mary's Meals respond to emergencies?

Mary's Meals has a long history of providing emergency relief in vulnerable regions around the world.

Our charity grew out of a response to the Bosnian conflict in the early 1990s, and Mary's Meals first provided emergency relief in Haiti in 2010, following the earthquake that ripped through Port-au-Prince and wrecked the schools where we fed thousands of children living in terrible poverty.

In recent years we have also responded to flooding in Kerala in India in 2018, the worsening crisis in war-torn South Sudan in 2018, the Ebola crisis in Liberia, and the severe rainfall and flooding in Malawi in 2019, to name but a few.

At the heart of any emergency relief work we undertake is always our principle of feeding vulnerable children in a place of education. In many cases, we have been able to extend our support to reach wider communities.

Mary's Meals has strong relationships with partners operating throughout the world. Should an emergency situation arise in an area where we have a trusted local partner, we will work together in order to reach those suffering most.

Are the activities of Mary's Meals carried out in an environmentally responsible manner?

We aim to deliver cost-effective programmes that promote community ownership and engagement, provide a good return on investment and are institutionally, economically, socially, and environmentally sustainable. Some examples of this are:

- In Liberia, we have school gardens where pupils, teachers and community volunteers can learn about environmental issues and gain new skills, while growing tasty and nutritious vegetables to supplement our meals.
- In Malawi and Zambia, where deforestation is a major problem, we help communities to establish woodlots (small woodlands that provide a sustainable source of firewood).
- We have also introduced fuel-efficient brick stoves, which are more cost effective and environmentally friendly to run.

Does Marys Meals provide teaching staff in any of the countries?

Mary's Meals does not fund or provide any teaching staff for the schools enrolled in its feeding programme. Our focus is to enable hungry children to attend school by providing daily meals.

There are children going hungry in the UK. Why should we donate to children overseas? And why doesn't Mary's Meals work in the UK?

Our mission has always been to help those suffering extreme poverty in the world's poorest communities, where hunger often prevents children from going to school and gaining an education.

We make it possible for those children to receive a daily meal and remain in school which, in turn, offers them the chance to reach their potential and fulfil their dreams.

There are many great charities who support children and families in the UK. We share similar aims and aspirations through our work to enable children to thrive and to look forward to a brighter future.

Are you a Catholic charity?

Mary's Meals is named after Mary, the mother of Jesus, who brought up her own child in poverty while ensuring that he was nurtured and could develop into a healthy individual.

Mary's Meals grew out of the Christian Catholic faith of our founder and the values and ethos we hold reflect this. We consist of, respect and reach out to people of all faiths and none.

Meals are provided for children from all faith backgrounds and none, and our mandate as a charity directs us simply to focus on those in greatest need.

How much of the money that people donate is used to feed children?

As an organisation working in some of the world's poorest communities, Mary's Meals keeps its running costs low to maximise the good it can do with the donations entrusted to it – and it is committed to spending at least 93% of all funds received on its charitable activities.

This is only possible because the charity is supported by an incredible network of volunteers who give their time and skills to help feed hungry children. In the countries where Mary's Meals works, these volunteers rise early to prepare the nutritious meals for hungry children in their communities. And in England, Northern Ireland, Scotland and Wales, volunteers play a vital role in growing support for our charity's important work.

How does Mary's Meals work in partnership with local communities?

Mary's Meals sets up school feeding programmes which are ultimately owned and run by community volunteers in the countries where we provide food.

School feeding committees – made up of parents, teachers and volunteers – are crucial to our work and one of the first things to be established in any new area receiving Mary's Meals.



OUTDOOR PROJECT

mary's
meals

a simple solution
to world hunger



CHAPTER 2



OUTDOOR PROJECT

mary's
meals

a simple solution
to world hunger



Food changes the story



SDG 2: ZERO HUNGER



Goal 2 is about creating a world free of hunger by 2030. The global issue of hunger and food insecurity has shown an alarming increase since 2015, a trend exacerbated by a combination of factors including the pandemic, conflict, climate change, and deepening inequalities.

By 2022, approximately 735 million people – or 9.2% of the world’s population – found themselves in a state of chronic hunger – a staggering rise compared to 2019. This data underscores the severity of the situation, revealing a growing crisis.

In addition, an estimated 2.4 billion people faced moderate to severe food insecurity in 2022. This classification signifies their lack of access to sufficient nourishment. This number escalated by an alarming 391 million people compared to 2019.

Extreme hunger and malnutrition remains a barrier to sustainable development and creates a trap from which people cannot easily escape. Hunger and malnutrition mean less productive individuals, who are more prone to disease and thus often unable to earn more and improve their livelihoods.

2 billion people in the world do not have regular access to safe, nutritious and sufficient food. In 2022, 148 million children had stunted growth and 45 million children under the age of 5 were affected by wasting (acute malnutrition).

HOW MANY PEOPLE ARE HUNGRY?

It is projected that more than 600 million people worldwide will be facing hunger in 2030, highlighting the immense challenge of achieving the zero hunger target.

People experiencing moderate food insecurity are typically unable to eat a healthy, balanced diet on a regular basis because of income or other resource constraints.

WHY ARE THERE SO MANY HUNGRY PEOPLE?

Shockingly, the world is back at hunger levels not seen since 2005, and food prices remain higher in more countries than in the period 2015–2019. Along with conflict, climate shocks, and rising cost of living, civil insecurity and declining food production have all contributed to food scarcity and high food prices.

Investment in the agriculture sector is critical for reducing hunger and poverty, improving food security, creating employment and building resilience to disasters and shocks.

Food changes the story

WHY SHOULD WE CARE?

It's a key piece of building a better future for everyone. Additionally, with hunger limiting human development, we will not be able to achieve the other sustainable development goals such as education, health and gender equality.

HOW CAN WE ACHIEVE ZERO HUNGER?

Food security requires a multi-dimensional approach – from social protection to safeguard safe and nutritious food especially for children to transforming food systems to achieve a more inclusive and sustainable world. There will need to be investments in rural and urban areas and in social protection so poor people have access to food and can improve their livelihoods.

WHAT CAN WE DO TO HELP?

You can make changes in your own life—at home, at work and in the community—by supporting local farmers or markets and making sustainable food choices, supporting good nutrition for all, and fighting food waste.

You can also use your power as a consumer and voter, demanding businesses and governments make the choices and changes that will make Zero Hunger a reality. Join the conversation, whether on social media platforms or in your local communities.

You can support projects which help poor people in the regions most struck by hunger and poverty



Source: [United Nations](#)



Zero Hunger: how it happened

Visions of a future free from child hunger and poverty.

[Magnus MacFarlane-Barrow](#)

Mary's Meals founder



Published on 10 May 2023

One day, I hope not too long from now, a child will read in a history book about famines of the past and the fact that millions of people used to die of hunger year after year, in a world of plenty. And like us when we first read about slavery, or the Holocaust, they will be outraged and incredulous. And they will ask questions: How could those civilisations that put people on the moon and invented computers not have solved this problem? How could a global community that produced more than enough food for everyone have possibly allowed that to happen? It's not like they were waiting to discover a cure for hunger. Did they just not care?

And then they will read the inspiring part. All about the generation that at long last did defeat hunger – at least the sort that kills people – once and for all. They will learn about a movement that played a crucial part in ending child hunger by ensuring that every child in this world had the opportunity to eat a daily meal in a place of education. For, how can any part of the human family make progress if its children are without adequate food and access to at least a basic education?

This is not wishful thinking. Based on what it is costing us today to provide 2.4 million of the world's poorest children in 18 countries with a daily meal in their place of education, we can roughly work out the total amount required to serve all of the children in the world who are in most acute need of school meals. It's estimated that there are 140 million children who find themselves in this position and nearly half are not even enrolled in school.

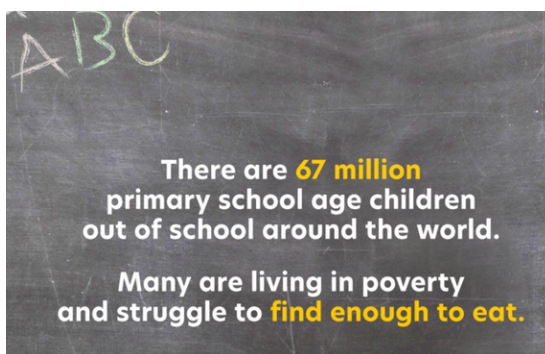


Any calculation of this 'global cost of daily school meals' for the most vulnerable children can only be a broad-brush estimation but, even still, it's one that immediately throws up some thought-provoking and uncomfortable comparisons.

For example, the amount we spend on our pets each year, in the UK alone, is far more than the figure required globally to ensure each child can eat every day at school. The same goes for what is spent annually on purchasing luxury yachts in the USA. And there are many companies whose global profits could cover the amount required many times over.

Food changes the story

I do not mention these facts to make anyone feel guilty. I, for one, intend to keep giving our beloved collie dog, Moy, the food she needs to keep bouncing about each day. My intention is only to challenge a commonly held myth that child hunger is inevitable – that the scale of the problem is too enormous to solve. It very clearly isn't. As a global community and as individuals we make our choices and set our priorities. The fact that those millions of impoverished children are suffering without school meals today is a result of those choices, rather than some unsolvable problem beyond our control. We are not waiting to discover a magic cure for child hunger.



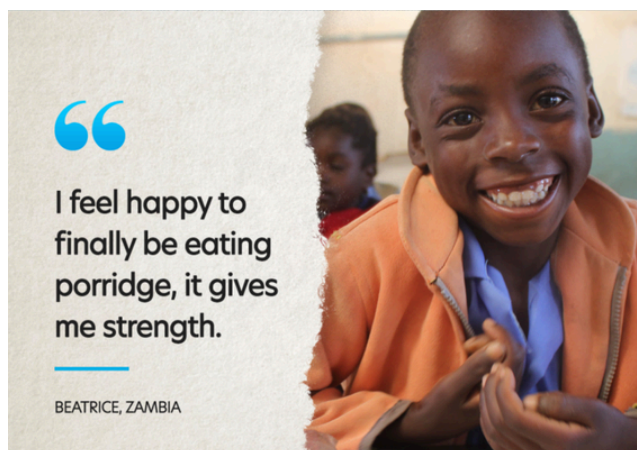
Thankfully, many individuals are making a choice to do something about this problem. Among them, a movement of people is working together to ensure that more than 2.4 million children receive nutritious daily meals each day in their place of education. This movement is Mary's Meals, and most of the people involved are less interested in large numbers, choosing instead to focus on some very small ones:

10 pence; 11 cents (Euros); 13 cents (USD) – the average cost to provide one of our meals. £19.15; €22.00; \$25.20 – the cost to provide a child with these meals for an entire school year.

These numbers tell us we can all do something. Instead of simply shaking our heads and pointing the finger at governments and multinational companies – and the owners of bouncy collie dogs – we can choose to take action ourselves and do something 'small' ... like the young people who attend the Two Hills Mennonite School in Canada. Each Valentine's Day they stage a 'Candygram' fundraiser in aid of Mary's Meals, selling bundles of candy (sweets) to each other to raise money to feed more children. One of their teachers explained:

"My students have expressed that they have been blessed with so much while others have so little, so they want to help. They love Mary's Meals because they see that small gestures on their part quickly add up and make a big difference to a child."

Meanwhile, Lucia Höfer recently dedicated her 18th birthday celebrations to our work by cycling from Düsseldorf to Mannheim in five days and in doing so raised enough funds to provide meals for 626 children for an entire school year. And Barborka, a young girl with Down Syndrome in Slovakia, paints pictures to sell and raise money for Mary's Meals. Since 2020, she has ensured that 1,400 children can receive life-changing meals for a whole school year by selling her artwork and donating the proceeds.



Food changes the story

Barborka's mother told us: "We were intrigued by the fact that just a little is enough to save the lives of children in the poorest countries." And all over the world, people – very often young people – are being intrigued and inspired in the same way.



And then there is the multitude of people in this movement who do not ever raise funds or donate money but nevertheless make an invaluable contribution. Each day, tens of thousands of volunteers – who live in the impoverished communities in which the meals are served – give up their time to cook and serve the food (which is, wherever possible, sourced locally to support producers and the local economy).

Their contribution – which is ever more heroic given the daily struggles many of them face – is at the heart of this powerful movement and its irresistible momentum.

"Volunteering is important to me. I feel happy when I see that children are happy, healthy and attend school without fail because of the meal served," says Maureen who has been volunteering to serve meals at her local school in Kenya since 2018. "I play a very important role in shaping the destiny of these children because the meal provided in school will enable them to complete their education and become independent in future."

And that is the dream of all those who are joining the Mary's Meals movement – a future that sees children and communities, equipped with an education, set free from poverty and dependence on aid. But this isn't just a dream for the future. The life-changing reality of daily meals in school is already transforming some of the poorest, most vulnerable communities on earth. The Mary's Meals movement grows because the suffering of hungry children cries out today – as does the possibility for each of us to help serve them tomorrow.

I hope that the actions of all these individuals around the world might become an early chapter in the story those children will one day read in their history books – a story that goes way beyond one organisation called Mary's Meals – a story that might be called 'Zero Hunger: how it happened.'





Every child deserves an education
... and enough to eat.

OUTDOOR PROJECT:



Learning about diverse people's lives and the challenging conditions faced especially by children worldwide, helps students **reflect on their own lives and privileges from a new perspective**. This reflection fosters greater respect and empathy for others and can inspire individual or collective action.

In this project, **students will deepen their understanding of SDG 2 - Zero Hunger and learn about the global inequalities and unfairness in the distribution of wealth**. The case study of Mary's Meals will serve as an example of a project that helps poor children access both food and education for a better future. Students will also research **current global and local projects** fighting hunger and present them to their classmates. Hopeful and inspired, they will think of **their own future initiatives and actions** to contribute to achieving SDG 2.

Additionally, this outdoor project is designed to develop the following skills and competences: **empathy, communication, collaboration, critical thinking and supporting fairness**. Since much of the learning occurs in a natural environment, the topic of **well-being** is also integrated into the experience and regularly reflected.

Topic:	SDG 2 - Zero Hunger
Skills and competences	<p>LifeComp:</p> <ul style="list-style-type: none"> • Personal - Well-being • Social - Empathy, Communication, Collaboration • Learning to learn - Critical thinking <p>GreenComp:</p> <ul style="list-style-type: none"> • Embodying sustainability values - Supporting fairness • Embracing complexity in sustainability - Critical thinking <p>Acting for sustainability - Individual initiative, Collective action</p>
Age	11+
Time	8 x 90 mins sessions (recommended 2 sessions per day)
Place	<p>Outdoors (ideally surrounded by trees, bushes, forest etc.) and indoors. If the weather doesn't allow it, most of the sessions can be done indoors or they need to be adapted slightly.</p> <p>Why outdoors? Being in nature, especially in a forest, enhances well-being. It helps reduce stress, improves mood, boosts energy and generally makes us feel better, and, in this way, it makes learning deeper and more effective. Talk with your students about all the benefits and the impact that an outdoor lesson has on their state of mind and learning.</p>

Food changes the story

Topic:	SDG 2 - Zero Hunger
Notes	<p>Before starting the project, consider ways to enhance students' learning and capture class memories:</p> <ul style="list-style-type: none">• You might give each student a special notebook or portfolio for notes and worksheets. <p>Ask students to become journalists, photographers or reporters to document each session, with roles rotating daily. They can write a few sentences and take photos during each session. Set aside time at the beginning and end of each day for discussing their observations. Create an online space (e.g. Google Drive, Classroom) where students can upload their contributions immediately. After the project ends, students can further develop their digital skills by creating various types of digital content: writing a blog, posting on school social media, contributing to the school e-newsletter, making a video presentation, or designing posters with Canva, etc. This process will help them to easily return to their learning journey and it will allow them to take pride in their achievements.</p>
Options	<p>You can easily extend the project for the whole week. Here are some suggestions:</p> <ul style="list-style-type: none">• Spend an active day in a forest or on a trip. Ask your students to suggest activities and games they want to play in nature or to choose a hike they would like to take. If you need more inspiration for team activities suitable for their age group, consider using AI, any Scouts' website or other resources. Sharing positive and joyful experiences strengthens relationships among students, and being outdoors enhances their well-being.• Day 4 – Field Trip. Visit a local farm or a company that produces local food. This can show your students how sustainable food production contributes to fighting hunger and poverty globally.• Day 5 – Project Celebration. Celebrate the project by having students prepare lunch for everyone using local, organic, or Fair Trade ingredients. Encourage students to consider how to make the meal zero waste, focusing on sustainability and mindful consumption.

Food changes the story

OVERVIEW:



Day	Session	Competence / skill:
Day 1	Session 1 - INTRODUCTION AND CONNECTING	communication well-being
	Session 2 - TAKE A STEP FORWARD	empathy
Day 2	Session 3 - HUNT FOR THE ANSWERS	communication collaboration critical thinking
	Session 4 - TIME FOR LUNCH	empathy
Day 3	Session 5 - GLOBAL INEQUALITY	critical thinking supporting fairness
	Session 6 - MAKING PRESENTATIONS	collaboration communication critical thinking
Day 4	Session 7 - PROJECTS FIGHTING HUNGER	individual initiative collective action
	Session 8 - OUR ACTION	individual initiative collective action wellbeing

Food changes the story

DAY 1



SESSION 1: INTRODUCTION AND CONNECTING



Aims:

- Students learn about the project's goals.
- Students strengthen their connections with each other and identify areas for improvement in their group communication.
- Students reflect on the natural environment and its impact on their learning and well-being.



Length

- 90 minutes



Place:

- An outdoor area with open space for activities (e.g. a field, park, or wooded area).

INTRODUCTION AND CHECK-IN IN A CIRCLE

25 MIN



1/ Check-in:

Begin by gathering the students in a circle, either standing or sitting. Start by asking them about their mood, energy level, or sharing something positive from their morning. Students can first talk about it in pairs and, afterwards, each pair can share one thing they discussed (or even just one word). Alternatively, you can invite volunteers to speak or use a method that involves everyone, such as the "Thermometer" technique — where students indicate their energy level or mood by showing how they feel or with a thumbs up or down. They can also express their mood through body language or facial expressions.

By creating space for students to share their feelings and needs right from the start, you'll facilitate better communication and gain a clearer understanding of where they're coming from as you begin the session. If you notice the students seem low on energy or enthusiasm, you can express your hope that being in the outdoor environment will help boost their spirits. Voicing this expectation can encourage them to reflect on the benefits of the outdoor project later on.



Food changes the story

2/ Project introduction:

Give a very light introduction to what the students will be doing in the next few days, emphasizing the exploration aspects of the project.

Explain that they'll be spending a lot of time outdoors, working together, and having fun while learning important things about the world. Don't reveal too much — keep it a bit mysterious for them.

3/ Connecting with the environment:

Draw students' attention to the natural environment around them. Ask them to look around for a minute without speaking, and to observe as much as they can. Then ask them what has surprised them or what they have found interesting. If needed, remind the students of the importance of respecting not only each other but also nature throughout the whole project.

4/ Learning outdoors:

Invite students to talk about the last time they had a lesson outdoors and what the pros and cons were in their opinion. If they identify some major challenges or concerns, discuss how to minimise or prevent them.

MAIN PART - TEAM ACTIVITIES AND LIFESTYLES

50 MIN



5/ Games:

Choose from the following activities or do any other which you like and find suitable for your group - consider the dynamics of the group, the aims, the place, etc. You can also ask your students to come up with their own games. The point is to have a joyful time together. Not competing, but having fun. We recommend you participate in the activities as well.

Counting in a circle

Count the total number of participants, including yourself (e.g. 15 students + you = 16 participants). The objective is to count sequentially from 1 to the final number (16 in this example), but there's a twist: instead of counting in a strict order, students must call out the numbers randomly. Each student can only speak once during the round.

If two people say the same number simultaneously, the group must start over from 1. Encourage them to do it in a different order than before (students, not numbers). The teacher initiates the activity by saying "1". Students should aim to reach the final number without any overlaps.

This activity helps students stay calm and attentive to their classmates. If the task becomes too easy, increase the challenge by having students perform it with their eyes closed.

Food changes the story

Make groups according to...

Ask students to stand up and form groups based on specific criteria. These criteria can be related to their everyday lives, school, or the place you are in. This activity will help students discover new things they have in common and have fun in the process. You can create your own criteria based on your context and group or use the following suggestions. Be sure to leave time for discussing their answers or letting them come up with their own criteria:

- The colour of their toothbrush
- Their favourite breakfast, drink, ice cream flavour, pizza topping, or candy
- Their favourite show/series/hero
- The continent they would like to visit if they had plenty of free time and money (ask them why)
- A new foreign language they would like to learn (discuss their reasons; some students might also say “none”)
- How much they enjoy sleeping in a tent
- Their favourite animal that probably lives in the local area

Eye contact challenge

Gather the students and form a large circle. Begin by explaining the importance of eye contact in effective communication. Emphasise that maintaining eye contact makes the connection between people stronger and also helps understanding each other. To start, ask the students to pair up with the person standing next to them and practise maintaining eye contact for 1 or 2 mins. This initial exercise serves as warm-up training.

Now, introduce the main challenge. Demonstrate the task by selecting a partner who stands opposite you in the circle. Together, model the task for the group: while maintaining eye contact, both partners will move towards the centre of the circle and then swap places, continuing to keep eye contact throughout. As you reach the centre of the circle, pass each other while still maintaining eye contact, and then walk backwards to your new positions without breaking eye contact. Once both partners have safely reached their new places, another pair can take on the challenge. Invite them to then start on their own (whoever decides to go, can go) and to speed up a bit. Continue until everyone who wishes to participate has had a chance.

Nature scavenger hunt

Create a scavenger hunt that relates to different aspects of life worldwide. Students work in small groups or pairs. Set a challenging time limit so it is dynamic and fun. Invite students to be creative in their hunt as much as possible. You can use these instructions or any other:

- Find something that represents "food" in nature (e.g. a berry or a leaf)
- Find something that reminds you of our school
- Find something that could be used to make a house or shelter
- Find something that can surprise other people in the class

Once the scavenger hunt is over, gather the students and have them share what they found.

Food changes the story

DEBRIEFING - COMMUNICATION AND WELLBEING

15 MIN



6/ Communication:

Sit or stand in a circle and reflect on the communication during the first session, as good communication and strong relationships are essential for the success of the following sessions and the entire project. You can use the following questions or methods to facilitate this reflection:

Good communication and collaboration is very important for this project and for life in general. On a scale of 1 to 10 (where 1 is the lowest, meaning "really awful," and 10 is the highest, meaning "awesome").

How would you rate the communication among the group at the beginning of the first session?

Everyone can show their number with their fingers at the same time. If there has been an issue or you want to create a safer space for them in order to be honest, ask them to close their eyes or stand with their backs towards the centre. When you say "3-2-1-Go," they'll show their answer for a few seconds.

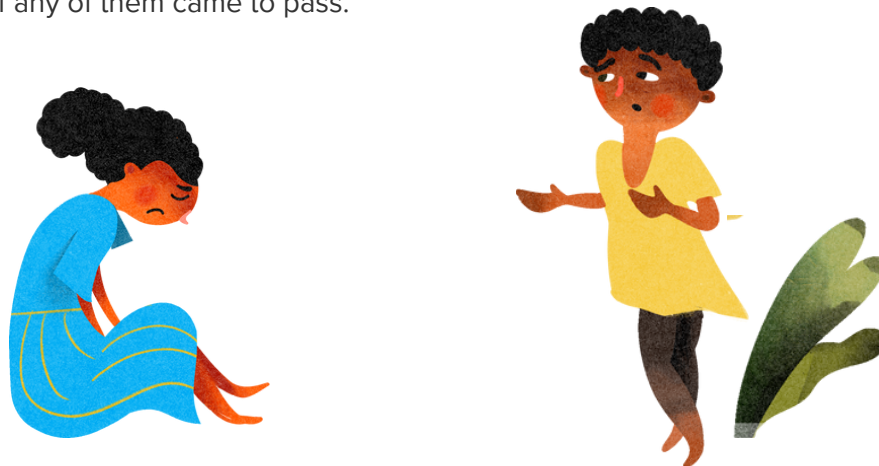
Afterwards, share with the group what you observed and start a discussion. For example, you might say:

Most of you rated the communication 6 and 7. I wonder how we can improve this for the next sessions. What can each of us do, or what new rules can we suggest?

7/ Well-being:

This project is designed to be conducted outdoors as much as possible. Changing the usual environment — leaving the classroom, desks and familiar surroundings — creates space for new activities, more movement and easier interaction. It also sparks new ideas and connections. Additionally, being in a natural environment undeniably enhances everyone's well-being. Reflecting on this with students can help them recognize the importance of nature and green spaces in their lives, deepening their connection to the natural world.

During the debriefing, have students pair up and talk for a minute about what it was like for them to learn together in nature. You can also revisit any concerns they had at the start of the session to see if any of them came to pass.



Food changes the story

SESSION 2: TAKE A STEP FORWARD



Aims:

- Students learn about the diverse living conditions of people around the world.
- Students practise empathy by imagining themselves in other people's situations.
- Students gain an understanding of the concept "extreme poverty".



Length

- 90 minutes



Place:

- An outdoor area with open space for activities or a room with plenty of space for movement



Note:

- This lesson plan is inspired by the activity "Being a woman – any time, any place" (Global Issues in the ELT Classroom, OnEarth/Society for Fair Trade, 2008, www.globalissues.eu)

INTRODUCTION IN A CIRCLE

20 MIN



1/ Personal experience:

Ask students to sit or stand in a circle and let them know that you'll be discussing the lives of people around the world, starting with their own experience. Ask them to pair up and talk with someone next to them about the following:

Where is the furthest place you've been to and how people live there?

Where is the furthest place your friend or family member lives. What is life like there?

The questions are intentionally broad to encourage easier discussions. To help develop listening skills, ask one student to speak for 3 minutes without interruption from their partner. Afterwards, the student who was listening has 1 minute to ask two questions to deepen their understanding. Then, the roles switch.

As a group follow-up, ask each pair to share one thing they discussed (e.g. in no more than 2 or 3 sentences) with the entire circle. If you hear any stereotypes or prejudices, pause to either ask further questions that help the student reflect on their thinking, or explain how it sounds to you and why.

Food changes the story

MAIN PART - TAKE A STEP FORWARD

50 MIN



2/ Countries:

Explain that each student will be given a new identity, representing people from different parts of the world. To spark curiosity and motivation, share the names of the countries they'll be from. For less familiar countries, have students guess which continent they are on.

3/ New identity:

Before distributing the roles, instruct students to read their new identity in silence and not to share it with others. Hand out the slips from the worksheet, giving one role to each student. If there are more than 14 students in the class, you can pair up students to share one role.

4/ Imagining your new life:

After students have read their roles, ask them some questions to help them imagine their new lives. If it helps, they can close their eyes. Read the following questions aloud, allowing enough time for them to reflect silently. Remind them that it's difficult to fully imagine a life based on just a few sentences, so they should use their imagination and be okay with uncertainty. There are no right or wrong answers — what matters is thinking about these questions:

What time do you usually wake up?

What do you usually do in the morning?

Do you usually have lunch? If so, what?

What do you do in the evenings?

How do you usually spend your weekends?

What are your interests and hobbies?

Where do you live? Is it a nice house or flat?

Are you worried about anything in your life? What problems do you have?

What are your dreams and ambitions?

After answering these questions, students should be ready for the next activity.

5/ Make a line and take some steps:

Ask your students to stand next to each other in a line, ensuring there is enough space in front of them to take ten steps forward. Explain that you will read out ten statements and that they should respond based on their new roles and lives. If they believe a statement is true for them, they should take a step forward. Remind them that there are no right or wrong answers; it's about how they feel in their new identity.

Food changes the story

The statements are:

- I always have enough food to eat.
- I can take a shower every day.
- I can choose the job I want to do.
- I can enter politics as easily as anyone else in my country.
- I can go on holiday abroad at least once a year.
- I can use the Internet at home or at work.
- I'm not afraid to walk alone at night.
- I can marry and divorce who I want, when I want.
- I'm not worried about my health because I can quickly find a professional doctor or health centre.
- I'm optimistic about my future.

6/ Reflection:

Ask the students to remain standing where they are and look around. Start by asking the students in the lead: How did it feel to take steps forward and leave others behind? Then ask the students at the back: How did it feel to be at the back? How many steps did you take and which statements were true for you? Afterwards, ask the group to guess which countries the students at the front might be from, based on the countries introduced earlier. Do the same for the students at the back — where do they think these students are from?

7/ Differences:

Invite students to share 2-3 sentences about their new identity, encouraging them to speak in their own words rather than reading directly from the slips of paper. This allows everyone to hear the diverse stories of different people's lives and understand that, for some, living conditions are very challenging and poor.

DEBRIEFING - EMPATHY

20 MIN



8/ Feelings and thoughts:

Sit together in a circle to create a safe space for reflection and further questions. You can ask the following:

**What thoughts and feelings do you have now
about different people and their living conditions?**

What questions do you have? What would you like to learn more about?

If there are topics you can't discuss immediately or questions you can't answer right now, make a note of them and decide how to revisit them — whether in the next session, through a new project, or as a home assignment.

Food changes the story

9/ Extreme poverty

Inform students that statistics and research show that nearly 10 percent of the global population currently lives in extreme poverty, defined as surviving on \$2.15 per day or less. Use the following questions to guide a group discussion:

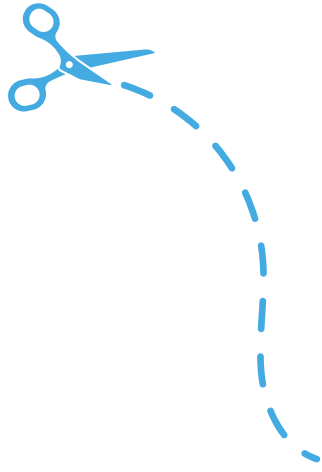
What can you buy with this amount of money? Could your family live on this budget?

How fair do you think this is? If you could imagine a fair world where everyone has good living conditions, what would it look like?



Source: [World Bank](#)





You are 12-year-old Hyun from North Korea. You live in Pyongyang with your parents and an older sister. Your father works for the government and your mother is a teacher. You live in a communist regime so at school you don't learn about life outside your country and can't watch foreign films. You face food shortages and your family often goes without electricity for several hours a day.

You are Min-ji from Seoul, South Korea and you have a younger brother. Your family is middle class and you attend a prestigious all-girls' school. You are a top student and your parents hope you will go to one of the best universities in the country. Your daily schedule is all about school, private sessions, and studying late into the night. You struggle with a lot of stress. You have a chance to participate in an exchange student programme abroad.

You are a 9-year-old boy, called Issa, living in Barcelona. Your mother comes from Mali, one of the poorest countries in the world, and immigrated to Spain 10 years ago. You live in a small one-room flat. Your mother works as a cleaning lady. Your dream is to be a doctor but your mom cannot pay for your studies. Sometimes there isn't even enough money to pay the rent.

You are 14-year-old Moska from a small village in Afghanistan. You've got two sisters and two brothers. Your family is very poor because there is a drought and now your family has no food. Your parents found you a 32-year-old husband who will pay €2,000 for you. You don't know him.

You are Carlos from Guatemala. You are 18 years old and live in a small village. You are the oldest of four children. Your father left the family and went to work in the United States, so you are the head of the family now. You grow corn and beans and it helps your family to survive financially. Because of climate change you are never sure if there will be enough food for your family. You also struggle with clean water and a very poor health care system and access to education.

You are 18-year-old pregnant Bounlid from China. You are worried because you've had some health issues. You live in a small village and the only local traditional healer is not professional. The health centre is too far away. You will have to start work very soon after the baby is born.

You are 15-year-old Pedro from Brazil. You live in a favela (slum) in Rio de Janeiro. Your family of 6 members share one small room made of metal. You are very poor but you go to a local public school and want to become a famous football player. Sometimes you don't go to school because you have to help your mom sell food in the streets. You don't feel very safe because there are a few gangs in your area.

You are 9-year-old Suguta from Kenya. You live in a slum in Nairobi, the capital. You don't go to school because you help your mum earn some money to get food. In the morning you usually go to the city centre and ask people in new expensive houses if they need help with cleaning. You live with your two younger brothers in one room without water and electricity. In the slum, there is only one toilet for 100 people.

You are Liam, a Canadian boy, 14 years old. You live in a 3-bedroom house in Toronto with your mother and younger sister. Your parents divorced last year and that is very difficult for you and your sister because there are a lot of emotional conflicts between your parents. Some of your schoolmates don't like you and don't behave nice to you. You love robotics.

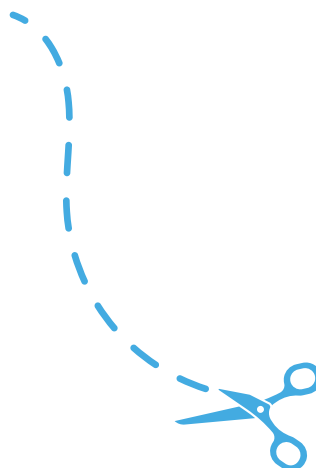
You are Sofiia, 10 years old. You used to live in Kyiv but now you live in a small village in Poland because your parents decided to leave the country when the conflict with Russia started. You miss your friends and the life before the conflict. It is difficult for you to be at a new school now and sometimes you have nightmares at night. Your parents can't find work so your family has some financial problems.

You are Yahaya, a boy from Malawi. When you were 10 years old, you dropped out of school. You couldn't concentrate in class because you were hungry. Your family lives in poverty and you often go to fish to help feed your family. You felt sad when you saw your friends in a neighbouring school, enjoying classes with energy and enthusiasm. Every school day, the students were receiving porridge from Mary's Meals.

You are Mahlet, a 12-year-old girl. You live in Ethiopia. Your primary school used to be full of energy and laughter but now the classrooms are emptier and quieter. You are still at school but currently there is no school feeding programme to support you or your classmates. Since there are no meals being served at school, your mother worries all the time because she has no food to give her. Ethiopia went through years of conflict and it affected everybody. Your mental health is not good.

You are a 12-year-old girl from Kenya. Your name is Logiel. You have 7 siblings but you are the only one at school. You've just started learning at Kaite Kapel Primary school where Mary's Meals are served every school day. You would like to become a doctor. Three months ago, you were looking after your family's livestock and helping your mother. Now you study hard and you love playing football with your friends.

You are a 6-year-old girl, Sarah, from South Sudan. You attend a local primary school where most students are boys. In your country 75% of girls can't go to school. You are happy because you were the first girl at your school to get lunches from Mary's Meals. One day you'd like to work in a bank. In South Sudan, many women face challenges like poverty, early marriage, and lack of support from their families.



Food changes the story

DAY 2



SESSION 3: HUNT FOR THE ANSWERS



Aims

- Students learn about the SDG 2 - Zero Hunger.
- Students practise their communicative and collaborative skills.
- Students search for specific information in texts and graphs.



Length

- 90 minutes



Place

- An outdoor area with open space for activities (e.g. a field, park, or wooded area)



Note

- The activity “Hunt for answers” requires some time for preparation in advance. You can invite some student volunteers to help you with it.

INTRODUCTION IN A CIRCLE

15 MIN



1/ Connecting:

Have the students sit or stand in a circle. Ask them to share three positive things that have happened to them this morning (or since the last time the whole class was together). These could be small moments, like having a good breakfast, listening to their favourite song, or seeing someone smile at them. This exercise encourages positive thinking which might not be easy for everybody in the group. It's recommended to have them first share in pairs or small groups before discussing their answers with the whole group.

2/ Breakfast:

Transition to a more focused discussion on breakfast, as food will be a central topic for the day. Ask the students whether breakfast was a positive experience for them. What did they eat? What would their perfect breakfast look like? How often do they have their perfect breakfast?

Food changes the story

MAIN PART - HUNT FOR ANSWERS

60 MIN



3/ Teams:

Students make groups of 3 - 4 people. You can make it more challenging and have students draw lots. This allows them to train their team skills with classmates they wouldn't have otherwise chosen, which can bring more challenges to some of them and provide inputs for further learning. If you do so, make sure that at the end of this session you create some space for reflecting on their collaboration - How did the collaboration work? How did everybody contribute to complete the task? Did everybody work the best they could? What would you do differently next time?

4/ Quiz:

Let your students know that in this session, they will be exploring the topic of poverty, food and SDGs. First, elicit from them what they already know about SDGs.



The Sustainable Development Goals (SDGs) are 17 global goals created by the United Nations to make the world a better place by 2030. These goals focus on ending poverty, reducing hunger, improving health, ensuring clean water, protecting the environment, and promoting peace, among many other important issues. In 2019, over 190 countries, including almost every nation in the world, agreed to work together to achieve these goals. The SDGs are a big plan for helping people and the planet, so that everyone can have a better, safer, and healthier future.



Provide each team with a quiz containing 8 questions helping them explore the topic of hunger in the world. You can use the provided quiz. Feel free to adapt it or create your own. The questions should be challenging enough to create some doubt in order to motivate students to search for the correct answers. Set a short time limit for each group to choose the correct answers, ensuring that the team members collaborate and everybody is included in the process. Let them know that the number of correct answers will have some sort of consequence so they should make their best effort. Don't reveal the consequence yet as the element of mystery can make it more fun and engaging.

Food changes the story

5/ Hunt for answers:

In this activity, students will work in teams to search for answers hidden in short texts or graphs placed around the natural surroundings. Depending on the reading skills of your class, you can either leave the relevant quiz questions next to the text or make it more challenging by having students match the answers with the fact cards on their own. To help with this, you'll find the quiz question number in the top right corner of the card, which can be easily cut out.

This activity requires some preparation in advance. You can invite a few student volunteers to help out. We suggest three different approaches. Consider your resources, location and time students can spend on this activity.

- **Treasure Map Hunt:** Provide each team with a simple, hand-drawn map that shows various locations where fact cards are hidden. Teams use the map to navigate these locations, read the fact cards, and correct their answers using a different-coloured pen. Bonus points can be awarded for the fastest team or for finding all the facts within the time limit. The map might indicate locations such as a tree, bench, or flowerbed where the fact cards are hidden.
- **Challenge Station:** Set up stations where students must complete a task or challenge before they can read the fact card. For example, they might have to answer a riddle, solve a maths problem, or complete a physical activity. Once they've successfully completed the challenge, they get to see the fact card. To speed up the activity, assign an assistant to each station. You could also double up the fact cards at some stations so there are only four stations in total, allowing students to finish within the time limit.
- **Zone Search:** Divide the area into different zones and place fact cards within each zone. For instance, you could hide 2 fact cards under leaves, 2 among rocks, and 2 near pine trees. Teams will search within the designated zones to find and collect the fact cards.

Explain the rules to all the teams and ask them to be back at a certain time (e.g. in 30 mins). Make sure everybody knows what they are supposed to do. Motivate them with an extra point for being the fastest or for finding all the answers within the time limit.



Answer Key:

1/B Asia - According to the World Health Organization, 821.6 million, or 1 in 9 people around the world are hungry. Among the world's hungry people, two thirds, or 513.9 million are in Asia. There are 256.1 million hungry people in Africa and 42.5 million in Latin America and the Caribbean.

2/A Yes - People might lose their harvest in a storm.

3/C Food is wasted or not distributed properly

4/A Sustainable farming that doesn't harm the environment

5/A North America and Europe

6/C 1 billion meals a day

7/B Latin America and the Caribbean - 31,6 percent of the countries in the region have been affected by abnormally high prices (one of the main reasons was the Covid-19)

8/B Climate change affects people by disrupting the natural systems that we rely on for food.

Food changes the story

DEBRIEFING - COMMUNICATION AND COLLABORATION

15 MIN



6/ Correct answers:

Once the time limit is up, count the points (correct answers) for each team. Don't forget to add any bonus points for speed or for finding all the answers. Remind the students that their score will play an important role in the next session. Then gather everyone in a circle — either sitting or standing — and ask:

What fact surprised you the most?

What interesting information did you learn from the fact cards?

Can you recall any of the facts or statistics by heart? What questions do you have now?

If there are topics you can't discuss immediately or questions you can't answer right now, make a note of them and decide how to revisit them — whether in the next session, through a new project, or as a home assignment.

7/ Communication and collaboration:

Shift the focus to teamwork. Start with a method that allows everyone to express their opinion, such as using a "thermometer" scale, thumbs up or down, or showing fingers from 1 to 10 as a rating. You can also have them respond nonverbally using only body posture or facial expressions. Ask: How well did your team collaborate? Then continue with these questions:

How did you communicate with each other?

Was everyone satisfied with the way you communicated?

What would you suggest doing differently next time to improve teamwork?

What could you personally do differently next time when working with the same team?

8/ Learning outdoors:

Now is the right time to remind students of the natural environment they are learning in. Ask them to reflect on the differences between learning about SDG 2 outdoors versus hearing the same facts in a traditional classroom setting. Encourage them to think and talk about their own learning experiences. What do they find more engaging? In which environment do they feel more energised and active? How can outdoor learning be beneficial?



Sources: [Sustainable Development Goals Report 2022 \(United Nations, 2022\)](#)

[Food Waste Index Report 2024 \(UN Environment Program, 2024\)](#)



SDG 2 - ZERO HUNGER

QUIZ

1. WHICH CONTINENT HAS THE LARGEST POPULATION OF HUNGRY PEOPLE IN THE WORLD?

- A. Africa
- B. Asia
- C. South America

2. THERE ARE MANY REASONS WHY PEOPLE CAN'T AFFORD TO HAVE ENOUGH FOOD. CAN STORMS BE ONE OF THE REASONS?

- A. Yes
- B. No

3. WHAT IS ONE OF THE MAIN REASONS WHY PEOPLE AROUND THE WORLD GO HUNGRY?

- A. Lack of farmland to grow food
- B. People don't like to eat vegetables
- C. Food is wasted or not distributed properly

4. WHAT TYPE OF FARMING IS PROMOTED BY SDG 2 TO HELP END HUNGER?

- A. Sustainable farming that doesn't harm the environment
- B. Farming only one type of crop, like corn
- C. Farming with robots

5. WHICH PART OF THE WORLD WASTES THE MOST FOOD PER PERSON, ON AVERAGE?

- A. North America and Europe
- B. Sub-Saharan Africa
- C. Southeast Asia

6. HOW MANY MEALS DO HOUSEHOLDS WASTE EVERY DAY?

- A. 100 hundred thousand meals a day
- B. 50 million meals a day
- C. 1 billion meals a day

7. IN 2019, ABOUT 16 PERCENT OF COUNTRIES WORLDWIDE WERE AFFECTED BY HIGH PRICES OF FOOD. IN 2020 THERE WERE ALREADY 47 PERCENT OF THEM. IN WHAT REGION IS THE HIGHEST PROPORTION OF ABNORMALLY HIGH PRICES?

- A. South-eastern Asia
- B. Latin America and the Caribbean
- C. Sub-Saharan Africa

8. HOW DOES CLIMATE CHANGE AFFECT HUNGER AROUND THE WORLD?

- A. It makes the weather better for farming
- B. It causes droughts and floods that damage crops
- C. It reduces the amount of food people need

1

According to the World Health Organization, 821.6 million, or 1 in 9 people around the world are hungry.

Among the world's hungry people, two thirds, or 513.9 million are in Asia. There are 256.1 million hungry people in Africa and 42.5 million in Latin America and the Caribbean.

2

Did you know that 1 in 9 people in this world don't have enough to eat? This also affects many children.

Worldwide 66 million primary school-age children attend classes hungry. There are many reasons why people can't afford enough food: a family might lose their harvest in a storm or parents without a job can't go to the supermarket to buy food for their children. Sustainable Development Goal 2, Zero Hunger aims to end hunger and provide access to healthy food for all people.

3

Many people around the world still suffer from hunger, even though the Earth has enough land to grow plenty of food for everyone. The problem isn't a lack of space or ability to produce food; in fact, there is enough farmland to feed the global population. However, some areas face challenges like extreme weather or lack of technology, making it hard to grow crops. At the same time, much of the food that is produced doesn't reach those who need it because it is either wasted or not shared fairly. So, while there is enough land and food, hunger still happens because food is often wasted or not distributed properly.

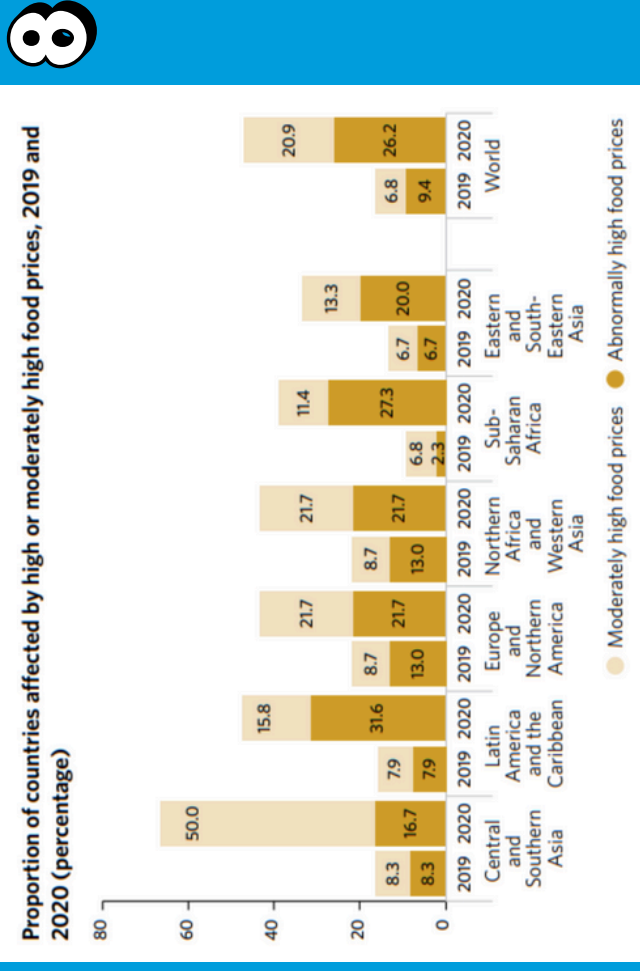
4

Farming only one type of crop, called monoculture, can actually harm the soil and reduce biodiversity, making it harder to grow a variety of foods and protect the environment in the long term. SDG 2 encourages sustainable farming, which focuses on protecting the environment while producing food because not all farming methods are the same. Some methods can harm the environment by using too many chemicals, wasting water, or damaging the soil. This can make it harder to keep growing enough food in the future.

5 According to the UN Food and Agriculture Organization (FAO), people in North America and Europe waste an average of 95-115 kg of food per person each year, while people in Sub-Saharan Africa and Southeast Asia waste only 6-11 kg per person. In 2022, the world wasted 1.05 billion tonnes of food. This amounts to one fifth (19 per cent) of food available to consumers being wasted, at the retail, food service, and household level. That is in addition to the 13 percent of the world's food lost in the supply chain. Most of the world's food waste comes from households. Out of the total food wasted in 2022, households were responsible for 631 million tonnes.

7 Climate change affects people by disrupting the natural systems that we rely on for food. Rising temperatures, unpredictable weather, droughts, and floods can destroy crops and reduce the amount of food that farmers can grow. This leads to food shortages, higher prices, and even hunger in areas that are most affected by extreme weather. As climate change worsens, it becomes harder for communities, especially in developing countries, to adapt and maintain reliable food supplies, which is why addressing climate change is crucial for reducing hunger globally.

6 Households waste at least one billion meals a day: On average, each person wastes 79 kg of food annually. The equivalent of at least one billion meals of edible food is being wasted in households worldwide every single day, using a very conservative assessment on the share of food waste that is edible. This is the equivalent of 1.3 meals every day for everyone in the world impacted by hunger.



Food changes the story

SESSION 4: TIME FOR LUNCH



Aims

- Students experience unfair distribution of food.
- Students develop their empathy.



Length

- 90 minutes



Place

- A place where lunch is provided.



Note

- It's important to prepare a simple meal in advance — we suggest bland cooked rice.
- The lunch should be something that most students like (e.g. pizza) and, if possible, include something extra, i.e. a starter, dessert, juice for one of the three groups.
- Rearrange the room where the meal will take place. Only one of the three groups — the group with the highest score from the previous activity — will be seated at a well-prepared table in the middle of the room, complete with cutlery, napkins, a tablecloth, and glasses. The other two groups, with lower scores, will sit on the floor without chairs or tables, surrounding the central table so they can observe the first group eating. The second group will receive rice for lunch but without cutlery, while the third group, with the lowest score, will receive nothing.

INTRODUCTION AND SEATING

10 MIN



1/ Making groups:

Start outside the lunch room so students feel surprised later. Divide students in 3 groups according to the number of points. Your role during this activity will be intentionally strict and authoritative, allowing no compromises for a period of time. This approach helps students fully immerse themselves in the experience, providing a basis for deeper reflection and learning afterwards. You may want to inform your students beforehand, explaining the purpose of your role and what to expect from you.

Food changes the story

2/ Seating in the lunchroom:

Ask students to follow you to the lunchroom. When you enter the room, kindly invite the people from the first group to sit at the table. Then instruct the second group to sit next to each other on the floor and then do the same with the last group. Make sure that Groups 2 and 3 seated on the floor remain separate and do not mix.

MAIN PART - LUNCH

60 MIN



3/ Lunch for Groups 1 and 2:

Treat the first group with special care. Serve them food, refill their drinks whenever their glasses are not full, and keep asking them about their level of happiness. If possible, offer them a starter and dessert as well. Meanwhile, have the other groups observe this process. At some point, serve the bland cooked rice to the second group. The third group will receive no lunch. As Group 2 and Group 3 observe and possibly become frustrated or hungry, remain calm and consistent in your role, ideally until Group 1 has finished eating.

4/ Hunger:

After Group 1 has finished its meal, remind the class that despite living in the 21st century, many children worldwide still lack enough food to eat and have various health problems. Too many children experience hunger daily, with some only eating two or three times a week.

5/ Discussion:

Begin by asking Group 3 and Group 2:

How are you feeling?

And how would you feel if you had to go without food for a few days?

Then, ask Group 1:

How did it feel to eat while others couldn't?

6/ Lunch for Groups 2 and 3:

Finally, allow Groups 2 and 3 to have their proper lunch.

DEBRIEFING IN A CIRCLE

20 MIN



7/ Debriefing:

Sit in a circle and select the most relevant questions for your group to discuss. You can begin by having students discuss them in pairs or small groups, then open it up for a class discussion:

What do you think this session was about? What have you learnt?

What's the longest time you've ever gone without food? Do you remember how that felt?

Imagine being hungry at school every day:

How do you think this would affect your ability to think and learn?

Food changes the story

8/ Mary's Meals:

At this point, introduce Mary's Meals, a movement that helps children access education by providing them with lunch at school. Let the students know that this will be one of the projects they will learn more about the next day.



Food changes the story

DAY 3



SESSION 5: GLOBAL INEQUALITY



Aims:

- Students learn about the uneven distribution of wealth around the world.
- Students think critically about fairness.



Length

- 90 minutes



Place:

- An outdoor or an indoor space where students have enough space for a “map” on the ground and can move there freely.



Note:

- You'll need: 6 sheets of paper, markers.
- Have the same number of chairs or other objects that can be sat or stood on (e.g. a sheet of paper) as there are students in the class.
- Before the lesson, adjust the main activity to fit the size of your class. Calculate the distribution of the world population based on the number of students in your group. Alternatively, you can use our calculations for groups of 20, 25, or 30 students. Any remaining students can participate as observers or consultants.

INTRODUCTION

20 MIN



1/ Sharing:

At the beginning, start by mapping out the group's mood. As well as that, have them share in pairs or small groups what they remember from the previous day — what stood out, what surprised them, etc. You can also specify that everybody speaks about 3 things in their pairs.

Food changes the story

2/ Outdoors:

If you are in a natural environment, make the most of it. For example, you could do:

- **Cloud Watching** — challenge the group to observe the clouds quietly for as long as they can without speaking. Let them set a goal together to make it more motivating. 3 minutes are usually achievable. Afterwards, ask them what they noticed in the sky — what shapes or images they saw in the clouds.
- **Movement** — engage students in a fun, energising activity that encourages movement and helps create shared positive memories, strengthening their connection.

MAIN PART - WEALTH DISTRIBUTION

50 MIN



3/ Continents:

Inform the students that in the upcoming activity, they will gradually discover the disparity between population and global wealth distribution. The visual representation will help reinforce their understanding. Bring six sheets of paper and ask the students to write the name of each continent on a separate sheet using large letters (to save time, you can prepare these beforehand: Africa, Asia, Europe, North America, South America, Australia/Oceania). Then create a "map" on the ground or floor with enough space between the continents. If you choose to use chairs (one for each student), ensure there is sufficient space within the map to accommodate all of them comfortably.

4/ World population:

Tell the students that the entire class now represents the world population. Give them a few minutes to decide how they should position themselves across the map so that the groups on each continent roughly reflect actual global population proportions (rounded for simplicity).



Food changes the story

5/ Reflection:

Afterward, review their distribution with them and make them change continents if necessary.

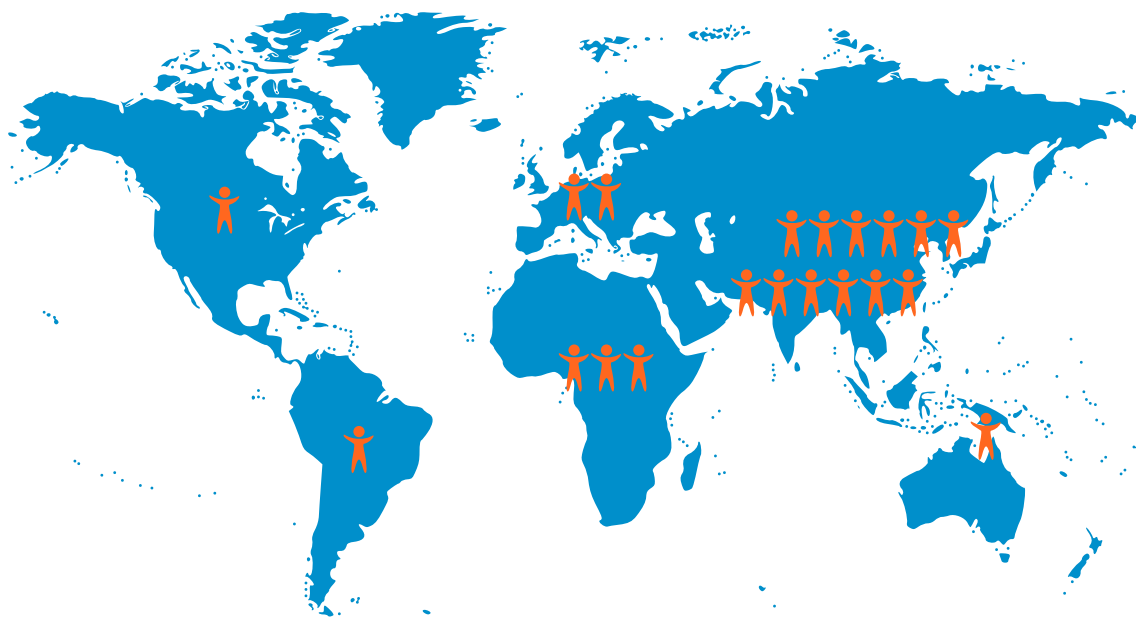
	World population	20 students	25 students	30 students
Asia	60%	12	15	18
Africa	17%	3	4	5
Europe	9%	2	2	3
North America	5%	1	1	2
South America	8%	1	2	2
Australia / Oceania	1%	1	1	0-1

Use these questions to help students recognize their own assumptions and understand what shapes their view of the world:

Why do you think your initial guesses were incorrect?

Where do your ideas about the world population come from?

As you look at the population distribution, what thoughts or questions come to mind?



Food changes the story

6/ Distribution of wealth:

Tell the students that the chairs (or other chosen objects) represent all the wealth in the world, with the number of chairs matching the number of students. Ask them:

Do you think the wealth will be distributed in the same way as the population?

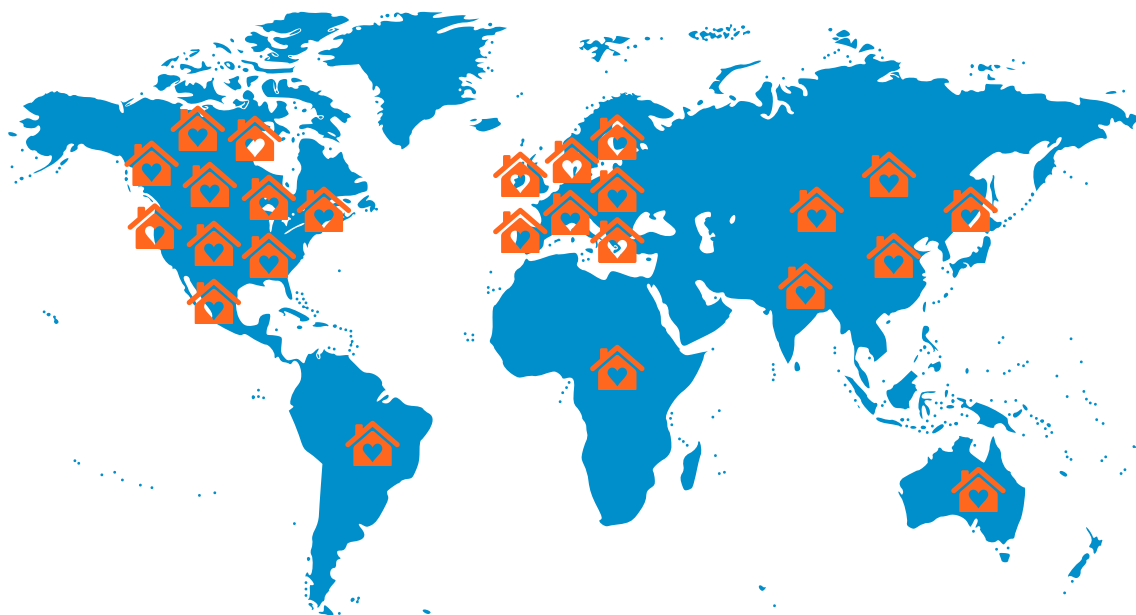
Do you believe the distribution will be fair? Why yes or why not?

After a brief discussion, invite the students to physically distribute the chairs or objects across the continents as they see fit.

7/ Unfair distribution:

As students may have predicted, the chairs or objects are not distributed evenly, just like wealth in the real world. Reveal the correct distribution to them, and then rearrange the objects or chairs to reflect the actual distribution of global wealth across the continents.

	World wealth	20 students / chairs	25 students / chairs	30 students / chairs
Asia	20%	4	5	6
Africa	2%	0	1	1
Europe	30%	6	7	9
North America	40%	8	10	12
South America	4%	1	1	1
Australia / Oceania	4%	1	1	1



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8/ Simulation:

Ask the students to return to the continents where they were positioned during the first activity and have them sit on the chairs (or stand on the objects). Those from wealthier continents, like North America and Europe, will find it easy to sit comfortably, while students from continents with less wealth will struggle to find space. For instance, all 12 students from Asia may need to crowd onto 4 chairs, while North America's 1 student can easily sit on 8 chairs.

DEBRIEFING IN A CIRCLE

20 MIN



9/ Discussion:

How did it feel to be part of a continent with less wealth but high population? What was it like trying to sit on fewer chairs?

Did you feel the distribution of wealth was fair?

Encourage the students to think about how the uneven distribution of wealth impacts access to education, healthcare, food, and opportunities in different parts of the world.

What would it be like to live in a place where everyone has enough wealth and opportunities?

What would be fair? What are some ways we could help make the distribution of wealth fairer?



Food changes the story

SESSION 6: MAKING PRESENTATIONS



- Aims:**
- Students in teams prepare presentations on various local and global projects related to SDG2: Zero Hunger (individual initiatives and collective actions) in order not to lose hope and find inspiration.
 - Students work with texts by actively selecting key information.
 - Students develop their communicative and collaborative competences.



- Length:**
- 90 minutes



- Place:**
- An outdoor or an indoor space.



- Note:**
- Students will work with information from texts that you provide in print or by using digital tools to conduct their own online research.
 - You'll need flip chart papers and markers.
 - In this session, various projects and initiatives aimed at combating hunger will be presented to inspire students and help them stay hopeful. It is recommended to offer information about both local and global efforts to fight hunger. Here are some global examples:

EXAMPLES



Mary's Meals is a global organisation that provides daily meals to children in their place of education. By offering a nutritious meal at school, Mary's Meals helps ensure that children in some of the world's poorest communities can attend school regularly, which not only fights hunger but also promotes education. Currently, Mary's Meals feeds over 2 million children in 20 countries, including places like Malawi, Haiti, and India, creating a powerful link between education and food security.



[impact](#)

[Mary's Meals Impact Assessment Report](#)

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Small-scale farmers have a massive role to play in ending world hunger – if they can get fair prices for their crops and the right support for their farms.



[fairtrade](#)



The European Week for Waste Reduction (EWWR) encourages all Europeans and not only to carry out awareness-raising actions about sustainable resource and waste management during a single week in November. You can take part or just get inspired!



[ewwr](#)



The mission is to give children and young people, from two to 18 years old, opportunities to grow and connect with nature. We do this by supporting school staff, home educators and youth group leaders with training, resources and advice, so they can encourage young people to explore the outdoors and learn how to care for plants and our planet.



[rhs](#)



Agrobiodiversity is a cornerstone of resilient food systems. From restoring trees and conserving seeds, all the way to accessing new markets and promoting healthy diets, the Alliance's work on agrobiodiversity aims to ensure that diverse plant genetic resources, crop varieties and complex food production systems bring tangible benefits to communities.



[Alliance Bioversity & CIAT](#)



Looking to help reduce your food waste? Here are 7 inspiring and practical apps that can help you save the planet and stop food waste.



[7-apps-that-are-helping-reduce-food-waste](#)

Food changes the story

INTRODUCTION - EXPERIENCE AND CRITERIA

25 MIN



1/ Experience:

Inform your students that in this session, they will explore various local and global projects combating hunger worldwide. They'll search for key information and later present it to their classmates. Start by having them share in pairs or small groups about their past experiences with giving presentations, either in school or elsewhere.

Tell your partner about a presentation you've given that made you feel good about your performance.

What factors contributed to its success?

What do you generally find challenging when presenting? What or who could help you overcome these challenges?

Then, ask each pair or group to share an example of a challenge they face when giving presentations. Encourage the rest of the class to offer strategies or advice on how to overcome these challenges. This could include tips, e. g. on keeping calm, engaging the audience, using visual support or organising their ideas effectively.

2/ Quality presentation:

If your class or school already uses a presentation rubric, have students recall and briefly review it. If no rubric is in place, ask students to brainstorm a list of criteria that define a high-quality presentation. Encourage them to consider factors, such as content, structure, knowledge of the topic, eye contact, clarity, flow, use of visual aids, and time management. For further inspiration, there are many examples of presentation rubrics available online that you can refer to.

MAIN PART - PREPARING THE PRESENTATION

55 MIN



3/ Teamwork:

The number of groups should align with the number of projects you've prepared for students. Depending on your context and goals, you can either let the students form their own groups, assign teams yourself, or have them draw lots to decide. Remind them of the importance of clear communication and effective collaboration throughout their teamwork (e.g. agreeing on the process and team roles at the very beginning). At the end of the lesson, don't forget to conduct a debriefing session where students can reflect on their teamwork experience and discuss areas for improvement.

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4/ Presentation criteria:

Together with your students, set clear criteria for presenting these specific projects. Visualise them. We suggest:

- **Time limit** (e.g each group has 2-4 minutes to present).
- **Equal participation** (every group member should speak for an equal amount of time).
- **Structure** (e. g. present the main ideas of the project in relation to SDG 2 – what, where, why, who, followed by interesting information they've discovered, then the main source of information, students' personal opinions on the project, and two questions the team has about it.)
- **Visual aid** (if possible, encourage the use of flip chart paper and markers to note down key points and create simple illustrations.)
- **Presenting without reading the information.**

Discuss with students how to prepare a presentation effectively in 45 minutes. Remind them of the benefits of good teamwork. Encourage them to read and understand the material fully so they can speak naturally without reading and invite them to support each other in delivering a confident and cohesive presentation.

5/ Making the presentation:

We recommend monitoring them while working in teams and being there as a guide and an assistant if needed.

DEBRIEFING IN A CIRCLE

10 MIN



6/ Reflection:

Go back to the process:

Has every team managed to finish? Why yes or not?

How happy are you with the result? If not much, what would make you happier?

Tell us more about the communication and collaboration in your team.

How would you rate it from 1 to 10? (students can use their fingers)

Was it perfect for everybody? If not, what will you do differently next time?

Inform them when the presentations will be given.

Food changes the story

DAY 4



SESSION 7: PROJECTS FIGHTING HUNGER



Aims:

- Students give presentations on various projects whose aim is to fight world hunger.
- Students describe the impact of various SDG 2 projects and the importance of individual initiative and collective action.
- Students carry out a self-assessment and peer-assessment of presentation skills according to their agreed criteria.



Length

- 90 minutes



Place:

- An outdoor or an indoor space where students can give the presentations. Also consider your choice of place according to your selected activity in the introduction.



Note:

- It will be useful to bring last lesson's lists of criteria for the presentation (time, structure...) and also the "giving presentation rubrics" or a checklist of a high-quality presentation (e.g. eye-contact with everybody in the room, flow with no pauses or fillers, clarity and volume so people at the back can hear, neat and creative visual aids).

INTRODUCTION

20 MIN



1/ Warm-up:

Choose an activity that best suits your group's context and needs. The goal might be to have fun together and get everyone moving, especially since the rest of the session will be more static, or to ensure everyone has a chance to speak in preparation for giving the presentation. You can create your own activity or select one from the following options:

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Free speaking

Firstly, generate some words. For instance, begin by asking the group to name some things they see around them (5 nouns). Alternatively, you can ask someone to choose a letter from the alphabet, and the group will come up with 5 nouns that start with that letter.

Next, have students pair up and assign roles: one as the speaker and the other as the listener. After a set time, they will switch roles. The speaker will have 1 minute to talk about one of the 5 chosen words, that will be their topic. To add an extra challenge and increase the fun, the listener can choose the topic for the speaker. The listener should remain silent during the monologue. Once the speaker has finished, they change roles.

Robots

Ask students to demonstrate how they think robots move, including the length of their steps. They will likely show small, funny steps. Inform them that they will now play a game called "Robots." Give them a moment to form pairs. If the number of students is odd, join them.

In each pair, one student will play the role of a robot and the other will control the robot using the following commands:

- A tap on the back – the robot starts walking straight forward.
- A tap on the right shoulder – the robot turns 90 degrees to the right.
- A tap on the left shoulder – the robot turns 90 degrees to the left.

The robot, guided by the person controlling them, moves around the space continuously, never stopping. The robot must keep moving; it cannot be turned off. The goal is to prevent the robot from crashing into other robots. If the robot crashes, the pair is out of the game. The game ends when only one pair remains.

Then, everything is repeated with the roles switched – the robot becomes the person, and vice versa.

MAIN PART - GIVING PRESENTATIONS

50 MIN



2/ Preparation:

Remind students of the criteria you agreed on in the last lesson (such as length, everyone's participation, visualisation, structure, etc.). Decide together on how much time they will need to prepare in their groups before their presentations begin.

Food changes the story

3/ Giving presentations:

Before students start presenting, get back to yesterday's discussion about what is a high-quality presentation, ideally by reviewing yesterday's output, i. e. a poster, chart, a check-list. Ensure students are aware that once they finish their presentation, they will conduct a self-assessment:

Were all the criteria met? (Time, everyone's participation, content, etc.)

In what aspects was the presentation of high quality? What can be improved next time?

Apart from the immediate self-assessment done by the presenting group, invite the audience, the other groups, to specify 3 things they appreciated in their presentation.

Then the presentations can start!

DEBRIEFING IN A CIRCLE

20 MIN



4/ Debriefing:

After all the presentations and self-assessments are complete and you are sitting together in a circle, you might still find it useful to reflect on the skill of presenting. Invite each student to think of one aspect to improve or focus on in the future. After a brief moment of silent reflection, have everyone share it with the entire class. This process will help students identify the next step in their learning and skill development while also reinforcing the idea of the class as a supportive learning community.

5/ Making impact:

Arrange your students' presentation posters in a circle so that everyone can see the variety of projects they've explored. The goal of the discussion is to highlight the complexity of addressing global hunger, emphasising the necessity of diverse approaches. Each project plays a role in reducing hunger and has a significant impact, whether locally or globally. By recognizing that all these projects aim to improve lives, communities, and the planet, students will find it easier to think about initiating their own future projects. Possible questions:

How are all the projects related to SDG 2?

What were the projects' goals? Who did they help, and how? What impact (on people, community, world) did they aim to create?

Who initiated the projects? How do you think they did it?

How difficult do you think it would be for our class or school to start a small project if we want to make a change? How could we do it?

Don't delve too deeply into the last question, as it will be discussed in detail in the next session. The aim here is to create a bridge to the following lesson, where students will be encouraged to think about their own projects.

Food changes the story

SESSION 8: OUR ACTION



- Aims:**
- Students generate ideas on how they can contribute to fighting hunger and agree on the next steps.
 - Students reflect on the whole project.



- Length:**
- 90 minutes



- Place:**
- An outdoor or an indoor space.



- Note:**
- If you decide to get written reflection from your students, you can use the worksheet, found below in the lesson plan.

INTRODUCTION

20 MIN



1/ Quotes:

Start this session with various quotes that emphasise the role each one of us plays in creating the future and the importance of being changemakers. There are several ways you can work with these quotes, for example:

- **Find the Other Half:** Write the quotes on slips of paper and cut them in half (e.g. if you have 30 students, you'll need 15 quotes). Give each student one half of a quote and ask them to find the person with the matching other half. Then, form a circle and have each pair read their quote aloud. To add a challenge, you can ask students to memorise their part of the quote and then hide the paper. Alternatively, you can write the quote halves on post-it notes and stick them on the students' backs.
- **Classic Running Dictation:** Place 6 slips of paper with quotes at different stations around the outdoor area. Each station should be similar distance from the starting point. Divide the class into 6 groups, each starting at a different station. One student from each team runs to a station and memorises as much of the quote as possible, runs back and dictates it to their team. They can make multiple trips to complete the quote. Once the team writes the full quote correctly, another runner goes to a different station to get a new quote. The first team to correctly transcribe all 6 quotes wins.

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- **Scrambled Running Dictation:** Write each quote with the words scrambled and place them at the stations. Divide the students into small teams (based on the number of quotes used). One runner goes to a station, memorises the scrambled words, returns and dictates them to their team. The team then unscrambles the words to form the correct quotes.
- **Four corners:** Choose 4 quotes and put them in different parts of the room or the place where you are. Students walk around, read them silently and then stand next to the one they like most or which they find most interesting. Then discuss it as a class. Have each group read out their quote and explain why they have chosen this particular one.

Ideas and quotes to choose from:

- **Actions speak louder than words.**
- **"Be the change that you wish to see in the world."** — Mahatma Gandhi
- **"You can't change the game if you don't play."**
- **"Those who cannot change their minds cannot change anything."** — George Bernard Shaw
- **"The world will not be destroyed by those who do evil, but by those who watch them without doing anything."** — Albert Einstein
- **"The world is changed by your example, not by your opinion."** — Paulo Coelho
- **"It's time to see what I can do, to test the limits and break through."** — "Let It Go," Frozen
- **"All we have to decide is what to do with the time that is given us."** — Gandalf, The Lord of the Rings: The Fellowship of the Ring (2001)
- **"The only way to achieve the impossible is to believe it is possible."** — Alice in Wonderland (2010)

2/ Discussion:

After reading all the quotes again, engage the students with the following questions:

What do you think all of these quotes have in common? What are they about?

What do you think about the message? How do you feel about it?

Can you recall any situation or example when you did something like this?

Inform students that in the next activity, you'll continue generating ideas and may even start preparing an action plan for what can be done.

MAIN PART – ACTIONS

50 MIN



3/ Students' ideas:

In this activity, students begin brainstorming ideas on how they, their class, school, or community can make a difference and participate in the fight against hunger, either at a local or global level. For example, they could support existing projects, raise funds in various ways, spread information about SDG 2 within the school, among parents, or in the community (e.g. promoting local or organic food, reducing food waste, or starting a school garden.) Here's a suggested process:

- **Group Brainstorming:** Ask students to form groups and brainstorm ideas on what the school, class, or their group could do to make a change. They can use flipchart papers to jot down their ideas. Set a time limit for this activity.
- **Presenting Ideas:** After brainstorming, each group presents their ideas to the class. Alternatively, you can organise a "gallery walk" where all the flipcharts are placed in the centre of the room, and students are given a few minutes to walk around, read, and reflect on the ideas.
- **Discussion and Reflection:** Create space for students to appreciate each other's ideas and ask questions. Then, discuss which ideas and projects they are interested in pursuing further. Consider these questions:
 - Which ideas do you find most interesting, and why?
 - What impact could these ideas have?
 - Which projects can you envision yourself working on, and would you like to continue developing an action plan for them?

4/ Steps and action plan:

If the class decides on a single project to pursue, work on it together as a class. If there are multiple projects, students can form new groups based on the project they are most interested in. Each group should then outline the objectives and the potential impact (outcome) they hope to achieve. If time allows, have the groups develop a detailed action plan. This plan should include specific steps, required resources, deadlines, and assigned roles within the group. To streamline the process, you can use various action plan templates available online or create your own.

When creating action plans or projects, always remember to schedule a follow-up meeting to review progress and determine the next steps. If students become involved and enthusiastic and wish to take action to make a change, ensure you support them by guiding them and creating enough space for their efforts. Encourage them to take ownership of their projects.

Food changes the story

DEBRIEFING IN A CIRCLE

20 MIN



5/ Debriefing:

The aim is to reflect on the whole project: identify what students have learnt, thank them for all the effort they have made, and appreciate their future plans and ideas for action. First, in pairs, students try to recall all the activities and sessions they have done since the first day. Then talk about it as a whole class, starting with Day 1.

6/ Feedback:

You can start by having students provide individual written feedback. This gives everyone a few minutes to reflect on the experience. This written feedback will offer valuable insight into the process and outcomes, helping you evaluate the whole project.

Afterwards, you can continue in these ways:

- **Form a circle** and invite everyone to share something they've learned throughout the project.
- **Create an imaginary line** on the ground, marking one end as 0 (minimum) and the other as 10 (maximum) using materials like branches or paper. Then, read a few statements and ask students to stand along the line according to their response.

Possible statements are:

- I'm feeling good at the moment.
- I like learning outdoors.
- The project days were interesting for me.
- We worked/communicated well as a class.
- I've learned a lot of new things about poverty and SDG 2 (Zero Hunger).
- I'm looking forward to the action plans and projects we suggested.

7/ The Earth:

As a memorable activity, you can ask students to draw the Earth and write their wishes for the planet on it. If you're outdoors, they can create a representation of the Earth using natural materials. Be sure to take a photo of it!



DATE:

NAME:

PROJECT WEEK - SDG 2 ZERO HUNGER

REFLECTION

HOW DID YOU ENJOY THIS PROJECT?

not at all

a lot

1 2 3 4 5 6 7 8 9 10

WHY THIS NUMBER?

WHICH 3 ACTIVITIES DID YOU FIND INTERESTING OR ENGAGING?

1

2

3

WHAT HAVE YOU LEARNT ABOUT...

yourself?

your class?

learning outdoors?

WHAT DO YOU REMEMBER ABOUT POVERTY
IN THE WORLD AND THE SDG 2 ZERO HUNGER?

.....
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.....
.....

WHAT CAN BE DONE TO FIGHT HUNGER?

.....
.....
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.....



Each journey begins
with a single step.

Generation Hope

PROJECT- BASED LESSON ON SDGS AND LIFE SKILLS, 11+

Mary's Meals, Czech Republic, 2024

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