

Teaching Hunger Across The Curriculum Through Molly's Eyes

Introduction

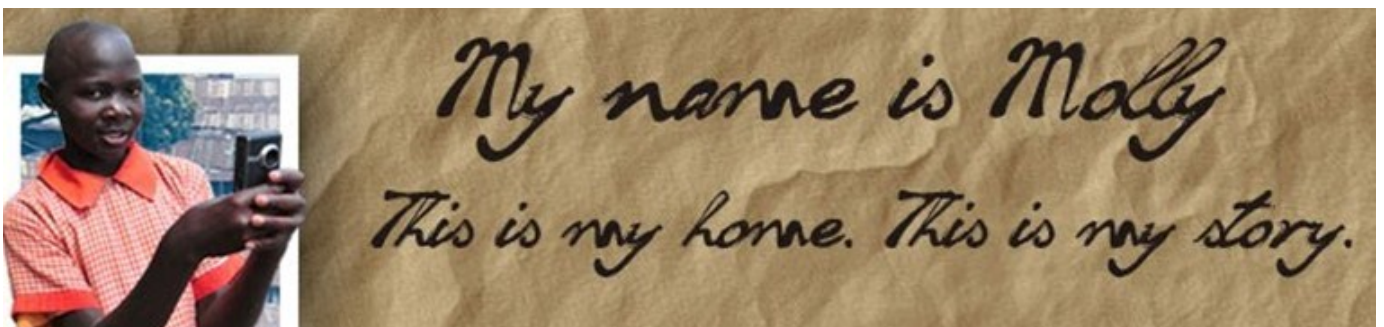
Digging deeper into the causes and challenges of hunger with your students will bring complexity and perspective to whatever subject you teach. From geography to literature to science, hunger touches on every subject across the curriculum. Solving hunger is just as multifaceted as its causes, demanding expertise and innovation from leaders in countless disciplines. Teach your students to see that what they're learning in school empowers them to be part of the next generation solving hunger.

Students can't build a brighter future without first getting the right nutrition to grow and learn. Molly is a spirited and smart thirteen-year-old girl who lives in the Mathare slum of Nairobi, Kenya, one of the poorest places on earth. She receives a daily meal from WFP at school. Last year, WFP gave her a small video camera to film her life so that students like her around the world could learn from her story. You'll see in the World Food Day lesson plan we designed around Molly that [her videos](#) illuminate the world beyond her own.

In this light, we've designed activities to teach hunger across the curriculum through Molly's eyes. You'll show your students how good nutrition unlocks the potential of students like them across the world – and help them envision how they can be a part of a world without hunger.

Table of Contents:

- Page 2: Teaching critical reading
- Page 3: Teaching economics
- Page 4: Teaching geography
- Page 5: Teaching health
- Page 6: Teaching social science
- Page 7: Teaching literature and creative writing



Teaching critical reading?

Central question: What shapes our understanding of global hunger?

Activity 1: Using Molly's story to explore the difference between myths about hunger and the facts

Resource: Eleven Myths About Global Hunger

Distribute [Eleven Myths on Global Hunger](#)

You can break the class into groups and assign each group a couple of myths to discuss or discuss the factsheet as a class.

Questions:

- What myths did they believe before reading the reality?
- What surprised them?

Draw the attention of the class to myth number 9 and write it on the board: People are only hungry during emergencies, such as civil war, drought, or natural disasters.

- Is this a myth some students believe and what led to this belief?
- What were the different types of media or information students saw that could lead to this being a widely believed myth?
- Do the media sometimes only cover certain types of stories, or leave out important information from others?
- What does the class think about the fact that emergencies only count for 8% of the world's hungry?
- How does better understanding this myth change our definition of food assistance?
- How does this fact change the types of interventions WFP could provide to feed hungry people?
- How does this shape your understanding of the hunger map – who are the hungry?
- What are some ways we can help the chronically hungry?
- How can we better learn to interpret media today to help us gain a better, more factual understanding of current events and global hunger?

Take-home assignment:

Have students find an article in the news on global health, hunger, or weather patterns like drought affecting the world. Encourage them to highlight in different colors parts of the article that are based on facts and the parts that they think are based on myth. The next day, in class use this highlighting exercise to springboard a follow-up class discussion.

Activity 2: Analyzing the medium to understand the big picture of hunger

Resource: [FEED Foundation info graphic on hunger](#)

Project info graphic on the board or have students open on their computers. Discuss the following questions as a class:

- What kind of conclusions do you draw from this resource about poverty, education, and hunger?
- This is called an info graphic. How does it present the challenges of hunger differently than a news story or a video?
- What storytelling strengths does an info graphic have?
- Which medium do you prefer for learning new information: news story, video, photo story, or info graphic?



Teaching economics?

Central question: The majority of people living in the Mathare slum of Nairobi, Kenya live off of less than one dollar a day, the universal indicator of extreme poverty. How does living below the poverty line affect the next generation like Molly?

Activity 1: Looking at the relationship between hunger and development

Resource: [What Causes Hunger?](#)

Distribute the resource [What Causes Hunger?](#) Have the class break into groups to read the story and then answer the following questions:

- Of the reasons provided that contribute to hunger, which are related to economics?
- Poverty is defined as not having enough money or capital to meet basic needs. Do you think this is a cause or consequence of hunger?
- Is a country with a high percentage of the population food insecure more or less likely to develop faster than a country who has greater food security? Why?
- How does being hungry impact productivity, efficiency, and economic growth at the individual, national, and international level?

Activity 2: Exploring the food prices roller coaster and living below the poverty line

Resource: [Food Prices Roller Coaster](#)

Have students examine WFP's [Food Prices Roller Coaster](#)

This info graphic shows that a poor family in a poor country spends as much as 70% of its income on food.

Questions:

- If you had to spend 70% of your income on food, would it limit where you live, work, and your ability to get an education?
- How does spending a majority of your income on food limit your overall economic opportunity?
- What government-led or private sector initiatives could help relieve families of spending high proportions of their income on food with concern to a free market economy?

Take home project:

Watch WFP's "Dollar a Day in Kenya" [video](#) and then work out a weekly budget for a family of six living off of a dollar a day in Nairobi. Make sure to account for food, housing, transportation, education, and other costs. What needs to be sacrificed in order to survive?



Teaching geography?

Central question: What is the relationship between geography, poverty, and hunger?



Activity 1: Mapping an end to hunger

Resource: [2011 Global Hunger Map](#)

Project WFP's [2011 Global Hunger Map](#) on the board. Students previously discussed the hunger map in the Molly's World lesson and answered questions about what the different colors mean, how the map surprised them, and what someone can learn about where she lives based on the hunger map.

Have the students break into small groups. Provide a large sheet of paper for students to write down their thoughts based on the group brainstorm found below. Ask the students to discuss the following questions in their small groups.

Questions:

- What kinds of trends do you see on the map?
- Are there any groups of neighboring countries with similar colors?
- What are some reasons why countries experience higher levels of hunger that you can gather only from looking at this map?
- How do rates of hunger differ between countries in the global south and global north?
- What geographical factors do you think affect a community's ability to overcome hunger?
- How does taking geography into account help us fight hunger more effectively?

Take home assignment:

Encourage students to learn more about the region of the world where Molly lives while earning actual grains of rice for the hungry by answering questions on Freerice.com's [geography section](#)



Teaching health?

Central question: How does getting the proper nutrition impact an individual's ability to grow, learn, work, and fight off disease?

Activity 1: What is good nutrition?

Resources: [Nutrition in 2 Minutes](#) and [Special Nutritional Products](#)

Using your projector, show the class the video: "[Nutrition in 2 Minutes](#)."

As a class, discuss the following questions:

- What types of food, and how much, are needed to maintain a healthy diet?
- What things might prevent a person from getting all of these essential components of their diet?
- Why is it so critical for young children and mothers to be properly nourished?

Distribute the resource [Special Nutritional Products](#)

- Have students break into small groups to discuss the following questions:
- If someone is not able to get all of their vitamins, minerals, protein, and healthy fats they need, how could special nutritional products help?
- What are examples of situations where special nutritional products could be used? How would they help?
- Why is it critical to provide special nutritional products to children under 5 and mothers?
- Do you get all of the vitamins and minerals you need for a healthy diet? What do you think is missing?

Activity 2: The role of nutrition in fighting disease

Resource: [HIV, AIDS, TB, and Nutrition resource](#) and [how food fortification helps fight malnutrition in Mozambique](#) resource

Distribute the [HIV, AIDS, TB, and Nutrition resource](#) and [how food fortification helps fight malnutrition in Mozambique](#) resource

Have students break into small groups and discuss the following questions:

- How does poverty sometimes make people more vulnerable to acquiring HIV, TB, and other preventable communicable diseases?
- Do people with certain conditions, such as HIV or Diabetes have special nutritional requirements and how does being poor affect them if they suffer from these conditions?
- Do you think someone with HIV, AIDS, or TB might have special diet recommendations? Why or why not?
- How does being poor impact people with HIV, AIDS, or TB in trying to get the right nutrients?
- How can food assistance help ensure that poor people with HIV, AIDS, or TB get the right nutrients they need to lead a strong, healthy life?

Take home project:

Using your knowledge of nutrition and communicable diseases, design a healthy meal plan for someone with HIV, AIDS, or TB. Search online for special recommendations doctors and nutritionists might suggest for people suffering from these illnesses. How much do you think this diet would cost and would being poor limit someone from following these recommendations?



Teaching social science?

Central question: Why might girls not have the same access to education as boys in the developing world?

Activity 1: Understanding the girl effect

Resources: [The Big Picture](#) and [The Girl Effect Factsheet](#)

Explain that education is an important part of reducing poverty and hunger worldwide. School meals help to ensure kids stay in school so they have the chance for a better, brighter, and more food secure future. Explain that in the developing world, sometimes girls are taken out of school before boys if a family cannot afford to send all their children to school, even though educating girls is proven to help break the cycle of poverty and improve food security for entire communities. Today there are 600 million girls like Molly living in the developing world.

Project The Girl Effect "[The Big Picture](#)" info graphic onto the board and distribute [The Girl Effect Factsheet](#) on adolescent girls.

Break students into small groups and assign each group a different fact from The Girl Effect factsheet. Have them compare their fact to the Molly's World video and the "Day in the Life" Molly's World [photo gallery](#).

Challenge each group to discuss the following:

- What does it mean that girls in the developing world are at a crossroads?
- Is Molly at a crossroads?
- Does your fact surprise you?
- How would her "Day in the Life" look differently if she didn't get a daily meal at school?
- According to The Girl Effect's info graphic, Molly has a chance. What makes it so that she has a chance?
- Why is school important to girls like Molly? What can they now do?
- Why is school important to you?

Activity 2: Why the next generation needs us to solve hunger

Resource: [6 Reasons the Next Generation Needs Us to Solve Hunger](#)

Have students read the story [6 Reasons the Next Generation Needs Us to Solve Hunger](#) and then come up with their own six reasons.



Teaching literature and creative writing?

Central question: How does point of view influence our understanding of Molly's World?

Activity 1: Point of view at work

Resource: [Molly's World video series](#)

Molly introduces a number of people who are important in her life, from her family members to her teacher. Have students re-write an episode of Molly's World from another person's perspective. Example: What would Molly's World look like from her teacher's perspective?

- Encourage students to read aloud from their stories.
- How does telling Molly's World from a different point of view change it?
- How does this relate to how the books we're reading in class are narrated?
- What role does point of view play in shaping our understanding?

Activity 2: Powerful storytelling

Resource: [Molly's World video series](#)

Have students practice their storytelling skills by writing Molly a letter describing their world. What is their day-to-day life like? What do they eat for lunch? Who are their friends? What are their favorite subjects?

