

The Hunger Obstacle Course

A lesson in overcoming the challenges of extreme hunger and poverty

Age Range: Grades 7-9

Subjects: Social Studies & Language Arts

Adapted from Kerpelman & Crosswhite, “[Stay Connected](#),” www.aces.edu/teens/stayconnected in conjunction with the Alabama 4-H War on Hunger Program and Universities Fighting World Hunger at Auburn University

Overview

Collaborative learning and problem-solving

Hunger affects populations both globally and domestically. Students should be aware of the obstacles to food security and good levels of nutrition that many people face every day. Encouraging students to find solutions to these problems heightens their awareness of the issues, and enables them to realize that members of a community can help each other in concrete ways.

This activity engages participants in creative problem solving through a time-limited process of generating solutions to different hunger-related problems. Small groups of students circulate around the room and write down solutions to each of the hunger obstacles.

Aims & Objectives

- To increase awareness of hunger-related problems
- To encourage critical thinking, and to enable students to generate multiple solutions for addressing problems
- To encourage students to think about solutions to both global and domestic hunger
- To encourage collaboration and debate
- To encourage students to take action both in their local communities, and as global citizens

Definitions

Food Insecurity - The inability to gain access to food on a regular basis.

Materials

- 8 giant Post-It notes or 8 pieces of poster board
- Hunger obstacle cards
- Markers, 8 different colors
- A whistle or bell



Teachers and Students

The World Food Programme - Fighting Hunger Worldwide

www.wfp.org | twitter.com/fighthunger | facebook.com/worldfoodprogramme | youtube.com/worldfoodprogram

Instructions

1. Place the Post-It sheets or poster board around the room. Tape one obstacle to the top of each board.
2. Divide the class into 8 groups and give each group a different color marker.
3. Assign each group a starting obstacle and decide which way the groups should rotate.
4. Tell the groups they will have 2 minutes at each station to think of as many solutions as they can for dealing with the obstacle. They are to write their solutions, beginning immediately below the obstacle card.
5. Use the whistle or bell to start and stop every 2 minutes.
 - Make sure the groups know they cannot repeat any solution already listed.
6. Repeat the process until all groups have had a chance to respond to each obstacle.
7. Once finished, look at each obstacle individually and discuss some of the best solutions. Also have them consider what would happen if two or more of the solutions were combined.
 - You can also use the ideas for solutions to help figure out additional solutions and see how some solutions could help solve multiple obstacles.
8. To end the activity, talk as a class and see if any of the solutions could be implemented in a simple class project

Ideas for Solutions

- Contact the World Food Programme at WFP.Youth@wfp.org to find out how our class can help hungry families in countries where families face hunger.
- Organize a day each month for students in your class to volunteer at the local food bank or with other community groups who help individuals and families living in poverty.
- Have a competition among classes in your school to collect canned foods to donate to a food bank in your community.
- Talk with teachers and parents about ways you can communicate with children living in other countries (letter writing, the internet, sharing photos or drawings)
- Talk with grocery stores and restaurants in your area to find out if they donate to the local food bank. Encourage those that do not to consider donating to the food bank.
- Research hunger and poverty and create a presentation/movie that could be presented to other classes in your school.

OBSTACLE 1

There are families in your community where the adults and children often miss meals because of food insecurity.

OBSTACLE 2

Your class learns that there are children in Kenya who would like to communicate with children in the U.S. and need ideas for how to get this going.

OBSTACLE 3

Many children in your school do not know very much about the problem of hunger and do not seem to care.

OBSTACLE 4

There are poor children living in rural developing countries who could receive food at school if more donations were made. It takes 25 cents to feed a school child for one day.

OBSTACLE 5

There are some elderly people in your community who live alone and often don't have healthy meals to eat, and little social contact.

OBSTACLE 6

There are families living in rural communities in Kenya who are experiencing hunger because of a serious drought this year.

OBSTACLE 7

A family from Nepal has moved to your community and the two kids in the family attend your school. Some other kids are making fun of them because they are different.

OBSTACLE 8

You find out that some of the students at your school are experiencing food insecurity (going hungry several days per week).