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## INTRODUCTION

On this Mission, students will work on Zero Hunger through the Young Reporters for the Environment programme. Students are expected to reach the following learning objectives and to develop the following skills. Students will be able to become familiar with Zero Hunger issues through different classroom activities and online courses. After completing this part, they will work on photo journalism.

## FORMULATION OF THE SPECIFIC DIDACTIC OBJECTIVES

**General objective:** The main objective is to make children aware about how the global food system works and its weaknesses: hunger, malnutrition and environmental impact. At the same time, this scenario aims to develop learners' photography skills.

### Learning Objectives:

Students are expected to be able to...

- Analyse the Food System and how it works.
- Review where their food comes from.
- Compare what they eat and what people around the world eat.
- Gain knowledge about Food Production.
- Learn about the history of agriculture.
- Understand how agriculture has affected the climate, natural resources and our economic and social lives.
- Learn about sustainable food.
- Reflect about how to feed the world.
- Become critical Food Consumers
- Become aware about Food Waste, Food Miles and Food packaging.
- Become aware about hunger and obesity

### Skills development:

- Critical thinking
- Global awareness
- Environmental commitment
- Sense of justice
- Social solidarity
- Problem solving
- Communication skills
- Self-direction skills
- Photography basic skills
- Photo journalism
- Photo composition

## TIMING

This unit comprises of **4 classroom sessions + 1 individual online course**. Students should complete an online course on their own between Session 1 and Session 2. Teachers can ask for reports from the online course as homework. Each of the classroom sessions includes activities to practise specific objectives.

- Introductory session (45 minutes)
- Online course: TheGoals.org (15 hours average)
- YRE photographers' workshop (45 minutes)
- Let's report it! (45 minutes)
- Spread the word (45 minutes)

### INTRODUCTORY SESSION

45  
min

#### IMPORTANT!

Before teaching this lesson, you should check if any of your students are affected by any of these inequalities. These are sensitive topics and in order to discuss them openly and happily you need to make sure the classroom is a 'safe' environment for all of your students. This lesson is an introduction to some of the many types of inequalities that exist in the world. It can be easy to fall back on stereotypes when describing these situations. Try to actively deconstruct any stereotypes as this will "steer" students away from falling back on them. Remind them that there is a lot of complexity to why inequality exists and what it is like for people to live with it.

As you teach this lesson, and especially as you cover the true or false learning activity, make sure you explain that these inequalities exist because systems are discriminatory against the poor, minority groups, people with disabilities, women, the elderly and other groups in societies. Ensure that students do not attribute inequality to inferiority or stereotypes. Make sure that when you describe or discuss these discriminatory systems you make it clear that there are many positive facts and achievements amongst people who are part of historically marginalised groups. We aim that all students internalise their strengths and reject all inequalities as unjust and unfair.

#### **Inequality game (15 minutes)**

As students enter the room, distribute a number of sweets/biscuits/stickers unevenly. Some students should have a lot, some students should have none. Keep a majority of the sweets/biscuits/stickers for yourself. When all the students are seated ask the question: "Is this fair?" Encourage students to discuss this as a class. Ask the students to discuss how they feel about the amount of sweets/biscuits/stickers they have.

Explain to the students that you have the most because you are the oldest. Ask students if they think this is fair and if you should redistribute the sweets/biscuits/stickers on this basis. Introduce the idea of social inequality as the subject of this lesson. This definition might be useful "a situation in which people are not equal because some groups have more opportunities, power, money, etc. than others" (source: MacMillan dictionary)

#### **True or false? (15 minutes)**

Present students with the true or false statements about the various forms of inequality from [Annex I](#). Ask students to work individually to decide which statement is true or false. Now present students with the actual answers. Follow this with a discussion about the statements.

- Were there any statements that surprised students?
- Were there any statements about which they thought the situation should be changed?
- What do all of the statements have in common?

Use the last question to lead to an introduction of how inequality can have many different forms.

\* The previous activities are part of the **World's Largest Lesson** project. In the following link you can find more didactic resources and good material for teachers and students: [www.worldslargestlesson.globalgoals.org](http://www.worldslargestlesson.globalgoals.org)

### **Photo – awakening (15 minutes)**

Split students into groups of 4 or 5 to work on Zero Hunger photo awakening. Show pictures with statements to students. You can find pictures in **Annex II**. As well, you can bring your own pictures (from newspaper, magazines, books, internet, etc.) They should show different realities (positives and negatives) that people are living around the world.

Give students time to exchange, observe and comment on pictures among them for about 5 minutes. After this, write the following sentence on the blackboard: **“TO ME, INEQUALITY MEANS...”** Each group should write an ending for this sentence on a piece of paper and they have to post it on the blackboard/wall to share it with the entire group.

Enroll students to SDG2 Zero Hunger. This course has 5 missions in total, estimated time to complete it is about 15 hours (3 hours per mission). Course overview:

- Mission 1: Food System
- Mission 2: Food Production
- Mission 3: Food Consumption
- Mission 4: Food and Nutrition
- Mission 5: A Sustainable Development Goal on Food

To access this course go to <http://www.thegoals.org/>.

Students should form small groups (4-5 students per group) with their teacher as Coach. The course can be done during school time if there are resources, space and time available for it. Otherwise, students can do it at home and teachers can ask for reports as homework. Students should complete the course and receive credits.

\* Remember that you can find an introductory session to the platform on “Introduction to SDGs classroom – workshop” it might help students to understand how the platform works and how to use it.



After finishing Thegoals.org SDG2 course, students are expected to be familiar with the subject and have acquired enough knowledge to be able to report on the Zero Hunger goal.

Let's introduce the group to the photo journalism field.

### YRE Photography101 (15 minutes)

Play the following video (6:36 min) from YRE International, this video gives photography tips. You can find it in the following link [www.youtube.com/watch?v=U91Ahk7dXKq](http://www.youtube.com/watch?v=U91Ahk7dXKq) or go to Young Reporters for the Environment website ([www.yre.global](http://www.yre.global)) > Tools and Resources > Video tutorials.

If you don't have the option of playing it during school time, ask your students to watch it the day before, so you can prepare the first 15 minutes of this session to discuss the video.

If students can watch the video during the session, let them ask questions about it if they have doubts.

### Creative work (30 minutes)

Split students into pairs or trios for a photo case. The teacher proposes a phrase or an image linked with Zero Hunger issues. Distribute a "Photography 101 form" (you can find it in [Annex III](#)) among students. Throughout this exercise students will follow the helpful steps for reporting the Zero Hunger Goal with the help of a photo camera.

During the last 10 minutes, students should share their work with others.

**YRE Competition, 10 minutes:** Now it is time to introduce the final report, remember, this report is the one that students can send to YRE. Take some time to introduce them to the Competition rules. You can find them in the following link: [www.yre.global/yre-competition](http://www.yre.global/yre-competition) . From this moment on they will work on their own report.

**Check YRE handbook! 10 minutes:** The YRE handbook is available to students. In it they can find recommendations and guidelines on how to become photo reporters. This handbook is on the website: Young Reporters for the Environment website ([www.yre.global](http://www.yre.global)) > Tools and Resources > Handbook > Part II – 1: Student Handbook.



**Four – Steps methodology. 10 minutes:** This methodology is explained in the YRE Handbook too. Take some minutes to talk about it during the session and remind your students which steps they should follow. This methodology might help students to carry out their work as reporters.

**Starting point. 45 minutes:** Suggest a set of questions to help students figure out a starting point in their work as young photo reporters. Here you can find some examples:

- Which human activities are strong pollution sources in your hometown?
- How could you show food wastage in your home or in supermarkets you patronize?
- What can you personally do to reduce food wastage?
- What would you do to solve the global challenge of ending hunger in the place where you live?
- Do you think there is an excess of packaging in the products that you eat daily?
- How does food affect your health?
- Where are the products you eat daily from?
- Do you think there is an unequal distribution of food resources comparing your hometown and other parts of the world?



**YRE Competition. 15 minutes:** This part of the session is designed to talk about the Competition. After the agreed time (days, weeks or months) designated for taking their own photos about the Zero Hunger Goal, it is expected that they have photos almost ready to be submitted to the YRE Competition. Give some minutes to solve problems and answer questions. In some cases, it is the teacher who can help them, in other cases even between learners there can be good feedback and answers. After this, students will feel encouraged to submit their entries to the YRE Competition.

**How to spread our work? 30 minutes:** All students together with the teacher can discuss how they want to spread their work. They should design a way to disseminate their work in the school, neighborhood, area, village, city, region...

- Organise a School Global Action Day to present their photos.
- Make a presentation for the whole school based on the topic.
- Contact local media: radio, newspaper, TV for publishing pictures.
- Ask the municipality if they will allow you to make an exhibition at a public space.
- Bring the pictures to local markets and stores.
- BE CREATIVE!

### True or False?

- The 85 richest people in the world have as much wealth as the poorest half of all humanity, 3.5 billion people.
- In the USA, the average worth of white households in 2009 was \$113,149 compared to African American households at \$5,677 and Hispanic households at \$6,325.
- 80% of people with disabilities live in less developed countries.
- In most developed countries the unemployment rate for people with disabilities is at least twice that of those who have no disability.
- In Latin America 80-90% of persons with disabilities are unemployed or outside the work force. Most of those who have jobs receive little or no pay.
- By 2040, it is estimated that over 25% of Europeans are expected to be at least 65 years old.
- In the UK the unemployment rate for people aged 16-24 is 14.4%. The overall unemployment rate is 5.7%.
- Globally, women occupy less than a 25% of all seats in parliament.
- In the UK twice as many women as men rely on state benefits.
- In the UK two thirds of pensioners living in poverty are women.
- In Europe, easy access to green spaces improves the health of poorer people by as much as 40%.
- In the USA, people living close to public transport facilities can access up to three times as many jobs.

## ANNEX II

Pictures for “Photo awakening” activity. Introductory session. Source: <http://www.pics4learning.com/>, FEE archive, YRE archive <https://www.flickr.com/photos/feeinternational/albums/>. Data from Raise against hunger.

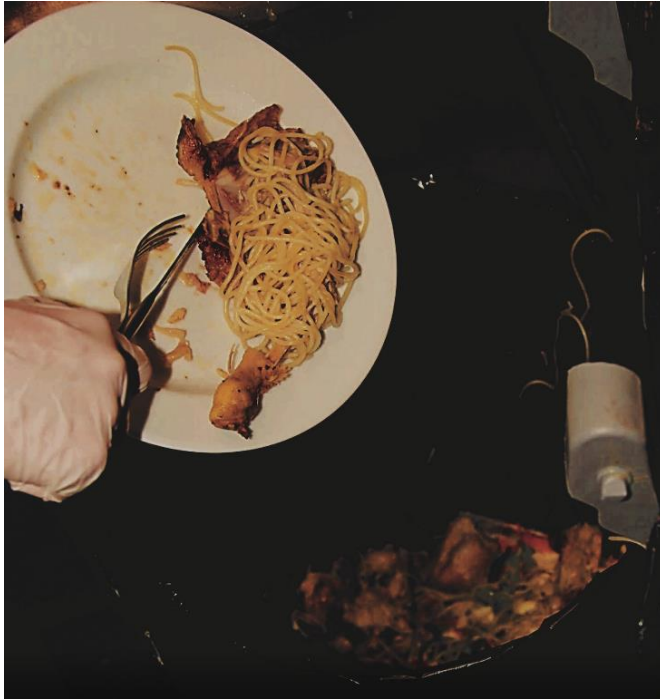


“792,5 million people in the world don’t get the food they need to live a healthy life. That’s about one in nine people on earth.”  
*2016 FAO Stats*



“Asia has the largest number of hungry people, with two thirds of the population affected.”

*FAO*



“Malnutrition in all its forms – from wasting to obesity – directly affects one in three people”.

*2016 Global Nutrition Report*



“66 million primary school-age children attend classes hungry across the developing world.”

*World Food Programme*



“Every \$1 spent on malnutrition prevention delivers \$16 in economic returns.”

*2016 Global Nutrition Report*



“If women farmers had the same access to resources as men, the number of hungry people in the world could be reduced by up to 150 million.”

*FAO*

## ANNEX III

### Photography 101 Form

#### What's your story?

- What's the problem?
  
- What's the solution?

#### 5Ws + H:

- Who is this about?
  
- What's happening?
  
- When did it start?
  
- Where?
  
- Why is it happening?
  
- How is it happening and how can we fix it?