

# I was hungry

A literacy activity addressing key elements of the National Literacy Strategy (NLS) while exploring how food attitudes and practices contribute to global social and economic inequality

## Relevant elements of the Year 6 NLS Teaching Programme

NLS reference: Year 6 term 2: Fiction and Poetry

### Reading comprehension:

- 5: to analyse how messages, moods, feelings and attitudes are conveyed in poetry

### Writing comprehension:

Suggested extension to literacy hour framework objective:

- Using the same language pattern and poem structure write a poem which presents a strong message on an issue of inequality and injustice and demonstrates the relationship between the exploiter and the exploited.

## Global citizenship aims of the poetry reading comprehension activity

- ✓ To encourage children to think critically and use available evidence to present a reasoned case
- ✓ To develop children's understanding of the causes and effects of inequality and social injustice
- ✓ To enable children to understand the effects of trade between countries
- ✓ To help children understand the relationship between people and the environment
- ✓ To encourage empathy towards others globally
- ✓ To foster a sense of responsibility for the environment and the use of resources
- ✓ To equip children with the knowledge and understanding to empower them to take positive actions which ensure greater social justice and protect the environment.

## Suggested lesson structure

### Suggested activity focus using this poem

The aim of this activity is to focus on text level work where a poem is investigated to identify the message being conveyed. The poem, I WAS HUNGRY, also enables the reader to examine the feelings of the writer and consider the target audience. It enables the reader to explore what messages, moods, feelings and attitudes the writer wishes to convey and the methods used to convey these.

### Reading comprehension: suggested questions and activities

- What message is being conveyed by the poem?
- By examining each line consider what the writer is implying about 'my', 'our', 'you', and 'your' in the poem
- What is the writer suggesting about the relationship between himself and the person he/she is addressing through this poem?
- Investigate what devices are used by the writer to convey his point of view

### Writing comprehension:

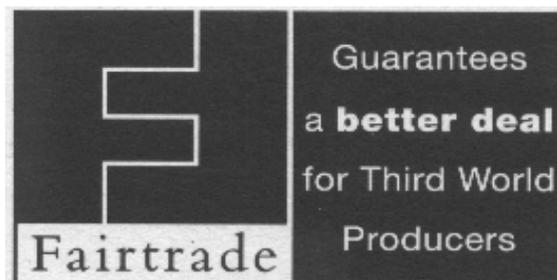
A possible writing task as an extension of the text work in the literacy hour could be children writing a similar poem to demonstrate a relationship between people in an exploiter/exploited relationship. Additional lines could be written for the I WAS HUNGRY poem or an alternative first line could be used such as I WAS THIRSTY, I WAS HOMELESS or I WAS LANDLESS. A 'brainstorm' of appropriate first lines could be useful before children begin writing.

### vocabulary box

The following are examples of words which may be used or introduced when considering the reading comprehension questions and activities

*exploited exploiter exploitation inequality unequal injustice unjust power powerless wealth poverty greed*

The key points would be the use of similar structure, language patterns and literacy devices to convey a message about a global, social or environmental issue.



# poetry text

**I was hungry...**

I WAS HUNGRY

And you fed your animals with my food

I WAS HUNGRY

And your multinationals planted your winter tomatoes on our best land

I WAS HUNGRY

And you wouldn't give up your steak from South America

I WAS HUNGRY

But they grew coffee for you where corn might grow for my daily meal

I WAS HUNGRY

But you turned our sugar cane and manioc\* into fuel for your cars

I WAS HUNGRY

But the waste from your factories is poisoning the fishing grounds of the earth

I WAS HUNGRY

But with your money you bought up my food

I WAS HUNGRY

While my land grows exotic fruit for your table

\*manioc is cassava, a root vegetable which can be used to make flour

Poem from *We ask why they are hungry* Christian Aid and CAFOD

## Further resources

The following is a list of titles which will offer opportunities for further activities on issues of Food for KS2. They should be available through your local Development Education Centre (DEC).

Food and Harvesting Primary Topic Poster pack Oxfam GB 1998

Go Bananas Oxfam GB 2000

Making a Meal of It Oxfam GB 1998

Sowing and Harvesting: A simulation game Oxfam GB 1998

The Whole World Cake Christian Aid 1994

Food Technology: A Global Perspective for KS1 & KS2 VSO 1998

We Are What We Eat: but who controls our choice? UNICEF 1992

Foods, Farms and Futures: The Organic Option

The Soil Association 1995

Global Express No.14: Monster Tomatoes or Bumper Harvests

Manchester DEP 1999

*Feedback on these activity ideas would be much appreciated. Comments can be sent to HEC or your local DEC or made via the Global Footprints website.*

# Further ideas, contacts and information

## Hunger: What can be done?

This activity encourages children to consider possible solutions to hunger and provides a good follow up activity to the poetry comprehension activity in this leaflet. The activity provides real life examples of how people positively challenge hunger.

### What to do

Read the following statements to the children or photocopy them for shared reading in small groups. The statements could be discussed and the relevant countries identified on a world map.

Having discussed the statements, ask children to list ideas for tackling hunger.

Danielle lives in Brazil. Her mother says: "The children get a meal at school, but sometimes it is only bread and margarine". Danielle's mother is trying to grow her own vegetables to give	Akasuwa from Ghana sells her cocoa to a Fair trade organisation which pays her a good price. "I make more money than I did before. Most of it will go on the
Anthony and his wife were driven from their land in Kenya. When they were able to come back they were given tools and seeds to start farming again. Four months later they were eating what they had grown. Anthony says: "Today things are different. Now I can grow this	In the north of England a 'food bank' has been set up. This collects food from local companies and gives it to people who need it. Lindsay, who is the coordinator of the food bank, says: "The amount of food that is wasted in this country is very sad. What's the point of dumping food in a skip when there are hungry people just around the corner."

The statements should act as a prompt. Ideas might include: paying people fairly for what they produce; giving unsold food to people who need it; helping people who do not have enough to eat to grow their own food, and allowing people access to land for growing food for themselves rather than for others (cash crops). What other ideas do the children have?

Based on an activity contained in *Making a Meal of It!* Oxfam GB 1998

## Further Activity and Action Ideas

- ★ Staffroom action. A very practical way in which a school can demonstrate its commitment to food producers in developing countries is by purchasing *Fair trade* tea and coffee for the school staffroom.
- ★ The setting up of 'fruit tuck shops' enables schools to examine the different options available and to explore, perhaps through school councils, the dilemma between buying low price/hidden costs fruit and higher price *Fair trade* and organic fruit which offers a fairer deal to producers and the environment

Your local DEC:

## Further information about food justice

**The Fairtrade Foundation** Suite 205, 16 Baldwin's Gardens, London EC1N 7RJ Tel: 020 7405 5942

e-mail: [mail@fairtrade.org.uk](mailto:mail@fairtrade.org.uk) Web site: [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

Contact for details about *Fair trade*.

**British Association of Fair Trade Shops (BAFTS)** c/o Gateway World Shop, Market Place, Durham DH1 3NJ Have details of *Fair trade* shops and suppliers in your area.

**Friends of the Earth** 26-28 Underwood Street, London N1 7JQ Tel: 020 7490 1555 [www.foe.co.uk](http://www.foe.co.uk) Produce *Biteback!* a young person's action guide to campaigning for real food snacks which are better for people and the environment.

**The Soil Association** 86 Colston Street, Bristol BS1 5BB Tel: 0117 929 0661 Have been campaigning for organic farming for over 50 years and provide information on how to buy organic food (both meat and vegetables).

**Compassion in World Farming** Charles House, 5a Charles street, Petersfield, Hants GU32 3EH Tel: 01730 268070 Campaign for the welfare of farm animals and against factory farming. Publish a wide range of leaflets, books and videos. Will have information on 'free range' animal products.

**Oxfam** 274 Banbury Road, Oxford OX2 7DZ Tel: 01865 313600 Campaign for justice for the world's poorest food producers and for *Fair trade*. A wide range of *Fair trade* products is available through their shops. Extensive range of global citizenship education packs available. Also have a children's website containing information, and activities: [www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet)

**Food: Feast Your Mind!** By Emily Moore, published by Holder Books 1999. One of the 'What's the Big Idea?' series. Lively and entertaining!

## Development Education Centres (DECs)

This resource was produced by two DECs: Humanities Education Centre, Tower Hamlets and RISC in Reading. Your local DEC will be able to provide a range of exciting resource ideas for the teaching of Global Citizenship.

To find your nearest DEC contact the Development Education Association, 29-31 Cowper Street, London, EC2A 4AP

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