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Using our Resources *to* HELP WORLD HUNGER

CLASS ACTIVITY:

The teacher will break up the students into groups of six. Each child is given a cup. The teacher will go around and add cereal pieces to five of the six students' cups. Tell the children who have cereal in their cup they can eat five pieces. No sharing allowed.

TEACHER LED CLASS DISCUSSION:

Teacher will ask the students with empty cups how they feel about the activity. How do the students with cereal pieces feel about eating in front of the students with no cereal?

Teacher will explain 1 in 6 people go hungry in this world and are malnourished due to the lack of food.

Ask the class if this statement is true or false:

There is enough food in the world to feed everyone. (Answer is true.)

Discuss why people still go hungry, even though the above statement is true. Issues to discuss would be lack of land/resources and lack of money.

We are lucky that here in the United States we have enough food sources to keep us healthy. There are many countries around the world that are not as fortunate. Honduras is one of those countries. About 50 percent of children 12 and under suffer from malnutrition in Honduras. An estimated 30 percent of the children in Honduras lack sufficient protein in their diets to reach their full mental and physical potential as they grow.

As a class, brainstorm ways we as Americans can help people of other countries. How can we help our "empty cup" students? (Share the cereal). Have students share their cereal pieces and then eat them while the teacher reads aloud the book *Beatrice's Goat* by Page McBrier.

(Amazon.com Description: When her family's fat, sleek new goat arrives in her poor Ugandan village, little Beatrice hugs her close and whispers, "Mama says you are our lucky gift..." And indeed it is true. Soon the goat bears two kids and provides enough milk to both feed the family and sell for profit. Until the goat arrived, life was very hard for Beatrice and her five brothers and sisters. The family could not afford to send the children to school, and it was difficult to make ends meet. Magically this one small animal, one of 12 given the village, opens up a new world of health and prosperity. Before the year is out, Beatrice happily realizes her dream of becoming a schoolgirl and her delighted family moves into a sturdy new house.

Based on the true account of one family who received aid from Heifer Project International, a charitable organization that donates livestock to poor communities around the world. In her afterword Hillary Rodham Clinton writes, "Beatrice's Goat is a heartwarming reminder that families, wherever they live, can change their lives for the better.")

IL Learning Standards: 1.B.2a, 1.B.2b, 1.B.2c, 1.C.2a, 1.C.2b, 1.C.2d, 3.A.2, 3.B.2b, 3.B.2d, 3.C.2a, 3.C.2b, 4.A.2a, 4.A.2b, 4.B.2b, 5.A.2b, 15.A.2a, 15.B.2a, 15.D.2a, 18.B.2b, 18.C.2



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After reading the book, discuss how providing the goat to the family not only helped them nutritionally, but also how it helped them make a better life financially. Explain that there is another organization that works in a similar way, providing soybeans and soybean products to people in undernourished countries.

SHARE WITH STUDENTS:

Several U.S. state soybean groups created The World Initiative for Soy in Human Health (WISHH) Program in 2000. Their goal is to create long-lasting solutions for the protein needs of people in poor countries like Honduras, by making available U.S. soy products.

Either display the following website pages from the WISHH website or make an overhead transparency of the pages to display to the class:

<http://www.wishh.org/index.html>

http://www.wishh.org/nutrition/soycow_vitagoat.html

<http://www.wishh.org/globaloutreach/outreachmap.html>

Discuss the mission of WISHH. Discuss the benefits to the people in malnourished countries and also the benefits to U.S. farmers. Look through the needs of the different countries that WISHH helps. Discuss how the VitaGoat and SoyCow can not only feed people but give them jobs as well, much like *Beatrice's Goat* in the story. Have students complete a writing assignment. They should write a paragraph of at least five sentences that explains the need for groups like WISHH and how the group helps both malnourished people and U.S. farmers.

IL Learning Standards: 1.B.2a, 1.B.2b, 1.B.2c, 1.C.2a, 1.C.2b, 1.C.2d, 3.A.2, 3.B.2b, 3.B.2d, 3.C.2a, 3.C.2b, 4.A.2a, 4.A.2b, 4.B.2b, 5.A.2b, 15.A.2a, 15.B.2a, 15.D.2a, 18.B.2b, 18.C.2



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