

# World Food Day

## Topic

World hunger

## Aims

- To develop skills of reading, writing and critical thinking
- To teach learners about the importance of raising awareness about hunger in the world
- To encourage empathy in learners
- To promote global awareness of hunger

## Age/level

Older primary or secondary  
CEFR level A2+

## Time

40–50 minutes

## Materials

1. worksheet (one per learner)

## Introduction

World Food Day is celebrated on 16 October. According to the United Nations, 'World Food Day marks a day to take action against hunger with the sole aim of eradicating it in this lifetime.' Their aim is to reach zero hunger. More information can be found here:

<http://www.un.org/sustainabledevelopment/events/world-food-day/>

In this lesson, instead of focusing on the topic of food itself, learners learn about the problem of hunger in the world and the need to work together to eradicate it.

Learners start by reading a text about World Food Day that contains some statistics about hunger. They answer a series of questions related to the text, designed to make them think critically about issues related to hunger. They share their ideas about what they can do to raise awareness in their community. Finally they collaborate to write letters to world leaders, explaining how they feel and why this issue is important.

## Procedure

### 1. Warmer (5–10 mins)

- Introduce the topic of World Food Day. Write *World Food Day: 16 October* on the board. Explain that this lesson is about World Food Day.

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|                                | <ul style="list-style-type: none"> <li>Have a classroom discussion. Write these questions on the board and encourage learners to share their ideas. Accept any reasonable ideas at this stage. <ol style="list-style-type: none"> <li><i>How many meals a day do you have?</i></li> <li><i>Why is it important to eat a variety of food every day?</i></li> <li><i>Does everybody have enough food?</i></li> </ol> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2. Reading (15 mins)</b>    | <ul style="list-style-type: none"> <li>Give out the worksheet. Read the instructions for activity A aloud and give learners a limited time to read the article. Ask the question at the top again and encourage all of the learners to share their ideas, saying how the article makes them feel.</li> <li>Learners then read the article again, making sure they fully understand. Monitor learners as they read, answering questions if necessary and offering support.</li> <li>Do activity B as a whole class, orally. Read each question in turn and encourage learners to put their hands up to share their ideas. The questions are designed to make learners reflect on what it means to live in a place where they might not have enough food.</li> <li>The final question is designed to elicit ideas of how the learners can help to raise awareness. Write these ideas on the board. Possible ideas are: make posters, tell our friends and families, organise a community picnic, etc. If nobody suggests it, add <i>send a letter/an email to our leaders</i>.</li> </ul> |
| <b>3. Writing (15–20 mins)</b> | <ul style="list-style-type: none"> <li>Learners work in small groups to write a letter to a leader (in the community, in the country or in the world). Write this skeleton letter on the board: <p><i>Dear ...</i><br/> <i>We are pupils at (school)</i><br/> <i>Today we read an article about (subject)</i><br/> <i>It made us feel (feelings)</i><br/> <i>We are writing to ask you (ideas)</i><br/> <i>(Say thank you)</i><br/> <i>(End the letter)</i><br/> <i>From (names)</i></p> </li> <li>Put learners into groups to think of ideas for each empty section.</li> <li>Ask each group to share their ideas in turn and to choose the best ideas to complete their letters.</li> <li>Learners complete their letters in groups. They should first write the letter in rough and then edit it and correct any errors after you have checked it.</li> </ul>                                                                                                                                                                                                                        |
| <b>Extra activities</b>        | <ul style="list-style-type: none"> <li>Learners draw pictures of protest to illustrate their letter.</li> <li>Learners send their letters.</li> <li>For higher-level teenage learners, there are a variety of resources available on the LearnEnglish Teens website: <p><a href="https://learnenglishteens.britishcouncil.org/study-break/video-zone/food-waste-rebel">https://learnenglishteens.britishcouncil.org/study-break/video-zone/food-waste-rebel</a><br/> <a href="https://learnenglishteens.britishcouncil.org/study-break/youtubers/cutting-down-waste">https://learnenglishteens.britishcouncil.org/study-break/youtubers/cutting-down-waste</a></p> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                          |

### Contributed by

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