



“The Hunger Games”

Food Justice Relay Race

The *Hunger Games* challenge students to learn about and compare food supply and resources in Canada and the Global South. The activity can be incorporated into the global citizenship curriculum and is also appropriate to celebrate World Food Day (October 16).

Activity Description Summary

The Hunger Games is a relay race which includes a trip to ‘the market’ and the completion of a physical ‘climate change challenge’.

Students are divided into six countries (Uganda, Nicaragua, Honduras, Guatemala, Bolivia, and Canada) and are issued currency based on each country’s respective typical daily income.

Students are tasked with buying coloured jelly beans, representing the four food groups, in an effort to meet daily dietary needs.

It quickly becomes obvious that students representing Canada come away with a full bag and a full spectrum of jelly bean colours, while those from other countries can only afford to buy one or two.

The Hunger Games wraps up with a *Hunger Lunch* which provides the students with a lunch from Nicaragua, Uganda, or Canada, emphasizing the disparity that exists in the world. Students representing Canada receive pizza, an apple, and juice; students representing Nicaragua receive a small plate of rice and students representing Uganda are left looking into an empty box.

Declarations of unfairness and expressions of empathy typically ensue.

“The Hunger Games”

Food Justice Relay Race

LEARNING OBJECTIVE

To challenge youth to define and learn about food security (access, cost, nutrition & other challenges) in Canada, Uganda, Bolivia, Nicaragua, Honduras, and Guatemala.

MATERIALS NEEDED *For 60 students- adjust for number of participants*

	Items
	Jelly Beans Yellow x 310, Green x170, Red x 40, Black x160 <i>Other coloured items may be used such as buttons, lego, or any other small objects</i>
	6 Large Envelopes with country name on each: Canada, Bolivia, Honduras, Nicaragua, Guatemala, Uganda ‘Markets’
	6 Chairs at the far-end of gym from start line where the teacher/volunteer will sit with ‘Country Scenario Card’
	6 Signs to post on wall by Market with name of country- Canada, Bolivia, Honduras, Nicaragua, Guatemala, Uganda
	6 Country Scenario Cards & Debrief Questions put in envelopes for teachers
	Fake Paper Money: \$20 Bills x 10 (put in Canada envelope) \$2 Bills x 40 (put 10 each in the Bolivia, Honduras, Nicaragua & Guatemala envelopes) \$1 Bills x 10 (put in Uganda envelope)
	6 Chairs for ‘Climate Change Obstacle’ with instructions set up at mid-point
	Students in the following 3 countries need to bring their backpacks to the gym: Uganda, Nicaragua and Guatemala
	3 Skipping Ropes place at Climate Change Stations for Bolivia, Nicaragua & Guatemala
	2 Gym Matts place at Uganda & Honduras
	7 Chart Paper + pen/pencil 1 for each country for the finish line area

ACTIVITY INSTRUCTIONS

1. **DIVIDE STUDENTS INTO 6 GROUPS.** Every group represents a country where Change for Children works: Canada, Uganda, Bolivia, Nicaragua, Honduras, and Guatemala. Every group needs 1 teacher/volunteer to read the 'Country Scenario Card' and lead the debrief questions after the relay race.

Assign students to their countries prior to going to the gym. Instruct those in Uganda, Nicaragua and Guatemala to bring their backpacks.

2. **ONCE IN THE GYM WITH ALL STUDENTS go over the following:**

Game Objective

The goal of the race is to collect the team's "Food Supply" (Jelly-Beans).

Each student must strive to collect 18 Jelly Beans to meet the 'minimum energy intake/day' – 1800 calories from their country's 'Market.'

1 jelly bean = 100 calories

Red jelly beans = Protein (meats/alternatives)

Yellow jelly beans = Carbohydrates (grains/cereals)

Green jelly beans = Fruits & Vegetables

Black jelly beans = 'other' foods (sugars, fats, oil, etc.)

3. **BEFORE THE RACE STARTS, every student is given X Amount of "fake dollars" which represents their daily income for purchasing food.** (Canada will have the most, Uganda will have the least). The teacher at the Market can hand the money out.
4. **THE RACE START TIME WILL BE DIFFERENT FOR EVERY COUNTRY:** Canada will have a 2 minute head start before the other countries.

5. THE CHALLENGES WILL BE DIFFERENT FOR EVERY COUNTRY:

For Uganda, Nicaragua and Guatemala – students must wear a backpack on their front to represent being a ‘pregnant woman’ who is collecting food.

Every country faces a “Climate Change Obstacle” (a chair placed at midway point of the race with printed instructions). **The student must stop & follow the instructions!** They **must read** the challenge and write it down on the chart at the finish line.

6. STUDENTS MUST COLLECT THEIR ‘FOOD SUPPLY’ AT THEIR COUNTRY’S ‘MARKET’ Every Market Station is represented by a teacher who will have a Scenario Card to read to each participant.

AFTER all participants have collected their “Food Supply”:

1. **TEACHERS DEBRIEF THE ACTIVITY WITH THEIR GROUP.** Ask questions such as *What were the challenges with collecting food? etc*
2. **STUDENTS IDENTIFY CHALLENGES** to food security by writing or drawing images on flip chart paper to present to the other country groups. Stress that it must be about either the challenge of buying enough/ variety of food or what the climate change affecting their country was (not what physical activity they did at the Climate Station).
3. **AS A WHOLE GROUP, EVERY COUNTRY SHARES THEIR EXPERIENCE** of their country through collecting food; their thoughts, perspectives, and what they learned through the activity.

BOLIVIA

CLIMATE CHANGE STATION

You are walking to your family's fruit tree orchard to check on the oranges that are just about ready to harvest.

You are worried because it has been raining for many days now – a lot more than it normally does. It has become very difficult to predict when the rains will come...and when they will stop!

When you reach the orchard, you are devastated to see that many of the oranges were ruined by the excessive rains! There are oranges on the ground and some of them have rotted.

You must sort through all the oranges to see if any are still good to sell.

In order to pass this obstacle you can choose to:

Jump-rope 15 times **OR** Run back to the start-line

..and continue on

CANADA

CLIMATE CHANGE

STATION

You live on a farm near Milk River, Alberta – which is located in southern Alberta near the US border. Your family relies on water from the Milk River to water the crops. Lately, summers have been very hot and very dry, and you need water from the river to irrigate your fields.

There is an extreme water shortage in the area, as there are many large agricultural operations that are all drawing water from the Milk River.

Your family is very worried that you won't be able to draw enough water to successfully irrigate your crops. A failed crop means that your family will lose money on the harvest, and put your security in trouble.

In order to pass this obstacle you can choose to:

Do 15 sit-ups on the matt **OR** Do 25 jumping jacks

....and continue on

GUATEMALA

CLIMATE CHANGE

STATION

You are walking to your family's plot of land where you grow beans and corn. It is a long walk from your home – nearly 3 kilometers.

You are worried about the crops because lately the temperature has been higher than normal. The days are very long and hot. It hasn't rained for days and you are worried about the risk of drought.

When you arrive, you see that your entire field of crops have been dried out from the drought. It doesn't look like you can save this harvest!

You must clear the land and REPLANT your crops.

In order to pass this obstacle you can choose to:

Jump-rope 15 times

OR

Crab walk all the way to the market

....and continue on

HONDURAS

CLIMATE CHANGE

STATION

You are walking to your family's storage shed, where you are storing potato crops in large bags. You plan to take some of the potatoes to the market to sell for money so you can buy cooking oil and soap for your family.

Lately it has been raining a lot more than usual. It has become very difficult to predict when the rains will come...and when they will stop! The humidity level is very high and everything is wet – all the time!

When you arrive at the storage shed and check the bags of potatoes, you see that one whole bag has rotted from all the moisture!

In order to pass this obstacle you can choose to:

Run back to the start-line and then continue on

OR

Do 20 jumping jacks

...and continue on

NICARAGUA

CLIMATE CHANGE STATION

The nearest market where you can buy food for your family is approximately 2 kilometers away. You must walk through a path in the forest and cross a stream in order to reach the market.

It is now the rainy season and recently there were “flash floods” in your area, meaning the rain came down very hard and very fast.

When you reach the stream, you see that the water is very high and the current is strong. Because your family needs food so badly, you decide to take the risk and swim across.

In order to pass this obstacle you can choose to:

Crab-walk all the way to the ‘Market’

OR

Jump-rope 15 times!

UGANDA

CLIMATE CHANGE

STATION

You are walking in the mountains to your family's plot of land where you planted corn last week. The temperature has been very high this season – lots of sun and very little rain. You are worried about the risk of drought, which would dry out the corn before you can harvest.

When you arrive to your family's plot, you see that many of the plants are brown, dry and the corn cobs have been eaten away by pests.

You must REPLANT your corn crops!

In order to pass this obstacle you can choose to:

Do 15 sit-ups on the matt

OR

Run back to the start-line and continue on!

BOLIVIA SCENARIO CARD

Teacher reads the following to the student:

Teacher Hola – welcome to the market! Today I am selling many things. I can sell you chicken – very high in protein and good for your children! Only \$5 for a chicken. Or I can sell you a bag of rice and potatoes for very cheap – only \$1 a bag. I also have vegetables and fruits – I can sell you cabbage for \$1. Would you like to buy all three options?

Student *I only have \$2.*

Teacher Oh, if you want – you can also buy these special products for a very good deal. (Teacher shows Coca Cola pop can and Twinkie). For only \$2. Which would you prefer??

Student decides, and teacher gives student their choice as follows:

Rice, Potatoes, Cabbage -> 7 YELLOW jelly beans & **3 GREEN** jelly beans

Coca Cola products -> 4 YELLOW jelly beans & **3 BLACK** jelly beans

Student runs back to the Finish Line.

BOLIVIA DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – Too much rain causing damage to your family's fruit orchard and ruining many of the oranges.

- ➔ **FACT:** The country's poorest people, those who live in rural communities, are the ones dealing with the consequences of a warming planet. Bolivia has been experiencing an increased rate of unpredictable seasons. Farmers can no longer predict when the rainy seasons will begin. Either it rains **TOO MUCH** (flash rains that don't penetrate the soils and just run off) or **NOT ENOUGH** – and drought is affecting how much farmers can grow to support their families.

Q: How much did food cost at the market? Could you afford to buy everything?

A: Chicken cost \$5, potatoes and rice cost \$1, and vegetables (cabbage) cost \$1 – the Coca Cola products cost \$2.

→FACT: The majority of the world's population cannot afford to purchase meat or meat related products at the market. In Bolivia, most families eat meals of rice, beans, corn and root vegetables like potatoes, sweet potato and yucca. Children ages 5 and younger often have stunted growth problems because they do not have enough protein in their diets. On the other hand, processed sugar snacks like Coca Cola products are very cheap and affordable for families – some communities are evening buying Coke products for their school lunch programs because they are so cheap!

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: No – both market options were under 1800 calories a day and lacking in protein.

→FACT: The Food and Agriculture Organization estimates that from a population of 10.1 million people living in Bolivia, 2 million are undernourished, meaning they are eating less than 1800 calories a day. Today, 24% of Bolivians are not getting enough nutritious food to eat.

Q: Any other reflections about your experience collecting enough food?

A: Carrying a backpack on their fronts to simulate being pregnant.

→FACT: In the developing world, women and girls are usually responsible for growing, selling and buying food to eat in the household. Sometimes they must walk for up to 2 hours/day, carrying farming tools and their harvest (which can cause neck and back injuries) and walk through forests, up hills, and through dangerous territory to secure food sources.

CANADA SCENARIO CARD

Teacher reads the following to the student:

Teacher Hello, welcome to Walmart. We offer you the most for the lowest price possible! It's our job to make you SMILE and leave here a happy and satisfied customer. How much money do you have to spend today?

Student I have \$20.

Teacher For \$20 – you can buy enough food to feed a football team!!!

Here are three options for you to choose from:

1. Lettuce, tomato, mango, tofu, rice, milk, and eggs.
2. Frozen hamburgers, white hamburger buns, pickles, lettuce, frozen French fries and 2 litre of Pepsi.
3. Pasta, ground beef, canned tomato sauce, cucumber, onion, frozen juice, and bananas.

Which option would you prefer?

Student decides, and teacher gives student the following:

Option 1: 15 YELLOW jelly beans, 10 GREEN, and 8 RED .

Option 2: 15 YELLOW jelly beans, 5 GREEN, 8 RED & 8 BLACK .

Option 3: 15 YELLOW jelly beans, 5 GREEN, 8 RED & 3 BLACK.

Student runs back to the Finish Line.

CANADA DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – Drought.

FACT: While many Albertans don't realize it, Alberta is also feeling effects of a warming planet and the resulting water crisis. In July 2009, 23 municipalities in northeastern and east central Alberta declared agricultural disaster due to drought.

Many watersheds in Alberta, including the Milk River in Southern Alberta, are drying up due to overuse (mostly for agricultural purposes).

Q: How much did food cost at the market? Could you afford to buy everything?

A: There were many food options available for \$20 – and yes, they could afford all three choices.

→FACT: Canada imports the majority of the food that feeds the local population. Grocery stores are stacked with foods that are produced all over the world. Customers can buy tofu and mangoes and avocados – foods that we are unable to grow here in Canada because of the climate, yet they are available to us today. Here in Edmonton, many people don't realize it – but **if highways were blocked off (preventing shipping trucks to come into the city), the food available in the city on grocery shelves would only last us 3 days!!!**

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: Yes – all 3 market options were well OVER the minimum number of calories a day – meaning that food could be SAVED or people are eating TOO MUCH...or that food is being wasted and thrown away!

→FACT: While some Canadians are living in poverty and do not have enough food to be nourished (especially amongst children), the majority of our population are eating enough calories a day to be developing at a healthy rate, and avoiding diseases associated with malnutrition. HOWEVER, the rate of obesity amongst Canadians is growing and some people are eating too much, or eating too much of proteins and other foods high in fat, sugars and cholesterol. This in turn is causing higher rates of heart disease.

Q: Any other reflections about your experience collecting enough food?

A: Canada had a `head start` on the activity – why do you think that is?

GUATEMALA SCENARIO CARD

Teacher reads the following to the student:

Teacher Hola – welcome to the market! Today I am selling many things. I can sell you chicken – very high in protein and good for your children! Only \$5 for a chicken. Or I can sell you a bag of rice and potatoes for very cheap – only \$1 a bag. I also have vegetables and fruits – I can sell you cabbage for \$1. Would you like to buy all three options?

Student – I only have \$2.

Teacher – Oh, if you want – you can also buy these special products for a very good deal. (Teacher shows Coca Cola pop can and Twinkie). For only \$2. Which would you prefer??

Student decides, and teacher gives student the following:

Rice, Potatoes, Cabbage: 7 **YELLOW** jelly beans & 3 **GREEN** jelly beans

Coca Cola products: 4 **YELLOW** jelly beans & 3 **BLACK** jelly beans

Student runs back to the Finish Line.

GUATEMALA DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – A drought destroyed your family’s corn and bean crops and you were forced to replant.

- ➔ **FACT:** The country’s poorest people, those who live in rural communities, are the ones dealing with the consequences of a warming planet. Guatemala has been experiencing an increased rate of unpredictable seasons. Farmers can no longer predict when the rainy seasons will begin. Either it rains TOO MUCH (flash rains that don’t penetrate the soils and just run off) or NOT ENOUGH – and drought is affecting how much farmers can grow to support their families.

Q: How much did food cost at the market? Could you afford to buy everything?

A: Chicken cost \$5, potatoes and rice cost \$1, and vegetables (cabbage) cost \$1 – the Coca Cola products cost \$2.

→FACT: The majority of the world's population cannot afford to purchase meat or meat related products at the market. In Guatemala, most families eat meals of rice, beans, corn and root vegetables like potatoes, sweet potato and yucca. Children ages 5 and younger often have stunted growth problems because they do not have enough protein in their diets. On the other hand, processed sugar snacks like Coca Cola products are very cheap and affordable for families – some communities are even buying Coke products for their school lunch programs because they are so cheap!

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: No – both market options were under 1800 calories a day and lacking in protein.

→FACT: The Food and Agriculture Organization estimates that from a population of 14.8 million people living in Guatemala, 4 million are undernourished, meaning they are eating less than 1800 calories a day.

Q: Any other reflections about your experience collecting enough food?

A: Carrying a backpack on their fronts to simulate being pregnant.

→FACT: In the developing world, women and girls are usually responsible for growing, selling and buying food to eat in the household. Sometimes they must walk for up to 2 hours/day, carrying farming tools and their harvest (which can cause neck and back injuries) and walk through forests, up hills, and through dangerous territory to secure food sources.

HONDURAS SCENARIO CARD

Teacher reads the following to the student:

Teacher Hola – welcome to the market! Today I am selling many things. I can sell you chicken – very high in protein and good for your children! Only \$5 for a chicken. Or I can sell you a bag of rice and potatoes for very cheap – only \$1 a bag. I also have vegetables and fruits – I can sell you cabbage for \$1. Would you like to buy all three options?

Student – I only have \$2.

Teacher – Oh, if you want – you can also buy these special products for a very good deal. (Teacher shows Coca Cola pop can and Twinkie). For only \$2. Which would you prefer??

Student decides, and teacher gives student the following:

Rice, Potatoes, Cabbage: 10 **YELLOW** jelly beans & 5 **GREEN** jelly beans

Coca Cola products: 4 **YELLOW** jelly beans & 3 **BLACK** jelly beans

Student runs back to the Finish Line.

HONDURAS DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – Too much rain causing damage to your family's storage of potatoes, meaning you were unable to sell them at the market and buy other goods for your family.

- ➔ **FACT:** The country's poorest people, those who live in rural communities, are the ones dealing with the consequences of a warming planet. Honduras has been experiencing an increased rate of unpredictable seasons. Farmers can no longer predict when the rainy seasons will begin. Either it rains TOO MUCH (flash rains that don't penetrate the soils and just run off) or NOT ENOUGH – and drought is affecting how much farmers can grow to support their families.

Q: How much did food cost at the market? Could you afford to buy everything?

A: Chicken cost \$5, potatoes and rice cost \$1, and vegetables (cabbage) cost \$1 – the Coca Cola products cost \$2.

→FACT: The majority of the world's population cannot afford to purchase meat or meat related products at the market. In Honduras, most families eat meals of rice, beans, corn and root vegetables like potatoes, sweet potato and yucca. Children ages 5 and younger often have stunted growth problems because they do not have enough protein in their diets. On the other hand, processed sugar snacks like Coca Cola products are very cheap and affordable for families – some communities are even buying Coke products for their school lunch programs because they are so cheap!

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: No – both market options were under 1800 calories a day and lacking in protein.

→FACT: The Food and Agriculture Organization estimates that from a population of 7.8 million people living in Honduras, 1 million are undernourished, meaning they are eating less than 1800 calories a day.

Q: Any other reflections about your experience collecting enough food?

A: Carrying a backpack on their fronts to simulate being pregnant.

→FACT: In the developing world, women and girls are usually responsible for growing, selling and buying food to eat in the household. Sometimes they must walk for up to 2 hours/day, carrying farming tools and their harvest (which can cause neck and back injuries) and walk through forests, up hills, and through dangerous territory to secure food sources.

NICARAGUA SCENARIO CARD

Teacher reads the following to the student:

Teacher Hola – welcome to the market! Today I am selling many things. I can sell you chicken – very high in protein and good for your children! Only \$5 for a chicken. Or I can sell you a bag of rice and potatoes for very cheap – only \$1 a bag. I also have vegetables and fruits – I can sell you cabbage for \$1. Would you like to buy all three options?

Student – I only have \$2.

Teacher – Oh, if you want – you can also buy these special products for a very good deal. (Teacher shows Coca Cola pop can and Twinkie). For only \$2. Which would you prefer??

Student decides, and teacher gives student the following:

Rice, Potatoes, Cabbage: 7 **YELLOW** jelly beans & 3 **GREEN** jelly beans

Coca Cola products: 4 **YELLOW** jelly beans & 3 black jelly beans

Student runs back to the Finish Line.

NICARAGUA DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – Too much rain causing the nearby stream to flood and making it very dangerous for you to cross to purchase food at the market.

- ➔ **FACT:** The country's poorest people, those who live in rural communities, are the ones dealing with the consequences of a warming planet. Nicaragua has been experiencing an increased rate of unpredictable seasons. Farmers can no longer predict when the rainy seasons will begin. Either it rains **TOO MUCH** (flash rains that don't penetrate the soils and just run off) or **NOT ENOUGH** – and drought is affecting how much farmers can grow to support their families.

Q: How much did food cost at the market? Could you afford to buy everything?

A: Chicken cost \$5, potatoes and rice cost \$1, and vegetables (cabbage) cost \$1 – the Coca Cola products cost \$2.

→FACT: The majority of the world's population cannot afford to purchase meat or meat related products at the market. In Nicaragua, most families eat meals of rice, beans, corn and root vegetables like potatoes, sweet potato and yucca. Children ages 5 and younger often have stunted growth problems because they do not have enough protein in their diets. On the other hand, processed sugar snacks like Coca Cola products are very cheap and affordable for families – some communities are even buying Coke products for their school lunch programs because they are so cheap!

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: No – both market options were under 1800 calories a day and lacking in protein.

→FACT: The Food and Agriculture Organization estimates that from a population of 5.9 million people living in Nicaragua, 1 million are undernourished, meaning they are eating less than 1800 calories a day. Today, 20% of Nicaraguans are not getting enough nutritious food to eat.

Q: Any other reflections about your experience collecting enough food?

A: Carrying a backpack on their fronts to simulate being pregnant.

→FACT: In the developing world, women and girls are usually responsible for growing, selling and buying food to eat in the household. Sometimes they must walk for up to 2 hours/day, carrying farming tools and their harvest (which can cause neck and back injuries) and walk through forests, up hills, and through dangerous territory to secure food sources.

UGANDA SCENARIO CARD

Teacher reads the following to the student:

Teacher HELLO– welcome to the market! Today I am selling many things. I can sell you chicken – very high in protein and good for your children! Only \$3 for a chicken. Or I can sell you a bag of rice and potatoes for very cheap – only 50 cents a bag. I also have vegetables and fruits – I can sell you cabbage for 50 cents. Would you like to buy all three options?

Student – I only have \$1.

Teacher – Oh, if you want – you can also buy these special products for a very good deal. (Teacher shows Coca Cola pop can and Twinkie). For only \$1. Which would you prefer??

Student decides, and teacher gives student the following:

Rice, Potatoes, Cabbage: 6 **YELLOW** jelly beans & 3 **GREEN** jelly beans

Coca Cola products: 3 **YELLOW** jelly beans & 3 **BLACK** jelly beans

Student runs back to the Finish Line.

UGANDA DEBRIEF & FOOD FACTS:

Q: What challenges did you face along the way to accessing food from the market?

A: Climate Change – Too little rain has caused a major drought and dried out your corn crops. The crops were eaten by pests! You had to replant all your crops.

➔ **FACT:** The country's poorest people, those who live in rural communities, are the ones dealing with the consequences of a warming planet. Uganda has been experiencing an increased rate of unpredictable seasons. Farmers can no longer predict when the rainy seasons will begin. Either it rains TOO MUCH (flash rains that don't penetrate the soils and just run off) or NOT ENOUGH – and drought is affecting how much farmers can grow to support their families.

Q: How much did food cost at the market? Could you afford to buy everything?

A: Chicken cost \$3, potatoes and rice cost 50 cents, and vegetables (cabbage) cost 50 cents – the Coca Cola products cost \$1.

→FACT: The majority of the world`s population cannot afford to purchase meat or meat related products at the market. In Uganda, most families eat meals of rice, beans, corn and root vegetables like sweet potatoes. Children ages 5 and younger often have stunted growth problems because they do not have enough protein in their diets. On the other hand, processed sugar snacks like Coca Cola products are very cheap and affordable for families – some communities are even buying Coke products for their school lunch programs because they are so cheap!

Q: Were you able to purchase enough food to meet the Minimum Daily Energy requirement for nourishment? (1800 calories = 18 jelly beans). Did you get enough proteins, carbs and vegetables?

A: No – both market options were under 1800 calories a day and lacking in protein.

→FACT: The Food and Agriculture Organization estimates that from a population of 34.5 million people living in Uganda, 12 million are undernourished, meaning they are eating less than 1800 calories a day. Today, 35% of Ugandans are not getting enough nutritious food to eat.

Q: Any other reflections about your experience collecting enough food?

A: Carrying a backpack on their fronts to simulate being pregnant.

→FACT: In the developing world, women and girls are usually responsible for growing, selling and buying food to eat in the household. Sometimes they must walk for up to 2 hours/day, carrying farming tools and their harvest (which can cause neck and back injuries) and walk through forests, up hills, and through dangerous territory to secure food sources.