Hungry Planet

Teacher Notes

Secondary (7-10)

ACTIVITY DESCRIPTION

The Hungry Planet activity is based on Peter Menzel and Faith D'Aluisio's book showcasing the diets of different families around the world. The activity raises awareness around different cultures' relationship and access to food, highlighting economic, social and cultural differences. Students will look at portraits of different families surrounded by a week's worth of groceries and are asked to match the photo with the name, location and dollar amount spent on food by each family.

INSTRUCTIONS

1. Match the family with their food

Match the family photo with their name, location and how much money they spend on food per week.

2. Discussion

1. Look at the images and the matching information and identify the countries who:
   a) Spend the most and least amount on food
   b) Have the largest and least amount of food

2. List the names of the families according to how much rubbish they would produce (e.g. from most to least amount of packaged foods)

3. Select one country from Column A and one country from Column B and complete the following questions:

Column A	Column B
United States: The Revis family	Chad: The Aboubakar family
Australia: The Brown family	Guatemala: The Mendoza family
China: The Dong family	India: The Patkar family

   a) Calculate the difference between the weekly food expenditure between the two
   b) Discuss one social, economic or environmental reason for the differences in the food consumption between the two families
   c) Which families diet do you think is healthier and why?
   d) Which family most closely represents your family's weekly food consumption?

SUGGESTIONS FOR ASSESSMENT

Formative

1. Participation in the Hungry Planet activity
2. Participation in the Discussion questions above

CERES SCHOOL OF NATURE AND CLIMATE

BACKGROUND NOTES

American photographer Peter Menzel and writer Faith D'Alusio travelled the world documenting that most basic of human behaviours – what we eat. Their project 'Hungry Planet' depicts everything that an average family consumes in a given week – and what it costs. The portraits of families with their weekly groceries highlight some interesting discussions around the relationship between health and our environment, economic resources and access to food, food waste, food miles, food packaging, as well as cultural and social factors that differentiate global communities and their diet. The pair released their book 'Hungry Planet: What the World Eats' in 2005, showcasing meals in 24 different countries.

ACTIVITY SOLUTIONS

United States: The Revis family of North Carolina
Food expenditure for one week: US$341.98

Great Britain: The Bainton family of Cllingbourne Ducis
Food expenditure for one week: US$253.15

Australia: The Molloy family of Brisbane
Food expenditure for one week: US$303.75

China: The Dong family of Beijing
Food expenditure for one week: US$155.06

Australia: The Brown family of River View
Food expenditure for one week: US$376.45

Japan: The Ukita family of Kodaira City
Food expenditure for one week: US$317.25

Guatemala: The Mendoza family of Todos Santos
Food expenditure for one week: US$75.70

India: The Patkar family of Ujjain
Food expenditure for one week: US$39.27

Italy: The Manzo family of Italy
Food expenditure for one week: US$260.11

Chad: The Aboubakar family of Breidjing Camp
Food expenditure for one week: US$1.23 grown food plus US$24.37 in food rations (from UN and other NGOs)

ACCESS THIS ACTIVITY

Visit the **CERES School of Nature and Climate website** to download the activity - https://sustainability.ceres.org.au/education-resources/curriculum-activities/

Curriculum and RSS Links

KEY CONCEPTS

Food Packaging, Nude Food, Food Waste, Food Culture, Food Miles

KEY LEARNING INTENTIONS

1. Discuss a variety of food sources and types, e.g. local /global and whole/processed
2. Consider traditional and contemporary methods of food preparation used in a variety of cultures
3. Investigate relationships and differences between food and cultures around the world
4. Compare how people have responded to climatic and economic conditions in similar and different places and factors that may have influenced this such as culture and technology

VICTORIAN CURRICULUM

Design and Technologies

7 – 8	9 – 10
Analyse how food and fibre are produced when creating managed environments and how these can become more sustainable (VCDSTC046)	Investigate and make judgements on the ethical and sustainable production and marketing of food and fibre (VCDSTC057)
Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043)	Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating (VCDSTC047)

Geography

9 – 10
Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142)

SUGGESTED RESOURCESMART SCHOOLS MODULE LINKS

Undertaking the activity as described above links to the ***ResourceSmart Schools Waste Module - action B1.2***

Below is a list of extension activities that link to additional actions of the Waste module:

1. Students record what they/their family eats in a week (diary, table, pictures). Information recorded can include packaging, food source, food miles, health rating, processed/wholefood rating ***(ResourceSmart Schools Waste Module - actions B1.3)***
2. Working in small groups, provide students with examples of a meal and determine how far each item has travelled (refer to page 50 of Sustainability Victoria's ResourceSmart Schools Curriculum Links document for full breakdown of this activity) ***(ResourceSmart Schools Waste Module - action B1.3)***
3. Students run a Nude Food lunch day at your school to raise awareness about healthy eating, packaging and litter. Follow up with a whole school community survey to investigate opportunities to hold these on an ongoing basis ***(ResourceSmart Schools Waste Module - actions A3.1, A3.2, B1.4, C1.2, C1.4, C2.1)***
4. Invite local indigenous group/s to share their food culture and practices ***(ResourceSmart Schools Waste Module - actions B1.5, B1.6)***
5. Students write a learning story about key findings of the activity and share in your school's newsletter and website, including tips to reduce food miles and packaging ***(ResourceSmart Schools Waste Module - actions C1.1, C1.3, C3.5)***

Speak to your CERES ResourceSmart Schools Facilitator about further links to the Waste Module.