

CHF
The Real Survivor



Lesson 6: The Real Survivor

Description

2x40 minute lessons

Through this interactive game, students are introduced to a range of factors that people living in poor rural communities in developing countries face that contribute to their cycle of poverty. The interactions between environmental, economic, social and political factors are stressed as each student tries to collect enough food to “survive.” Following the game, students analyze the many factors that contribute to food security through discussion and by completing a summary chart and questions as an extension activity.

Subjects

Science and Technology (Grades 4 & 5), Social Studies (Grade 5 & 6), Health and Physical Education (Grade 4)

See Curriculum Connections section for detailed links to courses and expectations.

Materials Needed

Student Handout ([BLM 6.1](#)) Activity Cards
Student Handout ([BLM 6.2](#)) Food Cards
Student Worksheet ([BLM 6.3](#)) Factors that Affect Food Production

Optional: Individually wrapped candy could be used instead of food cards to add excitement to the game and to evoke stronger feelings/responses in the students.

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Photocopy the activity cards ([BLM 6.1](#)) so that each group of 3-4 students will receive a set. Photocopy the food cards ([BLM 6.2](#)) so that each group receives three sheets (or bring in individually wrapped candy). To reuse, cut out and laminate both the activity cards and food cards.
2. If you choose to have students complete the extension activity, photocopy [BLM 6.3](#) so that each student receives one copy.
3. Review the Teacher Background Notes for this lesson. Also see the [Interesting Facts](#), [Country Information](#), [Country Maps](#) and [Resource section](#) in the [Teacher](#)

Resource folder. The resources found under the Country Information can be used to give students further information about the countries that appear on some of the activity cards (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

Part 1: The Real Survivor

1. Divide the students into groups of 3-4 students. Provide a deck of activity cards (BLM 6.1) face down to each group. Provide a pile of food cards (BLM 6.2) or treats to each group. Each student starts with no food cards.

2. Students take turns drawing a card from the deck, reading the card aloud and following the instructions (e.g. take one food card, take no food cards). The students will be taking food cards (or treats) from the middle and putting them in their individual piles unless an activity card tells them otherwise (e.g. give one to the person on your right; put on back in the middle). A student may be asked to give back food cards when they do not have any. Younger students can simply end their turn while older students can keep track of their “debt” and repay when they have enough food cards.

3. In order to “survive,” each person must have at least five food cards (or treats) by the end of the game.

4. Allow time for students to play the game until all of the activity cards have been read once. If students ask for further clarification of rules such as whether sharing, bargaining, stealing, etc are allowed, tell students to decide for themselves. Their choices and consequences will be discussed in the debriefing questions below.

5. Debrief the game by asking the class the following questions.

**Remember – Students with 5 food cards survive!*

- How many survivors are there in the class?
- How did it feel to have very few food cards?
- How did it feel to have many food cards?
- Was anybody in debt?
- Did anybody share?
- What were some of the reasons for receiving food cards?
- What were some of the reasons for losing food cards?
- What do these reasons tell you about the causes of hunger?
- What are some environmental protection measures that were seen in this game? Explain them and what affect they had on peoples’ lives.
- What are some examples of human activity that had a negative effect on the environment? What are the short-term and long-term effects?

Part 2: Factors that Affect Food Production

1. Have students work individually or in pairs to complete the worksheet Factors that Affect Food Production (BLM 6.3). Have students use the activity cards they collected during the game as a starting point to fill in the organizer. Students should use their knowledge beyond the game to list other factors that could affect food production.

2. Once students fill in the worksheet, their answers can be discussed and compared in small groups or as a whole class.

Sample Answers for Factors that Affect Food Security (BLM 6.3)

Factors that Affect Food Security

<p style="text-align: center;">Environmental</p> <ul style="list-style-type: none"> - drought - reliable rainfall, at the right time for growing crops - nutrients in soil - extreme weather (floods, hail) - climate (tropical vs. temperate) - deforestation - erosion - insects/pests 	<p style="text-align: center;">Social</p> <ul style="list-style-type: none"> - health - access to information (radio, farm extension workers) - education - community cooperation - family - access to land (size, quality, access) - access to labour - access to government programs - access to NGO (non-governmental organization) programs
<p style="text-align: center;">Economic & Infrastructure</p> <ul style="list-style-type: none"> - money to buy food - money to buy tools, seeds, fertilizers or other equipment to improve food production and storage - money to buy animals to diversify food sources and provide pulling power for heavy labour - money to buy medicine to improve health and ability to work - access to loans - good transportation system to move produce to market and to access farm inputs (e.g., seeds, fertilizers, etc.) - markets to buy and sell food - access to land (size, quality) - you own tools, seeds, fertilizer, animals etc. 	<p style="text-align: center;">Political</p> <ul style="list-style-type: none"> - war - elections (can cause unrest in countries) - money for country resources (e.g., roads) - government programs to protect farmers (for example, in Ontario farmers can purchase crop insurance) - access to land (size, quality) - access to local, national and international markets - tariffs and taxes

3. On a separate sheet of paper, select one factor from the lists above and explain how the factor affects food security. See sample on the following page (Responses will vary depending on the level of your students).

Rainfall

Crops need enough rain to grow and need it more at specific times during the plant's growth (such as when the seed is first growing). If rainfall is not regular or is unreliable it can lead to decreased crop yields, limiting the amount of food a family has for the year. If rains become regular in an area, signalling the beginning of the rainy season, farmers will plant their crops expecting that the rains will continue to supply their crops with water. However, if rainfall is unpredictable and the rains stop after the farmer has planted, the crop may be very stunted or not germinate at all and require replanting and more seeds later. This adds more work to the farmers' already busy life, and may cost the farmer money to pay for additional seeds or labour to plough or plant the fields. Unpredictable rainfall often results in very severe rainstorms after a period of no rain. The intense rainfall can cause erosion and flooding and damage fields by washing away topsoil (which contains much-needed nutrients for plant growth), or washing the seeds or small crops away.

Access to Labour

Having enough labour to perform all of the work to produce a crop is very important. Without adequate labour, a family must reduce the number of fields they plant and the amount of food they grow — leading to less food to supply the family for the year. Farming is dependent on weather conditions, and often work must be done within a limited time period in order for the crop to be successful. For example, the crop must be planted as soon as possible in the rainy season to take full advantage of the rains and result in the best crop yield. Often a crop must be harvested quickly to ensure the crop does not rot and can be stored properly.

Access to Loans

Having access to loans can be a very good way for people to improve their quality of life and ensure food security for the family. By being able to access a loan, a farmer could buy equipment or resources to help his farm production significantly. One example would be a farmer who buys chickens to start producing more chickens and eggs. The eggs and chickens can be eaten by his family, to improve their nutrition, and can be sold to generate a farm income. The money received from selling the eggs and chickens could then be used to pay back the loan and provide the family with a small income. That money could be used in times of food shortage to buy additional food or for other emergencies, such as buying medicines if someone fell ill.

Extension Activities

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CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

- Students make a flow chart to show the relationships between some of the factors that affect food production.
- Students choose one factor that affects their lives (environmental, social, political, or economical) and write in their journals how this affects their own lives or show the interconnections between two different factors.
- Students make a board game demonstrating the interconnections between environmental, economic, social and political factors in life.

Teacher Background Notes

Food insecurity and poverty have many interrelated causes. Environmental, social, economic and political factors all contribute to the amount and quality of food that people in poor rural communities in developing countries can access.

CHF works to enable poor rural communities in developing countries to attain food security through the use of the sustainable livelihoods approach. CHF looks at the bigger picture and looks deeper past the problems to see opportunities, potential and strengths to recognize the interrelationships and the assets that each community possesses. By improving one component of the community (environmental, social, economic, and political) many other components of life can be improved, as everything is interconnected.

Your mother and father both died from drinking water that made them sick. You and your sisters are living with your grandmother, but she is no longer able to take care of you. Now, you will have to shine shoes on the streets.

The Real Survivor Activity Cards

Take one food card.

You live in Ethiopia, a country in Eastern Africa. The river where you collect water to drink and to water your crops has dried up because it is so hot. You were participating in a CHF program where you learned to grow crops that can grow even in very hot and dry weather. Your family will now have food for the rest of the year.

The Real Survivor Activity Cards

Take two food cards.

You are a farmer in Africa. CHF and a local organization from your village have written a farming magazine to hand out to local farmers. This magazine will give you new information about how to take care of your farm. This information will help you grow more food.

The Real Survivor Activity Cards

Take one food card.

Your father received a free college degree. He now has a very good job as a mechanic which supports the family.

The Real Survivor Activity Cards

Take six food cards.

Your older sister died of HIV/AIDS and now you must quit school to run the family farm. You are only 11 years old. Your sister did not teach you how to do everything on the farm, so you are not able to produce as much food as she could. You and your family do not have enough food to eat.

The Real Survivor Activity Cards

Put back four food cards.

CHF and an organization from Zimbabwe, a country in southern Africa, taught people in your village about disease prevention. Because you and your family learned how to avoid getting certain diseases, you were all healthy to work on the farm this year. As a result, you and your family had plenty of food this year.

The Real Survivor Activity Cards

Take two food cards.

A well has been built in your village. You are now able to water the vegetable garden beside your house. With rain and this extra water, you produced double the amount of vegetables as last year. You ate well and sold the extra vegetables at the market.

The Real Survivor Activity Cards

Take two food cards.

A well has been built in your village and now you have clean drinking water. You used to drink water from the river and the diseases in that water made you sick. Last year, you got so sick that you could not harvest your crop and it rotted in the field, leaving you and your family hungry. This year, with the clean well water, you are healthy and will be able to spend every day in the field collecting the harvest.

The Real Survivor Activity Cards

Take one food card.



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Your older brother has found a job in a fancy hotel, working as someone who carries luggage for tourists who come from Europe, the USA and Canada. He gives the money he earns to your family.

The Real Survivor Activity Cards

Take two food cards.

Farmers in your village learned about a new way to keep soil from being washed away by rain and wind. This will reduce the amount of erosion in your fields. As a result, you will have soil that is rich in nutrients which will help you grow even more food than last year.

The Real Survivor Activity Cards

Take two food cards.

A sustainable forest project has started near your village. Trees have been planted and are being protected. Now, a few are ready to be cut down for firewood. Before, you had to walk over an hour to another forest to collect firewood. Now, you can spend that time growing a vegetable garden so your family can have healthier meals.

The Real Survivor Activity Cards

Take two food cards.

You have been given soybean seeds to plant in your fields. Soybeans are very important for the soil because they take a gas from the air called nitrogen and put it in the soil. Nitrogen is very important for plant growth. The corn crop you planted after growing the soybeans in the same field will be your best corn crop ever!

The Real Survivor Activity Cards

Take one food card.

A swarm of locusts (a type of insect) has come to your farm. You did not produce much food from your crop last year, so you could not afford any natural pesticides this year to get rid of these insects. The locusts ate the entire crop.

The Real Survivor Activity Cards



Give back all your food cards.

You have harvested a big crop this year. You would be able to keep all the money if the farm belonged to you but a rich family, who lives 100km away, owns the land. Two thirds of the money that you earned from the crops will go to them for rent.

The Real Survivor Activity Cards

Take three food cards, but give two of them to the person in your group with the most food cards.

Your family has created a cooperative farm with other families to produce fairly traded shea butter. Shea butter is used in chocolate, creams and as butter. All of the farmers work together with CHF to understand the local market and how to get the best price for their shea butter.

The Real Survivor Activity Cards

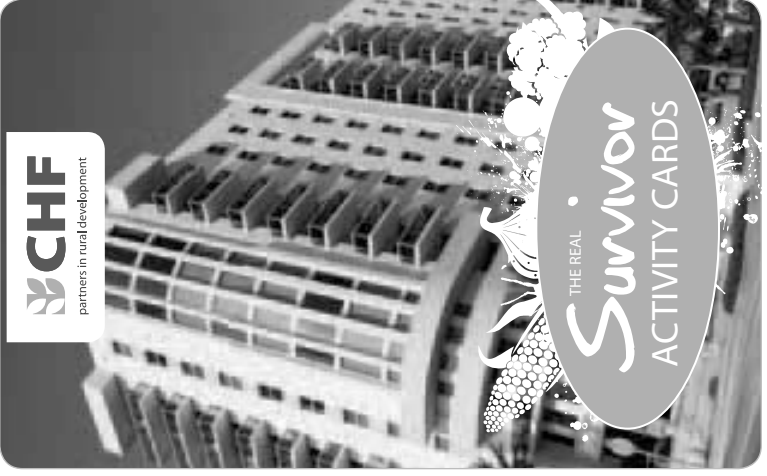
Choose two other people to be in your farm and divide six food cards evenly between the three of you.

Through working with a CHF project, you received two goats. These goats provide manure for small vegetable gardens as well as meat to eat and sell. An average goat will also give birth two times a year, producing even more goats for your family.

The Real Survivor Activity Cards



Take four food cards.



During the growing season, a flood wiped out most of your crop. Now, you and your family are having only one meal a day until your food storage runs out.

The Real Survivor Activity Cards

Usually you would receive three food cards for your crops, but now you will put back one food card

Your family has created a cooperative farm with other families to produce fairly traded, organic coffee. Your cooperative works with CHF and its partners to understand the coffee market and how to get the best price for specialty coffee crops.

The Real Survivor Activity Cards

Choose two other people to be in your farm. Take six food cards and give each person two cards.

Your family grows coffee beans. Since the crop was very good this year there were extra beans to sell, but the coffee buyers from the rich countries refused to pay the price they paid last year.

The Real Survivor Activity Cards

You may have only one food card instead of the two you got last year.

You asked CHF and an organization near your village to come and visit. They taught you how to pickle your cucumbers so they do not go bad. Now you pickle cucumbers to sell. Because CHF taught you the about the best times to sell your pickles, you are also getting the best price possible.



The Real Survivor Activity Cards

Take two food cards.

You live in Ethiopia, a country in eastern Africa which can be very dry. Your family has learned new ways to conserve water on your farm from CHF and a local organization. With more water available for your crops, your harvest doubles. Now you have enough food to feed your family all year. You even have some extra to sell at the market to earn money.

The Real Survivor Activity Cards

Take four food cards.

You are a farmer in Zimbabwe, a country in southern Africa. CHF and an organization in Zimbabwe have helped you get chickens and taught you how to take care of them. CHF has also shown you how to make the most money when selling the chickens and their eggs. Eggs are full of protein and they make your family's diet more nutritious. Your family also starts earning an income from selling extra eggs.

The Real Survivor Activity Cards

Take two food cards for yourself and take two more food cards and give them to your neighbour on your right.

Your father becomes very ill and needs medicine that is very expensive. Luckily, your family has two cows. You are able to sell one to earn money to pay for the medicine. However, you will have less money on your farm next year because you only have one cow that will be producing milk that you can sell.

The Real Survivor Activity Cards

Give two food cards to the neighbour on your left for the medicine.



A civil war has broken out in your country. As a young man, you must leave your family's farm to fight in the war like your father and brothers. Only your mother and sisters are left at the farm to work on the fields. Without the help of the entire family, much less food is grown on your farm this year.

The Real Survivor Activity Cards

Choose one other person to fight in the war with you and both of you must give up two food cards.

Your brothers work on a fishing boat, but the fish they catch are sold to feed the pets of wealthy people. You are not able to eat them even though you are hungry.

The Real Survivor Activity Cards

Take three food cards but you must give two of them to the person with the most food cards.

There is a war in the northern part of your country. Your relatives, like many refugees from that area, are coming to your village because they have nowhere else to go. Your relatives are staying with your family. Your family's food supply which is usually divided among your eight family members must now be divided among 14 people in order to feed everyone.

The Real Survivor Activity Cards

Choose two people to be your relatives. Divide your cards into two piles. Take one pile for yourself and split the other pile in half and give to each of your relatives.

You are a farmer in Ghana, a country in western Africa. A new type of bean is introduced on your farm. These new beans can still grow even if there is not much water. There is only a little rainfall this year, but it is enough rain for this new type of bean to produce a lot of food. Your family has enough beans to feed your family and to sell some at the market to earn money.

The Real Survivor Activity Cards

Take two food cards.

Your mother has malaria — a disease which she caught when she was bitten by a certain type of mosquito. She is sick and unable to harvest the crop on your farm. You must miss school to stay home and harvest the crop. Without your mother's help, you are unable to harvest all of it before it spoils.

The Real Survivor Activity Cards

Give up three food cards.

Your family terraced the hillside of your farm. (This means making it into a hill with many levels that look like steps, instead of one steep slope.) The nutrients were able to stay in the soil and help the crops grow instead of being washed away. You were able to grow much more food.

The Real Survivor Activity Cards

Take three food cards.

Your brother has left the family farm to finish college. He is missed because he knew all the details on how to grow a good crop. Your crop yields are less this year. However, after college he will get a good job and be able to send money home to the farm. This money can be used to buy chickens and pay for your school fees.

The Real Survivor Activity Cards

Take one food card.

Even though your parents were both working, they lost their jobs due to recent job cuts. You live in a country where they receive employment insurance payments to help your family through this tough economic time.

The Real Survivor Activity Cards

You may have two food cards.





Food Card



Food Card



Food Card



Food Card



Food Card



Food Card



Food Card



Food Card



Food Card



Food Card



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Food Card



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Food Card



Food Card



Food Card

Factors that Affect Food Security

What is Food Security?

Food security is when all people, at all times, have enough food to eat and the food gives them enough nutrients so they are healthy.

Factors that Affect Food Security

Environmental	Social
Economic & Infrastructure	Political

On a separate sheet of paper, select one factor from the lists above and explain how the factor affects food security.



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The Real Survivor Activity Cards INSTRUCTIONS

1. In your group, place the deck of the larger activity cards face down in the middle of the group. Make another pile with the smaller food cards facing up.
2. Each student starts the game with no food cards. The goal is to have five or more food cards to “survive”.
3. To play the game, each person in the group takes a turn drawing an activity card from the deck and **reading the card out loud**. The player then follows the instructions on the card (e.g. take one food card), taking food cards from the middle and putting them in their individual piles unless the activity card says otherwise (e.g. put back one food card).
4. Keep your activity cards so you can refer to them at the end of the game to remember what issues impacted whether you survived or not.
5. The game continues until all of the activity cards have been read once or the teacher/facilitator says the game is over. If you have questions when playing (i.e. about sharing cards), ask your teacher/facilitator or decide amongst yourselves how you would like to play.
6. When the game is over, each person counts their food cards and shares whether they survived. Remember, you need at least five food cards in your individual pile to “survive”!
7. In your class, discuss some of the issues you learned about with your teacher/facilitator.

Le vrai survivant — cartes d'apprentissage

<p>Votre mère et votre père sont tous les deux décédés après avoir bu de l'eau qui les a rendus malades. Vous et votre sœur vivez avec votre grand-mère, mais elle vient juste de mourir. Vous devez maintenant cirer des chaussures dans la rue pour pouvoir survivre. Votre sœur deviendra ouvrière à l'usine pour fabriquer des pièces d'ordinateurs.</p> <p>Prenez une carte nourriture.</p>	<p>Vous vivez en Éthiopie où de nombreuses sources d'eau se sont tarées en raison de la trop grande chaleur. Vous avez participé à un programme de CHF où vous avez appris à cultiver des récoltes qui poussent dans des climats très chauds. Votre famille va désormais avoir de la nourriture pour tout le reste de l'année.</p> <p>Prenez deux cartes nourriture.</p>
<p>Vous êtes agriculteur en Afrique. CHF ainsi qu'un organisme local de votre village rédigent un magazine pour les agriculteurs et ils le distribuent dans tout le village. Ce magazine vous donne de nouvelles informations sur la manière de gérer une ferme. Grâce à elles, vous allez pouvoir augmenter la quantité de nourriture que vous produisez.</p> <p>Prenez une carte nourriture.</p>	<p>Votre père a reçu une formation gratuite et il a maintenant un très bon emploi.</p> <p>Prenez six cartes nourriture.</p>
<p>Votre sœur aînée est morte du VIH/Sida et vous devez maintenant quitter l'école pour vous occuper de la ferme familiale. Votre sœur ne vous a pas tout appris sur la manière de gérer une ferme et vous n'arrivez pas à produire autant de nourriture qu'elle. Vous et votre famille n'avez pas assez à manger.</p> <p>Reposez quatre cartes nourriture.</p>	<p>CHF et un organisme du Zimbabwe proposent un programme de sensibilisation et de prévention au maladie dans votre village. Vous et votre famille participez au programme et vous réduisez ainsi le risque de contraction une maladie. Vous êtes donc tous en santé pour aller travailler à la ferme cette année. Votre famille récoltera donc une bonne quantité de nourriture cette année.</p> <p>Prenez deux cartes nourriture.</p>

Un puits a été construit dans votre village. Vous pouvez désormais arroser le jardin près de la maison. Grâce à la pluie et cette eau inattendue, vous avez produit le double de légumes par rapport à l'année précédente.

Prenez deux cartes nourriture.

Un puits a été construit dans votre village afin de fournir de l'eau potable. Vous ne tomberez désormais plus malade à cause de l'eau de la rivière que vous buviez. L'année dernière vous étiez malade et fatigué pendant les moissons, vos récoltes ont pourri et vous n'avez pas mangé à votre faim. Cette année, grâce à l'eau potable, vous êtes en bonne santé et vous pourrez être tous les jours aux champs pour vous occuper des cultures.

Prenez une carte nourriture.

Votre frère aîné a trouvé un emploi dans un hôtel de luxe, il transporte les bagages des touristes qui viennent d'Europe des Etats-Unis et du Canada.

Prenez une carte nourriture.

Des agriculteurs de votre village ont appris de nouvelles méthodes pour éviter que la terre ne soit ravagée par le vent et la pluie. Cela permettra de réduire l'érosion dans vos champs. Le résultat sera une terre riche en nutriments, ce qui vous aidera à faire pousser plus de récoltes que l'année précédente.

Prenez deux cartes nourriture.

Un projet de forêt durable a débuté près de votre village. Trois arbres ont été plantés et ils sont protégés tant qu'ils ne sont pas prêts à être coupés. D'autres arbres continuent à pousser et on en a planté davantage. Les arbres situés à proximité de votre maison seront très utiles car vous n'aurez plus à marcher pendant plus d'une heure pour aller chercher du bois de chauffage. Ce temps supplémentaire vous sera utile pour planter des légumes dans le jardin. Vous serez alors en mesure de préparer des repas plus nourrissants pour votre famille. Vous pourrez ensuite vendre le surplus ce qui vous aidera à acheter des médicaments et à payer les frais de scolarité.

Prenez deux cartes nourriture.

On vous a donné des graines de fèves de soja à planter dans vos champs. Les fèves de soja sont très utiles à la terre parce qu'elles aident à maintenir un gaz contenu dans l'air ; le nitrogène. Le nitrogène est très important dans la croissance des plantes. Les plants de maïs que vous cultiverez ensuite dans le même champ seront votre meilleure récolte !

Prenez une carte nourriture.

Un essaim de sauterelles (une variété d'insecte) a envahi votre ferme. Vous n'avez pas produit assez de nourriture avec vos récoltes de l'année passée, vous ne pouviez donc pas acheter de pesticides cette année. Les sauterelles mangent toutes vos récoltes.

Reposez toutes vos cartes nourriture.

La récolte a été très bonne cette année. Vous auriez pu recevoir trois cartes nourriture si la ferme était la vôtre, mais une riche famille qui vit à 100 km est propriétaire des terres. Ils prennent les deux tiers de vos récoltes en guise de loyer.

Prenez trois cartes nourriture, mais rendez-en deux à la personne de votre groupe qui possède le plus de cartes nourriture.

La petite ferme familiale a très peu produit cette année parce que vous ne pouviez pas acheter d'engrais. Les compagnies pétrolières et les fabricants d'engrais des pays riches ont enregistré des bénéfices record.

Vous ne prenez aucune carte nourriture.

Vous êtes Canadien et vous bénéficiez d'un prêt pour aller à l'université. Vous êtes diplômé et trouvez un bon emploi. Vous avez les moyens d'aller à l'épicerie pour acheter votre nourriture, mais vous avez toujours l'emprunt à rembourser.

Prenez six cartes nourriture, mais donnez en deux à la personne sur votre gauche.

Votre père est le président d'une entreprise d'extraction de diamant au Sierra Leone.

Prenez dix cartes nourriture.

Votre famille a créé une ferme coopérative avec d'autres familles pour produire du beurre de karité en commerce équitable. Le beurre de karité est utilisé dans le chocolat, les crèmes et en tant que beurre. Tous les agriculteurs travaillent ensemble avec CHF pour comprendre le marché local et trouver le meilleur prix de vente pour le beurre de karité.

Choisissez deux autres personnes qui feront partie de votre ferme et répartissez équitablement six cartes de nourriture entre vous.

Votre famille fait pousser des fèves de soja. Étant donné que les récoltes sont très bonnes cette année, il y a eu un supplément de fèves à vendre, mais les acheteurs des pays riches ont refusé de payer le même prix que l'an dernier.

Vous ne recevez qu'UNE seule carte nourriture au lieu des deux cartes reçues l'année dernière.

Vous avez demandé à CHF ainsi qu'à un organisme près de votre village de venir vous apprendre à faire mariner vos concombres afin qu'ils ne se perdent pas. Vous pouvez désormais vendre vos concombres marinés. CHF a également aidé votre communauté et en conséquence, vous saurez quel est le meilleur moment de vendre afin d'obtenir le meilleur prix.

Prenez une carte nourriture.

CHF et un organisme local ont appris à votre famille de nouvelles façons de conserver l'eau dans votre pays d'origine, l'Éthiopie. Vous disposez de plus d'eau pour vos cultures, vos récoltes ont doublé, ce qui vous donne suffisamment de ressources pour nourrir votre famille pour l'année et vendre le reste sur le marché pour gagner de l'argent.

Prenez quatre cartes nourriture.

Le temps se gâte ! De grosses pluies et des grêlons se sont abattus sur votre ferme familiale, ce qui a endommagé l'essentiel des récoltes. L'année passée votre famille avait vendu une partie des récoltes pour gagner de l'argent. Cette année, vous ne pourrez rien vendre parce que vous devez garder les récoltes pour nourrir votre famille. Sans cet argent, votre famille ne pourra pas payer les frais de scolarité, vous ne pourrez donc pas aller à l'école l'année prochaine.

Rendez six cartes nourriture.

Vous êtes agriculteur au Vietnam. CHF et un organisme local vous aident à obtenir des poulets et vous apprennent comment les élever afin de les vendre au meilleur prix. Votre famille ainsi que vos voisins se nourrissent mieux grâce aux œufs qui vous apportent une bonne source de protéine. Votre famille va également gagner plus d'argent en vendant les œufs supplémentaires.

Prenez deux cartes nourriture pour vous et prenez en deux autres que vous donnerez à votre voisin de droite.

Votre père tombe très malade et a besoin de médicaments qui sont très chers.

Heureusement, votre famille possède deux vaches et vous pouvez en vendre une pour obtenir l'argent nécessaire au paiement des médicaments. Vous aurez cependant moins d'argent pour la ferme l'année suivante étant donné que vous n'avez qu'une seule vache pour produire le lait que vous vendez.

Donnez deux cartes nourriture à votre voisin de gauche, en paiement des médicaments.

Une guerre civile a éclaté dans votre pays. Vous êtes un jeune homme et devez donc quitter la ferme pour combattre. Votre père et vos frères partent également pour la guerre.

Seules votre mère et vos sœurs restent à la ferme pour travailler aux champs. Sans l'aide de toute la famille, la quantité de nourriture obtenue cette année à partir des récoltes est insuffisante.

Choisissez une autre personne qui combattra à la guerre avec vous et vous devrez reposer deux cartes chacun.

Vos frères travaillent sur un bateau de pêche, mais les poissons qu'ils attrapent sont revendus aux gens riches pour nourrir leurs animaux domestiques.

Vous prenez trois cartes nourriture, mais vous devez en donner deux à ceux qui ont le plus de cartes nourriture.

Il y a une guerre dans le nord du pays. Votre famille qui vit là-bas est venue habiter avec vous. Il y a de nombreux réfugiés venant du nord qui arrivent dans votre village parce qu'ils n'ont nulle part où aller. Les réserves de nourriture de votre famille diminuent parce qu'au lieu d'être divisée entre les huit membres de votre famille, vous devez partager avec les quatorze personnes qui se sont installées chez vous.

Choisissez deux personnes qui seront votre famille. Divisez vos cartes en deux et donnez une des deux moitiés aux membres de votre famille.

Vous êtes agriculteurs au Ghana. Un nouveau genre de fèves est arrivé dans votre ferme. Ces nouvelles fèves peuvent pousser même lorsqu'il n'y a pas beaucoup d'eau. Il ne tombe que peu de pluie dans l'année, mais cela suffit pour que ce nouveau genre de fèves produise suffisamment de nourriture. Votre famille a assez de fèves pour nourrir la famille et en vendre au marché pour gagner de l'argent.

Prenez une carte nourriture.





















Votre mère a la malaria - une maladie qu'elle a attrapée en se faisant piquer par une variété de moustique. Elle est malade et donc dans l'incapacité de s'occuper des récoltes de la ferme. Vous êtes obligé de manquer l'école pour rester à la ferme et ramasser les récoltes. Sans l'aide de votre mère, une partie de la récolte est perdue.

Reposez trois cartes nourriture.

Votre famille a aménagé les coteaux près de la ferme en culture en terrasse (cela consiste à faire des étages dans la colline, qui ressemble à un escalier, au lieu d'avoir une pente abrupte). Les nutriments peuvent ainsi rester dans la terre, au lieu d'être emportés, et cela est bénéfique pour la croissance des cultures. Vous récoltez donc plus de nourriture.

Prenez une carte nourriture.

Cartes nourriture

			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture

Les facteurs qui affectent la sécurité alimentaire

Qu'est-ce que la sécurité alimentaire ?

La sécurité alimentaire c'est lorsque tout le monde a suffisamment de nourriture pour manger en tout temps et ainsi recevoir les nutriments qui permettent de rester en bonne santé.

Les facteurs qui affectent la sécurité alimentaire

Environnemental	Social
Économique & Infrastructure	Politique

Assessment

Each student's contributions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes by the teacher.

The Real Survivor

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Communication	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas and information with a high degree of effectiveness
	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness