

Provincial World Thinking Day 2024 Programming





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Enjoy your day!!



Introduction

Hello!

Thank you for your interest in the World Thinking Day 2024 program. As you likely know, the theme for this year is “Our World, Our Thriving Future: The Environment and Global Poverty”. Over the course of this program, we want our members reflect on what’s going on in the world, the global concern we have about the environment and food security and how they can help make a difference.

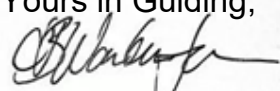
The twelve activities that you will find in this handbook are meant to be fun and educational. Our youth will learn about the links between poverty, food security and environmental instability. They will also come to appreciate that this isn’t just an issue outside of Canada – food security and access to nutritious affordable food is an issue here in Canada. My hope is that that our youth members will come away from this day with some thoughts on how they can drive actionable change themselves to help our world thrive. Whether it’s a commitment to eat less meat, or to shop more sustainably, or to limit food waste (and eat the food put in front of them!), every action (even the small ones) can have a stepwise change in helping us keep our Earth healthy and thrive as a global community.

I encourage you to look at the [WAGGGS website](#) and augment your programming with the content created through our global team. You do not need to execute all twelve of our activities and you are encouraged to use the ones in the [WAGGGS programming](#) or even come up with your own. Our goal through this program has been to make this as easy as possible for Guiders to participate with their units.

Following this programming, I encourage you to continue working on this topic with your youth members. Through the WAGGGS website ([Resources - YUNGA challenge badges](#)) - you can download the [Handbook for the Food Security and Climate Change](#) badge and continue working on activities with your units. Once you’ve completed the requirements, you can order the associated badge through YUNGA or through the WAGGGS store and print out certificates as well. I did this with my own unit, the 47th Toronto Guides for the past three years and it was a nice way to get more badges and learn more about Sustainability and Global issues.

Be well, plan accordingly, and have fun.

[Order your World Thinking Day crests!](#)

Yours in Guiding,


Berkeley Warburton
Ontario Council Elected Member
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Program Areas and Direction

As you know your unit best, please review the activities and decide which ones will work for your group. Consider the branch level when selecting activities. All activities and program areas are suggestions, please modify as you see fit for your unit's needs. These activities can be broken up into two or more meetings. We want you to know that your unit does not have to do everything in this handbook, please choose the activities you feel are the most relevant to your unit and the program areas you are working on.

The activities in this booklet will fit into a number of [Program Platform](#) area badges. The listed program areas are meant as a guide. Please note that some activities may require a bit more work in order to consider it complete for a badge. We encourage you to explore our Program Platform for a multitude of related content that you can include as part of this World Thinking Day theme.

Here are some ideas from our Platform to accompany our WTD program::

Program area: Build Skills

Money Sense: for - [Sparks](#), [Embers](#), [Guides](#), [Pathfinders](#), [Rangers](#)

[Meal Budgeting](#) - Embers and Guides

[Unit's Own](#) - all branches

How To: [Masterchef Junior](#) / [Masterchef](#) - Sparks and Embers

[Iron Chef](#) - Guides

[Plan to Eat](#) - Pathfinders and Rangers

Program area: Be Well

My Physical Self: [Unit's Own](#) - all branches

Program area: Connect and Question

World Stage: [Unit's Own](#) - all branches

Program area: Guide Together

Global Guiding: [World Thinking Day](#) - all branches

Program area: Take Action

Your Voice - all branches

Enjoy your day!!



Theme:

In 2024 we will mark the end of the triennium World Thinking Day theme with “Our World Our Thriving Future.” We will build on the two previous years where we have explored the environment in relation to gender equality (2022) and peace (2023) to now learn about the link between poverty, food security and environmental instability.

Ask the youth members what “Thriving Future” represents in our theme.

Possible answers could include:

- Climate Change, Pollution, Sustainability, War/Peace, Loss of Biodiversity, Access to Education, Food Security, etc.

Reminder about what we are learning about today:

A. **HUNGER AND THE HUNGRY:** introduces what hunger is and how it affects people.

B. **THE RIGHT TO FOOD:** explains concepts such as the Right to Food, food security, food sovereignty and how the food system works.

C. **CAUSES OF HUNGER:** examines why hunger exists in the world and what its key causes are.

D. **ENDING HUNGER:** explores the roles that education, microfinance, investing in agriculture and empowering women all play a part in helping to end hunger.

E. **TAKE ACTION:** suggests ideas to motivate and help your group or class to take action and help end hunger!



Can you imagine not having anything to eat for a day? Or not knowing when you might next be able to eat? This is a daily problem for almost 1 billion people around the world. That means that one out of every eight people do not get enough food and nutrition to live normal, healthy lives. However, there are many things that we can do to help end hunger! You might think that hunger is too big of a problem for you to solve alone, but together we are greater than hunger. Little actions add up, and we can make a real difference in the lives of people around the world.

Creating Change!

The best way to make this difference is by encouraging young people to embrace long-term behaviour change. Many current social and environmental problems are caused by unhealthy or unsustainable human behaviour. Most people need to adapt their behaviour – and not just for the duration of a project such as working on this badge, but for life. Many young people today know that doing good is more than an extracurricular activity: it's about how you lead your life. Small changes to your daily behaviours can really help us create a brighter future – one where no one goes to bed hungry. So what can you do? There are some proven ways of promoting behaviour change, so to increase the long-term impact of this challenge badge, try to do the following:

Focus on specific, achievable behavioural change: Prioritize activities which target very clear and specific behaviour change (e.g. 'if you can't finish your meal, don't throw it away! Pack it up and save it for a creative leftovers meal' rather than 'don't waste food').

Encourage action planning and empowerment: Put young people in charge: let them choose their own activities and plan how to carry them out.

Challenge current behaviour and tackle barriers to action: Encourage participants to scrutinize their current behaviour and think about how it could be changed. Everyone has reasons for why they don't behave in a particular way; lack of time, lack of money, not knowing what to do... the list goes on. Encourage young people to voice these reasons and then find ways around them.



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Practice action skills: You'd like to take public transport more often? Collect and practice reading timetables, plot out routes on a map, take a walk to the bus stop, find out what the fare is, do a trial journey. You'd like to eat more healthfully? Try lots of healthy foods to see which you like, experiment with recipes, learn how to read food labels, create meal planners, visit the shops to find healthy foods on their shelves. Keep practicing until it becomes a habit.

Spend time outdoors: No one is going to look after something they don't care about. Time spent in natural environments – whether that is the local park or a pristine wilderness – encourages an emotional connection with the natural world which is proven to lead to more pro-environmental behaviour.

Get families and communities involved: Why change the behaviour of just one young person when you could change the behaviour of their entire family, or even the whole community? Get your family to adopt Meatless Monday.

Spread your message more widely: showcase what you have been doing for the local community and encourage young people to share what they're doing to solve hunger with their friends and family. For an even bigger impact, get political and write a letter to your local or national government.

Make a public commitment: People are far more likely to do something if they agree to do it in front of witnesses or in a written statement – why not take advantage of this? Young people are more likely to achieve their goals if they share them with friends and family who support them and hold them accountable.

Monitor change and celebrate success: Behaviour change is hard work! Revisit tasks regularly to monitor achievement and reward continued success in an appropriate way.

Lead by example: The young people you work with look up to you. They respect you, care about what you think and want to make you proud. If you want them to embrace the behaviour you are advocating, then you must lead by example and make those changes yourself.



Why do we eat?

Our body needs ‘fuel’ to function – energy to live and to be active. This fuel comes from taking in nutrients from food (another word for food is ‘nutrition’). We need a whole range of different nutrients, including vitamins, minerals, proteins, carbohydrates and fats to help our bodies to grow, fight disease and function as they should on a daily basis. The food we eat is converted into energy in our muscles, our brain and in other organs. Because this energy is produced from what we eat, we need the right amount and the right variety of food to stay active. Even when we are asleep, our body needs some energy to maintain its basic functions such as breathing, brain activity and the beating of our hearts.

EDUCATION/PRESENTATION

What is Hunger?

Chronic Hunger:

Chronic hunger is the state of undernourishment affecting people who have to go without enough food for long periods of time. So what happens if you don’t have enough to eat for days, weeks or even months, like those who suffer from chronic hunger? In this case, the body compensates for its lack of energy by slowing down its physical and mental activities. A hungry mind can’t concentrate well, a hungry body doesn’t have the energy to successfully complete daily activities, a hungry child loses all desire to play and study. Hunger also makes the body’s immune system, which fights off diseases, weaker. However, chronic hunger is not the only form that hunger can take: seasonal hunger and acute hunger are also very dangerous but fewer people know about them. background information

Seasonal Hunger:

Seasonal hunger occurs when the food reserves that have been stored during one year are used up, making it very difficult for people to feed themselves during the following year. Seasonal hunger usually occurs when too few crops are grown. This means that too little food is produced, or that the crops that do grow are of poor quality and therefore not nutritious enough. As a result, people may be forced to harvest their crops early, before they are completely ripe. Unripe crops aren’t as nutritious as ripe ones, so even if there is something to eat, it isn’t as nourishing as it should be. Hunger becomes seasonal because it is almost impossible to stop the cycle of harvesting crops early. People in this cycle know in advance that every year there will be a “season of hunger” but there is very little that they can do to prevent it.

Acute Hunger:

Acute hunger is a condition in which people are very likely to die due to an absolute shortage of food, known as famine. Acute hunger is very severe and is often the result of a natural hazard, such as a drought or flooding. It is estimated that there are 870 million people in the world who suffer from hunger, and 98 percent of them live in developing countries.



Women and Hunger:

Hunger disproportionately affects women: [World Food Programme \(WFP\)](#) estimates that around 60 percent of the world's chronically hungry people are women and youths. But why is this the case? In many countries around the world gender inequalities are very strong, and have far reaching impacts on the lives of women, their families and society in general.

10 FACTS about WOMEN and HUNGER

Women are often victims of hunger. They also have a crucial role to play in ending hunger. As mothers, farmers, teachers and entrepreneurs, they hold the key to building a future free of **malnutrition**. Here are ten reasons why **empowering** women is such an important part of fighting hunger.

- 1** In **developing countries**, 79 percent of economically active women spend their working hours producing food, working in agriculture. Women are 43 percent of the farming work force.
- 2** Yields for women farmers are 20-30 percent lower than for men. This is because women have less access to seeds, **fertilizers** and equipment.
- 3** Giving women farmers more resources could bring the number of hungry people in the world down by 100 - 150 million people.
- 4** Surveys in a wide range of countries have shown that 85 - 90 percent of the time spent on household food preparation is women's time.
- 5** In some countries, tradition dictates that women eat last, after all the male members and children have been fed.
- 6** When a crisis hits, women are generally the first to sacrifice their food, in order to make sure their family members have enough food.
- 7** **Malnourished** mothers are more likely to give birth to underweight babies. Underweight babies are 20 percent more likely to die before the age of five.
- 8** Around half of all pregnant women in **developing countries** are anaemic (they do not have enough iron in their bloodstream). This causes around 110 000 deaths during child birth each year.
- 9** Research confirms that, when in the hands of women, an increase in family income improves children's health and **nutrition**.
- 10** Education is key. One study showed that women's education contributed 43 percent of the reduction in child **malnutrition** over time, while food availability accounted for 26 percent.



Children and young people:

Children and young people around the world are affected by hunger every year. UNICEF estimates that 146 million children in developing countries are underweight and undernourished, as a result of acute or chronic hunger. Up to 17 million children are born underweight each year, resulting from inadequate nutrition during pregnancy.

Basic Human Rights

What is a right? To understand this concept, think about the words equality, dignity or respect. We all respect each other in family life or at school. For example, we know that it is wrong and unfair to take away other students' personal belongings or to bully them. The basic principle of rights is that we should all be properly and equally respected and valued, and treated how we would like to be treated ourselves. This equality also includes the right to be able to access the basic things we all need to lead healthy lives. Think about what you need to live happily and grow into a healthy adult. First of all, you need food and clean water. You also need education, safety from threats (like being robbed or attacked), and care from your family members and communities. You have a right to these things. Often, when you have a right to something, somebody else has an obligation to you. For example, if you have the right to education, your state or country has to provide you with schools, teachers, courses and everything else you need to receive your education. Some rights are universal, meaning they are the same wherever you go in the world. Other rights can be specially granted depending on your situation. Universal rights, given to all people, are called human rights.

The Right to Food means that all human beings should have access to enough, safe food to live healthily, no matter where they live or what their situation is. This is a universal human right, so it applies to everyone, regardless of how old they are, where they're from, how they look, if they're a man or a woman, which religion they belong to, or how rich or poor they are.



In this next section we talk about food security. We recognize that there may be youth members in your unit that share that they are food insecure. Please reassure them that food security isn't a personal failure. There are resources available in their community to help. Please ask them to speak to someone they trust if they need help.

Food Security

What does “security” mean to you? Most people feel “secure” or “safe” when they don’t feel threatened by anything and aren’t afraid. Similar to this understanding of security, food security refers to the condition of having physical, social and economic access to enough good quality food to live healthily. Achieving food security depends on four elements: Food must be available, meaning that adequate amounts of good quality, safe food must be produced or imported at the national and local levels. Food must be accessible, meaning that it must be distributed and available locally and it must be affordable to all people. Food must be used in the best way possible for each person to be healthy and well nourished (sufficient in quantity, quality and variety for each individual’s needs). This requires people to be aware of their basic nutritional needs so that they know what kinds of food (and how much) to eat to be strong and healthy.

Food sovereignty

The ideal situation, when every single person in a group (e.g. in a village, city or country) is food secure, is called food sovereignty. Food sovereignty is related to self-reliance, as people are ‘food sovereign’ when they can define, shape and run their own food and agriculture systems according to their own models of production.





ACTIVITIES:

Activity 1 - A Dollar a Day

Program area suggestion: Build Skills - Money Sense

Duration - 15 minutes

Suitable for - Embers, Guides, Pathfinders, Rangers. *Sparks can participate but they might not fully comprehend the concepts being described in the video and also may not be able to add up the money to make a purchase without assistance.

Supplies Needed:

- A projector and computer to be able to play video (with sound)
- Print out the \$1 printouts and cut for distribution to the youth members
- A selection of 'food items' for the youth members to purchase. Make sure you have a wide variety of items - things that would cost \$1 (ie a can of pop or an apple), things that would cost \$5 (bag of rice or pasta, box of cereal, pasta sauce), and things that would cost more. Also include some junk food and healthy food. The goal is for youth members to 'group buy' items. They will quickly figure out that they cannot buy something just by themselves.
- Masking tape or sticky notes to make "price tags"

Do you think that you would be able to live off \$1 each day? What would you be able to buy with it? Would you still be able to afford your favourite food? Watch this video to find out what can be bought for US\$1 in Ethiopia – a country in which many people have to survive on this daily amount:

<https://www.wfp.org/videos/dollar-day-ethiopia>



A Dollar A Day - Ethiopia | World Food Programme

Melese Awok, WFP Public Information Officer in Ethiopia, finds out what he can buy for a dollar at a food market in Addis Ababa. Text transcript of this video



Instructions:

- Facilitator to place items on a table and label them with prices.
- Print out and cut the \$1 tickets.
- Distribute one \$1 ticket to each youth member.
- Explain to the youth members that they need to go grocery shopping to eat but they only have a dollar.
- Give them 5 to 10 minutes to 'shop'. Then bring them back together to discuss the experience.

1. Was anyone able to shop for themselves?
2. What did they do?
3. Were they able to make a meal by coming together?
4. Could they buy healthy food?
5. Was the healthy food more expensive than the junk food?

***** Please find printouts in the [appendix](#)**



ACTIVITIES:

Activity 2 - Hunger Banquet

Program area suggestion: Connect and Question - World Stage

Duration - 5 to 10 minutes

Suitable for - Embers, Guides, Pathfinders, Rangers

Supplies Needed:

Printouts (see Printables in the [Appendix](#))

The goal of this activity is to show participants the amount of inequality in food distribution in the world. The meals that we enjoy in Canada are not what most people have the luxury of eating. Understand what most people in the world eat.

- Print out and cut out the blue tickets. There are 36 of them. If you have more participants, please print more tickets.
- Print out the plates of food. Print one plate per participant.
- Keep the ratios the same as the ratios on the blue ticket page because the whole idea is to show the imbalance of food distribution and nutrition in the world.



- 6 plates of fancy food (there are two different variations of this, so print 3 of each) – 20 % of plates
- 15 plates of rice and beans - 40%
- 15 plates of just rice and water - 40%

1. Ask each youth member to pick a blue ticket from a bowl.
2. Ask them to sit at a seat matching their selected ticket.
3. Explain that this is how the world eats.
4. Ask the youth members who just have rice and water what it feels like to only be able to eat that.
5. Ask the youth members with the big plates how it feels to be able to eat all that good food.
6. Talk about their thoughts as a group.

***** Please find printouts in the [appendix](#)**



ACTIVITIES:

Activity 3 - Rice and Poverty

Program area suggestion: Connect and Question - World Stage

Duration: Depends on how many participants you have.

Allocate between 20 and 30 minutes.

If you have a lot of youth members, maybe get two food scales going so you can do two at a time

Suitable for - Sparks, Embers, Guides, Pathfinders and Rangers

Supplies Needed:

- Bag of dry Rice
- Food Scale (digital is easiest)
- Plate or bowl (1 per youth member)
- Scoop

Get each youth member to measure out 60g of dry rice into her plate or bowl. This is the amount of food that almost a billion people in the world have to eat for each day. Talk as a group what it would be like to eat just that much. How would they feel? How would this affect the way you live your life, and things that you could do to change the situation?

At the end of this activity, please have participants dump their rice back into a bowl to be reused. Don't throw the rice out because we don't like to waste food!



ACTIVITIES:

Activity 4 - Rice as a staple, Guess where this dish is from?

Program area suggestion: Connect and Question - World Stage

Duration - 5 minutes

Suitable for - Sparks, Embers, Guides, Pathfinders and Rangers

Supplies Needed:

You can show the different rice dishes on a screen if you have a computer and projector, or you can print out copies to pass around. If you have a globe or a map, use it to point to the different countries.

Food Staple:

A food staple is a food that makes up the dominant part of a population's diet. Food staples are eaten regularly—even daily—and supply a major proportion of a person's energy and nutritional needs.

Food staples vary from place to place, depending on the food sources available. Most food staples are inexpensive, plant-based foods. They are usually full of calories for energy. Cereal grains and tubers are the most common food staples.

There are more than 50,000 edible plants in the world, but just 15 of them provide 90 percent of the world's food energy intake. Rice, corn (maize), and wheat make up two-thirds of this.

Other food staples include millet and sorghum; tubers such as potatoes, cassava, yams, and taro; beans such as chickpea, kidney beans, navy beans, and animal products such as meat, fish, and dairy.



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- Rice
- Beans
- Corn
- Wheat
- Tubers/Roots (potatoes)

1. Show the images of rice dishes from around the world.
2. Ask the youth members to guess where each dish is from.
3. Ask them if they know of any other delicious rice dishes!

ANSWERS:

- Chickpea Curry with Rice - India
- Paella - Spain
- Sushi - Japan
- Pineapple Fried Rice - Thailand
- Biryani - India
- Nasi Goreng - Malaysia, Singapore and Brunei
- Congee - (various Asian countries such as China or Philippines)
- Rice Porridge with Cinnamon and Butter - Scandinavian Countries like Norway and Sweden

***** Please find printouts/images in the [appendix](#)**



ACTIVITIES:

Activity 5 - Grocery Shopping and Food prices between Ontario and Nunavut

Program area suggestion: Build Skills- Money Sense

Duration - 30 minutes

Suitable for: Sparks and Embers can do this activity but grouped together with Guides, Pathfinders or Rangers because they will need to be able to do basic addition.

Supplies Needed:

**Ahead of Thinking Day, go to several local grocery stores in your area and pick up their printed flyers. Get a good variety to choose from.

Possible stores include Loblaws, Metro, Fortinos, Farm Boy, Walmart, Food Basics, Independent, No Frills, Sobey's etc.

- Printouts (see Printables)
- Scissors*
- Glue*
- White Paper/Construction Paper

Food in Nunavut is typically 3x more expensive than it is in Ontario.

Why is that?

Have the participants grocery shop for their family with \$75. Set up two tables of flyers. One table is a grocery store in Iqaluit, Nunavut, and one is in Anytown, Ontario. One table has the local flyers that you've gathered. The other table should have the printouts of prices in Nunavut. Get the youth members to cut items out from each location and glue them onto separate papers. Ask them to add up the food items they've selected and keep the total cost under \$75.



Try to make a meal for your family.
Try to get healthy food from each of the four food groups
(what is a food group??).

What did you notice? Could you make a healthy meal?
What do you think people in Nunavut do with these issues?

- Subsidies
- Hunt
- Order foodstuff from Amazon Prime (free shipping)...but it takes months to arrive.
- Go without
- Buy less other things so they can afford to eat.

***NOTE: You can still do this activity without doing the cutting/pasting. Just get the youth members to write down the cost of the items on a paper and add it up. More fun to cut and paste though!**

***** Please find printouts in the [appendix](#)**



ACTIVITIES:

Activity 6 Hunger Obstacle Course

Program area suggestion: Connect and Question - World Stage

Duration - 20 to 30 minutes

Suitable for: Sparks and Embers can do this activity but are grouped together with Guides, Pathfinders or Rangers because they may not know what different natural disasters are or how to address them.

Supplies Needed:

Large Paper/Poster Board and Pen to write the problem/solutions on

Create four or five different stations each describing a different hunger problem (e.g. drought in the region; food is too expensive to feed a large family; an elderly couple who cannot travel to the market to buy food, etc.).

Each group rotates around, with five minutes to address the problem posted on a board at each station and brainstorm a series of solutions. Once all stations have been visited by all groups, discuss the solutions together.

Suggested Hunger Problems:

- Drought
- Climate Change
- War/Conflict
- Economic/Financial Crisis
- Earthquake
- Flood



ACTIVITIES:

Activity 7 - Make Chickpea Curry

Program area suggestion: Build Skills - How To:

Duration - 40 minutes

Suitable for: Sparks and Embers can do this activity but grouped together with Guides, Pathfinders or Rangers because they will be working around a hot fire or stove and will need some previous cooking experience.

Supplies Needed:

**Ahead of Thinking Day, go to a grocery store to purchase all perishable foodstuffs

- Large heavy bottomed pot or high walled pan (more than one if you are making rice as well)
- Knife to cut onion
- Garlic crusher
- Measuring cups
- Measuring spoons
- Kitchen spoon or spatula for stirring
- Can opener

All attendees should bring their own reusable bowls and cutlery.

As we think of the challenges that our world faces and how we need to think about thriving, we need to be reminded about food distribution and the costs associated with raising poultry, pork and cattle. Reducing meat consumption has many benefits; it is the single most significant action you can take to help our environment by reducing greenhouse gas emissions, deforestation, and soil degradation. Reduction of meat consumption will also save an enormous amount of land and water and increase biodiversity.



Talk to your family about adopting “Meatless Monday” where you try to eat a vegetarian meal once a week as a family.

Chickpea curry, vegetarian chili, veggie burgers, veggie tacos, frittatas, etc.

We learned that rice and beans are a food staple for a large part of the world’s population.

Let’s make a dish that is bean and rice based!

INGREDIENTS

- 2 tablespoons vegetable oil or coconut oil
- 1 medium onion, sliced
- 3 cloves garlic, minced
- 1/4 teaspoon crushed red pepper flakes
- 1-2 tablespoons curry powder
- 1 teaspoon cumin
- 1 (15 ounce) can crushed tomatoes
- 1 (13.5 ounce) can coconut milk
- 2 (15 ounce) cans chickpeas, drained and rinsed
- Salt and pepper, to taste
- Chopped fresh cilantro and lime wedges, for garnish (optional)
- Flatbread/Naan bread and rice, to serve (optional)



INSTRUCTIONS

1. In a large, heavy bottomed pot or high-walled pan, heat the oil over medium-low. Add the sliced onion, garlic, and crushed red pepper to the pot. Cook, stirring occasionally, until the onion is softened and deep golden, about 15 minutes. Add a tablespoon of water at a time if the onions get dry.
2. Increase the heat to medium. Add the curry powder and cumin and stir until toasted, about 1 minute. Add the crushed tomatoes and gently scrape the bottom of the pan with a wooden or rubber spoon to release any browned spices or onions stuck to the bottom.
3. Pour in the coconut milk and add the chickpeas to the pot. Stir and reduce to low heat. Let simmer until the sauce is thickened and the chickpeas are slightly softened, about 10 minutes, stirring occasionally. Season with salt and pepper to taste, and adjust other seasonings as necessary.
4. Garnish with chopped cilantro and serve with lime wedges over basmati rice and/or with flatbread

Find this recipe online

<https://hostthetoast.com/easy-chickpea-curry/>



Easy Chickpea Curry

This Easy Chickpea curry is the perfect weeknight dinner: it's quick and easy...

hostthetoast.com



ACTIVITIES:

Activity 8 - Make Flatbread

Program area suggestion: Build Skills - How To:

Duration - Prep time: 1 hour, 30 minutes. Cook time: 45 minutes

Suitable for: Sparks and Embers can do this activity but grouped together with Guides, Pathfinders or Rangers because they will be working around a hot fire or stove and will need some previous cooking experience.

Supplies Needed:

**As this is an optional activity, no supplies have been provided ahead of time in the Thinking Day Box.

You will need to ensure you have all the ingredients ahead of time.

**This activity makes 12 pieces of Flatbread.

Please adjust carefully to cook enough for your group.

- Measuring Cup
- Measuring Spoons
- Large Bowl
- Another Large Bowl
- Whisk
- Kitchen Towel
- Knife
- Heavy bottomed Skillet or Cast Iron Frying Pan



INGREDIENTS

- ¼ cup warm water
- 1 tablespoon sugar
- 1 package (2 ¼ teaspoons) active dry yeast
- ¾ cup warm milk
- ¾ cup plain yogurt
- 4 cups all-purpose flour
- 1 teaspoon Kosher salt
- 1 stick melted butter, for brushing
- 4 cloves minced garlic
- Fresh cilantro, to top

INSTRUCTIONS

1. In a glass measuring cup, combine the yeast, sugar, and water and let sit until very foamy, about 10 minutes. Meanwhile, whisk the flour and salt together in a large bowl and create a well in the center.

2. Whisk in the warm milk and plain yogurt into the yeast mixture until well-combined. Pour into the well in the dry ingredients.

Stir until a dough is formed, then turn out onto a lightly-floured surface and knead until smooth, about 3-4 minutes. Transfer the dough to a large, lightly oiled bowl and cover loosely with a damp kitchen towel. Let rise at room temperature until doubled in size, about 1 hour.

3. Turn the dough out onto a floured surface. Knead briefly into a disc and cut the dough into 12 equal-sized pieces. Roll each piece into a ball.



4. Heat a large, heavy bottomed skillet over medium heat. Roll each dough ball out until it is about $\frac{1}{4}$ inch thick and approximately 6 inches wide. Brush the dough lightly with butter and place one at a time onto the hot skillet. Cook until large bubbles form on the surface, about 2 minutes. Flip the dough and cook the other side until golden, about 1-2 more minutes. Stack the cooked flat bread on a plate and cover with a towel to keep warm as you cook the remaining pieces.

5. Add the minced garlic to the remaining melted butter. Loosely cover and microwave for 15 seconds. Brush the warm naan with the garlic butter (scooping out some of the garlic to sit on top) and sprinkle generously with cilantro. Serve warm.

Find this recipe online

<https://hostthetoast.com/homemade-garlic-naan/#tasty-recipes-12158-jump-target>



Homemade Garlic Naan

Homemade Garlic Naan. Even if you've never made bread at home before, t...

hostthetoast.com



ACTIVITIES:

Activity 9 - Food Chain Tag

Program area suggestion: Be Well - My Physical Self

<https://www.scienceworld.ca/resource/food-web-tag/>

Duration - 15 Minutes

Suitable for - Sparks, Embers, Guides, Pathfinders and Rangers

OBJECTIVES

List and identify examples of decomposers and describe their role within a simple food web.

Supplies Needed:

- Open area to run
- 4 Red armbands/bandanas
- 6 Green armbands/bandanas

KEY QUESTIONS:

- How is the game of tag a cycle?
- What was passed from one player to the next?
- What role do the decomposers play in the cycle?
- What would happen without the decomposers?



A food web shows the feeding relationships within an ecosystem and can be divided into 3 parts:

- Producers: plants that use energy from the sun to grow.
- Consumers: animals that eat plants or other animals to gain energy to grow.
- Decomposers: fungi, bacteria, or invertebrates that consume dead or decaying plant or animal material

In this game, youth members will assume these roles to see how these three groups can interact in a simplified way. There are many producers.

Consumers eat the producers, and decomposers recycle dead producers into nutrients for new producers to grow.

Decomposers do not directly turn dead organisms into living organisms as depicted in the game, but they do give the nutrients and create the environment for new organisms.

WHAT TO DO

Facilitator's Tip!

Before the game, review the parts of the food chain as a means to assess members prior knowledge. This would be a good way to introduce how a food web looks and works, as well as to highlight the roles or the organisms within a food web. This could be done as a mini-lesson, or may be part of a unit for which this game functions as a fun way to apply their new knowledge.

Set-Up:

- Set a boundary for youth members to run in.
- Select 4 people to be consumers. Give them a red armband each.
- Select 6 people to be decomposers. Give them a green armband each.

The remaining members are producers.



Instructions:

1. Producers run around, avoiding the consumers.
2. Consumers tag the producers to eat them.
3. When a producer is “tagged”, they must fall on the floor or freeze in position.
4. Decomposers can then tag the frozen producers to turn them into new producers.
5. Play a few rounds, switching roles for the participants.

Extensions:

Take a field trip to a park or small forest and look for fungi. Notice what kinds of places are more likely for fungi to grow and speculate about why.



ACTIVITIES:

Activity 10 - Fruit Salad

Program area suggestion: Be Well - My Physical Self

<https://www.scouts.org.uk/activities/fruit-salad/>

Duration - 15 Minutes

Suitable for - Sparks, Embers, Guides, Pathfinders and Rangers

INSTRUCTIONS

1. Ask everyone to stand in a circle. They should stand spaced out, with room to run without hitting their neighbour.
2. Have one person stand in the middle of the circle. They will be the first person who is "it".
3. Choose four different types of fruit. The person in the centre should walk around the circle, tap people on the shoulder, and give them a fruit name. They should give the fruit names out in order, so every fourth person will be the same fruit.
4. Check that everyone knows what fruit they are. They could ask each fruit to put their hands up in turn, or could ask if anyone doesn't remember their fruit. If anyone's forgotten their fruit, you can work out what fruit they are, or just give them a new one.
5. Now it's good to have a practice round. Call out the name of one of the fruits. Anyone with that fruit name should get up, run into the circle, and end up in a different place to where they were before.
6. The person who is "it" will try to make it to a vacant spot before a "fruit" does. If they steal a spot the last fruit without a spot become "it" and starts calling fruit.
7. Keep calling out fruits, and everyone should keep getting up and run when their fruit name is called.
8. If 'Fruit Salad' is called, everyone should stand up, run, and find a different space to the one they were in before.



Fruit Salad Variations

- When assigning fruits give some players more fruits than others (resulting in them having more turn opportunities).
- Remove the “it” player. Tell the fruits how to move each time they call their name, such as crawling, jumping, or tiptoeing. Time how long it takes each fruit group to make it to a new spot.



ACTIVITIES:

Activity 11 - Jumping Beans

Program area suggestion: Be Well - My Physical Self

Duration - 15 Minutes

Suitable for - Sparks, Embers, Guides, Pathfinders and Rangers

INSTRUCTIONS

Introduce and practice the following calls and action:

- String beans – stretch up as high as you can.
- Broad beans – stretch as wide as you can.
- Runner beans – run on the spot.
- Jumping beans – jump on the spot.
- Jelly beans – wiggle your body like jelly.

Keep calling different bean types.

Jumping Beans Variations

- Can be played like “Simon Says” with elimination if a person does the incorrect action.
- Members can be encouraged to come up with their own bean types and actions.



ACTIVITIES:

Activity 12 - Free Rice

Program area suggestion: Connect and Question - World Stage

If you have extra time, get some devices out and play “Free Rice”

<https://freerice.com/home>

Home

Every correct answer = 10 grains of rice for the UN World Food Programme

 freerice.com

For every correct answer, 10 grains of rice will be donated to the UN World Food Program

Facilitator scripts have leveraged the YUNGA Ending Hunger Challenge badge materials for inspiration. If you are interested in pursuing this badge or other YUNGA badges with your unit, please take a look here:



ACTIVITIES:

Bonus Activity - Polymer Clay Cutlery

Program area suggestion: Experiment and Create - Art Studio

Suitable for - Sparks, Embers, Guides, Pathfinders, Rangers

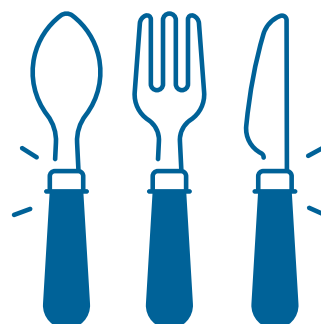
Please note: Clay should not be used on the food contact region of the utensil. Cutlery, or any dish using polymer clay should always be hand-washed.

Things you'll need:

- Two or three colours of your choice of polymer clay
- Metal spoon, fork, and knife
- Rolling pin or pasta roller
- Two oven-safe bowls that will fit inside one another
- Baking sheet
- Optional: clear varnish and brush

Directions:

1. Preheat oven to 230°F (110°C)
2. Wash your hands and ensure you are working on a very clean and dry surface or mat
3. Roll each colour of polymer clay as thin as possible (about 3mm)
4. Cut shapes or pieces as desired from one or two colours – this is where you can get as creative as you'd like! Knead colours together for a marbled effect or create stripes or polka dots!
5. Place these shapes onto the other colour and roll to combine layers
6. Cut the remaining colour into three rectangles roughly the length of your cutlery handle and about 7.5cm wide
7. Wrap cutlery handle in clay. Tip – avoid trapping air when smoothing together any seams. Cut off any extra
8. Put one oven safe bowl inside the other on the baking sheet
9. Place metal end of cutlery between bowl to stand cutlery up
10. Bake for 25 minutes
11. Let cool completely before handling. If handled when still warm the polymer clay will not have hardened completely
12. Varnish, if desired, and let dry



APPENDIX - PRINTABLES

Activity 1 - A Dollar a Day



APPENDIX - PRINTABLES

Activity 2 - Hunger Banquet





APPENDIX - PRINTABLES

Activity 2 - Hunger Banquet







APPENDIX - PRINTABLES

Activity 4 - Rice as a staple, Guess where this dish is from?



Paella



Chickpea Curry with Rice

APPENDIX - PRINTABLES

Activity 4 - Rice as a staple, Guess where this dish is from?



Pineapple Fried Rice



Sushi

APPENDIX - PRINTABLES

Activity 4 - Rice as a staple, Guess where this dish is from?



Nasi Goreng



Biryani

APPENDIX - PRINTABLES

Activity 4 - Rice as a staple, Guess where this dish is from?



Rice Porridge with Cinnamon and Butter



Congee

APPENDIX - PRINTABLES

Activity 5 -

Grocery Shopping and Food prices between Ontario and Nunavut



APPENDIX - PRINTABLES

Activity 5 -

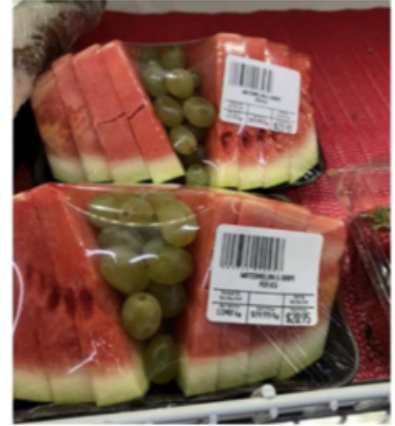
Grocery Shopping and Food prices between Ontario and Nunavut



APPENDIX - PRINTABLES

Activity 5 -

Grocery Shopping and Food prices between Ontario and Nunavut



APPENDIX - PRINTABLES

Activity 5 -

Grocery Shopping and Food prices between Ontario and Nunavut

