

Hunger to Hope – Curriculum Guide

This curriculum guide links each lesson in Hunger to Hope to learning outcomes in your national curriculum, helping you plan your class's learning effectively.

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Schools in England

Hunger to Hope is a cross-curricular learning resource for teachers to use with pupils between eight and 11 years old. The resource will support the curriculum objectives of developing your pupils as ethical and informed citizens, creative contributors and confident individuals.

The sessions are infused with opportunities for pupils to develop cross-curricular skills, thinking skills and personal capabilities. The activities will also link to learning about the United Nations Convention on the Rights of the Child, and the United Nations Sustainable Development Goals, helping pupils understand how children like them around the world are impacted by issues such as rights and development.

We would encourage you to start with lesson one and then use as many of the corresponding lessons as you feel appropriate for your class and learning goals.

We recognise that some young people in your class or group may have their own experience of poverty and/or hunger. We encourage teachers and group leaders to adapt questions and activities to suit the individual needs and experiences of the young people they are working with.

The aim of this document is to provide details of the curriculum links that we think are most relevant to each session.

Lesson	Learning intention	Relevant curriculum areas	Curriculum Links (Programme of study)
One: Introducing Mary's Meals This introductory lesson will use the film From Hunger to Hope to help the pupils to understand the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.	I will learn about the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.	Citizenship	Citizenship For pupils to: <ul style="list-style-type: none">talk and write about their opinions, and explain their views on issues that affect themselves and societyresearch, discuss and debate topical issues, problems and eventsrecognise the role of voluntary, community and pressure groupsthink about the lives of people living in other places and times, and people with different values and customslearn that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

<p>Two: Mary's Meals around the world</p> <p>In this lesson the pupils will watch our World Feeding Map video and learn more about the countries where Mary's Meals works.</p> <p>In groups, the pupils will focus on one country per group and spend time researching that particular country with the intention to share findings with the wider class.</p>	<p>I will learn more about the work of Mary's Meals in one country, using my skills to research this information and share it with others.</p>	<p>Geography</p>	<p>Geography</p> <p>For pupils to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
<p>Three: The price of hope</p> <p>In this lesson the pupils will consider the cost of feeding a child with Mary's Meals for a whole year.</p> <p>Exploring the different meals we serve around the world, the pupils will consider factors such as religion, culture and local food availability and relate these to their own experiences.</p> <p>This session will invite the pupils to consider the impact of hunger and the benefits of daily school meals.</p>	<p>I will learn about the cost of feeding a child for a whole school year and consider how this compares to my own understanding of how far £19.15 can really go.</p>	<p>Religious education Mathematics English Citizenship</p>	<p>Religious education</p> <p>Please refer to your local authority agreed RE syllabus.</p> <p>Mathematics</p> <p>English</p> <p>Citizenship</p>
<p>Four: The right to learn</p> <p>In this lesson, pupils will discuss the power of education and link this to skills and knowledge which prepare them for work in the future.</p> <p>Linking to all children's right to an education as reflected in the UN Convention on the Rights of the Child, they will share the work of Mary's Meals to protect this right through drama.</p>	<p>I will learn how the work of Mary's Meals protects children's right to an education, and how I can help stand up for the rights of other children.</p>	<p>English Citizenship</p>	<p>English</p> <p>Citizenship</p> <p>For pupils to:</p> <ul style="list-style-type: none"> recognise there are human rights that are there to protect everyone know about the relationship between rights and responsibilities know the importance of having compassion towards others; shared responsibilities we all have for caring for other people know about prejudice; how to recognise behaviours/actions which discriminate against others.
<p>Five: Energy to work and play</p> <p>This lesson involves a fun physical activity which will help the pupils reflect on what they have learnt and experience the connection between energy and learning in action.</p> <p>This session will get the pupils moving around the playground to different checkpoints whilst they demonstrate what they have learnt through a series of true or false questions.</p>	<p>I will check my understanding of key facts about Mary's Meals and reflect on the role of food as fuel for learning and play.</p>	<p>Relevant to all subject areas to encourage pupils to put their learning into action.</p>	

<p>Six: Faith in food</p> <p><i>Please note: This activity looks at love and helping others in the context of the Parable of the Good Samaritan. This activity can be used by Christian schools, or others looking at Bible stories within the context of religious education, with the questions adapted to suit your context.</i></p> <p>In this lesson the pupils are invited to reflect on the biblical story of the Good Samaritan. Using conversation prompts, the pupils will be asked for their thoughts on what they have heard and how it relates to the work of Mary's Meals.</p> <p>The pupils are then invited to write a persuasive letter to a respected leader and share their thoughts and ideas on next steps.</p>	<p>I will learn about the Parable of the Good Samaritan and how the call to love can be lived out by each of us and by organisations like Mary's Meals.</p>	<p>Religious education</p>	<p>Faith schools</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • develop skills of reading and interpretation; Understand how to interpret, handle and use biblical texts; make sense of the meanings of texts • understand the impact; Examining ways in which to respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the community and in the world. <p>Non-faith schools</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. <p>Please refer to your Local Authority Agreed Syllabus. An agreed syllabus is a religious education syllabus that is designed by a local authority's Agreed Syllabus Conference (ASC). The syllabus, like the provision for RE in academies, must reflect that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principle religions represented in Great Britain.</p>
<p>Seven: Acrostic poetry</p> <p>This lesson will allow the pupils to express themselves through poetry. The pupils can use their notes to write their own acrostic poems focusing on what they have learnt and what has inspired them so far.</p>	<p>I will reflect on how Mary's Meals changes hunger into hope and learn how to express my thoughts on this through poetry.</p>	<p>English</p>	<p>English</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • discuss words and phrases that capture the reader's interest and imagination recognising some different forms of poetry.
<p>Eight: An enterprising approach</p> <p>In this lesson the pupils can think about how they might raise money for Mary's Meals, to help reach the next hungry child, using the skills and talents they have as a class.</p> <p>This is a good opportunity to share ideas and examples of ways they can contribute to the mission of Mary's Meals, and put these into action.</p>	<p>I will learn how to use my skills and ideas, in partnership with my classmates, to help raise money for Mary's Meals through an enterprise project.</p>	<p>Relevant to all subject areas to encourage pupils to put their learning into action.</p>	

Curriculum Guide – Northern Ireland

Hunger to Hope is a cross-curricular learning resource for teachers to use with pupils between eight and 11 years old (Key Stage 2). The resource will support the curriculum objectives of developing your pupils as individuals, as well as contributors to society, the economy and the environment.

The sessions are infused with opportunities for pupils to develop cross-curricular skills, thinking skills and personal capabilities. The activities will also link to learning about the United Nations Convention on the Rights of the Child, and the United Nations Sustainable Development Goals, helping pupils understand how children like them around the world are impacted by issues such as rights and development.

We would encourage you to start with lesson one, then choose from the other lessons based on the time you have available and the areas you would like to focus on.

We recognise that some pupils in your class or group may have their own experience of poverty and/or hunger. We encourage teachers to adapt questions and activities to suit the individual needs and experiences of the group. The curriculum links that we think are most relevant to each session are as follows:

Lesson	Learning intention	Curriculum Links	
		Relevant curriculum areas	
<p>One: Introducing Mary's Meals</p> <p>This introductory lesson will use the film From Hunger to Hope to help the pupils to understand the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	<p>I will learn about the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	PDMU	<p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships with the wider world</p> <p>For pupils to:</p> <ul style="list-style-type: none"> develop an awareness of the experiences, lives and cultures of people in the wider world recognise how injustice and inequality affect people's lives.
		Language and literacy	<p>Talking and listening</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in group and class discussions for a variety of curricular purposes share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.
		The world around us	<p>Geography - Interdependence</p> <ul style="list-style-type: none"> How we might get involved in a local or global issue. <p>Place</p> <ul style="list-style-type: none"> The effects of a lack of basic resources on a place and on people's lives.

<p>Two: Mary's Meals around the world</p> <p>In this lesson the pupils will watch our World Feeding Map video and learn more about the countries where Mary's Meals works.</p> <p>In groups, the pupils will focus on one country per group and spend time researching that particular country with the intention to share findings with the wider class.</p>	<p>I will learn more about the work of Mary's Meals in one country, using my skills to research this information and share it with others.</p>	<p>Language and literacy</p>	<p>Talking and listening</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in group and class discussions for a variety of curricular purposes. <p>Reading</p> <p>For pupils to:</p> <ul style="list-style-type: none"> use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital. <p>Writing</p> <p>For pupils to:</p> <ul style="list-style-type: none"> write for a variety of purposes and audiences, selecting, planning and using appropriate style and form create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics.
		<p>The world around us</p>	<p>Geography - Place</p> <ul style="list-style-type: none"> The effects of a lack of basic resources on a place and on people's lives comparisons between people and places.
		<p>PDMU</p>	<p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships with the wider world</p> <p>For pupils to:</p> <ul style="list-style-type: none"> recognise how injustice and inequality affect people's lives.

<p>Three: The price of hope</p> <p>In this lesson the pupils consider the cost of feeding a child with Mary's Meals for a whole year.</p> <p>Exploring the different meals we serve around the world, the pupils will consider factors such as religion, culture and local food availability and relate these to their own experiences.</p> <p>This session will invite the pupils to consider the impact of hunger and the benefits of daily school meals.</p>	<p>I will learn about the cost of feeding a child for a whole school year and consider how this compares to my own understanding of how far £19.15 can really go.</p>	<p>Mathematics and numeracy</p>	<p>Number</p> <p>For pupils to:</p> <ul style="list-style-type: none"> use the four operations to solve problems involving money discuss the value of money and the need for budgeting. <p>Handling data</p> <p>For pupils to:</p> <ul style="list-style-type: none"> design and use a data collection sheet, interpret the results understand processes in mathematics make and monitor decisions communicate mathematically use mathematical reasoning.
		<p>Language and literacy</p>	<p>Talking and listening</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in group and class discussions for a variety of curricular purposes know, understand and use the conventions of group discussion. <p>Reading</p> <p>For pupils to:</p> <ul style="list-style-type: none"> use traditional and digital sources to locate, select, evaluate and communicate information relevant for a particular task use a variety of reading skills for different reading purposes for example, reviewing, recalling, skimming and scanning. <p>Writing</p> <p>For pupils to:</p> <ul style="list-style-type: none"> create, organise, refine and present ideas using traditional and digital means, combining text, sound or graphics use a variety of stylistic features to create mood and effect.
		<p>PDMU</p>	<p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships with the wider world</p> <p>For pupils to:</p> <ul style="list-style-type: none"> develop an awareness of the experiences, lives and cultures of people in the wider world recognise the similarities and differences between cultures, for example, food, clothes, symbols, celebrations understand that differences and similarities between people arise from a number of factors including cultural, ethnic/racial and religious diversity, gender and disability appreciate the range of cultures and traditions in other countries recognise how injustice and inequality affect people's lives.
		<p>Whole curriculum skills and capabilities</p>	<p>For pupils to:</p> <ul style="list-style-type: none"> use information and communication technologies to research, select, process and interpret information.

<p>Four: The right to learn</p> <p>In this lesson, pupils will discuss the power of education and link this to skills and knowledge which prepare them for work in the future.</p> <p>Linking to all children's right to an education as reflected in the UN Convention on the Rights of the Child, they will share the work of Mary's Meals to protect this right through drama.</p>	<p>I will learn how the work of Mary's Meals protects children's right to an education, and how I can help stand up for the rights of other children.</p>	Language and literacy	<p>Talking and listening</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in group and class discussions for a variety of curricular purposes know, understand and use the conventions of group discussion share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals improvise a scene based on experience, imagination, literature, media and/or curricular topics. <p>Reading</p> <p>For pupils to:</p> <ul style="list-style-type: none"> read, explore, understand and make use of a wide range of traditional and digital text.
		PDMU	<p>Strand 2: Mutual understanding in the local and wider community - relationships with the wider world</p> <p>Human rights and social responsibility</p> <p>For pupils to:</p> <ul style="list-style-type: none"> play an active and meaningful part in the life of the community and being concerned about the wider environment develop an awareness of the experiences, lives and cultures of people in the wider world recognise how injustice and inequality affect people's lives.
		The arts	<p>Drama</p> <p>For pupils to:</p> <ul style="list-style-type: none"> develop their understanding of the world by engaging in a range of creative and imaginative role-play situations explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others' feelings about issues, and by negotiating situations both in and out of role.
		Whole curriculum skills and capabilities	<p>For pupils to:</p> <ul style="list-style-type: none"> use information and communication technologies to create, develop, present and publish ideas and information using a range of digital media and to showcase their learning across the curriculum.

<p>Five: Energy to learn and play</p> <p>This lesson involves a fun physical activity which will help the pupils reflect on what they have learnt and experience the connection between energy and learning in action.</p> <p>This session will get the pupils moving around the playground to different checkpoints whilst they demonstrate what they have learnt through a series of true or false questions.</p>	<p>I will check my understanding of key facts about Mary's Meals and reflect on the role of food as fuel for learning and play.</p>	<p>PDMU</p>	<p>Strand 1: Personal understanding and health - health, growth and change</p> <p>For pupils to:</p> <ul style="list-style-type: none"> understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. <p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships with the wider world</p> <p>For pupils to:</p> <ul style="list-style-type: none"> recognise how injustice and inequality affect people's lives.
		<p>Physical education</p>	<p>Athletics</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance.
		<p>Language and literacy</p>	<p>Talking and listening</p> <p>For pupils to:</p> <ul style="list-style-type: none"> participate in group and class discussions for a variety of curricular purposes know, understand and use the conventions of group discussion share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals.

<p>Six: Faith in food</p> <p><i>Please note: This activity looks at love and helping others in the context of the Parable of the Good Samaritan. This activity can be used by Christian schools, or others looking at Bible stories within the context of religious education, with the questions adapted to suit your context.</i></p> <p>In this lesson the pupils are invited to reflect on the biblical story of the Good Samaritan. Using conversation prompts, the pupils will be asked for their thoughts on what they have heard and how it relates to the work of Mary's Meals.</p> <p>Pupils are then invited to write a persuasive letter to a respected leader and share their thoughts and ideas on next steps.</p>	<p>I will learn about the Parable of the Good Samaritan and how the call to love can be lived out by each of us and by organisations like Mary's Meals.</p>	<p>Religious education (core syllabus)</p>	<p>The Revelation of God</p> <p>For pupils to:</p> <ul style="list-style-type: none"> listen to and discuss stories that reveal God's continuing care for human needs, concerns and troubles study the teachings of Jesus and explore their relevance for today. <p>Morality</p> <p>For pupils to:</p> <ul style="list-style-type: none"> recognise that they are loved and respected as individuals further develop positive attitudes towards their talents, qualities and values discover the challenge for humans to become co-workers with God for a better world.
		<p>Language and literacy</p>	<p>Writing</p> <p>For pupils to:</p> <ul style="list-style-type: none"> discuss various features of layout in texts and apply these, as appropriate, within their own writing write for a variety of purposes and audiences, selecting, planning and using appropriate style and form express thoughts, feelings and opinions in imaginative and factual writing use a variety of stylistic features to create mood and effect.
		<p>PDMU</p>	<p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships in the community</p> <ul style="list-style-type: none"> acknowledge that people differ in what they believe is right or wrong recognise that people have different beliefs which shape the way they live appreciate the interdependence of people within the community. <p>Relationships in the wider world</p> <ul style="list-style-type: none"> recognise how injustice and inequality affect people's lives.

<p>Seven: Acrostic poetry</p> <p>This lesson will allow the pupils to express themselves through poetry.</p> <p>The pupils can use their notes to write their own acrostic poems focusing on what they have learnt and what has inspired them so far.</p>	<p>I will reflect on how Mary's Meals changes hunger into hope and learn how to express my thoughts on this through poetry.</p>	<p>Language and literacy</p>	<p>Writing</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally • experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect • express thoughts, feelings and opinions in imaginative and factual writing • use a variety of stylistic features to create mood and effect. <p>Reading</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • read aloud to the class or teacher from prepared texts, including those composed by themselves, using inflection to assist meaning.
		<p>PDMU</p>	<p>Strand 1: Personal understanding and health</p> <p>For pupils to:</p> <ul style="list-style-type: none"> • know how to confidently express their own views and opinions in unfamiliar circumstances. <p>Strand 2: Mutual understanding in the local and wider community</p> <p>Relationships with the Wider World</p> <ul style="list-style-type: none"> • Developing an awareness of the experiences, lives and cultures of people in the wider world. • Recognising how injustice and inequality affect people's lives.
<p>Eight: An enterprising approach</p> <p>In this lesson the pupils can think about how they might raise money for Mary's Meals, to help reach the next hungry child, using the skills and talents they have as a class.</p> <p>This is a good opportunity to share ideas and examples of ways they can contribute to the mission of Mary's Meals and put these into action.</p>	<p>I will learn how to use my skills and ideas, in partnership with my classmates, to help raise money for Mary's Meals through an enterprise project.</p>	<p>Relevant to all subject areas to encourage pupils to put their learning into action.</p>	

Curriculum Guide – Scotland

Hunger to Hope is a cross-curricular learning resource for teachers to use with pupils between eight and 11 years old. The resource will support the curriculum objectives of developing your pupils as successful learners, confident individuals, responsible citizens and effective contributors.

The sessions are infused with opportunities for pupils to develop cross-curricular skills for life, learning and work. The activities will also link to learning about the United Nations Convention on the Rights of the Child, and the United Nations Sustainable Development Goals, helping pupils understand how children like them around the world are impacted by issues such as rights and development.

We would encourage you to start with lesson one, then choose from the other lessons based on the time you have available and the areas you would like to focus on.

We recognise that some children in your class or group may have their own experience of poverty and/or hunger. We encourage teachers to adapt questions and activities to suit the individual needs and experiences of the group. The curriculum links, including CfE Experiences and Outcomes, that we think are most relevant to each session are as follows:

Lesson	Learning intention	Curriculum areas	Experiences and outcomes
<p>One: Introducing Mary's Meals</p> <p>This introductory lesson will use the film From Hunger to Hope to help the pupils to understand the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	<p>I will learn about the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	<p>Health and wellbeing Literacy and English</p>	<p>HWB 1-01a/2-01a LIT 1-01a LIT 2-01a LIT 1-02a LIT 2-02a LIT 1-07a LIT 1-09a LIT 2-09a</p>
<p>Two: Mary's Meals around the world</p> <p>In this lesson the pupils will watch our World Feeding Map video and learn more about the countries where Mary's Meals works.</p> <p>In groups, the pupils will focus on one country per group and spend time researching that particular country with the intention to share findings with the wider class.</p>	<p>I will learn more about the work of Mary's Meals in one country, using my skills to research this information and share it with others.</p>	<p>Literacy and English Social studies Technologies</p>	<p>LIT 1-14a LIT 2-14a LIT 1-15a LIT 2-15a LIT 1-25a LIT 2-25a LIT 1-26a LIT 2-26a SOC 2-14a SOC 2-19a SOC 2-20a TCH 1-01a TCH 2-01a TCH 1-02a TCH 2-02a</p>

<p>Three: The price of hope</p> <p>In this lesson the pupils consider the cost of feeding a child with Mary's Meals for a whole year.</p> <p>Exploring the different meals we serve around the world, the pupils will consider factors such as religion, culture and local food availability and relate these to their own experiences.</p> <p>This session will invite the pupils to consider the impact of hunger and the benefits of daily school meals.</p>	<p>I will learn about the cost of feeding a child for a whole school year and consider how this compares to my own understanding of how far £19.15 can really go.</p>	<p>Health and wellbeing Literacy and English Numeracy and mathematics Social studies</p>	<p>HWB 2-34a LIT 1-02a LIT 2-02a LIT 1-09a LIT 2-09a MNU 1-03a MNU 2-03a MNU 2-09a SOC 2-19a SOC 1-21a SOC 2-21a</p>
<p>Four: The right to learn</p> <p>In this lesson, pupils will discuss the power of education and link this to skills and knowledge which prepare them for work in the future.</p> <p>Linking to all children's right to an education as reflected in the UN Convention on the Rights of the Child, they will share the work of Mary's Meals to protect this right through drama.</p>	<p>I will learn how the work of Mary's Meals protects children's right to an education, and how I can help stand up for the rights of other children.</p>	<p>Expressive arts Health and wellbeing Social studies</p>	<p>EXA 1-01a/2-01a EXA 1-12a EXA 2-12a EXA 1-14a EXA 2-14a HWB 1-01a/2-01a HWB 1-09a/2-09a HWB 1-13a/2-13a HWB 2-20a SOC 1-16a SOC 2-16c SOC 1-17a SOC 2-17a SOC 2-19a</p>
<p>Five: Energy to learn and play</p> <p>This lesson involves a fun physical activity which will help the pupils reflect on what they have learnt and experience the connection between energy and learning in action.</p> <p>This session will get the pupils moving around the playground to different checkpoints whilst they demonstrate what they have learnt through a series of true or false questions.</p>	<p>I will check my understanding of key facts about Mary's Meals and reflect on the role of food as fuel for learning and play.</p>	<p>Health and wellbeing Literacy and English</p>	<p>HWB 1-15a/2-15a HWB 1-25a HWB 2-25a HWB 1-28a HWB 2-28a LIT 1-02a LIT 2-02a LIT 1-09a LIT 2-09a</p>

<p>Six: Faith in food</p> <p><i>Please note: This activity looks at love and helping others in the context of the Parable of the Good Samaritan. This activity can be used by Christian schools, or others looking at Bible stories within the context of Religious Education, with the questions adapted to suit your context.</i></p> <p>In this lesson the pupils are invited to reflect on the biblical story of the Good Samaritan.</p> <p>Using conversation prompts, the pupils will be asked for their thoughts on what they have heard and how it relates to the work of Mary's Meals.</p> <p>Pupils are then invited to write a persuasive letter to a respected leader and share their thoughts and ideas on next steps.</p>	<p>I will learn about the Parable of the Good Samaritan and how the call to love can be lived out by each of us and by organisations like Mary's Meals.</p>	<p>Religious education Literacy and English</p>	<p>RME 1-02a RME 2-02a RME 1-02b RME 2-02b RERC 1-06b/2-06b RERC 1-11a RERC 1-20a/2-20a RERC 1-21a RERC 2-21a RERC 1-24a/2-24a LIT 1-26a LIT 2-26a LIT 2-27a LIT 1-28a/1-29a LIT 2-29a</p>
<p>Seven: Acrostic poetry</p> <p>This lesson will allow the pupils to express themselves through poetry.</p> <p>The pupils can use their notes to write their own acrostic poems focusing on what they have learnt and what has inspired them so far.</p>	<p>I will reflect on how Mary's Meals changes hunger into hope and learn how to express my thoughts on this through poetry.</p>	<p>Health and wellbeing Literacy and English</p>	<p>HWB 1-01a/2-01a LIT 1-01a LIT 2-01a LIT 1-04a LIT 2-04a LIT 1-05a LIT 2-05a LIT 1-24a LIT 2-24a LIT 1-25a LIT 2-25a LIT 1-26a LIT 2-26a</p>
<p>Eight: An enterprising approach</p> <p>In this lesson the pupils can think about how they might raise money for Mary's Meals, to help reach the next hungry child, using the skills and talents they have as a class.</p> <p>This is a good opportunity to share ideas and examples of ways they can contribute to the mission of Mary's Meals, and put these into action.</p>	<p>I will learn how to use my skills and ideas, in partnership with my classmates, to help raise money for Mary's Meals through an enterprise project.</p>	<p>Health and wellbeing Numeracy and mathematics Social studies</p>	<p>HWB 1-10a/2-10a HWB 1-13a/2-13a HWB 1-19a HWB 2-19a MNU 1-03a MNU 2-03a MNU 2-09a MNU 2-09c SOC 1-18a SOC 1-21a SOC 1-22a SOC 2-22a</p>

Hunger to Hope is a cross-curricular learning resource for teachers to use with pupils between eight and 11 years old. The resource will support the curriculum objectives of developing your pupils as ethical and informed citizens, creative contributors and confident individuals.

The sessions are infused with opportunities for pupils to develop cross-curricular skills, thinking skills and personal capabilities. The activities will also link to learning about the United Nations Convention on the Rights of the Child, and the United Nations Sustainable Development Goals, helping pupils understand how children like them around the world are impacted by issues such as rights and development.

We would encourage you to start with lesson one and then use as many of the corresponding lessons as you feel appropriate for your class and learning goals.

We recognise that some young people in your class or group may have their own experience of poverty and/or hunger. We encourage teachers and group leaders to adapt questions and activities to suit the individual needs and experiences of the young people they are working with.

Lesson	Learning intention	Curriculum Links (Areas of learning and experience)
<p>One: Introducing Mary's Meals</p> <p>This introductory lesson will use the film From Hunger to Hope to help the pupils to understand the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	<p>I will learn about the experiences of children impacted by hunger and poverty, and how the work of Mary's Meals helps them and their communities.</p>	<p>Health and wellbeing Languages, literacy and communication</p>
<p>Two: Mary's Meals around the world</p> <p>In this lesson the pupils will watch our World Feeding Map video and learn more about the countries where Mary's Meals works.</p> <p>In groups, the pupils will focus on one country per group and spend time researching that particular country with the intention to share findings with the wider class.</p>	<p>I will learn more about the work of Mary's Meals in one country, using my skills to research this information and share it with others.</p>	<p>Religion, values, and ethics Language, literacy, and communication Humanities Geography</p>
<p>Three: The price of hope</p> <p>In this lesson the pupils consider the cost of feeding a child with Mary's Meals for a whole year.</p> <p>Exploring the different meals we serve around the world, the pupils will consider factors such as religion, culture and local food availability and relate these to their own experiences.</p> <p>This session will invite the pupils to consider the impact of hunger and the benefits of daily school meals.</p>	<p>I will learn about the cost of feeding a child for a whole school year and consider how this compares to my own understanding of how far £19.15 can really go.</p>	<p>Religion, values and ethics Mathematics and numeracy Health and wellbeing Humanities Languages, literacy and communication</p>
<p>Four: The right to learn</p> <p>In this lesson, pupils will discuss the power of education and link this to skills and knowledge which prepare them for work in the future.</p> <p>Linking to all children's right to an education as reflected in the UN Convention on the Rights of the Child, they will share the work of Mary's Meals to protect this right through drama.</p>	<p>I will learn how the work of Mary's Meals protects children's right to an education, and how I can help stand up for the rights of other children.</p>	<p>Languages, literacy and communication Health and wellbeing Humanities</p>

<p>Five: Energy to work and play</p> <p>This lesson involves a fun physical activity which will help the pupils reflect on what they have learnt and experience the connection between energy and learning in action.</p> <p>This session will get the pupils moving around the playground to different checkpoints whilst they demonstrate what they have learnt through a series of true or false questions.</p>	<p>I will check my understanding of key facts about Mary's Meals and reflect on the role of food as fuel for learning and play.</p>	<p>Relevant to all subject areas to encourage pupils to put their learning into action.</p>
<p>Six: Faith in food</p> <p><i>Please note: This activity looks at love and helping others in the context of the Parable of the Good Samaritan. This activity can be used by Christian schools, or others looking at Bible stories within the context of Religious Education, with the questions adapted to suit your context.</i></p> <p>In this lesson the pupils are invited to reflect on the biblical story of the Good Samaritan.</p> <p>Using conversation prompts, the pupils will be asked for their thoughts on what they have heard and how it relates to the work of Mary's Meals.</p> <p>The pupils are then invited to write a persuasive letter to a respected leader and share their thoughts and ideas on next steps.</p>	<p>I will learn about the Parable of the Good Samaritan and how the call to love can be lived out by each of us and by organisations like Mary's Meals.</p>	<p>Religion, values and ethics Languages, literacy and communication</p>
<p>Seven: Acrostic poetry</p> <p>This lesson will allow the pupils to express themselves through poetry.</p> <p>The pupils can use their notes to write their own acrostic poems focusing on what they have learnt and what has inspired them so far.</p>	<p>I will reflect on how Mary's Meals changes hunger into hope and learn how to express my thoughts on this through poetry.</p>	<p>Health and wellbeing Languages, literacy and communication Humanities Expressive arts</p>
<p>Eight: An enterprising approach</p> <p>In this lesson the pupils can think about how they might raise money for Mary's Meals, to help reach the next hungry child, using the skills and talents they have as a class.</p> <p>This is a good opportunity to share ideas and examples of ways they can contribute to the mission of Mary's Meals, and put these into action.</p>	<p>I will learn how to use my skills and ideas, in partnership with my classmates, to help raise money for Mary's Meals through an enterprise project.</p>	<p>Languages, literacy and communication Mathematics and numeracy Expressive arts</p>