



## Tower of Hunger

*A game that teaches the basics of hunger*

Age range: Elementary, Middle & High School

### Overview

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Tower of Hunger is a fun game that will help students think about and discuss the many reasons and solutions for world hunger. Information about hunger will be on blocks stacked upon each other (see description of how to set up game on page 2). Students remove blocks, go over the information, and restack them while trying not to knock over the tower. Ideally, this game should be played with no more than 10 students. If you have more students, have several groups playing with their own tower at the same time.

### Goals

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- To encourage youth to think about global and domestic hunger
- To increase youth awareness of hunger related problems
- To increase youth awareness of the multiple solutions for addressing hunger-related problems

### Materials

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- 48 wooden blocks (Block dimensions: L: 8 to 8.5 inches; W: 2.5 to 3 inches, H: 1.5 inches) or a store-bought Jenga or Jumbling Tower game
- Fine tip permanent marker to write on blocks
- Dice
- Red, blue, yellow, orange, green, and purple permanent paint or permanent markers

### Instructions

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Creating the Game:

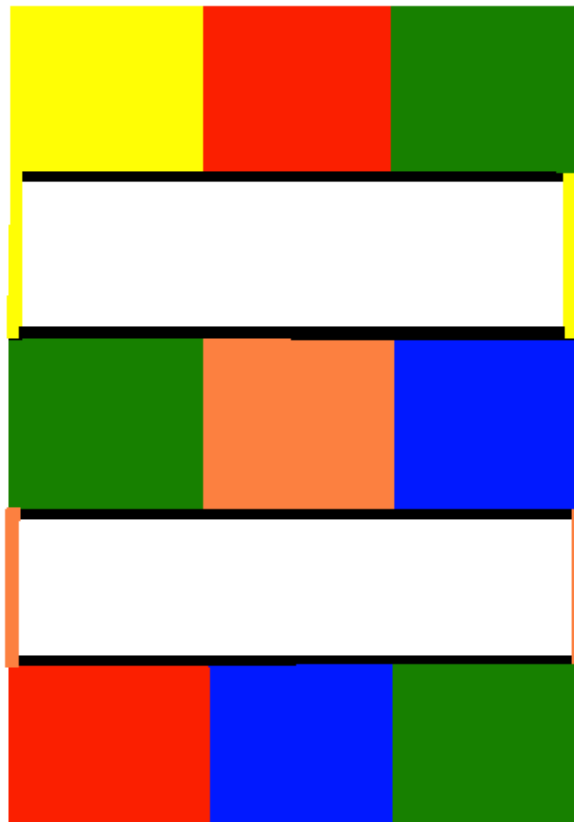
1. You can create the game ahead of time or have the students create it as a part of the activity
2. Paint the ends of the blocks red (16), blue (8), yellow (6), orange (9), green (7), and purple (2).
3. Write the appropriate sentence, number, or word on the block (see colors and corresponding information listed on pp. 5-7).
4. Paint each side of the die red, blue, yellow, orange, green, and purple.





### Setting Up the Tower:

1. Start by placing three blocks alongside each other, words/numbers facing down so that the students cannot see them ahead of time.
2. Place three more blocks across these (also with words/numbers facing down).
3. Alternate between Step 1 and Step 2 until there are no more blocks and you have a tower 16 stories high. Do not worry about the order of the blocks; just make sure the colors are somewhat mixed up and there are 3 blocks in each row. Here is an example of how the tower should look.





### Playing the Game:

1. Divide students into groups if you will have more than one tower going at the same time
2. Explain the rules: Students will take turns rolling the die. He/She must try to remove a block from the tower that is the same color as was rolled on the die. This can be done by tapping, pushing, or pulling. Students may use both hands but they may not touch any other blocks. Do not allow the students to take a block from the very top. Students should try not to knock over the tower when removing the block.
3. Once the block is removed, the student reads what is on the block to the group or class. There should be a short discussion about what is on each of the blocks. Then have the student place the block back on top of the stack, continuing to build the tower. (Browse through the curriculum for discussion ideas, although students will likely be able to generate discussion on these topics).
4. Repeat Steps 2 and 3 until the tower falls while someone is attempting to remove or replace a block.
5. Once the tower falls have a class discussion about the game. Be sure to mention how one block did not cause the tower to fall nor did one block hold up the entire tower. Use this to help illustrate how hunger is the result of multiple causes and needs multiple solutions to be resolved.

### Color Key:

- Red: Reasons for hunger
- Blue: Solutions for hunger
- Yellow: Hunger around the world
- Orange: Questions
- Green: Facts
- Purple: Skip a turn





Red: Write each of these words on a separate red block. Have students explain how this word relates/contributes to world hunger and/or poverty.

- Poverty (can be replaced with the word Hunger if focusing more on poverty)
- Food insecurity
- Famine
- Low income
- Unemployment
- Economy
- Disease
- Drought
- War
- Government policies
- Welfare cuts
- Inadequate nutrition
- Transportation
- Single parent households
- Insufficient food stamps
- Over population (exponential growth)

Blue: Write each of these words on a separate blue block and have the students give an example of how they could do this.

- Spread the word
- Volunteer (where could you volunteer?)
- Show support for hunger/poverty relief to government leaders
- Vote (make sure your parents vote)
- Educate yourself
- Educate others
- Make it a priority
- Raise money

Yellow: On each block write the location (Africa, Latin America, Asia, etc.). Once the student pulls the location have them read off the information below that corresponds with that location.

- On the continent of Africa, nearly one in every four human beings is malnourished.
- In Latin America, nearly one out of every eight people goes to bed hungry each night.
- In Asia and the Pacific, 28 percent of the people border on starvation, experiencing the gnawing pain of perpetual hunger.
- In the Near East, one in ten people are underfed.
- In North Korea, floods and drought have destroyed much of the nation's crops and severely weakened the country's food security.
- The poorest country in the Western Hemisphere is Haiti.





Orange: Write a number 1-9 on each orange block. Once the student pulls the block read the question that corresponds to the number on that block. Have the student answer the question.

1. How often does a child die from hunger?
  - every 6 seconds
2. According to the WFP, this much money feeds a school child in the developing world?
  - \$0.25 per day
3. What is the main cause of hunger in the world?
  - Poverty
4. There are approximately this many hungry people in the world today.
  - 1.02 billion
5. Of all the hungry in the world, women and girls make up this proportion.
  - 7 out of 10
6. How much money per day do most people in non-industrialized nations live on?
  - Less than 1 dollar a day
7. What is one of the most important (and simplest!) things you can do to fight hunger and poverty?
  - Get the word out
8. What is one thing you can do to let the government know you are concerned about issue related to hunger?
  - Write a letter to your local, state, and national legislators.
9. In how many countries does the World Food Programme operate?
  - 80

Green: Write the underlined word or phrase on each green block. Have students define the term/phrase

- Malnutrition – a medical condition that occurs when a person consistently does not have enough food.
- Famine – a widespread shortage of food.
- Poverty – The shortage of common things such as food, clothing, shelter and safe drinking water, all of which determine our quality of life.
- Hunger – the painful sensation or state of weakness caused by the need of food
- Social Safety Net – a term used to describe a collection of services provided by the state, such as welfare, unemployment benefit, universal healthcare, homeless shelters, the minimum wage and sometimes subsidized services such as public transport, which prevent individuals from falling into poverty beyond a certain level.
- Food Insecurity – the limited or uncertain availability or ability to acquire safe, nutritious food in a socially acceptable way.
- Food bank – is a non-profit organization which distributes non-perishable goods and perishable food items to non-profit agencies involved in local emergency food programs

Purple: When a student rolls a purple have them skip their turn and move on to the next student.



# Evaluation Questions

## Tower of Hunger

Country \_\_\_\_\_

Name of Program \_\_\_\_\_

Age:    9    10    11    12    13    14    15    16    17    18    19

\_\_\_\_\_ Male            \_\_\_\_\_ Female

Where I live is considered to be: \_\_\_\_\_ Urban    \_\_\_\_\_ Rural

Race: \_\_\_\_\_ White            \_\_\_\_\_ African American            \_\_\_\_\_ Hispanic

\_\_\_\_\_ Native American            \_\_\_\_\_ Asian            \_\_\_\_\_ Other

Think about how much you thought or understood different issues associated with hunger before doing this activity.

	Before this Activity				After this Activity			
	Not at all	A little	Some	A lot	Not at all	A little	Some	A lot
How much had you thought about global hunger issues?	1	2	3	4	1	2	3	4
How much did you know about hunger-related problems?	1	2	3	4	1	2	3	4
How much did you think about the possible solutions for addressing hunger-related problems?	1	2	3	4	1	2	3	4
I understood that hunger impacts people all over the world.	1	2	3	4	1	2	3	4