

EXPERIENTIAL LEARNING: EVENT



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TEACHING AND LEARNING ACTIVITIES

Schools host a lunch based on the model of the OXFAM Hunger Banquet. Students are placed in groups according to their allocated country (representing high, middle and low-income) and given food rations accordingly. The inequalities of the food system become glaringly obvious as students discover for themselves some of the issues associated with hunger and poverty. Duration: 2–3 lessons

Specific instructions are easily adapted from the booklet linked below.

<https://www.oxfam.org.au/education-resources/files/2018/10/Oxfam-Hunger-Banquets-Student-how-to-guide-V1c.pdf>

SYLLABUS LINKS

Year 10 Geography: Human Wellbeing

Context

During this activity, students will be developing their conceptual knowledge and understanding about the following content:

- Students investigate causes, issues and consequences of spatial variations in human wellbeing

Key Inquiry Questions

- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?

Stage 5 outcomes

A student:

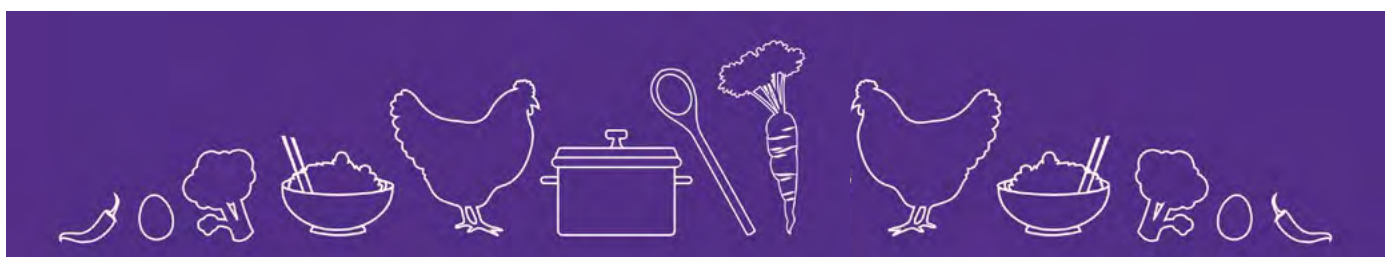
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-8 communicates geographical information to a range of audiences using a variety of strategies

Geographical skills

apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative perspectives (ACHGS068, ACHGS077)

Geography 7-10 Syllabus © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2016.



EXPERIENTIAL LEARNING: OXFAM HUNGER BANQUET

Learning across the curriculum

- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Literacy
- Civics and citizenship

ASSESSMENT

Criteria for assessing learning

Students will be assessed on their ability to:

- prepare a written response about their experiences of the OHB
- reflect on their own learning and inquiry processes.

Written response describing what was learned during the lunch (can use the reflection questions on pg. 23 of the Oxfam book linked below) as a guide. Student choice as to format of the written response genre (i.e., report, poem, song lyrics, recount, or narrative).

Feedback

- Formative feedback – students may receive ongoing teacher feedback in relation to the criteria for assessment. Students reflect on their own learning during the activity and on completion of the activity
- Summative feedback – based on written assessment task. This may take the form of comments/annotations, or a grade/mark for the completed task.



[archived-content-/archive--news-items-/2016/12/oxfam-2016.html](https://www.oxfam.org.au/oxfam-2016.html)

ABOVE: Irrawang High School. Source: <https://irrawang-h.schools.nsw.gov.au/archived-content-/archive--news-items-/2015/12/oxfam-hunger-banquet.html>



The experience at Irrawang High School.

Year 10 Geography students gained first-hand experience of the global inequalities in our food system recently by participating in the Oxfam Hunger Banquet organised the HSIE faculty. Students were divided into groups representing high, middle and low-income countries of the globe; Italy, Tonga and Burundi to have a lunch experience they will never forget. There was also a group of refugees outside the fences sheltered by cardboard boxes with no food or water.

Those fortunate enough to represent the high income Italy experienced a beautiful and delicious chicken salad lunch whilst seated at a white linen covered table with placemats and cutlery in the school's fruit orchard.

Students who represented the middle income country of Tonga, found themselves eating sandwiches and drinking cordial, and sitting on chairs.

And then there was poor Burundi, a landlocked country in East Africa their residents sitting on the ground or under their cardboard shelter eating their meal of rice off a banana leaf and drinking water (explained to students it would normally highly likely be unclean).

The inequalities of the food system became glaringly obvious as students from Burundi (and the refugees) cast envious looks to those in Italy and Tonga; whilst initially the Italian residents enjoyed their meals enormously only to later feel guilty enough to share their bounty with the other poorer countries including the refugees.

A thought provoking social experiment to give our students a greater understanding of the problems of hunger and poverty.