

Just the Right Mix

The Story



For their school work, Anna and her teenage friends interview shoppers at a supermarket, grocery store and an open-air market about their food choices. Together they learn about healthy eating and lifestyles. Later, Anna tests what she has learned at the dinner table.

Story Objectives

After reading the story, the reader will be able to:

- ◆ Recognize and explain why it is important to have sufficient quantity, quality and variety of food to be healthy and well-nourished.
- ◆ Discuss how education and information help us to know about our food needs and make healthy food choices.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve people's diets, food choices and life-styles.



Story Key Messages

To be healthy and well-nourished, we must have the right quantity and variety of safe, good quality foods to meet our nutritional needs and we must know how to make the right food choices.

- ❖ The right to adequate food means that food must be available in sufficient quantity, quality and variety to meet the dietary needs of individuals. It must be safe and free from harmful substances and acceptable within a given culture.
- ❖ People need to have the knowledge and the skills to understand what they eat and what they need to eat so that they can make the right food choices to be healthy and well-nourished.
- ❖ Steps should be taken through food and nutrition education, information and food labelling to promote balanced diets, healthy eating habits and proper food preparation.

See "More about the Right to Food" at the end of this guide.



Nutrition facts

- ✓ Food provides us with the energy and nutrients our bodies need for growth, repair, physical activity and resistance to disease.
- ✓ A healthy, balanced diet should provide the right amounts of all the nutrients: carbohydrates, proteins, fats, vitamins, minerals and water.
- ✓ Carbohydrates are the major source of energy for the world's population. Foods rich in carbohydrates are rice, maize, wheat and other cereals, potatoes, yams and cassava, legumes, fruits, vegetables and sugars.
- ✓ Proteins are needed to build muscle, blood, skin, bones and other organs and tissues. Good sources of proteins are meat, poultry, fish, beans, peas, groundnuts, milk, cheese, yoghurt and eggs.
- ✓ Fats serve as an energy source and are needed for the absorption of some vitamins. Fats also provide essential building blocks for cells and hormones. Foods rich in fats are oils, butter, ghee and some other whole milk products, nuts, fish and some meats.
- ✓ Vitamins and minerals are needed in smaller amounts but are essential to help the body work properly and stay healthy.
- ✓ Water is needed to make cells and body fluids, for chemical reactions to occur and to make urine which carries waste from the body.

Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 55 and in "Some facts about my country" on page 46 of the cartoon book.

Have you thought about...

- ✧ why some people have many safe good foods available to choose from, while others have little choice?
- ✧ why Anna changed her mind about what foods she chooses to eat?
- ✧ what a good, healthy diet is for you?



Is it fair that...

- ✧ food producers should be responsible for producing food that is safe for us to eat?
- ✧ government should make sure that we get the right information on foods and healthy diets?

Everybody can do something

- ✧ Lisa, Anna, Marco and Luca are interviewing people about the ways they shop for food and eat. Can you do the same?

“...Young people, more than adults, have the ability to spring into action and to play a decisive role in eliminating this tragic reality [hunger and malnutrition].”

Rita Levi Montalcini, Nobel Prize Winner for Medicine

Food Rainbow



Aim

To understand what a healthy, balanced diet is



Time

45 minutes



Materials

Two big sheets of paper, markers

How to do it

1. Participants form a circle. One of them goes to the middle, points to a player and calls out a colour ("Red!"). The player has to name a food that is red ("Tomato!") before the caller counts to ten. If the player fails to think of the food the two players switch places.
2. Ask a volunteer to write down all the foods the players call out. Stop the game when you have a list of about 20-30 foods.
3. Copy the rainbow on a big piece of paper or a board. Ask the participants to go through the list of foods and write them in their proper place in the rainbow.
4. Explain that the rainbow represents a healthy diet and that we should have the right mix of foods to grow and be healthy. Our plate should look like a rainbow!
5. Encourage participants to find out if your country has adopted nutrition guidelines and what they are.



Word Puzzle



Aim

To reflect on the importance of information to make healthy food choices



Time

45 minutes



Materials

Paper, coloured pencils or markers, scissors

How to do it

1. Write the nutrition messages on the next page on a separate piece of paper, using different colours for each one and leaving big spaces between the words.
2. Cut the messages into separate words or word-combinations. Fold the cards and hide them around the playing area. Count the cards you hide and tell the group the total number of papers they need to find.
3. Divide the group into equal teams. They are to find the hidden cards, match them by colours and put together the messages. They may ask the other team for some cards, if they are missing words to complete the message.
4. Each team should read out loud their completed nutrition messages.

Reflection

Was it easy to understand the messages when some words were missing?

Is it possible to make healthy food choices without complete information?

Where can you get good information on food and nutrition?

Nutrition Messages

Adequate food is essential for an active, healthy life. We need many different foods to grow and be healthy.

A healthy, balanced diet contains a variety of foods.

A balanced diet provides the right amount of energy and other nutrients.

Children who eat well usually grow well.

Eating well helps to fight infections and illnesses.

Well-nourished mothers are likely to have healthy babies.

The way food is stored, prepared and cooked affects its nutritional value.

Good nutrition also depends on keeping food clean and safe to eat.

We need to balance the amount we eat with the amount of energy we use.

Active people generally need to eat more than less active people.

Regular exercise and a balanced diet help us stay fit and healthy.

Balancing Act

Aim



To understand the need to find the right balance between how much we eat and how much we move

Time



45 minutes

Materials



Stones, beans or any other small objects; a rock; a flat rectangular board; paper, pens

How to do it

1. Start with a short experiment. You will need to make improvised scales: put a ruler or a flat rectangular board (wooden, plastic or cardboard) on a rock or a similar object. Ask the group to observe your actions attentively. Place equal amounts of stones (beans, water, sand or soil) on both ends of the scales so that they are well-balanced. Now take away a few stones from one end of the scales. The scales will lose balance. Put the stones back and the scales should return to the original balanced position.
2. Tell the group that this demonstration illustrates the need to find the right balance between how much we eat and how much we move.
3. Now explain that different activities require different amounts of energy. We need more energy to do vigorous physical activities and less energy to do light activities. The energy we need also depends on how long we do an activity.
4. Give each participant a folded piece of paper with one of the following physical activities written on it. They have to go in the middle of the circle and perform or mime the action. They are not allowed to speak. The rest of the group should guess what physical activity it is and whether it is a light, moderate or vigorous one.
5. Explain that we need to balance the amount we eat with the amount of energy we use.

Light Activities: walking slowly, cooking, cleaning the house, planting flowers, grocery shopping, stretching, raking leaves, sweeping

Moderate Activities: walking fast, washing cars, scrubbing floors, washing windows, weeding, playing ball, dancing, jumping rope, bicycling

Vigorous Activities: carrying water, carrying firewood, planting fields, hoeing, chopping wood, jogging or running, swimming laps, bicycling distance or uphill, moving or pushing furniture, sports competitions



Resources

FAO Nutrition and Consumer Protection Division
Cool Food
European Food Information Council

www.fao.org/ag/agn
www.coolfoodplanet.org
www.eufic.org

Water, Water Everywhere

The Story



When Emily arrives in Jordan from Australia, she learns about the importance of water for food and life. Together with her host Fatima, she visits a refugee camp and a farm, and learns the importance of safe water for people, agriculture and industry.

Story Objectives

After reading the story, the reader will be able to:

- ◆ Describe the causes and effects of lack of safe drinking water in the story and in their own community.
- ◆ Explain why safe, clean water is essential and why water sources should be protected for all people to use in a fair and sustainable way.
- ◆ Recognize the need to balance the competing uses of water in agriculture, industry and households with the need to protect the environment.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to improve access to safe, clean water in a community.



Story Key Messages

Safe, clean water is necessary for life and health. Water resources should be protected and must be available for all people in a fair and sustainable way.

- ❖ Water resources must be used in an equitable and sustainable way that balances the need to preserve or restore the natural environment with domestic, agricultural and industrial needs for water.
- ❖ Measures should be taken to ensure that water resources are not polluted.

See "More about the Right to Food" at the end of this guide.



Water facts

- ✓ Nothing on Earth can live without water. Seventy per cent of the Earth is covered by water, but only 2.5 percent of it is fresh; the rest is saltwater.
- ✓ Worldwide, agriculture accounts for 70 percent of all fresh water uses, industry accounts for 22 percent and domestic use for about 8 percent.
- ✓ A person needs 2-4 litres of drinking water a day. However, it takes 2 000-5 000 litres of water to produce a person's daily food.
- ✓ One-sixth (1.2 billion people) of the world population doesn't have clean water and two-fifths (2.4 billion people) don't have toilets.
- ✓ Each year, two million children die from infections spread by dirty water or the lack of toilets.
- ✓ In many rural areas, women and girls spend hours a day fetching water.
- ✓ UN Millennium Development Goal 7 is to reduce by half, by 2015, the number of people without safe drinking water.

Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 65 and in "Some facts about my country" on page 56 of the cartoon book.

Have you thought about...

- ✧ how daily life changes when there is little clean water?
- ✧ how Mahmoud's life is different from Fatima's and Emily's?
- ✧ what Mahmoud's father meant when he said "But only if everyone uses water wisely will we be able to make a change"?

Is it fair that...

- ✧ poor communities do not have enough safe, clean water?
- ✧ some people and industries pollute or use water in wasteful ways?

Everybody can do something

- ✧ Make a water use plan for your family or school and put it into action.



“ The human right to water entitles everyone to sufficient, safe, acceptable, physically accessible and affordable water for personal and domestic uses. ”

UN Committee on Economic, Social and Cultural Rights

Drop by Drop



Aim

To identify ways to use water wisely throughout the water cycle



Time

60 minutes



Materials

Copies of the Water Cycle diagram, pens or pencils, a ball, stone or stick

How to do it

1. Divide participants into small groups and give each group a copy of the Water Cycle diagram. Using the diagram, they should talk about where water comes from and how it circulates. They should do their best to fill in the blanks in the diagram with the words from the box.
2. When everyone has finished working on the diagram, ask the groups to share their results with everyone. Discuss and correct the diagrams with the answers below.
3. Now explain to the participants that they are going to create a story about the adventure of a Raindrop. Ask them to sit in a circle and take a ball or a stick. Start by saying: "This is a story of a Raindrop (or a Snowflake)." Pass the ball to a participant who should continue the story by adding the next sentence. Give everyone a chance to add to the story and bring the story to an end.
4. Ask participants to go back to their small groups and give them the list below. Looking at the completed diagram, the groups are to discuss and decide how each of these actions can improve water resources throughout the water cycle.

Using Water Wisely

Water crops and gardens in the morning or evening
 Build earth barriers to direct rainwater to plants
 Plant crops which require less water
 Water plants by dripping water directly onto the roots
 Protect the soil around the roots of plants and trees from the sun
 Collect rainwater and snow
 Recycle water
 Trap rainwater at the base of trees
 Terrace crops and fields
 Dig wells and bore holes

Keeping Water Clean

Cover wells
 Build toilets and latrines far from water sources
 Keep animal and human waste out of freshwater sources
 Keep rivers and streams free of pollutants
 Keep water containers clean
 Prevent pollutants and waste from getting into the groundwater

Answers: A. Ocean B. Evaporation C. Condensation D. Cloud E. Transpiration F. Sun G. Rain H. Snow I. Precipitation J. Infiltration K. Ground water L. Surface water M. Run-off

Main parts of the water cycle:

Evaporation: the sun heats up water in rivers and oceans and turns it into vapour.

Transpiration: plants lose water out of their leaves and it returns to the air.

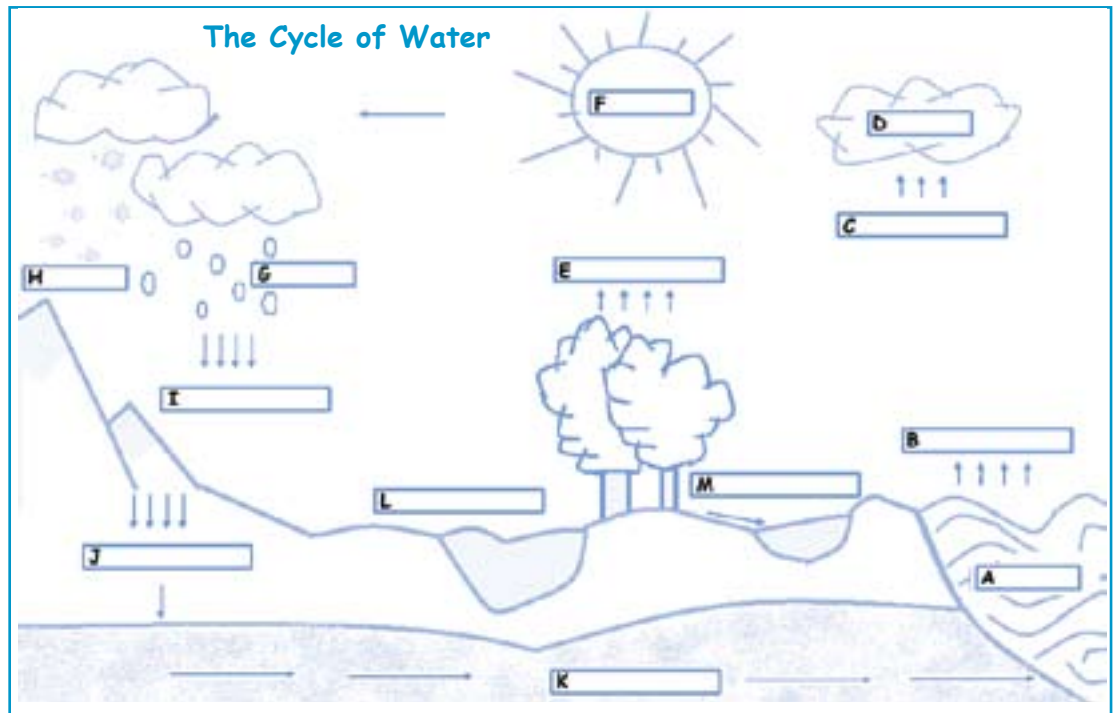
Condensation: vapour in the air cools and forms droplets of water, forming a cloud.

Precipitation: the clouds get heavy with water which falls back to the earth as rain or snow.

Infiltration: when water ends up on land, it soaks into the earth and becomes groundwater. Plants and animals drink it.

When water runs over the soil into oceans, lakes and rivers it is called run-off. When water gets back to oceans, lakes and streams it becomes surface water and the cycle starts all over again.

- Sun
- Evaporation
- Surface water
- Rain
- Condensation
- Run-off
- Transpiration
- Snow
- Precipitation
- Cloud
- Ground water
- Infiltration
- Ocean



Competing for Water



Aim

To learn about competing uses of water



Time

45 minutes



Materials

3 copies of the letter, paper and pens

How to do it

1. Divide the participants into three groups - a community action group, a farmers' association and an association of local businesses. Explain that they all live in a town experiencing a severe lack of water. Each group has decided to write a letter to the Town Council explaining their situation.
2. Give each group a copy of the unfinished letter and ask them to complete the letter describing their problems and needs.
3. Read the letters, compare and discuss. Try to resolve conflicting needs and demands.

Dear Town Council,

We are writing to request you to take action to ensure that we have enough water. After three dry months with no rain, our Town is experiencing a severe lack of water. There is not enough water to meet everyone's needs and people are starting to argue over its use. The little water we have is not being used fairly. We wish to inform you of the situation we are facing...



Resources

FAO Water Tour
UN-Water
WaterAid
Water Quiz

www.fao.org/ag/agl/aglw/WaterTour
www.unwater.org
www.wateraid.org
www.un.org/cyberschoolbus/waterquiz

The Story



Life is not easy after the war. Mariama's husband has died and Adama's husband has lost his leg. With help and training, they are able to take over the farming of their plots of land to provide food for their children and rebuild their lives.

Story Objectives

After reading the story, the reader will be able to:

- ◆ Describe several effects that war can have on people's access to food.
- ◆ Name specific situations in which people must be provided with food aid and explain what other support they may need.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to assist people to rebuild their lives after emergencies.



Story Key Messages

People in emergency situations or recovering from emergencies - such as wars and natural disasters - do not have access to adequate food and must be provided with food. They also need support, care and training to improve their economic resources and rebuild their lives.

- ❖ People in emergencies should be helped to recover by supporting their efforts to provide their own food and creating opportunities to improve their economic resources and livelihoods.
- ❖ The most disadvantaged people - orphans, the ill, the elderly, the disabled - need additional assistance, care and training to rebuild their lives. Some of them may never become self-reliant.

See "More about the Right to Food" at the end of this guide.

Emergency facts



- ✓ Millions of people are affected by natural and man-made disasters: droughts, floods, earthquakes, hurricanes, fires, pests and wars.
- ✓ Every year, there are 30-40 countries in crisis situations, needing outside assistance to cope with critical problems of food insecurity.
- ✓ The 10-year war in Sierra Leone left some 50 thousand people dead, about 70 thousand rehabilitated combatants and thousands of amputees. The loss of hands or legs means that people can no longer provide food for themselves and their families.
- ✓ War violates the right to food. In war-torn countries, farming is abandoned and the little food produced is not enough to feed the nation. Animals are stolen to feed the fighters, leaving little stock to re-build farmers' herds. Crops are burnt in the fields, destroying not only the food, but also the soil and seeds for the next season.

Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 75 and in "Some facts about my country" on page 66 of the cartoon book.

Have you thought about...

- ✧ what happened to farmers and their families during the war?
- ✧ why it was a good idea to open a Farmer Field School in the village?
- ✧ what help people need to recover after a war?

Is it fair that...

- ✧ people in emergencies should be given free food?
- ✧ people who have been affected by war should receive extra help, care and training to rebuild their lives?

Everybody can do something

- ✧ You can gather information about emergencies and talk about how to respond to them at home, with your friends, neighbours, at school.



“I pledge to work even harder, and with greater resolve, to do everything in my power to ensure that no Sierra Leonean should go to bed hungry.” Ahmad Tejan Kabbah, President of Sierra Leone

Emergency Plane



Aim

To understand that people in emergencies need immediate assistance for survival and other support to rebuild their lives



Time

30 minutes



Materials

Paper, two copies of the "Relief Supplies" list, pens or pencils

How to do it

1. Divide the participants into two groups. Ask one group to "Imagine that you are a humanitarian organization. A devastating earthquake has happened in Xland and you are delivering emergency relief supplies to the local people. You have collected many useful items but the plane is too small to carry everything. Your group's task is to choose 10 items from the list below to put on the plane."
2. Ask the second group to "Imagine that you are the survivors of a devastating earthquake in your town or village. You have a possibility to request outside assistance for your basic needs. A plane is being prepared to deliver supplies for you but it is too small to carry everything. Your group's task is to choose 10 items from the list below to put on the plane."

Relief Supplies

blankets	farming tools	medicines	school books	sugar
canned food	flour	pens and pencils	seed	tents
clean water	fuel	rice	shoes	toothpaste
clothes	kerosene lamps	salt	soap	toys

3. Allow 10-15 minutes for the groups to complete the task. Then compare the lists and discuss their choices.

Reflection

What things are immediately needed by people in emergencies?

What things are needed after the emergency to help people rebuild their lives?

Special Report



Aim

To describe the effects of war and natural disasters on people's access to food



Time

45 minutes



Materials

Large piece of paper and markers; information on wars or natural disasters

How to do it

1. Divide the participants into groups. Tell them that they are TV or radio reporters. They are to produce a programme on the effects of war and natural disasters. They should try to gather information on at least one country or region that is experiencing a conflict or has recently had a natural disaster (cyclone, tornado, tsunami, earthquake, drought, etc). They can talk to local authorities, government, emergency and relief organizations, UN representatives, consult newspapers and magazines.
2. Each group should prepare a short report based on the information they have gathered. This report must explain to the viewer/listener the effect that the conflict or natural disaster has had on people's ability to grow or buy food.
3. Each group should choose an "announcer" to introduce their report and make a conclusion at the end, commenting on the following questions:
 - ◆ Are there certain areas where war and natural disasters happen more often?
 - ◆ What impact do war and natural disasters have on people's access to food?
4. The rest of the group should present the report through acting out scenes, using visual aids, music or songs. Encourage them to be creative - this is a TV or radio show!

A Village Starts Over



Aim

To understand the consequences of emergencies on people's lives



Time

30 minutes



Materials

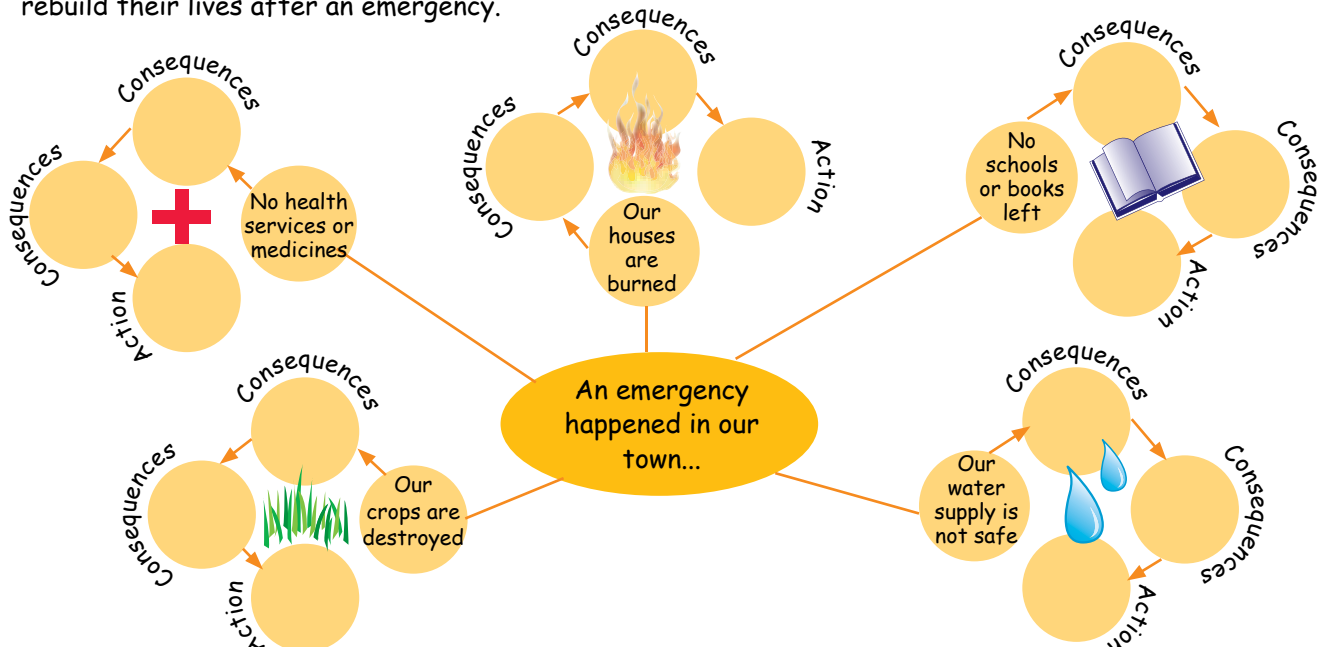
1 big piece of paper, markers per group

How to do it

1. Use the figure below to make an emergency situation diagram. In the middle of a big sheet of paper write down: "An emergency happened in our town or village".
2. Have the group choose a particular emergency: war, drought, flood, earthquake, etc.
3. Ask the group to write on the diagram the major consequences of the emergency. You can choose from some of the examples provided below but also encourage the group to come up with their own ideas: *Our house is destroyed. Our farm is burnt. Our animals are stolen. There are no doctors and nurses. There are no schools left. There is no market. The roads are ruined. Our water supply is not sufficient or safe.* They can add as many consequences and actions they can think of.
4. Discuss and write on the diagram the specific problems each of these creates for the families living there. For example: *We cannot grow food in our fields. We have no produce to buy or sell. We have no tools and animals to work our fields. We have no seeds to plant. We go hungry. We don't earn money. People are getting sick from the water. People are too weak from the lack of food and water to rebuild.*
5. Now tell the group that they can choose one or two kinds of assistance to rebuild their lives. Have them write these on the area of the diagram marked "Action" and add the positive effects this has on the families in the village.

Tip

After completing the diagram, the group can make up and perform a short play showing how a family tries to rebuild their lives after an emergency.



Resources



World Food Programme
Food Force
Sierra Leone
Darfur is Dying
The Right to Live in Peace

www.wfp.org
www.food-force.com
www.sierra-leone.org
www.darfurisdying.com
www.wagggsworld.org

No one Left Behind

The Story



Tina and Jane want to go to school like their brother Joseph, but their help is needed at home. Thanks to their mother's chicken production and a new water point, they are able to return to school, where they learn some lessons that they share with others.

Story Objectives

After reading the story, the reader will be able to:

- ◆ Discuss how girls and women have equal rights and should have the same benefits and opportunities as boys and men.
- ◆ Explain why health care and good nutrition are important for people living with HIV/AIDS.
- ◆ Identify specific actions that can be taken by individuals, families, the community and the government to help solve problems that girls, women and other vulnerable people face in getting adequate food.



Story Key Messages

Girls and women have full and equal rights and should have equal benefits and opportunities. Special attention must be given to the problems that women and vulnerable and disadvantaged groups, including all people affected by HIV/AIDS, face in getting adequate food.

- ❖ The specific food and nutritional needs of people living with HIV/AIDS or suffering from other epidemics must be addressed.
- ❖ Full and equal rights, benefits and opportunities must be promoted for women and girls, including education, access to productive resources such as credit, land, water and technologies, and the right to inherit and possess land and other property.

See "More about the Right to Food" at the end of this guide.



Women facts

- ✓ Seven out of ten of the world's hungry are women and girls.
- ✓ Women produce much of the world's food. In Africa, 80 percent of farmers are women; in Asia, the figure is 60 percent. Women sow, reap, harvest and cook food.
- ✓ Two-thirds of the world's 880 million illiterate adults are women.
- ✓ Women's employment rate is two-thirds that for men.
- ✓ Half the HIV-positive people in the world are women. In Africa, where the epidemic is most severe, young women are three times more likely to be infected than young men.
- ✓ There are 11 million AIDS orphans in Africa. Most never learned how their mothers grew and prepared food.
- ✓ With women's key roles and responsibilities in feeding, providing care and producing food for the family, their rights are essential to ensuring the right to food.
- ✓ UN Millennium Development Goal 3 is to promote gender equality and empower women.

Discussion

Ask the readers to reflect on the story and discuss it. Base your discussion on the points provided in "So, what do YOU think?" on page 85 and in "Some facts about my country" on page 76 of the cartoon book.

Have you thought about...

- ✧ how mother's project changed the life of Tina and Jane's family?
- ✧ how going to school can help Tina and Jane have a better future?



Is it fair that...

- ✧ women have fewer chances than men to go to school, own land, inherit property, get a loan?
- ✧ some girls have to sell their bodies and risk getting HIV/AIDS in order to survive?
- ✧ people living with HIV/AIDS are discriminated against?

Everybody can do something

- ✧ Find someone near you who needs help and support and do what you can to help them.

“...Space exploration; satellite communications; heart transplants. Today, we have managed to do what previous generations never dreamed of. But around the world, millions of people still don't have enough to eat. And it doesn't have to be this way.”

Miriam Makeba, African singer

Take Action



Aim

To identify actions to help solve problems that girls and women face in access to food



Time

20 minutes



Materials

Sheets of paper, pens, a piece of chalk or a stick to draw on the ground

How to do it

1. Divide the group into three equal teams: "My family", "My school" and "Local authorities". Give each team an equal number of pens and paper.
2. With a piece of chalk or a stick draw three big circles on the ground - a circle for each team. Now draw a start line 20 steps away from the circles.
3. Ask each team to gather at the start line and discuss what actions they - families, schools, authorities - can take to help solve problems that girls and women face in access to food.
4. At your signal (clap, whistle or shout), the teams should write down as many actions as they can think of appropriate for their roles - each idea on a separate piece of paper. Then one person should run to the circle and put the paper in it. The team that comes up with the most ideas wins.
5. At your signal stop the game, collect and count the ideas of each team.

Reflection

Is it possible for your families, school and authorities to carry out these actions?

How could they work together to do this?

World AIDS Day



Aim

To raise awareness of HIV/AIDS



Time

3 meetings



Materials

Posters to advertise the event

How to do it

1. Gather some facts and information on AIDS in your country or other countries.
2. As a group, review and discuss how to use this information to prepare an event for the World AIDS Day. You could organize an awareness-raising session on HIV/AIDS, a concert, an exhibition of drawings, a theatre show or any other event.
3. Plan and prepare the event.
4. Advertise it well in advance. Encourage as many people as possible to attend.

Tip

World AIDS Day is observed every year on 1 December. For more information on organizing events and projects see page 51.

This Land is Ours!



Aim

To show that the right to food for widows and orphans needs to be protected



Time

90 minutes



Materials

Materials for making puppets and a "puppet stage": old socks, cloth, paper bags, coloured paper, sticks, tape or glue, markers or pencils

How to do it

- Tell the group that they are going to listen to the beginning of a story with the following characters:
 - ◆ Betty, a 15-year old girl
 - ◆ Rose, Betty's mother
 - ◆ Betty's uncles
- Ask everyone to sit down, close their eyes and try to imagine what you are saying. Read out the following script:

"This is a story of Betty, a 15-year old girl. One day her father, who has been sick, dies at the local hospital. Betty runs to the pasture to save her family's goats before her uncles come to take land and animals away from her and her mother Rose. Traditions in Betty's country allow male relatives to take away land and animals from widows and orphans. When her husband's relatives arrive, Rose tells them that her husband wanted her and Betty to keep the land and animals for their food and survival. But the relatives threaten to burn Rose's house if she tries to keep them. What can Rose and Betty do to protect their rights? Who can they turn to for help? What can others in the community do?"
- Divide the participants into groups of 6-8. Each group should discuss what Betty and Rose should do to protect their rights and come up with a possible ending for the puppet show.
- Make the puppets, an improvised stage and rehearse the roles. You can draw faces on fingers and use your hands as puppets.
- Present the puppet shows to each other or to other children and grown-ups.

HIV/AIDS, Nutrition and Food Security

HIV/AIDS affects peoples' nutrition and food security. It reduces the ability of individuals and families to feed and care for themselves and makes it more difficult for communities to provide basic services and support for people in need. HIV/AIDS usually strikes the family's most productive members first, affecting their ability to work and provide food and care for the family. This can lead to malnutrition, which can accelerate the development of AIDS. The disease itself can contribute to malnutrition by reducing appetite, interfering with nutrient absorption and making additional demands on the body's nutritional status. It is especially important for people living with HIV/AIDS to eat healthy, well-balanced diets. Good diets prevent weight loss and help people to stay healthy longer.

Resources



HIV/AIDS and Food Security
 Living Well with HIV/AIDS
 Joint United Nations Programme on AIDS
 Youth AIDS Coalition
 UN WomenWatch
 Food for Women
 UN and Status of Women

www.fao.org/hiv aids
www.fao.org/docrep
www.unaids.org
www.youthaidscoalition.org
www.un.org/womenwatch
www.wfp.org/food_aid/food_for_women
www.un.org/Conferences/Women