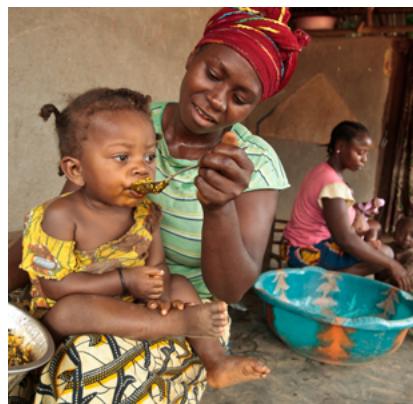


LESSON ACTIVITY SHEETS: KS4

These activity sheets are made up of six questions for you to consider. Each group should pick a different question to focus on. At the end of the activity, share your work with the rest of the class to produce a combined class statement on malnutrition that addresses every question.



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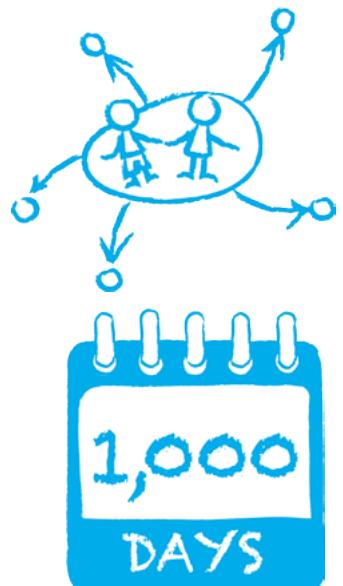
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WHO is affected by malnutrition?

Using the idea of the 'ripple effect', look at the effects of malnutrition on the individual, their family and the wider community. Some suggestions on how you might do this are given below.

- Read through [these](#) personal stories of how malnutrition has affected children and their families.
 - Use this information to produce a poster about the impact of malnutrition.
-
- The first 1,000 days are the most critical in a child's life and it is vital that they get the nutrition they need during this vital time. **Write a poem or rap, or design a logo** that informs the reader about the first 1,000 days and why these are so important. The video from Unicef Philippines [here](#) is a useful source of information.
-
- Draw a mind map which shows how malnutrition affects a child. Consider:
 - their physical and mental wellbeing
 - the impact that malnutrition can have on that child's rights. Refer to a [summary of the UN Convention on the Rights of the Child](#) to help you identify the rights affected.
-
- **Write a newspaper article** that explains the potential impacts of malnutrition on individuals, their families and the wider community.
 - In your article you may wish to include information from the different sources listed in this activity sheet to help support your points. Another useful source of information is [this](#) video.



Websites:

Stories of malnutrition

<http://bit.ly/2j1bHqY>

Unicef Philippines video

<http://bit.ly/2jw5aTC>

Summary of the UN Convention on the Rights of the Child

<http://bit.ly/2jw40rf>

Impacts of malnutrition video

<http://bit.ly/2jGj5cc>

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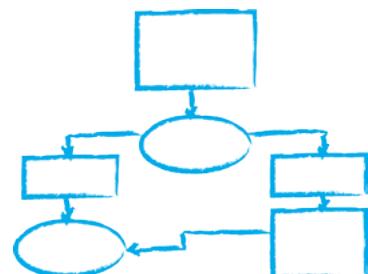
WHAT are the effects?

Use the examples and research materials below to demonstrate the dangers of malnutrition and what can happen to children and young people if they don't have enough nutritious food at the right stage of life.

- Read about Unicef's focus on nutrition as a life-long issue in [this report](#) and make notes on both the health and socioeconomic impacts of malnutrition.



- Together with your group, watch [this useful video](#) and make notes on the wider effects of malnutrition.



- Create a flow chart illustrating the various effects that malnutrition can have on a child, family, community, national and global level. You may find it helpful to refer to pages 12–15 of [this document](#).

Websites:

Unicef malnutrition report

<http://uni.cf/2iISFHt>

Wider effects of malnutrition video

<http://bit.ly/2jGj5cc>

Child Nutrition report for flow chart activity

<http://bit.ly/2jwgsaz>

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WHERE in the world is malnutrition putting children's lives in danger?

Using the [Levels and Trends in Child Malnutrition report](#) produce a summary **infographic** about malnutrition. Some suggestions on how you might do this are given below.

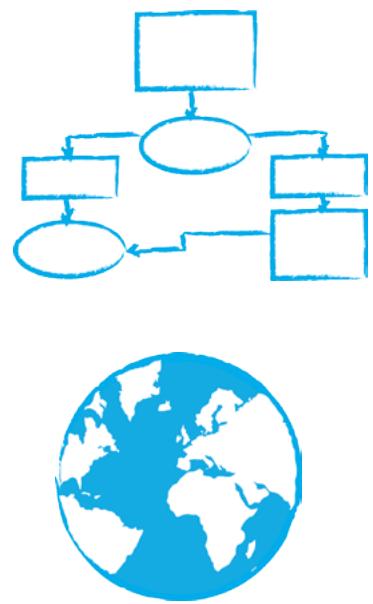
Use **charts** in the [*Levels and Trends in Child Malnutrition*](#) report to help answer questions such as:

- How has the percentage of children affected by stunting changed in different parts of the world from 2000 to 2015? [page 4]
 - How do the stunting and wasting rates compare in different parts of the world? [page 5]
 - For children experiencing severe wasting, what proportions come from different regions around the world? [page 5]
 - How does the level of malnutrition vary in countries with different incomes? [page 6]

A **flow chart** could be used to summarise some of the key data about the two main types of malnutrition and how they vary in different parts of the world.

A **map template** could be annotated to create a visual picture of how the levels of malnutrition vary throughout the world. Particular countries can be highlighted and ‘country profiles’ written about them to help inform the reader.

You could create a **wordle** which shows the key words you think are connected with malnutrition.



Websites:

Levels and Trends in Child Malnutrition report

<http://bit.ly/2jGfuKU>

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WHY does malnutrition happen?

Carry out some detailed research into one of the causes of malnutrition: climate change.

- Use the document '[A Wake up call: El Niño's impact on children](#)' to research how climate change may be causing the effects of El Niño to become more severe, which in turn can affect a whole range of children's and young people's rights including access to nutritious food. You could present your findings in the form of a comic strip like the ones at the [Comics Uniting Nations](#) website.



- The United Nations Global Goal #2 is 'zero hunger'. Find out more about this global goal [here](#).
- Using these sources of information, write a summary of what you have learned.



Websites:

A Wake up call: El Niño's impact on children

<http://uni.cf/2jGfBXg>

Comics Uniting Nations

<http://bit.ly/2h7fyPx>

The United Nations Global Goals

<http://bit.ly/1MtD7hf>

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HOW is Unicef helping to protect children from malnutrition?

Unicef is the world's leading organisation for children.

Use the suggestions below to research how Unicef is helping reduce and prevent malnutrition in the world.

- 'Ready-to-use therapeutic food' (RUTF) is a high-energy emergency food that is used to help children with severe malnutrition. One type of this life-saving food is 'Plumpy'Nut', a specially-formulated high-energy peanut paste.
- Research this therapeutic food and list some ways in which its special features make it ideal for emergency situations.



Doris Harman is a senior nurse at a children's inpatient nutrition clinic in Monrovia, the capital of Liberia in West Africa. Doris treats children suffering from severe acute malnutrition, or wasting.

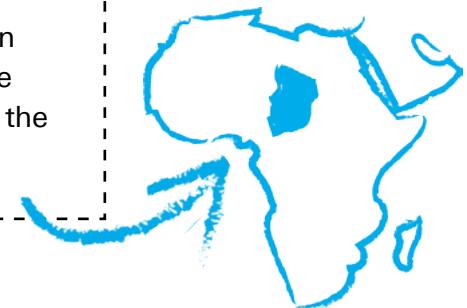
Find out more about her work [here](#) and create a 'Day in the Life' diary extract based on what you imagine her typical day might look like.

Please note that the FAST24 challenge mentioned on the website is not open to anyone aged under 18.



Photo © Unicef/Maule-ffinch

- Watch the BBC video [here](#) which explains how Unicef has been working in Chad to help protect children from malnutrition. Use the information from the video to produce a poster that shows the different ways Unicef is helping keep children safe.



Websites:

Information about therapeutic food

<http://uni.cf/2jTW3vX>

<http://bit.ly/2ka4V46>

Doris Harman profile

<http://bit.ly/2jGCSsa>

BBC film

<http://bbc.in/2iJ151C>

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HOW can we support Day for Change?

Day for Change is Unicef UK's annual fundraising event. This year, Day for Change will raise money to help malnourished children grow up healthy and strong.

The money you raise will help children in Liberia, West Africa, where one in three children are malnourished.

The challenge is to **collect** and raise as much money as possible! You can organise any type of fundraising event or activity – it's completely up to you.

- As a group, brainstorm fundraising ideas that you and your class could take part in. Choose one idea that you think would help raise the most money for Unicef.

- Set a fundraising target, and remember to aim high – every pound you raise will help protect children in danger.

- List some of the considerations to take into account as you organise your fundraising event or activity. How will you raise money? Where will your event/activity take place? Does your class need to prepare anything in advance? Do you need to ask permission from anyone? Who will attend? Is there anything else you need to think about?

- Think about how you will market your Day for Change fundraising event or activity. How will you spread the word, and teach others about why we need to help protect malnourished children?

- Design a poster to advertise your event, or write a compelling blog post, article for your school's website or even a tweet. Make sure to include the key details, such as when, what, where and why.

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