

Project Name

Finding Solutions to Hunger

Global Project Theme	Grade/Age Level	Length of Unit
Food Security	Grade 5-12/Age 10-19	5 weeks
Unit Content	Subject Areas	Sequence
<ol style="list-style-type: none">1. Unit Description2. Final Outcome3. Content Standards/SDGs4. Weekly Activity Plans5. Project Presentation & Community Engagement	English Language Arts Social Studies World Geography	<p>Week 1: What do we know about hunger? What do we need to learn?</p> <p>Week 2: Who is hungry in our world? How widespread is hunger?</p> <p>Week 3: Is there enough food in the world? Why are people hungry?</p> <p>Week 4: Eating the Way the World Eats</p> <p>Week 5: What can we do to help?</p>

Unit Description

To take action against hunger in the world, through understanding and action, is the ultimate goal. Building a network of collaboration, shared knowledge and service happens over time as students study the following concepts, among others, through reading, artistic expression, digital media and writing and reflecting.

- a. Why people are hungry
- b. Nutritional needs of children and adults
- c. Distribution of food and resources
- d. Cultural differences in food consumption
- e. Eating the way the world eats
- f. What is chronic hunger and what is famine
- g. Problems of obesity
- h. Importance of female education
- i. Media messages of food and hunger
- j. Sustainability
- k. Why people are hungry when there is enough food in the world for everyone

Students of all ages, grade levels and English speaking/writing skills bring their strengths and ideas in collaboration with another. Activities, readings and tasks can be adjusted at any point in the coursework to meet the language/classroom needs of teachers and students.

Learning Outcomes:

- ❑ **To share knowledge** of hunger and its root causes on the project forum (factual, narrative, photo, art, music, video), creating a collaborative of learners in support and encouragement of one another's expressed understanding
- ❑ **To determine** the hunger needs of children and adults across differing cultures and countries through the study of factual information, narrative descriptions, United Nations outreach strategies and the work of individuals locally and globally.
- ❑ **To take steps** of action based on new knowledge to help eradicate hunger in communities worldwide through service learning activities in local communities and global nonprofit collaboratives.
- ❑ **To publicize** student understanding using forms of media and communication resources best available for students in their different school communities.
- ❑ **To practice meaningful collaboration** among students of all participating nations in order to build a foundation of shared goals to end hunger.

Essential Questions

Driving Question: Why are people hungry when there is enough food in the world for everyone to live a sustained and healthy life?

- ❑ What do we know about hunger? What do we need to learn?
- ❑ Who is hungry in our world? How widespread is hunger?
- ❑ Is there enough food in the world? Why are people hungry?
- ❑ What can we do to help?

Examples of Final Outcomes

1. Host a hunger banquet as an all-school event/fundraiser in addition to the one held for your class. Create posters and videos of all that students have learned and present these to the community "guests." Use admission funds to microfinance KIVA loans and grants to those who are directly involved in sustaining food growth and availability in the world.
2. If you have the technological resources, create Public Service Announcements that can be uploaded to YouTube for public domain availability. Use all the knowledge, factual and narrative, that students have learned over the five weeks of the course. Allow students to use images and words from the richness of the resources provided in the course. Encourage them to share their videos with each other, or explore opportunities for exposure that is appropriate for your school community.

Content Standards and Sustainable Development Goals

Content Standards: Finding Solutions to Hunger, Poverty & Inequality deeply reflects the second UN Sustainable Development Goal: **End hunger, achieve food security and improved nutrition and promote sustainable agriculture.**

In support of that goal, and in tandem with academic skill development for students as learners, the following evidential content standards are reflected in each week's lessons and accompanying activities.

- ❑ Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as words.
- ❑ Students will learn about famine and analyze a situation in which lack of access to food is reported to be caused by political forces in some writings and environmental forces in others.
- ❑ Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- ❑ Students will post in the discussion forum for the Finding Solutions to Hunger, Poverty & Inequality (FSHPI) project, sharing both expository and narrative ideas and reflection to build collaboration with students in other schools, communities and countries.
- ❑ Students might create a "Hunger Journal" where they will record feelings, draft letters, compose stories and poems, and collect ideas for community action.
- ❑ Students will organize their findings and ideas to create an online book, podcast, or multimedia video.

Project's Contribution to Others and the Planet

Participants will become inspired with compassion and hope about finding solutions to hunger. They will understand that hunger is not about scarcity. It is about distribution. By working together, they can eliminate forces that undermine self-reliance and create a more just and sustainable world with equitable sharing of resources.

Week 1 Activities

What do we know about hunger? What do we need to learn?

Learning Goals:

Students will...

- Research and discuss the root causes of hunger and poverty in the world.
- Build background knowledge to share in collaboration with others.

Activities/Task Description

Classroom Activities

1. As a whole class or in small groups, students brainstorm responses to the following two questions: *What do we know about hunger right now? What do we want to find out about its causes and its elimination?*
2. Individually or in small groups, students take one, two, or all of the hunger quizzes in the resource section below. Students then discuss their responses for similarities and differences and present what they found to the class.

Collaboration Centre Activities

1. Have students share two ideas learned from the Hunger Quiz or Quizzes.
2. Students should respond to two other postings about hunger on the Collaboration Centre using the guiding questions below to help develop comments.

Questions to Guide Student Feedback

- What are three common ideas about hunger that you had in common with classmates?
 - Whom do you think are hungrier in the world, boys or girls?
 - In your opinion, how does being hungry affect the lives of children in different ways?
 - What can be done so people are not hungry in our community, our country and our world?
 - Who in the world is hungry? Why?
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Materials and Resources

- a. [Forum Discussion Rubric](#)
- b. Hunger Quizzes
 - i. Hunger quiz: [What does long term hunger feel like?](#)
 - ii. Hunger quiz: [Understanding key definitions for hunger](#)
 - iii. Hunger quiz: [How many people are hungry in the world?](#)
 - iv. Hunger quiz ([view a video](#)): [Hunger in India](#)
 - v. Hunger quiz: [How many people are very food insecure in the United States?](#)
- c. Hunger map as a resource <http://www.wfp.org/content/hunger-map-2015>
- d. Hunger Facts (pg. viii of Teacher Guide)
 - i. http://www.worldhunger.org/articles/Learn/world_hunger_Facts_2002.htm
 - ii. <http://www.wfp.org/hunger/faqs>
- e. [Food Diary Template](#)
- f. [Food Diary Group Discussion](#)

Extension Ideas

1. In small groups, students write a paragraph summarizing what they learned from the lesson and post it in the Finding Solutions to Hunger, Poverty, Inequality forum. They also ask a thoughtful question to students from other countries who will read their paragraph. Finally, they read the paragraphs of two other groups, not from their own class if possible, and respond to their thoughtful questions in the online forum. This assures that everyone gets good feedback.
 2. In groups of four, students locate different articles on the causes of hunger in their own countries as well as different parts of the world. They then prepare four True/False questions to be shared in the next week's activity session. Teachers may want to adapt this activity to include articles of their own choosing for their Students.
 3. Students create an informal classroom chart or banner that reflects the ideas of all Students.
 4. In order to identify common understandings about hunger, students research articles explaining the root causes of hunger in their own countries and others in the world. They then report what they learned to the class before preparing questions to share in next week's activity.
 5. Individually, students keep food diaries and discuss their findings in class. A template and discussion questions are found in the resources section.
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Week 2 Activities

Who is hungry in our world? How widespread is hunger?

Learning Goals:

Students will...

- Deepen background knowledge of hunger and its local/global effects.
- Begin collaboration with students in other schools through specific forum posting.
- Explore [United Nations Sustainable Development Goals](#) for global perspective.
- Brainstorm collaborative ways to put ideas into action.

Activities/Task Description

Classroom Activities

1. Students watch the short video, [A Billion For A Billion](#) and take a look at the [Hunger Map](#).
2. In small groups, students share 3-5 details learned from the Hunger Map and the video and then share with the class.
3. In the same small groups, explore one of the links found on the right hand side of the page in Goal 2 of the U.N.'s Sustainable Development Goals site and report what is found to the class.
4. In small groups, students reflect on their experience in class and then write a paragraph summarizing what they learned during the lesson.

Collaboration Centre Activities

1. Have students share one of the following in the Collaboration Centre:
 - a. Paragraph from activity #4
 - b. Drawing that represents what they learned
2. Students should respond to two other postings about hunger on the Collaboration Centre using the guiding questions below to help develop comments.

Questions to Guide Student Thinking

1. How much is one billion? How many people live in your city? Your country? How do these numbers compare to a billion? How many people live on our planet?
2. Explore the site <http://www.7billionworld.com/> and discuss it with the class.

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3. If you started counting to one billion, saying a number every two seconds, how long would it take you? How old would you be when you finished?
 4. Research and think of other ways you could visualize one billion and share with the class.

Discussion questions on the video *A Billion For A Billion* and the Hunger Map:

1. How many people are hungry in the world? Where are the most hungry located? Is there anywhere in the world where hunger is not present?
2. How many children will die from hunger in the next 60 seconds? Based on this number, can you calculate how many children die each day from hunger? Do you think that most people are aware that this many children die per day from hunger? Do you think that most people care that people are dying from hunger? Are there hungry people in your community? Are the causes of their hunger covered in the local news media? Why or why not? Does lack of awareness of problems like hunger help or hurt?
3. What do you think the title of the video means? What is the video's overall message?

Discussion questions on U.N.'s Sustainability Goals:

1. What are the U.N.'s Sustainable Development Goals? Can you name all seventeen?
2. Which goal(s) has to do with hunger?
3. By 2030, what does the U.N. hope to achieve? List 5-7 goal targets.

Materials and Resources

1. [United Nations Sustainable Development Goals 2015](#)
2. [Hunger Map](#)
3. [Video: World Hunger: A Billion for a Billion."](#)

Extension Ideas

1. The first step to ending hunger is talking about hunger. How could students let people in their communities know about the hunger problem that many people face? Brainstorm ideas on how students could take this first step and come up with a plan to put their ideas into action. Who will be their audience? Where? What will they say?
2. Talk to people your local community about what students have learned. Using large poster paper, a Google Doc or any other means of classroom sharing, students list questions, specific facts and student understanding about who is hungry in our world and how widespread the problem is. What connections can be seen among the ideas included from each group? What do these connections express about the class? Students present their projects and discuss them in class. Students could consider making a short video (less than two minutes) to present what they learned as well.

Week 3 Activities

Is there enough food in the world? Why are people hungry?

Learning Goals:

Students will...

- Summarize how many calories per day adults, adolescents, and children need to thrive.
- List and explain some of the main causes of hunger and reasons why some people are hungry.
- Explain why, in countries where there is ample food, people are not able to access it.
- Be able to describe why food scarcity is not a major cause of hunger.

Activities/Task Description

Classroom Activities

1. Students interview 3-5 people from their family or community, asking each individual the question “What are the causes of world hunger?” Students record the responses and share them in class in small groups. The small groups present what they found out to the class.
2. Students look at the map, [Visualizing the World’s Food Consumption](#) and the site, [What the World Eats](#). What do they show? From what sources of food in most countries are the most calories found? Present what you found to the class.

Collaboration Centre Activities

1. Have students share their work from activity 1 and 2 in the collaboration centre.
2. Students should respond to two other postings about hunger on the Collaboration Centre using the guiding questions below to help develop comments.

Questions to Guide Student Thinking

1. In the 17 United Nations Sustainability Goals, once again find the goal(s) that have to do with hunger. What statement in the goal is directly related to information provided in the What the World Eats website.

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2. Is enough food produced in your own country to supply everyone with enough calories? Are there hungry people in your country? What are some reasons people cannot get food?

Materials and Resources

1. Video: *Harvest of Hunger* https://www.youtube.com/watch?v=L_aqj94Ba4c
2. United Nations Sustainability Goals Sheet
http://www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdfhttp://www.un.org/sustainabledevelopment/wp-content/uploads/2015/08/Factsheet_Summit.pdf
3. [Population Reference Bureau: Infant Mortality Rate page](#)
4. [The Crop Prospects and Food Situation Report](#)

Extension Ideas

1. On the board, google doc or large paper, write the heading **ROOT CAUSES OF HUNGER**. Have students list all of the causes about which they have learned from exploring their country cards. How many of the causes are repeated from country to country?
2. In small groups, students reflect on this lesson in class and then write a paragraph summarizing what they learned during the lesson and post it in the Finding Solutions to Hunger, Poverty, Inequality forum. They also ask a thoughtful question to students from other countries who will read their paragraph. Finally, they read the paragraphs of two other groups, not from their own class if possible, and respond to their thoughtful questions in the online forum. This assures that everyone gets good feedback.
3. Why do you think the infant mortality rates have changed for many countries recently? Brainstorm with your class and then do some research to find out.
4. Have students view the video *Harvest of Hunger*. Answer the following questions before watching: Has food production increased or decreased in past 50 years? Has the number of people increased or decreased? Worldwide, are the forces creating hunger the same or different? What is a cash crop? Students watch the video, *Harvest of Hunger*, as a whole class. In small groups, they then discuss the preview questions, recalling ideas presented in the video to support their understanding.

Week 4 Activities

Eating The Way The World Eats

... For now I ask no more than the justice of eating...
Pablo Neruda from "The Great Tablecloth"

Learning Goals:

Students will...

- ❑ Extend understanding of how the world eats by planning and experiencing a world hunger awareness meal.
- ❑ Demonstrate student understanding of hunger to a wider audience, leading to building action plans to fight hunger locally and globally.

Activities/Task Description

Classroom Activities

1. Students read and discuss the poem "The Great Tablecloth" by Pablo Neruda. What are some of the images that Neruda uses to describe how hunger feels? What does he want all of us to ultimately share in our daily lives?
2. Conduct a Hunger Banquet for your class. Use Lesson 2 in the [Finding Solutions to Hunger Teacher Guide](#). This introductory activity allows students to experience firsthand how unfairly food is distributed in our world. Three different meals are prepared in advance - each representing one of three groups: those who have more than their fair share of food, those who have just enough, and those who never get enough food to stay healthy. Follow the preparations and procedures in Lesson 2 of the guide.
3. Following the Hunger Banquet, have students write down their immediate reactions and then have a discussion using the guiding questions below.

Collaboration Centre Activities

1. Have students share their immediate reactions in the Collaboration Centre.
2. Optional: students can share pictures from their Hunger Banquet.
3. Students should respond to two other postings about hunger on the Collaboration Centre using the guiding questions below to help develop comments.

Questions to Guide Student Reflection Following The Banquet & Presentations

1. Were you aware that these profound inequities existed? Why do some people have too much while others have so little?
2. In your opinion, why do you think this is allowed to happen?
3. Did your meal portion seem fair?
4. Are there hungry people where you live? How do you know? Who helps them? How? What help is provided?
5. Why don't hungry people have access to food?
6. How would it feel to eat this way everyday?

Extension Ideas

1. Following the meal, student hosts gather the reflections of participants and incorporate them into several small group reflections that can be posed to the forum.
2. The question ideas given in the **Guide Student Reflection** (above) will be helpful to review at this time.
3. Afterwards, ask students to pose a thoughtful question to students from other countries who will read their paragraph. Finally, they read the paragraphs of two other groups, not from their own class if possible, and respond to their thoughtful questions in the online forum. This assures that everyone gets good feedback.

Materials and Resources

1. [Teachers' Guide pdf Lesson 2: Eating The Way The World Eats pgs.17-21](#)
2. [The Great Tablecloth poem by Pablo Neruda](#)
3. [Hunger Banquet Planning Kit, OXFAM Canada](#)

Week 5 Activities

What can we do to help?

Learning Goals:

Students will...

- ❑ Take meaningful action to end hunger, poverty and inequality in our shared world.

Activities/Task Description

Classroom Activities

1. With your class, brainstorm ways to find out who is helping with hunger and poverty in your community/country.
2. Individually or in small groups, find out what other people or organizations do to help in your local communities. How do they reach the needs of children? adults? elderly? Are there food shelves? shelters? You may have to ask other adults besides your teacher as well as research online.
3. Explore the site www.kiva.org. How does Kiva help hunger, poverty, and food insecurity? Discuss the answer to this question with your small group and then present your group answer to the whole class.
4. As a small group, decide on 2-3 applicants on the www.kiva.org site whom you would like to help. What are some ways you could fundraise in order to help them achieve their self-reliance? Brainstorm ways you could help and write a paragraph describing your plan of action. Include a thoughtful question for readers or viewers of your plan to answer. Sample student paragraph: *“My group and I brainstormed about how we could help people get enough food to eat and become more self-reliant. We also brainstormed ways that we could show those who have enough to eat how critical the problem of hunger is. We asked our parents what they knew and searched online. We learned that there are 3 organizations who help people in need in our community/country. We tried to learn about them and what they do. Finally, we decided that, in order to help people in need, we could...”*
5. Sample questions might include: What do you think of our plan? Do you have any suggestions for improvement? What are you doing to help people in need?”

Collaboration Centre Activities

Post your written plan and question in the Finding Solutions to Hunger, Poverty and Inequality online forum

Finally, read the paragraphs of two other groups, not from your own class if possible, and respond to their thoughtful questions in the online forum.

Questions to Guide Student Thinking

Who is helping with hunger and poverty in your country or community and what actions are they taking? What resources are they using? What do they need to meaningfully increase their work. How can you find this information? How can your class help? How can you help?

Materials and Resources

1. www.kiva.org.
2. [Kids Can Make A Difference](#)
3. [Heifer International | Charity Ending Hunger And Poverty](#)
4. [Jane Goodall's Roots & Shoots - The Jane Goodall Institute](#)
5. [WhyHunger – World Hunger Relief Organization, Action ...](#)
- 6.. [UNICEF | Children's Rights & Emergency Relief Organization](#)
- 7.. [Oxfam International | The power of people against poverty](#)

Extension Ideas

1. Invite someone in your school or family community to talk with your class about what they do to help hunger and poverty. Ask them to give you feedback on your action plans and to give you further possible actions.
 2. Put your plan into action! Here are some suggestions:
 - a. In a way that is appropriate for your school, host a fundraising activity. Use your profits to invest in one or more of the applicants from www.kiva.org
 - b. Create Public Service Announcements (PSA) that are shown at a school assembly posted to a class-created YouTube channel, shared within the community and posted to the project forum.
 3. To the forum, post a final reflection paragraph on your participation in the project over the past several weeks. What are some important ideas that were new to you? What will you do to continue learning about hunger and taking meaningful action to stop it? Remember to ask a thoughtful question to your readers.
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Project Presentation & Community Engagement

ONE GESTURE AT A TIME

Project Description(s)

Final Products/Presentations extend new knowledge of the ravages of local and global hunger into real and concrete actions. Heightening awareness of hunger's effects is one beginning of taking action. Deepening that awareness into further forms of solutions is to sow the seeds of this project into the hearts and hands of students. To that end, here are possible project ideas that can be adapted to fit the needs of students in a multitude of school and curricular situations.

Overview/Plan

Goal: To teach others all that has been learned about the root causes of hunger, poverty & inequality,

Presenting Final Products

Final Product	<ol style="list-style-type: none">1. Host a hunger banquet as an all-school event/fundraiser in addition to the one held for your class. Create posters and videos of all that students have learned and present these to the community "guests." Use admission funds to microfinance KIVA loans and grants to those who are directly involved in sustaining food growth and availability in the world.2. If you have the technological resources, create Public Service Announcements that can be uploaded to YouTube for public domain availability. Use all the knowledge, factual and narrative, that students have learned over the five weeks of the course. Allow students to use images and words from the richness of the resources provided in the course. Encourage them to share their videos with each other, or explore opportunities for exposure that is appropriate for your school community.3. Create a trifold/poster presentation.
Presentation	Presentations might include outreach to other classes within their school, leading discussions focused on aspects of hunger in specific areas; posters distributed to local businesses, community centers, libraries and public buildings; presentations to various community groups and organizations.
Audience (local/global)	Student groups within project participants' schools Student groups within the surrounding communities Local community groups Collaborative partners established within iEARN School Board members

