

AP[®] Human Geography

FOOD INSECURITY AND HUNGER

Student Workbook



AP[®] with WE Service



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Getting to Know the Topic

Food Insecurity and Hunger: Globally

People are considered food secure when they have availability and adequate access at all times to sufficient, safe, and nutritious food to maintain a healthy and active life. Food security is a complex sustainable-development issue, linked to health through malnutrition, but also to sustainable economic development, environment, and trade.

Food insecurity can occur when the cost of food is too high in certain regions, or a family is struggling to make ends meet. At times, the challenges are related to a community's geography. A community located in a dry climate may have difficulties with farming, while others can be affected by natural disasters like floods or drought, which might destroy an entire season's crops.

Fast facts

- ▶ If female farmers had the same resources as male farmers, up to 150 million more people would be fed—that's roughly the same population as Russia.
- ▶ Agriculture provides jobs for around 40% of the world's population, making it the single largest employer in the world.
- ▶ The world would need an additional \$267 billion per year to end world hunger by 2030.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world improve their food security. Some ideas include:

- ▶ Volunteer at an organization that works for global issues—many organizations offer ways to get involved on their websites and in their offices
- ▶ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations
- ▶ Create a letter-writing campaign to the United Nations, government bodies, and other leaders to ask for added resources on the issue

Another option is to support and fundraise for WE Villages program. Students can support this program by visiting [WE.org/we-schools/educator-resources](https://www.we.org/we-schools/educator-resources) to get ideas and resources for taking action on global issues.



815 million people do not have enough food to lead a healthy, active, productive life.

Getting to Know the Topic

Food Insecurity and Hunger: Locally

Over the past decade, reliance on supplemental nutrition programs has more than doubled, and the strain to afford healthy, nutritious food has been felt in communities across America.

Hunger is an issue that can affect people in different situations. Some people need support over longer periods, but most require help only occasionally or for a short period of time. For those who cannot find support, hunger leads to long-term health conditions, especially in young children.

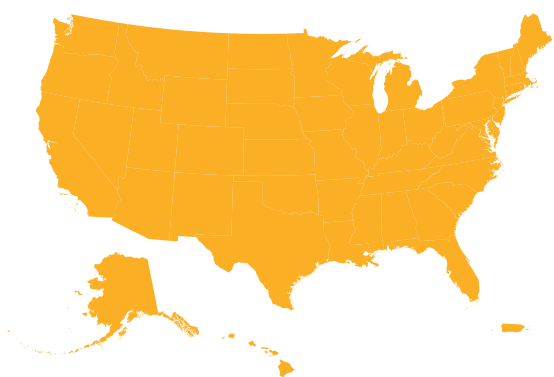
Fast facts

- ▶ Each year, over 40 million Americans turn to food banks for help, including 12 million children.
- ▶ Approximately 25 million individuals who access food banks in the U.S. are from working households and most report having to depend on the food bank as a regular part of their survival.
- ▶ More than 70 billion pounds of food from manufacturers, growers, and retailers goes to waste—more than enough food to feed the 42 million people struggling with hunger in the U.S.

Taking Action Locally

Within their local or national community, students can:

- ▶ Work with a local organization addressing the topic
- ▶ Collect goods and items that support the needs of organizations and their local beneficiaries (e.g., non-perishable items for food banks, warm clothes, and personal hygiene products for the local homeless shelter, etc.)
- ▶ Create and deliver an educational workshop to raise awareness about the topic and its local impact with a strong call to action that leads to enacting change



12% of American households live in a state of food insecurity.



NAME: _____

TEAM MEMBERS: _____

Community Mapping Student Worksheet

(1 of 1)

Directions: Use the worksheet below to record your observations about this community for the criteria listed.

| | |
|--|---|
| POPULATION: | Total: |
| | % Male: |
| | % Female: |
| MEDIAN AGE: | |
| % HIGH SCHOOL GRADUATE OR HIGHER: | |
| HOUSING UNITS CHARACTERISTICS: | Occupied: |
| | Vacant: |
| | Median Value: |
| | Occupied Units Paying Rent: |
| | No Vehicles Available: |
| MEDIAN HOUSEHOLD INCOME: | |
| FOREIGN BORN POPULATION: | |
| RACE AND HISPANIC ORIGIN: | White alone: |
| | Black or African American alone: |
| | American Indian or Alaska Native alone: |
| | Asian alone: |
| | Native Hawaiian and Other Pacific Islander alone: |
| | Some Other Race alone: |
| | Two or More Races: |
| | Hispanic or Latino (of any race): |
| | White alone, Not Hispanic or Latino: |



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(1 of 1)

Problem Tree

Students will learn more about the issue they are tackling as they apply what they have learned, along with their critical thinking skills, to consider the causes and effects of the problem presented through the issue.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or “effects of effects,” that can arise when a problem goes unaddressed. Always ask: “Then what happens?”

Ex. Fatigue

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Ex. Food

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself “Why does this problem exist?” Dig deeper to consider the “causes of causes”—the multiple layers of factors that contribute to a problem.

Ex. Poverty



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Feeding Populations in the Future

Instructions: For your assigned topic, fill in the graphic organizer below, explaining the nature of the strategy and the advantages and disadvantages that would come with implementing it.

| SCIENCE & TECHNOLOGY— WHAT IS THIS STRATEGY ABOUT? | ADVANTAGES | DISADVANTAGES |
|--|------------|---------------|
| | | |
| FOOD DISTRIBUTION— WHAT IS THIS STRATEGY ABOUT? | ADVANTAGES | DISADVANTAGES |
| | | |
| LOCAL FOOD SYSTEMS— WHAT IS THIS STRATEGY ABOUT? | ADVANTAGES | DISADVANTAGES |
| | | |



NAME: _____

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Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

2. What does each organization do well in response to the issue and/or related issues?

3. What could each organization do better in its response?

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?



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Solution Tree

(1 of 1)

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

Trunk: Problem

Trunk: Goal

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

Solution Tree Worksheet: Copyright © 2018 WE. All rights reserved.



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Reflect: Investigate and Learn

(1 of 1)

Now that you've investigated problems and potential solutions associated with food insecurity, think back over what you've learned: **How can what you are learning in your AP® Human Geography class support solutions that improve food insecurity locally and globally?**

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response.



NAME: _____

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Summarizing Your Investigation

In your teams, you will summarize what you have learned from your investigation. Your work may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

When summarizing your investigation, keep the following in mind:

- ▶ What are the key takeaways from your investigation?
- ▶ How are the problems you investigated similar at local and global levels? How are they different?
- ▶ How are the solutions you investigated similar at local and global levels? How are they different?
- ▶ Why may your investigation be important to other AP[®] Human Geography students?



Approaches to Taking Action Information Sheet

(1 of 1)

DIRECT SERVICE

| | | |
|---------------------|---|---|
| WHAT IS IT? | Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization). | |
| EXAMPLE GOAL | By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community. | |
| ACTIONS | <ul style="list-style-type: none"> Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours) | <ul style="list-style-type: none"> Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity Create and print worksheets to use with younger students |

INDIRECT SERVICE

| | | |
|---------------------|---|--|
| WHAT IS IT? | Channeling resources to the needs of a community—locally, nationally, or internationally. | |
| EXAMPLE GOAL | By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory. | |
| ACTIONS | <ul style="list-style-type: none"> Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) Reach out to local businesses to try to get a storage space donated Connect with school social workers/administration to gain their support Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate | <ul style="list-style-type: none"> Develop an online database for tracking donations and pick-ups, and maintaining inventory Share pick-up information with local shelters, churches, community centers, etc. Share the donation system with school social workers, so that they can maintain the project in future years |

ADVOCACY

| | | |
|---------------------|---|---|
| WHAT IS IT? | Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself. | |
| EXAMPLE GOAL | Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries. | |
| ACTIONS | <ul style="list-style-type: none"> Research the impact of single-use plastic water bottles around the school and in the local community Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics Seek permission from school administration to display the piece in a common area of the school | <ul style="list-style-type: none"> Design and order water bottles to sell at school Research and select an international organization that focuses on clean water projects Organize a selling schedule for the water bottles, donate profits |



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Creating the Action Plan

This outline serves as a basic template for your action plan. Use additional space and resources to help you build out each part with the right amount of detail and flow to ensure you have the strongest action plan that you and your team can implement with ease. Remember, this is your road map for your service project!

TEAM GOAL:

MEASURES OF SUCCESS:

Required Network and Resources

In order to complete this goal, our team will need to develop the following network and access the following resources:

NETWORK:

RESOURCES:

ROLES AND RESPONSIBILITIES

Each team member will take on the following roles and associated responsibilities:

TIMELINE

Our team will use the following timeline to complete tasks and successfully carry out the action to meet our goal(s):



NAME: _____

TEAM MEMBERS: _____

Five Action Planning Pitfalls Tip Sheet

(1 of 1)

Once your team has completed the major components of your action plan (creating your teams and setting goals, timeline, and network), review the five action planning pitfalls provided below to ensure these have been avoided. Review your plans—individually first, then together as a team. After the review, rework your action plans, if necessary.

1. Setting an unclear goal

The first and most important part of any action plan is defining the goal, or what you want to achieve. It should be clear and easy to understand, for example, “We want to collect 500 cans of food,” or “We want 200 people to learn about WE Villages.” If the goal is not clearly defined, proper planning will be difficult if not impossible. As a best practice, have a peer from another team review your goal to ensure it is as clear as you hope.

2. Planning unrealistic actions

After the goal is set, begin planning the actions necessary to achieve it. It is important that the steps make sense and are achievable. Do not plan unrealistic actions, such as working at times that will interfere with schoolwork, overestimating how many people can help out, or planning to go to places that would be difficult for you to reach. Consider each team member’s school and community schedule, such as work and extracurricular activities. Before planning an action, ask yourself, “Is this action realistic?”

3. Rushing the process

Do not be too hasty in planning actions. While you may be excited to start, proper planning takes time. The better the planning and organization, the more

success you will achieve. Even if it means slowing down to figure out details, do not rush and leave out important steps.

4. Not asking for help

Do not be afraid to ask for help. When a network is created, bigger goals can be achieved faster. Reach out to friends, parents, and mentors. People generally enjoy helping, especially if it is for a worthy cause.

5. Not learning from mistakes and giving up too quickly

We all make mistakes—it is normal and healthy. Mistakes allow us the opportunity to learn and grow. So, learn from the mistakes. Ask, “Why did this happen?” and “How can I avoid this problem next time?” Actively think about the mistakes and how it will be better the second time around. If something does not go as planned, do not stop!



NAME: _____

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Reflect: Action Plan

(1 of 1)

Your team now has a plan for taking action globally and locally. Think back over what you have learned: What problems associated with access to education does your team's action plan address? How does your individual role in the plan support your team's action?

Record your thoughts on the lines below. If you run out of room on this page, use additional paper to write a lengthier response. As you write, think about the questions on the previous page to help shape your reflection.



NAME: _____

TEAM MEMBERS: _____

Student Log Sheet

| DATE / TIME SPENT | ACTIVITY, DESCRIPTION, AND REFLECTION | VERIFIED BY (NAME, ORGANIZATION) |
|-------------------|---------------------------------------|----------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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Notes

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