

Understanding Local Hunger

*A classroom resource for raising awareness about
local hunger issues. This package is part of the
WE Scare Hunger campaign.*

Grades 7 to 8
American Edition

AN INITIATIVE OF



Dear Educator,

Welcome to the WE movement. We are so glad you've joined us in our mission to inspire, educate and empower students to find their place in the world. With 16,000 schools and groups thriving in WE Schools, we are delivering impressive results in academic engagement, life skills and civic engagement. Through the WE Schools process of experiential service-learning, students will become engaged in local and global issues through collaboration and independent reflection.

When Dr. Jonathan White, a professor at Bentley University, created the original Halloween for Hunger campaign, he recognized how important it was for young people to become active participants in their community and to support those affected by the issue of hunger. Millions of families in Canada and around the world are currently experiencing food insecurity, which means they don't have access to a sufficient amount of affordable and nutritious food. Access to food is a fundamental human right and it's critical that we recognize that this is an issue affecting people in our own communities.


In this classroom resource, your students will learn about the complex causes and effects of hunger. Through dynamic activities and experiences, visual art and multimedia, they will discover what hunger looks like and who is really affected by this issue.

This resource will prepare your students with the knowledge and skills they need to engage meaningfully with the WE Scare Hunger campaign, which is made possible through the generous support of Ford. Your students will be empowered to use their action planning skills to collect material support for hunger initiatives in their local community and raise awareness for those who struggle to access food every day. We hope that through this experience your students will become hunger advocates who are dedicated to ending the issue of hunger both locally and globally.

This is an exciting time to be an educator. Together, we have the power to reignite the fundamental purpose of education: moving students to want to learn and preparing them with the life skills to better the world and forge their own paths to success.

Thank you for having the heart and the passion to bring the WE Schools program into your class. We are honoured and encouraged to work with such a dedicated and enthusiastic group.

We are stronger together,



Craig and Marc Kielburger
Co-Founders, WE



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Essential Question: What is experiential service-learning and how can I incorporate it into my classroom instruction with WE Schools curriculum resources?

WE Schools

WE Schools is a unique, step-by-step program that challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. Educators and students work together to learn about the world and to take action to create meaningful change. Delivered in 16,000 schools and groups across North America and the UK, the program provides educators and students with curriculum, educational resources and a full calendar of campaign ideas.

What Is Experiential Learning?

Experiential service-learning is based on a structured academic foundation that goes beyond volunteering and community service. It's a practice that engages teachers and students with their communities in a structured way and allows students to meet their learning objectives while addressing their community's needs.

The Four Steps of WE Schools

1.

Investigate and Learn

Students explore topics related to a real-world challenge or opportunity.

2.

Action Plan

Students develop a plan to implement their service-learning project, including one **local** and one **global** action.

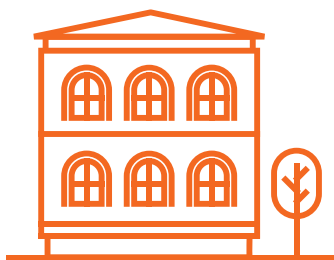
3.

Take Action

Students implement their action plan.

Local

Global



4.

Report and Celebrate

Students present the results of their service-learning initiatives.

Setting Students Up For Success: In School, the Workplace and Life

WE Schools Introduction: [WE.org/we-at-school/we-schools/](https://www.we.org/we-at-school/we-schools/)

Living WE is about improving our lives and our world by reaching out to others. It involves focusing less on “me” and more on “we”—our communities, our country and our world.

Social Emotional Learning: The WE Learning Framework is grounded in social emotional learning principles, helping students develop the skills to manage their emotions, resolve conflicts and make responsible decisions.

Global Mindset: The ability to operate comfortably across borders, cultures and languages is invaluable. WE Schools programming promotes global mindedness and cultural competency amongst student populations during their formative years.

Active Citizenship: Students act on their growing knowledge by connecting with others in their communities, thereby generating interest, further research and engagement in local and national causes.

Reflection is a key component of our experiential service-learning model. Our reflection activities direct students' attention to new interpretations of events and provide a lens through which service can be studied and interpreted.

Our Learning Skills Legend



Argument
formation



Information
literacy



Leadership
skills



Organization



Action
planning



Research and
writing



Critical
thinking



Reflection

Understanding Local Hunger: Overview

Every Halloween, young people around the world take action to fight local hunger and poverty by participating in the WE Scare Hunger campaign. Formerly named Halloween for Hunger, this campaign was originally created by Dr. Jonathan White, a professor at Bentley University. As of 2017, through WE Scare Hunger programming, 12.3 million pounds of food has been collected by youth..

Before participating in this local campaign, it is essential that students engage with the issue of hunger and become knowledgeable advocates for change.

Rationale

This classroom resource is designed to prepare students to become hunger advocates who understand the causes and effects of hunger and the challenges millions of families face, locally and globally. Students will be encouraged to take action to raise awareness and material support for local food programs and initiatives. They will develop an understanding of how their actions can have a positive impact on those experiencing hunger within their school and their local community.

Assessing the Learning

You know your students best—their learning styles and preferences, skill levels and knowledge. You are also in the best position to anticipate the habits of mind that will make this classroom resource successful. We are mindful that students may be at different reading levels, including English Language Learners (ELL), and may have learning differences. In response, the Educator Notes throughout the resource make suggestions for differentiation along with extension and enrichment ideas that can be used.

Teaching strategies include read aloud, think-pair-share, opinion line, discussions and demonstrations.

Assessment strategies include reflections, exit slips and observations.

This resource includes suggestions for a variety of books, videos and other resources designed to engage student interest and deepen understanding. Before beginning the lesson package, visit your Teacher-Librarian, local library or school district resource centre to get access to the resources listed in the Appendices.

► Explore other resources and current campaign offerings at [WE.org](https://www.we.org)

Subject(s): Health and Physical Education, Geography, Math

Grade Level: Grades 7 to 8

WE Learning Framework Skills:



Essential Questions:

- ▶ How does hunger affect our community?
- ▶ How can our community meet the needs of everyone?

Word Bank

Assumption—A thing that is accepted as true or as certain to happen, without proof.

Food Insecurity—The state of being without reliable access to a sufficient quantity of affordable, nutritious food.

Hunger—A weakened condition brought about by prolonged lack of food.

Sustainable community—"One that is economically, environmentally, and socially healthy and resilient. It meets challenges through integrated solutions rather than through fragmented approaches that meet one of those goals at the expense of the others."

Materials And Resources

- Chart paper or craft paper
- Art materials
- Writing utensils
- Computers or tablets with Internet access
- Appendix 1: Classroom Observation Forms
- Appendix 2: Resource List
- Blackline Master 1: "I Used to Think ... Now I Think ..."
- Blackline Master 2: Facts and Myths about Hunger
- Blackline Master 3: Problem Tree
- Blackline Master 4: Action Plan
- Blackline Master 5: My Reflections

*** Sources for definitions:**

- Oxford Dictionary
www.en.oxforddictionaries.com
- Merriam-Webster
www.merriam-webster.com
- Institute for Sustainable Communities
www.iscv.org/impact/definition-sustainable-community

Lesson 1:

What Is Hunger?



Suggested Time:

60 minutes

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.SL.7.1.C - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.7.1.D - Acknowledge new information expressed by others and, when warranted, modify their own views.
- CCSS.ELA-LITERACY.SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- CCSS.ELA-LITERACY.SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.

Learning Goals:

Students will:

- Identify what basic needs are and determine whether their community meets the needs of everyone
- Examine their assumptions about the issue of hunger within their community

Investigate and Learn

Educator's Note: Be mindful that there may be students in your class who are currently experiencing food insecurity and are accessing food banks or other services. If this is the case, you may hesitate to discuss the topic of hunger in your class; however, this is an issue that affects communities locally and globally and it's important to make your students aware of it. To create an inclusive and respectful environment for all students, make sure students' privacy is protected during discussions and activities and that no student feels exposed in any way.

Before students enter the class, draw a horizontal line on the front board and label it according to the model below:



1. As students enter the class, provide them with an entry slip and ask them to make a list of everything they consider to be basic human needs. What things should all people have access to in order to live a safe and healthy life?
2. **Recommended Assessment For Learning:** Ask students to share their ideas with the class and incorporate them into one list on the front board or on a piece of chart paper. Remind students to consider the difference between something a person wants and something they really need (e.g., food, water, shelter, clothing, sleep, protection).
3. Once the list is complete, pose the following question to students: Does our community meet the needs of everyone? Ask students to record their response and a justification for their response on a sticky note and place it on the corresponding spot on the line.
4. **Recommended Assessment Of Learning:** Discuss students' responses and justifications. If students feel that the community doesn't meet everyone's needs, ask them to give evidence to support their opinion. If students believe their community does meet the needs of everyone, ask: why do we have food banks?

Educator's Note: The aim of this activity is to help students recognize the assumptions they may hold about social issues within their community, specifically the issue of hunger. Some students may not be aware that these issues exist and it's important that they can acknowledge their lack of awareness in a safe environment that will encourage them to be open to learning rather than to become defensive.

5. Show students one or more of the videos from **Appendix 2: Resource List** and ask students to think about what they already know about the issue of hunger.
6. **Recommended Assessment For Learning:** After watching the video, ask students to use **Blackline Master 1** to create an "I Used to Think ... Now I Think ..." chart and identify at least two beliefs they previously held about hunger that have changed. This can be done individually or as a whole-group, collaborative chart. This will be an opportunity to determine students' understanding of the issue of hunger and clarify any misconceptions they might have.

Educator's Note: The purpose of this chart is for students to examine how their understanding or their perspective on a concept or issue changes as they learn more about it. Students can continue to add to this chart throughout the lessons to monitor their learning process around the issue of hunger. If students create these charts individually, they should be collected at the end of each lesson to assess students' learning process throughout the lesson package. As an alternative, students may also create voice recordings or videos to document their learning throughout the lessons.

Lesson 2:

Facts and Myths about Hunger



Suggested Time:

120 minutes (or 2 x 60 minutes)

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.SL.7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.2 - Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-LITERACY.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:

Students will:

- Distinguish between facts and myths about hunger
- Use research and presentation skills to collect and share information

1.

Recommended Assessment For Learning: Divide a large piece of chart paper into two sections and write *Fact* on one side of the board and *Myth* on the other. Present students with the statements from **Blackline Master 2: Facts and Myths about Hunger**. Ask students to vote on whether the statement is a fact or a myth and place the statement on the corresponding side of the chart.

Educator's Note: If students strongly disagree with one another, allow them to briefly share their opinion, but place the statement on the side that had most votes. Students will have a chance to investigate the facts and myths in more detail in the next activity.

2.

Split the class into small groups and ask each group to investigate one of the statements on the Fact/Myth chart and provide evidence to prove whether it is a fact or myth.

3.

Recommended Assessment For Learning: As students are discussing the facts and myths, use a clipboard with one of the forms from **Appendix 1: Classroom Observation Forms** and circulate around the class to make observations about students' understanding of the issue of hunger.

4.

Recommended Assessment For Learning: Have each group present their evidence to the class orally or in a digital presentation format. Review the Fact/Myth chart they created at the beginning of the lesson and adjust it where necessary. Students may realize what they thought were facts were actually myths.

5.

Ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.

Lesson 3:

Causes and Effects of Hunger



Suggested Time:

60 minutes

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.SL.7.1.C - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- CCSS.ELA-LITERACY.SL.7.1.D - Acknowledge new information expressed by others and, when warranted, modify their own views.
- CCSS.ELA-LITERACY.SL.8.1.C - Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.
- CCSS.ELA-LITERACY.SL.8.1.D - Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Learning Goals:

Students will:

- Explore the causes and effects of hunger
- Understand how complex social issues like hunger do not have one simple solution

1. Review the Fact/Myth chart from Lesson 2 and ask students to discuss the following questions in pairs:
 - Why is hunger an issue in our community?
 - What are the contributing factors?
 - Who is affected by hunger?
 - How are they affected?
2. Once students have had a chance to discuss the questions in pairs, ask each pair to join another pair and discuss the questions in groups of four to allow students to hear a variety of perspectives.
3. **Recommended Assessment For Learning:** Using a clipboard with one of the forms from **Appendix 1: Classroom Observations Forms**, circulate around the class and make observations about students' understanding of the causes and effects of hunger.
4. As a class, create a collaborative problem tree to help students understand the causes and effects of hunger. Refer to **Blackline Master 3: Problem Tree** for a model. Draw a large outline of a tree on the front board or on a large piece of chart paper. Explain to students that the image of a tree can help them to think about what the core problem is (the trunk) and also what the causes (the roots) are and the effects (the branches) are.

5. Identify the core problem within the issue of hunger (e.g., people don't have enough safe and nutritious food to eat) and write it on the trunk of the tree.
6. Ask students to brainstorm the causes and effects of hunger based on what they've already learned. Using two different colours of sticky notes, ask students to place the causes on the roots of the tree and the effects on the branches.

7. **Recommended Assessment As Learning:** As students add to the chart, encourage them to consider the many layers of factors that can contribute to the issue of hunger (mental health, unemployment, cost of housing, etc.) as well as the many layers of effects that the issue can have on a single person, on a family and on a community. Note for students that causes and effects are typically not one-dimensional; like ripples from a stone thrown into a pond increase, causes and effects compound.

Educator's Note:

- The aim of the problem tree is to help students understand the complexity of the issue of hunger and that simple solutions often do not address all the causes and effects. When this happens, the solution is not sustainable.
- For more information about the causes and effects of hunger refer to the links in **Appendix 2: Resource List**.

8. **Recommended Assessment For Learning:** Ask students to return to their "I Used to Think ... Now I Think ..." chart and record at least two beliefs they held about hunger that have changed.

Lesson 4:

What Does Hunger Look Like?



Suggested Time:

120 minutes (or 2 x 60 minutes)

Common Core Alignment (Grades 7–8)

- CCSS.MATH.CONTENT.7.SP.A.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:

Students will:

- Analyze and interpret data related to the issue of hunger
- Recognize the importance of data in understanding social justice issues
- Produce multimedia art works to communicate information

1. Show students one of the videos from **Appendix 2: Resource List** to introduce students to statistics about hunger in their local or national community.

Discuss:

- What surprised you about the video?
- How can statistics help us understand the issue of hunger?
- What problems or challenges occur when working with statistics?
- How can statistics inform our opinions about hunger

2. Divide students into small groups; ask each group to research and select one statistic about hunger in their local community that stands out for them. Students may choose a statistic from the videos or access reputable websites or articles to find their own statistic. Challenge students to create a visual representation of the statistic to raise awareness for hunger within the school. Students could consider making a poster, a 3D model, a tableau or skit.

Educator's Note: If students need more support developing a visual representation of their statistic explore the following link from **Feeding America**: www.feedingamerica.org/research/hunger-in-america/facts-and-faces

3. **Recommended Assessment As Learning:** As students are working, use a clipboard with one of the forms from **Appendix 1: Classroom Observations Forms** and circulate to make observations about students' ability to analyze and interpret data and their understanding of the issue of hunger. This is an opportunity to support students who may have difficulty with data management skills.

4. **Recommended Assessment As Learning:** Ask each group to present their visual representation to the class and explain why they chose to represent their statistic. Why is this statistic important for understanding more about hunger? How did this statistic change your views and understandings of hunger? Encourage the audience to share whether or not the visual representations helped them to understand more about hunger statistics. What aspects of the representation were most effective?

5. **Recommended Assessment As Learning:** After the presentations, ask students to return to their "I Used to Think ... Now I Think ..." chart and record any reflections they made during the presentations.



Extension: Have students present their visual representations to other classes within the school or in the community to raise awareness about the issue of hunger.

Lesson 5:

Hunger in Our Community



Suggested Time:

180 minutes (or 3 x 60 minutes)

Common Core Alignment (Grades 7–8)

- CCSS.ELA-LITERACY.W.7.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.7.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
- CCSS.ELA-LITERACY.W.8.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.SL.8.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.

Learning Goals:

Students will:

- Understand how their actions can have a positive impact on those experiencing hunger
- Develop an action plan and analyze the results
- Actively participate in their school or local community

1. Explain to students that, in the same groups as in Lesson 4, they will explore food banks and other initiatives within their community that support children and adults affected by hunger (see suggested links in **Appendix 2: Resource List**). Each group will choose one program and create an action plan for how they could support their initiative. Then, the class will vote on which action plan they believe will be most effective and implement that plan as a class.

For example: Students might consider hosting a food drive to support the local food bank or hosting a Halloween dance fundraiser to support a local breakfast program.

Educator's Note: Encourage students to also consider choosing to support programs that address a cause of hunger other than a lack of access to food.

For example: They may choose to fundraise for a program that provides services for homeless youth or an initiative that helps new immigrants find employment. These types of programs contribute to a sustainable solution to hunger and food insecurity and address causes and effects that are often not recognized.

2. Provide each group with a copy of **Blackline Master 4: Action Plan**. Encourage students to consider: What causes and effects of hunger does your initiative address? How could you help or contribute? What resources would you need to implement your action plan?

3. Help students set a specific, achievable goal for their action plan that they will be able to measure and evaluate (e.g., to collect 200 cans of non-perishable food items, to raise \$100 for the school breakfast program).

4. **Recommended Assessment As Learning:** As students are working, use a clipboard with one of the forms from **Appendix 1: Classroom Observations Forms** and circulate around the class to make observations about misconceptions students may still have about hunger. Encourage students to ask questions and to clarify any doubts they might have about developing an effective action plan.

5. **Recommended Assessment As Learning:** Ask each group to present their action plans to their peers. This is an opportunity to assess students' understanding of the issues of hunger within their community, their understanding of the causes and effects of hunger and their ability to apply that knowledge to create a plan to enact change within their community.

6. As a class, vote on which action plan students would like to implement.



Extension: Encourage students to put the action plans they couldn't support as a class into action after school or with their families.

Take Action

7. Give students an opportunity to put their plan into action. Help students assign roles and responsibilities and acquire any resources or additional supports they might need.

Reflect and Celebrate

8. As a class, reflect on the learning and experiences from the Action Plan and Take Action sections.

9. **Recommended Assessment As Learning:** Provide each student with a copy of **Blackline Master 5: My Reflections** to share their learning and experiences from the Action Plan and Take Action sections.



Extension: Ask students to write a letter to the administrators of the program or initiative they supported through their action to describe how the experience changed the way they think about the issue of hunger and what they have learned about their community from the experience.

10. Share and celebrate the results of students' actions and raise awareness for the issue of hunger through one of the following options:

Option 1: Create an oral storytelling, drama or musical presentation where each student contributes something they have learned about the issue of hunger. This can be presented live at an assembly or it could be recorded and shared with parents, on the school website or other social media platforms.

Option 2: Organize for students to visit the program or initiative they supported through their action to present the material supports they collected, and share what they learned about hunger with the administrators and other people involved with the program. Encourage students to share how their views of hunger within their community have changed and what they believe are sustainable solutions to the issue of hunger. This will allow students to not only recognize how their actions can have a positive impact within their community, but also how being active participants in their community contributes to their own learning.

Educator's Note: Review your school or school district's Internet-use guidelines before engaging with social media.



Extension: Consider developing a larger, sustained volunteer project within the school or local community or participating in the **WE Scare Hunger campaign**, www.WE.org/we-schools/program/campaigns/we-scare-hunger, with students who are passionate about the issue of hunger and want to be advocates for change.

Appendix 1: Classroom Observation Forms

Classroom Observation Form 1

Lesson/Activity:

Appendix 1: Classroom Observation Forms

Classroom Observation Form 2

Lesson/Activity:

Appendix 1: Classroom Observation Forms

Classroom Observation Form 3

Lesson/Activity:

Observations	Questions/Concerns	Next Steps

Appendix 2: Resource List

Videos about Hunger

- **"A Family Faces Food Insecurity in America's Heartland"**
www.youtube.com/watch?v=uV2XCQZWf_g (4:49)
- **"A Place At the Table"**
www.takepart.com/place-at-the-table (2:26)
- **"Feeding America Youtube Channel"**
www.youtube.com/channel/UCsroi4rRBMwrs9CIP4JP4jiw
- **"Kids Respond to Child Hunger"**
www.youtube.com/watch?v=OwluOVJAn-0 (2:49)

Links to Food Assistance Programs and Other Hunger Initiatives

- **Feeding America**, www.feedingamerica.org
- **Food Bank For New York City**, www.foodbanknyc.org
- **No Kid Hungry**, www.nokidhungry.org
- **Second Harvest Food Bank**, no-hunger.org

Additional Links for Information and Statistics about Hunger

- **Hunger Notes**, www.worldhunger.org
- **United States Department of Agriculture Economic Research Service**, www.ers.usda.gov

Blackline Master 1:

“I Used to Think ... Now I Think ...”

I Used to Think ...

Now I Think ...

Blackline Master 2:

Facts and Myths about Hunger

Hunger is not always visible; if people are suffering from hunger in my community,
I may not be able to see it.

If someone in my community is suffering from hunger, it is their own fault.

Children, adults and elderly people use food assistance programs.

Food assistance programs provide sufficient quantities of food
to all people who need them.

Contributing to local food assistance programs is the only way we can fight
against hunger in our community.

Problems associated with hunger are confined to certain areas of the country
or certain neighbourhoods. My community and neighbourhood are not affected.

People become hungry because they are lazy and don't work hard.

Only adults can contribute to ending hunger in our community.

People who access a food assistance program once will access it for the
rest of their lives.

Feeling hungry and suffering from hunger are the same thing.

Blackline Master 3: Problem Tree

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?"

Example: Children are undernourished and have difficulty learning at school. They quickly fall behind their classmates and become very discouraged.

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.

Example: Families lack access to safe and nutritious 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.

Example: A local factory has closed and has caused the unemployment rate to increase.

Problem Tree Worksheet: Copyright © 2016 WE. All rights reserved.

Blackline Master 4: Action Plan

Which program or initiative will we support? _____
How does this program or initiative help people affected by hunger _____

Goal (What do we want to achieve?)	Tasks (What steps do you need to take to achieve your goal?)	Success Criteria (How will we know if we have achieved our goal?)	Timelines (When will we need tasks to be completed?)	Resources (What or who will help us complete our tasks?)

Blackline Master 5:

My Reflections

1. Was the goal of the action plan achieved? Explain.

2. What part of the experience are you most proud of? Why?

3. What challenges did you face? How did you overcome them?

4. How has your understanding about hunger changed after having this experience?
