



OVERVIEW

BIG IDEA

Food provides our body with the building blocks to stay healthy; unfortunately, much of the world does not have security in their food supply or quality.

OBJECTIVE

13.4: Identify risk factors and effects of hunger and malnutrition.

AGENDA

1. Reflect on Hunger
2. Share Reflections
3. Hunger & Malnutrition Research
4. Hunger vs. Thirst

HOMEWORK

What can you do? Propose one realistic intervention or action that can help reduce hunger & malnutrition.

LESSON 13.4

Hunger & Malnutrition

SUMMARY:

This lesson will present students with a difficult issue--that of hunger & malnutrition. In a country with such an abundance of food, it might be a difficult reality for students to confront. Students will begin by reflecting on the problem of hunger & sharing those reflections with a partner. Then they will conduct hunger & malnutrition research to gather the basic information on the problem. Finally they will compare & contrast this problem with the previous lesson--clean water supply.

STANDARDS:

IL Learning Standard 22.A.5c: Explain how health & safety problems have been altered by technology, media, & medicine.



MODULE 13: GLOBAL HEALTH

LESSON 13.4

Hunger & Malnutrition

Obj. 13.4: Identify risk factors and effects of hunger and malnutrition.



Reflect on Hunger

Consider the questions below and spend 3 minutes in a free-write on the topic of this lesson.

What does it mean to be hungry? As an American, is our definition different than that of others in countries with lower standards of living? Within the U.S. does this issue vary widely? What experience, if any, have you had thinking about or dealing with this issue on a personal, community, national, or global level? What questions do you have?

FREE-WRITE:



Share your Reflections

With a partner, take turns sharing your reflections, thoughts, background knowledge, and questions about the topic of hunger and malnutrition.

DO NOW:

Ask students to describe hunger and malnutrition in the U.S. Ask them to describe it in other poor nations. Then ask where their preconceptions and ideas come from-- experience, the media, news, research, reading?

DISCUSS:

Have students partner up with a student they have not worked with before in the class if possible.



Hunger & Malnutrition

Visit the World Food Programme website (www.wfp.org/hunger) to find answers to each of the following questions. Summarize the information concisely rather than copying long passages.

What is hunger?

What is malnutrition?

Who are the hungry & malnourished?

What are the causes of hunger & malnutrition?

How can hunger & malnutrition be prevented?



Hunger & Thirst

How is the problem of hunger & malnutrition similar & different from the problem of safe and clean drinking water & sanitation?

NEW INFO:

Encourage students to read the information completely, then write their own summary in their own words without looking back. This practice is useful in developing better reading comprehension skills.

THINK:

Possible answers: SIMILARITIES -- both affect basic needs for survival, both are simple problems that should be a guaranteed right for all humans but become complex when poverty and poor public works infrastructure exist in a country. DIFFERENCES -- water is often present but unclean so it causes disease to be spread; food is often absent or only one or a few staples are available so people miss out on important nutrients available when variety exists in the diet.



What can you do?

Propose one realistic intervention or action you could take to **help reduce the problem of hunger & malnutrition**. Describe your idea in the space below. You may write freeform or use any kind of organizational tool (bullets, concept mapping, etc.)

HOMEWORK:

The purpose of this homework assignment is to help students feel more empowered by thinking of solutions. Any creative thinking should be valued, so encourage students to really think outside of the box and not worry if their ideas seem unrealistic or impossible.