AP® Human Geography

FOOD INSECURITY AND HUNGER

Teaching Module

College Board

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AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP® for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at **WE.org**.

About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP® with WE's Learning Framework, AP® with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

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CollegeBoard AP®

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Using This Module

AP® with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, Food Insecurity and Hunger, is one of two sample lesson guides for AP® Human Geography. As you read through this module, refer to the AP® with WE Service Program Guide for additional activities that will support your students' learning throughout the program.

Program Guide

The AP® with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students' understanding and application of core service learning skills.
https://apcentral.collegeboard.org/pdf/program-guide.pdf

WE Resources

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action, empower others, and transform lives—including their own. Access our resources at WE.org/weschoolsresources. An AP® with WE Service Program Manager will support you in planning your instruction with access to the resources that are the right fit for you. Digital Social Issues Sessions will connect your students with a motivational speaker or facilitator to deliver an online workshop on global and local issues and topics. Speakers and facilitators can also be booked for school-wide speeches and smaller group or class workshops on site. Full-day Youth Summits provide immersive issues education and action planning opportunities for students. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Digital Portfolio

Report your students' performance through the AP® with WE Service digital portfolio. Step-by-step directions for using the digital portfolio are available on the program website: collegeboard.org/apwe-resources.

How-To Videos

Also available on the program website are how-to videos that explain what AP® with WE Service is all about, as well as the steps you need to take to get it going in your class: collegeboard.org/apwe-videos.

Module Sections

THE PLAN SECTION contains information to help you decide how and when you will fit this module into your AP® curriculum.

PART 1: INVESTIGATE AND LEARN defines and explores the module topic at local and global levels, and within the context of your AP® course curriculum. This will be the majority of your required in-class instruction hours and it is where your students will start to make connections between your AP® course content and the module topic.

PART 2: ACTION PLAN guides students as they form teams and begin developing their plan for achieving one local and one global action.

PART 3: TAKE ACTION is where students put their plans into action. As they work, they should keep track of what they do and collect artifacts that capture their efforts. During this part, you may need to guide students as they encounter obstacles or help them maintain their motivation.

PART 4: REPORT AND CELEBRATE describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

Teaching Module

Food Insecurity and Hunger

"We have everything we need—the tools, the technology, the people. It is time to deliver, time to move from the conference room to our countries, and to deliver together a Zero Hunger world."

**– ERTHARIN COUSIN, EXECUTIVE DIRECTOR,
UNITED NATIONS WORLD FOOD PROGRAMME**

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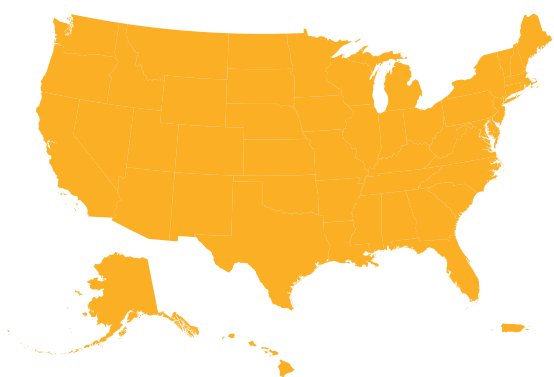
12% of American households live in a state of food insecurity.

Taking Action

Global and Local Service Projects

WE Villages

For more than two decades, WE Villages has been engineering an international development model to end poverty. It works. It's proven. It's scalable.

We partner with developing communities around the world and collaborate on projects and programs that equip families with the tools they need to break the cycle of poverty through our five Pillars of Impact: Education, Water, Health, Food and Opportunity. These pillars address the five primary causes of poverty with holistic and sustainable solutions that work in tandem to transform communities.

Why Food Insecurity and Hunger?

When communities develop the skills and infrastructure to produce healthy, nutritious food year-round, they have the fuel and the tools they need to grow new opportunities for future generations.

▸ Food security improves educational outcomes at school. When communities provide school lunches, attendance rates go up and students have the energy and focus for higher learning.

▸ More efficient farming practices, like retaining walls, multi-story gardens, and drip irrigation, allow communities to conserve water and resist drought.

▸ Fresh, nutritious food provides the nutrients for children to develop healthy minds and bodies, and for families to lead healthier lifestyles with less vulnerability to disease.

▸ Food secure communities are prosperous communities. When farmers learn how to increase their crop yields and store their surplus, and price food for sale, they can make the leap from subsistence farming to earning a livelihood.

Five Pillars of Impact

Education   Water   Health   Food Security   Opportunity

Planning Your Instruction

Food Insecurity and Hunger

Purpose

In this module, students will engage with activities that build their understanding of different types of food production and agricultural practices, and become more able to connect issues of food production with larger geographical and population patterns.

Ensure students are collecting evidence of their work as they go along. The following list includes pieces of work you may want to collect throughout the year:

▸ Photos

▸ Interviews

▸ Scripts

▸ Screenshots

▸ Posters

▸ Maps

▸ Reflections

▸ Thank you notes

▸ Receipts

Overview

As presented in the Introduction, this teaching module contains four parts. These are also the four rubric topics you will assess your students on in the digital portfolio:

Part 1: Investigate and Learn: Address ways that the development of agriculture has altered the natural environment, as well as the challenges and opportunities associated with food production and consumption. These lessons also relate to a variety of service learning concepts, such as the necessity of research to understand a topic and its effects, and the ways that a topic is connected between local and global levels.

Part 2: Action Plan: Guide students as they form teams, develop their action plans, and reflect on their ideas.

Part 3: Take Action: Provide students with suggestions for how to demonstrate effective teamwork, overcome conflicts, record actions, and reflect on their work.

Part 4: Report and Celebrate: Support students as they create portfolios, celebrate their actions, and complete a final reflection on their experiences.

Throughout Parts 1–4, activities that are required for the Recognition Rubric are labeled with an icon (see Icon Legend on page 16). Optional activities that will help students design and complete their service projects, but are not required by the program, are listed in tables throughout each part. These optional activities are available in the AP® with WE Service Program Guide or on the WE website, as indicated in the tables.

Goals

Based on the AP® Human Geography Course and Exam Description, here are the particular learning concepts addressed in this module:

AP® HUMAN GEOGRAPHY CONCEPTS	
Enduring Understandings are the intended long-term takeaways related to the big ideas that leave a lasting impression on students.	Students will understand that… • PSO-5 Availability of resources and cultural practices influence agricultural practices and land-use patterns. • IMP-5 Agricultural production and consumption patterns vary in different locations, presenting different environmental, social, economic, and cultural opportunities and challenges.
Learning Objectives define what a student needs to be able to do with content knowledge in order to progress toward the enduring understanding.	Students will be skilled at… • SPS-5.D Explain the consequences of the Green Revolution on food supply and the environment in the developing world. • IMP-5.B Explain challenges and debates related to the changing nature of contemporary agriculture and food-production practices.
Essential Knowledge statements describe the knowledge required to perform the learning objective.	Students will know… • SPS-5.D.2 The Green Revolution had positive and negative consequences for both human populations and the environment. • IMP-5.B.1 Agricultural innovations such as biotechnology, genetically modified organisms, and aquaculture have been accompanied by debates over sustainability, soil and water usage, reductions in biodiversity, and extensive fertilizer and pesticide use.

Connections to AP® Human Geography Focus Areas

Some content from the AP® Human Geography Course and Exam Description is identified as more challenging for students based on AP® Chief Reader commentary from previous AP Human Geography Exams. This content is referred to as a focus area. Activities that address the following focus areas are highlighted throughout the module.

▸ Move beyond identifying and defining to conceptualizing, synthesizing, and applying

▸ Explain the implications of models

▸ Recognize interconnections between units

▸ Describe the relationship between the environment and agriculture

▸ Solve problems using fundamental geography concepts

WE Service Concepts

STUDENTS WILL UNDERSTAND THAT...	STUDENTS WILL BE SKILLED AT...	STUDENTS WILL KNOW THAT...
• Social issues are complex and, therefore, research is essential to understanding them • Oftentimes local and global issues are interconnected • Understanding the role of cultural, social, and economic factors is vital to the development of solutions • People have a civic identity, which provides opportunities for public action • Serving the greater community can be meaningful for the individual and the community • Creating social change happens through a set of skills, including creating action plans • Carrying out an action plan requires personal and group resilience • Individual behavior and decisions toward a social issue impact the larger global context of that issue	• Working collaboratively in teams • Working collaboratively with community partners (where applicable) • Researching an identified social issue on local and global levels • Creating an action plan • Successfully implementing an action plan • Educating others (classmates, community partners, school, etc.) about a social issue • Presenting actions and results to wider audiences • Applying critical thinking • Thinking entrepreneurially • Demonstrating leadership • Reflecting on learning about the social issue • Reflecting on working to create social change	• AP® course content is relevant to addressing social issues and topics, and provides knowledge toward creating working solutions • There are organizations working for change on many social issues • They have an important role to play as students, employees, volunteers, and citizens making a positive impact on their local and global community

See full WE Learning Framework and details at **WE.org/learning-framework**.

Icon Legend

As described in the AP® with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.

ARGUMENT FORMATION	INFORMATION LITERACY	LEADERSHIP SKILLS	ORGANIZATION	ACTION PLANNING	RESEARCH AND WRITING	CRITICAL THINKING	REFLECTION

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:

Teacher Tip:

Suggestions for ways to implement or modify the activities with students.

Focus Area Alert:

Opportunities for students to practice content and skills that are pivotal for improving student performance in the AP® course and on the AP® Exam (see page 14 for a description of the AP® Human Geography focus areas addressed in this module).

Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.

Pay particular attention to activities labeled with the red checkmark icon:

Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: **https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf**.

Part 1: Investigate and Learn

Investigate and Learn is divided into the following lessons:

▸ Lesson 1: Hunger in the World

▸ Lesson 2: Causes and Effects of Food Insecurity

▸ Lesson 3: Future Concerns Regarding Food Insecurity

Students in every AP® with WE Service course will do the following as part of their investigating and learning:

▸ Learn about the issue locally and globally within your course context

▸ Explore causes and effects locally and globally

▸ Assess future impacts on the local community and the world

WE Service Framework

INVESTIGATE AND LEARN ▸ ACTION PLAN ▸ TAKE ACTION ▸ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 1: Investigate and Learn

In this module, students will define food security and what it means to have access to food, especially healthy and nutritious food, and then identify the many reasons why people suffer from food insecurity. Further investigation will allow students to connect the need for food security to global and local issues. Throughout these lessons, students will connect AP® Human Geography course content and terminology to the issue of food insecurity and will look for examples of food security and insecurity in their communities.

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Lesson 1: Hunger in the World

Students will begin to define food insecurity and recognize the ways in which food insecurity is seen in the real world.

Activity: Defining Food Insecurity

On a piece of paper, have students write down their own definitions of food insecurity and human rights. Show the short video "What Is Food Insecurity? An Explanation": **www.youtube.com/watch?v=z0J2VELZ4RU**

After watching the video, have students reflect on and revise their answers to their definition of food security and causes of food insecurity.

According to the video:

▸ Having food security means having "enough calories and the right kind of food to have a healthy and active life."

▸ Causes of food insecurity include: drought, conflict, international trade rules, lack of investment in local agriculture, and rises in food prices.

Have students compare their definition of a human right to the definition in the Universal Declaration of Human Rights.

According to the 1948 Universal Declaration of Human Rights, "Everyone has the right to a standard of living adequate for the health and well-being of himself and his family, including food." The United Nations also has as Millennium Development Goal 1 to "eradicate extreme poverty and hunger." According to the UN, one in nine people worldwide remain hungry as of 2015. In 2015, the United Nations developed a new set of goals that also address the issue of hunger—the Sustainable Development Goals (SDGs). Sustainable Development Goal 2 directly addresses the issue of hunger: "End hunger, achieve food security and improved nutrition and promote sustainable agriculture."

If desired, show a short video regarding the change from the Millennium Development Goals to the Sustainable Development Goals. One brief, but effective overview is "Transitioning from the Millennium Development Goals to the Sustainable Development Goals" available here: **www.youtube.com/watch?v=k4FAiI2mdaI**.

Activity: Focusing on Food Insecurity

Guiding Questions:

What are the causes and effects of food insecurity? What are some possible solutions for food insecurity, locally and globally?

Real World Application:

Have students brainstorm (individually or in pairs) the answers to some of the essential questions for the module. Tell students they will expand upon their answers throughout the lesson and later in the module. The point of this exercise is to have students start reflecting on these important questions, not to have the answers at this point in time.

▸ What does it mean to have food security?

▸ What are the causes of food insecurity?

▸ What role do forms of agriculture, such as shifting cultivation, play in providing food security?

▸ How and why are forms of agriculture changing in the twenty-first century? What is the likely effect on food insecurity?

▸ What does food insecurity look like? What evidence exists to show food security or insecurity?

▸ Is access to food security a human right?

As students share answers to these questions, record their ideas on the board. Then, have small groups of students use all of the ideas shared to create class definitions for "food security" and "food insecurity" locally, nationally, and globally.

Teacher Tip:

If possible, have students read a news article that explores an example of food insecurity that will be relevant to your students. As students write the group definitions, have them create a graphic organizer and note the similarities and differences between the definitions that each group creates.

Review any previous discussion of forms of agriculture and their effects on food insecurity. Return to this issue as needed throughout the module, in preparation for students completing the Needs Assessment on pg. 9 in the student workbook.

Focus Area Alert:

It is important for students to not just be able to define food security, but to also apply the concept to real life situations. Using real life situations, focus on how and why they are linked to the issue of food security.

Be sure students understand not only the presence of food, but also nutritious food. According to the Life Science Research Office, "food security for a household means access by all members at all times to enough food for an active, healthy life …" and food insecurity "is limited or uncertain availability of nutritionally adequate and sage foods or limited or uncertain ability to acquire acceptable foods in socially acceptable ways."

www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx

For the question about evidence, challenge students to think of what they might see at the regional, country, state, and community levels. Answers might include statistics regarding caloric consumption or malnourishment, or could also include things about seeing stores with fresh produce.

Teacher Tip:

For more information regarding the right to food, visit the following website:
https://www.worldhunger.org/ or the Sustainable Development Goals hunger website:
https://sustainabledevelopment.un.org/sdg2

This could also lead to a discussion about why individuals and organizations act to help others in need. What is service? Why do individuals, groups, and organizations perform service?

Check for Understanding:

Lead a discussion in which students describe their reactions about inequalities of food security existing around the world.

Activity: Looking at Your Community

This Community Mapping activity asks students to examine concepts within place-based contexts.

▸ Divide students into groups to map different areas of your community. This may vary depending on the size of your community.

▸ Students will need to walk, use a vehicle, or public transportation, to map out their assigned area. Teachers can have students do the map as a homework assignment or complete it during the school day on a class field trip. Another option is for students to use Google Earth's street view to explore, although this will likely limit some of what students are able to observe.

▸ Have students draw their community map. This should include all grocery stores, restaurants (along with type—fast food or sit down—and type of food served), and farmer's markets that provide access to food. They should also note the number of residences with vegetable gardens or fruit trees.

▸ Direct students to look for community assets, the places that add value to the community, such as libraries, government offices, community centers, religious buildings or schools, as well as public gardens, playgrounds, public art, etc. Also, students should note any run-down housing, homeless shelters, excess litter on the streets, vacant buildings, and types of housing areas (apartments, condominiums, government public housing, single family homes).

▸ Students should use Census Bureau data to examine their community by county, city, town, or zip code to complete the Community Mapping Student Worksheet. (**https://data.census.gov/cedsci/**).

Individually or in small groups, have students analyze the spatial patterns evident in their maps related to socioeconomic levels, housing types, community assets, and food availability. Ask students to discuss their ideas about the following question: What relationships are apparent between socioeconomic levels, community assets, and food insecurity?

Reflection

Ask students to answer the following:

▸ What surprised, shocked, or encouraged you during this activity?

▸ If you had to assess your community's state of food security overall, how would you rank it?

▸ What other information would you need to make an assessment?

▸ What community needs, related especially to food security, were apparent?

Teacher Tip:

Student answers should reflect that they see the direct relationship between poverty and food insecurity. For example, lower socioeconomic status areas tend to have fewer community assets and less food security. Higher socioeconomic status areas, on the other hand, tend to have more community assets and more food security.

Have students use the Community Mapping Student Worksheet in the Student Workbook to record their observations about the community.

Focus Area Alert:

Work with students to understand the relationship between the environment around them and agricultural concepts.

Check for Understanding:

As students share their maps in class, go back to the question regarding evidence of food security and insecurity. Brainstorm a list of the evidence gathered.

Possible answers include:

▸ Presence or absence of farmer's markets

▸ Presence or absence of grocery stores

▸ Presence or absence of fast food restaurants

▸ Presence or absence of vegetable gardens or fruit trees

▸ Presence or absence of signage related to healthy eating

Activity: Exploring Consumption Patterns at Different Scales

In this activity, students build their conceptual understanding of scale.

Have students visit the following website to delve deeper into consumption levels at different scales by examining the duality of obesity and food security within the United States: **http://map.feedingamerica.org/**

Ask students to discuss the following questions:

▸ What are the spatial patterns for food security overall?
(Possible answers include: The greatest rates of food insecurity are concentrated in the south and the west, but there are some counties that are exceptions within those states. For example, in Wyoming there is one county with comparatively low rates of food insecurity.)

▸ What are the spatial patterns of food security for children?
(Possible answers include: The rates of food insecurity for children are more consistent across the United States than within the particular states. The lowest rates of food insecurity for children are found in North Dakota.)

▸ What does looking at the data at the two different scales reveal?
(Possible answers include: Food insecurity is more prominent for children than it is for the population overall. In both looking at the overall rates of food insecurity and the rates for children it is evident that there is variation not only across the country, but also within states.)

Reflection

Ask students to answer the following question:

▸ What questions do you still have regarding food insecurity, globally, nationally, and locally?

In-class or homework activity:

▸ Have students read the article "What It Was Like Growing Up with Food Insecurity":
http://time.com/3857672/food-insecurity-poverty

▸ Show the brief video: "A Family Faces Food Insecurity in America's Heartland" (4:48 minutes):
http://video.nationalgeographic.com/video/magazine/ngm-hunger-iowa

▸ As a class, look at the following website:
www.weforum.org/agenda/2016/12/this-map-shows-how-much-each-country-spends-on-food

! Focus Area Alert:

Scale is a fundamental geography concept. It is important to emphasize how patterns change when the scale changes. The maps on the website help illustrate the importance of scale and how different scales illuminate different patterns.

? Check for Understanding:

Throughout this activity, check on the accuracy of student discussion responses. Correct any misconceptions related to data at the global scale, information from the video, and consumption patterns at different scales.

Then, assign students to independently answer the following question:

▸ How does scale impact the perception of the issue of food insecurity?
(Answers should deal with how looking at things at the global or regional scale covers up differences that are evident once the scale is changed to a more local scale.)

Lesson 2: Causes and Effects of Food Insecurity

This lesson helps students begin to build an understanding that food insecurity is not an isolated issue and instead has many related causes and effects.

Activity: Focusing on Living with Food Insecurity

View episode 3 from "Living on One": **www.youtube.com/watch?v=mynnhDFRFYY**

This video illustrates other problems that occur when people experience food insecurity, such as immune issues, learning issues, and psychological issues.

Since students have now explored definitions of food insecurity and examined the issue at different scales, ask them to consider:

▸ What causes food insecurity in communities?

▸ What other problems occur when communities have food insecurity?

Optional sources for students to research the causes and effects of food insecurity include the following:

▸ WE Schools Kit, Service-Learning in Action—Hunger, Homelessness, Environment, Poverty. Download under the WE Schools Kit heading: **https://www.we.org/en-CA/our-work/we-schools/we-schools-campaigns-and-curriculum/**

▸ Scientific American, "Food Deserts Leave Many Americans High and Dry," **www.scientificamerican.com/article/high-and-dry-in-the-food**

▸ CDC, "Transportation and Food Access," **https://www.cdc.gov/healthyplaces/healthtopics/healthyfood/transportation.htm**

▸ CDC, "Healthy Food Environment," **www.cdc.gov/healthyplaces/healthtopics/healthyfood_environment.htm**

▸ Food Security Projects of the Nova Scotia Nutrition Council and the Atlantic Health Promotion Research Centre, Dalhousie University, "Why Care About Food Security?" **www.foodthoughtful.ca/section2/index.html**

▸ APA, "Household Food Insecurities: Threats to Children's Well-Being," **www.apa.org/pi/ses/resources/indicator/2012/06/household-food-insecurities.aspx**

Activity: Problem Tree

Students can use various visual diagrams to explore the causes and effects of food insecurity. To illustrate the connection of the AP® Human Geography course and associated discipline-specific terminology to the issue of food insecurity, guide students with questions such as, "What terms, maps, or diagrams did we study that can be linked to the issue of food insecurity?"

Have students look at the Problem Tree graphic organizer. This graphic organizer helps guide students beyond problem identification to breaking down the causes and effects of the problem, which is necessary before exploring steps needed to address the problem.

Display a larger version of this graphic organizer, perhaps projected on to a screen, and explain the three sections.

▸ Problem: The issue that is being studied. In this case, food insecurity.

▸ Causes: Issues, situations, or phenomena that have led to the problem. In this case, you might prompt exploration of causes by asking, "What are some of the factors hindering food security?" Encourage students to think about the "causes of causes." For example, if students suggest a cause is that people don't have enough money for food, ask students to then think further about what causes people to not be able to afford food. Then, repeat this exercise and think further about the causes of the next levels of causes.

▸ Effects: Results created by the problem. As with causes, encourage students to explore multi-layered effects, or "effects of effects." For example, if students suggest an effect is people go hungry, ask them to identify the result of that effect, one of which could be students not performing well in school because of hunger. Next, they should ask what the effects are of students not performing well in school. The more students drill, the more they will deepen their critical thinking and analysis.

Guide students through the process of cause and effect. Use a simplified non-issue related example first. For example: If the problem is that I am late to school, what are some potential causes of that problem? Perhaps I didn't hear my alarm or got distracted as I was getting ready. Next, what would be the impact of my tardiness to school? I would miss instruction, feel behind and frustrated, etc.

Shift the discussion to the issue at hand, food insecurity, and help the students brainstorm what they already know from previous lessons. Encourage them to reflect back on the video from Lesson 2—what were the causes and effects for the family depicted in the video? Remind students to also think back to causes and effects they observed in their community maps.

Model filling out the Problem Tree and at least two levels for each root cause and visual effect in the graphic organizer. Then, have students work with a partner to fill out the graphic organizer.

Have students build their own Problem Trees by using the graphic organizer and adding causes, going from the base of the tree to the tips of the roots and moving from larger concepts to more specific sub-topics. Make sure the students understand that their Problem Tree should have a dual focus on both the local and global scope of the issue to food security. Students should then do the same with impacts, going from the base of branches to the tips of the leaves and moving from large impacts to more specific topics.

> Have students use the Problem Organizer worksheet, found in the Student Workbook, to build their own graphic organizer.

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 Insecurity, Malnutrition

_____

_____

_____

_____

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

_____

_____

_____

_____

Teacher Tip:

When completing the Problem Tree, the final result may be a circular pattern where effects may become causes. This is a good opportunity to discuss with students how the cycle of food insecurity builds upon itself.

You may wish to assign different readings to different students or may wish to have students research the causes and effects without providing sites.

▸ WE Schools Kit, Service-Learning in Action—Hunger, Homelessness, Environment, Poverty. Download under the WE Schools Kit heading: **https://www.we.org/en-CA/our-work/we-schools/we-schools-campaigns-and-curriculum/**.

Return to the questions asked in Lesson 1:

▸ What role do forms of agriculture, such as shifting cultivation, play in providing food security?

▸ How and why are forms of agriculture changing in the twenty-first century? What is the likely effect on food insecurity?

These will help review the connection between food insecurity and agricultural production methods assessed on the AP® Human Geography Exam question on page 36.

Focus Area Alert:

Students need to be able to move beyond identifying and defining to conceptualizing, synthesizing, and applying. Throughout this activity it is important to ask questions to get students to dive deeper into the issue instead of approaching this complex topic at the definitional level.

Check for Understanding:

Help students develop their Problem Tree by asking questions to prompt the exploration of root causes, such as "What hinders food security?" Then, ask them what causes those problems they have identified, encouraging them to document the "causes of causes." Likewise, you can help them explore multi-layered effects by asking questions such as "How does food insecurity affect communities?" Then probe further. For instance, if a student says "people are hungry," encourage them to explore effects that flow from these effects, e.g. children aren't as focused in school because they are hungry. Ask students to answer the following question:

▸ What cause do you believe is most directly related to the core problem of food insecurity? (In other words, if we just solved x, there would be a significant increase in food security.) Justify your response.

Lesson 3: Future Concerns Regarding Food Insecurity

This lesson has students move beyond the past and present to the future. With population increases and concerns regarding agricultural sustainability, students will begin to examine the magnitude of the problem, but also look at potential solutions.

Activity: Feeding Populations in the Future

As a class, view this video, "Feeding Nine Billion": **www.youtube.com/watch?v=raSHAqV8K9c**
(12:21 minutes, but stop the video at 8:12).

Discuss the following questions:

▸ According to Dr. Fraser, why is this issue so important? What are the potential future effects of food insecurity? (Possible answers include: Food insecurity leads to other societal issues, he believes we may be "entering a dangerous phase of human history where food, water, and energy shortages threaten not only poverty, but also civil unrest." Potential future effects include civic unrest and international conflict.)

▸ Why is producing more food so hard? (Possible answers include: Rising demand is coming at the same time as food is becoming more expensive to produce.)

▸ According to Dr. Fraser, what are the four potential strategies to increase food production in the future? What are the drawbacks he identifies for each? (Possible answers include: (1) Science and technology—Drawback: corporations will be helped more than people, (2) Distribution—Drawback: effects of big brother, (3) Local food systems support—Drawback: demands too great, and (4) Stronger regulation, proactive government policy—Drawback: government control isn't trusted by some.)

▸ According to Dr. Fraser, how did southern Africa avoid famine in the 1990s? (Possible answers include: Plant breeding of drought-resistant varieties, famine early warning systems that alerted people to issues in advance, international help to vulnerable communities.)

In small groups, have students examine further one of the first three potential strategies suggested by Dr. Fraser to effectively feed populations in the future (science and technology, food distribution, and local food systems).

Science & Technology

▸ View this video: **www.youtube.com/watch?v=eFDyTz9K9i8**

▸ Read some of the pros of GMOS: **https://gmoanswers.com/ask/what-are-some-pros-gmos**

▸ Read some of the cons of GMOS: **www.bioexplorer.net/disadvantages-of-genetically-modified-foods.html**
Key course concepts: genetically modified organisms, Third Agricultural Revolution, Gene Revolution, sustainability, industrial agriculture

Food Distribution

▸ View this video: **www.youtube.com/watch?v=-xrSnZf4TtI**

▸ Read the pros and cons of eating meat from the University of North Texas Philosophy of Food Project: **www.food.unt.edu/arguments/#10**

▸ Read "How Food Banking Works": **www.foodbanking.org/why-we-exist**

Key course concepts: poverty, aid, development strategies, global food distribution, global market, ethanol production, market gardening

Local Food Systems

View this video: **https://www.youtube.com/watch?v=35mOyg7_A8g**

Read about Local and Regional Fuel Systems: **https://foodprint.org/issues/local-regional-food-systems/**

Key course concepts: sustainability, eat-local movements, food systems, pollution associated with agriculture, fertilizer and pesticide use, regional appellations, agribusiness

Once students have completed their assigned section of the graphic organizer, create new groups with 2–3 students from each of the three strategy groups. Students should talk about their strategy with their new group members. Students should have a completed graphic organizer after sharing.

?

Check for Understanding:

Throughout the modeling and guided practice activity, monitor students' responses and work to ensure that students are correctly understanding and applying the information. Ask students the following questions: For each of the three strategies discussed, what is the essence of each? For each, what is the most significant (in your view) advantage? For each, what is the most significant (in your view) disadvantage? What do you think is the solution (or combination of solutions) that will enable us to best feed the growing world population?

Have students use the Feeding Populations in the Future worksheet, found in the Student Workbook, to help them explain the nature of the strategy and the advantages and disadvantages that would come with implementing it.

Activity: Addressing Food Insecurity

Have students read the following article where the FAO says food production must rise 70% by 2050. **http://www.fao.org/news/story/en/item/35571/icode/**

After reading the article, ask students the following question:

▸ As the world's population continues to grow, what are the potential issues that are linked to food insecurity? What are possible solutions?

Activity: Needs Assessment and Solution Tree

Have students carry out research to begin developing an understanding of specific issues and topics related to their broader issue. For example, food insecurity and hunger is a big umbrella for many sub-issues (that are equally large, but more focused) that ladder up to the issue of food insecurity and hunger.

This is best done by having student groups carry out research on organizations that are working to combat this issue.

Students should use the Needs Assessment Worksheet to carry out an analysis.

Have students use the solutions graphic organizer to keep track of current solutions that are in use to combat the issue of food insecurity and hunger. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

Encourage students to revisit and work in parallel with their Problem Tree cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

Walk students through the Solution Tree, starting in the middle.

Goal: This is the problem from their Problem Tree, but re-framed as a goal.

Then go to the roots, which is the investigation of the solutions.

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, students should ask, "How will this solve the problem?" Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

And finally to the leaves, which explore the outcomes.

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

Teacher Tip:

For additional food security information, facts, and statistics, visit **WE.org/we-schools/issues-backgrounders**. For food security related resources look under "poverty."

Have the class brainstorm local and global organizations prior to researching. Students will research one of the organizations from the brainstorming as well as finding one other organization not discussed in class.

Focus Area Alert:

This activity helps students begin to solve problems using fundamental geography concepts.

Check for Understanding:

As students work, check to be sure that they are accurately analyzing each organization and determining ongoing needs to address the issue.

For homework, you may ask students to write a one-to-two-page report that describes their needs assessment findings on one organization. The report should include the following:

▸ A description of the social issue at local and global levels and how it is impacted by economic and political policies

▸ An evaluation of two existing programs that are working to solve the social issue

▸ A list of opportunities to address the social issue in a new way

▸ A section citing resources

Review the reports to ensure that students have:

▸ Correctly described local and global implications of the social issue

▸ Understood how the existing programs are addressing the social issue

▸ Identified a new or innovative way to address the social issueIncluded their resources

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?

_____

_____

_____

NAME: _____

TEAM MEMBERS: _____

Solution Tree

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?"

_____

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_____

Trunk: Problem

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Trunk: Goal

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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.

_____

_____

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Activity: Reflecting on Investigate and Learn

Provide opportunities for students to think about and record their individual and collective learning as they progress through the activities. Students should answer the following reflection question to prepare for Part 2: Action Plan: How can what you are learning in your AP® Human Geography class support solutions that improve food insecurity locally and globally?

As they write, the following questions can help students shape their reflections:

▸ What are the impacts of food insecurity, locally and globally?

▸ As you investigated existing programs addressing food insecurity, what did you feel these programs do well and what did you feel they could do better?

▸ Who should be responsible for improving food insecurity locally and globally? What role do you think you could play in addressing food insecurity locally and globally?

▸ Based on what you learned about food insecurity, and the actions others are already taking, what are five areas of need that you could address?

▸ What attracts you to these areas?

▸ What are some actions that your team could take to address these areas?

▸ What excites you about these actions and the impact you can have?

Have students use the Reflect: Investigate and Learn worksheet in the Student Workbook to record their thoughts.

Activity: Summarizing the Investigation

In teams, students will summarize what they have learned from their investigation.

As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the topic of food insecurity and hunger. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Summaries may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

Have teams hold a working session to get their ideas in order and to develop their message. When summarizing their investigation, students should keep in mind the following:

▸ 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 would your investigation be important to other AP® Human Geography students?

Teacher Tip:

Have students reflect on economic, social, political, and environmental ties to the problems and solutions. These will help review the connection between food insecurity and agricultural production methods assessed on the AP® Human Geography Exam question on page 36.

Have students use the Summarizing Your Investigation worksheet in the Student Workbook to summarize key takeaways and the problems and solutions investigated at local and global levels.

Activity: Working Independently

Now have students independently complete a Free Response Question from the 2019 AP® Human Geography exam, which addresses the content in this module. Use the scoring guidelines, found online, to assess students' performance and provide feedback on any misconceptions or missing understandings.

Since students may continue to build content knowledge throughout their service learning experience, you may decide to have students complete this independent practice later in the program.

2019 AP® Human Geography Free-Response Question

1. In the early twenty-first century, food security is an increasingly important issue in developed countries. Some neighborhoods in United States cities have been characterized as food deserts. Food deserts are areas with little or no access to healthy and affordable food or limited or no access to fresh fruits and vegetables.

A. Describe what kinds of information geographers use to map food deserts.

B. Identify and explain TWO reasons that food deserts exist in urban areas within developed countries.

C. Identify and explain ONE impact of living in a food desert.

Use the scoring guidelines on AP Central to assess student responses: **https://apcentral.collegeboard.org/courses/ap-human-geography/exam?course=ap-human-geography** © 2019 The College Board. All rights reserved.

"AP with WE has shown me how my classes at school can apply to the real world. It has also opened my eyes to the thousands of different ways to volunteer, and has helped me bond and get to know my classmates and friends better."

— Emma Murphy, Student, AP® Human Geography with WE Service Enumclaw High School, Enumclaw, WA

Part 2: Action Plan

The Action Plan section is divided into four parts:

▸ Connect Learning

▸ Form Teams

▸ Develop Action Plan

- Goal Setting
- Understanding Approaches to Taking Action
- Determining Clarity and Relevance of Goals
- Measuring Success
- Setting S.M.A.R.T. Goals
- Identifying Resources and Creating a Network
- Developing a Timeline

▸ Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ **ACTION PLAN** ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

Key Takeaways

▸ Completing a service action requires a set of skills, including working as a team and creating action plans.

▸ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.

▸ Three approaches to completing a service action are direct service, indirect service, and advocacy.

This Section Contains:

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning.

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

▸ What issues related to your topic do you hear about on the news or read in newspapers and online articles? Why do you think these stories are covered by the media?

▸ What issues related to your topic do you think the general public is not aware of? Why do you think they are unaware?

▸ What issues related to your topic really bother you, even if you do not know a lot about them? Why are you bothered by these issues?

▸ If you were a world leader, what kinds of problems related to your topic would you tackle?

Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

Form Teams

It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.

Teacher Tips:

▸ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.

▸ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers, and agencies worked with. Teacher can also add a column to grade as each piece is completed.

▸ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.

▸ If a big group forms around one issue, have students break into two groups and ensure they design different action plans on the same topic.

Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Gift + Issue = Change This activity helps students discover how they can use their talents and interests to carry out a service action.	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
Finding Passion with the Issue Compass This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.	This interactive activity can be used to align students into action teams according to their interests and talents.
Exploring the Four Leadership Styles Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Safe Space It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
Drafting a Team Contract This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
Establishing Roles and Responsibilities Teamwork is a success when project tasks are divided equally and based on individual strengths.	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

Develop Action Plan

After students have formed their teams, the next step is for teams to build out an action plan that:

▸ Identifies team goal(s)

▸ Establishes their metrics of success

▸ Identifies their network and required resources

▸ Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities

Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.

Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

▸ Be clear, measurable, and informed by the team member's needs assessment

▸ Incorporate one global and one local action

▸ Achieve direct service, indirect service, or advocacy.

Help students generate and decide on a team action goal using the following activities

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

▸ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).

▸ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.

▸ **Advocacy:** Educating others about an issue to increase visibility and follow up with an action that focuses on enacting change.

Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide: **https://apcentral.collegeboard.org/pdf/program-guide.pdf**.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Tips on Developing Direct Service Action Ideas Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Direct Service Action Ideas • WE Volunteer Now Campaign
Tips on Developing Indirect Service Action Ideas Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Indirect Service Action Ideas • WE Go Green campaign • WE Scare Hunger campaign • WE Are Rafikis campaign • WE Create Change campaign
Tips on Developing Advocacy Action Ideas Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Advocacy Action Ideas • Developing a Deep Understanding of Your Issue, and Messaging Your Message • Ensuring Message Credibility • Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates) • Practice, Practice, Practice • WE Are Silent campaign

Approaches to Taking Action Information Sheet

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	• 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)	• 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	• 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	• 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	• 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	• 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

Activity: Determining Clarity and Relevance of Goals

In their teams, students should now begin to develop their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

▸ Is this goal specific enough so that we know exactly what our team will accomplish?

▸ Can we measure whether or not this goal was fully accomplished?

▸ Is it achievable within our project period?

▸ Is it relevant to the social issue we are aiming to address?

▸ Do we know the deadline by which it will be accomplished?

Activity: Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

▸ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.

▸ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount, or range.

Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

Activity: Setting S.M.A.R.T. Goals

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.

Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Determining Clarity and Relevance of Goals This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
Establishing S.M.A.R.T. Goals This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a "right-sized" and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating Measurements of Success Reporting success comes down to students' ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team's project.
Collecting Evidence and Artifacts This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
Creating Surveys and Feedback Forms Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Activity: Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

▸ Facts and statistics (found through research or materials from other organizations)

▸ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)

▸ Stories of individuals who benefit from the services of the organization

▸ Access to space and/or venues

▸ Methods and resources for producing necessary materials or media

Activity: Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Timeline Creating careful timelines is a key to success in action planning.	This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.
Identifying and Sequencing Tasks Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.	This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.
Identifying Task Owners This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.	Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.
Identifying Resources and Creating a Network This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.	Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.

Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).

Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.

- ▸ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.
- ▸ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Reflect

After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the issue at local and global levels, and make connections to the AP® course.

Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

▸ What is the issue that your team is taking action on? Why is this issue important to you? Why is this issue important to your team?

▸ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?

▸ What are you most passionate and excited about in your action plan?

▸ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP® course?

▸ What kinds of leadership qualities do you hope to develop as you continue to take action?

▸ Why is teamwork so essential to carrying out effective service projects to address local and global issues?

▸ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?

Check for Understanding:

Through this reflection, students should highlight why the issue is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP® course, and what they have learned so far.

Teacher Tips:

▸ As part of their AP® with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, and tracking data.

▸ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Perfecting the Elevator Pitch This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.	Use this activity to help students create the proper "elevator pitch" for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
Developing a Deep Understanding of Your Issue and Massaging Your Message This activity highlights how educating others about an issue means students must be knowledgeable about it.	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
Ensuring Message Credibility In order to gain support, every team's message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
Spreading the Word A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.	Use this activity to have students brainstorm various communications methods and assess each one's effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
Practice, Practice, Practice This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I's—Influence, Involve, and Inspire—with their audience.

Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.

Part 3: Take Action

The Take Action section is divided into two parts:

▸ Connect Learning

▸ Re-Inspire and Reflect

WE Service Framework

INVESTIGATE AND LEARN ▸ ACTION PLAN ▸ TAKE ACTION ▸ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

Key Takeaways

▸ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.

▸ The impact of an action can be measured by the collection of evidence and recording actions.

▸ Re-inspiration is important when caught up in the details.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions.

Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Ezra Frech's Story Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.	Ezra's story (available at **https://www.youtube.com/watch?v=KUqmJzoQQYQ**) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.
Practicing Positive Teamwork and Conflict Mediation Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.	Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.
Navigating Obstacles No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.	Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of *Standing Tall: My Journey*, which underscores teamwork and focus on goals.
Planning for Contingencies This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.	This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.

Connect Learning

Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

▸ What did you accomplish today?

▸ What (if any) were the major successes or big wins?

▸ How can you build on these successes?

▸ What (if any) were the setbacks, minor or major?

▸ What is your plan to mitigate or resolve these issues?

▸ What do you plan to accomplish tomorrow/next class/next meeting?

▸ How are you feeling about the progress of the action so far?

▸ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ What is still missing and how will you get the information you need?

▸ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?

Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

Re-Inspire and Reflect

In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

▸ How will you continue the work that you and your team started with this project?

▸ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?

▸ What is your story as an agent of change?

Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Craig Kielburger's Story When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.	Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: **https://www.we.org/en-CA/about-we/about-us**.
Ally Del Monte's Story Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.	Use Ally's story (available at **https://www.youtube.com/watch?v=QhHLekYrrp8**) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.
Razia Hutchins and Maurice Young's Story The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.	Use Razia and Maurice's story (available at **https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/**) to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.

Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

▶ Connect Learning

▶ Celebrate

▶ Complete Final Summary and Reflection

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 4: Report and Celebrate

Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Key Takeaways

▸ Devoting time to serving the greater community can positively affect the individual and the community.

▸ Service learning enables students to make local and global connections to AP® course content.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.

Connect Learning

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

▸ Why is it important to put together evidence of your service project?

▸ What is the value of showcasing your work?

▸ What are the different ways in which portfolios can be presented?
Are some ways more effective than others? How and why?

▸ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

Activity: Collect Artifacts

To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP® with WE Service work. It can take one or more forms:

▸ An online presentation through Prezi or PowerPoint

▸ A blog or a website, or any other online tool that you may choose

▸ Video presentation

▸ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.

! **Focus Area Alert:**

Have students describe the steps and actions they took to effect change. They should describe any policies, regulations, or laws that could be implemented and enforced to facilitate continued change in this area.

Celebrate

Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP® with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

▸ WE Day

▸ A school-wide assembly

▸ A project fair for the whole school to visit

▸ An outdoor cinema-style documentary screening

▸ Poster exhibition

▸ School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media:
Post on facebook.com/WEmovement • Tweet @WEmovement, #WEday, #APWEServe

Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide: https://apcentral.collegeboard.org/pdf/program-guide.pdf.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At WE Day	WE Day is a powerful, life-changing event that combines the energy of a live concert with the inspiration of extraordinary stories of leadership and change. Visit the WE Day website (**WE.org/en-CA/our-work/we-day/**) to find an event in your city or nearby, and apply for tickets.
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.

Celebrate with WE Day

Imagine a stadium-sized celebration of thousands of students who share a passion for making the world a better place. Imagine a global roster of speakers and performers including Nobel Prize-winner Malala Yousafzai, Martin Luther King III, Demi Lovato, and Selena Gomez. Imagine an event where young service leaders are the VIPs! That's WE Day.

WE Day Connect

WE Day Connect is an interactive, online event, hosted by WE Day talent, for students and educators across North America. In this 90-minute program, students celebrate selfless acts of volunteerism and learn how their peers are working to make a difference in their local and global communities. During our first WE Day Connect event, 30,000 people tuned in, making this our largest youth attendance for a WE Day to date! Learn more at **WE.org/en-CA/our-work/we-day/we-day-connect**

WE Day Special

We've teamed up with some amazing partners to bring the power of WE to you—wherever you live. The WE Day broadcast will bring families together for an evening of inspiration and empowerment through incredible speeches and performances by people who are making a difference in their communities. Watch the WE Day special online at **WE.org/broadcast**.

WE DayX

Bring the power of WE Day to your school. Kick off your year of action or celebrate the end of one with your own WE Day-style assembly, and unite your school for a better world. With WE DayX, any group can host their own event in the true spirit of celebrating and inspiring local change-makers. Learn more at **WE.org/wedayx**.

WE Day Webcast

Can't make it to WE Day? Watch the live webcasts of each WE Day event online at **WE.org/watchweday**. For a list of event days, check out **WE.org/we-day-events**.

Earn Your Way

You can't buy a ticket to WE Day. As an AP® with WE Service class, you earn your way there through your service-projects and are invited to the WE Day closest to you! Visit **WE.org/weday** to learn more.

Celebrate with Social Media

Social media is a great tool to show all the amazing work your students are doing! Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

Getting connected. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

Take great photos. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

Share in a timely fashion. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

Updates! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

Use hashtags. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

Gifs! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

Tag—you're it! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

Create a challenge on the WE Day app! Amplify your latest project with a challenge on the WE Day app! Not only will your friends be psyched to take it, it'll also be available for all app users so they can contribute to your project! Make it quick and related to your project, and amplify it further by sharing it on your social channels!

Share with us. We love seeing how your projects are going! Tag your posts with **#WEday, #WEschools** and **#APWEServe**. They might just get featured!

Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

▸ Summary of the team's work and individual contributions

▸ Analysis and highlights of evidence collected

▸ Explanation of the project impact and its significance within a larger context

▸ Summary of what they learned about their AP® course through the service project

Activity: Reflect on the Overall Service Experience

Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

▸ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?

▸ What obstacles did your team overcome and what strategies were important in navigating those challenges?

▸ What was your favorite moment in carrying out your action?

▸ What are you most proud of?

▸ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?

▸ How is your community/the nation/the world a better place because of your action?

▸ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?

Completed the module?
Register to become a WE School!

Congratulations on implementing and completing your service projects. Did you know that if students at your school complete at least one local and one global action, your school is eligible to become a WE School? Spread pride throughout your school and unlock unique opportunities by starting a WE Schools group! Check out **WE.org** and look for the WE Schools application.

Resources

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Acknowledgements

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