



HUNGER FIGHTERS UNITE!

A Simulation Lesson to Introduce Global Issues

INTRODUCTION

Travel the globe to impact change in food security. Cultivate your passions for food and citizenship as you take on one of the world's greatest challenges. Discover and experience careers, cultures and connections in this simulation style lesson. Fill your suitcase with ideas and resources for future engagement.

OVERVIEW

This lesson blends cultural and civic engagement with career exploration, leadership, and workforce development. The simulation is encouraged to be content for a 4-H SPIN Club, and/or an introduction for youth who may participate in the World Food Prize Michigan Youth Institute pre-college program.

OBJECTIVES

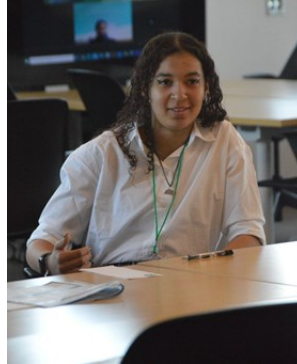
- Identify the various roles that contribute to food security.
- Demonstrate collaboration and teamwork.
- Practice constructive conversation and problem-solving related to a global community issue.
- Demonstrate public speaking and social skills.
- Recognize and identify jobs and careers for future exploration.
- Demonstrate global competency and citizenship.

SKILL LEVEL

For youth in grades 9-12

AUDIENCE SIZE

Maximum of 20 participants



PROCEDURE

Before:

This simulation lesson includes individual and small group work. As the facilitator:

- Review the PowerPoint slides and speaker notes. Suggestions, outlines, and what to emphasize are included in the slide notes.
- Optional—will the pre- and post-test be used? An instructional PDF for making a Mentimeter, along with the questions/items for the pre- and post-test, are linked in the resources section.
 - Create Mentimeter pre- and post-test or copy the handout.
- Gather materials for the lesson.
- Consider and decide what size groups will work for the audience. The lesson is set up to accommodate a total of four small groups with a maximum of five individuals per group.
- Based on lesson time format chosen (1, 3-hour or 3, 1-hour, sessions), consider breaks to assess understanding and encourage active participation from students during discussions.
- Set up tables and chairs in small groups; no more than four groups; maximum of five individuals in a group.
- If using themed decorations, set them up around the room.
- If snacks are provided, set them out before starting the lesson.
- Distribute paper, sticky notes, and pens/pencils to each group; enough for each person.
- Warm up the technology (laptop and projector) and pull up the PowerPoint slides and internet. If not using technology, make copies of the slides for participants.

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SETTING

- Space for 20 participants.
- Tables and chairs arranged into small groups.

TIME NEEDED

The lesson takes a total of three hours to complete. It can be done as one, three-hour or three, one-hour sessions.

MATERIALS

- Internet access
- Technology (laptop, iPad, cell phone, projector)
- Lesson PowerPoint slides or printed handouts of the slides if not using internet
- Note paper for each person
- Sticky notes, 10 per person
- Pens/pencils for everyone
- Optional
 - ⇒ Cardstock and markers for name tents
 - ⇒ Pre- and post-test
 - ⇒ Themed room decorations
 - ⇒ Cultural snacks
 - ⇒ Themed music
 - ⇒ Access to online or copies of career-related handout from the resources.

LIFE SKILLS

- Communications
- Concern for Others
- Contributions to Group Effort
- Cooperation
- Critical Thinking
- Decision Making
- Leadership
- Problem Solving
- Responsible Citizenship
- Teamwork



PROCEDURE

During:

Hour 1

1. Set the stage for today's activity. Refer to the lesson introduction and overview if needed. Have students make name tents (optional).
2. Present PowerPoint slides 1-4.
3. Complete the pre-test; slide 5. Add the current QR code and Menti passcode here or use Pre-test and Post-test handout.
4. Present PowerPoint slides 6-10.
5. Sticky Notes Activity; refer to the slide and notes for slide 11. Each student will rank the roles that are involved with decision making and solution planning on a sticky note (s); 1-5 with 1 being highest and 5 being the lowest ranking. Encourage the students to rank the roles. *Note—If students decide that ranking is not an accurate picture of their thoughts, then have students write or draw out their concept of the leadership roles.
6. Post sticky notes in a shared space within the room that can be seen by everyone. Cluster the 1, 2, 3, 4, and 5 rankings together and reflect on the activity.
7. Complete post-test; slide 12. Add the current QR code and Menti passcode here or use Pre-test and Post-test handout.
8. Distribute students into their small groups with one of the challenge topics (Group 1 – Water and Sanitation, Group 2 – Animal Agriculture and Health, Group 3 – Renewable Energy, and Group 4 – Infrastructure).
9. Within the small groups, each student should discuss with their team and decide which role they want to take on for the simulation (each individual should be assigned one role. The goal is to have all five roles represented, there will be —Farmer/producer, Non-governmental organization, Government, Researcher, and Business owner).
10. End session 1 or continue.
11. Optional—facilitator may wish to review pre- and post-test responses to assess student learning, as time permits.

Hour 2

1. Hour or session 2 begins. If a break was taken, start hour 2 in the small groups.
2. Share slide 14 so that everyone sees the suggested outline.
3. *Note—Slides 14-33 are used for hour or session 2. All groups will need access to slides 16-22 for their small group work, plus their topic slides.
4. Briefly share the content of slides 15-22.
5. Share the real life examples of making a difference on slide 23 Follow the slide notes which include a very brief brainstorm and share. A link to a list of agriculture and natural resources careers has been shared under resources.
6. If providing a cultural snack break, now is the time to share.



This lesson is linked to the World Food Prize Foundation and their Global Youth Institutes. At Michigan State University, the World Food Prize Michigan Youth Institute is a pre-college program.

Working towards a common goal, to provide a sustainable and secure global food supply, the World Food Prize Michigan Youth Institute (WFPMIYI) bridges interests across English language arts, social studies, culture, economics, sciences, health, and nutrition, as well as agriculture, natural resources, and conservation. The WFPMIYI provides learning opportunities and interactions that are interdisciplinary and foster both life and employability skills. Students in grades 7-12 engage with local leaders and experts on critical global challenges, participate in hands-on experiences, and explore exciting ways to make a difference in Michigan and around the world while building their network for the future.

For more information about the World Food Prize Michigan Youth Institute, visit <https://www.canr.msu.edu/wfpmiyi/index> or contact:

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PROCEDURE CONTINUED

- Handout slides as indicated in the bullet point above. The next 25 minutes will be spent with the participants in their small groups as they review the data, research online for additional information related to their role and topic, and discussion with their group members. This step simulates a committee meeting or a task force gathering information about a topic of interest and developing ideas for solutions or changes to enhance food security.
- Allow students to work together to identify factors contributing to food insecurity related to their assigned challenge topic.
- Periodically check on groups. Encourage and facilitate discussions between group members as needed.
- Wrap up hour or session 2 with a brief total group reflection to see how everyone is doing.

Hour 3

- Hour or session 3 begins. Share the content of slide 34 which is the suggested outline.
- *Note—small groups will need access to the same slides that they used as reference for hour or session 2.
- Share slide 35 if needed to re-establish the four small groups.
- Remind participants that each of the four small groups will be presenting the highlights of their solution to the other groups and a panel of experts. Experts serving on the mock panel will be randomly selected the day of presentations from amongst participants.
- It is time for each small group to take a turn sharing their solution proposal. Five-minutes is allocated to each group. Content shared should be a brief overview.
- *Note—the goal of this activity and simulation is to teach the process and concept used by change makers. Encourage students to actively listen and ask questions. Be ready to assist and probe thoughts and interactions with questions.
- Re-focus small groups back to one large group and choose some of the Talk It Over—Reflection Questions to wrap up the experience. Share slide 36 which includes the lesson authors' contact information for future reference.

TALK IT OVER—REFLECTION QUESTIONS

- What went well during small group work?
- What challenges did anyone come across during discussions and problem-solving?
- Did anyone notice any similarities between groups' solutions or information that might be beneficial to another group's solutions?
- What knowledge, resources, and skills would be needed to support implementing the proposed solutions?
- What makes solutions feasible or not feasible for Virgin Islands communities?
- Does this lesson give participants ideas on how to make more of a difference in their local community?
- What jobs or careers were identified during small group work?
- Are participants interested in learning more?

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The concept and PowerPoint used for this lesson was inspired by, and adapted with permission, from the [World Food Prize Foundation](#).

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LESSON RESOURCES

- [Link to PowerPoint](#)
- [Link to Mentimeter Instructions](#)
- [Link to Pre-test and Post-test Handout](#)
- [Agriculture, Food, and Natural Resources Careers List](#)



REFERENCES

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RELATED RESOURCES

- [Michigan 4-H Youth Development](#)
- [Career Exploration and Entrepreneurship](#)
- [Global and Cultural Education](#)
- [Leadership, Citizenship and Service](#)
- [World Food Prize Michigan Youth Institute Pre-College Program](#)
- [Michigan State University Library World Food Prize Research Guide](#)

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