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PART 6: FOOD SECURITY TASK LIST

This is the list of tasks for Part 6: Food Security

Check them off as you complete them.

TASKS

- 6-1 ☐ Analyzing Food Security Data
- 6-2 ☐ Mapping Food Connections
- 6-3 ☐ Exploring Food Security Stories
- 6-4 ☐ Examining Advertising and Food Security
- 6-5 ☐ Collecting Food Security Oral Histories
- 6-6 ☐ Analyzing Food Security Survey Data
- 6-7 ☐ Debriefing Food Security

In this part, your team will focus on exploring a diversity of food- and nutrition-related security issues in your community. Research will focus on imbalances related to nutrition, health, and medical issues, environmental effects on food access, population and urbanization imbalances, and local and global food connections that may be important for how the food security problem is defined locally.

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6-1 Analyzing Food Security Data

Welcome to Part 6: Food Security, and Task 6-1. In Part 5 the team learned more about how food is cooked and preserved to meet dietary needs. Having regular access to healthy foods to cook and preserve is one thing to consider when thinking about food security. At a very basic level, food security means regularly having enough food to eat; not just today or tomorrow, but also next month and next year. Understanding the dimensions of food security in your community and communities around the world is an important step as the team begins developing your action plan in Part 7.

Objective

In this task, the team will be analyzing some global data about different dimensions of food security. The team can use this data, plus data collected in other parts, to begin analyzing food security in your community.

In this task, the team will be focusing on the following questions from the question map:

- **What effects do changes in population and urbanization have on food and nutritional security?**
- **What effects do changes in economic and social dynamics have on food and nutritional security?**

1. Go to the Task 6-1 folder and get the Analyzing Food Security Data Analysis Guide questions.
2. Use the information and questions in the task folder to guide your analysis of the data.
3. Discuss how this data and analysis could be useful when thinking about the question: What effects do changes in population and urbanization have on food and nutritional security?
4. Discuss how this data and analysis could be useful when thinking about the question: What effects do changes in economic and social dynamics have on food and nutritional security?
5. Discuss how this data and analysis could be useful when thinking about the problem question: **How do we ensure good nutrition for all?**

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6-2 Mapping Food Connections

In Task 6-1 you learned more about the overall state of food security across the world. There are many things that can affect the food security of a place. Food security means regularly having enough food to eat; not just today or tomorrow, but also next month and next year. In Part 4, the team explored where people are accessing food in the community. Food access is a major component of the food security of a place. The team may have also learned that many of the foods you eat come both from within and outside your region of the world. Understanding globally where the food you access comes from will help the team better understand the connections between different regions of world and how they might affect current and future food security.

Objective

In this task, the team will be analyzing and mapping some global data about which regions of the world provide food for other regions. Using this data and map, the team can better understand where the foods you are consuming are primarily coming from.

In this task, the team will be focusing on the following question from the question map:

- What are the local and global food connections that may affect food and nutritional security?

1. Go to the Task 6-2 folder and get the Mapping Food Connections Data (Countries-Regions Table and Regional Composition Table) and World Map.
2. Using the Countries-Regions Table, find your country on the list.
3. Determine which region and subregion your country belongs to.
4. Look at the Regional Composition Table.
5. Find your Region_Subregion in the first column: Region Consuming Food. The second column provides a list of the regions contributing food to your region. The third column provides a percentage of how much food that region provides to your region.
6. Determine the top five regions that contribute food to your region.
7. Obtain the world map.

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8. Locate your country/region on the map.
9. Locate the top five regions on the map that you identified in step 6. Use the Countries-Regions Table to identify specific countries in each region
10. Draw an arrow on the map from each of the top five regions that you identified in step 6 to your own region.
11. Determine how the food from each region would need to be transported to get from that region to your region.
    - What shipping route do you think would be best to get the food to your region from each region?
    - What types of shipping methods (boats/trains/trucks/planes) would be needed to get the food from each region to your region?
12. What does this data tell the team about the food connections between your region and other regions of the world?
13. Why do you think your region gets a percentage of its food from these particular regions?
14. What do you think would happen if one or more these regions decided to reduce or no longer provide your region with food? How do you think your region should respond if this were to happen?
15. Select any other region from the Regional Composition Table and conduct the same analysis for that region. How does that region's data compare with your region? Compare and contrast.
16. Discuss how this data and analysis could be useful when thinking about the question, What are the local and global food connections that may affect food and nutritional security?
17. Discuss how this data and analysis could be useful when thinking about the problem question: **How do we ensure good nutrition for all?**

Hooray! You completed Task 6-2. Check it off the task list. *Go to Task 6-3!*

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6-3 Exploring Food Security Stories

In Task 6-1 and Task 6-2 the team learned more about the overall state of food security and food connections between regions of the world. Food security means regularly having enough food to eat; not just today or tomorrow, but also next month and next year. When thinking about food security, a community must think about the past, present, and future. There are many things locally and globally that can affect the food security of a place in the past, present, and future. Impacts to food security can come in many forms, such as environmental, economic, and social. The team must begin understanding the diversity of impacts that might affect your community's food security now and in the future. One helpful way to reflect on your own community is to look at how food security has been affected in other places in the past. Using historical and present knowledge, the team can reflect on things that could affect food security in your community.

Objective

In this task, the team will be learning about the historical and current impacts on food security of the native peoples of the Pacific Northwest. The team will then use this example to reflect on any similar effects on food security present in your community. In this task, the team will be focusing on the following questions from the question map:

- What effects do changes in the environment have on food and nutritional security?
- What effects do changes in economic and social dynamics have on food and nutritional security?
- What effects do changes in population and urbanization have on food and nutritional security?

1. Access the activities at **https://americanindian.si.edu/nk360/pnw-history-culture/** or go to the Task 6-3 folder and get the materials and instructions to complete the Native Knowledge 360° activity: **Why Do the Foods We Eat Matter: How Do Threats to Salmon Impact Native People and Nations of the Pacific Northwest?**

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2. Discuss how the salmon example could be useful when thinking about the questions:
   - What effects do changes in the environment have on food and nutritional security?
   - What effects do changes in economic and social dynamics have on food and nutritional security?
   - What effects do changes in population and urbanization have on food and nutritional security?
3. Based on previous or current research the team is conducting, identify any possible present or future environmental, economic, or social impacts to food security in your community.
4. Using the list of community partners the team developed in Task 2-6, identify any people you could talk to about potential impacts to food security in your community.
5. Talk with these people to help the team identify any past, present, or future impacts to food security in your community in the following categories:
   - Environmental impacts
   - Economic impacts
   - Social impacts
   - Population impacts
   - Urbanization impacts
6. Discuss how this analysis could be useful when thinking about the problem question: **How do we ensure good nutrition for all?**

Hooray! You completed Task 6-3. Check it off the task list. *Go to Task 6-4!*

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6-4

Assessing and Mapping Food Advertisements

In the previous tasks in Part 6, the team learned more about food security. There are many things that influence what people choose to eat. Food choice is one main issue to consider when thinking about food security in the community. Understanding what influences people's decisions about what foods they eat will help the team when considering the problem question: How do we ensure good nutrition for all?

Food advertising is one thing that is known to influence decisions about what foods people choose to eat. Marketing teams for companies use TV and online commercials, billboards and signs, magazines and other strategies to try to get you to buy their food products. Assessing these advertisements and knowing where they are located in your community is the first step in understanding what is influencing food choices, and how that could be affecting the past, current, and future food security in your community.he past, current, and future food security of the community.

Objective

In this task, the team will assess a variety of food advertisements and the marketing strategies used to make them. Then the team will identify and map the locations of food advertisements within your research site. The team will use this analysis to think about how this advertising may affect food choices and food security in your community.

In this task, the team will be focusing on the following questions from the question map:

- What effects do food advertising and news have on food and nutritional security?
- What evidence could we collect to help define food- and nutrition-related problems in our community?

1. Go to the Task 6-4 folder and get Examining Food Advertisements and the example advertisements.
2. As a team, use this resource to learn about different advertising and marketing techniques companies use to get people to buy their products.

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3. Conduct an assessment of each of the example advertisements using the guiding questions in the task folder.
4. Go to the Task 6-4 folder and get the Assessing Food Advertisements—Food Journal Product/Brand Advertisement Analysis instructions.

5. Follow the instructions and use the food journals you have collected in Part 3 to gather and analyze the advertising of food products people are eating in your community.
6. Go to the Task 6-4 folder and get the Assessing Food Advertisements—Mapping Community Food Advertising instructions.

7. Follow the instructions to identify, map, and assess the locations of physical food advertising in your research site.
8. Discuss as a team:
   - Which foods seem to have the most advertising in your community?
   - Which foods seem to have the least advertising in your community?
   - Why do you think some foods have more advertising than others?
   - What are some of the negative sides of the food products that you don't see in the ads?
   - Based on your community research, how might advertising be affecting the food security of your community?
   - What suggestions would you make to the community when thinking about food advertising in the future?
   - How might understanding food advertising and where it is located be useful when thinking about the problem question: **How do we ensure good nutrition for all?**

Hooray! You completed Task 6-4. Check it off the task list. *Go to Task 6-5!*

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6-5

Collecting Food Security Oral Histories

In Tasks 2-5, 3-6, 4-6, and 5-5 the team collected oral histories about connections between food and your community's culture, identities, and histories. It is helpful to document and collect data from a variety of perspectives so you can become aware of these types of connections in the community. This will be particularly useful when you develop your community action and communication plan in Part 7.

Objective

In this task, the team will continue to interview people in the community to collect oral histories about different elements of food security over time. Remember that oral history refers both to the method of documenting an oral testimony and to the product of that process. In this task, the team will be focusing on the following questions from the question map:

- What are the connections between culture, identities, histories, and food in a community?
- What evidence could we collect to help define food- and nutrition-related problems in our community?

1. Go to the Task 6-5 folder and get the list of interview questions, interview tips, and safety tips to use when conducting interviews in the community.

Pre-Interview

1. Read through the list of interview questions.
2. Make a list of people in your community you could interview. Think about interviewing the same people from Tasks 2-5, 3-6, and 4-6, or the people you collected food journals from in Task 3-2. Consider:
   - Family
   - Friends
   - Neighbors
3. Identify any equipment the team could use to record audio or video of interviews.

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6-5

4. Practice interviewing other team members, taking notes, and using audio/video recording equipment (if available).
5. Read through the pre-interview tips to keep in mind in the task folder.

Interview

1. Read through the interview tips to keep in mind in the task folder.
2. Set up and conduct the interviews.

Post-Interview

1. Compile all notes and any audio/video recordings from the interviews.
2. Analyze the notes and recordings.
   - Describe what you noticed in the interviews.
   - What are some interesting stories or information in the responses?
   - Identify any foods or stories that you were unfamiliar with.
   - Identify any foods or stories that you were familiar with.
   - Which questions did most people in the community have similar responses to?
   - Which questions did people in the community have different responses to?
3. Discuss how these oral history interviews could be useful when thinking about the question, **What are the connections between culture, identities, histories, and food in a community?**
4. Discuss how these oral history interviews could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**

Research Tip

Use the field safety tips in the safety documents on Learning Lab before going out into the community to survey or interview people. Be polite, never go alone, and always be aware of your surroundings.

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6-6

Analyzing the Food Security Survey Data

In Tasks 1-3, 2-2, 3-7, 4-7, and 5-6 the team collected survey data from the team and the community about what people think about food and nutrition.

Objective

In this task, the team will focus on analyzing the survey results of Parts 6 of the surveys. This analysis will help the team better understand the following questions from the question map:

- **What do people in our local community think and know about food and nutrition?**
- **What are effective ways to share and communicate our action plan with the local community?**

1. Go to the Task 6-6 folder and get the survey analysis instructions and questions.
2. Gather all of the surveys completed in Task 1-3 and Task 2-2.
3. In this task, the team will only look over part 6 of the survey: Food Security.
4. As a team, determine how to compile the answers to part 6 for all of the surveys collected in Task 1-3 and Task 2-2. You will want to analyze the compiled data for all surveys. Develop your own method for compiling the data for part 6, or use one of the methods in the instructions.
5. Create some graphs about this compiled data. Be creative!
6. Use the graphs and compiled data to answer these questions:
   - What interesting patterns do you see in the data from the survey questions in part 5?
   - Which questions did most people agree about?
   - Which questions did people have different responses for?

Research Tip

As you may have noticed, the survey is broken into the same parts as this research guide. Analyze only the results from that part of the survey while working on that Part of the guide to make the analysis more manageable.

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7. Discuss how this survey evidence could be useful when thinking about the question, **What do people in our local community think and know about food and nutrition?**
8. Discuss how this survey evidence could be useful when thinking about the question, **What are ways we can share and communicate our action plan with the local community?**
9. Discuss how this survey evidence could be useful when thinking about the problem question, **How do we ensure good nutrition for all?**
10. Select two or three questions from these survey questions, write a claim, and provide the supporting evidence for the claim based on the question and the data evidence collected. For example:
    - Malnutrition and obesity are both issues in our community.
    - Many individuals in our community find it difficult to afford food.
11. What evidence supports your claims? As a team, share some claims you created and the evidence that supports each claim, using this data.

Hooray! You completed Task 6-6. Check it off the task list. *Go to Task 6-7!*

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6-7

Debriefing Food Security

This is the last task of Part 6: Food Security.

Objective

In this task, the team will debrief Part 6: Food Security. This is good to do before you move on to the next part. Each debrief will be very similar and is broken down into the same parts. The objective is to think about and discuss helpful information that was gathered during that part before moving on.

Remember the team norms.

- Recognize the benefits of listening to a range of different perspectives and viewpoints.
- Be open to new ideas and perspectives that challenge your own.
- Be willing to cooperate with others to change things for the better.

Remember to use your meaningful conversation starters as needed throughout this discussion.

- I agree with_____because . . .
- I disagree with_____because . . .
- I'd like to go back to what_____said about . . .
- I'd like to add . . .
- I noticed that . . .
- Another example is . . .

Remember when you are making claims from evidence to use the following sentences.

- I think this claim is best supported because . . .
- I do not think this claim is best supported because . . .
- I think this piece of evidence supports this claim because . . .
- I do not think this piece of evidence supports this claim because . . .

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6-7

1. Go to the Task 6-7 folder to get the Debriefing Food Security Data instructions.
2. Follow the instructions in the task folder to complete the six sections of the debrief.
   - Research Site Map Analysis
   - Community Partners
   - Perspectives
   - Identity
   - Question Map Analysis
   - Problem Question

Hooray! You completed Task 6-7 and Part 6. Check it off the task list.

Congratulations! You have completed **Part 6** of your research. Give yourself a pat on the back.

Continue to Part 7: Community Action Plan

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Task 6-1 Analyzing Food Security Data Analysis Guide

#1: Population Size and Annual Growth Rate for the World 1950–2020

The solid black line on this graph shows global population from 1950 to 2020. The dashed black line also shows the projected population to the year 2100. The yellow line shows the population growth rate. This is the rate at which the number of individuals in a population changes in a given time period.

1. What was the approximate global population in 1950?
2. What is the approximate global population in 2020?
3. What is the difference in global population between 1950 and 2020?
4. How has the global population changed between 1950 and 2020?
5. What is the projected population in 2050? 2100?
6. Describe the general trend in the projected population between 2020 and 2100.
7. How and why would population data like this be useful and of interest to the team when thinking about food?

#2: Population by Region 1950–2020; Projections 2020–2100

This graph shows the population of different regions of the world between 1950 and 2020. The dotted lines then show projections of population changes to the year 2100.

1. Find the region on the graph where you live. How has the population of that region changed between 1950 and 2020?
2. How does the population change in your region between 1950 and 2020 compare to the change in other regions around the world?
3. Describe the projected population change in your region between 2020 and2100?
4. What do you think could be affecting this projection?
5. How does the projected population change in your region between 2020 and 2100 compare to the change in other regions?
6. How and why would regional population data like this be useful and of interest to the team when thinking about food?

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#3: Prevalence of Overweight People in by Age Group and Region, 2000–2018

The term "overweight" refers to body weight that is greater than what is considered normal or healthy for people of a certain height. Being overweight is generally due to extra body fat.

1. Describe any changes in the number of overweight people between 2000 and 2018 globally for each of the following age groups:
    a. < 5 years
    b. ≥ 5–19 years
    c. Adults (18+ years)
2. Globally, what do you think could be causing these changes in the number of overweight people between 2000 and 2018?
3. Compare and contrast the six regions shown on this graph. What similarities and differences do you see between the six regions for different age groups?
4. What do you think could be causing the differences between the six regions and age groups?
5. How and why could data like this about the prevalence of overweight people be useful and of interest to the team when thinking about food?

#4: Undernourished People in the World, 2005–2018

Undernourishment is defined as not having the amount of food needed to meet minimum energy requirements for a population. Many factors, such as food access and economics, can impact affect many people are considered undernourished. Look at this graph of number of undernourished people in the world between the years 2005 and 2018. It also includes a percentage of the world population that is considered undernourished.

1. Describe any changes in the number of people who are undernourished between 2005 and 2018. What do you think could be causing these changes in the number of undernourished people?

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2. Describe any changes in the prevalence (percentage) of undernourishment between 2005 and 2018.
3. Describe any relationships you see between the number of undernourished people and the prevalence of undernourishment between 2005 and 2018. What do you think could be causing these changes?
4. How and why could data like this about undernourished people be useful and of interest to the team when thinking about food?

#5: Composition of Geographic Regions

Use this list to determine which geographic region each country belongs to.

1. Identify which geographic region your country belongs to.
    a. Africa
    b. Asia
    c. Latin America and the Caribbean
    d. Oceania
    e. Northern America and Europe
2. Identify which geographic subregion your country belongs to.
    a. Examples: Northern Africa, Central Asia, South America, Melanesia, or Eastern Europe

#6: Number of Undernourished People in the World, 2005–2018

This table includes data on the numbers of undernourished people in each region between 2005 and 2018.

1. Create a line graph of the regional data between the years 2005 and 2018 in each of the following regions.
    a. Africa
    b. Asia
    c. Latin America and the Caribbean
2. Find your geographic subregion in this data table. Choose another region if your region is not represented. (Northern America and Europe)
3. Add your subregion data to the line graph.
4. How do the trends between the different regions compare?
5. How does the trend of your subregion compare to your region as a whole?

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6. How does the trend of your subregion compare to other regions of the world?
7. How and why could data like this about undernourished people be useful and of interest to the team when thinking about food?

#7: Explanation of Food-Insecurity Severity Levels

This graphic describes the three levels of food insecurity. These levels will be used in #8 and #9. Go over the three levels of food security as a team. Refer to this graphic when looking at #8 and #9.

#8: Concentration and Distribution of Food Insecurity Across the Regions, 2018

This graphic provides information on food security levels of people in the world and across regions.

1. Compare and contrast the number of people with moderate food insecurity across the different regions.
2. Compare and contrast the number of people with severe food insecurity across the different regions.
3. Compare and contrast the number of people with moderate food insecurity within a region to the total population of that region. How does this differ across the regions?
4. Compare and contrast the number of people with severe food insecurity within a region to the total population of that region. How does this differ across the regions?
5. How and why could data like this about food security levels be useful and of interest to the team when thinking about food?

#9: Food Security and Country Income Level, 2018

This graphic shows the food security level of people in countries of different income levels.

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1. Compare and contrast the number of people with moderate food insecurity across countries with different income levels. What do you think could be causing these differences?
2. Compare and contrast the number of people with severe food insecurity across countries with different income levels. What do you think could be causing these differences?
3. Compare and contrast the number of people with moderate food insecurity within an income level to the total population of that income level. How does this differ across income levels?
4. Compare and contrast the number of people with severe food insecurity within an income level to the total population of that income level. How does this differ across income levels?
5. How and why could data like this about food security levels and income be useful and of interest to the team when thinking about food?

#10: Food Insecurity Levels Across Regions, 2014–2018

1. Describe the trends of the total percentage of food insecure people across each region between 2014 and 2018.
2. What do you think could be causing these differences between the different regions of the world?
3. Describe the trend of the total percentage of food insecure people within your region between 2014 and 2018.
4. What do you think could be causing these differences over time within your region?

#11: Food Insecurity and Gender, 2016–2018 Three-Year Averages

This graph shows food insecurity levels for men and women across the different regions of the world.

1. Compare and contrast the percentage of men and of women experiencing moderate food insecurity across the regions.
2. What do you think could be causing these differences between men and women in different regions of the world?
3. Compare and contrast the total percentage of men and of women experiencing severe food insecurity within your region. What do you think

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could be causing these differences between men and women in your region?

4. Compare and contrast the total percentage of men and of women experiencing food insecurity in the world as a whole.
5. What do you think could be causing these differences between men and women in the world?

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Task 6-1. Analyzing Food Security Data

Sources:

FAO, IFAD, UNICEF, WFP, and WHO. (2019). *The State of Food Security and Nutrition in the World 2019. Safeguarding against economic slowdowns and downturns.* Rome, Italy: Food and Agriculture Organization of the United Nations.

United Nations Department of Economic and Social Affairs, Population Division. (2019). *World Population Prospects 2019.*

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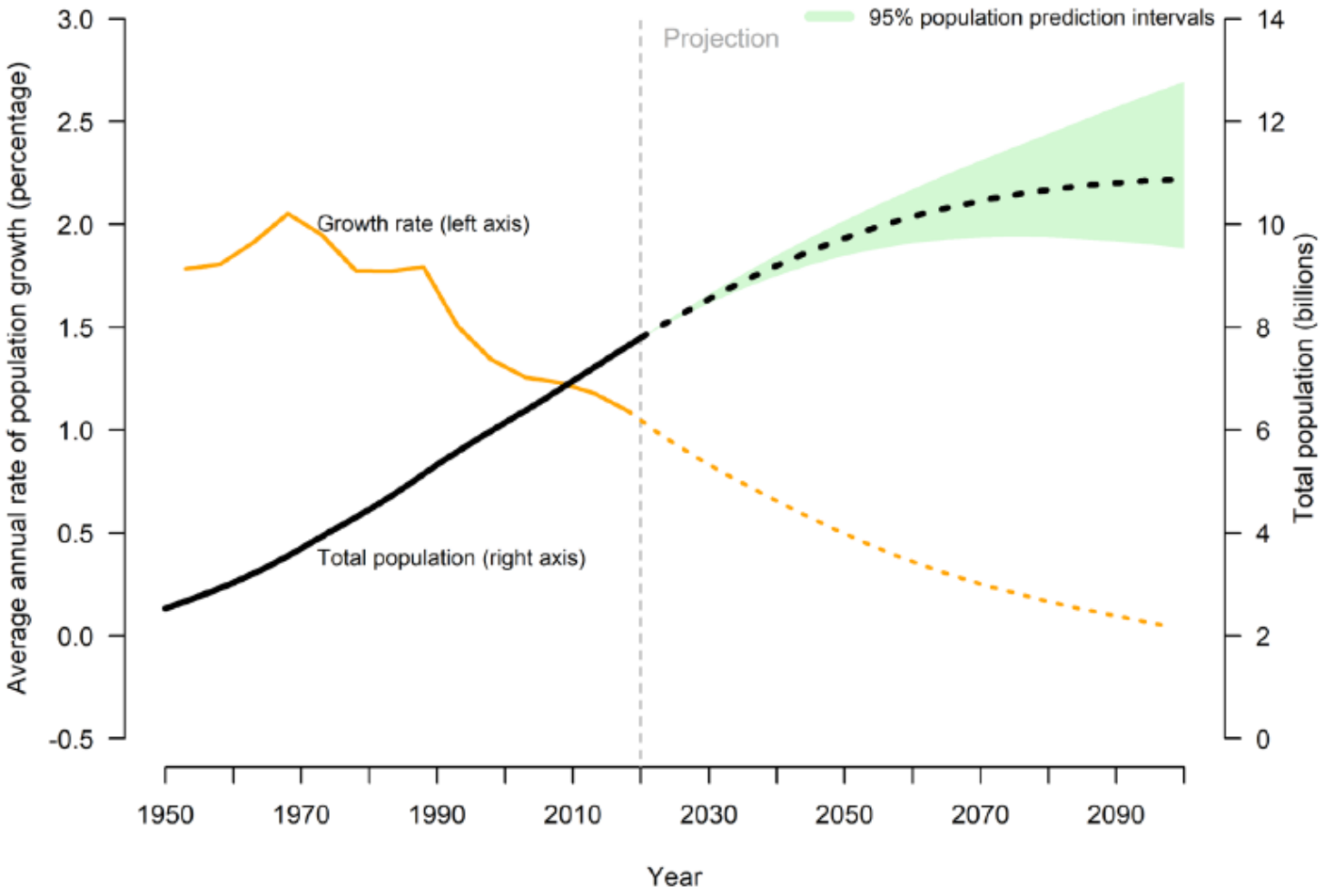
#1: Population Size and Annual Growth Rate for the World 1950–2020



Data source: United Nations, Department of Economic and Social Affairs, Population Division (2019). *World Population Prospects 2019.*

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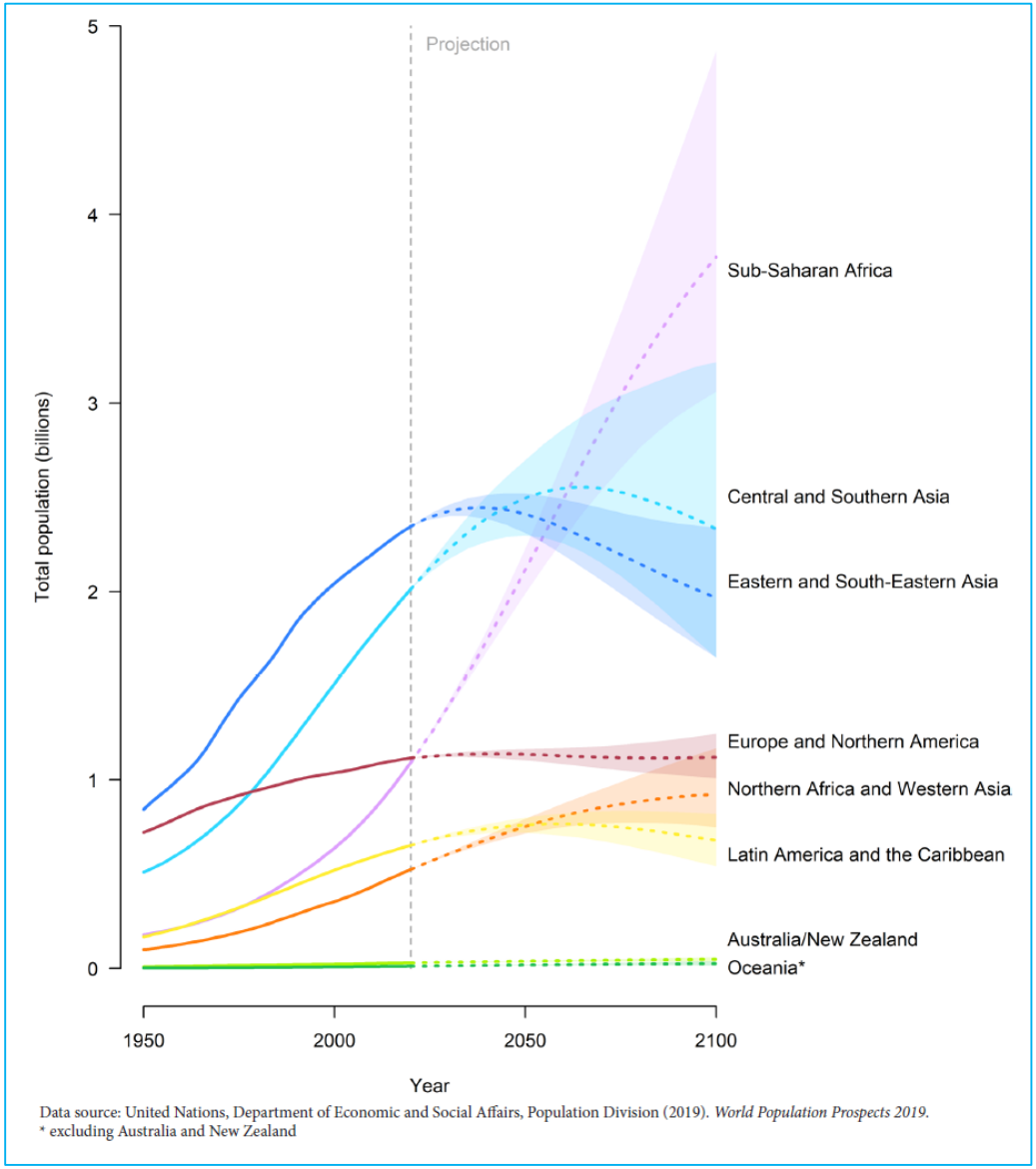
#2: Population by Region 1950–2019; Projections 2020–2100



Data source: United Nations, Department of Economic and Social Affairs, Population Division (2019). *World Population Prospects 2019.*
* excluding Australia and New Zealand

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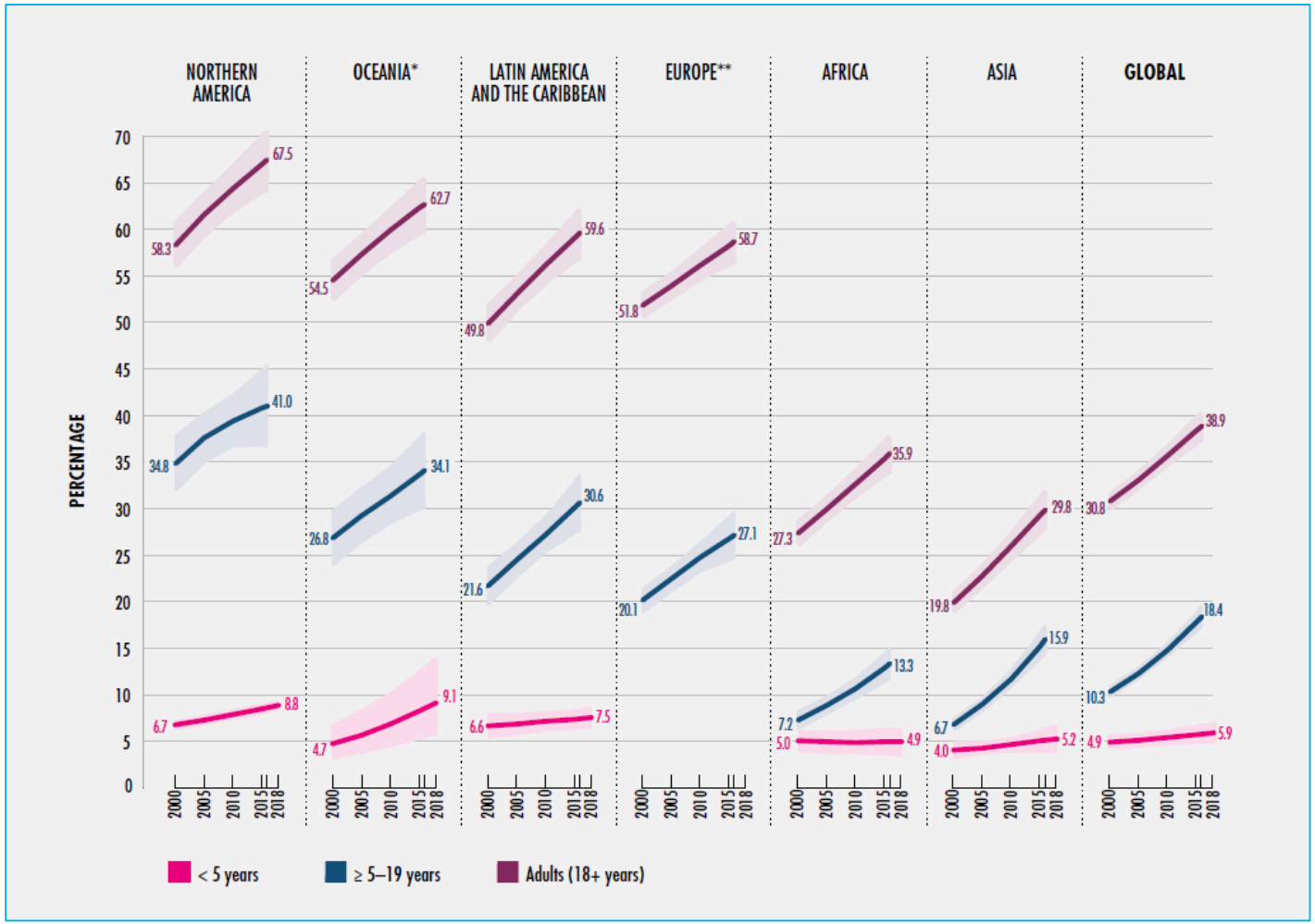
#3: Prevalence of Overweight People by Age Group and Region, 2000–2018



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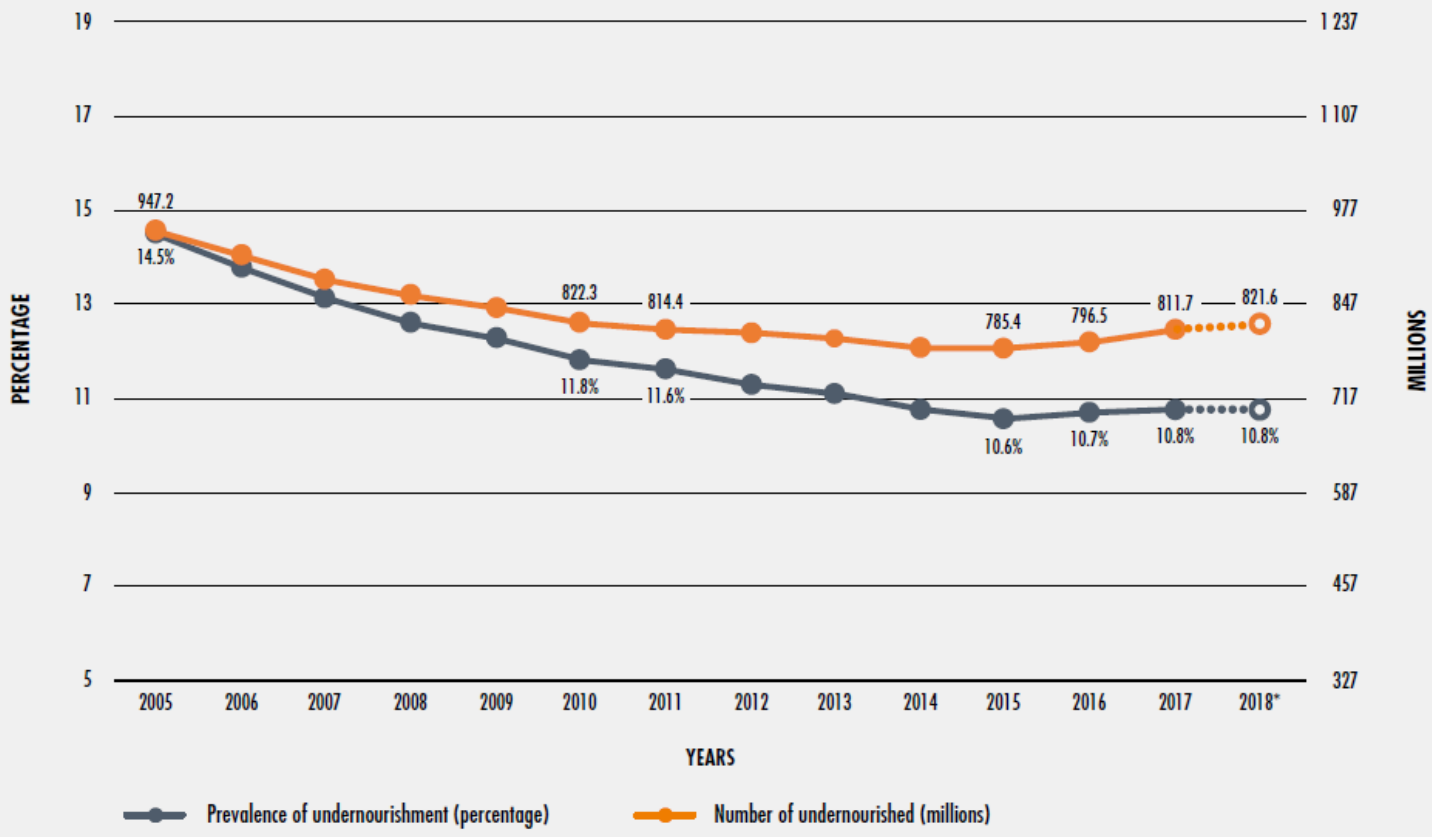
#4: Undernourished People in the World, 2005–2018



NOTES: * Values for 2018 are projections as illustrated by dotted lines and empty circles. The entire series was carefully revised to reflect new information made available since the publication of the last edition of the report; it replaces all series published previously. See Box 2.
SOURCE: FAO.

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#5

Composition of geographic regions

AFRICA

Northern Africa: Algeria, Egypt, Libya, Morocco, Sudan, Tunisia and Western Sahara.

Sub-Saharan Africa

Eastern Africa: Burundi, Comoros, Djibouti, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Mauritius, Mozambique, Rwanda, Seychelles, Somalia, South Sudan, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.

Middle Africa: Angola, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Equatorial Guinea, Gabon, and Sao Tome and Principe.

Southern Africa: Botswana, Eswatini, Lesotho, Namibia and South Africa.

Western Africa: Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea-Bissau, Liberia, Mali, Mauritania, Niger, Nigeria, Senegal, Sierra Leone and Togo.

ASIA

Central Asia: Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan.

Eastern Asia: China, Democratic People's Republic of Korea, Japan, Mongolia and Republic of Korea.

South-eastern Asia: Brunei Darussalam, Cambodia, Indonesia, Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor-Leste and Viet Nam.

Southern Asia: Afghanistan, Bangladesh, Bhutan, India, Iran (Islamic Republic of), Maldives, Nepal, Pakistan and Sri Lanka.

Western Asia: Armenia, Azerbaijan, Bahrain, Cyprus, Georgia, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syrian Arab Republic, Turkey, United Arab Emirates and Yemen.

LATIN AMERICA AND THE CARIBBEAN

Caribbean: Antigua and Barbuda, Bahamas, Barbados, Cuba, Dominica, Dominican Republic, Grenada, Haiti, Jamaica, Puerto Rico, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, and Trinidad and Tobago.

Latin America

Central America: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Nicaragua and Panama.

South America: Argentina, Bolivia (Plurinational State of), Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peru, Suriname, Uruguay and Venezuela (Bolivarian Republic of).

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#5

OCEANIA

Australia and New Zealand: Australia and New Zealand.

Oceania excluding Australia and New Zealand

Melanesia: Fiji, New Caledonia, Papua New Guinea, Solomon Islands and Vanuatu.

Micronesia: Kiribati, Marshall Islands, Micronesia (Federated States of), Nauru and Palau.

Polynesia: American Samoa, Cook Islands, French Polynesia, Niue, Samoa, Tokelau, Tonga and Tuvalu.

NORTHERN AMERICA AND EUROPE

Northern America: Bermuda, Canada, Greenland and United States of America.

Europe

Eastern Europe: Belarus, Bulgaria, Czechia, Hungary, Poland, Republic of Moldova, Romania, Russian Federation, Slovakia and Ukraine.

Northern Europe: Denmark, Estonia, Finland, Iceland, Ireland, Latvia, Lithuania, Norway, Sweden, and United Kingdom of Great Britain and Northern Ireland.

Southern Europe: Albania, Andorra, Bosnia and Herzegovina, Croatia, Greece, Italy, Malta, Montenegro, North Macedonia, Portugal, Serbia, Slovenia and Spain.

Western Europe: Austria, Belgium, France, Germany, Luxembourg, Netherlands and Switzerland.

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#6

NUMBER OF UNDERNOURISHED PEOPLE IN THE WORLD, 2005–2018

	Number of undernourished (millions)					
	2005	2010	2015	2016	2017	2018*
WORLD	**947.2**	**822.3**	**785.4**	**796.5**	**811.7**	**821.6**
AFRICA	**196.0**	**199.8**	**217.9**	**234.6**	**248.6**	**256.1**
Northern Africa	9.7	8.5	15.5	16.1	16.5	17.0
Sub-Saharan Africa	176.7	180.6	202.4	218.5	232.1	239.1
Eastern Africa	113.5	118.6	119.3	126.9	129.8	133.1
Middle Africa	36.2	36.5	37.9	41.1	43.2	44.6
Southern Africa	3.6	4.2	5.0	5.5	5.4	5.3
Western Africa	33.0	31.9	40.3	45.0	53.7	56.1
ASIA	**688.6**	**572.1**	**518.7**	**512.3**	**512.4**	**513.9**
Central Asia	6.5	4.6	3.8	3.8	4.0	4.1
Eastern Asia	219.1	178.4	138.1	137.8	138.1	137.0
South-eastern Asia	103.8	75.9	61.9	61.9	61.1	60.6
Southern Asia	339.8	293.1	286.1	278.3	276.4	278.5
Western Asia	19.4	20.1	28.8	30.5	32.7	33.7
Western Asia and Northern Africa	*29.1*	*28.6*	*44.3*	*46.6*	*49.2*	*50.6*
LATIN AMERICA AND THE CARIBBEAN	**51.1**	**40.7**	**39.1**	**40.4**	**41.7**	**42.5**
Caribbean	9.1	8.0	7.7	7.6	7.7	7.8
Latin America	42.1	32.6	31.5	32.9	34.0	34.7
Central America	12.4	11.6	10.9	10.6	10.7	11.0
South America	29.6	21.1	20.6	22.2	23.2	23.7
OCEANIA	**1.8**	**1.9**	**2.3**	**2.4**	**2.5**	**2.6**
NORTHERN AMERICA AND EUROPE	**n.r.**	**n.r.**	**n.r.**	**n.r.**	**n.r.**	**n.r.**

NOTES: * Projected values. See Box 2 and Annex 1B for a description of how the projections are made.
n.r. = not reported, as the prevalence is less than 2.5 percent. Regional totals may differ from the sum of subregions, due to rounding. For country compositions of each regional/subregional aggregate, see Notes on geographic regions in statistical tables inside the back cover.
SOURCE: FAO.

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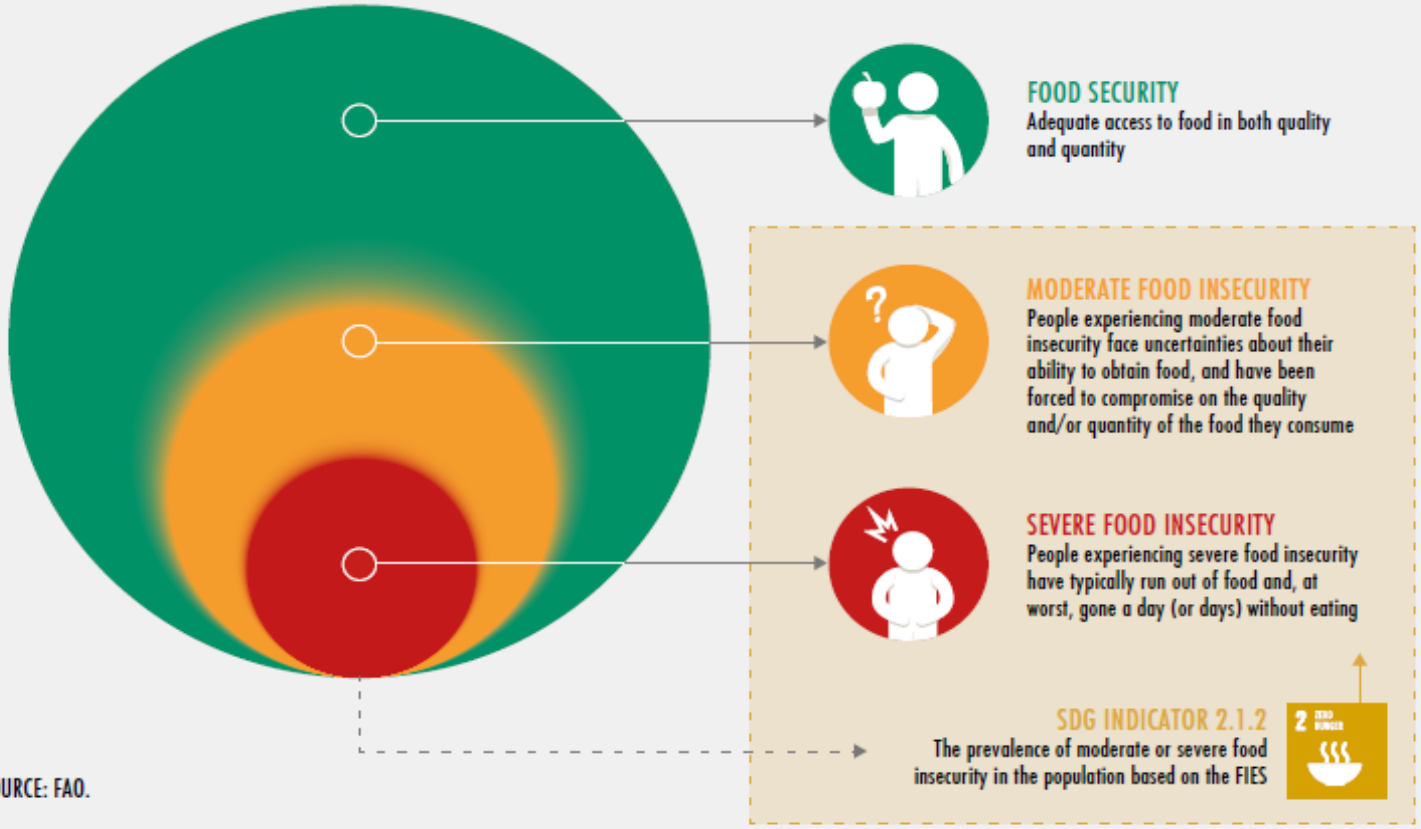
#7

EXPLANATION OF FOOD-INSECURITY SEVERITY LEVELS MEASURED BY THE FIES IN SDG INDICATOR 2.1.2



SOURCE: FAO.

[1] UN. 2017. United Nations Statistical Commission – 48th Session (2017). In: *UNSD – United Nations Statistical Commission* [online]. New York, USA. [Cited 4 April 2019]. https://unstats.un.org/unsd/statcom/48th-session; and UN. 2017. *Indicator 2.1.2: Prevalence of moderate or severe food insecurity in the population, based on the Food Insecurity Experience Scale (FIES).* [Cited 4 April 2019]. https://unstats.un.org/sdgs/metadata/files/Metadata-02-01-02.pdf

[2] The other three dimensions of food security are food availability, utilization and stability.

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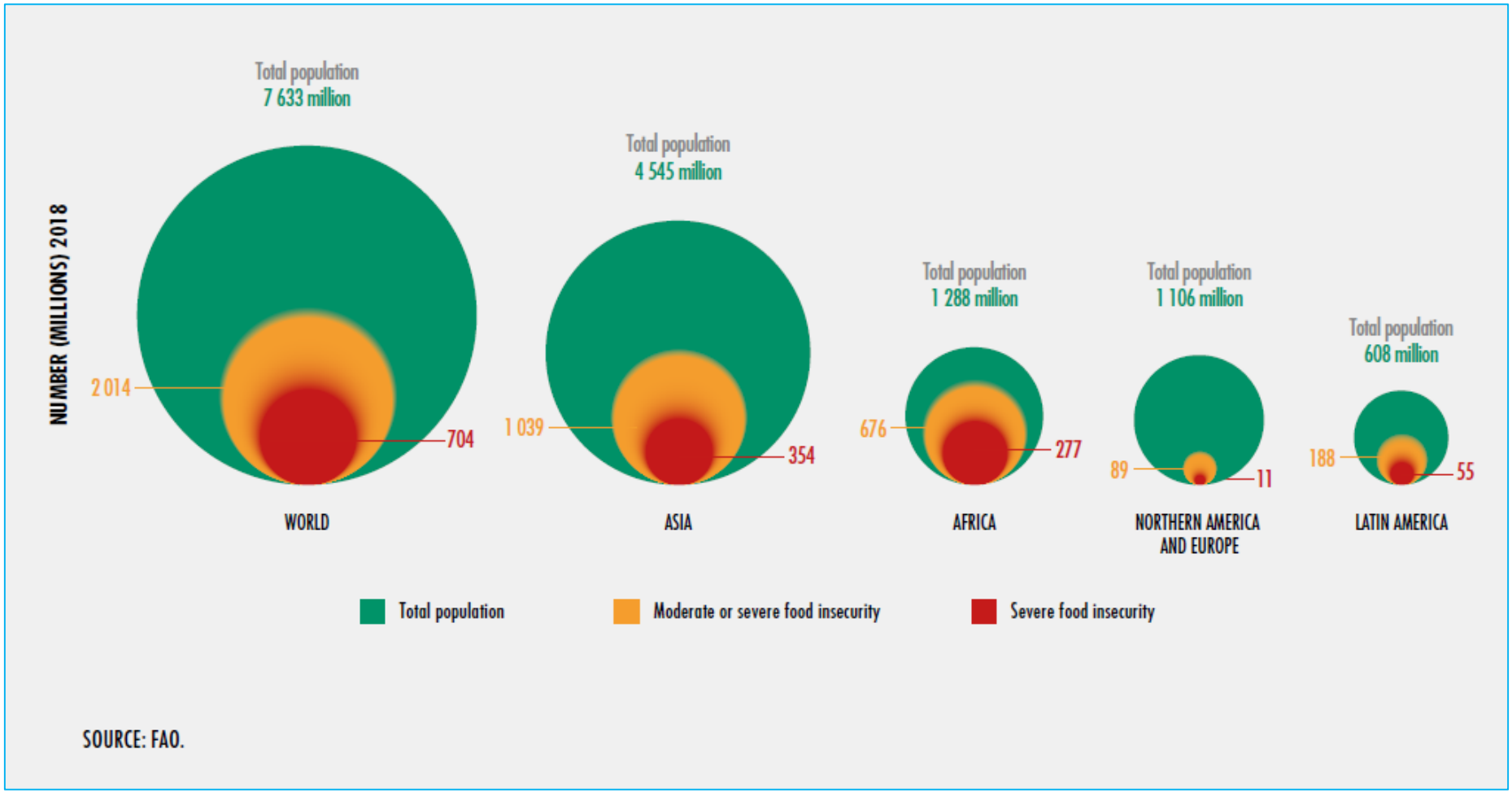
#8: Concentration and Distribution of Food Insecurity Across the Regions, 2018



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#9: Food Security and Country Income Level, 2018

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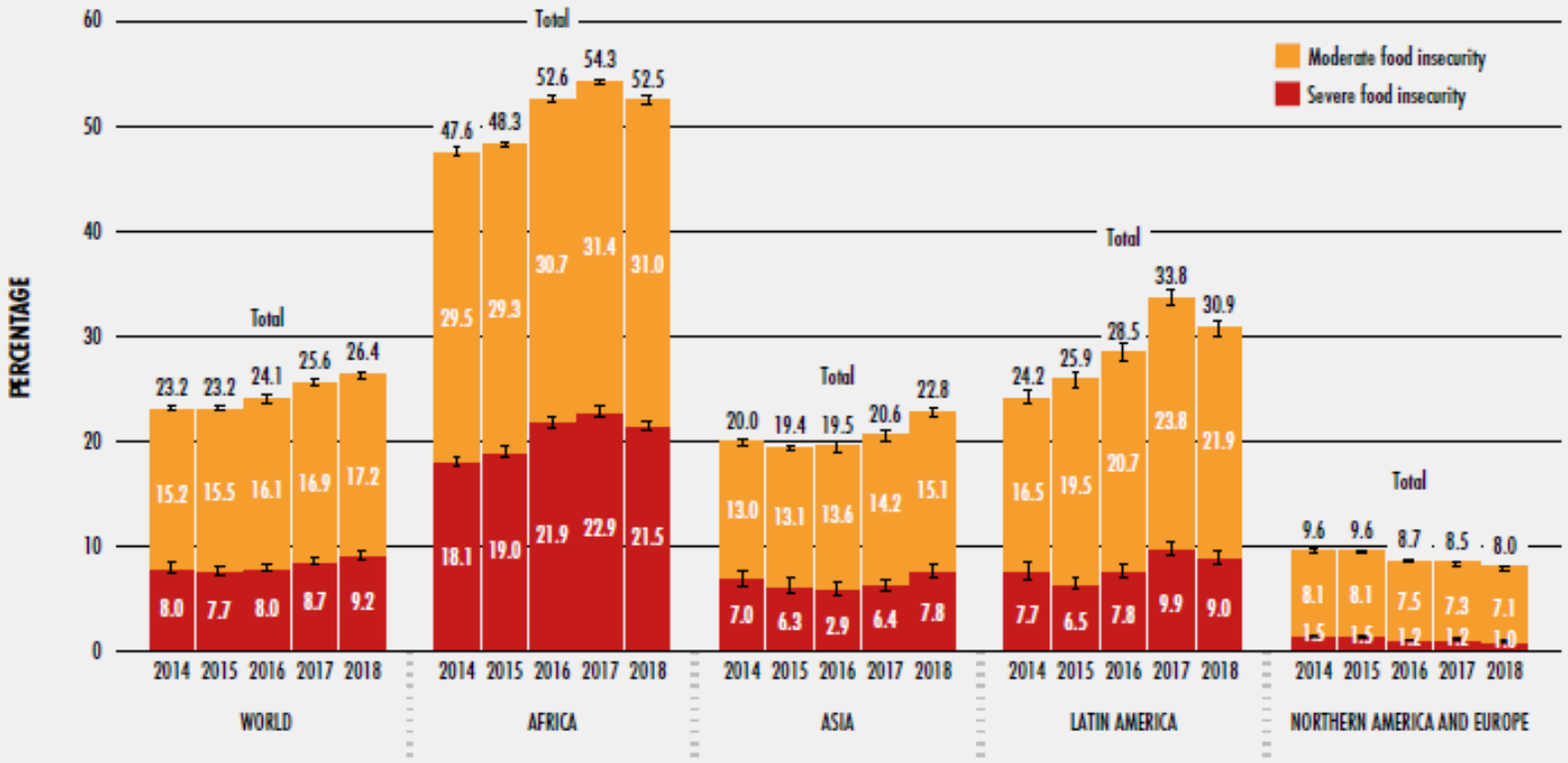
#10: Food Insecurity Levels Across Regions, 2014–2018



NOTES: Differences in total are due to rounding of figures to the nearest decimal point.
SOURCE: FAO.

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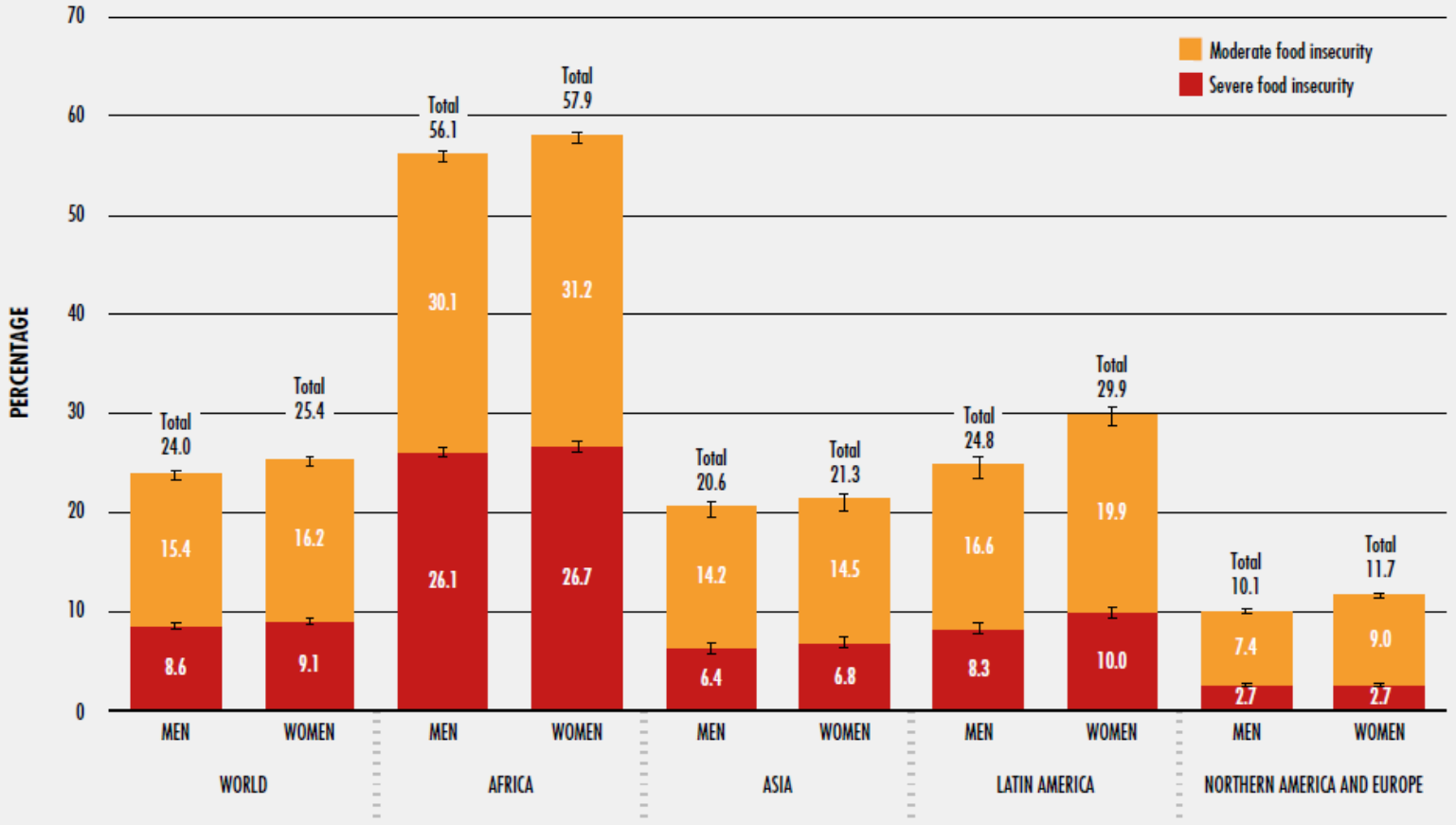
#11: Food Insecurity and Gender, 2016–2018 Three-Year Averages



NOTES: Differences in total are due to rounding of figures to the nearest decimal point.
SOURCE: FAO.

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	Africa					Americas						Asia						Europe				Pacific Region	
Country	Central	East	IOI	South	West	Caribbean	Central and Mexico	North	South Andean	South Temperate	South Tropical	Central	East	South	Southeast	West	Mediterranean—South and East	Eastern North	Eastern South	Western North	Western South	ANZAC	Tropical
Afghanistan																x							
Albania																			x				
Algeria																	x						
American Samoa																							x
Angola	x			x																			
Antigua and Barbuda						x																	
Argentina										x													
Armenia												x							x				
Australia																						x	
Austria																				x			
Azerbaijan												x											
Bahamas						x																	
Bahrain																x							
Bangladesh														x									
Barbados						x																	
Belarus																		x					
Belgium																				x			
Belgium-Luxembourg																				x			
Belize							x																
Benin					x																		
Bermuda						x																	
Bhutan														x									
Bolivia (Plurinational State of)									x		x												
Bosnia and Herzegovina																			x				
Botswana				x																			
Brazil											x												
Brunei Darussalam															x								
Bulgaria																			x				
Burkina Faso					x																		
Burundi		x																					
Cabo Verde					x																		
Cambodia															x								
Cameroon	x																						
Canada								x															
Cape Verde					x																		
Central African Republic	x																						
Chad					x																		
Chile									x	x													
China													x										
China, Hong Kong SAR													x										
China, Macao SAR													x										
China, mainland													x										
China, Taiwan Province of													x										
Colombia									x		x												
Comoros			x																				
Congo	x																						
Cook Islands																							x
Costa Rica							x																
Côte d'Ivoire					x																		
Croatia																			x				
Cuba						x																	
Cyprus																	x						
Czech Republic																		x					
Czechoslovakia																		x					
Democratic People's Republic of Korea													x										
Democratic Republic of the Congo	x																						
Denmark																				x			
Djibouti		x																					
Dominica						x																	
Dominican Republic						x																	
Ecuador									x		x												
Egypt																	x						
El Salvador							x																
Equatorial Guinea	x																						
Estonia																		x					
Ethiopia		x																					
Ethiopia PDR		x																					
Faroe Islands																				x			
Fiji																							x
Finland																				x			
France																				x	x		
French Guiana											x												
French Polynesia																							x
Gabon	x																						
Gambia					x																		
Georgia												x							x				
Germany																				x			
Ghana					x																		

Greece																		x					
Grenada						x																	
Guadeloupe						x																	
Guam																							x
Guatemala							x																
Guinea					x																		
Guinea-Bissau					x																		
Guyana											x												
Haiti						x																	
Honduras							x																
Hungary																	x						
Iceland																				x			
India														x									
Indonesia															x								
Iran (Islamic Republic of)																x							
Iraq																x							
Ireland																				x			
Israel																x	x						
Italy																					x		
Jamaica						x																	
Japan													x										
Jordan																x	x						
Kazakhstan												x											
Kenya		x																					
Kiribati																							x
Kuwait																x							
Kyrgyzstan												x											
Laos (Lao People's Democratic Republic)															x								
Latvia																	x						
Lebanon																x	x						
Lesotho				x																			
Liberia					x																		
Libya																	x						
Lithuania																	x						
Luxembourg																				x			
Macedonia (The Former Yugoslav Republic of)													x						x				
Madagascar			x																				
Malawi				x																			
Malaysia															x								
Maldives														x									
Mali					x																		
Malta																	x						
Martinique						x																	
Mauritania					x																		
Mauritius			x																				
Mexico							x																
Mongolia													x										
Montenegro																			x				
Montserrat						x																	
Morocco																	x						
Mozambique				x																			
Myanmar															x								
Namibia				x																			
Nauru																							x
Nepal														x									
Netherlands																				x			
New Caledonia																							x
New Zealand																						x	
Nicaragua							x																
Niger					x																		
Nigeria					x																		
Niue																							x
Norway																				x			
Occupied Palestinian Territory																x	x						
Oman																x							
Pakistan																x							
Panama							x																
Papua New Guinea																							x
Paraguay											x												
Peru										x	x												
Philippines															x								
Poland																	x						
Portugal																					x		
Puerto Rico						x																	
Qatar																x							
Republic of Korea													x										
Republic of Moldova																	x						
Reunion			x																				
Romania																	x						
Russian Federation																	x						
Rwanda		x																					
Saint Kitts and Nevis						x																	
Saint Lucia						x																	

Saint Vincent and the Grenadines						x																	
Samoa																							x
Sao Tome and Principe	x																						
Saudi Arabia																x							
Senegal					x																		
Serbia																			x				
Seychelles			x																				
Sierra Leone					x																		
Singapore															x								
Slovakia																		x					
Slovenia																			x				
Solomon Islands																							x
Somalia		x																					
South Africa				x																			
Spain																					x		
Sri Lanka														x									
Sudan (former)		x																					
Suriname												x											
Swaziland				x																			
Sweden																				x			
Switzerland																				x			
Syrian Arab Republic																x	x						
Tajikistan													x										
Tanzania (United Republic of)				x																			
Thailand															x								
Timor-Leste															x								
Togo					x																		
Tokelau																							x
Tonga																							x
Trinidad and Tobago						x																	
Tunisia																	x						
Turkey																x	x		x				
Turkmenistan													x										
Tuvalu																							x
Uganda		x																					
Ukraine																		x					
United Arab Emirates																x							
United Kingdom																				x			
United States of America								x															
Uruguay										x													
USSR													x					x					
Uzbekistan													x										
Vanuatu																							x
Venezuela (Bolivarian Republic of)												x											
Viet Nam															x								
Wallis and Futuna Islands																							x
Yemen																x							
Yugoslavia (Socialist Federal Repubic of)																			x				
Zambia				x																			
Zimbabwe				x																			

Region Consuming Food	Region Contributing Food	% Contributed to Consuming Region
Africa_Central	Africa_Central	6.4%
Africa_Central	Africa_East	3.2%
Africa_Central	Africa_Southern	2.9%
Africa_Central	Africa_West	7.5%
Africa_Central	America_Caribbean	0.8%
Africa_Central	America_Central_and_Mexico	17.4%
Africa_Central	America_North	0.1%
Africa_Central	America_South_andean	1.9%
Africa_Central	America_South_temperate	0.0%
Africa_Central	America_South_tropical	13.4%
Africa_Central	Asia_Central	4.2%
Africa_Central	Asia_East	2.9%
Africa_Central	Asia_South	8.8%
Africa_Central	Asia_Southeast	8.0%
Africa_Central	Asia_West	5.2%
Africa_Central	Europe_Eastern_north	1.9%
Africa_Central	Europe_Eastern_south	1.9%
Africa_Central	Europe_Western_north	1.9%
Africa_Central	Europe_Western_south	1.9%
Africa_Central	Mediterranean_SouthandEast	6.9%
Africa_Central	Not_Specified	2.0%
Africa_Central	Pacific_Region_tropical	0.6%
Africa_East	Africa_Central	6.9%
Africa_East	Africa_East	6.7%
Africa_East	Africa_Southern	6.1%
Africa_East	Africa_West	7.9%
Africa_East	America_Caribbean	1.5%
Africa_East	America_Central_and_Mexico	11.3%
Africa_East	America_North	0.3%
Africa_East	America_South_andean	1.6%
Africa_East	America_South_temperate	0.0%
Africa_East	America_South_tropical	5.2%
Africa_East	Asia_Central	5.2%
Africa_East	Asia_East	1.8%
Africa_East	Asia_South	8.5%
Africa_East	Asia_Southeast	6.7%
Africa_East	Asia_West	7.3%
Africa_East	Europe_Eastern_north	2.2%
Africa_East	Europe_Eastern_south	2.5%
Africa_East	Europe_Western_north	2.2%
Africa_East	Europe_Western_south	2.5%
Africa_East	Mediterranean_SouthandEast	9.0%

Africa_East	Not_Specified	3.2%
Africa_East	Pacific_Region_tropical	1.4%
Africa_Indian_Ocean_Islands	Africa_Central	14.1%
Africa_Indian_Ocean_Islands	Africa_East	0.3%
Africa_Indian_Ocean_Islands	Africa_Southern	0.1%
Africa_Indian_Ocean_Islands	Africa_West	14.1%
Africa_Indian_Ocean_Islands	America_Caribbean	0.2%
Africa_Indian_Ocean_Islands	America_Central_and_Mexico	7.0%
Africa_Indian_Ocean_Islands	America_North	0.1%
Africa_Indian_Ocean_Islands	America_South_andean	0.5%
Africa_Indian_Ocean_Islands	America_South_temperate	0.0%
Africa_Indian_Ocean_Islands	America_South_tropical	5.0%
Africa_Indian_Ocean_Islands	Asia_Central	1.5%
Africa_Indian_Ocean_Islands	Asia_East	14.4%
Africa_Indian_Ocean_Islands	Asia_South	15.9%
Africa_Indian_Ocean_Islands	Asia_Southeast	15.7%
Africa_Indian_Ocean_Islands	Asia_West	1.7%
Africa_Indian_Ocean_Islands	Europe_Eastern_north	1.2%
Africa_Indian_Ocean_Islands	Europe_Eastern_south	1.3%
Africa_Indian_Ocean_Islands	Europe_Western_north	1.2%
Africa_Indian_Ocean_Islands	Europe_Western_south	1.3%
Africa_Indian_Ocean_Islands	Mediterranean_SouthandEast	2.9%
Africa_Indian_Ocean_Islands	Not_Specified	0.8%
Africa_Indian_Ocean_Islands	Pacific_Region_tropical	0.4%
Africa_Southern	Africa_Central	5.1%
Africa_Southern	Africa_East	2.0%
Africa_Southern	Africa_Southern	1.8%
Africa_Southern	Africa_West	5.4%
Africa_Southern	America_Caribbean	0.3%
Africa_Southern	America_Central_and_Mexico	20.2%
Africa_Southern	America_North	1.2%
Africa_Southern	America_South_andean	2.5%
Africa_Southern	America_South_temperate	0.0%
Africa_Southern	America_South_tropical	7.1%
Africa_Southern	Asia_Central	5.2%
Africa_Southern	Asia_East	4.5%
Africa_Southern	Asia_South	8.0%
Africa_Southern	Asia_Southeast	7.3%
Africa_Southern	Asia_West	6.0%
Africa_Southern	Europe_Eastern_north	3.1%
Africa_Southern	Europe_Eastern_south	3.1%
Africa_Southern	Europe_Western_north	3.1%
Africa_Southern	Europe_Western_south	3.1%
Africa_Southern	Mediterranean_SouthandEast	8.9%
Africa_Southern	Not_Specified	1.8%
Africa_Southern	Pacific_Region_tropical	0.3%
Africa_West	Africa_Central	9.4%

Africa_West	Africa_East	6.2%
Africa_West	Africa_Southern	6.1%
Africa_West	Africa_West	14.4%
Africa_West	America_Caribbean	0.4%
Africa_West	America_Central_and_Mexico	7.9%
Africa_West	America_North	0.0%
Africa_West	America_South_andean	0.2%
Africa_West	America_South_temperate	0.0%
Africa_West	America_South_tropical	9.3%
Africa_West	Asia_Central	1.9%
Africa_West	Asia_East	6.9%
Africa_West	Asia_South	12.3%
Africa_West	Asia_Southeast	11.3%
Africa_West	Asia_West	3.0%
Africa_West	Europe_Eastern_north	1.1%
Africa_West	Europe_Eastern_south	1.1%
Africa_West	Europe_Western_north	1.1%
Africa_West	Europe_Western_south	1.1%
Africa_West	Mediterranean_SouthandEast	3.9%
Africa_West	Not_Specified	2.0%
Africa_West	Pacific_Region_tropical	0.3%
America_Caribbean	Africa_Central	7.2%
America_Caribbean	Africa_East	0.7%
America_Caribbean	Africa_Southern	0.6%
America_Caribbean	Africa_West	7.7%
America_Caribbean	America_Caribbean	0.2%
America_Caribbean	America_Central_and_Mexico	5.2%
America_Caribbean	America_North	0.1%
America_Caribbean	America_South_andean	1.4%
America_Caribbean	America_South_temperate	0.0%
America_Caribbean	America_South_tropical	3.1%
America_Caribbean	Asia_Central	4.2%
America_Caribbean	Asia_East	8.1%
America_Caribbean	Asia_South	13.3%
America_Caribbean	Asia_Southeast	12.9%
America_Caribbean	Asia_West	4.7%
America_Caribbean	Europe_Eastern_north	4.7%
America_Caribbean	Europe_Eastern_south	4.7%
America_Caribbean	Europe_Western_north	4.7%
America_Caribbean	Europe_Western_south	4.7%
America_Caribbean	Mediterranean_SouthandEast	9.2%
America_Caribbean	Not_Specified	2.0%
America_Caribbean	Pacific_Region_tropical	0.6%
America_Central_and_Mexico	Africa_Central	3.1%
America_Central_and_Mexico	Africa_East	0.6%
America_Central_and_Mexico	Africa_Southern	0.4%
America_Central_and_Mexico	Africa_West	3.1%

America_Central_and_Mexico	America_Caribbean	0.2%
America_Central_and_Mexico	America_Central_and_Mexico	16.8%
America_Central_and_Mexico	America_North	0.1%
America_Central_and_Mexico	America_South_andean	1.9%
America_Central_and_Mexico	America_South_temperate	0.0%
America_Central_and_Mexico	America_South_tropical	1.8%
America_Central_and_Mexico	Asia_Central	4.7%
America_Central_and_Mexico	Asia_East	3.9%
America_Central_and_Mexico	Asia_South	9.0%
America_Central_and_Mexico	Asia_Southeast	8.6%
America_Central_and_Mexico	Asia_West	5.0%
America_Central_and_Mexico	Europe_Eastern_north	6.4%
America_Central_and_Mexico	Europe_Eastern_south	6.9%
America_Central_and_Mexico	Europe_Western_north	6.4%
America_Central_and_Mexico	Europe_Western_south	6.9%
America_Central_and_Mexico	Mediterranean_SouthandEast	11.5%
America_Central_and_Mexico	Not_Specified	2.5%
America_Central_and_Mexico	Pacific_Region_tropical	0.3%
America_North	Africa_Central	1.5%
America_North	Africa_East	1.0%
America_North	Africa_Southern	0.5%
America_North	Africa_West	1.5%
America_North	America_Caribbean	0.3%
America_North	America_Central_and_Mexico	3.2%
America_North	America_North	0.6%
America_North	America_South_andean	2.0%
America_North	America_South_temperate	0.0%
America_North	America_South_tropical	1.6%
America_North	Asia_Central	10.5%
America_North	Asia_East	9.1%
America_North	Asia_South	6.1%
America_North	Asia_Southeast	5.9%
America_North	Asia_West	11.3%
America_North	Europe_Eastern_north	4.9%
America_North	Europe_Eastern_south	6.2%
America_North	Europe_Western_north	4.9%
America_North	Europe_Western_south	6.2%
America_North	Mediterranean_SouthandEast	16.5%
America_North	Not_Specified	5.9%
America_North	Pacific_Region_tropical	0.1%
America_South_andean	Africa_Central	5.7%
America_South_andean	Africa_East	0.4%
America_South_andean	Africa_Southern	0.2%
America_South_andean	Africa_West	5.7%
America_South_andean	America_Caribbean	0.1%
America_South_andean	America_Central_and_Mexico	6.7%
America_South_andean	America_North	0.4%

America_South_andean	America_South_andean	1.2%
America_South_andean	America_South_temperate	0.0%
America_South_andean	America_South_tropical	2.8%
America_South_andean	Asia_Central	5.4%
America_South_andean	Asia_East	5.9%
America_South_andean	Asia_South	11.2%
America_South_andean	Asia_Southeast	10.9%
America_South_andean	Asia_West	5.8%
America_South_andean	Europe_Eastern_north	5.9%
America_South_andean	Europe_Eastern_south	6.2%
America_South_andean	Europe_Western_north	5.9%
America_South_andean	Europe_Western_south	6.2%
America_South_andean	Mediterranean_SouthandEast	11.6%
America_South_andean	Not_Specified	1.4%
America_South_andean	Pacific_Region_tropical	0.1%
America_South_temperate	Africa_Central	1.4%
America_South_temperate	Africa_East	0.2%
America_South_temperate	Africa_Southern	0.1%
America_South_temperate	Africa_West	1.4%
America_South_temperate	America_Caribbean	0.0%
America_South_temperate	America_Central_and_Mexico	2.4%
America_South_temperate	America_North	3.4%
America_South_temperate	America_South_andean	1.3%
America_South_temperate	America_South_temperate	0.1%
America_South_temperate	America_South_tropical	0.6%
America_South_temperate	Asia_Central	12.0%
America_South_temperate	Asia_East	3.6%
America_South_temperate	Asia_South	7.8%
America_South_temperate	Asia_Southeast	7.7%
America_South_temperate	Asia_West	12.5%
America_South_temperate	Europe_Eastern_north	6.3%
America_South_temperate	Europe_Eastern_south	6.4%
America_South_temperate	Europe_Western_north	6.3%
America_South_temperate	Europe_Western_south	6.4%
America_South_temperate	Mediterranean_SouthandEast	18.4%
America_South_temperate	Not_Specified	1.7%
America_South_temperate	Pacific_Region_tropical	0.1%
America_South_tropical	Africa_Central	6.8%
America_South_tropical	Africa_East	0.7%
America_South_tropical	Africa_Southern	0.4%
America_South_tropical	Africa_West	6.8%
America_South_tropical	America_Caribbean	0.3%
America_South_tropical	America_Central_and_Mexico	7.1%
America_South_tropical	America_North	0.2%
America_South_tropical	America_South_andean	2.3%
America_South_tropical	America_South_temperate	0.0%
America_South_tropical	America_South_tropical	3.5%

America_South_tropical	Asia_Central	5.9%
America_South_tropical	Asia_East	8.1%
America_South_tropical	Asia_South	11.0%
America_South_tropical	Asia_Southeast	10.7%
America_South_tropical	Asia_West	6.4%
America_South_tropical	Europe_Eastern_north	4.3%
America_South_tropical	Europe_Eastern_south	4.5%
America_South_tropical	Europe_Western_north	4.3%
America_South_tropical	Europe_Western_south	4.5%
America_South_tropical	Mediterranean_SouthandEast	10.5%
America_South_tropical	Not_Specified	1.3%
America_South_tropical	Pacific_Region_tropical	0.4%
Asia_Central	Africa_Central	0.9%
Asia_Central	Africa_East	1.6%
Asia_Central	Africa_Southern	1.5%
Asia_Central	Africa_West	0.9%
Asia_Central	America_Caribbean	1.5%
Asia_Central	America_Central_and_Mexico	2.7%
Asia_Central	America_North	2.1%
Asia_Central	America_South_andean	2.3%
Asia_Central	America_South_temperate	0.0%
Asia_Central	America_South_tropical	1.8%
Asia_Central	Asia_Central	19.3%
Asia_Central	Asia_East	1.7%
Asia_Central	Asia_South	3.7%
Asia_Central	Asia_Southeast	3.7%
Asia_Central	Asia_West	19.7%
Asia_Central	Europe_Eastern_north	2.9%
Asia_Central	Europe_Eastern_south	3.0%
Asia_Central	Europe_Western_north	2.9%
Asia_Central	Europe_Western_south	3.0%
Asia_Central	Mediterranean_SouthandEast	22.1%
Asia_Central	Not_Specified	2.7%
Asia_Central	Pacific_Region_tropical	0.0%
Asia_East	Africa_Central	11.0%
Asia_East	Africa_East	0.5%
Asia_East	Africa_Southern	0.3%
Asia_East	Africa_West	11.1%
Asia_East	America_Caribbean	0.2%
Asia_East	America_Central_and_Mexico	2.6%
Asia_East	America_North	0.1%
Asia_East	America_South_andean	1.2%
Asia_East	America_South_temperate	0.0%
Asia_East	America_South_tropical	2.4%
Asia_East	Asia_Central	7.7%
Asia_East	Asia_East	12.1%
Asia_East	Asia_South	11.8%

Asia_East	Asia_Southeast	11.6%
Asia_East	Asia_West	7.8%
Asia_East	Europe_Eastern_north	1.2%
Asia_East	Europe_Eastern_south	2.0%
Asia_East	Europe_Western_north	1.2%
Asia_East	Europe_Western_south	2.0%
Asia_East	Mediterranean_SouthandEast	9.2%
Asia_East	Not_Specified	3.8%
Asia_East	Pacific_Region_tropical	0.1%
Asia_South	Africa_Central	10.8%
Asia_South	Africa_East	2.3%
Asia_South	Africa_Southern	2.1%
Asia_South	Africa_West	11.5%
Asia_South	America_Caribbean	0.3%
Asia_South	America_Central_and_Mexico	1.7%
Asia_South	America_North	0.2%
Asia_South	America_South_andean	0.8%
Asia_South	America_South_temperate	0.0%
Asia_South	America_South_tropical	1.3%
Asia_South	Asia_Central	5.2%
Asia_South	Asia_East	10.3%
Asia_South	Asia_South	13.6%
Asia_South	Asia_Southeast	12.8%
Asia_South	Asia_West	6.3%
Asia_South	Europe_Eastern_north	2.3%
Asia_South	Europe_Eastern_south	2.9%
Asia_South	Europe_Western_north	2.3%
Asia_South	Europe_Western_south	2.9%
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Asia_Southeast	Africa_East	0.3%
Asia_Southeast	Africa_Southern	0.2%
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Asia_Southeast	America_South_andean	0.3%
Asia_Southeast	America_South_temperate	0.0%
Asia_Southeast	America_South_tropical	2.6%
Asia_Southeast	Asia_Central	1.6%
Asia_Southeast	Asia_East	13.8%
Asia_Southeast	Asia_South	16.6%
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Asia_Southeast	Europe_Eastern_south	2.0%
Asia_Southeast	Europe_Western_north	2.0%
Asia_Southeast	Europe_Western_south	2.0%
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Asia_West	Africa_East	1.5%
Asia_West	Africa_Southern	1.0%
Asia_West	Africa_West	3.7%
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Asia_West	America_South_temperate	0.0%
Asia_West	America_South_tropical	1.8%
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Asia_West	Asia_East	3.2%
Asia_West	Asia_South	5.7%
Asia_West	Asia_Southeast	4.8%
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Europe_Eastern_north	America_Central_and_Mexico	1.1%
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Europe_Eastern_north	America_South_tropical	0.6%
Europe_Eastern_north	Asia_Central	14.3%
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Europe_Eastern_north	Asia_Southeast	5.8%
Europe_Eastern_north	Asia_West	15.8%
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Europe_Eastern_north	Europe_Western_north	5.5%
Europe_Eastern_north	Europe_Western_south	6.2%

Europe_Eastern_north	Mediterranean_SouthandEast	20.1%
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Europe_Eastern_south	Africa_East	2.0%
Europe_Eastern_south	Africa_Southern	0.5%
Europe_Eastern_south	Africa_West	2.1%
Europe_Eastern_south	America_Caribbean	0.3%
Europe_Eastern_south	America_Central_and_Mexico	3.7%
Europe_Eastern_south	America_North	4.3%
Europe_Eastern_south	America_South_andean	2.2%
Europe_Eastern_south	America_South_temperate	0.0%
Europe_Eastern_south	America_South_tropical	1.2%
Europe_Eastern_south	Asia_Central	12.5%
Europe_Eastern_south	Asia_East	3.6%
Europe_Eastern_south	Asia_South	5.6%
Europe_Eastern_south	Asia_Southeast	5.1%
Europe_Eastern_south	Asia_West	14.5%
Europe_Eastern_south	Europe_Eastern_north	4.0%
Europe_Eastern_south	Europe_Eastern_south	5.3%
Europe_Eastern_south	Europe_Western_north	4.0%
Europe_Eastern_south	Europe_Western_south	5.3%
Europe_Eastern_south	Mediterranean_SouthandEast	17.5%
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Europe_Western_north	America_Caribbean	0.0%
Europe_Western_north	America_Central_and_Mexico	1.8%
Europe_Western_north	America_North	1.9%
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Europe_Western_north	Asia_South	6.6%
Europe_Western_north	Asia_Southeast	6.5%
Europe_Western_north	Asia_West	12.5%
Europe_Western_north	Europe_Eastern_north	5.7%
Europe_Western_north	Europe_Eastern_south	7.7%
Europe_Western_north	Europe_Western_north	5.7%
Europe_Western_north	Europe_Western_south	7.7%
Europe_Western_north	Mediterranean_SouthandEast	18.7%
Europe_Western_north	Not_Specified	3.1%
Europe_Western_north	Pacific_Region_tropical	0.3%

Europe_Western_south	Africa_Central	1.6%
Europe_Western_south	Africa_East	3.5%
Europe_Western_south	Africa_Southern	0.3%
Europe_Western_south	Africa_West	1.6%
Europe_Western_south	America_Caribbean	0.0%
Europe_Western_south	America_Central_and_Mexico	1.6%
Europe_Western_south	America_North	3.1%
Europe_Western_south	America_South_andean	1.5%
Europe_Western_south	America_South_temperate	0.0%
Europe_Western_south	America_South_tropical	0.9%
Europe_Western_south	Asia_Central	12.2%
Europe_Western_south	Asia_East	4.3%
Europe_Western_south	Asia_South	4.9%
Europe_Western_south	Asia_Southeast	4.6%
Europe_Western_south	Asia_West	16.4%
Europe_Western_south	Europe_Eastern_north	3.5%
Europe_Western_south	Europe_Eastern_south	7.0%
Europe_Western_south	Europe_Western_north	3.5%
Europe_Western_south	Europe_Western_south	7.0%
Europe_Western_south	Mediterranean_SouthandEast	19.8%
Europe_Western_south	Not_Specified	2.6%
Europe_Western_south	Pacific_Region_tropical	0.2%
Mediterranean_SouthandEast	Africa_Central	3.5%
Mediterranean_SouthandEast	Africa_East	1.9%
Mediterranean_SouthandEast	Africa_Southern	1.2%
Mediterranean_SouthandEast	Africa_West	3.5%
Mediterranean_SouthandEast	America_Caribbean	0.2%
Mediterranean_SouthandEast	America_Central_and_Mexico	4.6%
Mediterranean_SouthandEast	America_North	0.9%
Mediterranean_SouthandEast	America_South_andean	1.3%
Mediterranean_SouthandEast	America_South_temperate	0.0%
Mediterranean_SouthandEast	America_South_tropical	1.3%
Mediterranean_SouthandEast	Asia_Central	12.9%
Mediterranean_SouthandEast	Asia_East	3.2%
Mediterranean_SouthandEast	Asia_South	7.2%
Mediterranean_SouthandEast	Asia_Southeast	5.7%
Mediterranean_SouthandEast	Asia_West	15.0%
Mediterranean_SouthandEast	Europe_Eastern_north	4.1%
Mediterranean_SouthandEast	Europe_Eastern_south	4.6%
Mediterranean_SouthandEast	Europe_Western_north	4.1%
Mediterranean_SouthandEast	Europe_Western_south	4.6%
Mediterranean_SouthandEast	Mediterranean_SouthandEast	18.5%
Mediterranean_SouthandEast	Not_Specified	1.7%
Mediterranean_SouthandEast	Pacific_Region_tropical	0.0%
Pacific_Region_ausnz	Africa_Central	2.9%
Pacific_Region_ausnz	Africa_East	1.6%
Pacific_Region_ausnz	Africa_Southern	0.8%

Pacific_Region_ausnz	Africa_West	2.9%
Pacific_Region_ausnz	America_Caribbean	0.7%
Pacific_Region_ausnz	America_Central_and_Mexico	2.9%
Pacific_Region_ausnz	America_North	1.1%
Pacific_Region_ausnz	America_South_andean	1.3%
Pacific_Region_ausnz	America_South_temperate	0.0%
Pacific_Region_ausnz	America_South_tropical	2.7%
Pacific_Region_ausnz	Asia_Central	8.8%
Pacific_Region_ausnz	Asia_East	2.9%
Pacific_Region_ausnz	Asia_South	7.1%
Pacific_Region_ausnz	Asia_Southeast	6.8%
Pacific_Region_ausnz	Asia_West	10.1%
Pacific_Region_ausnz	Europe_Eastern_north	5.4%
Pacific_Region_ausnz	Europe_Eastern_south	8.3%
Pacific_Region_ausnz	Europe_Western_north	5.4%
Pacific_Region_ausnz	Europe_Western_south	8.3%
Pacific_Region_ausnz	Mediterranean_SouthandEast	17.3%
Pacific_Region_ausnz	Not_Specified	2.5%
Pacific_Region_ausnz	Pacific_Region_tropical	0.2%
Pacific_Region_tropical	Africa_Central	5.8%
Pacific_Region_tropical	Africa_East	0.7%
Pacific_Region_tropical	Africa_Southern	0.3%
Pacific_Region_tropical	Africa_West	6.3%
Pacific_Region_tropical	America_Caribbean	1.8%
Pacific_Region_tropical	America_Central_and_Mexico	3.9%
Pacific_Region_tropical	America_North	0.6%
Pacific_Region_tropical	America_South_andean	0.5%
Pacific_Region_tropical	America_South_temperate	0.0%
Pacific_Region_tropical	America_South_tropical	4.8%
Pacific_Region_tropical	Asia_Central	6.0%
Pacific_Region_tropical	Asia_East	6.1%
Pacific_Region_tropical	Asia_South	14.4%
Pacific_Region_tropical	Asia_Southeast	14.1%
Pacific_Region_tropical	Asia_West	6.7%
Pacific_Region_tropical	Europe_Eastern_north	2.8%
Pacific_Region_tropical	Europe_Eastern_south	3.1%
Pacific_Region_tropical	Europe_Western_north	2.8%
Pacific_Region_tropical	Europe_Western_south	3.1%
Pacific_Region_tropical	Mediterranean_SouthandEast	9.3%
Pacific_Region_tropical	Not_Specified	1.6%
Pacific_Region_tropical	Pacific_Region_tropical	5.3%

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Teacher Materials

Supporting Question Two: How Do Threats to Salmon Impact Native People and Nations of the Pacific Northwest?

Featured Sources

- **Interactive Game**: ***Salmon Challenges: The Return Upstream***—Learn what it is like to be a salmon. Navigate the many kinds of challenges that salmon face in their long journey upstream.
- **Source Set A:** The Impact of Dams: Celilo Falls Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how Native communities of Celilo Falls were forever changed by the construction of dams.
- **Source Set B:** The Impact of Pollution: Puget Sound Case Study—Discover why threats to salmon also carry consequences for people. Examine this case study and see how polluted waters threaten Native food practices.

Student Tasks

- ***Threats to Salmon***

Student Outcomes

KNOW

Native Nations signed treaties with the U.S. government that reserved for Native Nations the right to fish and hunt in their "usual and accustomed places," including outside their reservation borders. Non-Indian settlement, industrialization, and agriculture negatively impacted ecosystems of the Northwest and, in turn, threatened salmon and Native identities, cultures, and communities.

UNDERSTAND

Native Nations of the Pacific Northwest hold close connections to salmon; threats to salmon pose threats to Native identities, cultures, and communities. When faced with losing access to ancestral lands and the salmon that thrived there and in an effort to preserve these cultural connections for future generations, Native Nations, through treaty negotiations, ceded lands but reserved rights to their "usual and accustomed places." As a result of these treaties, Native Nations of the Pacific Northwest continue to assert their rights.

DO

Construct claims and counterclaims using evidence to determine how threats to salmon impact Native Nations of the Pacific Northwest

Standards

[C3 Dimension Standards]
D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

[CCSS: 9-12 Grade Specific Standards]
CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.WHST.9-10.1.A: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-LITERACY.WHST.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

[CCSS: Corresponding Anchor Standards]
CCSS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-LITERACY.CCRA.W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Supporting Question Two Lesson Procedures

Anticipatory Set

Salmon Challenges: The Return Upstream

- Ask students what they already know about a salmon's habitat and life cycle. Students' prior knowledge and personal experiences will vary considerably. The purpose of the exercise is to help students experience the challenges salmon face in their journey to spawn, while previewing the content and concepts explored in supporting question two: *How do threats to salmon impact Native People and Nations of the Pacific Northwest?*
- For students with limited knowledge of the salmon lifecycle, you might lead a brainstorming session in which students consider the necessary conditions for a healthy salmon habitat and/or construct a KWL chart as a class.
- Students can play the Salmon Challenge game independently or with a partner. The game is a way for students to learn about several manmade environmental challenges faced by salmon throughout the salmon life cycle. Students guide their salmon upstream to spawn and help them make important decisions and avoid dangerous obstacles along the way. They will encounter challenges as they make their way upstream; students can click on floating objects to learn about salmon and collect more fish (lives) to support their journey.

Review

- Ask students to share out claims constructed in supporting question one, Part C on the ***Why Is Salmon Important?*** worksheet illustrating why salmon is important to Native People and Nations. Remind students of the two essential understandings from supporting question one: *Why is salmon important for Native People and Nations of the Pacific Northwest*: (1) Salmon reflects the histories and cultures of Native People and Nations of the Pacific Northwest; (2) Native Nations continue to practice sustainable and traditional food practice to ensure cultural survival.

Teacher TIP: The essential understanding in the text has been adapted into kid friendly language. See the academic language here: Salmon is not just a critical food source for Native Peoples of the Pacific Northwest, but also reflects their histories and cultures. Organized actions on the part of Native Nations of the Pacific Northwest show agency and ensure cultural survival.

Part A—Case-Study Analysis

Teacher TIP: Case studies can be completed individually, with partners, or in groups. So that students appreciate how both dams and pollution threaten native communities, students might work with a partner to complete both graphic organizers or they can jigsaw the case studies in pairs or groups.

- In Part A of the ***Threats to Salmon*** worksheet, students analyze two case studies (dams and pollution) that show how threats to salmon also carry consequences for people. Students will use evidence from the two case studies to determine how the construction of the Dalles Dam on the Columbia River and pollution in the Puget Sound area of Washington State impact Native People and Nations of the Pacific Northwest.

- To complete the graphic organizer in Part A of the ***Threats to Salmon*** worksheet, students will first decide if the case study provides evidence that dams and/or pollution pose threats to identity, culture, and/or community by circling YES or NO. Second, they craft evidence-based claims that support their decisions. In the evidence column students cite the name of the source that backs up their claim. Finally, they make inferences to construct counterclaims that further support their argument.

Type of Threat	Claim	Evidence	Counterclaim
Threat to Identity Yes / No			
Threat to Culture Yes / No			
Threat to Community Yes / No			

Teacher TIP: Counterclaims: Preemptively proving the opposite argument wrong. Kids use counterclaims all the time, they just do not always know that they are doing it. To explain it use an example from real life such as negotiating a later curfew or a second revision on an essay.

Check for Understanding

- As students finish their case study analysis, check for understanding of key content and concepts:
  - **Dams:** In order to meet a growing demand for energy from non-Indian settlers, the U.S. government approved the construction of dams on the Columbia River and its many tributaries. It did so with the knowledge that these dams would negatively impact Native Nations, Indian fisheries, salmon populations, and ecosystems that thrived for millennia. The Columbia River serves as a sacred place for many Native Nations, and the loss of these places impacts the cultural, political, and economic livelihoods and sovereignty of Native Peoples. The construction of dams continues to threaten the environment and impact treaty guarantees.
  - **Pollution:** Native Nations have managed and protected the complex ecosystems of the Puget Sound since time immemorial. Although Native Nations ceded lands in treaties with the United States government in 1854 and 1855, they reserved the right to hunt, fish, and gather foods in their "usual and accustomed places." Despite these treaty obligations, industrialization and agriculture continue to damage Native homelands and deplete Native food sources. Pollution from industry and agriculture threatens the ecosystems that sustain salmon and, therefore, the health, vitality, and identity of Pacific Northwest Native Nations.

Preview

- Next, students will examine actions Native Nations take to restore salmon and how those actions strengthen cultures. Preview supporting question three: *What actions are Native Nations taking to restore salmon and strengthen cultures?* by asking students to pose possible solutions to mediate the threats to salmon from dams and pollution.

Name _____

Student Materials

Supporting Question Two: How Do Threats to Salmon Impact Native People and Nations of the Pacific Northwest?

Part A—Case Study Analysis

Directions: Analyze the case studies to determine if threats to salmon also threatens the identities, cultures, and communities of Native Nations. After you have indicated your choice by circling YES or NO, make a claim that supports your decision, and cite the source(s) that best support your claim. Finally, construct a counterclaim by inferring what someone who disagrees with your claim might say.

Dams Case Study

Type of Threat	Claim	Evidence	Counterclaim
Threat to **Identity** **Yes / No**			
Threat to **Culture** **Yes / No**			
Threat to **Community** **Yes / No**			

Name _____

Part A—Case Study Analysis

Directions: Analyze the case studies to determine if threats to salmon also threatens the identities, cultures, and communities of Native Nations. After you have indicated your choice by circling YES or NO, make a claim that supports your decision, and cite the source(s) that best support your claim. Finally, construct a counterclaim by inferring what someone who disagrees with your claim might say.

Pollution Case Study

Type of Threat	Claim	Evidence	Counterclaim
Threat to **Identity** **Yes / No**			
Threat to **Culture** **Yes / No**			
Threat to **Community** **Yes / No**			

Task 6-4. Examining Food Advertisements

Food companies use a variety of techniques to encourage people to buy and eat more of their products.

Here are a few of the techniques they use.

Looking good: The food in the ads looks better than real life. Extreme close-ups trigger our senses of taste and smell, making us crave that food.

Celebrities: Ads with celebrities or famous people put a familiar face on the product. For kids, the celebrity may be a cartoon, movie, or TV character.

Health claims: Many ads claim or imply that the product is good for you. While they may convince you to buy, these claims are often unclear or inaccurate.

Claims about taste or popularity: Many ads describe the food's deliciousness or popularity. These claims are often exaggerated or unsupported.

Overdoing it: Ads may show big portion sizes or people who can't stop eating the product, which encourage you to eat a lot.

Ads everywhere: Ads are put in many places—magazines, websites, buses, billboards, movies, displays, packaging, and clothing—to constantly remind you about the product.

Contests, games, or gear giveaways: Contests, games, and giveaways encourage people to buy food products for reasons other than the food.

Coupons: With money-saving coupons, companies entice people to buy their brand over another.

Movies and TV: Companies pay money to have their products prominently placed in movies and TV shows, which helps create an emotional connection.

Donations: Companies donate money or equipment to schools and charities for each box top or label you collect, which encourages you to buy more and creates brand loyalty.

1. **Analyze the following food advertisements. For each ad, identify:**

- What product is the ad selling?
- Which food groups does the product contain?
- What is pictured in the ad?
- What does the ad highlight: quality, taste, price, health, environment, something else?
- Which marketing techniques from the list above were used in the ad?
- How does the ad make the food more appealing?
- What else might the ad be selling besides food?
- Who is the target audience for the ad? Is the ad aimed at kids or teens?
- How is the message or visual design directed to the intended audience?
- How effective is the ad? Do you think you have been influenced by the ad? Why or why not?

Advertisement #1: McDonald's Big Mac Hamburger	
	Ad Analysis

Advertisement #2: Nesquik Chocolate Milk

Ad Analysis

Advertisement #3: KFC Fried Chicken

Ad Analysis

Food Journal Product/Brand Advertisement Analysis

1. Using the food journals you collected in Task 3-1 and Task 3-2, create a list of food products and brands eaten by people in your community.
2. Research and collect advertisements for the products/brands on the list, if they advertise. Places to look for advertisements include:
   - On line
   - Social media
   - Magazines
   - TV commercials
   - Billboards and signs
   - Food packaging
   - Talk with the community partners you identified in Task 2-6
3. Analyze these food product advertisements.
   - What product is the ad selling?
   - Which food groups does the product contain?
   - What is pictured in the ad?
   - What does the ad highlight: quality, taste, price, health, environment, something else?
   - Which marketing techniques from the list above were used in the ad?
   - How does the ad make the food more appealing?
   - What else might the ad be selling besides food?
   - Who is the target audience for the ad? Is the ad aimed at kids or teens?
   - How is the message or visual design directed to the intended audience?
   - How effective is the ad? Do you think you have been influenced by the ad? Why or why not?

Discuss as a Team

1. Which food groups have more advertising?
2. Why do you think some food groups have more advertising than others?
3. What are some of the negative aspects of food products that you don't see in the ads?
4. How might understanding food advertising be useful when thinking about the problem question, *How do we ensure good nutrition for all?*

Task 6-4. Assessing Food Advertisements

Food Journal Product/Brand Advertisement Analysis

1. Using the food journals you collected in Task 3-1 and Task 3-2, create a list of food products and brands eaten by people in your community.
2. Research and collect advertisements for the products/brands on the list, if they advertise. Places to look for advertisements include:
   - On line
   - Social media
   - Magazines
   - TV commercials
   - Billboards and signs
   - Food packaging
   - Talk with the community partners you identified in Task 2-6
3. Analyze these food product advertisements.
   - What product is the ad selling?
   - Which food groups does the product contain?
   - What is pictured in the ad?
   - What does the ad highlight: quality, taste, price, health, environment, something else?
   - Which marketing techniques from the list above were used in the ad?
   - How does the ad make the food more appealing?
   - What else might the ad be selling besides food?
   - Who is the target audience for the ad? Is the ad aimed at kids or teens?
   - How is the message or visual design directed to the intended audience?
   - How effective is the ad? Do you think you have been influenced by the ad? Why or why not?

Task 6-4. Assessing Food Advertisements

Mapping Community Food Advertising

Locating and mapping where food advertising is found in public places can be helpful, for a variety of reasons. It can make you aware of the general types of advertising found in different places. It may also help you understand the company's marketing strategies. Finally, it will help you determine which type of foods and food groups are most and least advertised in your community. This could be helpful in Part 7 when you are developing your action and communication plan for your community.

1. On your research site map from Task 2-1, create a symbol in the legend for food advertising.
2. Identify locations where food advertisements are found or sold. Examples include:
    a. Billboards or signs posted around the community
    b. Places where magazines and newspapers with food advertisements in them are sold
    c. Buildings or sports stadiums with food company sponsors clearly marked on them
    d. Clothing stores that sell clothes with food brands on them, such as Coca-Cola.
3. Mark the locations on your research map where these advertisements are located. If you find the majority of food advertisements are outside of your research site, consider expanding the boundaries of your research site map to include them. Or you can create a separate map specifically for this advertising data. You decide.
4. Make a list detailing the contents of each advertisement.
    - What product is the ad selling?
    - Which food groups does the product contain?
    - What is pictured in the ad?
    - What does the ad highlight: quality, taste, price, health, environment, something else?
    - Which marketing techniques were used in the ad?
    - How does the ad make the food more appealing?

- What else might the ad be selling besides food?
- Who is the target audience for the ad? Is the ad aimed at kids or teens?
- How is the message or visual design directed to the intended audience?
- How effective is the ad? Do you think you have been influenced by the ad? Why or why not?

5. Identify any patterns for where different food ads are located in your community. Are they clustered around certain locations? Are they close to similar businesses or schools?
6. How do you think advertisement location may affect food decisions in your community?
7. How could this information be helpful when thinking about the problem question, *How do we ensure good nutrition for all?*

Task 6-5. Collecting Food Security Oral Histories

Interview Questions

1. Have you or anyone you know either ran out or worried about running out of food during the past year? If yes, how often did this happen, and why? Did it happen at specific times of the month, or at certain times of the year?
2. What do you think are the biggest problems related to having enough food in the community? Why do you think these problems exist?
3. Historically, have people in the community had food security problems in the past? If yes, what was the extent and reasons for these problems? Do these same problems still exist? If yes, what is the extent of the current problem compared to the past?
4. What would you say is most important in helping people in the community cope with times when food security is a major problem?
5. What do you think the community (government, businesses, people) could do to make it easier for people to get enough food? How could they work to make healthy food accessible, available, and affordable?
6. Are you aware of people in your community who have diet- or nutrition-related health problems such as hypertension, diabetes, obesity, etc.?
7. Have you noticed whether there is more, less, or not much change in the number of people in your community who have diet- or nutrition-related health problems now, compared to when you were younger?
8. Thinking to the future, how concerned are you about having secure access to food in the coming years? What are the contributing factors to any future concerns about food? Is there anything you think the community could be doing now to plan for future food problems?

Pre-Interview

Practice interviewing, taking notes, and using audio/video equipment (if available).

Tips to keep in mind:

- The interview should feel like a conversation. It is okay to skip between questions or ask them differently to help the person understand the question better.
- Sometimes the best question is, “Can you tell me more?”
- If your interviewee has paused, give them time to gather their thoughts instead of rushing ahead with the next question. They might be about to say something interesting.
- If you are using equipment to record the interviews, conduct test interviews to make sure the equipment is working properly. When the audio or video is played back, is it clear and easy to hear/see?
- If you are writing down the answers to the questions, practice taking notes while someone is talking. Consider conducting interviews in groups so that more than one person can help write down answers. Then after the interview, teammates can compare their notes for accuracy and consistency.

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Interview

Tips to keep in mind:

- If possible, find a quiet, comfortable space that is free from external noise. This is especially important if you are recording these interviews.
- If you're using audio/video recording equipment, test all of the equipment before the interview.
- Make sure you have a pencil and paper to take notes.
- Introduce yourself to the interviewee and explain the research you are conducting and the purpose of the interview. Explain to the interviewee that your team is interested in learning more about the connections between food and local community culture, identities, and histories.
- At the end of the interview, thank the interviewee for participating.

Post-Interview Analysis

1. Compile all notes and recordings from the team interviews.
2. Read the notes or listen to/watch the recordings of the interviews.
    - Describe what you notice.
    - What are some interesting things you first notice in their responses?
    - Identify any things they discuss that you are unfamiliar with.
    - Identify any things they discuss that you are familiar with.
    - Identify any responses that are useful when thinking about the question: *What are the connections between culture, identities, histories, and food in a community?*
    - Discuss how the responses from these oral history interviews could be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

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Task 6-6. Analyzing the Food Security Survey Data

Options for Compiling Survey Data

First your team must compile the answers from the community surveys to all of the questions from part 6: Food Security. The team will look at the other parts of the survey in later tasks.

Here are some options for compiling the answers to the survey questions. But, as always, if you have a different method you prefer, do that!

Option 1

Hand out a blank survey to each person.

Go through each question and team members can raise their hands to vote for the answer they prefer. Some team members can count up the votes and others can write down the totals for the team.

Option 2

Write the questions on a board, paper, or computer where tallies can be compiled. Tally the responses and share the results.

Option 3

If you did the survey digitally or online, you should be able to see and export the results for each question.

Option 4

Create your own way of compiling survey data.

Graphing Survey Data

How could you graph parts of these survey results?

Which questions could you graph?

If you have the resources, pick some questions to graph that you think would be useful.

How would these graphs be useful when supporting claims with evidence?

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Community Food Survey—Compiled Data

Use this blank survey to compile data.

Part 6. Food Security

Are you aware of people in your community who have diet-related health issues?				
Yes	No	Unsure		
If yes, which ones?				
Malnutrition	Obesity	Diabetes	Hypertension	Cardiovascular disease
Anorexia	Bulimia			

Are you aware of areas or people in your community that do not have easy and safe access to food markets?			
Yes	No	Unsure	
If yes, what are some reasons why?			

Are you aware of individuals or families who find it difficult to afford food in your community?			
1. Very aware	2. Somewhat aware	3. Not aware at all	4. Unsure

Historically speaking, are you aware of any changes in food-related problems in your community today when compared to the past?			
1. Very aware	2. Somewhat aware	3. Not aware at all	4. Unsure
If so, are you aware of the possible reasons for this change?			

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Are you aware of any changes in the diversity, or number of different types, of food available or eaten in the community?			
1. Very aware	2. Somewhat aware	3. Not aware at all	4. Unsure
If so, are you aware of the possible reasons for this change?			

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Task 6-7. Debriefing the Food Security Data

Research Site Map Analysis

1. Look at the research site map you created in Task 2-1.
2. Look through all the data and evidence you have collected so far in Part 6.
3. Is there any data the team collected throughout Part 6 that could be added to this map? Locations of possible community partners? Locations of oral history interviews? Add this data to the map and legend!
4. Analyze the map. Should the boundaries of the map change to accommodate any new information collected in Part 6? Adjust as needed.
5. Analyze the map. Does the map provide any new information that could be useful for future research?

Community Partners

1. As a team, look over the list of community partners you created in Task 2-6.
2. As a team, identify any community partners you could contact at this time. Which partners could help you get more information about different parts of your question map?
    - Make a plan as a team to contact and communicate with these partners.
    - Create a list of questions you would like to ask the partners.
    - E-mail, phone, or write to each partner with your questions.
    - If your team decides it is appropriate, invite the partner to meet with the team. Use your list of questions to guide your conversation and data collection.

Perspectives

1. Use the continuum setup from Task 1-8 (FOOD A or FOOD B both will work here) to discuss each perspective statement below.
2. Do this activity as individuals or in small groups. If you're working in small groups, each group sends one representative to the continuum.
3. Remember, pose each statement, take a minute, and let each team member or group think about their position on that statement.

- Remember, the continuum goes from one side or corner of the room to the other—from "strongly agree" to "strongly disagree." Then there is "not sure" in the middle.
- Explain that relative location is also important; that is, standing closer to the strongly agree or strongly disagree side of the room means you feel very strongly about this statement. If you only agree or disagree slightly, then being closer to the midpoint is a physical way of stating how you think and feel about the issue.

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Social: It is okay that people in other communities go hungry every day as long as it is not a problem in my community.

Environmental: Damming a river to create electricity for a city is okay, even though it will affect some animals and some communities' access to food from the river.

Move to a whole team discussion. Remember, team members must back up their opinions with information and other team members must listen carefully to one another.

- Can individual team members explain to the team the reasons for their position on the continuum?
- How many team members changed their position after hearing people talk during the whole team discussion?
- What led you to change your mind?
- Ask team members on both sides of the issue to identify what they believe to be the strongest arguments and reasons they heard from the *opposing* side.

Identity

- Look at your personal and team identity maps from Task 1-1 and Task 1-5. What aspects of your or your team's identity might influence your opinions on the perspective continuum?
- How might your decisions be influenced by these parts of your identity?
- Have any parts of your identity map changed?

Question Map Analysis

1. Look at your team question map from Task 1-10. Which questions on your map were addressed in Part 6: Food Security?
2. What evidence did you collect during Part 6 that could be useful to answer any questions on the question map?
3. How could this evidence or information be useful to help develop an action plan to address the problem question: *How do we ensure good nutrition for all?*
4. Take time to rearrange, update, modify, remove, or add any questions to your question map at this time.

Problem Question

Is there anything you learned in Part 6 that would be useful when thinking about the problem question: *How do we ensure good nutrition for all?*

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