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| **Identify challenges to food security in a selected country or region, and develop a proposed plan of action to address one of these challenges. You will need to develop a country/region profile (interesting facts about the country – largest cities, financial considerations, tourism, cultural advice, major industry, etc., anything that could impact/be impacted by the challenge you’ve chosen); identify formal and informal challenges to food security within the country/region; and develop a plan of action for addressing one of the challenges you identify.**    **Possible websites to explore:**  CIA World Factbook: <https://www.cia.gov/the-world-factbook/>  Information on the history, people, government, economy (including transportation, energy, and communications), geography, military, and transnational issues  World Bank: <http://www.worldbank.org/en/country>  Data on economic issues  Action Against Hunger: <http://www.actionagainsthunger.org/>  Information on food security around the world  U.S. Department of State’s [Bureau of International Organization Affairs (IO)](http://www.state.gov/p/io/). IO is the U.S. government’s primary interlocutor with the United Nations and a host of other international agencies and organizations. Includes key information for the UN.  Going Global: <http://www.goinglobal.com/>  Worldwide employment trends, industry outlooks, and country profiles  Food and Agriculture Organization of the United Nations: <http://www.fao.org/home/en/>  International Organization Careers – list of international organization websites: <http://iocareers.state.gov/Main/Content/Page/international-organization-contact-information> |

TEACHER NOTES: The actual format for the country profile can be anything that will work for you and your students. The information can be presented as a brochure, a one-page briefing paper, a full research report, or something else. You should also consider the level and experience of your students when deciding on the countries or regions your students will work with. In some cases, it may be more feasible for students to research a region of the country as opposed to the entire country (consider such large and varied countries as Brazil or China). The profile is to provide a context in which to consider food security – for instance, if an economy is based on tourism, are resources funneled to supporting the needs of tourists versus providing the local citizens with what they need?

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| Criteria | 100 Points | Exemplary | Admirable | Minimal | Attempted |
| **Research & Content** | 35 | * Use of three or more websites * Factual information about the country is accurate * Describes the selected challenge completely, clearly, and in depth * Presents a plan of action for the selected challenge completely and in depth * Content is readily understandable | * Use of two websites * Most information about the country can be confirmed * Describes the selected challenge * Presents a plan of action for the selected challenge * Content is mostly understandable | * Use of one website * Some errors in information about the country * Describes some aspects of the selected challenge * Presents some aspects of a plan of action for the selected challenge * Content is somewhat understandable | * Use of only one website * Numerous errors in information about the country * Does not describe the selected challenge * Does not present a plan of action for the selected challenge * Content is confusing |
| **Organization** | 15 | * Logical sequencing of information about the country * Logical sequencing of information about the selected challenge * Logical sequencing of information in the plan of action * Original and creative | * Somewhat logical sequencing information about the country * Somewhat logical sequencing about the selected challenge * Somewhat logical sequencing in the plan of action * Original work | * Sequencing is evident but poorly planned * Little originality | * Sequencing is confusing or not evident * Inconsistent information about the country is presented * Other people’s ideas presented as own |
| **Graphic Design** | 10 | * Graphics effectively entice audience; accurately convey message | * Visuals and images are attractive; adequately conveys message | * Use of visuals and images is limited; message is conveyed | * Use of visuals and images is confusing or absent; message is confusing |
| **Mechanics** | 20 | * Correct grammar, usage, mechanics, and spelling * All sources are correctly cited | * Few grammar, usage, mechanics, or spelling errors * Most sources are correctly cited | * Several grammar, usage, mechanics, or spelling errors * Sources are cited, but not correctly | * Obvious grammar, usage, mechanics, or spelling errors * Sources are not cited |
| **Teamwork** | 20 | * Work load is divided and shared equally | * Some members contribute | * Few members contribute | * One or two people do all of the work |

Final Score \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_