Abstract
Agricultural educators in secondary and higher education institutions face three very different (and at the same time, similar) dilemmas: How to increase interest in and about agriculture among non-agriculture students, how to promote global awareness and understanding among agriculture students, and how to foster interdisciplinarity in our educational system.

To increase interest in a subject, educators need to find an appropriate interest approach, teachable moment, or a context that could motivate students. To promote global awareness, instructors need to help students connect and apply global issues to their environment, prior knowledge, and interests. Finally, to foster student ability to link between disciplines, one needs to pose complex, real-world problems for which all areas of study can claim to be fundamental ingredients toward finding a solution, but not a single one offer a valid solution in isolation.

The purpose of this carousel is to discuss and demonstrate the value of “hunger issues” as a teaching tool to motivate students to study agriculture-related subjects, to internationalize agricultural education programs, and to help students – and maybe educators – make connections between disciplines.

The presenter will share with the audience several “hunger issues” content presentations, activities, games, case studies, problems, and documents. In addition, the presenter will discuss the context in which these materials have been used (types of classes), teaching objectives in each occasion, teaching methods and strategies used, and lesson plans. Some examples of courses and purposes are as follows:

- In an “Agricultural Science for Teachers” course: Demonstrating how having an interdisciplinary perspective when solving any type of problem is essential, and promoting global awareness;
- In an “Introduction to Africa” course for arts and humanities students that see no use in agriculture: Increasing agricultural literacy (i.e., showing how agricultural development is key to solving hunger in Africa, and how lack of appropriate agricultural development can affect human lives, arts, language, politics, culture, and history);
- In a course in “International Development:” Having students work in groups and appreciate that the solution to all problems has multiple Ps (paths, perspectives, people, programs);
• In a “Teaching Methods” course: Expanding teaching resources and strategies of future teachers by demonstrating to students how participatory development methods used in hunger elimination programs can be invaluable instructional tools for student-centered learning environments;

• In a “Freshman Seminar on Hunger Issues:” Showing students that regardless of the major or career they choose, they can participate in the fight against hunger, and that agriculture will be a constant ingredient in the composite solution;

• In regular “content” agriculture classes (i.e., plant genetics, animal health): Demonstrating interconnectedness of the world, and the global nature of agriculture, agricultural science, and global issues (e.g., effect of plant genetic resources, pandemics, and natural resources).

In summary, “hunger issues” help educators contextualize agriculture and enhance internationalization efforts and education across disciplines. It also improves learning and long-term retention by providing students with an interest approach, a knowledge framework, and meaningful interdisciplinary applications for any new information.

**Keywords:** Education, hunger issues, contextual learning, internationalization, agriculture