

CHF

*Deforestation – What Do
Trees Mean to Me?*



Lesson 4: Deforestation — What Do Trees Mean to Me?

Description

1x60 minute lesson

Deforestation is a complex issue. In this activity, students gain an understanding of the many causes of deforestation and how humans impact their natural environment. Students then apply this knowledge to analyze how deforestation can impact the lives of people in rural areas of developing countries. In Part 1 of the activity, students take part in an introductory discussion about deforestation to brainstorm what they know. In Part 2, students work cooperatively in small groups using role playing scenarios to develop an understanding of how deforestation affects the lives of different people in rural communities in developing countries.

Subjects

Science (Grades 7 & 10), Geography (Grades 7, 8 & 9)

See the Curriculum Connections section for detailed links to courses and expectations.

Materials Needed

Chart Paper
Markers

Student Handout ([BLM 4.1](#)) Role Playing Scenario – Male Farmer in Vietnam
Student Handout ([BLM 4.2](#)) Role Playing Scenario – Female Farmer in Vietnam
Student Handout ([BLM 4.3](#)) Role Playing Scenario – Boy in Vietnam
Student Handout ([BLM 4.4](#)) Role Playing Scenario – Girl in Vietnam

Note: French BLMs/Student Sheets can be found [here](#).

Lesson Preparation

1. Photocopy the role playing scenarios (BLM 4.1-4.4). The number of photocopies will depend on how many students are in each group after you divide the class into 4 groups. Each group will be assigned one role and each person in the group will receive a photocopy of their specific role playing scenario.
2. Review the Teacher Background Notes for this lesson for suggested answers for the guiding questions in Part 1 as well as a sample mind map. Also see the [Country Information](#) section and [Resources](#) section under [Extra Resources](#). The resources found under the Country Information section can be used to give students further information about Vietnam (such as maps, statistics, flags, histories, etc.).

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

Teaching/Learning

Part 1: Understanding Physical Components of Deforestation

1. Create a Mind Map about deforestation with the class while having a class brainstorming session about deforestation. A Mind Map is a method of brainstorming resulting in a visual representation of ideas and their connections, radiating from a single focus.
2. Guiding questions:
 - What is deforestation?
 - What are the causes of deforestation?
 - What are some of the environmental effects of deforestation?

See Teacher Background Notes of this lesson for additional information about these questions and a sample Mind Map.

Part 2: Understanding Social Implications of Deforestation

1. Divide the class into four groups. Each group will be assigned one role (male farmer, female farmer, girl child or boy child). Give each group their scenario cards (BLM 4.1-4.4).
2. Students read their scenario cards and discuss as a group how deforestation will affect their lives as that person (e.g., girl child). Each student should have a pen and paper to take notes. Students should be encouraged to be creative and think beyond the specific details on the scenario card.
3. One student from each group meets to form a new “family” group (consisting of one male farmer, one female farmer, one girl child and one boy child). Each member shares with the group how he/she will be affected by deforestation.
4. Debrief as a large group with the following questions:
 - How did the effects of deforestation compare for the different family members?
 - What could be done to reduce deforestation?
 - How would those actions impact the life of the person you were assigned (e.g., male farmer, girl child)?

Extension Activities

- Conduct further research into deforestation in Northern Vietnam.
- Research examples of deforestation and/or reforestation in other countries, such as Kenya or Brazil and see how they compare to what has already been learned in this lesson on Northern Vietnam.
- Students find examples of organizations involved in reforestation projects in Canada

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

Teacher Background Notes

What is Deforestation?

Deforestation is the destruction and removal of a forest and its undergrowth by natural or human means. Deforestation is a complex issue that does not have one simple cause or one simple solution. (See <http://www.fao.org/forestry/en/> for further information on forestry from the Food and Agriculture Organization of the United Nations).

Who's to Blame?

The causes of deforestation are many and include (all of these are common uses of trees):

- Cutting trees to use the wood for building homes, fences or other buildings
- Cutting trees to burn the wood for cooking purposes
- Clearing land of trees to plant crops such as rice or corn
- Clearing land of trees to build roads or new buildings
- Clearing land of trees for mining exploration

Other factors that can affect deforestation are:

- Population growth
- Migration of people to a new area because of war or conflict

What are the Effects of Deforestation?

Loss of Food Products from Trees

Some trees produce nuts or fruits which are an important source of food for local people in developing countries. Once that tree is removed, all future food harvest from that tree is lost. This can negatively impact human health and nutrition, since nuts provide a valuable source of protein and fruits provide many vitamins and minerals.

Loss of Other Plants and Animals

Many plant and animal species require forest conditions for survival. Without the protected cover of the forest trees other plants may die. These plants may have been used for food or medicine and are then lost as a resource. Animals that lived in the forest must move to other forested regions to survive. If these animals were used for food by hunters, this food source will be gone. If there is no forest habitat remaining nearby, the animals will simply die. The loss of large tracts of forest can lead to extinction of animal species.

Erosion and Flooding

Soil erosion can become a serious problem once deforestation has occurred. When the trees are removed, there are no longer leaves or branches of trees to intercept the rain

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

and break the fall of raindrops. These raindrops hit the ground with such force that they can cause the top layer of the soil to compact (become hardened). This creates a hard surface on the top of the soil, similar to pavement. When rain water hits this ground, it does not soak readily into the soil but quickly runs off like a little stream on the surface of the soil. When trees and roots are removed, it also takes away small pores and channels in the soil that the water would use to help infiltrate into the ground.

As a result, streams of rainwater wash away the top layer of soil, and in some cases can cause severe flooding. The top layer of soil contains the most nutrients. When the topsoil is washed away, the land is much poorer in nutrients and crop yields will be decreased. Less food produced means that people remain hungry and they must find new land to grow more food. Finding new land can often involve clearing forest to make more land available for agriculture. Deforestation can lead to more deforestation in order to meet basic needs.

Drought

As a result of the erosion and flooding, the soil and crops may experience longer periods/extensive drought conditions. As flooding and erosion increases, the amount of rain infiltrating into the soil decreases, and the soil can become very dry. This reduced moisture in the soil can significantly decrease crop yields as the crops are not able to support the drought conditions. Fewer yields mean less food for families.

Reduced Air Quality

Trees play a very important role in performing photosynthesis which releases oxygen into the air. Without trees and other plants there would be no method to recycle the carbon dioxide that humans and other animals exhale, into oxygen.

Loss of Shade

Trees are very important in providing shade. This is especially important in tropical countries where temperatures can regularly be over 30°C. In farming communities, the shade of a tree is a very welcoming place for lunch or a break to get away from the burning and dehydrating effects of the sun. Loss of shade can have negative health effects on people, contributing to heat exhaustion and other fatigue.

Loss of Wood for Human Use

Trees are harvested and the wood is used by humans in many ways. Trees provide lumber for building and firewood for cooking. As deforestation occurs, trees become scarcer and it can be difficult to collect enough wood. In some developing countries, women must walk long distances to collect wood that will be used as firewood for cooking. As deforestation occurs, women must walk longer distances to find wood. This takes a lot of time, so other responsibilities that the women have may not be fulfilled. This can have many impacts on the health and well-being of the family. For example, the vegetable garden may not be planted or watered, because there is no time to

CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.

www.chf-partners.ca

prepare the land or to walk and get water. This would result in less food and a less healthy diet for the family. Poorer nutrition can contribute to increased chance of illness which can have long-lasting and severe impacts on the family.

Deforestation Around the World

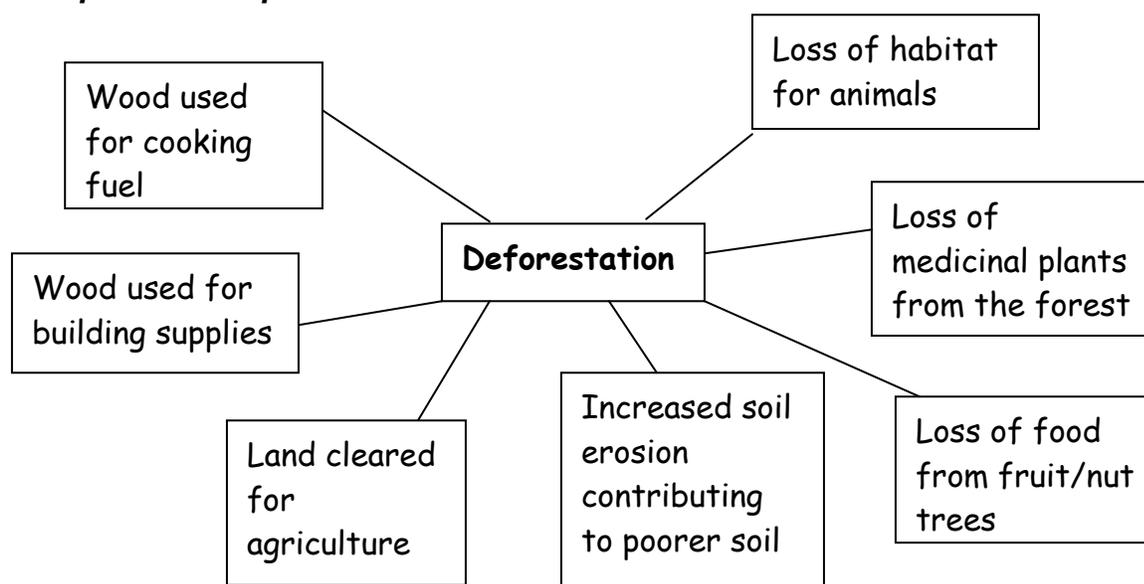
Deforestation occurs in many countries, but has a significant impact on poor people in developing countries that depend on trees and agricultural land to directly meet their basic needs each day.

Deforestation rates of selected countries are listed in the chart below. When a negative value appears in the *Annual rate of change* column this indicates a decrease in forest cover.

Region of the World	Country	Annual rate of change (%) in forest cover from 2000-2005
North America	Canada	0.0
	United States	0.1
Africa	Ethiopia	- 1.1
	Ghana	- 2.0
	Kenya	- 0.3
	Niger	- 1.0
Asia	Philippines	- 2.1
	Sri Lanka	- 1.5
South America	Brazil	- 0.6

Source: Food and Agriculture Organization of the United Nations, 2007
 State of the World's Forests 2007 <http://www.fao.org/docrep/009/a0773e/a0773e00.htm>
 (Retrieved April 9, 2009)

Sample Mind Map about Deforestation



CHF is a non-profit organization dedicated to enabling poor rural communities in developing countries to attain sustainable livelihoods, since 1961.
www.chf-partners.ca

BLM 4.1 - Role Playing Cards

Male Farmer

You are a male farmer in the small, remote village of Qua Chau, Vietnam. You have a wife and six children. The main crop you grow is rice. You spend most of your day in the rice paddies preparing the land, planting the rice seeds, transplanting small rice plants to other fields where they can grow for the next 2 - 5 months. During the rice growth, you must look after the plots to prevent weeds and to make sure all of the rice plants have water. After two years of growing rice in one plot, the soil will be exhausted of the nutrients and you will need to find new land to grow the rice. You will probably have to cut some trees in the surrounding forested area and clear the land for agriculture.

You are a relatively rich farmer in your community. This is shown in part by the fact that your house is made out of solid wood, not bamboo. Your home is old and in need of repairs. Some days are spent repairing your home by replacing old boards and repairing the leaking roof.



In the evening, you relax in your small house where your wife prepares dinner for you and your children. She cooks rice and vegetables on the small fire. Then, you go to the local meeting area and sit on benches with the other men from the village to hang out and talk.

BLM 4.2 - Role Playing Cards

Female Farmer

You are a female farmer in the small, remote village of Qua Chau, Vietnam. You have a husband and six children.

It is your role as the woman of the family to do all of the cooking. To cook the meals, you must first collect wood from the forest with your children and bring it back home to make a fire to cook your food on. It can take up to two hours to walk through the forest to find large pieces of wood. You must also go and collect water from the stream for drinking and cooking the rice. The stream is a 30-minute walk from your home.

You must also spend time planting and looking after the small vegetable garden that your family has beside your house. This includes watering the garden, weeding the garden and making a fence out of sticks to put around the garden, so that the neighbour's cows do not come and eat the vegetables right from your garden!



While doing all of your daily tasks, you must continue to look after three young children at home. Two of your sons go to primary school nearby and your oldest daughter is 10 years old, so she is able to help you with some of the chores around the house, including fetching firewood and water. Your five-year-old daughter is responsible for collecting edible roots from the forest while you collect firewood.

BLM 4.3 - Role Playing Cards

Boy child

You are a six-year-old boy in the small, remote village of Quy Chau, Vietnam. You have a father, mother, two brothers and three sisters. You go to school each day Monday to Saturday. The school day is only four hours long, but it takes you 1.5 hours to walk to school each way, so most of your day is spent attending school.

During busy farming times, you are unable to attend school and must help your family with the rice crop, especially during harvest time.

In the evening, your mother prepares your dinner of rice and vegetables over the open fire. Yesterday, when you arrived home from school, the neighbour's cow had been eating the green



leafy vegetables in your family's vegetable garden. Your family has decided to build a wooden fence around the garden to keep out the animals. You will have to help build the fence and will have to miss school this week.

BLM 4.4 - Role Playing Cards

Girl Child

You are a 10-year-old girl in the small, remote village of Quy Chau, Vietnam. You do not go to school. Your family cannot afford to send all of the six children in your family to school, so only your two brothers attend the local village school.

You spend your day helping your mother perform all of her tasks to care for the family, such as cooking, cleaning, and looking after the rice crop and small vegetable garden. To cook the meals, you must first collect wood from the forest and bring it back home to make a fire to cook your food on. It can take up to two



hours to walk to the nearest forest to collect this wood. You must also go and collect water from the stream for drinking and cooking the rice. The stream is a 30-minute walk from your home.

You must also spend time planting and looking after the small vegetable garden that your family has beside your house. This includes watering the garden, weeding the garden, and making a fence out of branches to put around the garden so that the neighbour's cows do not come and eat the vegetables right from your garden! While doing all of your daily tasks, you must continue to look after your three young brothers and sisters at home.

BLM 4.1 – Cartes de jeu de rôle

Homme agriculteur

Vous êtes un homme agriculteur et vous habitez dans le petit village éloigné de Quy Chau, au Vietnam. Vous avez une femme et six enfants. Le riz est votre principale culture. Vous passez la plus grande partie de votre journée dans les rizières pour préparer la terre, semer les graines de riz et transplanter les petits plants de riz dans d'autres champs où ils pousseront pendant 2 à 5 mois. Pendant la croissance du riz, vous devez prendre soin des parcelles de terrain pour prévenir les mauvaises herbes et pour vous assurer que les plants de riz ont assez d'eau. Lorsque le riz a poussé pendant deux ans dans une parcelle de terrain, le sol ne contient plus d'éléments nutritifs et vous devez trouver de nouveaux terrains pour faire pousser le riz. Vous aurez probablement à couper des arbres dans la forêt avoisinante et défricher la terre pour l'agriculture.



Vous êtes dans la communauté un agriculteur relativement riche. Votre maison est donc fabriquée en bois solide et non en bambou. Votre maison est vieille et doit être réparée. Certains jours vous faites des réparations, pour arrêter les fuites dans le toit, et remplacez des vieilles planches de bois.

Le soir, vous vous reposez dans votre maison et votre femme prépare le repas pour vous et vos enfants. Elle prépare du riz et des légumes sur le feu. Vous vous rendez ensuite sur la place commune et vous assoyez sur un banc avec les autres hommes du village pour discuter.

BLM 4.2 – Cartes de jeu de rôle

Femme agricultrice

Vous êtes une femme agricultrice et vous habitez dans le petit village éloigné de Quy Chau, au Vietnam. Vous avez un mari et six enfants.

En tant que mère de famille, vous devez préparer tous les repas. Pour cuisiner, vous allez chercher du bois dans la forêt avec vos enfants et le ramenez à la maison pour faire un feu et cuisiner votre repas. Cela peut vous prendre jusqu'à deux heures pour vous rendre dans la forêt et trouver des morceaux de bois assez grands. Vous devez également aller puiser de l'eau dans la source pour boire et cuisiner le riz. La source est à 30 minutes à pied de la maison.

Vous devez également vous occuper du petit potager de votre famille qui est à côté de la maison. Vous arrosez le jardin, enlevez les mauvaises herbes et fabriquez une clôture en tiges de bois pour protéger le jardin afin que les vaches du voisin ne viennent pas directement manger vos légumes !

Tout en faisant vos tâches ménagères, vous devez vous occuper de vos trois jeunes enfants à la maison. Deux de vos fils vont à l'école primaire avoisinante. Votre fille aînée a 10 ans et elle peut donc vous aider dans les tâches ménagères, comme chercher du bois et puiser de l'eau. Votre fille de cinq ans a la tâche de trouver des racines mangeables dans la forêt où vous prenez le bois.



BLM 4.3 – Cartes de jeu de rôle

Enfant garçon

Vous êtes un garçon de six ans et habitez dans le petit village éloigné de Quy Chau, au Vietnam. Vous avez un père, une mère, deux frères et trois sœurs. Vous allez à l'école du lundi au samedi. La journée d'école ne dure que quatre heures, mais il vous faut 1 h 30 pour marcher à l'école matin et après-midi, donc vous passez la plus grande partie de votre journée à l'école. Pendant les saisons d'agriculture très occupées, vous ne pouvez pas aller à l'école et devez aider votre famille dans les champs, surtout pendant la récolte.



Le soir, votre mère vous prépare un repas de riz et de légumes sur le feu extérieur. Quand vous êtes rentré de l'école hier, la vache du voisin avait mangé les légumes verts à feuille dans le potager de votre famille. Votre famille a décidé de fabriquer une clôture en bois autour du potager pour éloigner les animaux. Il faudra que vous aidiez à fabriquer la clôture et donc vous absenter de l'école cette semaine.

BLM 4.4 - Cartes de jeu de rôle

Enfant fille

Vous êtes une fille de dix ans et habitez dans le petit village éloigné de Quy Chau, au Vietnam. Vous n'allez pas à l'école. Votre famille n'a pas les moyens d'envoyer les six enfants à l'école, donc il n'y a que vos deux frères qui vont à l'école locale du village.

Vous passez votre journée à aider votre mère dans les tâches ménagères, comme faire les repas, le ménage et prendre soin de la rizière et du petit potager. Pour préparer les repas, vous devez aller chercher du bois dans la forêt et le ramener à la maison pour faire un feu. Cela peut vous prendre jusqu'à deux heures pour vous



rendre dans la forêt et trouver des morceaux de bois assez grands. Vous devez également aller puiser de l'eau dans la source pour boire et cuisiner le riz. La source est à 30 minutes à pied de la maison.

Vous devez également vous occuper du petit potager de votre famille qui est à côté de la maison. Vous arrosez le jardin, enlevez les mauvaises herbes et fabriquez une clôture en tiges de bois pour protéger le jardin afin que les vaches du voisin ne viennent pas directement manger vos légumes ! Tout en faisant vos tâches ménagères, vous devez vous occuper de vos trois jeunes frères et sœurs qui sont à la maison.

Assessment

Each student's contributions to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes.

Deforestation — What Do Trees Mean to Me?

Student's Name: _____

Evaluator: Teacher: ____ Peer: ____ Self: ____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates thorough knowledge and understanding of concepts.
Thinking	Analysis of scenarios is limited in effectiveness.	Analysis of scenarios is moderately effective.	Analysis of scenarios is effective.	Analysis of scenarios is highly effective.
Communication	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
Application	Predictions and connections between contexts (environmental, social, and cultural) made with limited effectiveness.	Predictions and connections between contexts (environmental, social, and cultural) made with some effectiveness.	Predictions and connections between contexts (environmental, social, and cultural) made with considerable effectiveness.	Predictions and connections between contexts (environmental, social, and cultural) made with a high degree of effectiveness.

Glossary

Canadian International Development Agency (CIDA): The federal agency charged with planning and implementing most of Canada's development cooperation program in order to reduce poverty and to contribute to a more secure, equitable and prosperous world.

Deforestation: The loss of forests due to over-cutting of trees.

Developed Country: A basic classification of countries with a high level of *per capita* income, industrialization and modernization. Such countries usually have lower levels of population growth.

Developing Country: A basic classification of low-and middle-income countries in which most people have a lower standard of living with access to fewer goods and services than do most people in developed countries.

Ecological Footprint: A measure of how much land and water is needed to produce the resources we consume and to dispose of the waste we produce.

Environmental Degradation: The decline of environmental conditions to a lower condition, quality or level.

Fair Trade: A trading method committed to social justice in which employees and farmers are treated and paid fairly, sustainable environmental practices are followed and long-term trade relationships are fostered.

Food Security: A state where all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

Gender: Culturally defined roles and responsibilities for females and males that are learned, may change over time, and vary among societies.

Global Citizenship: Awareness of the world as a global community and recognizing the rights and responsibilities of citizens to take action with a global consciousness.

Globalization: The idea, popularized in the 1960s, that the entire world and its inhabitants are becoming one large community with interconnected needs and services.

Gross Domestic Product (GDP): The value of all goods and services produced within a nation in a given year.

Human Development Index: An annual ranking of countries in which the health, education and wealth of each nation's citizens is examined. Life expectancy, educational achievement and standard of living are measured.

International Development: Efforts to assist nations, and their citizens and institutions, to develop a higher quality of living. This is often done through social or economic programs.

Millennium Development Goals: The eight goals that all 191 United Nations member states have agreed to try to achieve by the year 2015.

Non-Governmental Organization (NGO): An organization that is not part of the local, state or federal government.

North American Free Trade Agreement (NAFTA): An agreement implemented in 1994 committing Canada, the US and Mexico to the elimination of all tariffs, quotas and other trade barriers between them before 2009.

Poverty: The state of being without, often associated with need, hardship and lack of resources across a wide range of circumstances.

Subsistence Agriculture: A type of farming in which livestock is raised and crops are cultivated for local food and energy requirements rather than for sale.

Sustainable Development: Development that meets the needs of the present generation without compromising the ability of future generations to meet their needs.

Sustainable Livelihood: The capabilities, assets (including both material and social resources) and activities required for a means of living that can be maintained into the future, recover from shocks and does not compromise natural resources.

United Nations: An international organization formed in 1945 to promote peace and economic development.

Country Information

For further information on Vietnam, please see the following resources:

- World Atlas Website www.worldatlas.com click on Asia and then Vietnam
- CIA Vietnam Profile www.cia.gov click on World Factbook and then choose Vietnam
- CIDA Vietnam Profile www.acdi-cida.gc.ca/vietnam-e
- Vietnam Government Website www.chinhphu.vn
- CHF Vietnam Project Description www.chf-partners.ca click on Our Projects, Asia, Vietnam

For further information on Ghana, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Ghana
- CIA Ghana Profile www.cia.gov click on World Factbook and then choose Ghana from the dropdown menu
- CIDA Ghana Profile www.acdi-cida.gc.ca/ghana-e
- Ghana Government Website www.ghana.gov.gh/
- CHF Ghana Project Description www.chf-partners.ca click on Our Projects, Africa, Ghana

For further information on Zimbabwe, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Zimbabwe
- CIA Zimbabwe Profile www.cia.gov click on World Factbook and then choose Zimbabwe from the dropdown menu
- CIDA Zimbabwe Profile www.acdi-cida.gc.ca/zimbabwe-e
- Zimbabwe Government Website www.gta.gov.zw/
- CHF Zimbabwe Project Description www.chf-partners.ca click on Our Projects, Africa, Zimbabwe

For further information on countries in the Caribbean, please see the following resources:

- World Atlas Website www.worldatlas.com click on Caribbean
- CIA Profiles of various countries within the Caribbean www.cia.gov click on World Factbook and then choose a country from the dropdown menu
- CIDA Profiles of various countries within the Caribbean (select country name from map) www.acdi-cida.gc.ca/Americas
- CHF Guyana Project Description www.chf-partners.ca click on Our Projects, Americas, Guyana

For further information on Ethiopia, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Ethiopia
- CIA Ethiopia Profile www.cia.gov click on World Factbook and then choose Ethiopia from the dropdown menu
- CIDA Ethiopia Profile www.acdi-cida.gc.ca/ethiopia
- Ethiopia Government Website www.mfa.gov.et/
- CHF Ethiopia Project Description www.chf-partners.ca click on Our Projects, Africa, Ethiopia

For further information on Kenya, please see the following resources:

- World Atlas Website www.worldatlas.com click on Africa and then Kenya
- CIA Kenya Profile www.cia.gov click on World Factbook and then choose Kenya from the dropdown menu
- CIDA Kenya Profile www.acdi-cida.gc.ca/kenya-e
- Kenya Government Website www.kenya.go.ke/
- CHF Kenya Project Description www.chf-partners.ca click on Our Projects, Africa, Kenya

Resources

Reference Books

Hammond World Atlas 3e, by Hammond, 1999

Worldmark Chronologies, Vol. 1: Chronology of Africa, by Karen Christensen, 1997

Web Sites

CHF www.chf-partners.ca

Gifts That Matter campaign www.giftsthatmatter.ca

Canadian International Development Agency (See Teacher Zone) www.acdi-cida.gc.ca

Earth Day Network (Quiz) www.earthday.net/footprint/index.html

Footprint of Nations www.ecologicalfootprint.org

Global Footprint Network www.ecofoot.net

Transfair Canada Website www.transfair.ca

Make Poverty History Website www.makepovertyhistory.ca/

World Bank PovertyNet www.worldbank.org click on "Topics" and then "Poverty"

National Anti-Poverty Organization www.napo-onap.ca/

The Assembly of First Nations Website: Making Poverty History Article

www.afn.ca/article.asp?id=2903

United Nations Development Programme: Poverty Reduction www.undp.org/poverty/

United Nations Development Report Website <http://hdr.undp.org>

Food and Agriculture Organization of the United Nations (Forestry Information)

www.fao.org/forestry/en/

Campaign 2000 Website www.campaign2000.ca/rc/

UN Millennium Development Goals www.un.org/millenniumgoals/

UN Millennium Project www.unmillenniumproject.org/

Millennium Campaign Website <http://endpoverty2015.org/>

World Bank Student/Teacher Website <http://youthink.worldbank.org/>

Global Education Network www.global-ed.org

Water Resources Commission of Ghana www.wrc-gh.org

Updated Currency Conversion www.oanda.com/convert/classic

Summary & Next Steps

The first step in reducing poverty and injustice in developing countries is to **look deeper** and understand the realities faced and the connections between people around the world. This is an important step in creating empathy for the rural poor in the next generation of leaders — today's students!

This guide was developed to help children understand rural communities in developing countries and some of the forces that perpetuate their cycles of poverty. More importantly, this guide is to give students hope that change is possible. Everyone can contribute to empowering communities to have the resources to be self-sufficient and break their cycle of poverty. (Please see the Head, Heart and Hand Approach on page 4 which highlights the importance of action.)

The second step is to move informed students to action. Students will see how their actions will lead to healthier children, families and communities. Their support will enable families to earn better incomes so they can afford school fees for their children as well as meet other needs. Families will feel empowered and will have more hope for their future.

Your students can help CHF improve the lives of people in rural communities in developing countries by engaging in one of CHF's activities or fundraising events. CHF has many successful stories of schools that are supporting our projects in various developing countries. Visit our web site at www.chf-partners.ca and click on **Teachers** for the latest school success story.

CHF encourages your school to get involved!

Sign up for our Gifts That Matter campaign today! (See page 5 for further information on this campaign).

For more information please contact:

Global Education Coordinator

CHF

323 Chapel Street

Ottawa, Ontario K1N 7Z2

gloaled@chf-partners.ca

Phone: (613) 237-0180 ext. 229 or 1-866-242-4243

