

WHERE TO FIND IT:

POVERTY

- CAUSE: *Unit Plan: Understanding our Global Community* Page 03 Purple 1
- Keiskamma: *Walking for Water* Page 35 Purple 2
- Keiskamma: *Learning the Hard Way* Page 39 Purple 3
- World Vision: *Poverty and Rights* Page 43 Purple 4
- World Vision: *Myth Busters* Page 45 Purple 5
- CHF: *Sustainable Solutions* Page 53 Purple 6
- CHF: *The Real Survivor* Page 71 Purple 7
- Sahakarini: *Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala* Page 97 Purple 8

WATER

- CAWST: *Tikho's Story Three Pile Sorting* Page 119 Dark Blue 1
- Development and Peace: *AMANZI* Page 147 Dark Blue 2
- Change for Children Association: *Water to Survive: A Look at Water Inequality* ... Page 163 Dark Blue 3
- Development and Peace: *Walking for Water* Page 171 Dark Blue 4
- CHF: *Water Works!* Page 175 Dark Blue 5

TAKING ACTION ON GLOBAL ISSUES

- John Humphrey Centre for Peace and Human Rights:
Ignite Change Now: Youth Action Toolkit Page 201 Yellow 1
- Bridges of Hope: *Pull for Poverty* Page 223 Yellow 2
- CAUSE: *From Heart to Hands: Let's CHANGE our World* Page 283 Yellow 3
- Optometry Giving Sight: *Say Yes today for a better tomorrow* Page 297 Yellow 4
- Canadian Humanitarian Organization for International Relief:
Event and Fundraiser Toolkit Page 313 Yellow 5
- HYTES: *Education Package* Page 331 Yellow 6
- Leprosy Mission Canada: *The Umbrella Girl* Page 381 Yellow 7
- ICChange: *FROM IDEA TO ACTION: A Guide for Community Development Initiatives* Page 397 Yellow 8

GLOBAL CITIZENSHIP: See Material Book 2

PEACE STUDIES: See Material Book 3

ENVIRONMENTAL SUSTAINABILITY: See Material Book 3

ACTIVITIES: See Material Book 3

BACKGROUND INFORMATION: See Material Book 3

CAUSE

*Unit Plan: Understanding
Our Global Community*



Elementary School – Grade 5-6 Class

6.5 classroom hours + presentation day

Total hours: 8.5



Day 1 (2 hours, with lunch break in the middle)

- ◆ Introduction – Me, CAUSE, CIDA, map
- ◆ Kids take turns to draw everything they can think of in a Canadian house & compare to developing world house
- ◆ CAUSE Kids DVD
- ◆ Walk/Stop/Opposites
- ◆ Debrief
- ◆ Falling Country Game
- ◆ MDGs
- ◆ ‘Point and Turn’ as intro to inspiration of UN to develop MDGs
- ◆ Homework - write about day with CAUSE Canada and choose one idea re having a positive effect on the world around you.
- ◆ ‘Machine’ as drama warm-up and intro to tableaus – students stands in a circle and choose an action and sound. On the count of three, they perform the action and sound together. Then have students stop and start by touching their shoulders. Debrief: Ask them how this relates to the world i.e everyone has a function and we need to work together. What happens when there are breakdowns in the machine? (10 min.s)
- ◆ Tableaus: Students in a circle, create tableaus of different events (birthday party, sports etc.) Begin to add elements of narration and feedback (can the other groups see what is happening in the tableau?)
- ◆ Give one – Get one – record ideas, then share them by speaking with all of the other students. Debrief by having students share ideas they heard from others.

Day 2 (2.5 hours)

- ◆ Review MDGs (5 min.s). Introduce the MDG postcards and assign students the task of deciding what they will write.
- ◆ Fear/Protector
- ◆ Tableaus Continued: Practice tableaus of life in a village and MDGs.
- ◆ Drama: Now we’re going to take this idea and turn it into a drama with actors, narrators and puppets. *Teacher helps choose roles of actors and narrators and records dialogue.
- ◆ Scene 1: Life in a village without MDG. One or two sentences to describe the situation. Narrator/teacher records.
- ◆ Scene 2: Solution to crisis and meeting the MDG. Narrator/teacher records .
- ◆ Scene 3: The village once the MDG is met. Narrator/teacher records.
- ◆ Groups show their scenes to each other and get feedback.

Day 3 (2 hours)

Watch Sarah MacLaughlin – ‘World on Fire’ on You Tube and discuss.

Review MDGs

Continue working on plays – help groups script out final versions.

Have a partial dress rehearsal together. Students give each other positive feedback.

Day 4 (2 hours)

Full dress rehearsal in the gym, include speeches, MDG demos, MCs and plays.

Performance of plays for parents and other classes in the school.

Unit Plan Overview – Understanding our Global Community

Number of Lessons: 6

Time: Approximately 30 – 35 minutes each

Use: This unit is best used when followed as a series, but it is also possible to use each unit as a single lesson. The lessons are inspired by the CIDA sponsored workshops that CAUSE Canada conducts in schools throughout southern Alberta (and other localities when possible). We have taken our two to three hour long workshops and expanded them into a unit composed of 6 lessons.

The lessons are geared toward students in Grades 3 to 5, but some parts of them can be adapted to Grades 1 and 2. As well, Grade 6 students will enjoy the lessons with a few adjustments to make them a bit more challenging.

Description: Students will be led through a series of games and exercises that are designed to challenge their existing ideas about poverty and wealth. They will be encouraged to share their observations and to develop their critical thinking skills. Ultimately, they will be asked to take what they have discovered to the next step – having an impact on their local and global community.

Rationale: In this mini-unit, students will begin to develop an understanding of the complexities of poverty and poverty related issues. In other words, they will start to see that the answer to MDG (Millennium Development Goal) #1, which is 'Eradicate Extreme Poverty and Hunger' is not as simple as giving things to or doing things for people who live in poverty. They will be challenged to see the strengths of all members of the global community and to see poverty reduction as a justice issue. Finally, they will be encouraged as they are given opportunities to take concrete action and share what they have learned with others.

Support from CAUSE Canada: The lessons in the following pages have typically been conducted by a CAUSE Canada representative. Please contact us if you are interested in having a presentation at your school. Workshops range from one to three hours, or six to eight hours for those who are interested in the 'Giant Puppets Bring Giant Change' workshop.

If you are interested in trying the unit with your class and have any questions or comments, feel free to email us at education@cause.ca. There will also be links to resources, attachments of workshop outlines and actual examples of student letter writing campaigns.

Outline of Unit: Understanding our Global Community

Lesson 1

Define global citizenship, consider what is necessary to live and consider basic human rights as a justice issue.

Lesson 2

Redefine 'rich' and 'poor' according to the global situation; open our eyes to the global community; think about changes we can make today.

Lesson 3

Learn the Millennium Development Goals and what they mean to our world today.

Lesson 4

Knowledge is power! Learn about other countries to be better global partners and promote understanding.

Lesson 5

Sharing knowledge with others – an MDG poster display for your school; use drama exercises to visualize and express ideas

Lesson 6

Experience activism – a letter writing campaign; make plans for life long learning and engaging in the global community.

Attachments

- ◆ MDG Power Point for Lesson Three (can also be printed as cards to teach the MDGs)
- ◆ Sample of International Flags for Lesson 4
- ◆ Example of a 4 day workshop, including the writing of a play by Grade 5 students, Examples of letters and postcards written by students to show support for the MDGs (Millennium Development Goals)
- ◆ MDG postcard that can be printed by schools for an MDG postcard campaign
- ◆ Websites for Action and Awareness

Lesson 1 of 6

Grades: 3 - 5 (Can be adapted to Grades 1 – 2; see notes at end)

Unit: Understanding our Global Community

Time: 30 – 35 Minutes

Materials: World map or globe, white board

Objectives: To introduce the idea that a just world is one in which everyone has the basic human rights of clean water, nutritious food and shelter.

Introduction: (5 – 10 minutes)

- ◆ Ask the students to name as many countries as they can think of. Write all responses on the board. If a city, province, etc. is given rather than a country name, explain which country they are referring to and write it on the board.
- ◆ Ask the students which countries on the list might have the most difficult circumstances/lives and why they think so.
- ◆ Ask the students to try and remember these countries and then erase the list.
- ◆ Establish a class definition of what it means to be a global citizen. This might be something like 'A person who learns about other people in the world and cares about their problems', but it is good to get the students' ideas too.

Body: (15 - 20 minutes)

- ◆ Students close their eyes and imagine their homes in Canada. They try to visualize the items in their homes. After a few seconds, they open their eyes.
- ◆ Draw a large outline of a house on the board. Ask the students to draw things that would be in most Canadian homes. Tell them to raise their hands when they are ready with an idea (it's also good to draw one thing in the house to demonstrate that you are looking for fast, simple pictures). Explain that they are not creating rooms, just drawing items anywhere that there is space.
- ◆ When everyone has had a chance to draw, get a few more responses, if necessary, to make the house very full of things. Make sure there is a stick person in the house.
- ◆ Ask the student to recall some of the countries where life is difficult. Ask them if people in these countries would have all the things in the house on the board. They will say that these people would not have these things.
- ◆ Very quickly, erase almost everything from the house, while giving explanations such as: 'They wouldn't have a light because they don't have electricity.'
- ◆ You should be left with the frame of the house, the stick person and little else. Ask the students if they think the roof would be pointed and change it to a flat roof.
- ◆ Ask the students what the basic needs of survival are. What do we need to live? Accept only survival essentials: food, water, shelter, clothing and love. Explain that we need love to live. (I usually draw a piece of corn, a drop of water, a heart and some clothes on the stick person to symbolize these things.)
- ◆ Ask the students, if it fair (just), that many people in the world do not have these basic things. Explain that organizations such as CAUSE Canada do the work they do because they believe that everyone should have these human rights.

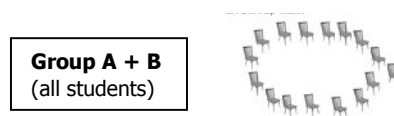
Closure: (5 – 10 minutes)

Play imbalanced musical chairs

- ◆ Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
- ◆ Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
- ◆ Put Group A with the large circle of chairs, and put Group B with the 3 chairs.
- ◆ Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair)
- ◆ Start and stop music.
- ◆ Take away a chair from Group B and give it to Group A. Continue playing. Keep taking chairs until B only has one chair left.



- ◆ Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music.



- ◆ Discussion: How did you feel in this game? Was it fair? Why/why not? Do we need to create a world that is more fair/just?

Grade 1 / 2 option: Begin with the 'fill the house' exercise and simply ask if the students think everyone in the world lives this way. For the musical chairs game, you can consider playing the standard game and asking whether the game though it is fun, is fair.

Lesson 2 of 6

Grades: 3 – 5

Unit: Understanding our Global Community

Time: 30 – 35 minutes

Materials: (optional) CAUSE staff person for workshop, website/projector to show videos

Objectives: The students will consider what it means to be 'rich' and 'poor' in the global community. The students will consider what it means to be an active global citizen.

Introduction: (10 – 12 minutes)

- ◆ Play the CAUSE Kids video about the work of CAUSE Canada in Sierra Leone, or use the following YouTube link:<http://www.youtube.com/watch?v=qqlDyAuOMfU>. (Please note that this video touches on some serious subjects. You should view it yourself first to see if all of it is appropriate for your class. If you prefer to choose your own video, please ensure that it portrays the developing world in a positive light.) Contact CAUSE at education@cause.ca to request a DVD or recommendations for other DVD clips. See also Attachment Five – websites for action and awareness.
- ◆ Ask the children what they observed, i.e. the smiling people, the crowded classroom, the dirty water. Try to ask only general questions and get the details from the students.
- ◆ Tell the students you'll be discussing the video again later.

Body: (15 minutes)

- ◆ Clear a space big enough for the students to walk around. Instruct them that the first step of the exercise is simply to walk when you say 'walk' and stop when you say 'stop'. They can move in any direction within the space, but there is no talking and no bumping.
- ◆ Add the next step to the game. Now, the students are to stop when you say 'walk' and walk when you say 'stop'.
- ◆ Now the game moves to opposites. The students will walk like they are hot/cold, the PM of Canada/every day person, in a hurry/relaxed, happy/sad etc. Remind them to keep walking rather than hold a pose. After several different simulations, tell them to walk like they are rich/poor.
- ◆ Sit in a circle to debrief. Ask the students to tell you what they saw others doing when you said 'walk like you are rich'. Encourage them not to interpret, but rather to share their observations about body language, facial expressions, actions, etc.

- ◆ Ask the students to tell raise their hands if they can answer yes to the following questions: Will you eat two or more meals today? Do you have two pairs of shoes or more? Can you go to school (they'll laugh, but it makes a point)? Do you have two books or more? Do you have clean water to drink? etc. Explain to the students that this means they are rich in the global community. They may be resistant to this idea, so talk it through. Then ask if we, the wealthy of the world, really walk the way they did in the game, while reassuring them that they were following instructions and did nothing wrong.
- ◆ Ask the students to tell you what they observed others doing when you said 'walk like you are poor'. Ask them to think back to the video they watched. Did the people slouch and walk slowly? Did they look sad? Were they begging? Explain that the majority of people who are poor in the world are too busy working hard, traveling to get water, taking care of their children, etc., to sit around looking sad.
- ◆ If the students participated in the first unit, challenge them to see partnering with the poor as a justice issue, i.e. making the two houses more equal, rather than some proud, confident people supplying the needs of some sad, broken people. If this concept is too difficult, simply make the point that we need to reconsider our ideas of what it means to be rich or poor.

Closure: (5 minutes)

- ◆ Tell the students that you believe they can make a difference in the world, even today. Give examples of things you have done together as a class to help your community.
- ◆ Ask the students to think of one positive thing they can do, whether it is being friendly to a brother or sister, recycling or learning more about a place. Ask them to be creative. You can have them write their idea or simply think of it. Then, the students try to talk to everyone in the class and hear all the different ideas. Encourage active listening, by warning them you'll be asking for the ideas they heard from others.

Homework

Choose one kind thing to do at home tonight and report it in class tomorrow.

Lesson 3 of 6

Grades: 3 – 5 (This could possibly be done with Grades 1 and 2 with some modification)

Unit: Understanding our Global Community

Time: 30 - 35minutes

Materials: MDG cards or symbols, white board

Objectives: The students will learn about the MDGs and how they can take part in making them happen.

Introduction: (10 minutes)

- ◆ Review the first two lessons if doing the entire unit and take up the 'acts of kindness' homework.
- ◆ All the students stand in a circle. Explain that you are about to play a game called 'machine'. Each student will choose an action and a sound to go with it. Demonstrate one i.e. swing your arm and say 'beep'.
- ◆ Everyone faces out of the circle for a moment and turns back in as soon as they have their own idea.
- ◆ Everyone begins their action and sound on the count of three.
- ◆ Try some variations. Some people stop or start again when you touch their shoulders. Then have everyone begin again, with the machine slowly fading as each student stops, prompted by you touching their shoulders.
- ◆ Discussion questions: Was it more fun to be in a group? Did you feel more timid as the machine was slowing down? How do machines work best? How does the world work best?

Body: (15 – 20 minutes)

- ◆ Explain that in the year 2000, there was a club that believed the world is better when everyone has a part to play and this club decided to help everyone get the things they need to play their part.
- ◆ This club is called the UN. Ask if anyone knows what 'UN' means. Explain if necessary. Write 'United Nations' on the board.
- ◆ Explain that the UN chose eight goals to make the world a better place and these goals are called the Millennium Development Goals. Break this down, eliciting responses from the students as much as possible.
 - Millennium – not 10, not 100, but 1000 years
 - Develop – build, change, grow
 - Goals – plans, things you want to do
- ◆ Ask the students to raise their hands if they have goals. Next, ask them to stand, reach one arm back, and stretch it as far as they can. Then, ask

them to close their eyes and try it again, stretching even farther this time. Most will find they got farther the second time. Explain that this was how the UN was thinking about the world; they wanted to do better than they had been doing.

- ◆ The students sit down and try to guess each goal as you show them the picture. Encourage them to guess the goal, rather than tell you what they see. For example, the first picture shows a bowl of soup, but the goal is 'Food for everyone!'
- ◆ Show each card and teach the students each phrase (simplified for children) and action.
- ◆ 2. Everyone goes to school (mimic writing with a pencil)
- ◆ 3. Make girls equal (one arm down, one up – bring them both to a middle point)
- ◆ 4. Stop child death (stop sign like a crossing guard would use)
- ◆ 5. Help pregnant moms (arms in a circle, mimicking a pregnant stomach)
- ◆ 6. Stop disease (hands cross over each other, like a baseball umpire)
- ◆ 7. Help the environment (hands join over your head, to look like a tree)
- ◆ 8. Work together (handshake symbol)
- ◆ Practice these in order and mix them up. Encourage the students to use their biggest voices because these are great things to do. If you can, do a little bit of research and give the students a bit of information about each goal. See the attachment for more information.

Closure: (5 minutes)

Play a final round of 'machine'. First, ask students to use the same action/sound as before. Then ask them to teach their action/sound to someone else and try one more round to end the day in a symbol of global cooperation.

Lesson 4 of 6

Grades: 3 - 5

Unit: Understanding Our Global Community

Time: 30 – 35 minutes

Materials: Country cards (or number cards) that teacher should prepare before the lesson, CAUSE DVD or YouTube clip

Objectives: The students will learn that we have to know about others if we want to help. Also, they will discover that we have many things to learn from the global community

Introduction: (10 – 15 minutes)

- ◆ Review the MDGs
- ◆ Follow the instructions below to play 'the fainting game'
- ◆ Hand out numbers or country names to each student. Have them keep them a secret and memorize their card. Collect the cards and put them in a hat/container.
- ◆ Have students walk around the room without making a sound. When their number/country name is called, they have to 'faint'—(not making any noise, they have to drop to the ground in a safe way).
- ◆ The job of the other students is to catch them *before* they fall.
- ◆ Continue calling out numbers/country names (faster, slower, more than one at a time, etc...)
- ◆ Discussion: What happened? Who was caught? How did it feel? What is the relation to poverty?

Body: (15 – 20 minutes)

- ◆ Ask the students to find a partner and stand back to back. Tell them you are about to test their powers of observation and instruct them to describe, without looking, what the other person is wearing.
- ◆ Then, explain to the students what having something 'in common' means. Ask them to talk with their classmates, one a time, and find at least one thing they have in common with each person. Encourage them to find out new things about each other. Take this up together.
- ◆ Explain that getting to know each other is an important part of global citizenship. Just as we want to be good classmates, and good neighbours, we can be good global citizens by learning more about each other.
- ◆ To illustrate this point, ask the students what they can remember about the CAUSE video from Lesson 2. Another idea would be to have the students draw pictures of the flags of different countries. See the attachment for ideas.

- ◆ Show the video again, or show a portion of it.
- ◆ Tell the students that there are many ways that we can be inspired by the people in Sierra Leone and many things that we can learn from them. Here are some examples:
 - ◆ They show us what it means to forgive as they have forgiven all the terrible things that happened during the war there.
 - ◆ They show us how to be creative and resourceful. They manage to live with very few advantages. How we use this in our lives?
 - ◆ They show us the importance of language. Most Sierra Leoneans can speak two or even three languages.
 - ◆ They show us the importance of education by their great desire for it and their willingness to work very hard for it.
 - ◆ Ask the students if they have any other ideas.

Closure: (5 minutes)

Ask students to arrange themselves into pairs, letting them choose their own partners if possible. Try a fun activity that requires two people, such as a game of catch, a three-legged race or helping each other across the room while one person is blindfolded. Afterwards, talk about how it was important to cooperate, work together and how it isn't fun to play catch or soccer alone. Explain that this is the idea behind all the MDGs – to make the world a better place as equals.

Lesson 5 of 6

Grades: 3 – 5

Unit: Understanding our Global Community

Time: 30 – 35 minutes

Materials: Poster paper

Unit background: this lesson will require knowledge of the MDGs. You could combine lessons 3 and 6 into a one-hour lesson if you are not doing the entire unit

Objectives: The students will learn about activism, by sharing knowledge

Introduction: (10 minutes)

- ◆ Review the MDGs
- ◆ Explain to the students what a tableau is (like statues). Break the students into groups and have them form different tableaus on the count of three. Begin with simple concepts like a birthday party, sports game, etc. Then ask the students to form tableaus of the different MDGs. (This sounds difficult, but the students always have great ideas.) If time allows, groups can perform their tableaus and the other students can comment on what they think is happening.

Body: (15 – 20 minutes)

- ◆ Ask the students for ideas on how to make the MDGs happen. Remind them of the ideas they shared in Lesson 2.
- ◆ Explain that making other people aware is a great way of taking action and that your class is going to make posters. The students are going to make posters for each of the MDGs. To make sure that each MDG is covered, you can assign numbers, or ask for volunteers for each one.
- ◆ You will of course be making more than eight posters, ideally to display at more than one location in your school.
- ◆ You may need to plan extra class time to complete the posters.

Closure: (5 minutes)

Bring the class together to make one big tableau, called '2015: Keeping the Promise', or simply 'A Better World with the MDGs'. When you count to three, students will be in a tableau position indicating what a better world looks like. You could also give different students one MDG to think about and ask them to show what the world would look like if that MDG was met. Alternatively, you could do this a discussion and ask the students what the world would be like if we achieved all the MDGs.

Lesson 6 of 6

Grades: 3 – 5

Unit: Understanding Our Global Community

Materials: Postcards or letters (See attachments)

Objectives: Students learn to take action

Introduction: (5 minutes)

- ◆ **Magnetic Walks:** Students walk around the room as though they are magnetically pulled toward others. When they meet, have them introduce themselves and sincerely greet each other. Have students move faster and faster and continue in this. Then have students FREEZE.
- ◆ Now, students walk around as though they are magnetically pushed away from others in the room. This time, when they meet, they introduce themselves like they do not want to—avoiding eye contact, having no time for the other person. Have students move faster and faster, until they have no time to greet each other at all.
- ◆ Discussion: One situation reflects the world as it should be and one reflects the world as it is. Which world would you like to live in?

Body: (15 – 20 minutes)

- ◆ Ask the students if they see the current state of the global community as a problem or an opportunity.
- ◆ Regardless of how the students answer, explain that there will be an opportunity to bring about real change in your classroom today: the students will write letters or postcards of support for the MDGs and the letters will go to the Prime Minister of Canada. If the Prime Minister receives enough letters about the MDGs, he will see that Canada is a country that wants to help. See attachments for letter/postcard tips.
- ◆ Show the students where and how to write the PMO address on the letter/postcard, write the date, etc.
- ◆ Write out a class statement together, give the students two or three statements to choose from, or let the students write their own (after they have your approval).
- ◆ The students sign their first name, grade and school on the letter/postcard.

Closure: Talk about different ways that this unit can inspire life-long learning and global citizenship. Does your class want to organize a fund raiser? Volunteer? Make their school 'greener'? Encourage your students to see this as a beginning rather than an end.

Understanding our Global Community

Attachment Number Two: Sample of International Flags

Note to Teachers: The website listed below is an excellent one, providing the picture of the flag of each country and explaining what it represents.

<https://www.cia.gov/library/publications/the-world-factbook/docs/flagsoftheworld.html>

For easy classroom use, you will find in this document the flags of Guatemala, Honduras, Sierra Leone and Canada. These have been chosen as they are CAUSE Canada's countries of focus, but you may wish to add or choose others.



Guatemala



Honduras



Sierra Leone



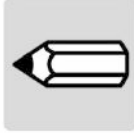
Canada

The United Nations Millennium Development Goals

The Millennium Development Goals (MDGs) were created by members of the United Nations in 2000. Their objective is to cut extreme poverty in HALF by 2015.



Goal 1
Eradicate Extreme Hunger and Poverty



Goal 2
Achieve Universal Primary Education



Goal 3
Promote Gender Equality and Empower Women



Goal 4
Reduce Child Mortality



Goal 5
Improve Maternal Health



Goal 6
Combat HIV/AIDS, Malaria and other diseases



Goal 7
Ensure Environmental Sustainability



Goal 8
Develop a Global Partnership for Development

1



**ERADICATE
EXTREME POVERTY
AND HUNGER**

2



ACHIEVE UNIVERSAL
PRIMARY EDUCATION

3



PROMOTE GENDER
EQUALITY AND
EMPOWER WOMEN

4



REDUCE
CHILD MORTALITY



5



IMPROVE MATERNAL
HEALTH

6



COMBAT HIV/AIDS,
MALARIA AND OTHER
DISEASES

7



ENSURE
ENVIRONMENTAL
SUSTAINABILITY

8



GLOBAL
PARTNERSHIP FOR
DEVELOPMENT

MDG Postcard Campaign – Spring/Summer 2011

This document includes the text of some, but not all, of the postcards written by students who wrote statements of support for the MDGs and/or poverty awareness and reduction. Not all postcards have been recorded for a variety of reasons – the teacher mailed them, they were done as follow-up to the workshops after I left, etc. Only postcards that I saw personally were recorded as part of CIDA ‘action’ numbers.

Grade 5/6 Class

Students wrote their own messages, with their teacher’s supervision, after 4 days of CAUSE /MDG workshops.

1. Dear Mr. Harper
Grade 5
My name is Thomas and I think it’s really important that Canada shed help stop poverty and hunger in African countries. Thank you.
2. I really believe that these goals are reachable and I believe Canada needs to start acting more on them. Personally, I hope to one day volunteer somewhere to raise awareness that women are equal and valuable. I hope you can help me. Sincerely
Chelsea
3. Hi, my name is Shelyse. I want to talk to you about the Millennium Development Goals. The main goal I want to talk to you about is reducing child mortality. I think this is a big problem. Please help to end this problem. Everyone should get a chance to live life.
4. Dear Prime minister, please help to end poverty and hunger in Sierra Leone. From Isaiah
5. Dear Mr. Harper, I think it is important that we raise more money for goal #7 in the MDG. Environment is very important and if we don’t try to save it then we will all die.
Sincerely, Louise
6. Dear Prime Minister, I think we should focus on child death because I think that the children should live to see the world so we should get some medicine to help children love. From Jonah
7. Thank you for making the Millennium goals it will be a big improvement on the world it will lift some weight off everyone.
8. I support the millennium development goals. But I really believe in ensure environmental sustainability. Go green!
9. Hello there. I believe in the MNG. All 8. Please help. Sincerely Griffin

10. Dear Mr. Harper. Hello my name is Mustafa. I am in Gr. 6 .Please Improve Maternal Health.

11. Please help poverty & hunger & stop child death! From Vanessa, Grade 5/6 class

12. Hi my name is Tahg, G 6, and I think that the most important goal is eradicate extreme poverty and hunger. The reason why is because if you feed everyone and give them money then: number 2 is achieved.

Grade 7 Classes (two classes)

These classes wrote one statement together, as recorded in statement #1 below.

1. I believe that raising awareness on the MDGs is important because we are not paying attention to people without human rights and these rights need to be honoured. People deserve to be equal and enjoy life, regardless of poverty. Everyone is equal. We, at ____ School, Calgary, Alberta support the 8 MDGs.

____ School – Grade 3 Class – May 19

Let girls get an education. Make girls equal.

I want Pakistan to have a lot of food and water so girls don't have to walk a long distance to get water and that girls can also go to school!

I want to help feed the hungry, help donate money and help build school.

I want to help kids in Pakistan by building schools, so that everyone can learn.

Donate money so that poor people can go to school.

Stop children death!

Make kids go to school.

Help people.

I think it is important that all kids can go to school.

I think that it's important for all kids can learn and I'm going to help as much as I can.

Help pregnant moms.

Donate all your Pennies.

Everyone deserves to be treated equally and everyone deserves to go to school.

Donate money to help people go to school.

Help pregnant moms, help build a school.

My goal is to give education for everyone.

Help everybody have homes.

Donate money and food. Help build shelter

Grade 3 Class – June 21
(We did these together as part of the workshop)

3rd Grade

Dylan

Dear Mr. Harper

I say MDG is very important.

Thank you... From Canmore to Ottawa.

Please support Sierra Leone by building hospitals and donating money for health care.
 Michael

Please help with MDG #1. Feed the hungry.
 I think MDG #1 is very important. Help the environment.
 Brynn

Andrew: Please help with ADG #8, work together.

Please help with MDG #3.
 Vaughn

I believe that Canada can make a Goal to help poor countries.
 Michelyn

Please help with MDG #6. I think MDG #6 is very important.
 Charlie

I believe that making girls equal is important to me because boys and girls should have education. Sophia

I believe that everyone can have education.
 India

Please help with MDG #2. Everyone goes to school.
Charlotte

Please help with MDG #7. Help the environment.
Maren

Please help with MDG #1. Feed the hungry.
Zoe

Please help with MDG #1. Feed the hungry.
Victoria

Dear Prime Minister

Please help with MDG #6, because I think stopping diseases is important.

Bree

Out of the 8 memorial goals please help child health because 1 of 5 very young people die.

Matthew

Please help with MDG #4.
Dawson

Please help with MDG #6
Ryan

Please help with MDG #6.
Charlies

Please help with MDG #6. Stop diseases.
Aidan

Please help with MDG.
Enya

Please help with MDG #7.
Max

Please help with MDG #4. Stop child death.
Jessica

Please help with MDG #2, #1, #4 and #8.
Lindsay

Please help with MDG #1, because I believe it's important to feed the hungry.
Danisen



Website Suggestions for Awareness and Action

- a. <http://www.heavygames.com/3rdworldfarmer/showgame.asp> (poverty simulation game--really fun!)
- b. <http://www.worldonfire.ca/> (Sarah McLaughlan music video--to see how we can help by spending our money more wisely)
- c. www.milleniumcampaign.org/youth (get involved in achieving the Millenium Development Goals)
- d. <http://canada.gc.ca/directories-repertoires/direct-eng.html> (Write your MP)
- e. www.cause.ca (learn more about the work of CAUSE Canada)
- f. <http://www.acdi-cida.gc.ca/home> (Learn more about CIDA (Canadian International Development Agency) and CIDA support of organizations like CAUSE Canada)
- g. <http://destroynormalblog.com/we-built-a-school-in-3-hours#more-1123> – We built a school in three hours – very inspiring idea to watch and imitate!

Keiskamma *Walking for Water*



KEISKAMMA CANADA

Walking for Water

Grade 3-6

60 minutes

Equipment: Eight - 2 litre milk jugs filled with water
Two large pails filled with water
markers for measuring distance
personal markers for each student

General objective:

To raise awareness on the difficulty of obtaining water in developing countries

Specific outcomes:

The students will understand the time and difficulty involved in fetching water

Preparation: Mark off distances from 50 metres to 1 kilometre. (This could be tied in with math and measuring.) This can be done in the gym or school yard.

Have each student prepare a personal marker that can show how far they have gone. It needs to be a stone or something that can't easily be blown away or accidentally moved. (This can tie in with Art.)

Introduction: Show the students a glass of water. Ask them the following:

1. Where do you think I got this water?
2. How far did I go to get it?
3. What do we use water for?

Have students compile a list on the board of all the things they use water for.

Display the two photos: 1 – a village water tap

2 – children carrying water

Explain to the students that in many places in the world it is not easy to get water. In many places women and children must go to a single tap and carry the water home in whatever containers are available.

Today they will be taking containers of water certain distances to experience what it would be like to carry water home each day.

Student Activity:

Students take turns carrying two litre milk jugs of water along the marked route. When they feel they have gone as far as they can, they place their marker. There is no winner or loser, just a personal goal to see how far they can go. Students may also take turns carrying the pails of water and trying not to spill the precious contents.

Assessment and Reflection:

The teacher may ask the following questions:

1. What was the most challenging part of carrying the water?
2. If you had to carry it much farther what would you do?

Read the personal story. After the story is read have the students write

- a. about how their lives would change if they had to fetch water every day. What would change on how they used water?
OR
- b. a story on how they would use water if they had to carry it home each day.

Personal story:

When we volunteered in South Africa with Keiskamma Trust my husband and I rented a car. When we drove the 16 kilometres of dirt road from the village we stayed in to the highway, we passed two other small villages. Each village had a water tap by the side of the road. The houses were scattered up in the hills.

Each day we would see children and women carrying various containers and going to get water from the tap. They would fill the containers and carry them, sometimes on their heads, back to their homes. Sometimes someone would be lucky enough to have a wheelbarrow or a cart with a donkey. This was done every day.

Sometimes they would need to move goats and sheep and pigs away from the tap. We saw goats and sheep licking the taps to try and get water.

When children came home from school one of their jobs would be to go and fetch water.

One day we were invited to have tea and grill bread at a local home. When we were finished with tea, the cups were washed in a small pan of water. Any leftover tea was poured in the pan and the pan was taken outside and poured on plants in the vegetable garden. No water was wasted.

J. Marilyn Scott

Keiskamma *Learning the Hard Way*



KEISKAMMA CANADA

Learning the Hard Way

Grade 5/6

60 minutes

- Materials:
- Very short dull pencils for each student
 - one small hand pencil sharpener
 - one package of crayons – well used
 - one eraser
 - one glue stick
 - 1 scissors
 - 3 sheets of poster paper
 - 3 magazines

General Objective: To raise awareness on how students struggle to learn in rural areas in developing countries

Specific outcomes:

- The students will experience and understand the frustration of trying to learn with little or no resources
- The students will understand the necessity of cooperation when supplies are limited

Preparation: Before the class the teacher will cover any books or reference material. The teacher's desk will be clear except for a single container that will hold the crayons, eraser, pencil sharpener, scissors and glue stick.

Introduction: Show the students a map of South Africa and the location of the tiny village of Hamburg.

Tell the students they will be experiencing what it is like for grade 5 students at a rural Eastern Cape South African school, doing an assignment.

There are no reference books available and no computers. The students have no teacher. The principal comes in each day and gives them work to do. Today they are to make posters of animals, plants and insects of the world.

Student activity:

The students are divided into three groups and each student given a stubby pencil. Each group is given a sheet of poster paper, one of the magazines and assigned one of the poster topics. They may cut and paste pictures from the magazines and trade the magazines between groups. They may also draw and colour. They may **not** ask help from the teacher. Except for the pencils each student has been given, the rest of the supplies sit in a container on the teacher's desk. They are to share using the supplies.

Assessment and reflection:

At the end of 30 minutes the teacher has the students return to their desks and record their feelings about the assignment in their journals.

The teacher then reads the "personal story" and opens a discussion to assist the students in reflecting.

The teacher may ask the following questions:

How did you feel about this assignment? Why?

What were the frustrations?

What was good about the experience?

How do you think the students feel at the school in the story?

Personal Story :

When I was in South Africa with another teacher, volunteering in schools for Keiskamma Trust, we were walking past a classroom when two students came to the doorway and motioned for us to come in. This was a grade five classroom. We went inside to a barren room with three small tables. There was no teacher. They hadn't had a teacher for over a year. The principal who teaches grade 6 comes in each day and gives them work to do. They have very little in the way of supplies. The government gives some school supplies but never enough for everyone. Many are orphans or come from very poor families. Even if they had any money, the nearest town to buy school supplies is over 100 kilometres away. Hardly anyone in the village has a vehicle and the mini bus that stops at the village only comes every two hours.

Students were neatly dressed in school uniforms and gathered around the tables working on posters, just like you have been doing. They had glued pictures from magazines and drawn other images. They had no reference books in the classroom and no access to computers. They had no teacher to ask. They asked us if we could help them identify some of the pictures on their posters and where the plants, animals or insects in the pictures might be from in the world. The pictures they had drawn themselves were ones they were familiar with and were neatly labeled. However, even some of the ones they had drawn were not labeled because they weren't sure how to spell the name and had nowhere to check it. We helped them identify pictures and they were full of smiles and questions. The students we saw were polite and eager to learn.

Some teachers at the school travel over 100 kilometres to come and teach each day. Some students walk over five kilometres to reach school. We saw how difficult it was for these children to learn. They have almost no materials and supplies. Many of them have only one meal a day, which is supplied by Keiskamma Trust.

J. Marilyn Scott

World Vision *Poverty and Rights*



Grades 3 – 6

Poverty and Rights**Students will**

- differentiate between wants and needs
- become familiar with the United Nations Convention on the Rights of the Child (NCRC)
- define poverty in terms of denial of basic rights

Preparations

- Obtain a copy of one of these GEAR activities: *Journey to a New Planet*, *The Rights Balloon* or *Forming a New Government* from the [World Class](#) website Resources page.
- Download, photocopy and cut-out a set of Wants and Needs cards for each pair of students. A copy of the cards and SMART Board slides of the cards can be found on the Resources page of the World Class website.

Instructions

1. Ask students to turn to a partner and share their personal definition of poverty: What does it mean to be poor or experience poverty? Write down your definition.
2. Select and complete one of the following GEAR activities with your students: *Journey to a New Planet* (grades 2-4), *The Rights Balloon* (grades 4-6) or *Forming a New Government* (grades 6-8).

These activities help students to distinguish between wants and needs and to understand that every child has basic needs in order to survive, develop and live a full and meaningful life. Students will learn that these needs are called rights and that every child is entitled to these rights according to the United Nations Convention on the Rights of the Child (UNCRC).

Discussion

- How does denial of basic needs like food, water, shelter and clothing affect other rights? For example, how does lack of nutritious food affect children's right to education or their right to play? Give other examples of how rights are interconnected.
- Based on the above discussion rewrite your definition of poverty to include the idea of basic needs and rights.

It is important to help students understand that poverty is not only about lack of money, it is about unequal access to basic rights.

Post It

Ask students to share their definitions of poverty in a blog or discussion in your World Class classroom. Encourage students to reply to one another's postings. Invite students to go back to the discussion or blog to revise their definition as they learn more about the issue of poverty. You can also share the definitions on a public bulletin board in your school.

Follow-up Activity

Explain *absolute* (total or complete) and *relative* (connected to or in comparison to) poverty. Read the following statements made by children about poverty. Ask students to move to one side of the classroom if they think the statement describes a situation of absolute poverty, to the other side of the room if the statement describes a situation of relative poverty. Ask students to explain their decisions. NOTE: There are no right or wrong answers here; the point is to have students think critically.

Poverty is (by grade four and five students):*

- *being afraid to tell your mom that you need gym shoes*
- *pretending that you forgot your lunch*
- *not ever getting a pet because it costs too much*
- *being teased for the way you are dressed*
- *not getting a hot dog on hot dog day*
- *wishing you could go to McDonald's*
- *not having breakfast sometimes*
- *not being able to take swimming lessons*
- *feeling ashamed because your dad can't get a job*

Absolute Poverty: *When individuals do not have access to the basic needs of life needed for human survival – food, water, shelter, clothing.*

Relative Poverty: *When individuals are living with less than others and cannot enjoy some of the social and cultural freedoms – the normal, acceptable standards of living – in their society.*

* Taken from *Our Neighbour's Voices: Will We Listen?* Retrieved from [http://chd.region.waterloo.on.ca/web/health.nsf/c56e308f49bfeb7885256abc0071ec9a/3C88A9C2530E5AE485256CC50068B95B/\\$file/povertyfactsheet6.pdf?openelement](http://chd.region.waterloo.on.ca/web/health.nsf/c56e308f49bfeb7885256abc0071ec9a/3C88A9C2530E5AE485256CC50068B95B/$file/povertyfactsheet6.pdf?openelement)

World Vision *Myth Busters*



Grades 5 – 6

Myth Busters

Students will

- explore personal and cultural perceptions of poverty
- contribute and work constructively in groups
- apply critical thinking skills to defend a position

Preparations

- Attach five inflated balloons to the board.
- Photocopy and cut into five strips the *Common Perceptions of People Who are Experiencing Poverty*.
- Have tape and a thumb tack (for bursting balloons) on hand.
- Photocopy a set of each *Myth Busters Handout* according to the number of students in each group.
- Provide markers and chart paper for each group.

Instructions

1. Ask students to share words and phrases that first come to mind when they think of people experiencing poverty. Encourage students to be honest, emphasizing there are no right or wrong answers. Record student responses on the board or chart paper. Ask: What do you notice about the responses on the list? In most cases, students will notice a negative bias in their answers. Mark the negative responses with a star. Ask: Where do our views and knowledge of people experiencing poverty come from?
2. Share with students that a recent report¹ revealed some common perceptions that Canadians have about people who are poor. Read out loud the statement on each of the five strips of paper, asking students to show a thumbs-up if they think the statement is true and a thumbs-down if they think it is false. Tape each statement beside one of the balloons.
3. Tell students that in the next activity, they will be *Myth Busters*, working in groups to investigate whether these perceptions about families experiencing poverty in Canada are true or myths that need busting. *Explain that a myth is a popular idea or belief that has yet to be verified. Students may concur that all the statements are likely false;*

but ask what evidence they have to support their claim and discuss the importance of having evidence to defend one's position.

4. Divide students into five groups. Give each group a different *Myth Busters Handout* (a copy of the same handout for each group member), chart paper and markers. For larger classes you can assign more than one group to the same handout.
5. Instruct groups to read their handouts and determine how many of the five statements can be busted by the story or information on their handout. Ask students to record on chart paper the evidence that supports their decisions.
 - Have groups present their decisions and evidence to the class. Mark an "X" beside a statement every time a group provides evidence to bust it as a myth; a "check" if the evidence supports the statement. Review each statement and decide as a class if it's a busted myth. Invite students to burst a balloon for every myth busted. **Optional:** *Have extra balloons ready to burst if students can bust any of their own statements using information from the handouts.*

Discussion

- What did you learn from this activity? What surprised you?
- Based on the stories in the handouts, what positive words and phrases could we add to balance our initial list of descriptors about people who are poor (*point to students' first thoughts*)?
- How can we avoid forming only negative ideas about people experiencing poverty? How might we respond to negative statements about people who are poor? What can we say or do?
- How do negative attitudes towards people experiencing poverty influence our behaviour towards them or affect the way we try to solve the problems of poverty?
- What actions can we take to address the problems of poverty in our school or community (i.e. help those struggling to meet basic needs, like food, clothing and shelter) while preserving the dignity of those who are poor? *For example, discuss the problem of stigma related to the school lunch program described in handout #2. How can such programs operate so hungry students are not embarrassed to get a free meal?*

Myth Busters**Common Perceptions of People Experiencing Poverty¹**

People living in poverty are too lazy to work.

People experiencing poverty enjoy getting free hand-outs.

Most people experiencing poverty are homeless.

We don't see many people who are "truly poor" in wealthy countries like Canada.

Children experiencing poverty don't do well in school.

Sources:

¹*The Dignity Project* (The Salvation Army in Canada, 2011). Retrieved from <http://www.salvationarmy.ca/2011/03/01/salvation-army-launches-the-dignity-project-to-educate-activate-public-support/>

"Myths about Canada's poor endure" (CTV, 2011). Retrieved from <http://www.ctv.ca/CTVNews/TopStories/20110301/dignity-project-110301/>

One Night Out: Fact Book Canada (Free the Children, 2010). Retrieved from <http://www.freethechildren.com/getinvolved/youth/campaigns/onenightout/docs/One%20Night%20Out%20Fact%20Book.pdf>

Living Below the Line (World Vision Canada, 2009). Retrieved from <http://www.worldvision.ca/GetInvolved/Responding-Churches/Documents/Living-Below-the-Line-2009.pdf>

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Myth Busters

Handout I



Mary's Story*

Mary smiles bravely as she listens to the other students chatter about the gifts they've received over the Christmas holidays. She's hoping they won't bother to ask her what she got. Because she's outgoing the other kids don't recognize the proud face she wears while they talk of skiing, lavish meals and travels to warmer places. Mary doesn't say a word. She just listens and smiles.

Growing up with very little in a wealthy Canadian town makes it hard not to be conscious of what everyone else has and what she doesn't. Mary is embarrassed when they have to go to the food bank for their groceries. She sees a shadow behind her mother's smile whenever the volunteers drop off bags of used clothing. Sometimes it's hard to distinguish between care and pity in the charity of others.

But Mary is always glad for the clothes. The few trendy outfits she finds in the bags means she can dress like the other kids. In school Mary is outgoing and well liked. The other kids seek her help with assignments and follow her lead during group work. At the end of the day when the other kids go home to their piano lessons and sports activities, Mary just smiles. It's the same smile she wears now while listening to their stories of Christmas vacation. She thinks about hiking through the woods with her family and building blanket forts with her siblings, trying hard to mask the frustration of growing up without in a land of plenty.

*Based on "Poor in the Land of Plenty" (Laura Sofen, 2010). Retrieved from <http://www.tolerance.org/blog/poor-land-plenty>

Did you know...?

- Canada is one of the wealthiest countries in the world, yet one out of every nine children lives in poverty. We tend to associate poverty with images of underweight and starving children in developing countries. But poverty is not confined to countries overseas. In some areas of Canada as many as one in four children lives in a family struggling to meet everyday needs like food, shelter and clothing.
- Some families have a place to live but find it difficult to pay the bills. Some people do not have jobs, or have lost their jobs. Many families have at least one parent who works full time, but because their jobs don't pay well, they struggle to pay for food, shelter and clothing. The high price of housing and rising food prices also makes it hard for families who are struggling.
- Poverty is sometimes hard to "see" in Canada. There are many people experiencing poverty who don't "look" poor because they work, or go to school and dress like everyone else.
- It's important to keep in mind that just as there are many differences among all Canadians, there is also diversity among Canadians who experience poverty. Each person has his or her own experiences and story to tell.

Sources:

Living Below the Line (World Vision Canada, 2009). Retrieved from <http://www.worldvision.ca/GetInvolved/Responding-Churches/Documents/Living-Below-the-Line-2009.pdf>

The Children Left Behind (UNICEF, 2010). Retrieved from <http://www.unicef.ca/portal/SmartDefault.aspx?at=2676#AcloserlookatCanadaschildren>

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Myth Busters

Handout 2



Bill's Story*

Billy's stomach growled and he was glad for the noise on the school bus. Before leaving for work his mom had put out the last two slices of bread and an apple for his lunch. He ate the bread for breakfast not wanting to be teased by the other kids at lunch for having only plain bread. It was easier to say he'd forgotten his lunch. He saved the apple for recess.

Since his mom wasn't getting paid until next week, Billy knew they'd have to visit the food bank tonight. He was fearful someone from school would see him going into the building. Last week someone from class saw his friend Sue going into the food bank and told a bunch of kids at school that Sue's family is poor and lives on hand-outs. Sue was really embarrassed.

At school Billy decided to skip the free breakfast in the cafeteria. Last year the teachers noticed that too many students were coming to school hungry and started a breakfast program. Any student can get a free breakfast, even those who've eaten at home. After what happened to Sue, going to the breakfast program suddenly felt like going to the food bank. Billy's stomach growled as he headed down the hall.

*Based on:

Listen to the Children: Voices of Children Living in Poverty in the City of Edmonton (Quality of Life Commission, 2000) Retrieved from <http://www.albertaqualityoflife.ca/listoch.pdf>

Did You Know...?

- According to a news report by the [BBC](#), many students in Wales (a developed country in the United Kingdom) would rather go hungry than get a free meal at school. It was reported that children living in poverty would rather forgo a free meal than risk being made fun of by their peers.
- All children need nutritious food in order to survive and live a healthy life. Rising food prices are making it even more difficult for many Canadian families to feed their children. In 2010 the number of Canadians using food banks reached its highest level on record.
- Only a small percentage of people using food banks are homeless (6%). About half of all people who go to food banks are families with children (51%), but a large percentage of food bank users are children and youth under the age of 18 (38%).
- Many people are nervous or embarrassed about using food banks. They don't want people to assume they are too lazy or unmotivated to find jobs to feed themselves. In reality many people who go to food banks have recently lost their jobs, or they are working but their jobs don't pay well enough for them to feed their families without assistance.

Sources:

"Pupils snub free school meals over poverty stigma" (BBC News, February 2, 2011) Retrieved from <http://www.bbc.co.uk/news/uk-wales-12340564>

Sharing Our Stories: Food Banks Helping Canadians (Food Banks Canada, 2009). Retrieved from http://www.foodbankscanada.ca/documents/Food%20Banks%20Canada_Sharing%20our%20Stories_2009-FINAL.pdf

"Food Bank Use in Canada Hits Highest Level on Record" (CTV News, November 16, 2010). Retrieved from <http://www.ctvbc.ctv.ca/servlet/an/local/CTVNews/20101116/food-bank-use-highest-yet-101116/20101116?hub=BritishColumbiaHome>

Hunger Counts (Food Banks Canada, 2010) Retrieved from http://www.foodbankscanada.ca/documents/HungerCount2010_web.pdf

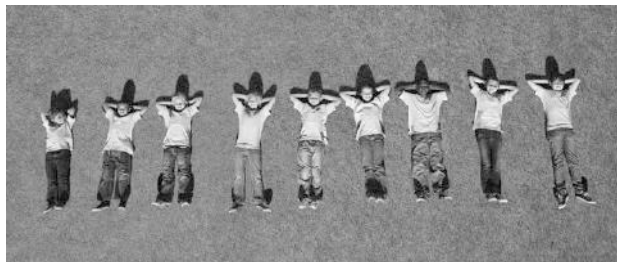
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Myth Busters

Handout 3



Jena's Story*

My mom works two jobs. During the day she goes to work in a store and some nights she works in a restaurant. Even with all the long hours she works, it's hard to make the food last from pay cheque to pay cheque.

My older sister looks after us when mom is working. She gets really nervous when she has to babysit us at night. She goes around and locks all the doors and windows. I know she tries to stay up until mom gets home because I find her asleep on the couch most mornings.

I love mornings best. Mom is always really tired, but she gets up to eat breakfast with us. It's the only time I get to see her during the week. On weekends when she doesn't work, we let her sleep in. Sometimes on her day off we'll borrow my uncle's car and drive to the beach or go visit my grandma. But most of the time, my mom works.

Sometimes I get angry that my mom works so much and never volunteers in my class like some of the other moms. But last month when I outgrew my old shoes and she had to work extra hours to buy me a new pair, I felt bad that she had to work so hard.

*Based on:

Listen to the Children: Voices of Children Living in Poverty in the City of Edmonton (Quality of Life Commission, 2000) Retrieved from <http://www.albertaqualityoflife.ca/listoch.pdf>

Did You Know...?

- In Canada it is often assumed that the way to get out of poverty is to get a job. There is a misconception that all people who are experiencing poverty are lazy and if they would only get jobs they would get out of poverty.
- In reality, many Canadian children who live in poverty live in families with at least one parent who has a job. In some provinces almost half of all children who experience poverty have at least one parent who works full time all year.
- If people have jobs, why do they struggle to meet their basic needs? Even though Canada is considered one of the richest countries in the world, many jobs in Canada do not pay very well. This means that even those parents who work full time all year may not earn enough money to provide adequate food, shelter and clothing for their families.
- About 17% of people who are homeless have jobs, but they don't earn enough income to pay the high cost of shelter in Canada. Many people work long hours, sometimes at more than one job, and still struggle to feed, clothe and shelter their families because they earn low wages.

Sources:

One Night Out (Free the Children, 2010). Retrieved from <http://www.freethechildren.com/getinvolved/youth/campaigns/onenightout/docs/One%20Night%20Out%20Fact%20Book.pdf>

2009 Child Poverty Report Card (Campaign 2000, 2009). Retrieved from <http://www.campaign2000.ca/reportCards/national/2009EnglishC2000NationalReportCard.pdf>

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Myth Busters

Handout 4



Kate's Story*

It was late when Kate finally settled down to do her homework. Her father had just returned from work and was helping her mother put her younger siblings to bed. It was their first night in yet another shelter – this time the basement of a church – and her younger brother and sister were nervous about sleeping in another unfamiliar place. Kate had spent the evening playing with them and helping them do their homework. Moving from shelter to shelter was hard on the entire family. Kate was hopeful that with her father's new job they'd soon have their own place again.

Sitting against the head of the bed, Kate quickly read the assigned chapter of the novel the class was studying. Then, glancing over the homework assignment, she realized she would need a dictionary. Today's assignment: a list of ten vocabulary words from the novel to define. Great – no dictionary and no Internet.

Hearing Kate's big sigh, her father sat down beside her and skimmed the homework assignment. Together they went over the list of vocabulary words and wrote as many of their own definitions as they could. Kate was already dreading what her teacher would say the next morning when she showed up in class with her incomplete homework.

Based on:

*"Getting Educated about Homeless Students" (*Teaching Tolerance*, 2010) Retrieved from <http://www.tolerance.org/blog/getting-educated-about-homeless-students>

Did You Know...?

- Although poverty has a negative influence on how well children do in school, it's a misconception that children who are poor just don't try hard enough in school. Here's what one student had to say:

*It's hard to focus on school when you are worrying about survival — things like how to get home from school safely and how we're going to eat that night. . . . I had to start working when I was 10. My whole life focus was not on learning. It was staying alive. I had 2 or 3 jobs, from cutting grass to cleaning buildings. That was not saving for a bicycle but to help my parents pay for rent and food. The bills don't stop coming in because you're poor. They have to get paid. I couldn't sit back and complain. But having to get up the next morning to go to school was hard.***

- Many factors influence how well children do in school. Not getting enough sleep or nutritious food lowers children's energy level. This makes it difficult for children to focus on school work. Some parents struggle to provide their children with resources like books, computers and materials for completing homework and projects.
- In Canada there are thousands of families who do not have a place to call home. They may live out of their cars, with friends, in temporary shelters or on the streets. Many are homeless because they've lost their jobs and need a place to stay while they search for work. Children who are homeless may not have a safe place to play or learn.

***Poverty Matters: The Cost of Child Poverty in America* (Arloc, 1997). Retrieved from [http://chd.region.waterloo.on.ca/web/health.nsf/c56e308f49bfeb7885256abc0071ec9a/3C88A9C2530E5AE485256CC50068B95B/\\$file/povertyfactsheet6.pdf?openelement](http://chd.region.waterloo.on.ca/web/health.nsf/c56e308f49bfeb7885256abc0071ec9a/3C88A9C2530E5AE485256CC50068B95B/$file/povertyfactsheet6.pdf?openelement)

Sources:

One Night Out (Free the Children) Retrieved from <http://www.freethechildren.com/getinvolved/youth/campaigns/onenightout/docs/One%20Night%20Out%20Fact%20Book.pdf>

Living Below the Line (World Vision Canada, 2009). Retrieved from <http://www.worldvision.ca/GetInvolved/Responding-Churches/Documents/Living-Below-the-Line-2009.pdf>

ONE NATION RUN

For more resources visit
www.ourworldclass.ca


RUN TOGETHER
GLORIOUS AND FREE

Myth Busters

Handout 5



Adam's Story*

Normal used to mean having my own room and three meals a day. Normal was hanging out at my place with my friends after school. It meant getting new clothes for school and a hot lunch on Wednesdays. But that was before my mom lost her job.

For a while, normal meant sharing a bedroom – no door – with my entire family. But I was lucky because we didn't have to sleep out in the main room where too many people bunked together with no walls between them. And I was lucky because we were not sleeping in the rain and cold. Normal meant not having a choice in what I'd eat for dinner, if I was lucky enough to get dinner.

Now my mom has found a new job. Now, normal is living in our own place again and having indoor shoes for school that fit. Normal means that I'm serving others at the community kitchen rather than waiting in the line up to be served.

*Based on:
"Resurrection" (Paul, 2002) in *City of Refuge: A Voice from the Streets*. Retrieved from
http://www.sanctuarytoronto.ca/city_of_refuge/SCnews0206.pdf

Did You Know...?

- Homelessness is often associated with living on the streets, but it's also about not having a stable place to live. People who are homeless include those who live on the streets as well as those who live in friends' homes, cars, abandoned buildings or community shelters.
- There are many reasons why people become homeless. Some young people run away from bad home situations and become homeless. Some people lose their homes to floods, fires or hurricanes. Still others might lose their jobs and can no longer afford to pay for their own place to live. Every person who is homeless has their own story to tell, but they share one thing in common: they lack access to a safe and secure shelter.
- In Canada, most people who experience poverty are not homeless. Only a small percentage of people who are struggling to meet their basic needs are actually homeless. Even so, there are thousands of Canadian families with children who do not have a safe and secure home. Without a home people do not have a place to store their possessions, to cook and to prepare for school or work.
- There are homeless people who have jobs, but they don't earn enough money to pay for rent. Many people who are homeless spend their days looking for work. Not having a fixed address or phone number makes it hard to find a job. Without an address you can't receive mail, and without a phone prospective employers can't contact you.

Sources:
One Night Out (Free the Children) Retrieved from
<http://www.freethechildren.com/getinvolved/youth/campaigns/onenightout/docs/One%20Night%20Out%20Fact%20Book.pdf>

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CHF *Sustainable Solutions*



Lesson 4: Sustainable Solutions

Description

1x40 minute lesson

Students are given different scenarios to examine peoples' lives in other communities around the world. Using guided questioning and worksheets, they are challenged to come up with their own ideas and solutions to the problems. Then the class is offered time to think about examples of successful solutions that have been implemented in the past. Students are challenged to think about how particular strategies might help improve families' lives in the developing world and then offered ideas as to how these might improve livelihoods. Finally, as a class, students are given the opportunity to take action to help people in rural poor communities.

Subjects

Science and Technology (Grades 4, 5 & 6), Social Studies (Grades 5 & 6), Health and Physical Education (Grade 4)

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

Materials Needed

Student Handout ([BLM 4.1](#)) Sri Lanka scenario
 Student Handout ([BLM 4.2](#)) Ethiopia scenario
 Student Worksheet ([BLM 4.3](#)) Sri Lanka questions
 Student Worksheet ([BLM 4.4](#)) Ethiopia questions
 Map ([BLM 4.5](#)) Global Map
 Map ([BLM 4.6](#)) Asia Map
 Map ([BLM 4.7](#)) Africa Map

Note: This lesson is easier to do with an LCD Projector and computer, but can be done without.

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

Lesson Preparation

1. Photocopy BLM 4.1 – 4.4 so that each student receives one copy of each. Alternatively, [BLM 4.1](#) and [BLM 4.2](#) can be projected at the front of the class and read with the teacher.
2. Prepare maps to show students countries discussed or have projector and computer ready to show included maps.

3. Review the Interesting Facts, Country Information, Country Maps, and Resource section in the Teacher Resource file. The resources found under the Country Information can be used to give students further information about Ghana (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

1. Divide students into groups of 4 or 5. Arrange students and desks so that the small groups can work collaboratively. Give every student a copy of the Sri Lanka scenario (BLM 4.1) and the first worksheet (BLM 4.3). Alternatively, the scenario can be projected and read as a group.

2. Read Part 1 from the Sri Lanka scenario (BLM 4.1). This can be teacher lead or read as a group. With the projector or a large map, show students the Indian Ocean (BLM 4.5) and Sri Lanka (BLM 4.6). Once the group is finished reading part 1, have students turn over their scenario sheets face down and ask the following question: How do you think the tsunami has hurt families in coastal areas around the Indian Ocean, like Galle, Sri Lanka?

3. After students are asked the question, students will brainstorm ideas in their small groups. In 3 or 4 minutes have students share their answers with the class and the teacher will write the answers on the board. Students can copy any new ideas from the board onto their worksheets.

4. Repeat steps for Parts 2, 3 and 4 reading the selections from the Sri Lanka scenario (BLM 4.1) and answering the following questions as small groups then as a class:

Question 2: Can you think of ways that might help the families living in this area?

Question 3: How do you think these solutions would help families affected by the tsunami?

Question 4: Are there ways that our class can help victims of the tsunami or the other people in the world's poorest areas?

5. Read Part 1 from the Ethiopia scenario. Show students map of Africa (BLM 4.7) and find Ethiopia. Repeat process from the first scenario. This can be teacher lead or read as a group. Once the group is finished reading part 1 have students turn over their scenario sheets face down and ask the following question: How do you think this situation would impact women and children's lives?

6. After students are asked the question, students will brainstorm ideas in their small groups. In 3 or 4 minutes have students share their answers with the class and the teacher will write the answers on the board. Students can copy any new ideas from the board on their worksheets.

7. Repeat steps for Parts 2, 3 and 4 from the Ethiopia scenario (BLM 4.2) reading the parts and answering the following questions as small groups then as a class:

Question 2: Can you think of ways that might help the families living in this area?

Question 3: How do you think these solutions would help families in rural Ethiopia?

Question 4: Are there ways that our class can help victims of the tsunami or the other people in the world's poorest areas?

Sample Answers to Sustainable Solutions (BLM 4.3, 4.4)

BLM 4.3

- How do you think the tsunami would hurt families in coastal areas around the Indian Ocean, like Galle, Sri Lanka?
 - Hear individual student responses
 - Families were affected in a number of ways. Land for farming was destroyed by flooding and ocean salt.
 - Fishing communities lost boats and fishing equipment
 - Houses were lost
 - Belongings were destroyed
 - Friends and family perished
- Can you think of things that might help the families living in this area?
 - Hear individual student responses
 - Access to food aid (temporarily until a more long-term way to grow food was found)
 - Access to clean water
 - Help with access to income generating activities
 - Building supplies to rebuild homes and shelter
 - Gardens to grow fruits and vegetables
 - Animals as food source or to help generate income
- How do you think this solution would help families affected by the tsunami?
 - Hear individual student responses
 - Vegetables will help families have better health
 - More nutritious and balanced diets
 - Any extra food can be sold
 - Money from food sales can help pay for other expenses like school supplies
 - Limited income is not spent on buying food
 - Gives people a better quality of life and meaning
- Are there ways that our class can help victims of the tsunami or the other people in the world's poorest areas?
 - Individual student responses
 - See www.giftsthatmatter.ca or the teacher notes below.

3

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 4.4

- How do you think this situation would impact women and children's lives?
 - Hear individual student responses
 - Children, busy doing essential work, miss out on school
 - No time for children to play
 - Women cannot attend to other family responsibilities like taking care of others
 - Women and children's health can be affected because they are working so hard
 - Many might miss out on income generating activities
 - Less time to farm or produce food for family, which results in weakened nutrition and health
- Can you think of things that might help the families living in this area?
 - Hear individual student responses
 - Have more people help carry the wood and water
 - Find another way to carry the loads
 - Come up with other things to burn instead of wood that are closer
 - Move closer to the well or find a water source that is closer
- How do you think this solution would help families in rural Ethiopia?
 - Hear individual student responses
 - Donkey can do the heavy lifting and is able to transport water and wood.
 - Affords women time to do other things, like farming and income generating activities
 - Children have time to go to school
 - Improved family health because less work to do and more time to focus on health and nutrition
 - Extra income can help family break the cycle of poverty and attain a sustainable livelihood
- Are there ways that our class can help victims of the tsunami or the other people in the world's poorest areas?
 - Hear individual student responses
 - Raise money for a **Gift that Matters**- *See Teacher Background Notes Below*

Extension Activities

- Research activities to extend learning about conditions in developing countries and Canadian partnership programs that are in place
- Plant a classroom or community garden to learn about growing plants and vegetables.
- Grow herbs in the classroom or outside. Students can sell the herbs to parents, friends and family to raise money for a Gift that Matters.
- Research natural disasters such as earthquakes and tsunamis.

Teacher Background Notes

Your school or class can give the gift of hope for families living in poverty in developing countries overseas. Through CHF's **Gifts that Matter**, you and your students can choose from over 10 different items that can make a huge difference to people living in rural communities around the world. For example, for \$45, your class can provide a home garden for a family in Sri Lanka recovering from the tsunami. For \$75, your class can provide a donkey for a family in Ethiopia, to help reduce women's workload and provide access to economic and social opportunities. Go to www.giftsthatmatter.ca and choose a gift that can change a life.

Sustainable Solutions-Sri Lanka

BLM 4.1

Part 1

In December 2004, an earthquake in the Indian Ocean triggered a giant tsunami. Do you know what a tsunami is? It's a series of giant waves, which travels from an earthquake's epicentre, until it hits land. When the tsunami hits land, the waves will travel inland until all the energy is lost.

The giant tsunami in 2004 created waves up to 30 metres high, which quickly spread outward from the source of the earthquake. The large waves travelled very far, affecting people living as far away as South Africa, 8 500 km away. However, the people closest to the earthquake suffered the most. Since the waves closest to the source were the biggest, they did the most damage. Many people living in countries around the Indian Ocean live very close to the water. These areas are called coastal communities.

Before the tsunami, people from an area called Galle, on the coast of Sri Lanka, grew fruits, vegetables and herbs to support themselves and feed their families. People in this area depended on the land for food. Any extra food grown on their land is sold so there is money available to pay for school fees and supplies.

Part 2

When the tsunami hit this coastal community giant waves washed up on shore and damaged or destroyed peoples' homes, the areas around their homes, their belongings, and sometimes their lives. After the tsunami hit, people from this area had a very difficult time. The waves washed up very high on land and affected this area by covering their farmland with water, destroying the trees and leaving salty, unproductive soil behind.

When soil becomes salty, plants are not able to grow well. In Sri Lanka, peoples' gardens were lost. Families who normally grew their own fruits and vegetables to feed themselves had to buy food at the market. Food expenses went up and families did not have money to spend on other needs and school supplies.

Part 3

Organizations from around the world helped victims of the tsunami. Some relief organizations met immediate needs. They provided food and water, shelter, medicine and other needs. This aid helped many people cope with the immediate impacts of the disaster. Other organizations helped by offering solutions that would help people help themselves for the long-term. For example, CHF, an organization located in Ottawa, has been helping the citizens of Sri Lanka by creating home gardens.

Part 4

Families can now grow fruits, vegetables, and herbs to help feed themselves. Families are able to grow their own food, so they do not have to spend as much money buying it from other sources. Any extra money can be spent on school fees, extra food for a more balanced diet, or medicines to keep the family members healthy.

Sustainable Solutions-Ethiopia

Part 1

On the continent of Africa, in Ethiopia, many people in rural areas depend on nature for food, water and shelter. People grow their own food and depend on enough rain and sunshine for their crops to grow healthy. Often people do not have access to safe drinking water nearby. They have to leave their homes and their land and walk a long distance to get water from a well. Sometimes it will take 3 or 4 trips to the well each day to get enough water for a family. This could take several hours.

In rural Ethiopia, families build fires to cook their meals. The fuel used to keep their fires burning everyday is wood. Wood can take a long time to gather because so many people need it for cooking and the closest forests have been cut down. People then need to travel further and further to find wood. It is also very heavy to carry. In many places it is the women and the children's responsibility to get water from the well and wood for the fire.

Part 2

Women have to do very hard, heavy work every day. Often children help with this work. Since children are helping with work they might not be able to attend school. Women also are not able to participate fully in other activities that can provide money for the family to buy food and important needs. They are too busy carrying wood and water. Water is very heavy to carry and is tiring. The water sources require women to walk long distances, sometimes carrying 25 kgs for several hours. Many of the women and children carrying the water are weak from poor nutrition.

Part 3

Organizations from around the world are helping poor communities in developing countries. Some help by building wells in the most central part of the community for greater access to clean water for all. Community members learn how to fix the pump if it breaks. For some, it is still a long walk to collect water and wood and the loads are still very heavy. Organizations have helped come up with solutions to this problem too. For example, CHF, an organization from Ottawa, has helped the citizens of Ethiopia by giving women access to donkeys.

Part 4

Donkeys are big and strong animals used to carrying heavy loads. They are able to carry water and firewood for women. Donkeys give children more time to go to school. By having a donkey women are able to participate in other areas of life. For example, they can take part in activities that can make extra money for the family. Any extra money can be spent on school fees, extra food for a more balanced diet or medicines to keep the family members healthy.

Solutions durables - Sri Lanka

BLM 4.1

Part 1

En décembre 2004, un tremblement de terre dans l'Océan Indien a déclenché un tsunami géant. Savez-vous qu'est-ce que c'est un tsunami? Un tsunami est une série de vagues géantes qui se déplacent de l'épicentre du tremblement de terre jusqu'à ce que les vagues viennent en contact avec la terre. Lorsque le tsunami frappe la terre, les vagues continuent vers l'intérieur des terres jusqu'à ce qu'elles s'épuisent en perdant toute leur énergie.

Le tsunami géant de 2004 a créé des vagues de 30 mètres qui se sont déplacées rapidement de la source du tremblement de terre. Les grandes vagues se sont déplacées sur d'énormes distances et ont eu un impact sur des pays aussi éloignés que l'Afrique du Sud, 8 500 kilomètres plus loin. Malheureusement, les personnes qui habitaient le plus près de l'épicentre du tremblement de terre ont le plus souffert, parce que les vagues les plus rapprochées de la source étaient plus grandes et faisaient le plus de dommages. Beaucoup de personnes vivant dans les pays autour de l'Océan Indien vivent sur le littoral. Ces régions sont appelées les communautés côtières.

Avant le tsunami, les gens d'une région appelée Galle, sur la côte de Sri Lanka, cultivaient des fruits, des légumes et des fines herbes pour gagner leur pain et nourrir leurs familles. Les gens de cette région ont besoin de la terre pour survivre. Toutes les récoltes supplémentaires sont vendues afin d'obtenir de l'argent pour payer les frais scolaires et les fournitures.

Partie 2

Lorsque le tsunami a frappé la communauté côtière, les vagues géantes ont inondé tout ce qu'il y avait sur le rivage, y compris les maisons et beaucoup de personnes ont perdu toutes leurs possessions et certaines même leur vie. Après le tsunami, les gens de cette région ont vécu d'énormes difficultés. Les vagues se sont déplacées très loin à l'intérieur des terres et ont inondé les terres, les rendant improductives à cause du sel qui a été laissé par l'eau de mer.

La présence du sel dans la terre nuit à la croissance des cultures. Au Sri Lanka, les gens ont perdu leurs jardins potagers. Les familles qui avaient l'habitude de faire pousser leurs fruits et leurs légumes pour nourrir toute la famille devaient maintenant acheter leur nourriture au marché. En conséquence, les prix ont augmenté et les gens n'avaient pas assez d'argent pour acheter les fournitures scolaires.

Solutions durables - Sri Lanka

BLM 4.1

Partie 3

Les organismes du monde entier ont apporté de l'aide aux victimes du tsunami. Certains organismes humanitaires ont soulagé les besoins les plus immédiats. Ils ont fourni de l'eau, de la nourriture, des abris, des médicaments et d'autres éléments essentiels. Cette aide a permis aux gens de passer au travers les conséquences immédiates du sinistre. D'autres organismes ont offert des solutions pour aider les gens à se rétablir à long terme. Par exemple, CHF, un organisme d'Ottawa, aide les habitants du Sri Lanka à recréer les jardins potagers.

Partie 4

Les familles sont maintenant capables de faire pousser des fruits, des légumes et des fines herbes pour se nourrir. Étant donné que les familles sont capables de répondre à leurs propres besoins de nourriture, elles ne sont plus obligées d'acheter la nourriture du marché. Tout l'argent supplémentaire peut être dépensé sur les frais scolaires, des suppléments alimentaires pour assurer un régime équilibré et des médicaments pour préserver la santé des membres de la famille.

Solutions durables-Éthiopie

BLM 4.2

Partie 1

En Éthiopie, qui est située sur le continent d'Afrique, beaucoup de personnes qui vivent dans les régions rurales se fient à la nature pour obtenir de la nourriture, de l'eau et de l'abri. Les gens font pousser leur propre nourriture et compte sur la pluie et le soleil pour assurer de bonnes récoltes. Très souvent, les gens n'ont pas accès à l'eau potable sécuritaire à proximité. Les gens doivent quitter leurs maisons et marcher à pied sur de longues distances afin de trouver l'eau dans un puits. Souvent, il faut faire trois ou quatre voyages par jour pour ramener l'eau du puits en quantité suffisante pour répondre aux besoins de la famille. Ces déplacements nécessitent plusieurs heures.

Dans la région rurale de l'Éthiopie, les familles font un feu pour cuire les repas. Le bois est le combustible qui est utilisé le plus souvent pour faire du feu. Il faut beaucoup de temps pour ramasser le bois parce que tous les gens en ont besoin pour cuisiner et il ne reste pas beaucoup de bois à proximité. Les gens doivent se déplacer de plus en plus loin afin de trouver le bois en quantité suffisante. Le bois est très lourd à porter. Dans beaucoup de villages, ce sont les femmes et les enfants qui vont chercher l'eau au puits et le bois pour faire le feu.

Partie 2

Le travail des femmes est très difficile et très forçant. Très souvent, les enfants donnent un coup de main pour aider avec ce travail. Étant donné que les enfants donnent un coup de main avec les corvées, ils ne peuvent pas aller à l'école. Les femmes ne peuvent pas non plus participer à d'autres activités qui pourraient permettre à la famille de ramasser un peu d'argent pour les autres besoins. Elles sont trop occupées à porter l'eau et le bois. Porter de l'eau est très difficile et on se fatigue très vite. Les femmes sont obligées de marcher sur de longues distances et de rapporter jusqu'à 50 lb pendant plusieurs heures. De nombreuses femmes et les enfants sont affaiblis par le manque de nutrition.

Partie 3

Les organismes du monde entier aident les communautés dans les pays en développement. Certains pays aident à creuser des puits dans les communautés afin d'assurer un meilleur accès à l'eau potable sécuritaire pour tous. Les membres de la communauté ont appris à réparer la pompe lorsqu'elle tombe en panne. Dans d'autres communautés, il faut toujours marcher très loin pour trouver de l'eau et du bois nécessaires à la vie. Des organismes ont trouvé des solutions à ce problème également. Par exemple, CHF, un organisme d'Ottawa, aide les gens d'Éthiopie en fournissant des ânes aux femmes qui doivent aller porter les charges.

Solutions durables-Éthiopie ^{BLM 4.2}

Partie 4

L'âne est un animal très fort, qui est habitué à porter de lourdes charges. Les ânes portent l'eau et le bois pour les femmes. À cause des ânes, les enfants ont plus de temps pour aller à l'école. Quand les femmes possèdent un âne, elles ont plus de temps pour participer à d'autres activités de la vie. Par exemple, elles peuvent participer aux activités qui leur permettent de gagner un peu plus d'argent pour la famille. L'argent supplémentaire peut être dépensé sur les frais scolaires, sur la nourriture supplémentaire et sur les médicaments afin de préserver la santé des membres de la famille.

Assessment

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

Sustainable Solutions

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Demonstrates limited knowledge of content Demonstrates limited understanding of concepts	Demonstrates some knowledge of content Demonstrates some understanding of concepts	Demonstrates considerable knowledge of content Demonstrates considerable understanding of concepts	Demonstrates thorough knowledge of content Demonstrates thorough understanding of concepts
Thinking	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
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	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

CHF *The Real Survivor*



Lesson 6: The Real Survivor

Description

2x40 minute lessons

Through this interactive game, students are introduced to a range of factors that people living in poor rural communities in developing countries face that contribute to their cycle of poverty. The interactions between environmental, economic, social and political factors are stressed as each student tries to collect enough food to “survive.” Following the game, students analyze the many factors that contribute to food security through discussion and by completing a summary chart and questions as an extension activity.

Subjects

Science and Technology (Grades 4 & 5), Social Studies (Grade 5 & 6), Health and Physical Education (Grade 4)

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

Materials Needed

Student Handout ([BLM 6.1](#)) Activity Cards
 Student Handout ([BLM 6.2](#)) Food Cards
 Student Worksheet ([BLM 6.3](#)) Factors that Affect Food Production

Optional: Individually wrapped candy could be used instead of food cards to add excitement to the game and to evoke stronger feelings/responses in the students.

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

Lesson Preparation

1. Photocopy the activity cards ([BLM 6.1](#)) so that each group of 3-4 students will receive a set. Photocopy the food cards ([BLM 6.2](#)) so that each group receives three sheets (or bring in individually wrapped candy). To reuse, cut out and laminate both the activity cards and food cards.
2. If you choose to have students complete the extension activity, photocopy [BLM 6.3](#) so that each student receives one copy.
3. Review the Teacher Background Notes for this lesson. Also see the [Interesting Facts](#), [Country Information](#), [Country Maps](#) and [Resource section](#) in the [Teacher](#)

Resource folder. The resources found under the Country Information can be used to give students further information about the countries that appear on some of the activity cards (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

Part 1: The Real Survivor

1. Divide the students into groups of 3-4 students. Provide a deck of activity cards (BLM 6.1) face down to each group. Provide a pile of food cards (BLM 6.2) or treats to each group. Each student starts with no food cards.

2. Students take turns drawing a card from the deck, reading the card aloud and following the instructions (e.g. take one food card, take no food cards). The students will be taking food cards (or treats) from the middle and putting them in their individual piles unless an activity card tells them otherwise (e.g. give one to the person on your right; put on back in the middle). A student may be asked to give back food cards when they do not have any. Younger students can simply end their turn while older students can keep track of their “debt” and repay when they have enough food cards.

3. In order to “survive,” each person must have at least five food cards (or treats) by the end of the game.

4. Allow time for students to play the game until all of the activity cards have been read once. If students ask for further clarification of rules such as whether sharing, bargaining, stealing, etc are allowed, tell students to decide for themselves. Their choices and consequences will be discussed in the debriefing questions below.

5. Debrief the game by asking the class the following questions.

**Remember – Students with 5 food cards survive!*

- How many survivors are there in the class?
- How did it feel to have very few food cards?
- How did it feel to have many food cards?
- Was anybody in debt?
- Did anybody share?
- What were some of the reasons for receiving food cards?
- What were some of the reasons for losing food cards?
- What do these reasons tell you about the causes of hunger?
- What are some environmental protection measures that were seen in this game? Explain them and what affect they had on peoples’ lives.
- What are some examples of human activity that had a negative effect on the environment? What are the short-term and long-term effects?

Part 2: Factors that Affect Food Production

1. Have students work individually or in pairs to complete the worksheet Factors that Affect Food Production (BLM 6.3). Have students use the activity cards they collected during the game as a starting point to fill in the organizer. Students should use their knowledge beyond the game to list other factors that could affect food production.

2. Once students fill in the worksheet, their answers can be discussed and compared in small groups or as a whole class.

Sample Answers for Factors that Affect Food Security (BLM 6.3)

Factors that Affect Food Security

<p style="text-align: center;">Environmental</p> <ul style="list-style-type: none"> - drought - reliable rainfall, at the right time for growing crops - nutrients in soil - extreme weather (floods, hail) - climate (tropical vs. temperate) - deforestation - erosion - insects/pests 	<p style="text-align: center;">Social</p> <ul style="list-style-type: none"> - health - access to information (radio, farm extension workers) - education - community cooperation - family - access to land (size, quality, access) - access to labour - access to government programs - access to NGO (non-governmental organization) programs
<p style="text-align: center;">Economic & Infrastructure</p> <ul style="list-style-type: none"> - money to buy food - money to buy tools, seeds, fertilizers or other equipment to improve food production and storage - money to buy animals to diversify food sources and provide pulling power for heavy labour - money to buy medicine to improve health and ability to work - access to loans - good transportation system to move produce to market and to access farm inputs (e.g., seeds, fertilizers, etc.) - markets to buy and sell food - access to land (size, quality) - you own tools, seeds, fertilizer, animals etc. 	<p style="text-align: center;">Political</p> <ul style="list-style-type: none"> - war - elections (can cause unrest in countries) - money for country resources (e.g., roads) - government programs to protect farmers (for example, in Ontario farmers can purchase crop insurance) - access to land (size, quality) - access to local, national and international markets - tariffs and taxes

3. On a separate sheet of paper, select one factor from the lists above and explain how the factor affects food security. See sample on the following page (Responses will vary depending on the level of your students).

Rainfall

Crops need enough rain to grow and need it more at specific times during the plant's growth (such as when the seed is first growing). If rainfall is not regular or is unreliable it can lead to decreased crop yields, limiting the amount of food a family has for the year. If rains become regular in an area, signalling the beginning of the rainy season, farmers will plant their crops expecting that the rains will continue to supply their crops with water. However, if rainfall is unpredictable and the rains stop after the farmer has planted, the crop may be very stunted or not germinate at all and require replanting and more seeds later. This adds more work to the farmers' already busy life, and may cost the farmer money to pay for additional seeds or labour to plough or plant the fields. Unpredictable rainfall often results in very severe rainstorms after a period of no rain. The intense rainfall can cause erosion and flooding and damage fields by washing away topsoil (which contains much-needed nutrients for plant growth), or washing the seeds or small crops away.

Access to Labour

Having enough labour to perform all of the work to produce a crop is very important. Without adequate labour, a family must reduce the number of fields they plant and the amount of food they grow — leading to less food to supply the family for the year. Farming is dependent on weather conditions, and often work must be done within a limited time period in order for the crop to be successful. For example, the crop must be planted as soon as possible in the rainy season to take full advantage of the rains and result in the best crop yield. Often a crop must be harvested quickly to ensure the crop does not rot and can be stored properly.

Access to Loans

Having access to loans can be a very good way for people to improve their quality of life and ensure food security for the family. By being able to access a loan, a farmer could buy equipment or resources to help his farm production significantly. One example would be a farmer who buys chickens to start producing more chickens and eggs. The eggs and chickens can be eaten by his family, to improve their nutrition, and can be sold to generate a farm income. The money received from selling the eggs and chickens could then be used to pay back the loan and provide the family with a small income. That money could be used in times of food shortage to buy additional food or for other emergencies, such as buying medicines if someone fell ill.

Extension Activities

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

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- Students make a flow chart to show the relationships between some of the factors that affect food production.
- Students choose one factor that affects their lives (environmental, social, political, or economical) and write in their journals how this affects their own lives or show the interconnections between two different factors.
- Students make a board game demonstrating the interconnections between environmental, economic, social and political factors in life.

Teacher Background Notes

Food insecurity and poverty have many interrelated causes. Environmental, social, economic and political factors all contribute to the amount and quality of food that people in poor rural communities in developing countries can access.

CHF works to enable poor rural communities in developing countries to attain food security through the use of the sustainable livelihoods approach. CHF looks at the bigger picture and looks deeper past the problems to see opportunities, potential and strengths to recognize the interrelationships and the assets that each community possesses. By improving one component of the community (environmental, social, economic, and political) many other components of life can be improved, as everything is interconnected.

Your mother and father both died from drinking water that made them sick. You and your sisters are living with your grandmother, but she is no longer able to take care of you. Now, you will have to shine shoes on the streets.

The Real Survivor Activity Cards

Take one food card.

You live in Ethiopia, a country in Eastern Africa. The river where you collect water to drink and to water your crops has dried up because it is so hot. You were participating in a CHF program where you learned to grow crops that can grow even in very hot and dry weather. Your family will now have food for the rest of the year.

The Real Survivor Activity Cards

Take two food cards.

You are a farmer in Africa. CHF and a local organization from your village have written a farming magazine to hand out to local farmers. This magazine will give you new information about how to take care of your farm. This information will help you grow more food.

The Real Survivor Activity Cards

Take one food card.

Your father received a free college degree. He now has a very good job as a mechanic which supports the family.

The Real Survivor Activity Cards

Take six food cards.

Your older sister died of HIV/AIDS and now you must quit school to run the family farm. You are only 11 years old. Your sister did not teach you how to do everything on the farm, so you are not able to produce as much food as she could. You and your family do not have enough food to eat.

The Real Survivor Activity Cards

Put back four food cards.

CHF and an organization from Zimbabwe, a country in southern Africa, taught people in your village about disease prevention. Because you and your family learned how to avoid getting certain diseases, you were all healthy to work on the farm this year. As a result, you and your family had plenty of food this year.

The Real Survivor Activity Cards

Take two food cards.

A well has been built in your village. You are now able to water the vegetable garden beside your house. With rain and this extra water, you produced double the amount of vegetables as last year. You ate well and sold the extra vegetables at the market.

The Real Survivor Activity Cards

Take two food cards.

A well has been built in your village and now you have clean drinking water. You used to drink water from the river and the diseases in that water made you sick. Last year, you got so sick that you could not harvest your crop and it rotted in the field, leaving you and your family hungry. This year, with the clean well water, you are healthy and will be able to spend every day in the field collecting the harvest.

The Real Survivor Activity Cards

Take one food card.



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ACTIVITY CARDS



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Your older brother has found a job in a fancy hotel, working as someone who carries luggage for tourists who come from Europe, the USA and Canada. He gives the money he earns to your family.

The Real Survivor Activity Cards

Take two food cards.

Farmers in your village learned about a new way to keep soil from being washed away by rain and wind. This will reduce the amount of erosion in your fields. As a result, you will have soil that is rich in nutrients which will help you grow even more food than last year.

The Real Survivor Activity Cards

Take two food cards.

A sustainable forest project has started near your village. Trees have been planted and are being protected. Now, a few are ready to be cut down for firewood. Before, you had to walk over an hour to another forest to collect firewood. Now, you can spend that time growing a vegetable garden so your family can have healthier meals.

The Real Survivor Activity Cards

Take two food cards.

You have been given soybean seeds to plant in your fields. Soybeans are very important for the soil because they take a gas from the air called nitrogen and put it in the soil. Nitrogen is very important for plant growth. The corn crop you planted after growing the soybeans in the same field will be your best corn crop ever!

The Real Survivor Activity Cards

Take one food card.

A swarm of locusts (a type of insect) has come to your farm. You did not produce much food from your crop last year, so you could not afford any natural pesticides this year to get rid of these insects. The locusts ate the entire crop.

The Real Survivor Activity Cards



Give back all your food cards.

You have harvested a big crop this year. You would be able to keep all the money if the farm belonged to you but a rich family, who lives 100km away, owns the land. Two thirds of the money that you earned from the crops will go to them for rent.

The Real Survivor Activity Cards

Take three food cards, but give two of them to the person in your group with the most food cards.

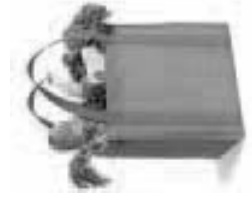
Your family has created a cooperative farm with other families to produce fairly traded shea butter. Shea butter is used in chocolate, creams and as butter. All of the farmers work together with CHF to understand the local market and how to get the best price for their shea butter.

The Real Survivor Activity Cards

Choose two other people to be in your farm and divide six food cards evenly between the three of you.

Through working with a CHF project, you received two goats. These goats provide manure for small vegetable gardens as well as meat to eat and sell. An average goat will also give birth two times a year, producing even more goats for your family.

The Real Survivor Activity Cards



Take four food cards.

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During the growing season, a flood wiped out most of your crop. Now, you and your family are having only one meal a day until your food storage runs out.

The Real Survivor Activity Cards

Usually you would receive three food cards for your crops, but now you will put back one food card

Your family has created a cooperative farm with other families to produce fairly traded, organic coffee. Your cooperative works with CHF and its partners to understand the coffee market and how to get the best price for specialty coffee crops.

The Real Survivor Activity Cards

Choose two other people to be in your farm. Take six food cards and give each person two cards.

Your family grows coffee beans. Since the crop was very good this year there were extra beans to sell, but the coffee buyers from the rich countries refused to pay the price they paid last year.

The Real Survivor Activity Cards

You may have only one food card instead of the two you got last year.

You asked CHF and an organization near your village to come and visit. They taught you how to pickle your cucumbers so they do not go bad. Now you pickle cucumbers to sell. Because CHF taught you the about the best times to sell your pickles, you are also getting the best price possible.



The Real Survivor Activity Cards

Take two food cards.

You live in Ethiopia, a country in eastern Africa which can be very dry. Your family has learned new ways to conserve water on your farm from CHF and a local organization. With more water available for your crops, your harvest doubles. Now you have enough food to feed your family all year. You even have some extra to sell at the market to earn money.

The Real Survivor Activity Cards

Take four food cards.

There is some weird weather coming your way! Heavy rain and large hail pellets have damaged most of your family's crop. Last year, your family sold some of the crop to earn money. This year, nothing will be sold because all of the crop will be needed to feed your family. Without that money, your family will not be able to pay for your school fees, so you will not be able to go to school next year.

The Real Survivor Activity Cards

Give up six food cards.

You are a farmer in Zimbabwe, a country in southern Africa. CHF and an organization in Zimbabwe have helped you get chickens and taught you how to take care of them. CHF has also shown you how to make the most money when selling the chickens and their eggs. Eggs are full of protein and they make your family's diet more nutritious. Your family also starts earning an income from selling extra eggs.

The Real Survivor Activity Cards

Take two food cards for yourself and take two more food cards and give them to your neighbour on your right.

Your father becomes very ill and needs medicine that is very expensive. Luckily, your family has two cows. You are able to sell one to earn money to pay for the medicine. However, you will have less money on your farm next year because you only have one cow that will be producing milk that you can sell.

The Real Survivor Activity Cards

Give two food cards to the neighbour on your left for the medicine.



A civil war has broken out in your country. As a young man, you must leave your family's farm to fight in the war like your father and brothers. Only your mother and sisters are left at the farm to work on the fields. Without the help of the entire family, much less food is grown on your farm this year.

The Real Survivor Activity Cards

Choose one other person to fight in the war with you and both of you must give up two food cards.

Your brothers work on a fishing boat, but the fish they catch are sold to feed the pets of wealthy people. You are not able to eat them even though you are hungry.

The Real Survivor Activity Cards

Take three food cards but you must give two of them to the person with the most food cards.

There is a war in the northern part of your country. Your relatives, like many refugees from that area, are coming to your village because they have nowhere else to go. Your relatives are staying with your family. Your family's food supply which is usually divided among your eight family members must now be divided among 14 people in order to feed everyone.

The Real Survivor Activity Cards

Choose two people to be your relatives. Divide your cards into two piles. Take one pile for yourself and split the other pile in half and give to each of your relatives.

You are a farmer in Ghana, a country in western Africa. A new type of bean is introduced on your farm. These new beans can still grow even if there is not much water. There is only a little rainfall this year, but it is enough rain for this new type of bean to produce a lot of food. Your family has enough beans to feed your family and to sell some at the market to earn money.

The Real Survivor Activity Cards

Take two food cards.

Your mother has malaria — a disease which she caught when she was bitten by a certain type of mosquito. She is sick and unable to harvest the crop on your farm. You must miss school to stay home and harvest the crop. Without your mother's help, you are unable to harvest all of it before it spoils.

The Real Survivor Activity Cards

Give up three food cards.

Your family terraced the hillside of your farm. (This means making it into a hill with many levels that look like steps, instead of one steep slope.) The nutrients were able to stay in the soil and help the crops grow instead of being washed away. You were able to grow much more food.

The Real Survivor Activity Cards

Take three food cards.

Your brother has left the family farm to finish college. He is missed because he knew all the details on how to grow a good crop. Your crop yields are less this year. However, after college he will get a good job and be able to send money home to the farm. This money can be used to buy chickens and pay for your school fees.

The Real Survivor Activity Cards

Take one food card.

Even though your parents were both working, they lost their jobs due to recent job cuts. You live in a country where they receive employment insurance payments to help your family through this tough economic time.

The Real Survivor Activity Cards

You may have two food cards.

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Food Card



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Food Card

Factors that Affect Food Security

What is Food Security?

Food security is when all people, at all times, have enough food to eat and the food gives them enough nutrients so they are healthy.

Factors that Affect Food Security

Environmental	Social
Economic & Infrastructure	Political

On a separate sheet of paper, select one factor from the lists above and explain how the factor affects food security.



THE REAL
Survivor
ACTIVITY CARDS



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The Real Survivor Activity Cards INSTRUCTIONS

1.

In your group, place the deck of the larger activity cards face down in the middle of the group. Make another pile with the smaller food cards facing up.

2.

Each student starts the game with no food cards. The goal is to have five or more food cards to “survive”.

3.

To play the game, each person in the group takes a turn drawing an activity card from the deck and **reading the card out loud**. The player then follows the instructions on the card (e.g. take one food card), taking food cards from the middle and putting them in their individual piles unless the activity card says otherwise (e.g. put back one food card).

4.

Keep your activity cards so you can refer to them at the end of the game to remember what issues impacted whether you survived or not.

5.

The game continues until all of the activity cards have been read once or the teacher/facilitator says the game is over. If you have questions when playing (i.e. about sharing cards), ask your teacher/facilitator or decide amongst yourselves how you would like to play.

6.

When the game is over, each person counts their food cards and shares whether they survived. Remember, you need at least five food cards in your individual pile to “survive”!

7.

In your class, discuss some of the issues you learned about with your teacher/facilitator.

Le vrai survivant — cartes d'apprentissage

<p>Votre mère et votre père sont tous les deux décédés après avoir bu de l'eau qui les a rendus malades. Vous et votre sœur vivez avec votre grand-mère, mais elle vient juste de mourir. Vous devez maintenant cirer des chaussures dans la rue pour pouvoir survivre. Votre sœur deviendra ouvrière à l'usine pour fabriquer des pièces d'ordinateurs.</p> <p>Prenez une carte nourriture.</p>	<p>Vous vivez en Éthiopie où de nombreuses sources d'eau se sont tarées en raison de la trop grande chaleur. Vous avez participé à un programme de CHF où vous avez appris à cultiver des récoltes qui poussent dans des climats très chauds. Votre famille va désormais avoir de la nourriture pour tout le reste de l'année.</p> <p>Prenez deux cartes nourriture.</p>
<p>Vous êtes agriculteur en Afrique. CHF ainsi qu'un organisme local de votre village rédigent un magazine pour les agriculteurs et ils le distribuent dans tout le village. Ce magazine vous donne de nouvelles informations sur la manière de gérer une ferme. Grâce à elles, vous allez pouvoir augmenter la quantité de nourriture que vous produisez.</p> <p>Prenez une carte nourriture.</p>	<p>Votre père a reçu une formation gratuite et il a maintenant un très bon emploi.</p> <p>Prenez six cartes nourriture.</p>
<p>Votre sœur aînée est morte du VIH/Sida et vous devez maintenant quitter l'école pour vous occuper de la ferme familiale. Votre sœur ne vous a pas tout appris sur la manière de gérer une ferme et vous n'arrivez pas à produire autant de nourriture qu'elle. Vous et votre famille n'avez pas assez à manger.</p> <p>Reposez quatre cartes nourriture.</p>	<p>CHF et un organisme du Zimbabwe proposent un programme de sensibilisation et de prévention au maladie dans votre village. Vous et votre famille participez au programme et vous réduisez ainsi le risque de contraction une maladie. Vous êtes donc tous en santé pour aller travailler à la ferme cette année. Votre famille récoltera donc une bonne quantité de nourriture cette année.</p> <p>Prenez deux cartes nourriture.</p>

Un puits a été construit dans votre village. Vous pouvez désormais arroser le jardin près de la maison. Grâce à la pluie et cette eau inattendue, vous avez produit le double de légumes par rapport à l'année précédente.

Prenez deux cartes nourriture.

Un puits a été construit dans votre village afin de fournir de l'eau potable. Vous ne tomberez désormais plus malade à cause de l'eau de la rivière que vous buviez. L'année dernière vous étiez malade et fatigué pendant les moissons, vos récoltes ont pourri et vous n'avez pas mangé à votre faim. Cette année, grâce à l'eau potable, vous êtes en bonne santé et vous pourrez être tous les jours aux champs pour vous occuper des cultures.

Prenez une carte nourriture.

Votre frère aîné a trouvé un emploi dans un hôtel de luxe, il transporte les bagages des touristes qui viennent d'Europe des Etats-Unis et du Canada.

Prenez une carte nourriture.

Des agriculteurs de votre village ont appris de nouvelles méthodes pour éviter que la terre ne soit ravagée par le vent et la pluie. Cela permettra de réduire l'érosion dans vos champs. Le résultat sera une terre riche en nutriments, ce qui vous aidera à faire pousser plus de récoltes que l'année précédente.

Prenez deux cartes nourriture.

Un projet de forêt durable a débuté près de votre village. Trois arbres ont été plantés et ils sont protégés tant qu'ils ne sont pas prêts à être coupés. D'autres arbres continuent à pousser et on en a planté davantage. Les arbres situés à proximité de votre maison seront très utiles car vous n'aurez plus à marcher pendant plus d'une heure pour aller chercher du bois de chauffage. Ce temps supplémentaire vous sera utile pour planter des légumes dans le jardin. Vous serez alors en mesure de préparer des repas plus nourrissants pour votre famille. Vous pourrez ensuite vendre le surplus ce qui vous aidera à acheter des médicaments et à payer les frais de scolarité.

Prenez deux cartes nourriture.

On vous a donné des graines de fèves de soja à planter dans vos champs. Les fèves de soja sont très utiles à la terre parce qu'elles aident à maintenir un gaz contenu dans l'air ; le nitrogène. Le nitrogène est très important dans la croissance des plantes. Les plants de maïs que vous cultiverez ensuite dans le même champ seront votre meilleure récolte !

Prenez une carte nourriture.

BLM 6.1

Un essaim de sauterelles (une variété d'insecte) a envahi votre ferme. Vous n'avez pas produit assez de nourriture avec vos récoltes de l'année passée, vous ne pouviez donc pas acheter de pesticides cette année. Les sauterelles mangent toutes vos récoltes.

Reposez toutes vos cartes nourriture.

La récolte a été très bonne cette année. Vous auriez pu recevoir trois cartes nourriture si la ferme était la vôtre, mais une riche famille qui vit à 100 km est propriétaire des terres. Ils prennent les deux tiers de vos récoltes en guise de loyer.

Prenez trois cartes nourriture, mais rendez-en deux à la personne de votre groupe qui possède le plus de cartes nourriture.

La petite ferme familiale a très peu produit cette année parce que vous ne pouviez pas acheter d'engrais. Les compagnies pétrolières et les fabricants d'engrais des pays riches ont enregistré des bénéfices record.

Vous ne prenez aucune carte nourriture.

Vous êtes Canadien et vous bénéficiez d'un prêt pour aller à l'université. Vous êtes diplômé et trouvez un bon emploi. Vous avez les moyens d'aller à l'épicerie pour acheter votre nourriture, mais vous avez toujours l'emprunt à rembourser.

Prenez six cartes nourriture, mais donnez en deux à la personne sur votre gauche.

Votre père est le président d'une entreprise d'extraction de diamant au Sierra Leone.

Prenez dix cartes nourriture.

Votre famille a créé une ferme coopérative avec d'autres familles pour produire du beurre de karité en commerce équitable. Le beurre de karité est utilisé dans le chocolat, les crèmes et en tant que beurre. Tous les agriculteurs travaillent ensemble avec CHF pour comprendre le marché local et trouver le meilleur prix de vente pour le beurre de karité.

Choisissez deux autres personnes qui feront partie de votre ferme et répartissez équitablement six cartes de nourriture entre vous.

Votre famille fait pousser des fèves de soja. Étant donné que les récoltes sont très bonnes cette année, il y a eu un supplément de fèves à vendre, mais les acheteurs des pays riches ont refusé de payer le même prix que l'an dernier.

Vous ne recevez qu'UNE seule carte nourriture au lieu des deux cartes reçues l'année dernière.

Vous avez demandé à CHF ainsi qu'à un organisme près de votre village de venir vous apprendre à faire mariner vos concombres afin qu'ils ne se perdent pas. Vous pouvez désormais vendre vos concombres marinés. CHF a également aidé votre communauté et en conséquence, vous saurez quel est le meilleur moment de vendre afin d'obtenir le meilleur prix.

Prenez une carte nourriture.

CHF et un organisme local ont appris à votre famille de nouvelles façons de conserver l'eau dans votre pays d'origine, l'Éthiopie. Vous disposez de plus d'eau pour vos cultures, vos récoltes ont doublé, ce qui vous donne suffisamment de ressources pour nourrir votre famille pour l'année et vendre le reste sur le marché pour gagner de l'argent.

Prenez quatre cartes nourriture.

Le temps se gâte ! De grosses pluies et des grêlons se sont abattus sur votre ferme familiale, ce qui a endommagé l'essentiel des récoltes. L'année passée votre famille avait vendu une partie des récoltes pour gagner de l'argent. Cette année, vous ne pourrez rien vendre parce que vous devez garder les récoltes pour nourrir votre famille. Sans cet argent, votre famille ne pourra pas payer les frais de scolarité, vous ne pourrez donc pas aller à l'école l'année prochaine.

Rendez six cartes nourriture.

Vous êtes agriculteur au Vietnam. CHF et un organisme local vous aident à obtenir des poulets et vous apprennent comment les élever afin de les vendre au meilleur prix. Votre famille ainsi que vos voisins se nourrissent mieux grâce aux œufs qui vous apportent une bonne source de protéine. Votre famille va également gagner plus d'argent en vendant les œufs supplémentaires.

Prenez deux cartes nourriture pour vous et prenez en deux autres que vous donnerez à votre voisin de droite.

Votre père tombe très malade et a besoin de médicaments qui sont très chers.

Heureusement, votre famille possède deux vaches et vous pouvez en vendre une pour obtenir l'argent nécessaire au paiement des médicaments. Vous aurez cependant moins d'argent pour la ferme l'année suivante étant donné que vous n'avez qu'une seule vache pour produire le lait que vous vendez.

Donnez deux cartes nourriture à votre voisin de gauche, en paiement des médicaments.

BLM 6.1

Une guerre civile a éclaté dans votre pays. Vous êtes un jeune homme et devez donc quitter la ferme pour combattre. Votre père et vos frères partent également pour la guerre.

Seules votre mère et vos sœurs restent à la ferme pour travailler aux champs. Sans l'aide de toute la famille, la quantité de nourriture obtenue cette année à partir des récoltes est insuffisante.

Choisissez une autre personne qui combattrà à la guerre avec vous et vous devrez reposer deux cartes chacun.

Vos frères travaillent sur un bateau de pêche, mais les poissons qu'ils attrapent sont revendus aux gens riches pour nourrir leurs animaux domestiques.

Vous prenez trois cartes nourriture, mais vous devez en donner deux à ceux qui ont le plus de cartes nourriture.

Il y a une guerre dans le nord du pays. Votre famille qui vit là-bas est venue habiter avec vous. Il y a de nombreux réfugiés venant du nord qui arrivent dans votre village parce qu'ils n'ont nulle part où aller. Les réserves de nourriture de votre famille diminuent parce qu'au lieu d'être divisée entre les huit membres de votre famille, vous devez partager avec les quatorze personnes qui se sont installées chez vous.

Choisissez deux personnes qui seront votre famille. Divisez vos cartes en deux et donnez une des deux moitiés aux membres de votre famille.

Vous êtes agriculteurs au Ghana. Un nouveau genre de fèves est arrivé dans votre ferme. Ces nouvelles fèves peuvent pousser même lorsqu'il n'y a pas beaucoup d'eau. Il ne tombe que peu de pluie dans l'année, mais cela suffit pour que ce nouveau genre de fèves produise suffisamment de nourriture. Votre famille a assez de fèves pour nourrir la famille et en vendre au marché pour gagner de l'argent.

Prenez une carte nourriture.





















Votre mère a la malaria - une maladie qu'elle a attrapée en se faisant piquer par une variété de moustique. Elle est malade et donc dans l'incapacité de s'occuper des récoltes de la ferme. Vous êtes obligé de manquer l'école pour rester à la ferme et ramasser les récoltes. Sans l'aide de votre mère, une partie de la récolte est perdue.

Reposez trois cartes nourriture.

Votre famille a aménagé les coteaux près de la ferme en culture en terrasse (cela consiste à faire des étages dans la colline, qui ressemble à un escalier, au lieu d'avoir une pente abrupte). Les nutriments peuvent ainsi rester dans la terre, au lieu d'être emportés, et cela est bénéfique pour la croissance des cultures. Vous récoltez donc plus de nourriture.

Prenez une carte nourriture.

Cartes nourriture

			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture
			
Carte nourriture	Carte nourriture	Carte nourriture	Carte nourriture

Les facteurs qui affectent la sécurité alimentaire

Qu'est-ce que la sécurité alimentaire ?

La sécurité alimentaire c'est lorsque tout le monde a suffisamment de nourriture pour manger en tout temps et ainsi recevoir les nutriments qui permettent de rester en bonne santé.

Les facteurs qui affectent la sécurité alimentaire

Environnemental	Social
Économique & Infrastructure	Politique

Assessment

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

The Real Survivor

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
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
	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

Sahakarini

Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala





Sahakarini, the Kaqchikel Presbytery and Micro-credit in Rural Guatemala

Sahakarini Inter-World Education and Development Assoc. is a non-profit in Camrose, Alberta. We've been partnering with small organizations around the world to do development work since 1979. The projects themselves vary greatly depending on the needs identified by our partners, but each address health, education, gender equality, environmental, or economic issues. Visit our website, www.sahakarini.org, to learn more about our current partners.

The Kaqchikel Presbytery (KP) is based in the department of Chimaltenango, which surrounds a city of the same name; much like counties in Alberta. Micro-credit is a small part of what the KP does for the communities; they also provide water filters and safe stoves, networking with other non-profits for medical care or environmental programs, and support for women leaving prostitution or violence. All the participants in the micro-credit program are women, many of them widowed by the civil war.



Most rural adults over 40 in Guatemala have approximately 3 years of education. They may not know how to read or write, and they often speak Kaqchikel at home, learning Spanish as their second language. This makes it

difficult for them to find work, vote, or open a bank account. They face racism and discrimination, but their culture is rich, vibrant, and deserves to be celebrated!

The Kaqchikel Presbytery started their micro-credit program so people can access small loans without a bank account, and purchase enough start-up materials to make a living using their traditional skills. In some cases, the profits have been enough to send kids to school, repair homes and pay for medical care. In other cases, it's just enough to eat a little healthier, or have a more predictable income on top of other, irregular funds.

Sahakarini has a half-hour documentary about the micro-credit program. Contact us if you would like to rent or purchase a copy, or if you have any questions about our work!



Any of these topics could be adjusted for the age and interests of the participants. Consider using this game for a math OR social studies lesson; discussion questions would be picked accordingly.

- How many producers were able to make more than their original loan? What info does your card give about what you're trying to save money for?
- All the items these producers sell require a lot of time, energy and effort to produce! What are some similar trades in Canada? Do you know people who work hard at something? (ex: farmers, forestry, artisans, oil rigs..)
- In the Kaqchikel Presbytery's real micro-credit program, only 2 people have ever been late paying back their loan, or given up- usually it works out fine. What kinds of reasons do you see for someone to be unable to pay their loan back?
- Consumers: what was it like trying to budget your money and buy some of each item? What do you think you'd have to spend money on that's not part of this game?
- Consumers: some of you have more money than others. Why? Many rural Guatemalans live on less than \$2 per day. Discuss.
- Budgeting: have the participants think about what they eat, buy and use in a week, or a month, or a year. For example, one can of pop per week or per day adds up to a lot of money after one year!
- One Canadian Dollar is worth about 8 Quetzales. Convert the amounts on the cards Discuss what items like a whole chicken or a dozen eggs costs in Canada.
- Look up social well-being indicators for Guatemala and other countries you are studying. Searching 'CIDA Guatemala Canada comparison' on google will give you a recent chart comparing indicators in these 2 countries published by the Canadian government.
- In Canada and Guatemala, rural and urban life both have advantages and disadvantages. Participants could discuss what they think is good or difficult about rural life, and urban life.
- Current affairs: find current news about Guatemala and compare it to the themes in this game.
- Mayan languages may seem strong and prevalent in Guatemala, but indigenous languages around the world are at risk of disappearing- some of them within the current generation. This could connect to a discussion on cultural diversity, or languages and traditions native to Canada.
- One of the producer cards says they are trying to save money for a stove- this is a safe, fuel efficient stove through a program of the KP. This project is featured on Sahakarini's website, and similar projects can be searched online. The stoves link deforestation, health and rural poverty issues.

Discussion Topics

- Make a 2-sided copy of the producer and consumer cards- this can be black and white. Players will write on these throughout the game.
- Introduce micro-credit and Guatemala as you see fit. You may find it helpful to look up maps and photos online, refer to Sahakarini's website, or show our documentary *Where Credit is Due*.
- Distribute player cards. There are 9 producer cards, 15 consumer cards, and one animator who reads out the circumstance cards (this can be the teacher if you prefer). If you have more students than this, you can assign 2 students to a consumer card and they can play as a 'family'. If you have fewer students, ensure you have at least one of each type of producer (there are 4: weaving, chicken and eggs, agriculture, and shampoo/soap). If you have fewer producers, leave out the tourist and shop keeper consumer cards first.
- Everyone can read their card. Producers can introduce themselves to the group or tape a sign to their shirts, so consumers know what they sell. If you link this activity to an art lesson, producers could wear images of what they make- weaving, food, etc.
- The goal for producers is to sell as much of their products as possible. Consumers must try to spend all their money. Players have 10 turns to do this; this loosely represents 1 year of micro-credit and spending in a rural village.
- Go over the tallies on the cards to ensure students understand how to track their spending, profits and inventory each turn.
- Imagine the classroom is a busy marketplace! Students can mingle around. Vendors can call out what they're selling, consumers can barter a bit on the prices or buy from a few different people on each turn or 'trip to the market'. Introverted students might some encouragement spending all their money.
- Most cards will have words on them that are hard to pronounce! We've picked producer names that should be easiest to pronounce. To warm up the group, lead them in pronouncing these words:
 - **Kaqkichel: ka-chee-kell** (the sub-group of Mayans who live in the area- this is also the name of the language they speak)
 - **Chimaltenango: Chim (as in chimp) -all-ten-ango (like anglo without L)** (this is the city and department where the Kaqchikel Presbytery works)
 - **Quetzales: ket-sal-ehs** (this is Guatemala's national bird, and the name of the currency. Conversion to CAD could take place in the discussion round)
- To begin play: the animator shuffles the 10 'circumstance' cards and reads one out. You can decide if each round is timed or if you let students play at their own pace; with every profile card in play by 1 person, and with trading sessions lasting 1 minute, the game and discussion could take 1 hour.
- When all 10 Circumstance cards have been played, the players add up their tallies. Discussion is based on the results of the tallies and the profiles of the players; a suggested list of discussion questions is included.
- Who wins the game? Everybody wins if the vendors can pay back their loans! Although the actions are familiar- buying, selling- this is an alternative economy.

How to Play

As an **average rural Guatemalan** you have very little to spend on anything other than the necessities. You may be able to purchase one scarf or a shawl, but can not afford much more weaving. Most of your money will go towards nutrition (food), sanitation (1 bottle of shampoo and soap) and health.

You can spend 1,400 Quetzales annually.

Average

Rural Guatemalan

As an **average rural Guatemalan** you have very little to spend on anything other than the necessities. You may be able to purchase one scarf or a shawl, but can not afford much more weaving. Most of your money will go towards nutrition (food), sanitation (1 bottle of shampoo and soap) and health.

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Average

Rural Guatemalan

Average rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____**Average rural Guatemalan**

Keep track of what you purchase:

Use this space to track your spending each round:

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Use this space to track your spending each round:

Total spending: _____

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Average

Rural Guatemalan

Average rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____**Average rural Guatemalan**

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____**Average rural Guatemalan**

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____**Average rural Guatemalan**

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____

As a **rural Guatemalan** who is less poor than the average Guatemalan, you have a little more flexibility in your spending (but not by much). You will want to purchase some larger weaved items, such as blouses & skirts, shawls, belts, etc. You will also need to purchase some local food to stay healthy and soap & shampoo (two bottles of each) to stay clean.

You can spend 3,000 Quetzales annually.

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You can spend 3,000 Quetzales annually.

Rural Guatemalan

Rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____

Rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____

Rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____

Rural Guatemalan

Keep track of what you purchase:

Use this space to track your spending each round:

Total spending: _____

Rosalia has a loan for 500 Quetzales. She is also growing produce. She doesn't have very much land; She trades housework and some food to one of her neighbours, who has extra land. She grows herbs, onions, tomatoes, squash, corn and other fruits. Because of this, She can only sell 400 lbs of produce on a great year, at Q3 per pound; and what if the weather doesn't cooperate?

Her husband is a transport driver and he's away a lot for work, but he doesn't bring back very much money. She wants to earn enough to send her oldest kid to school this year; Q 500.

Rosalia: married, 2 children: 3 and 5 years old.

As a **tourist**, you want to bring a piece of Guatemala home to your friends and family. The beautiful weaving you see in the streets naturally comes to mind as the perfect gift. You want to purchase small souvenir style items for most people on your list, such as small bags, change purses and bracelets. However some of the larger traditional items (shawls, dresses, blouses, etc.) catch your eye for that special someone as well. You can spend 1,200 Quetzales.

Tourist

As a **shop owner**, tourists visit your store regularly. You must stock your store with enough souvenir style weaving (shawls, scarves, small & large bags, change purses, and bracelets). Tourists and Locals both visit your store to purchase shampoo and soap as well. You will need to purchase at least 25 bottles of each to satisfy the demand.

You can spend 1,800 Quetzales.

Shop Owner

As a **tourist**, you want to bring a piece of Guatemala home to your friends and family. The beautiful weaving you see in the streets naturally comes to mind as the perfect gift. You want to purchase small souvenir style items for most people on your list, such as small bags, change purses and bracelets. However some of the larger traditional items (shawls, dresses, blouses, etc.) catch your eye for that special someone as well. You can spend 1,200 Quetzales.

Tourist

Gabriela borrowed 1,000 to buy 40 chickens and some feed for them. This year, she won't have to buy any chicken or eggs. She can sell or trade 15 chickens and 400 dozen eggs. She has a husband, but his income from working in a nearby field doesn't cover any family expenses.

**Best Prices: Chicken, 25 Quetzales.
1 Dozen Eggs, 10 Quetzales.**

Gabriela (with husband and 2 kids) **Selling Chickens + Eggs**

Isabela borrowed 1000 to buy 40 chickens and some feed for them. She won't need to buy chickens or eggs from anybody else. She can sell or trade 15 chickens and 420 dozen eggs. She also helps her sister with weaving, so they share some food and materials instead of buying them.

**Best Prices: Chicken, 25 Quetzales.
1 Dozen Eggs, 10 Quetzales.**

Isabela with one child, widowed **Selling Chickens and Eggs**

Francisca borrowed 2,000 for weaving materials. She's been weaving since she was a little girl, and knows everything about this tradition! Her sister Isabela helps out and they share meals from her chickens and eggs.

**Best prices: 40 Quetzales for a woven belt or scarf.
100 Q for a shawl. 600 Q for a regular blouse and skirt. 1500 Q for a special, ceremonial blouse and skirt.**

Francisca, widowed, no children,
1 grandchild **Selling weaving**

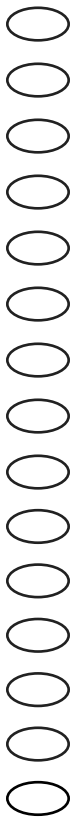
Mariana borrowed 1000 Q for weaving. She weaves smaller things to sell at the market in the town nearby. Most of her customers are travelers. Her husband's work covers their daily living, but she wants to earn enough money to send their 2 kids to school; 750 Q each.

Best prices: 150 Quetzales for a big bag, Q 60 for a small bag, Q 40 for a scarf, Q 20 for a change purse, Q 10 for a bracelet.

Mariana, 2 kids, husband.
Weaving

Isabella

You can sell or trade 15 chickens:



Total chickens sold: _____

You can sell or trade 420 dozen eggs (mark down how many dozen eggs you sell each round):

Total eggs sold: _____ dozen

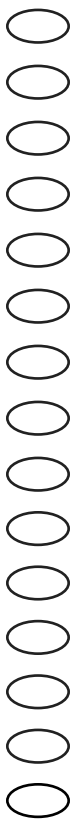
Use this space to mark your monetary sales each round:

Total monetary sales: Q _____

Total Loan: Q _____

Gabriela

You can sell or trade 15 chickens:



Total chickens sold: _____

You can sell or trade 400 dozen eggs (mark down how many dozen eggs you sell each round):

Total eggs sold: _____ dozen

Use this space to mark your monetary sales each round:

Total monetary sales: Q _____

Total Loan: Q _____

Mariana

You can weave a variety of smaller items your customers ask for. Keep track of what you sell each round.

Big Bag:

Small bag:

Scarf:

Change purse:

Bracelet:

Use this space to mark your monetary sales each round:

Total monetary sales: Q _____

Total Loan: Q _____

Francisca

You can weave a variety of larger items your customers ask for. Keep track of what you sell each round.

Woven belt:

Scarf:

Shawl:

Regular blouse & skirt:

Special, ceremonial blouse & skirt:

Use this space to mark your monetary sales each round:

Total monetary sales: Q _____

Total Loan: Q _____

Alejandra borrowed 750 Quetzales to make shampoo and soap with her neighbours Esperanza and Carmen. They sell the bottles in the market, in some friends' shops in nearby towns, and to tourists. They split the profits evenly, and each contribute 50 bottles of shampoo, and 50 of soap. The price is 20 Quetzales. If they all sell, Alejandra will make Q 2000; enough to cover her loan, some daily living expenses, and buy a safe stove for her home!

Alejandra: married, 2 kids aged 9 and 11. Husband: farming

Esperanza borrowed 750 Quetzales to make shampoo and soap with her neighbours Alejandra and Carmen. They sell the bottles in the market, in some friends' shops in nearby towns, and to tourists. They split the profits evenly, and each contribute 50 bottles of shampoo, and 50 of soap. The price is Q 20. If they all sell, Esperanza will make Q 2000; enough to cover her loan, and keep her grand-daughter in school until she graduates!

Esperanza: widowed, raising one grand-daughter

Carmen borrowed 750 Quetzales to make shampoo and soap with her neighbours Alejandra and Esperanza. They sell the bottles in the market, in some friends' shops in nearby towns, and to tourists. They split the profits evenly, and each contribute 50 bottles of shampoo, and 50 of soap. The price is Q 20. If they all sell, Carmen will make Q 2000; enough to cover her loan, some daily living costs, and save up to improve the roof and walls of her house!

Carmen: Widowed, 2 adult children living in Guatemala city

Ana Maria borrowed 500 Quetzales to grow a market garden on her land. She grew tomatoes, onions, corn and squash. She averages Q3 per pound of produce. In a good year, she could grow 600 lbs of produce. Her daughter's job isn't great but it gets them by, and she sets aside her profits for her medical bills.

Ana Maria is fortunate, because they have enough land to grow this much food. But a storm or a drought could ruin everything!

Ana Maria: widowed, diabetic. 1 adult daughter who works in Chimaltenango (15 min by bus).

Esperanza

You have 50 bottles of SHAMPOO to sell (each circle represents 5 bottles - colour them in as you sell them):



You have 50 bottles of SOAP to sell (each circle represents 5 bottles. Colour them in as you sell them):



Use this space to mark your monetary sales each round:

Total monetary sales: Q _____
Total Loan: Q _____

Alejandra

You have 50 bottles of SHAMPOO to sell (each circle represents 5 bottles. Colour them in as you sell them):



You have 50 bottles of SOAP to sell (each circle represents 5 bottles. Colour them in as you sell them):

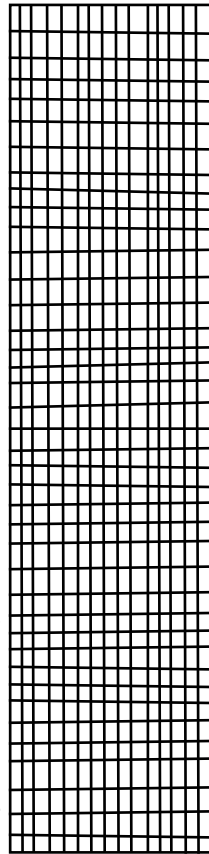


Use this space to mark your monetary sales each round:

Total monetary sales: Q _____
Total Loan: Q _____

Ana Maria

You potentially have 600 pounds of produce to sell (tomatoes, squash, onions, and corn). Keep track of your inventory here (each section represents 1 pound - colour them in as you sell them).



Use this space to mark your monetary sales each round:

Total monetary sales: Q _____
Total Loan: Q _____

Carmen

You have 50 bottles of SHAMPOO to sell (each circle represents 5 bottles. Colour them in as you sell them):



You have 50 bottles of SOAP to sell (each circle represents 5 bottles. Colour them in as you sell them):



Use this space to mark your monetary sales each round:

Total monetary sales: Q _____
Total Loan: Q _____

Maize is the Spanish word for corn, which originated in southern Mexico or Guatemala. There are many different colours, shapes and sizes we never see in grocery stores in Canada. In Guatemala delicious corn tortillas are made by hand, and accompany most meals.

In Guatemala it's common to mix crops, making great use of a small amount of space. Below the tall corn stalks you'll find squash, melons, tomatoes, beans and herbs like cilantro.

Action: Every consumer must spend a minimum 100 Quetzales on anything.

Maize!

Aloe Vera is popular for treating burns, and in natural beauty products. This plant grows wild in many warm climates in the world, and makes a great indoor plant too. The women in the micro-credit program harvest aloe to make natural shampoos and soaps, and they love being able to use traditional, renewable ingredients for their work.

Action: Consumers buy as much shampoo or soap as they want.

Aloe Vera

In the highlands, 7 out of 10 Indigenous children under 5 years old are malnourished. This makes children more susceptible to water-borne illness, parasites and other health problems. It also affects their ability to learn, if they get to go to school. Having micro-credit hasn't fixed everything- but it helps! The villagers can earn more money for their work, and provide more for their families.

Action: Consumers try to spend Q 180 on food

Food Security and Water

Health care costs more in Guatemala than it does in Canada, even though the average person makes a lot less money. Many people in rural areas have never been to a hospital. Diabetes, for example, is becoming more common but Insulin is extremely expensive! As are antibiotics. Until the governments' coverage improves, non-profits are trying to help, including some organizations from Canada. Increasing the financial security of rural families with Micro-credit is helping them afford some medical care.

Action: Consumers buy anything you need

Diabetes and Access to Health Care

The western highlands are vulnerable to tropical storms and hurricanes. In 2010 Tropical Storm Agatha washed out roads and homes with record rains, landslides and sink holes. Many people disappeared or died, and crops were heavily damaged. Reinforcing homes and reforestation are very important to the villagers, who hope they'll be safer next time.

Action: Produce growers loose 20% of their remaining stock. Consumers: buy anything you need

Storms and Hurricanes

Even though it's a pretty tiny country, there's a lot going on in Guatemala! There are 132 people per km; in Canada there's only 3! 81% of Canadians live in urban centres, but in Guatemala only 50% live in cities. There are 36 volcanoes in Guatemala, and 4 of them are active. Small earthquakes are common, and the landscape includes black sand beaches and mangrove forests, jungle, huge lakes, semi-deserts, and plains. Chimaltenango is surrounded by mountains and pine forests, which are threatened by deforestation.

Action: Open buying and selling round.

Geography!

Backstrap weaving is an amazing craft, and a deeply loved tradition for Mayan women. The top of the loom is attached to a tree or a wall, and the bottom is held in place by a strap behind the weavers' back. This ingenious design makes it affordable to learn weaving, and very portable. Each Mayan group has a unique pattern they've passed down through generations. Some of the designs are so intricate it can take months to make one blouse. They're practical, too- it can be cold in the highlands, and these clothes are warm!

Action: Buy weaving!

Backstrap Weaving

The bird on Guatemala's flag is the Quetzal. It's a small bird, bright yellow, red and green. The males' tail feathers can be up to a meter long! The Guatemalan currency is named after them and they are a symbol of freedom for the Guatemalan people: legend has it the Quetzal can't survive in a cage. Very few zoos have managed to keep them alive in HUGE habitats.

Action: open buying and selling

The Quetzal!

Spanish is the official language in Guatemala, but there are 23 Mayan languages! This rich diversity means that rural families may not speak any Spanish in the home, and many adults cannot read and write. This makes it hard to vote, go to the doctor, or open a bank account. Mayan people experience discrimination, even though there is wisdom and beauty in their traditions too.

Action: buyers and sellers must do a round of trading without using a mutual language; hand gestures and made-up words **only!**

Languages!

Mayan traditions mix with Spanish in Guatemala. Many people have Spanish names, even if their first language is Kaqchikel. National holidays and weddings combine the best from each background. For example, in some parts of the country brides wear intricate, colourful hand-woven clothes together with a long, white Spanish-style veil. Weddings are huge, with whole communities coming out to feast, dance and celebrate the new couple.

Action: Wedding! Everyone needs to spend at least Q 200.

Traditions

Centre for Affordable Water and Sanitation Technology (CAWST)

Tikho's Story Three Pile Sorting



Tikho's Story Three Pile Sorting

Tikho's Story Three Pile Sorting

This activity assesses youth's understanding of water, hygiene and sanitation practices. It is an interactive activity to encourage discussion about situations occurring in Africa. The activity is best done after discussing challenges that exist in this context or viewing the Tikho's Story Presentation, which can be downloaded at:

www.cawst.org/wavemakers

Why Use It?

This tool allows youth to:



1. Discuss common water, hygiene and sanitation practices within the context of good and bad impacts on health.

Materials



- 20 cards with scenes
- Good, Bad, In-Between Title Cards (1 of each)

These materials are for one set of cards. Depending on the group size you may want to have multiple sets. We recommend a maximum of 5 people per group.

Preparation



- Print and cut individual cards
- Optional: Laminate cards

How to Play



1. Show the youth a card and explain that each one has a different scene that shows water and sanitation practices.
2. Explain that **the object of the activity is to sort the cards into three piles - good, bad and in-between.**
 - **Good** – Cards that they think show activities that are good for health.
 - **Bad** – Cards that they think show activities that are bad for health.
 - **In-between** – Cards that they think show activities that are neither good nor bad for health or that they are not sure about.
3. Divide the youth into small groups of 4-5 people. The number in each group will depend on how many youth there are and how many card sets you have.
4. When the groups have made their piles, lead a discussion about each card. Let all groups share where they categorized each card and why. Encourage discussion and let groups respond to questions raised by the other groups.

Tikho's Story Three Pile Sorting



During this discussion remind the youth that there are no right answers. The purpose of this game is to encourage discussion and reflection about local water and sanitation activities and their effects on health and the environment.

5. Ask the youth to discuss the common behaviours in their community, and then to consider whether these behaviours are similar to any practices identified in the cards.
6. At this stage or at a later session the group may discuss ways of eliminating the bad practices it has identified in its community. Encourage this discussion and have the group keep a record of suggestions made.

Facilitator Notes

- Don't prompt or direct the choices of the group by giving information. If people ask you specific questions, redirect the questions back to the group for a response. If the group is unable to interpret any one drawing, suggest that it is set aside.



NA/Africa 3PS-01



NA/Africa 3PS-02



NA/Africa 3PS-03



NA/Africa 3PS-04



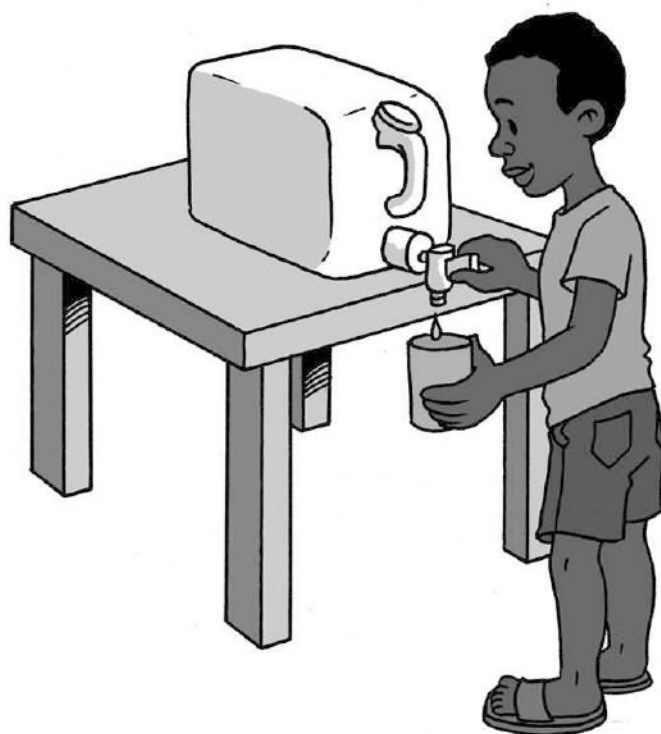
NA/Africa 3PS-05



NA/Africa 3PS-06



NA/Africa 3PS-07



NA/Africa 3PS-08



NA/Africa 3PS-09



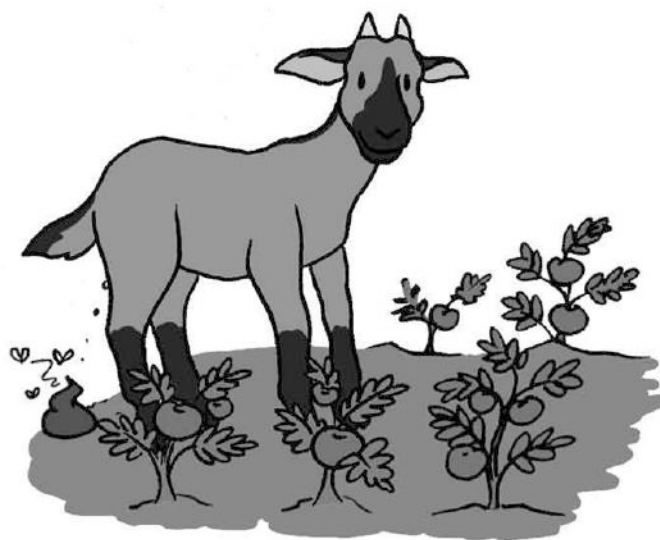
NA/Africa 3PS-10

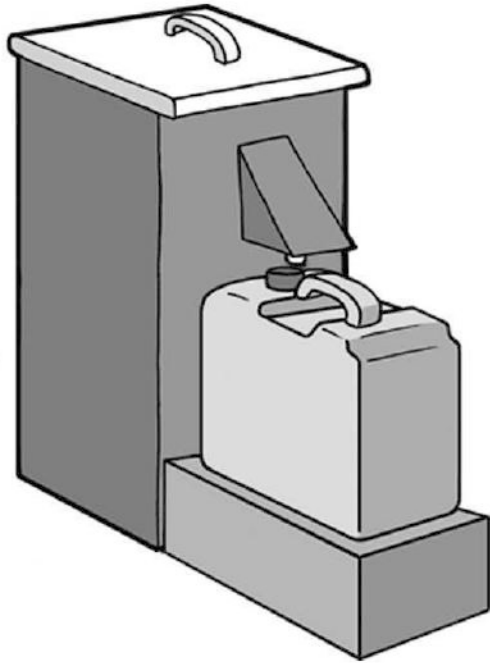


NA/Africa 3PS-11



NA/Africa 3PS-12

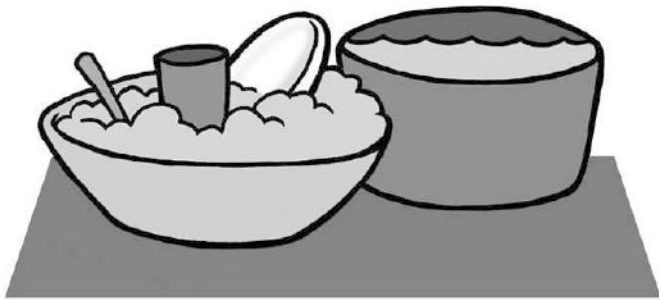




NA/Africa 3PS-17



NA/Africa 3PS-18



NA/Africa 3PS-19



NA/Africa 3PS-20

Action Colouring Page

Action Colouring Page

This tool is a fun way to introduce children to different actions that they can take on issues related to water and sanitation. It is best used after discussing an issue of specific concern.

Why Use It?

This tool allows youth to:



1. Discuss possible actions that will address water and sanitation issues.

Materials



- Action Colouring Page (1 per participant)

Preparation



- Download and print the Action Colouring Page at: www.cawst.org/wavemakers

How to Facilitate



1. Hand out the Action Colouring Page.
2. Explain that there are different types of actions that we can take to address the water and sanitation issue that the group has decided to focus on.
3. Ask the youth to suggest some of the actions based on the pictures in the colouring page.

Explain that each picture represents a different type of action:

- Lifestyle changes – *Washing your hands*
- Educate and inform – *Teaching others using stories, drama, video, art etc.*
- Consumer Action – *Buying a reusable water bottle instead of a disposable plastic bottle.*
- Hands-on – *Doing a stream clean-up, building a rain garden.*
- Organize and Influence – *Bringing the community together to work on the issues of water and sanitation. Creating a water club. Writing a letter to a local politician.*
- Global Cooperation – *Exchanging information or resources. Having a pen pal in another country to share information. Fundraising for a project overseas.*

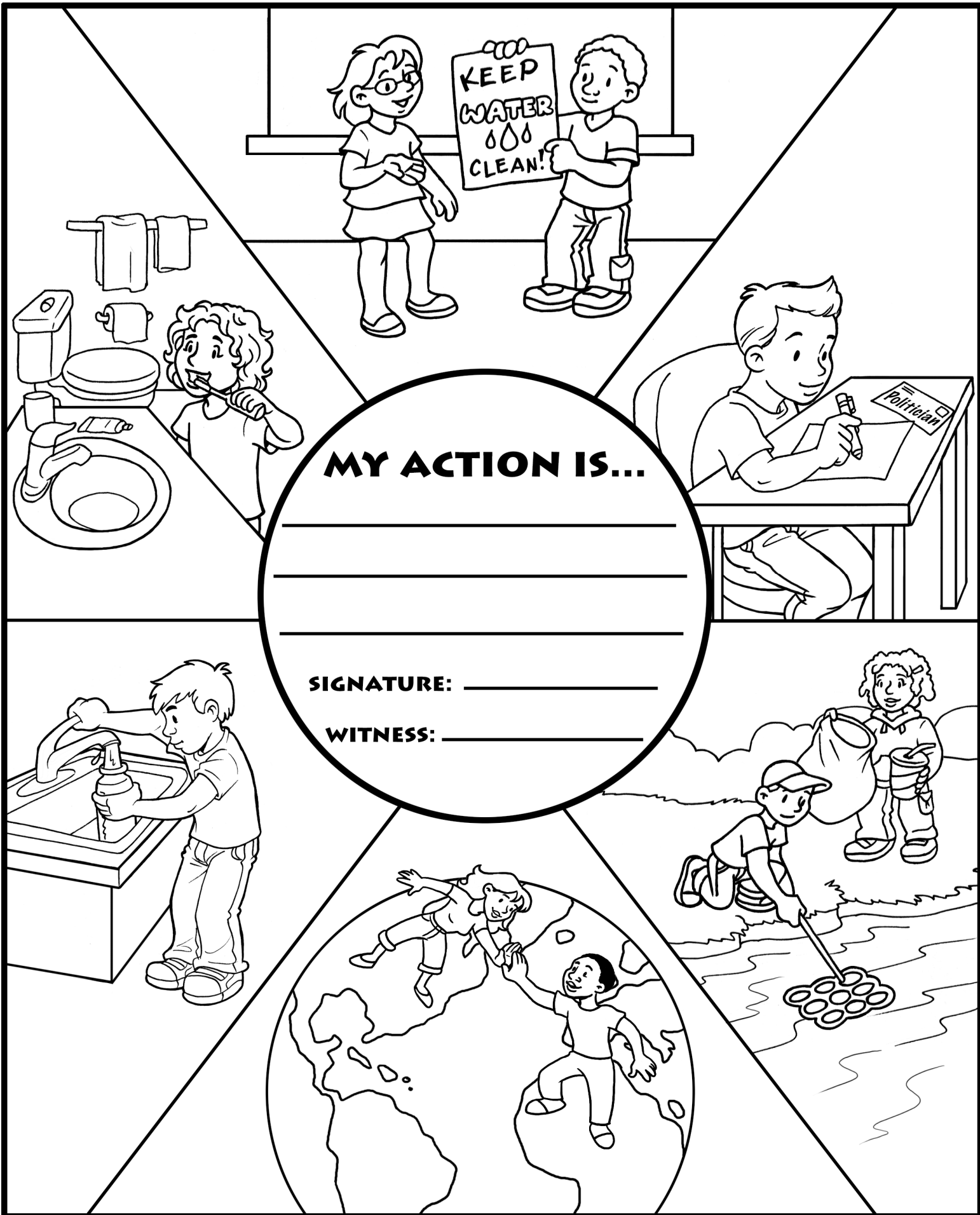
4. Ask the youth to colour their page and think about actions they can take to address problems in water or sanitation.

Action Colouring Page

5. Ask the youth to write the action they will take on the pledge form in the centre of the colouring page.
6. Encourage the youth to take home their Action Colouring Page and share it with their family.

Facilitator Notes

- The Action Colouring Page works well as a final review for the Tikho's Story lesson plan which can be found at www.cawst.org/wavemakers.



MY ACTION IS...

SIGNATURE: _____

WITNESS: _____



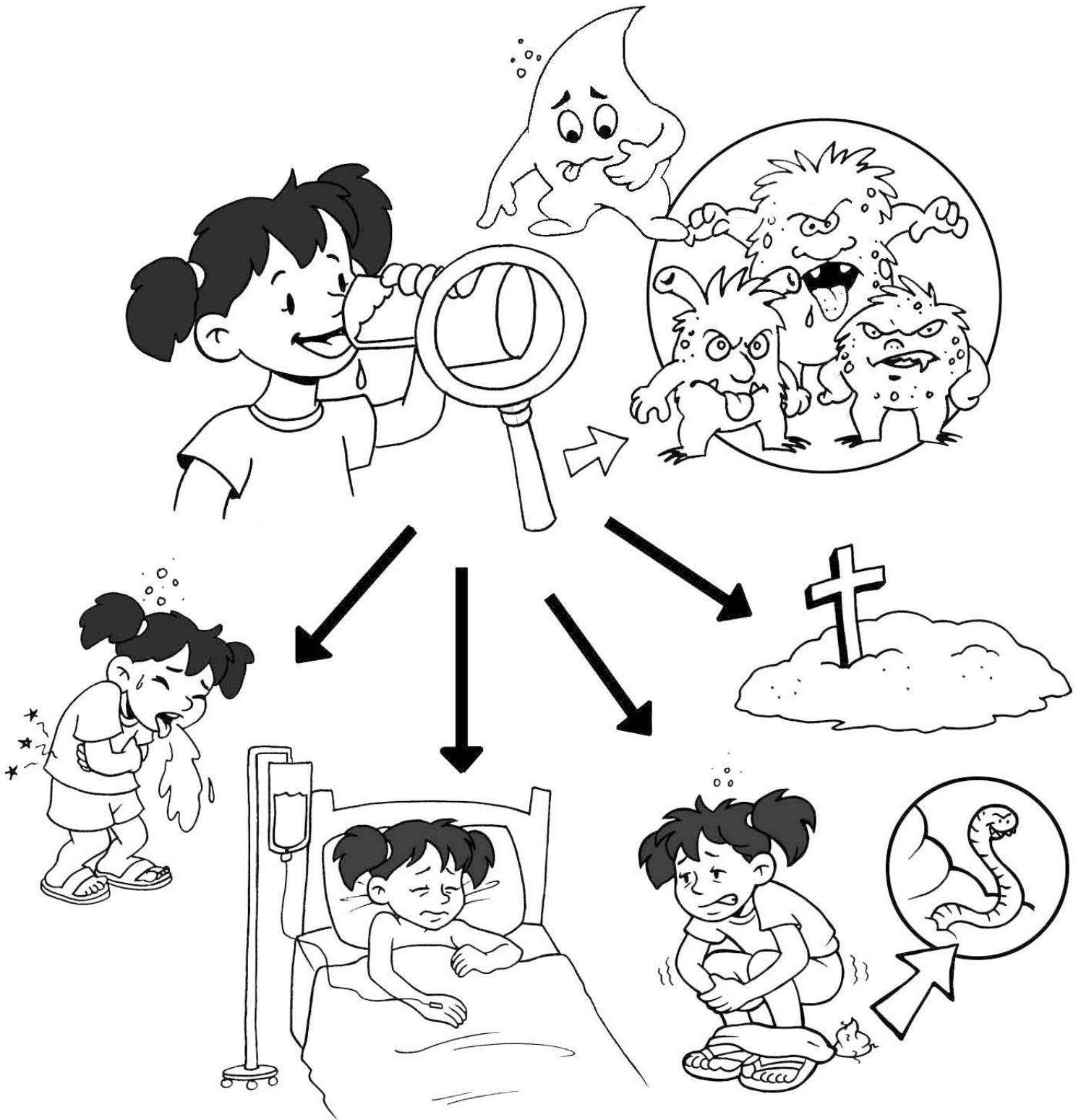


WATER CYCLE AND SOURCES

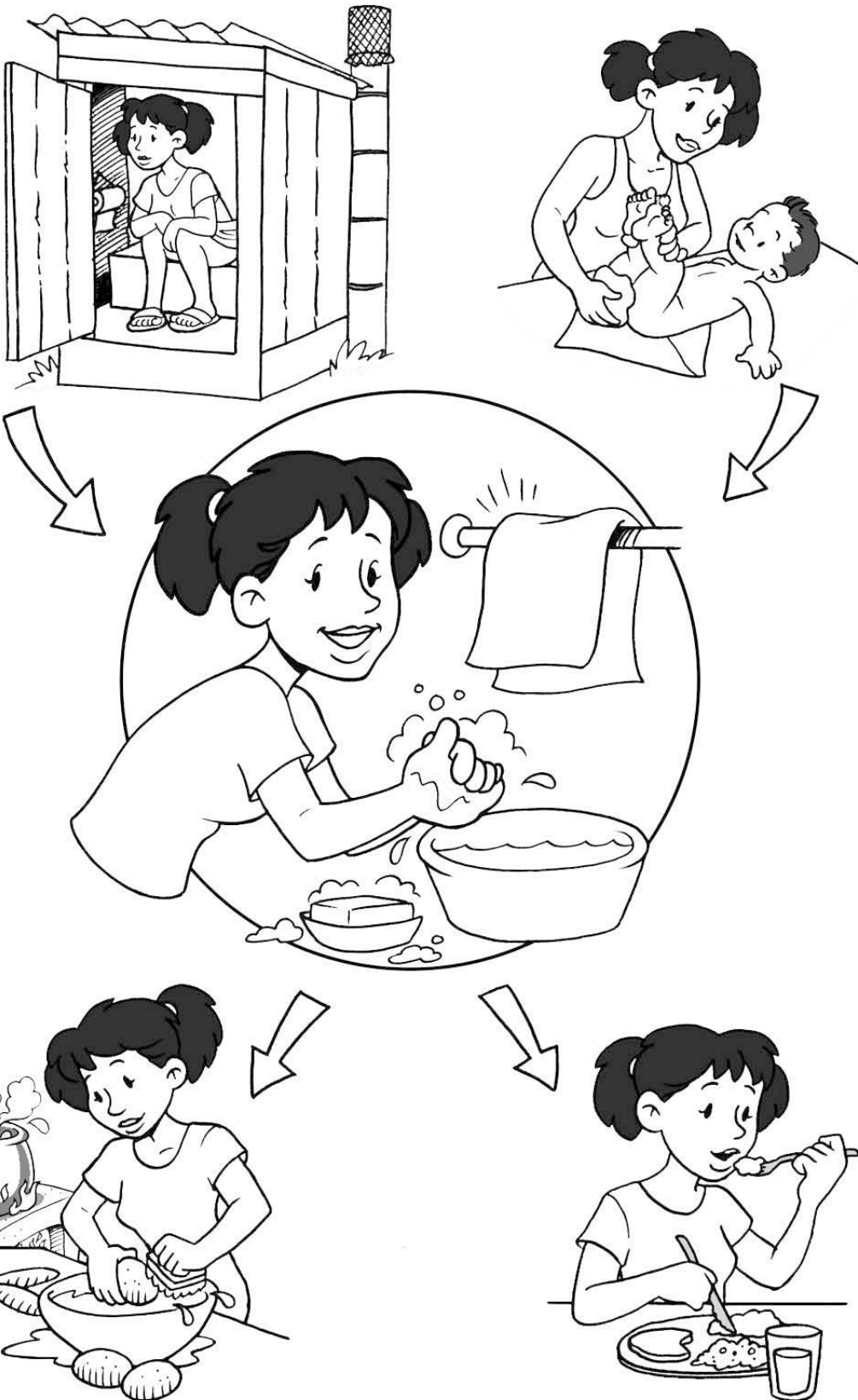


HOW WE USE WATER

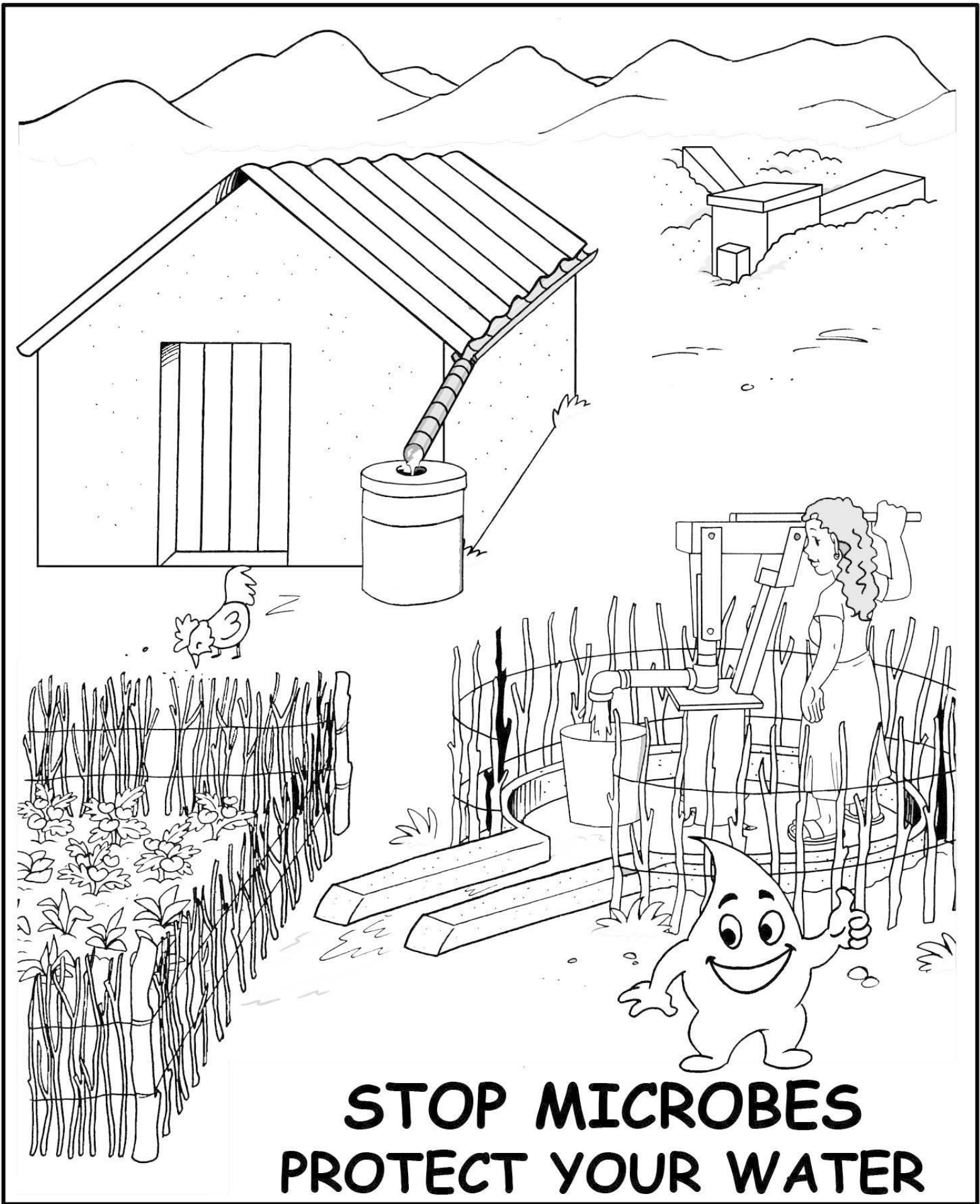




**CONTAMINATED WATER
CONTAINS MICROBES
THAT MAKE US SICK**



**STOP MICROBES
WASH YOUR HANDS**



**STOP MICROBES
PROTECT YOUR WATER**

North America Three Pile Sorting

North America Three Pile Sorting

This activity assesses people's understanding of water, hygiene and sanitation practices and the impact these actions can have on health and the environment. It is an interactive activity to encourage discussion about local practices.

Why Use It?

This tool allows youth to:



1. Discuss common water, hygiene and sanitation practices within the context of good and bad impacts on health and the environment.

Materials



- 12 cards with scenes
- Good, Bad, In-Between Title Cards (1 of each)

These materials are for one set of cards. Depending on the group size you may want to have multiple sets. We recommend a maximum of 5 people per group.

Preparation



- Print and cut individual cards
- Optional: Laminate cards

How to Play



1. Show the youth a card and explain that each one has a different scene that shows water and sanitation practices.
2. Explain that **the object of the game is to sort the cards into three piles - good, bad and in-between.**
 - **Good** – Cards that they think show activities that are good for health and/or the environment
 - **Bad** – Cards that they think show activities that are bad for health and/or the environment
 - **In-between** – Cards that they think show activities that are neither good nor bad for health and/or the environment or cards they are not sure about.
3. Divide the youth into small groups of 4-5 people. The number in each group will depend on how many youth there are and how many card sets you have.
4. When the groups have made their piles, lead a discussion about each card. Let all groups share where they categorized each card and why. Encourage discussion and let groups respond to questions raised by the other groups.

North America Three Pile Sorting



During this discussion remind the youth that there are no right answers. The purpose of this game is to encourage discussion and reflection about local water and sanitation activities and their effects on health and the environment.

5. Ask the youth to discuss the common behaviours in their community, and then to consider whether these behaviours are similar to any practices identified in the cards.
6. At this stage or at a later session the group may discuss ways of eliminating the bad practices it has identified in its community. Encourage this discussion and have the group keep a record of suggestions made.

Facilitator Notes

- Don't prompt or direct the choices of the group by giving information. If people ask you specific questions, redirect the questions back to the group for a response. If the group is unable to interpret any one drawing, suggest that it is set aside.

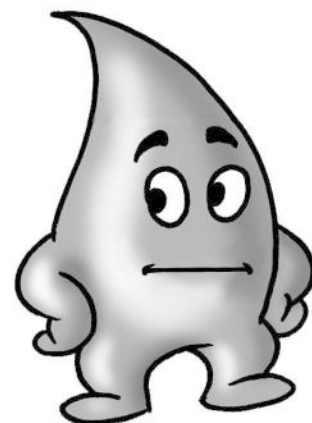
GOOD



BAD



IN-BETWEEN





NA 3PS #1



NA 3PS #2



NA 3PS #3



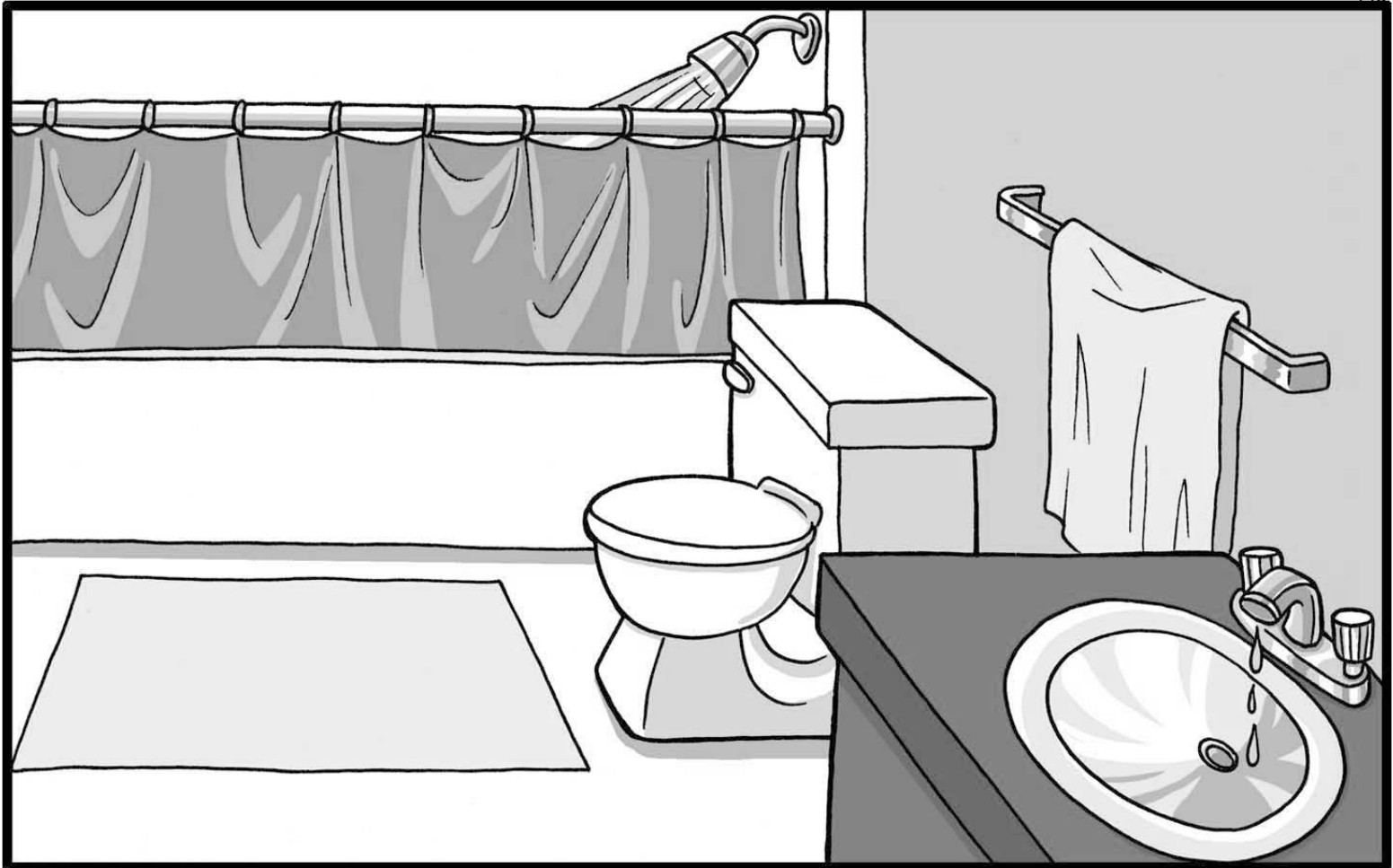
NA 3PS #4



NA 3PS #5



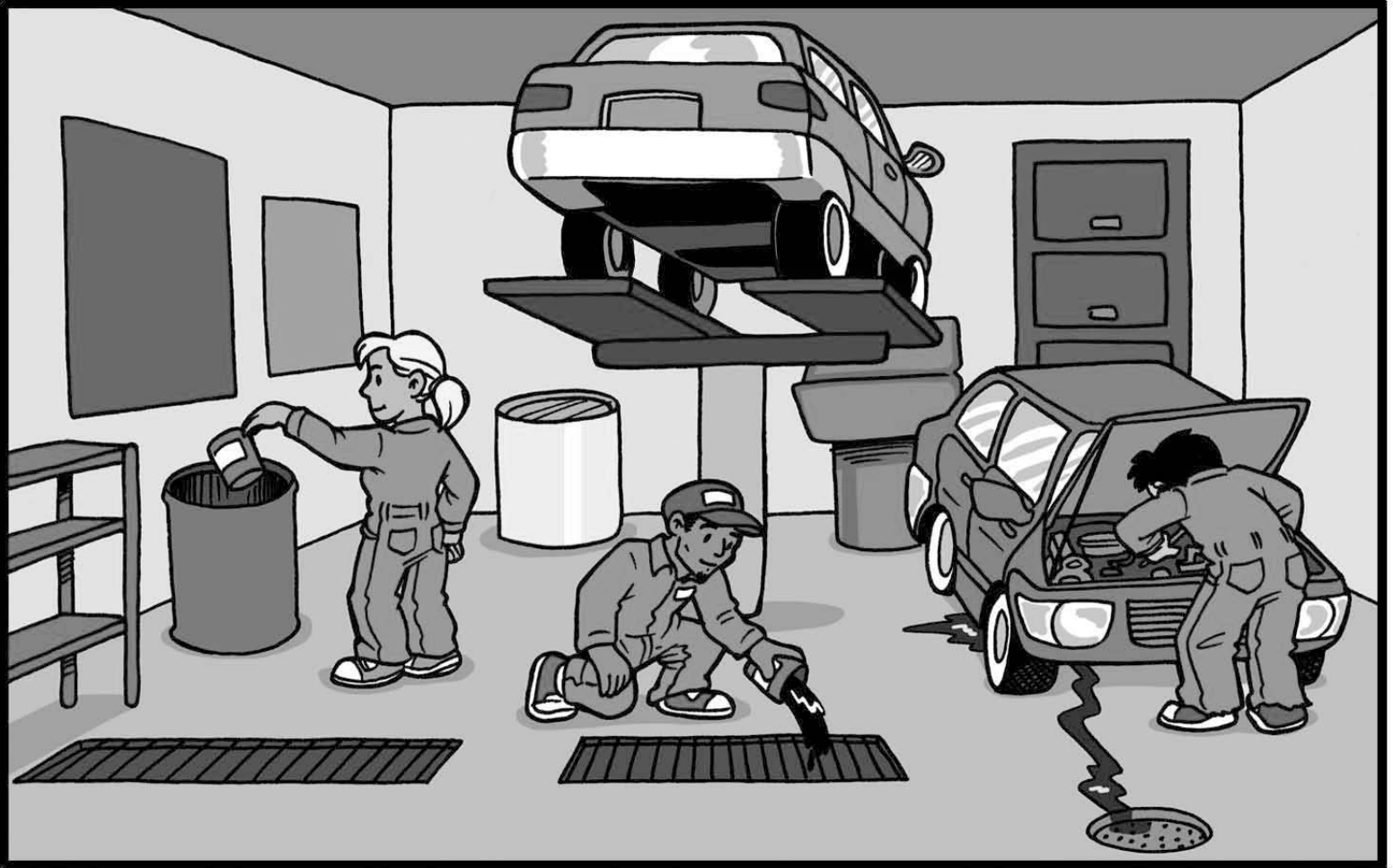
NA 3PS #6



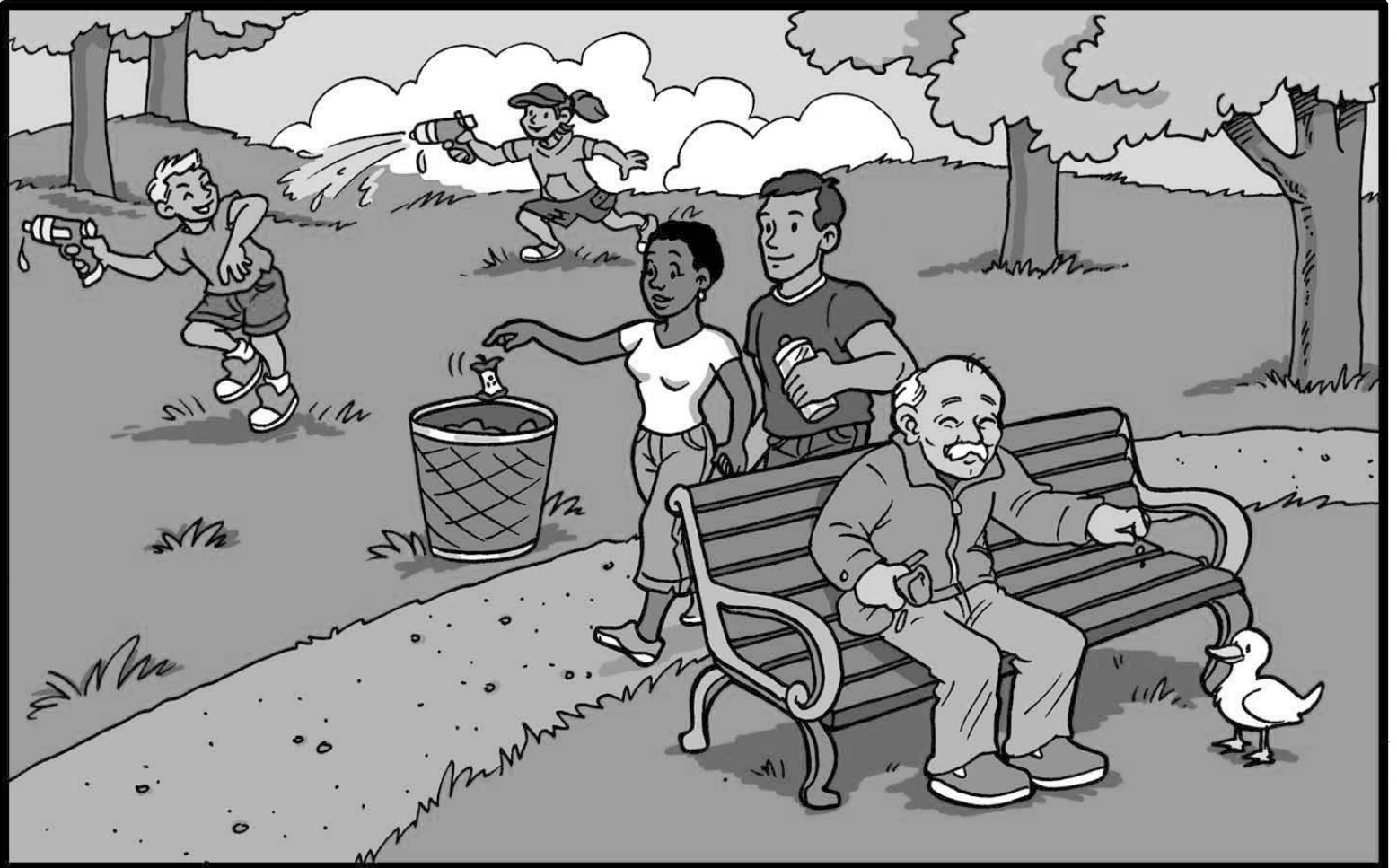
NA 3PS #7



NA 3PS #8



NA 3 PS #9



NA 3 PS #10



NA 3PS #11



NA 3PS #12

Development and Peace

AMANZI



AMANZI*

Water Simulation Game

Time: 60-90 min

Goal: Participants will

1. Learn about the current water situation and related issues in the world.
2. Think about their values and how they compare with the values of others.
3. Develop ideas and take action in response to what they've learned

Game Overview:

The game has three phases: Setting the Stage, the Action and the Community Meeting

Phase I: Setting the Stage

Participants form their families (6 people) and develop their identity.

Phase II: The Action

The game lasts 5 rounds. In each round, the family must do two things: pick an event card and get water from the well. The cost of water is indicated on their family description and varies for each family dependent on distance to the well. As well, with each event, tokens are gained or lost. During the game, news bulletins are announced which affect everyone.

Success is measured by the number of water tokens each family has. Water tokens do not represent money solely but also well-being and opportunity. Each family begins with the same number but circumstances, like distance to water, will cause disparity. Additionally, as families amass more tokens they benefit. For example, at the end of round 3, the top-third families can choose their event card from a deck with more advantageous events.

If a family runs out of tokens, they go into debt. A family cannot choose not to get water or not to select a card, since one will die without water.

Phase III: Community Meeting

A community organizer from the Development and Peace partner group, AiDC, calls everyone together for a community meeting to discuss water concerns. Each family then discusses their situation and that of the community and comes up with a proposal. Families then share their proposals with the other families and the community organizer. AiDC will then take ideas and present to the government.

* AMANZI means water in Zulu.

Preparation

Materials Included

- Map
- Family Descriptions
- Event cards deck one
- Event cards deck two
- RISK cards
- Tokens (25 per group plus 20 for bank)
- Role Descriptions

Organizers need to supply:

- Water jug / sink ... representing the well
- 1 cup/ vessel for each family
- 1 pitcher for each family
- 4 containers (for tokens, RISK cards, event cards deck 1 and 2)
- Flip chart or black board
- Bell or whistle
- Crest and/or house building suppliers (optional – see phase 1)

Before getting started:

- Photocopy family descriptions. You'll need one for each group (6 people max) and you want an equal number of families in each region (Watopia, Flowdia and Desertia).
- Photocopy and cut a set of role descriptions and 25 tokens for each family.
- Prepare an envelope for each group containing a family description, 1 set of role descriptions and 25 tokens. Indicate on the envelope what region the family lives in.
- Reproduce cards (deck 1, deck 2 and Risk). Mix each deck well and keep separate.
- Write the questions for families in phase 1 on flipchart (see game schedule)
- Draw the following table on flipchart. The number of rows should equal number of families.

Location	Family name	# of tokens after Round 1	# of tokens after Round 2	# of tokens after Round 3	# of tokens after Round 4	# of tokens after Round 5
Watopia						
Flowdia						
...						

In addition to facilitator, you'll need one banker and one well monitor for each 6 families, an events monitor, and a radio announcer. Facilitator can play roles of events monitor and radio announcer too.

Set Up:

- Create a "well" in the room with a water jug. Place RISK cards and well monitor here.
- Set up a table for the event cards and events monitor.
- Draw on flipchart (or project with overhead) a map of the community showing 3 regions.
- Assign areas for each group with Watopia families closest to well and Desertia families furthest from the well. You may wish to represent landmines with physical barriers that make it more difficult for Flowdia and Desertia families.

Game Schedule - Step-by-step directions

Phase I – Setting the Stage

Divide participants into groups of 6. Each group represents a family living in South Africa.

Read:

This simulation game will give you a sense of what life is like when one's access to clean water is limited and under threat. In this game, you (each group) are each a family living in South Africa. The country experiences periodic droughts and flooding. It's a country with a history of apartheid, human rights abuses and disparity between rich and poor.

You can see from the map of the area you live in, that there are three distinct regions: Watopia, Flowdia and Desertia. A river runs through this region.

***Watopia** is on the north side of the river. This is the most fertile land since it is a river valley. **Flowdia** is located several kilometers south of the river. **Desertia** is far from the river in a mountainous and dry area. Most of the land in Desertia is owned by an absentee landlord who has decided not to farm here because of the poor soil. Many poor people have built their homes here. Each day they worry if the landlord will come and kick them off his land. Separating Flowdia from Desertia is an abandoned field littered with landmines from an earlier conflict.*

Just recently, the government completed construction on a public well for your community. It is just north of the river, near the families of Watopia.

Give each group one of the prepared envelopes. Ask each family to read their family description to find out where they live, and then develop a more detailed description of their family: What is your family name? What are your names? How old are each of you? What is your living situation? What do you like to do? (write questions on flipchart)

Each family has at least two parents, a child and a grandparent.

Optional: Provide materials for family to build their house, or to design a family crest, or other activity that will strengthen their identification with their family

Ask each family to present themselves to the whole community.

Phase II. – The Action

Using the family and role description sheets as guides, explain the following:

- Game lasts 5 rounds.
- In each round, your family must do three things:
 - (1) Get Water (2) Pick an event card (3) Record the event and # of tokens.
- The cost of water is based on where you live:

Watopia – 1 token	Flowdia – 2 tokens
Desertia – If you take long, safe route = 4 tokens	
If you take short, risky route = 2 tokens (lucky) or 6 tokens (unlucky)	
- Each family needs a recorder, banker, water carriers (2), and event pickers (2)
- Each family begins with 25 tokens
- The goal of the game is to have the most tokens.

Introduce the people running the game:

Well Monitor(s) – Make sure people pay the correct amount. Desertians may pick risk cards.

Events Monitor – Make sure people pick from the correct deck.

Banker(s) – Walk around and collect tokens from families after they have read the event card.

Bush Radio Announcer – Make general announcements as detailed below.

Facilitator – Begin & end rounds and keep track of scores.

*if short of people, facilitator can play roles of events monitor and radio announcer as well.

To ensure each family has identified who is doing what... ask all the water carriers to raise their hands (2 from each family)? Do the same for bankers (1 per family), event pickers (2 per family), recorders (1 per family).

Round 1

When all the families have finished their three tasks and banker has collected tokens, ring bell and record scores on visible chart. (repeat after every round)

BUSH RADIO Announces NEWS BULLETIN #1

News just in that a multi-national soft drink company will begin operation of its bottling water plant just down the road. They chose our area, because it is cheaper to operate here than in North America. They are draining water from our groundwater. The water in the well is at record low levels. Each family loses 3 tokens.

Round 2 – Play and record.

Round 3 – Play and record

BUSH RADIO announces NEWS BULLETIN #2

We've just received word that an international water corporation, received a contract from our government to set up a privately owned water system. They've promised safe drinking water to all our houses. This is a huge relief for our government, and for us – no more walking to the well. Now, the corporation will build pipes to all the houses. You will save the time that you spent collecting water and your kids can go to school again. Each family gets 3 tokens. (And you don't need to go to the well this round)

(Facilitator) In addition, top third of the families, get to draw event cards from deck 2 now.

Round 4 – Play and record.

BUSH RADIO announces NEWS BULLETIN #3

The company contracted to supply water has just decided to charge exorbitant rates for the water to our homes. The top third of the families can afford it. They get 8 tokens. The bottom two-thirds of the families can't afford to pay their water bill and are locked out. The bottom two-thirds must now depend on well water again. Getting water from the well has become illegal since privatization under penalty of jail time. Lose 3 tokens.

Round 5 – Play and record.

Phase III – Community Meeting

Introduce yourself as a community organizer from AiDC who is doing community consultations across the country to find out what the people want. With the information, AiDC will make recommendations to the government. Access to clean drinking water is a human right and our government must ensure we all have water. Call a community meeting of all the families to discuss water concerns. Summarize the situation of the families according to the number of tokens charted on the flip chart.

Pose the question, **what should be done?** Refer participants to the questions on the bottom of the family card sheet which ask them to record obstacles they faced and positive events which happened to them, and then come up with recommendations to improve access to water.

Families then present their proposals and their rationale. Flipchart these recommendations. Thank the families for their participation and let them know that you will report back to them in several months.

END OF GAME

Energizer/Break: Take a break or do an energizer to help transition out of the game.

Debriefing: To share experience, do some analyses and make connections with the real world.

Move into a large circle; take time to debrief with particular attention to emotions that participants experienced during the game. Some discussion starters:

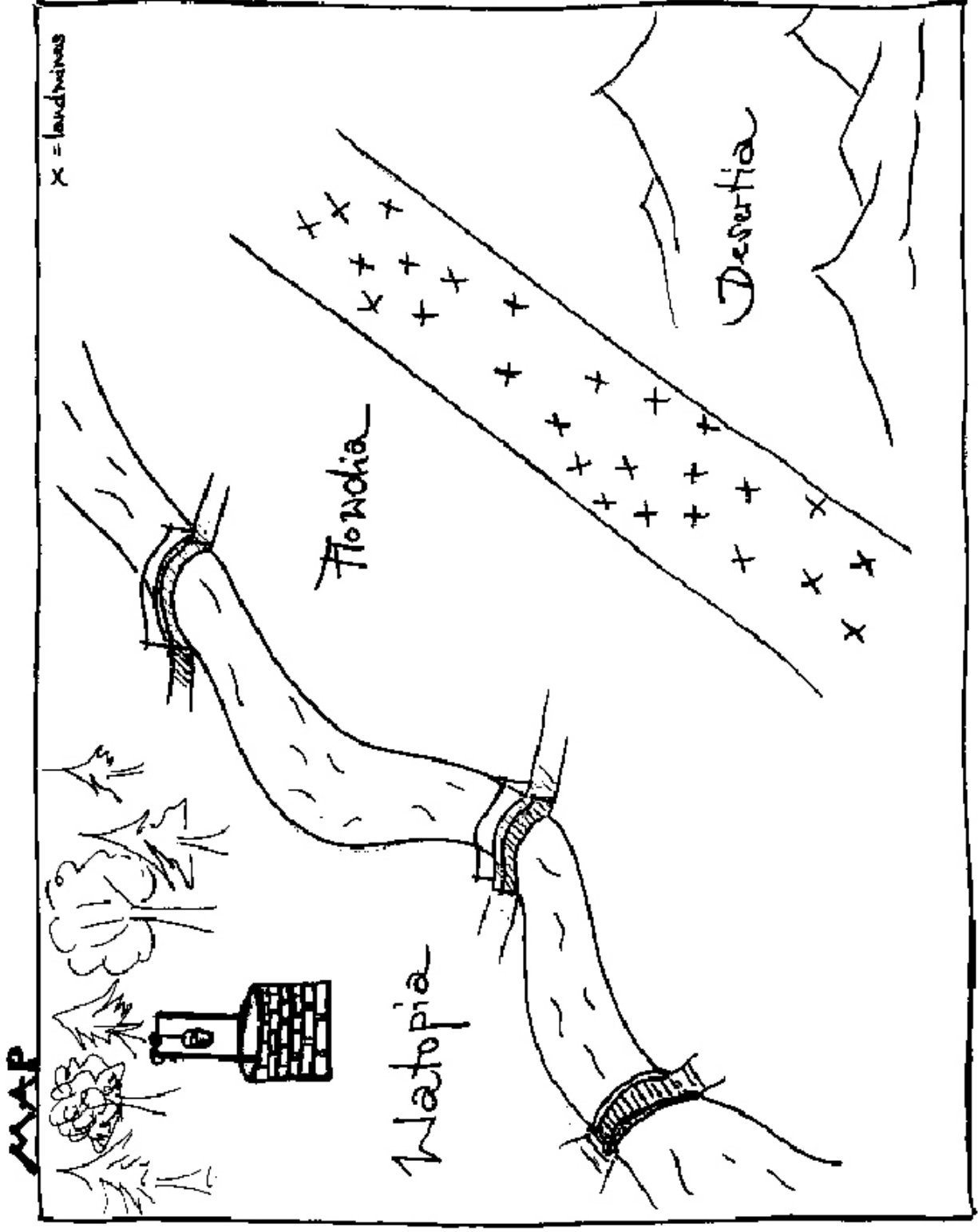
- How do you feel about the family you were in?
- What events made you happy? Frustrated?
- Did you have control? Was it fair for you? Was it fair for others?
- What did this game remind you of in real life?

Some points to bring out in discussion:

- People don't always have control over what happens to them
- Access to clean water is a human right.
- It is the responsibility of governments to ensure all citizens have access to clean water.
- The lives of many people are being seriously impacted by actions taken by large corporations, like draining groundwater and the privatizing water systems.
- Our support of these corporations is impacting others negatively, e.g. buying their products, remaining silent.

Follow Up:

Reality Check (Part II, Phase II) and Committing to Action (Part II, Phase IV) activities in this *THINKfast* give participants a chance to connect this game with real events happening in the world and to participate in the CCODP *WATER: Life Before Profit!* campaign.



**Photocopy one for each family. Cut up and put in envelopes for families.
For smaller families, just use top four roles.**

Role descriptions:

<p>You are the Recorder. Each round you record the events that happen to your family and the amount of tokens you have on your family card.</p>
<p>You are the Banker. You are in charge of the tokens.</p>
<p>You are a water carrier. You take turns going to the well to get water. Use water tokens to get water.</p>
<p>You pick the event cards. You take turns picking the event card for your family and reporting back.</p>
<p>You are a water carrier. You take turns going to the well to get water. Use water tokens to get water.</p>
<p>You pick the event cards. You take turns picking the event card for your family and reporting back</p>

NAME: Your family's name is _____

LOCATION: You live in Desertia. Desertia is far from the river in a mountainous and dry area. An absentee landlord who has decided not to farm here because of the poor soil owns most of the land in Desertia. Many poor people have built their homes here. Each day you worry if the landlord will come and kick you off his land. Separating Flowdia from Desertia is an abandoned field littered with landmines from an earlier conflict.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER:

It takes 6 hours to fetch water at the new well. There is a shortcut though. The shortest path to the well leads through a field that contains land mines. This route saves time and is less tiring, but risky. Decide what you want to do.

If you take the short route, you will have to pick a RISK card at the well.

If you are lucky, you pay 2 tokens. If you are unlucky and are injured, you pay 6 tokens.

If you take the longer route, you pay 4 tokens.

GAME INSTRUCTIONS for **each** round:


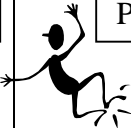

Get water – water carriers take turns

Pick an event card – event pickers take turns, pick card and report back

Record what happened – recorder records event that happened and number of tokens

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

Community Meeting

	OBSTACLES	POSITIVE THINGS	RECOMMENDATIONS
			

NAME: Your family's name is _____

LOCATION: You live in Flowdia. Flowdia is located several kilometres south of the river. It is between Desertia and Watopia.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER:

You can cross the river at three points to get to the new well. It takes 3 hours to get water. You pay 2 tokens.

GAME INSTRUCTIONS for each round:




Get water – water carriers take turns

Pick an event card – event pickers take turns, pick card and report back

Record what happened – recorder records event that happened and number of tokens

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

Community Meeting

	OBSTACLES		POSITIVE THINGS		RECOMMENDATIONS
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NAME: Your family's name is _____

LOCATION: You live in Watopia. Watopia is on the north side of the river. This is the most fertile land since it is a river valley.

INCOME: You live on less than \$1 a day.

ACCESS TO WATER:

You can get clean water at the new well, which is only 10 minutes away. This is a huge improvement from depending on the river. You pay 1 token for water.

GAME INSTRUCTIONS for each round:


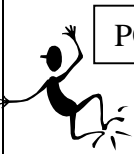

Get water – water carriers take turns

Pick an event card – event pickers take turns, pick card and report back

Record what happened – recorder records event that happened and number of tokens

	Round 1	Round 2	Round 3	Round 4	Round 5
# of tokens after each round					
Events happened to your family (point form)					

Community Meeting

	OBSTACLES	 POSITIVE THINGS	 RECOMMENDATIONS

35 Tokens – You'll need approx 1 sheet per family in your game. [Each family gets 25 tokens]

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

Event cards – deck 1

Further up the river, a dam was built in order to provide rich people in the capital city with electricity. The water level is lower in the river. People are now using more well water. Pay 2 tokens.	A factory in a nearby city is polluting the river. The fish from the river are no longer safe to eat. Pay 3 tokens.	There is a drought this summer and it just doesn't rain. Lose 4 tokens.	There was a flood when the first rain started after a long period of dryness. Your small garden is flooded and the food that you are growing has gone bad. Lose 3 tokens.
Your children are sick because they drank unsafe water. Lose 2 tokens	There is a cholera outbreak in your village, and many people are dying. Your child is sick. If you can pay 10 tokens, a doctor can see your child. If not, your child is going to die.	Your mother is feeling sick, so you and your siblings have to walk to collect the water for your family. You miss school. Lose 4 tokens.	It's harvest season and you have to help your father in the coffee fields. You will miss school for 3 weeks. Lose 2 tokens.
Your grandmother died. Now you have to look after your smaller siblings while your mom collects water. You have to stay home from school in the mornings. Lose 1 token.	Your back is sore because of carrying the water. Lose 2 tokens	You join a women's group that is working for water tanks close to your home. A tank would save you time for collecting the water and will provide you with enough water for bathing, drinking and cleaning. Get 3 tokens.	You lost your job on a farm, because there was no water and the production had to be stopped. Lose 3 tokens.
Even though your family has some land to grow food, this year you can't harvest enough to get you through winter, because there wasn't enough water to take care of the land. Lose 2 tokens.	Your husband leaves you to go to the city where he is hoping to find a job. Now you are alone with your children and need to manage everything by yourself. You have just enough time to look after the kids and get water, but you can't afford to buy much food. Lose 2 tokens.	A thief attacked you on the way to the well. Lose 2 tokens.	You learn how to collect rainwater from one of your neighbours. If you live in Flowdia or Desertia, you get 1 token because now you don't have to get as much water from the well. If your family lives in Watopia, it doesn't really matter since the well is so close.

Photocopy and cut one copy per 3 groups, e.g. 2 copies for 6 groups.

Event cards – deck 2

You participate in a training on sustainable consumption and saving of water. Get 2 tokens.	You participate in a training on sustainable farming which requires less water. Get 3 token.
You participate in a class on health issues related to water which helps you to avoid drinking unsafe water to prevent getting sick. Get 2 tokens.	If you pay 4 tokens, you can buy a piece of land and grow your own food. This will enable you to independently feed your family. However, your crops require water which means there is less for others. Collect 2 tokens from each of the other families because there will be even less water available to them.
You participate in a training on sustainable consumption and saving of water. Get 2 tokens.	You participate in a training on sustainable farming which requires less water. Get 3 tokens.

Risk cards

You are lucky, you made your way safely through the field. Pay 2 tokens for your water.	You got badly injured when a land mine exploded close to where you were walking. You are lucky though you could have been killed. Pay 6 tokens for your water.
You are lucky, you made your way safely through the field. Pay 2 tokens for your water.	You got badly injured when a land mine exploded close to where you were walking. You are lucky though you could have been killed. Pay 6 tokens for your water.
You got badly injured when a land mine exploded close to where you were walking. You are lucky though you could have been killed. Pay 6 tokens for your water.	You got badly injured when a land mine exploded close to where you were walking. You are lucky though you could have been killed. Pay 6 tokens for your water.

REALITY CHECK!

Time: 30 min

Goal: For participants to make connections between their simulation game experience and the real life experiences of other people

Materials: A **WATER: *Life Before Profit!*** poster and Fall Action pamphlets (1 per group) – use registration form provided in part four to order.

Activity:

1. Show the poster. Explain that **WATER: *Life Before Profit!*** is the campaign theme (03-06) for **DEVELOPMENT AND PEACE**. Take a few moments to explain what D and P is (see part I)

2. Tell participants:

Watopia, Flowdia and Desertia are not real places that you can visit but unfortunately they do represent the experiences of many, particularly in the Global South. Using the D and P pamphlet, *...they have a WATER problem*, find real life examples of events that happened to you. Name the place where... (flipchart)

- a. Water Rates Go Up after privatization
- b. People are “Locked Out” when they can’t pay
- c. Bad Water causes Sickness and Death
- d. Fatigue and Health Problems from carrying water
- e. People take action to improve the situation

(Answers: a) Manila, Philippines b) Johannesburg, South Africa c) Walkerton, ON d) Benin and many parts of South e) Porto Alegre, Brazil; Philippines, Freedom from Debt and Focus on the Global South; El Salvador, UNES; Brazil, CPT; South Africa, ILRIG and AiDC; Canada, Development and Peace)

3. Share with group these other events that happened in real life and in game:

a. **Soft Drink company Draining Water Supply**

In 2000, Coca-Cola set up a bottling water plant in the Plachimada, Kerala, India. Within six months of the factory being built, the quantity and quality of local well water diminished considerably. Nearly a hundred people reported water related sickness and women are now having to walk three kilometers a day to get water from a neighbouring village. (New Internationalist, April 2003)

b. **“Free Water” becomes illegal after water is privatized**

In 1999, the city of Cochabamba, Bolivia leased its water system to a subsidiary of the Bechtel Corporation. Water prices went up and it became illegal to get “free water” or to collect rainwater.

c. **BUSH RADIO** and **AiDC** are Development and Peace partners in South Africa.

** While events in game are inspired by real life examples, they, like the regions, are fictional.



Bush Radio is a member driven community radio station located in Cape Town, South Africa. To achieve their goal of empowering the community, different programs are being broadcasted daily from 2 pm to 2 am. Programs range from health education, children's radio, literacy program, music education, tracing missing person, community law and others.

In an open forum held once a month, the whole community can give input and shape the face of **Bush Radio**. Volunteers who want to be involved get a basic media training.

www.bushradio.co.za

Mission:

"To ensure that communities who have been denied access to resources, take part in producing ethical, creative and responsible radio that encourages them to communicate with each other, to take part in decisions that affect their lives, and to celebrate their own cultures. Through such radio, communities will affirm their own dignity and identity, and promote social responsibility and critical thinking."



AiDC, the Alternative Information and Development Centre, is a NGO working in the context of globalization, together with popular organizations and social movements in South and Southern Africa, for economic justice and social transformation.

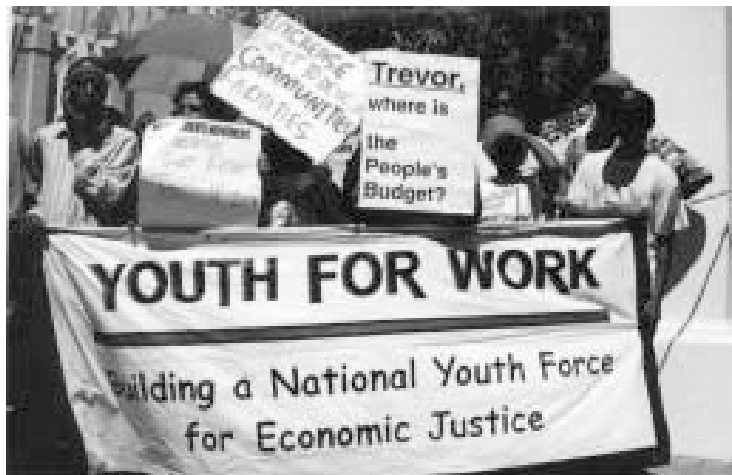
Mission:

"Through its programs, and by campaigning and coalition building, AiDC aims to contribute to the development of national, regional and international challenges to the currently dominant global economic system."

Through the empowerment and mobilization of progressive organizations and popular social movements, it further aims to contribute to the development of alternatives that ensure fundamental socio-economic transformation."

www.aidc.org.za

AiDC is focusing on problems of debt, water, international trade, finance and macroeconomic



Change for Children Association *Water to Survive: A Look at Water Inequality*





Water to Survive – A Look at Water Inequality

Overview of the Activity:

Students learn about the reality of water inequity in Canada and Nicaragua, and the challenges that people face when they do not have enough water to survive.

Grade Level: Elementary (Kindergarten to grade 3)

Time Needed: 20 minutes activity, 10 minutes discussion (30 minutes total)

Materials Needed:

1. Priority Sheet (Usages of Water) – see attached (separate sheets for K-2 / 2-3)
2. 4-8 Labelled Plastic Cups – download labels as separate attachment
3. Ziploc bags labelled CANADA and NICARAGUA
4. Jelly Beans (65 Jelly Beans in Canada bag, and 12 Jelly Beans in Nicaragua bag)

RULES OF THE GAME

1. Using the “Priority Sheet” students rank the MOST important use of water to the LEAST important use of water.
2. Students collect their “Water supply” – (Daily Use Cups & Jelly Beans) – one bag represents Nicaragua’s water supply, the other represents Canada.
3. Line up the cups.
4. Put 5 Jelly Beans from the water supply aside – these are POLLUTED water. Explain to students that they should only use them if absolutely necessary.
5. The Daily Life Requirement is:

Drinking – 5 Jelly Beans

Cooking – 5 Jelly Beans

Bathing – 5 Jelly Beans

6. Students decide as a group where to put their water supply (Jelly Beans). Depending on the country, they will either have too much water, or not enough to meet the Daily Life Requirement. In Nicaragua, students will be forced to use POLLUTED water.
7. Switch countries, and repeat activity with different water supply.

8. Questions & Discussion

- a) What was the MOST important Daily Task and use of water? What was the LEAST important use of water?
- b) How was Canada's water supply different than Nicaragua's water supply?
- c) How did it make you feel when you had enough beans for all your Daily Tasks?
- d) How did it make you feel when you didn't have enough beans for all your Daily Tasks?
- e) What did your group do when you didn't have enough water? Is it safe to drink the polluted water?
- f) Do you think we use too much water in Canada?
- g) What are some ways you conserve and protect water?
- h) Do you think water is a human right?

Label the use of water from the **MOST** (1) important to **LEAST** (4) important.



Washing clothes



Cooking



Drinking



Bathing

Label the use of water from the **MOST** (1)
important to **LEAST** (8) important.



Watering the Lawn



Cooking



Brushing Teeth



Washing Clothes



Drinking



Washing Car



Bathing



Flushing Toilet



Drinking

5 Jelly Beans



Cooking

5 Jelly Beans



Bathing

5 Jelly Beans



Brushing Teeth

1 Jelly Bean



Flushing Toilet

5 Jelly Beans



Washing Clothes

7 Jelly Beans



Watering Lawn

15 Jelly Beans



Washing Car

12 Jelly Beans



Water Inequality Facts

- The United Nations estimates that an average human needs 30 litres of water a day to survive – that's 5 litres of water for cooking and cleaning, and 25 litres for bathing and keeping clean
- In Canada, the average person uses about 340 litres of water per day (that's the equivalent of THREE BATH TUBS)
- In Africa and Latin America, the average person uses only 3 – 5 litres a day (that's the equivalent of a PUDDLE of water at the bottom of a bath tub)



- In Nicaragua, where many communities do not have public sanitation facilities (sewages & waste treatment plants), children have a high chance of becoming sick from drinking the water
- 80% of all diseases in developing countries is related to contaminated water
- In Nicaragua, it is actually costs **MORE** money to buy a bottle of water than it does to buy a bottle of Coke! Water is expensive! Do you think water should be for sale?



- On July 28, 2010, the United Nations General Assembly overwhelmingly agreed to a resolution declaring the human right to “safe and clean drinking water and sanitation.” The resolution was presented by the Bolivian government.



Development and Peace

Walking for Water



WALKING FOR WATER

Materials:

- Tokens for each player (pieces of construction paper in an equal number of four different colours)
- Chairs arranged in a circle (one for each player)
- “Future” cards (can be constructed from scenarios on attached sheet)

How to Play:

Hand players a coloured token each and instruct them that this token and the chair upon which they sit represent their livelihood. Throughout the activity, their goal is to preserve their livelihood in order that they might survive to care for themselves and their families.

The game then goes as follows:

At the beginning of each round, the leader calls out a colour. Those players who carry a token of that colour must get up, run across the circle and find an empty chair. While they are running, however, helpers (representing multi-national corporations and private water companies) outside the circle try to remove empty chairs from the arrangement. If they succeed in removing one or two chairs, the individuals left without a ‘livelihood’ must go to the leader and choose their ‘future’ from among the available cards. The leader reads out the card and then one of two things will happen – either the players will get another chance and can regain their seat or they must start “walking for water”. If the latter fate awaits them, then these players must give up their token to the leader and start walking around the inside of the circle while the rounds continue.

The game continues (with more and more difficulty due to the increasing number of walkers) until all the cards have been read out.

Note: if more than one player is left without a chair in a particular round, then one player should choose only one future card which will apply to them all.

Debriefing questions:

1. What was it like walking for water during the rounds?
2. When was it the most challenging to maintain your livelihood?
3. What were some of the reasons that people lost access to clean water?
4. Why did some people get a second chance?
5. What do we learn about how water privatization impacts communities?

Source:

This adaptation of the ‘land game’ was developed by Lisa-Ann Bilinsky, Chaplain, Fr. Leo Austin CHS.

You are a poor worker in Ghana. Water in your community has just been privatized and water prices have increased by 95%. You make only 1.35 a day and can no longer afford to pay the \$0.80/day for the water supply. Start walking your six hours for water.

You are a poor mother of six children in Ghana. Because of water privatization you can afford only dirty, untreated water. Your children get sick from water borne diseases like dysentery. Start walking your daily visits to the health clinic.

You are a citizen of Cochabamba, Bolivia. After water privatization in your community, prices increased by up to 400%. Your friends and family were very upset and started a peaceful protest. One of the government police got scared and shot and killed your 18 year old brother. Your family is no longer the same. Start walking.

You are a citizen of South Africa. You belong to one of the 10 million households that had their water services disconnected because you couldn't afford to pay. Start walking your six hours for water.

You were an employee of the city's water department in Manila, Philippines. After a private company took over the water services, you were one of the 40% of employees that lost their jobs. Start walking the streets looking for more work.

You are one of 250 000 people who contracted the deadly water-borne disease cholera after water privatization in your home country of South Africa. You still need water, but because of your illness, you need help to get it. Choose two others sitting down and the three of you start walking your six hours to get water.

You are a citizen of Plachimada, Kerala, India. Coca-Cola sets up a bottling water plant in your community and you have hope of a job. However, the plant diminishes the quality of your well water. Your family is getting sick and you now have to go 3 km each day to get clean water. Start walking.

As a citizen of Cochabamba, Bolivia, you used to collect rainwater for your washing and cleaning. Once the private corporation Bechtel took over your water system – collecting of rainwater became illegal. You can't afford the privatized water. Start walking your six hours/day for water.

You are a citizen of Porto Alegre, Brazil. Water privatization is threatened in your community, but with the hard work of people in your area, you are able to create a community-based water management programme that is both democratically-run and profitable. You may return to your seat.

You are a citizen of Rajasthan, India. The land in your community is very dry and rains often run-off without nourishing your water supply. With the help of CARITAS, India, your community creates dams that collect rainwater which fills the soil and your wells. You may return to your seat.

You've been promoted to CEO of a major water company. Because of water privatization in many countries, your salary has just increased 780%. You may return to your seat.

You are a government official in Indonesia. Your country is highly in debt and the World Bank is telling you that the only way to get loans is to make water a commodity. You know this will be hard on your citizens but you have little choice. You privatize the water and receive lots of opposition. Life isn't easy – start walking.

CHF *Water Works!*



Lesson 3: Water Works!

Almost 1 billion people across the globe lack access to safe water and over 2.5 billion don't have access to proper sanitation. Each year 1.8 million children die of water and sanitation-related diseases.

Description

2x40 minute lessons

Students will learn about what life is like for rural families in developing countries who have limited access to clean drinking water through a Water Works story. Students will learn about some basic uses of water. They will discover that water is a resource that does not come easily for everyone around the world. Students will learn about how families carry and conserve their water.

Subjects

Drama and Dance (Grades 1, 2 & 3), Mathematics (Grades 1, 2 & 3), Health and Physical Education (Grades 1, 2 & 3), Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1 & 2)

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

Materials Needed

Student Handout ([BLM 3.1](#)) is an Introductory Sheet to water use in Ghana. This can be projected or photocopied and distributed.

Print Student Handout ([BLM 3.2](#)) for students.

Student Photographs ([BLM 3.3](#)) visual aids that show water realities in Ghana. This is best shown as a slideshow but can be printed and distributed.

Student Photographs ([BLM 3.4](#)) visual aids for perspective on water volume.

1 Tea towel or other linen item per group

1 Cup or small container per group for resource tickets

Materials for graphing exercise, i.e. rulers, graph paper and pencil crayons

Volunteer to help, if needed

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

Lesson Preparation

1. Prepare to show ([BLM 3.1](#)) and the folder ([BLM 3.3](#)) with the projector or print and cut out the photos. These can be enlarged and mounted on poster board to be shown to the students with the introductory sheet.

2. Photocopy and cut out the task cards (BLM 3.2– all pages) to provide one set per group. Mount on poster board and laminate if interested.

3. This activity is best done outside or in a gym because there will be running around and noise. If necessary, pick a time that won't disturb other classes or warn your neighbours! If available, invite a parent or helper to assist. Decide where the activity will take place and set up the space.

4. Separate all of the items for the tasks (see Materials Needed above) so that each group has their materials together. Place the materials for the Canadian group(s) directly by the water source. Place the materials for the Ghanaian group(s) a distance away from the water source so that they will have to walk to get their water (simulating access to water in a rural community).

5. The graphing materials can be put aside to be distributed once activity is finished.

6. Review the Activity Instructions and Teacher Background Notes for this lesson for more information on water use in Ghana. Review the Teacher Background Notes and the Teacher Resource folder for Interesting Facts, Country Information, Country Maps, and Resource Section. The resources found under the Country Information can be used to give students further information about the Caribbean, Ghana and Vietnam (such as maps, statistics, flags, histories, etc.).

Teaching/Learning

Before Activity

1. Introduce the activity using the information sheet on water use in Ghana (BLM 3.1). Show the students the slideshow (BLM 3.3) and discuss what they see in the pictures and how they relate to what they heard in the story about water in Ghana. Discuss how this is similar or different from their own water use at home, at school and in their community. (I.e. people use water for similar activities, however Canadians use larger quantities).

2. Divide the class into groups of 7 students each. One group represents Canadians and the other group(s) represents Ghanaians. The number of groups will be determined by the number of students participating. If your numbers don't divide evenly, extra students can join a group and repeat any of the tasks. The Canadian group(s) will be lined up beside the water source (represented by the teacher). The Ghanaian group(s) will be lined up some distance away from the same water source, depending on the space available.

3. Randomly assign each group of students their roles (BLM 3.2) and give them their task cards.

Person 1: is the group timekeeper

Person 2: fills in the Recorder Card

Person 3: follow directions on the Water for Drinking card

Person 4: follow directions on the Water for Cooking card
 Person 5: follow directions on the Water for the Crops card
 Person 6: follow directions on the Water for the Animals card
 Person 7: follow directions on the Water for Washing Clothes card

4. When all the students are sitting down at their stations, the teacher can demonstrate the activity. Explain to the students that they will not be using “real” water for this activity. Ask the students if they can think of reasons why they would not use real water for this activity. Since water is a precious resource and because so many people on the planet do not have enough clean water, it is a responsible choice to not waste drinking water for this activity.

Demonstration: The teacher will represent the water source and the water will be represented by water resource tickets. Students will need to leave their group and go to the teacher to collect their water. In order to get their water, they will need to perform an action. Each time students visit their teacher to receive their water resource ticket,

- A) Ghanaians touch their toes ten times to simulate pumping the arm of the wells
- B) Canadians spin around in circle twice to simulate turning the tap on and off

Once students collect their tickets from the teacher, they will then return to their group and the group will need to say or do some action. Give each group a container to put their collected resource tickets in.

Note: The Ghanaian group(s) will have a longer way to walk to fill up their jug than the Canadian group(s).

Begin Activity

5. Have the students who are involved in the activity stand up. Ask time-keepers to begin counting and have students begin the activity. Remind recorders to write down how long it took to do the activity and then repeat this (including demonstration) for all of the activities. For each round, students will need to do a specific action for the teacher (mentioned above) in order to collect their water resource ticket. Give students these specific instructions before beginning to time the activity as per the Activity Instructions on the next page. Stop after each task to provide the next set of instructions and demonstration if necessary. The timing for each activity will begin when the card holder leaves their group and ends when the entire task is complete.

After Activity

6. Time-keepers and recorders then present the time it took to do the activities. The results are graphed as a class. Other team members present the ease or difficulty in getting water for their community during their role-playing activities (in relation to how far away or how close their water source was located).

7. Debrief this activity by reviewing the differences in collecting water on a daily basis and how the people in Northern Ghana (or other rural parts of the world)

collect their water. Also discuss why “real” water was not used for this activity if not mentioned before. Besides the fact that it could be messy, explain how important water is to people around the world and should not be wasted.

8. Explain to students that people around the world use different amounts of water. In Ghana, individuals use 20L – 30L of water per day. On average, individuals in Canadian households will use 250L – 350L of water per day! Show students the following pictures and discuss the chart below for perspective: [\(BLM 3.4\)](#)

WATER USAGE FACTS	
ACTIVITY	LITRES OF WATER USED (L)
Pre-rinsing dishes for five minutes	100
Normal dishwashing cycle	49
Five minute shower with standard showerhead	100
Five minute shower with low-flow showerhead	35
Running the water when brushing teeth	10
One load of laundry	100 – 170
Dripping faucet (24 hours)	50-75
One toilet flush	15
Garden hose running for five minutes	100

Source: Canadian Geographic May/June Environment Issue
& www.seedsfoundation.ca (2000)

Activity Instructions

Teacher notes: Students need to do a specific action for the teacher in order to collect their water resource ticket and then another activity once they go back to their group. Give students these specific instructions before beginning to time the activity. Stop after each task to provide the next set of instructions and demonstration if necessary. The timing for each activity will begin when the card holder leaves their group and ends when the entire task is complete.

Each time students visit their teacher to receive their water resource ticket,

- A) Ghanaians touch their toes ten times to simulate pumping the arm of the wells
- B) Canadians spin around in circle twice to simulate turning the tap on and off

1. **Water for Drinking** The people holding the “Water for Drinking” card approach the teacher. Ghanaians touch their toes ten times to simulate pumping the arm of the wells. Canadians spin around in circle twice to simulate turning on and turning off the tap. Each player gets a water (resource) ticket after completing the task and returns to their respective group. The groups say “Cheers!” then “Glug, glug, glug” to simulate drinking the water. The resource ticket goes in the cup or container.

2. **Water for Cooking** The people holding the “Water for Cooking” card approach the teacher. After the actions, each player gets a water (resource) ticket after completing the task and returns to their respective group. Each group simulates stirring the pot of soup for 30 seconds. (Hula hoop activity could be used instead of stirring a big cauldron.) The resource ticket goes in the cup or container.

3. **Water for Crops** Teacher ensures all students are in their respective groups. All students are crouching in a straight line on the ground, except person holding “Water for Crops” card. Once lines are formed, timing begins. The people holding the “Water for Crops” card approach the teacher. Each player gets a water (resource) ticket after completing the task and returns to their respective group. When the player returns to their group, they leapfrog over the team lined up crouching on the ground. Timing finishes after leapfrog is complete. The resource ticket goes in the cup or container.

4. **Water for Animals** Teacher ensures all students are in their respective groups. All students are seated in a circle on the ground, except person holding “Water for Animals” card. Once circles are formed, timing begins. The people holding the “Water for Animals” card approach the teacher. They return to their group and go around the outside of the circle, touching each member’s head to provide water. Group can be making animal sounds at this time. Timing ends when the last student’s head is touched. The resource ticket goes in the cup or container.

5. **Water for Washing Clothes** Teacher ensures all students are in their respective groups. All students are standing in a line, facing the teacher, except people holding “Water for Washing” card. Once lines are formed, timing begins. The people holding the “Water for Washing” card approach the teacher. At this point, the teacher gives students a resource card and a tea towel (or other linen). The students return to their groups and pass the tea towel to the person at the front. The towel then gets passed either over their head or under their legs, in an alternating fashion. (Simulating washing cycle.) Group can be making washing sounds at this time. Timing ends when the tea towel arrives at the last person. The resource ticket goes in the cup or container.

Extension Activities

- The teacher can lead a water footprint calculation with the class by going to this site:

<http://goblue.zerofootprint.net/?language=en>

This activity will be more appropriate for the older grades but teachers can explain some key ideas and guide the class through the activity.

- See this water quiz and perhaps do it as a class with teacher leading questioning:

<http://cyberschoolbus.un.org/waterquiz/waterquiz4/index.asp>

- Math – Graphing exercises comparing water use in countries, time to collect water. Liquid measurement/volume learning concepts can be explored using the water usage facts above

- Science – Water experiments for evaporation, water conservation and pollution.
- Learning Stations, as available, for background information: library books, pictures of water, wells, irrigation, jugs, pots, pictures from Ghana and internet sites for computer research.

Teacher Background Notes

Water Conservation

The weight of water makes collecting water a labour intensive act. This, along with walking long distances, makes collecting water extremely time consuming. More time collecting water means less time can be spent working in the field to grow food, attend school, and do other activities. Families have learned to conserve as much water as possible. In Ghana, individuals use 20L – 30L of water per day. On average, individuals in Canadian households will use 250L – 350L of water per day!

Access to Water

In rural areas of developing countries families must walk long distances everyday to collect water in order to meet their water needs. Sources can include wells, boreholes (like a pump), creeks, rivers and lakes. Sometimes wells or boreholes dry up for a few months and then people must walk further to natural water sources.

Water Collectors

Women and children are mainly responsible for collecting water in Northern Ghana. Children carry 15-25lbs or 7-12kgs of water. Women carry 50lbs or 23kgs.

Carrying Water

In Ghana, a bucket of water is carried on the head often with a rolled piece of cloth. By placing a bucket of water on their head, the weight is evenly distributed on their body, so it will be easier to carry. This is a much stronger way of carrying than by using just one arm however, it is still heavy!

Waterborne Diseases

Waterborne diseases cause families to become extremely sick and unable to complete everyday activities. When families are sick they are not able to work on farms or grow food to eat so they can be healthy, and children are not able to go to school. These are some of the reasons why it is important to support water projects.

Video on Rural Life in Northern Ghana

To show your students what life is like in rural Ghana, order your ***Nalogu: Everyone***

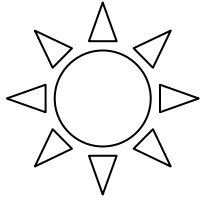
Lends a Hand video. This video portrays a thriving rural African community where everyone works together to improve their quality of life. With the host, CHF's Global Education Manager Sandra Kiviaho, students are invited into the village where they will meet Baba, a local farmer, and his family, and get to know how they live. Students will see how families collect water and work with CHF and our local partners to improve their livelihoods and end their cycle of poverty.

To order, visit our website at www.chf-partners.ca and click on **Teachers**. Print the order form along with a cheque or money order for \$10 and mail to CHF.

General Information Regarding Water in Ghana

For further information please see the Water Resources Commission of Ghana website at <http://www.wrc-gh.org>.

BLM 3.1



Water Works!

Almost 1 billion people across the globe lack access to safe water and over 2.5 billion don't have access to proper sanitation. Each year 1.8 million children die of water and sanitation-related diseases.

In the farming areas of Ghana, it is often difficult to get enough water for the family. Sometimes the women and children have to walk very far to a river or a well to get water. Then they have to carry big buckets of water back to their home.

Did you know that water is very heavy? Try lifting a big bucket filled with water! Even young children carry buckets of heavy water in Ghana. Did you know they carry it on their heads?

Because it is so hot, sometimes even the rivers dry up and the wells become almost dry. People are really careful not to use too much water.

Think of all the times in one day that you use water. Can you imagine how you could use less? How many times in a day does your family use water for cooking, or to make a cup of tea or coffee? What about doing the laundry?

In Ghana, because water is so precious, the people might have to use the same water for many uses, like watering their garden with the same water that they used to bathe in. Do you think they would fill a big sink full of water to wash dishes? No way! If they used up all the water they carried in the morning, they might have to walk the long distance back to get more water. They take care to use just a little bit of water for cooking, drinking and cleaning.

Sometimes the water is polluted, and the people might still drink it because they are thirsty. Then they get sick. Having "potable" water means having clean water that they can use safely without getting sick.

Next time you turn on the tap to get a drink of water or to wash your hands, think of how hard it would be if you had to carry the water a long way before you could use it!

Organizations like CHF work with communities to make sure families can have access to clean ("potable") drinking water by building wells that are closer to their homes or by helping find ways to filter water to make it clean to drink.

Water Works!

Person #2 – Recorder's Name: _____

1. Water for drinking: _____

2. Water for cooking: _____

3. Water for the crops: _____

4. Water for the animals: _____

5. Water for washing clothes: _____

BLM 3.2 (continued)

Water Works!Group Timekeeper**Person # 1****Water Works!**Water For Crops**Person # 5****Water Works!**Group Recorder**Person # 2****Water Works!**Water For Animals**Person # 6****Water Works!**Water For Drinking**Person # 3****Water Works!**Water For Washing
Clothes**Person # 7****Water Works!**Water For Cooking**Person # 4**



Environ un milliard de personnes à travers la planète n'ont pas accès à l'eau potable et plus de 2,5 milliards n'ont aucun accès à des installations sanitaires. Chaque année, 1,8 milliard d'enfants meurent de maladies liées à l'insuffisance d'eau et d'installations sanitaires.

Dans les régions agricoles du Ghana, beaucoup de familles ont souvent un problème du manque d'eau. Les femmes et les enfants doivent souvent marcher très loin pour trouver une rivière ou un puits où il y a de l'eau. Ils doivent ensuite transporter de grosses cruches pleines d'eau pour les ramener à la maison.

Saviez-vous que l'eau pèse très lourd ? Essayez de soulever un seau d'eau! Au Ghana, même les jeunes enfants transportent des cruches remplies d'eau et lourdes. Saviez-vous qu'ils les transportent sur la tête ?

Parfois les rivières et les puits se dessèchent presque complètement parce qu'il fait très chaud. Les gens font très attention de ne pas utiliser trop d'eau.

Pensez au nombre de fois dans une journée que vous utilisez de l'eau. Pourriez-vous en utiliser moins ? Combien de fois dans une journée votre famille utilise-t-elle de l'eau pour faire à manger, préparer un thé ou un café ? Et pour le lavage ?

Parce que l'eau est très précieuse au Ghana, on utilise la même eau plusieurs fois, comme par exemple on prend l'eau du bain pour arroser le jardin. Pensez-vous qu'ils rempliraient un évier d'eau pour faire la vaisselle ? Jamais de la vie ! S'ils ont utilisé toute l'eau qui a été puisée le matin, il faut parfois marcher très loin pour aller en prendre d'autre. Ils utilisent donc juste un peu d'eau pour faire à manger, boire et se laver.

Même si l'eau est parfois polluée, il arrive que les gens la boivent quand même parce qu'ils ont très soif. Ils tombent ensuite malade. Avoir de l'eau potable signifie qu'elle est propre et peut se consommer en toute sécurité.

La prochaine fois que vous vous lavez les mains, pensez à l'effort qu'il vous faudrait pour la transporter sur une longue distance !

Des organismes comme CHF travaillent avec les communautés pour s'assurer que les familles ont accès à de l'eau potable et saine en construisant des puits plus près des habitations ou en trouvant des moyens de filtrer l'eau pour qu'elle soit potable.

L'eau c'est précieux !

Personne #2 - rapporteur

1. Eau pour boire: _____
2. Eau pour la cuisine: _____
3. Eau pour les cultures: _____
4. Eau pour les animaux: _____
5. Eau pour la lessive: _____

L'eau c'est précieux!

Chronométréur

Personne # 1

L'eau c'est précieux!

Eau pour les cultures

Personne # 5

L'eau c'est précieux!

Rapporteur

Personne # 2

L'eau c'est précieux!

Eau pour les animaux

Personne # 6

L'eau c'est précieux!

Eau pour boire

Personne # 3

L'eau c'est précieux!

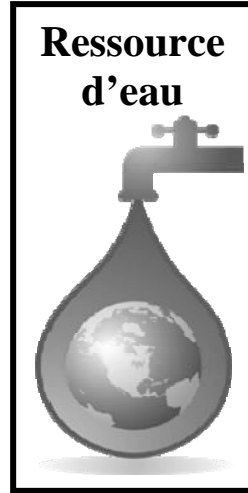
Eau pour la lessive

Personne # 7

L'eau c'est précieux!

Eau pour la cuisine

Personne # 4













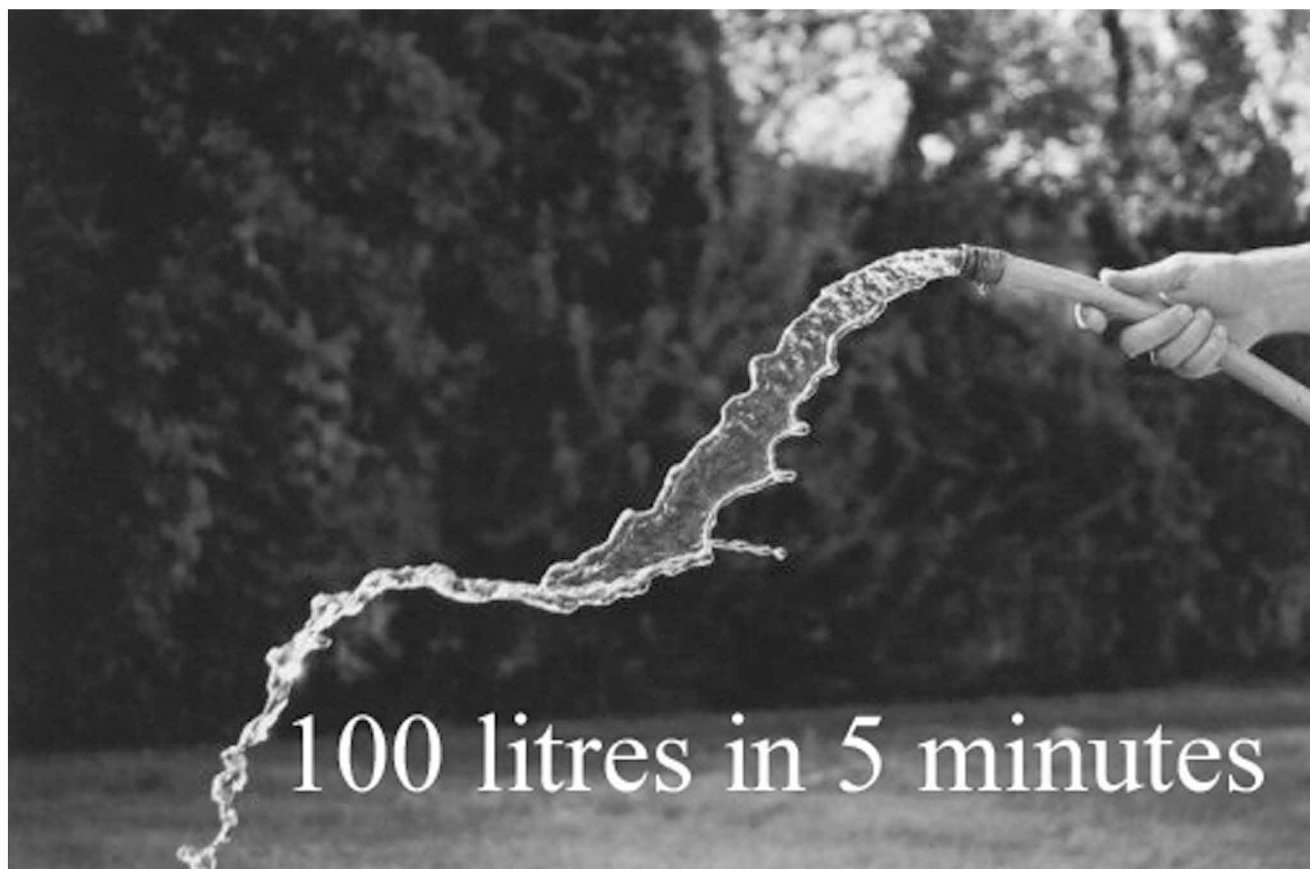




50-75 litres per day



100 litres in 5 minutes



Assessment

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

Water Works!

Student's Name: _____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Thinking	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with a high degree of effectiveness
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
	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with a high degree of effectiveness
	Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	Uses conventions, vocabulary, and terminology of the discipline with some effectiveness	Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with a high degree of effectiveness
	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with a high degree of effectiveness

John Humphrey Centre for Peace and Human Rights

Ignite Change Now: Youth Action Toolkit



John Humphrey Centre
for Peace and Human Rights
pour la paix et les droits de la personne



ACGC 
Alberta Council for Global Cooperation

JOHN HUMPHREY CENTRE FOR PEACE AND HUMAN RIGHTS

The John Humphrey Centre for Peace and Human Rights, named in honour of the Canadian-born principal writer of the United Nations' Universal Declaration of Human Rights, was established in Edmonton, Alberta in June 2000 as an outgrowth of the Human Rights Education Foundation, established in 1998.

The Centre envisions a world that manifests a culture of peace and human rights in which the dignity of every person is respected, valued and celebrated and aims to support such a world through educational programs and activities, community collaboration and relationship building guided by the principles enshrined within the Universal Declaration of Human Rights. The underlying belief is that many social problems such as poverty, conflict, bullying, racism, civil strife and other ills may be relieved through a commitment to human rights.



From August 1 – 4, 2007 young delegates from around the world gathered in Edmonton at the Global Youth Assembly (GYA) to discuss local and global issues, exchange ideas on how best to address local and global problems and challenges, and begin to develop individual and collective action plans that represented concrete measures for improving individual lives and communities.

Participants at the 2007 GYA were inspired to become global citizens - learning about the problems facing local and global communities, developing the skills and collaboration necessary to work individually and collectively towards a culture of peace and acting to affect positive change in diverse areas such as environmental protection, sustainable development, gender equality and racial harmony. The Arts served as an important focus. Young people were invited to consider how music, photography, film, dance and other forms of artistic expression could be used to transmit important messages or to inspire others to take positive action. Delegates had access to numerous workshops presented by leaders from Canada, Africa, Latin America and South Asia.

John Humphrey Centre for Peace and Human Rights Coordinators:

Renee Vaugeois, Executive Director
Carrie Malloy, Education Coordinator

Special thanks to Rob Hagg, Eryn Fitzgerald, Wayne Lavold, Robert Gardner, Dev Aujla and DreamNOW, Jon Rivero and Michelle Anderson for their contributions to this toolkit.

Special Thanks to the following sponsors for making this toolkit a reality:



YOUTH TAKING ACTION

a toolkit for change



Is there something happening in the world or your community that inspires or frustrates you?

Have you wanted to become active in making change but don't know how?

Then this resource is for you!

Taking action for change in your community or around the world requires a lot of thought and preparation. We know that it can often be incredibly overwhelming to figure out where to start and this resource toolkit has been devised to help you get started! Don't give up hope if you think problems are too large for one individual to make a difference... you can do it! Just think about small steps.

You may have an issue you are passionate about, or something in the community that makes you want to step up and make change. This kit is an effective tool to address the "now what". It offers a step-by-step guide on how to positively make change and take action.

Getting Experience and Understanding the Issues: Taking a Small Step

Without feeling like you have to take on the world yourself, if you are passionate about an issue but not sure how you can make a contribution or are not ready to start your own project, consider taking the time to volunteer at a local organization that may be addressing your concerns. There are a number of local organizations in communities that work to improve the quality of life of individuals at home or overseas. There are also groups that work to advance other causes, such as creating a sustainable environment or providing a safe home for abused animals. Whatever your interest, there is likely an organization out there that you can volunteer with not only to learn more about the issue and have an impact, but to gain valuable experience! Don't underestimate the value of this experience in your future searches for jobs for example— it can have a huge impact.

Go to your local town council to find out about the organizations in your community. Surf the provincial government website – they will often have Ministries that can direct you to organizations that may interest you. Get out and talk to people, ask around... you are bound to find something that may surprise you!

Some links that could get you started include:

- Alberta Council for Global Cooperation
www.acgc.net
- Canadian International Development Agency
www.acdi-cida.gc.ca
- Charity Village www.charityvillage.com
- TakingITGlobal www.takingitglobal.org
- Youthone www.youthone.com

pick an issue



Think you are ready to take a bigger step than simply volunteering? Let's get started!

What is something that you know about or have heard about that you believe requires action or that you want to learn more about?

Make sure that you try to get specific with an interest or concern. Problems seem overwhelming when you don't try to break them down into smaller pieces that are easier to address. Try to hone down what it is about your issue area that frustrates or motivates you.

- If you are interested in addressing poverty, how can you break that down into smaller chunks? Perhaps addressing homelessness in your community? Perhaps building awareness of social programs that exist for the poor? Perhaps considering school lunch programs for children from poor families?
- If you are interested in the environment, what are the smaller pieces? Is it deforestation? Is it the declining quality of our air and smog that covers our cities? What is it about the environment that drives your motivation? For example, if you care about the environment, does your city have a recycling program that people are actually using?
- If it drives you crazy that no one seems to care about issues that are important to you, what issues are these? Who needs to be involved? Who should care? For example, are students in your school voting in your student elections? If not, why? What ways can we communicate to let people or government representatives know about these important matters?
- If you think that all people should be treated equally, in what sense? Does it make you mad when you experience or see racism or discrimination? How do you feel when you see persons with disabilities? Do you have a friend who is gay and afraid of being him or herself?

STEP ONE

understanding the issue

To be an active global citizen, you need a foundation of knowledge from which to draw when you plan ways to take action.

The internet is a great potential source and starting point for such information. NGOs rely on the internet to spread their ideas and organize action in support of change. Take the time to investigate but keep in mind some important questions when reviewing a website:

- Is the website reliable?
- Is it potentially biased?
- Does the site state fact or opinion?
- Is the source of the information clearly stated?
- Is the source reliable?
- Is the website comprehensive or does it only consider specific aspects of a problem?
- Has the website been updated recently? Does the topic require current information?

In addition to website research, consider learning more about the issues through connecting with relevant local organizations; exploring the websites of the various levels of government (or even better yet, contact your local members of government); connecting with your local librarian; or, talking to your social studies teacher or any other teacher that may be interested and knowledgeable in your area of interest.

For your research you should explore a few areas. Consider what is already being done about the issue, what the government policies and programs are around the issue, and what other groups exist that share your interest. This will give you good resource information when you start to consider an action plan!

STEP TWO

making the project meaningful



In order to make an impact, you should always try to have **FUN** with what you are doing. You may want to consider integrating other interests you may have into your plan for change so it makes it less of a chore for you and more about fun!

Consider how you can use art, music, sports or whatever other interest you may have for change.

Begin by brainstorming your interests and/or problems or concerns. It can be done in either order... let your mind flow!

For your **interests** think about:

- What are your interests?
- What are your hobbies?
- What do you like to do in your spare time?
- What do you do for fun?
- What are you good at?

Again, try to get a bit more specific with your interests. For example:

GENERAL INTERESTS	SPECIFIC INTERESTS
Dance Music Guitar	I like songs with a political message.
Basketball	I like basketball tournaments where I play teams from across Alberta.
Video	I like learning about issues faced by youth through watching documentaries.
Art	I like to design images for t-shirts.

STEP THREE

For **problems**, put in the ideas you thought about in Step One. Some things to think about are:

- What concerns you?
- What makes you angry?
- What needs to be done in the world?
- What challenges do you want to take on?

GENERAL PROBLEMS OR CONCERNS

SPECIFIC EXAMPLES OF PROBLEMS OR CONCERNS

Pollution

Tailing ponds of oil sands sites contain toxins that are hazardous to wildlife.

Poverty
Violence against women and youth

Taliban insurgents are killing school children in Afghanistan.

Civil War
Lack of Human Rights

Child soldiers

Apathy

Idle or alienated youth

Now are you ready? The fun is about to begin....

creating your action plan

After you have thought about your interests and concerns, brainstorm possible ideas that link the two together and create a unique and creative plan for action! Here are some examples:

INTEREST	PROBLEM OR CONCERN	IDEA FOR ACTION PLAN
Dance	Child soldiers in Africa	Plan a hip hop fundraiser to donate money to Warchild Canada.
Video	Idle or alienated youth	Make a documentary about student activism to show to classmates or friends and family.

Once you come up with some action ideas, try to select one that stands out to you that you would like to put your focus into. It's time to start fleshing out the details of the action plan and consider what kind of resources (like materials or human capacity) may be needed, how long the activity will take, whose permission is required etc.

Two important questions you need to ask yourself before you start are:

1. Who will benefit from this action plan?
2. What do you envision at the completion of your action plan? What is your goal in implementing this action? What ideally do you see coming from this action? The answer to these questions will be your **PROJECT GOAL.**

Grab a blank piece of paper and try to explain or represent your project goal. Draw it out, jot it down, write a poem... whatever works for you to express your vision of what the project can achieve.

STEP FOUR

With your project goal in place, it's time to begin creating a specific plan of action. This plan will be something you can continue to come back to as you implement your project and can be revised, but it will help to keep you on track to meet your goal!

On the next page is a worksheet format you can use to start planning your actions to reach your goal. If you have managed to recruit some friends to help with your project, it would be a good idea to brainstorm ideas together.

A process you can use could be:

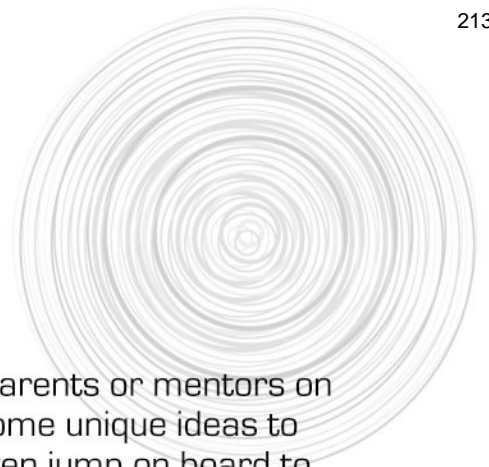
1. Take 5 minutes individually to write all of your ideas for action on your project goal on sticky notes.
2. Take 10 minutes to start grouping these ideas together on a wall —which ones are similar and can be put together?
3. As a group, prioritize what actions need to happen before the others. Think about what needs to come first before all the other actions will fall into place.
4. Once you have prioritized your actions, fill them into the worksheet format and start filling in the rest! You can do this on flipchart paper—be sure to record the discussion well so you don't miss anything!

You may find there are some actions that you all brainstormed that don't fit in the project anymore. Don't throw them away! Make sure to keep track of them in case they come in handy later on.

Project Goal: _____

the HOW	the WHO	the WHAT	the WHEN	the OUTCOMES
<p>This will include the specific steps or actions needed to achieve your goal. If you are wanting to raise money for an important cause, how will you do this?</p>	<p>This is who will be responsible for implementing this action or playing the leadership role. Just in case it's more than you—it is important to assign responsibilities to actions don't get lost! Also think about other people or organizations which may be of help in this action!</p>	<p>This is the resources you need to implement your action. Say you are planning a fund-raising event—what will you need to make this a success? Posters for advertising? Volunteers?</p>	<p>It's always important to set some timelines for completing tasks and projects. What will be the date of your event? When do you need the posters printed and put up by?</p>	<p>This is the result of your actions. What does success look like for you when implementing your action? Do you want to have 200 people attend your event? Think about ways you can measure your success. This can act as a tool to keep your planning on track and motivate you to keep moving forward!</p>

getting feedback



Consider getting feedback from friends, teachers, parents or mentors on your project goal and action plan. They may have some unique ideas to add to your action plan and who knows, they may even jump on board to help you out!

After you integrate this feedback into your action plan, it's time to begin. When you get your feedback, consider seeing if there is an adult that is particularly supportive and who may be willing to act as a counsellor or mentor to you as you continue on your planning and implementation. Having someone to talk to as a sounding board when you are struggling or when you want to give up is a valuable thing.

There's one important thing for you to remember when you are getting feedback:

Don't let anyone steal your excitement or your dreams. If someone tells you that you can not do this, don't let them get you down. Often people can be negative or respond out of their own fears of becoming involved or making change. It's always important to remember the power of one and don't let anyone take away your dreams!

STEP FIVE

You see things and say, "Why?", but I dream things and say, "Why not?"
George Bernard Shaw

Our dreams come true when you act to turn them into realities.
Anonymous

It may be that those who do most, dream most.
Stephen Butler Leacock

Man, alone, has the power to transform his thoughts into physical reality;
man, alone, can dream and make his dreams come true.
Napoleon Hill

The future belongs to those who believe in the beauty of their dreams.
Eleanor Roosevelt

tools for change: inspiration



Creative energy flowing through our veins.
A new collective conscience being shared by our brains.
Tap into this beauty, you will never be the same.
There's no time like the present, it's time to change.

No more just watching from your comfortable chairs.
Quit judgin', disrespectin', start givin' a care.
No more talkin', need more walkin',
This is what we must dare.
To be a global citizen who doesn't sit back and stare.

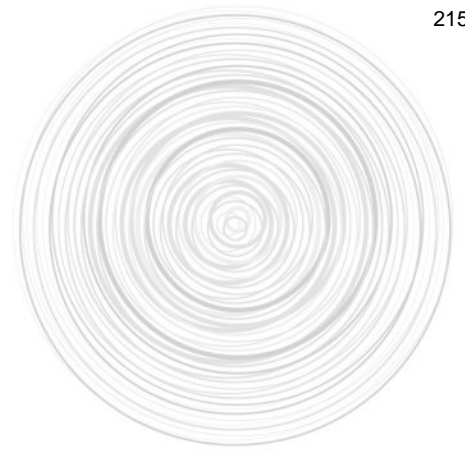
Inner peace and wisdom, the path is not violent.
Breathe in the love broth; chicken soup for the souls.
Open up and let the sun in.
Inspiration being filled by the divine spirit.
Live with passion and meaning just reap the benefit;
Unlimited potential, all the candles lit.
Follow the light of your soul and find your bliss.

Mother Earth is asking all its daughters and sons
To listen to her call.
Revolution's just begun. Fight using dance, art and self-
expression;
A powerful way to be a global citizen.

Creative energy flowing through our veins.
A new collective conscience being shared by our brains.
Tap into this beauty, you will never be the same.
There's no time like the present, it's time to change.

CHICKEN SOUP FOR THE
GLOBAL CITIZEN'S SOUL: Jon Rivero

tools for change: advocacy letters



Does your project revolve around raising awareness about an issue?

One option for inducing positive change in your community is through campaign letters. They can get your government officials or community leaders to pay attention to an issue that concerns you.

Here are some tips for writing an effective campaign letter:

1. Keep your letter short, one page is sufficient and preferred
2. Keep your letter simple and stick to one topic per letter
3. Make your point clearly and early in the letter
4. Use informed facts and include some statistics to strengthen your arguments
5. Be polite. It is okay to offer solutions and raise awareness of critical issues, but do not threaten or name call
6. Use proper grammar and check for spelling errors.
7. Write a personal letter rather than forwarding a form or chain letter to make a bigger impact.

There is power in numbers, so consider asking friends and colleagues to write a personal letter as well!

tools for change: fundraising 101



Are you planning to raise funds for an initiative? There are a number of reasons to host a fundraiser... this may involve needing to raise funds for the costs of your project or to donate to a charity that supports an issue that you are passionate about. Regardless of the reason, there are a few key points to keep in mind while planning to ensure that your fundraiser goes smoothly and is a success.

Consider talking to your friends, parents or guardians, or teachers to get ideas and to get organized.

Some idea for raising money include:

- Benefit event – concert, brunch, wine and cheese, BBQ etc. (see below for a checklist for planning your event)
- Raffles
- Silent or Live Auctions
- Product sales – for example, magazine subscriptions, chocolate sales, or from home based business products that sell spices, candles etc.
- Direct donations or sponsorships – these can come from businesses, individuals or foundations (see below for more details on how you can approach this)

These are just examples though – try to think outside the box and be creative with your fundraising ideas so you can reach a broader audience.

Some other resources for ideas are:

- Check out www.fundraiserhelp.com for a list of great ideas for events
- Check out www.justfundraising.com for a list of continuous fundraisers
- Another site for fundraising ideas is www.fundraising-ideas-centre.com/free-fundraising-ideas.html
- Think about your passion and hobby – how can you turn this into a fundraiser?

tools for change: fundraising event checklist



Make sure to give yourself enough time to start planning, but not too much. You want to ensure you can organize the event properly and advertise the event in your community. Don't advertise too far ahead of the event that people may forget about it. Depending on the event, 3-5 weeks is suggested.

Set a goal: \$ _____
Establish a budget: \$ _____

FOR A ONE DAY EVENT:

3-5 weeks prior to event:

Select a date

- Things to keep in mind when selecting a date include weather, who will be available to help and consider if there are any other major events occurring on that day. Your date may often be reliant on your venue.

Advertising

- How will you announce the fundraiser?
- Get a group of people willing to promote the fundraiser, have them print and distribute flyers or posters advertising the event.
- Who will you target?

Venue

- Consider the availability, size, deposit, seats or table requirements.

Volunteers

- Do you need people to help out? If so, do you have anyone ready to help?
- Will the volunteers be working alone or in teams?
- Develop a volunteer task list and allocate a task to each volunteer or team.

Permits and Regulations

- Most school fundraisers will not require any permits, the exceptions are raffles and bingos which may require a letter from your principal. Consider talking to your principal or someone who has been involved in fundraising before to determine if you need any special permits for the event. If the event is being held outside of a school, check with the manager of the venue for rules.

Finances

- Who will collect money at the event?
- What is your goal?
- What budget do you need? What resources do you need? What are the up front costs to run the fundraiser?

One Week prior to the event:

- Ensure all volunteers are still able to attend. Send them a reminder and be sure to tell them what they will be doing, where you want them to meet and what time.
- Confirm the venue
- Ensure you have all your necessary supplies
 - Tables/chairs
 - Cash box/float
 - Posters/signs

Day Before the event:

Consider meeting with your volunteers to run through the event's program and schedule and to address any questions.

Day of the event:

Set up, have fun and raise some money!!

TIPS TO CONSIDER: THE EXTRAS COUNT

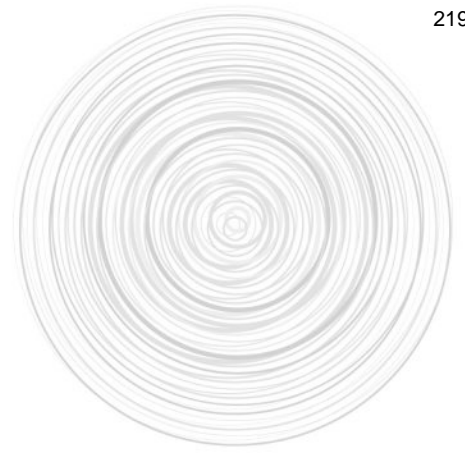
You may want to put together a program for participants and attendees. A good idea is to offer local businesses the opportunity to advertise in your program in exchange for a small fee that will help with the costs of the event or that can be directly donated. This benefits both your group and the business!!

After any fundraiser, ensure you send thank you letters to all individuals or groups involved. Remember it would not have been a success without their help. Also, those who receive acknowledgement for their hard work or contribution are more likely to support you in the future. Some tips for thank you letters include:

Promptness – ensure your thank you letter is sent in a timely manner. No matter how busy you are, remember the donor or volunteer is busy too and still took the time to offer the time or donation. It is important to acknowledge the donor.

Handwritten letters or cards – in this fast paced world, a hand written card or letter lets donors and volunteers know that their contribution is important and worth your time.

tools for change: direct donations



The following are some suggestions for organizations that are often very supportive of youth led initiatives. Consider writing a letter to these groups or contacting them to find out more information on their funding programs.

Elks Clubs

Elks of Canada homepage www.elks-canada.org

Elks of Canada directory www.elks-canada.org/pages/directory.htm

Lions Clubs International

Lions Clubs International homepage www.lionsclubs.org

Rotary Clubs

Rotary Clubs International homepage www.rotary.org

Rotary Clubs International club locator www.rotary.org/support/clubs/index.html

Community Foundations

Community Foundations of Canada homepage www.cfc-fcc.ca

Community Foundation finder www.cfc-fcc.ca/who_we_are/finder.cfm

Municipality – most municipalities have funding programs for community development projects.

Schools – if you are a student, approach your secondary or post-secondary institution.

Local businesses – businesses often have a vested interest in supporting human rights related causes in their community and it gives them an image of good social corporate responsibility.

Religious groups – (ex. Churches, youth groups, etc.)

Cultural organizations – (ex. Chinese Association, German Club, etc.)

Newspapers – your local or school newspaper could be willing to cover a portion of the cost of your attendance at a conference in exchange for an article written about the conference upon your return.

Community groups – there may be other non-profit or youth organizations in your community that take an interest in youth development.

tools for change:

sample letter for direct donations



Below is a draft template you can use when writing a letter to seek direct donations to your project. Make this your own and tell them about your project, but remember to keep it short and simple and to let the donors know what they are supporting, who it will benefit and how it would benefit them as a donor as well.

Dear <insert name of donor contact or use 'To Whom it May Concern:'>

*I am writing today to inform you of an important project in our community and to explore the possibilities of support **from** <insert the organization's name>. I am a youth representative in our community that is hoping to make change and need some help in making this a success.*

<Use this space to explain your project. Tell them your project goal and what key activities you will be doing to meet your goal. Keep this brief and simple. One short paragraph will be enough. For example:>

I have been working to develop and implement a project called The Homelessness Initiative which aims to reduce discrimination against homeless people as well as to advocate for more beds in shelters. The project will involve a public awareness campaign to improve understanding of the homelessness issue in our community through a poster campaign and public fundraising and awareness event with a keynote speaker and entertainment.

<Use this space to indicate why you think they would be interested in this project and why you are approaching them. For example:>

The Homelessness Initiative project which I have been working on addresses an issue that fits with the mandate of your organization. We believe that to address homelessness requires public awareness on the challenges of homeless people based on the fact that it is a basic human right to have shelter. As your organization works to promote human rights and support the homeless, we feel our work is contributing to your organizational purpose.

<Use this space to tell them what you need. For example>

To make this project a success, we are needing to print 500 posters that will be distributed in the community. These posters will highlight Article 25 of the Universal Declaration of Human Rights showing that shelter is a basic human right as mandated by the United Nations. To print these posters will cost \$200 and we would like to request the financial support of your organization for this cost.

<Use this space to let the donor know how you will recognize their contribution. For example:>

In return for your donation, you will be acknowledged in all marketing materials for the event and on all posters for the campaign. We will include your logo on these materials as well as verbally acknowledge your contribution at the event.

<Use this space to wrap up your letter and give your contact information. For example:>

*I truly hope you will see that this is an important project and that you will support this effort to make our community a better place. Please feel free to contact me at *<insert email and phone here>* if you have any questions or to confirm your support. I will follow up with you shortly.*

Sincerely,

<insert your name>

Bridges of Hope *Pull for Poverty*

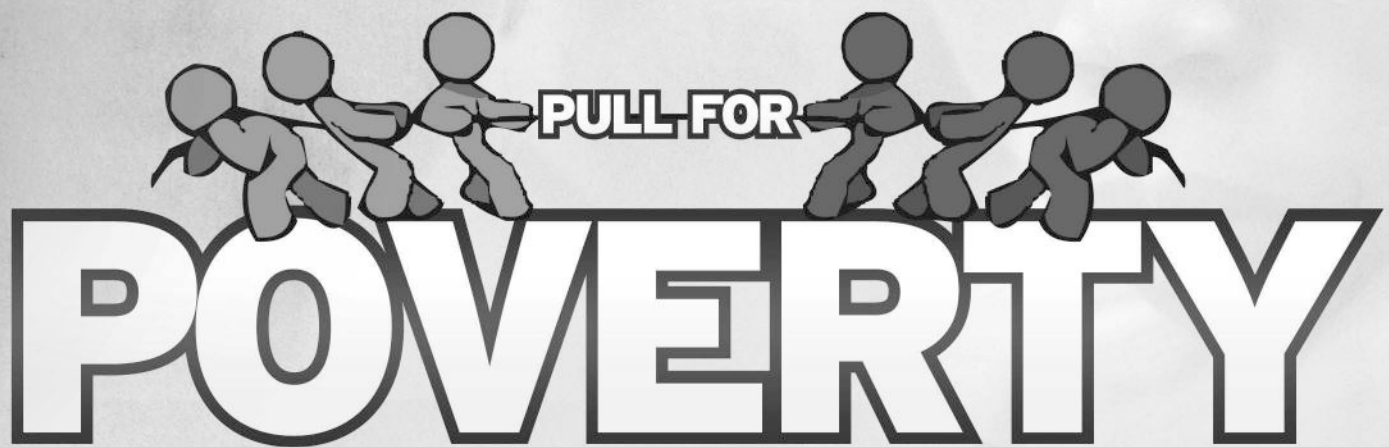
Agences et Coopératives de
Développement International



International Network of
Development Agencies



ACGC 
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PULLING TOGETHER GIVES US THE
STRENGTH TO CHANGE LIVES

School Participants Package

PULL FOR POVERTY



PARTICIPANT'S PACKAGE

1. Individual Registration Form
2. Team Registration Form
3. Release and Waiver of Liability
4. General Rules and Guidelines
5. Sample Fundraising Letters
6. Pledge Form to Track All Donations
7. Fundraising Tips

"If you can't feed a hundred people,
then feed just one"

MOTHER TERESA

INDIVIDUAL REGISTRATION FORM

Name: _____

Phone: _____

Email: _____

Emergency Contact: _____

Phone: _____

Sex: Male Female

I am part of a team: Name of Team: _____

I need to be placed in a team:

Any current or past medical conditions? YES NO

If Yes, please explain briefly: _____

Team Division

Boys Girls Coed

This form needs to be filled out and given to the Event Organizer one week **prior** to the event date.

The world is very different now.

For man holds in his mortal hands

the power to abolish all forms of human poverty,
and all forms of human life."

-- John F. Kennedy

TEAM REGISTRATION FORM

Team Name: _____

Team Leader: _____

Contact Number: _____

Email: _____

Team Members

1. _____
Name/Grade

4. _____
Name/Grade

2. _____
Name/Grade

5. _____
Name/Grade

3. _____
Name/Grade

6. _____
Name/Grade

Team Division

Boys Girls Coed

This form should be filled out and handed in to the 'Pull for Poverty' event organizer, no later than one week prior to the event. Only **one** *Team Registration Form* is necessary per team.

"There is enough in the world for everyone's need,
but not for everyone's greed."

-Frank Buchman

LEGAL DETAILS – RELEASE AND WAIVER OF LIABILITY

In consideration of the acceptance of my entry and permission to participate in and attend the **BRIDGES OF HOPE 'Pull for Poverty'** on the _____ day of _____ 20__ in _____.

I, for myself, my heirs, executors, administrators and assigns, hereby release, hold harmless and forever discharge Bridges Of Hope International Network Of Development Agencies, the City of _____, all '**Pull for Poverty**' organizers, volunteers, workers and all other associations, sanctioning bodies, promoters, sponsoring companies and organizations in any way associated with the '**Pull for Poverty**' and their respective officers, directors, employees, agents, officials, servants, contractors, representatives, successors and assigns (collectively or singularly the "Releasee") from any and all liability, actions, causes of action, claims, complaints, suits, debts, demands, costs, expenses, statutory rights, or remedies, whether in law or equity in respect of death, accident, injury, illness, loss, or damage to persons or property caused by negligence or otherwise of the Releasee arising directly or indirectly as a result of, or in any way connected with, my participations in or attendance at the '**Pull for Poverty**' and waive any such claims arising directly or indirectly from or attributable in any way to any act or omission of the Releasee in connection with the sponsorship organization and execution of the '**Pull for Poverty**'.

I understand to save and hold harmless and agree to indemnify the Releasee from and against any and all liability incurred by any or all of them, whether caused by the negligence of the Releasee or otherwise arising directly or indirectly as a result of, or in any way connected with my participation in or attendance at the '**Pull for Poverty**' whether as a spectator, participant, competitor or otherwise, whether prior to, during or subsequent to the '**Pull for Poverty**'.

I understand and I am sure of the nature and circumstances involved in the '**Pull for Poverty**'. The participant hereby fully assumes responsibility for any risk of bodily injury, death or property damage howsoever arising out of this event, whether foreseen, or unforeseen, and whether caused by negligence or otherwise.

I consent to receive medical treatment in the event of injury, accident and/or illness at or during the '**Pull for Poverty**'. I represent and warrant that I am in proper physical condition to participate in the '**Pull for Poverty**' and I understand that participation could, in some circumstances, result in physical injury.

I understand that the '**Pull for Poverty**' may be photographed, filmed or recorded and I consent to allow my photograph, audio or video likeness to be used for any purpose by the Bridges of Hope organization or any of its agents, officials, servants, contractors, representatives, successors or assigns.

I have read this **Release and Waiver of Liability** and understand its terms. I also understand that I have given up substantial legal rights by signing. I have signed it freely and voluntarily and intend my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

Dated at _____, this _____ day of _____, 20__

Participant's Name

Participant's Signature

I _____ the parent/guardian of _____ have read and understand the above release and waiver liability and with such knowledge give permission for my child _____ age _____ to participate in and attend the Bridges of Hope Pull for Poverty.

Parent/Guardian Signature



GENERAL & GUIDELINES

1. Participants Must Be Wearing Full Length Pants (No Shorts Allowed)
2. No Swearing
3. Running Shoes Required - No Sandals or Open Toed Shoes Allowed
4. No Wrapping the Rope Around Hands, Wrists, Arms, or Any Other Body Part
5. Hands Must Be Free and Clear of Any Sticky Substances or Powders
6. Each Team Must Consist of SIX (6) Members
7. Each Team Member is Responsible for Raising a Minimum of \$100/Person or \$600/Team. (Tax Receipts Will Be Issued for Pledges over \$20)
8. Pledges Will Be Due On _____
9. All Pledge Forms, Pledged Monies, Team Name, and Roster Must Be Handed in ONE Week Prior to the Event to Ensure Adequate Time for Arrangement of Round Robin Tournament Schedule
10. Event Start Time Will Be _____



DEAR FRIENDS AND FAMILY,

I've been given an amazing opportunity to connect with other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and **support a great cause.**

Bridges of Hope is a non-profit organization that is advancing poverty relief and community empowerment amongst the poorest nations of the earth. They are working to improve health, education, social services and economic development amongst the poorest people in the poorest nations.

In the first ever **Bridges of Hope 'Pull for Poverty'**, over \$10,000 was raised in a single day! My hope is that this year will be even more successful and bring about even greater change. I will be part of a 6 member tug-of-war team that needs to raise a minimum **\$600 as a group or \$100 per person.** My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
 (Name of school) (Date)

So please, come cheer us on and **join in the fun** as we do our part to raise money to supply **meals, clean drinking water** and **education.** All for kids - just like me - that desperately need our help.

Thank you so much for your generous support and enthusiastic involvement! Please make cheques payable to **Bridges of Hope** (any donations over \$20 will receive a charitable tax receipt). If you have any questions at all, please call **Bridges of Hope: 403-380-3844.**

My personal goal is to raise _____!

Please help me win the prize for most money raised!

Sincerely,

"Poverty often deprives a man of all spirit and virtue;
it is hard for an empty bag to stand upright"

-Benjamin Franklin

DEAR BUSINESS OWNER

I've been given an amazing opportunity to join other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and support a great cause.

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My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a corporate pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
(Name of school) (Date)

I invite you to come, cheer us on and **join in the fun** as we do our part to raise money to **supply meals, clean drinking water and education.** All for kids - **just like me** - that desperately need our help.

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My personal goal is to raise _____ !
Please help me win the prize for most money raised!

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"The world is very different now.
For man holds in his mortal hands the power to abolish all forms of human poverty,
and all forms of human life."
-John F. Kennedy

PULL FOR POVERTY



OFFICIAL PLEDGE FORM

Charitable Tax Donation #
863616843RR0001

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
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48.					
49.					
50.					
51.					
52.					
53.					
54.					
55.					
56.					
57.					
58.					
59.					
60.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.


FUND RAISING TIPS

Spreading the word and **creating awareness** about global poverty is increasingly important. The **'Pull for Poverty'** is all about creating advocates for the poor; but it is also about raising the funds to help those in need. Did you know that it costs **only 27 cents to feed a hungry child one meal?** How many people do you know that can afford 27 cents? Most people are willing and able to help.... All we have to do is ask. **Here are some helpful tips on fundraising:**

- **Set a personal goal** for yourself and your team.
- Explain to your friends and family exactly **what you're doing and why**. Let them know that **you are part of a generation that does not have to stand for poverty existing in the world!**
- Don't be afraid to ask, **remember you are not asking for yourself, but rather for a child in desperate need**. Every amount helps, no matter what people are able to give and remember to **always thank them**.
- Contact local businesses and ask if they would be willing to **match your fundraising goal**.
- Encourage people to go to www.bridgesofhope.ca to learn more about the work they do and the people they help. This is an easy way to inform out-of-town friends and family about what you're doing and why.
- Put up a **goal poster** to show everyone at school how your group is progressing.
- Create friendly competition amongst other school groups that are participating in the **'PULL FOR POVERTY'** and challenge them to match or beat your goal.
- Get your teachers involved, **challenge them** to meet or beat your goal.
- Let people know that **any donation over \$20 receives a tax receipt**.
- Stay motivated! The more money raised, the more hungry mouths **you** can feed! Remember that you are doing your part in, **"Taking a Stand Against Hunger, Poverty and Injustice"**.

**"If you want to make the world a better place, take a look at yourself,
and then make a change...."**

--Michael Jackson



PULL FOR

POVERTY

PULLING TOGETHER GIVES US THE
STRENGTH TO CHANGE LIVES

School Event Organizer Package

PULL FOR POVERTY



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- Why 'Pull for Poverty'?
- Fact Sheet on Poverty
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- Fundraising Tips
- Getting the Word Out and Creating Awareness
- P.A. Announcement Sample
- Taking it to the Media! (Media Guide)
- Organizational Checklist
- Deposit Sheet

"...Let Us Recognize that extreme poverty anywhere is a threat to human security everywhere. **Let us recall that poverty is a denial of human rights.** For the first time in history, in this age of unprecedented wealth and technical prowess, we have the power to save humanity from this shameful scourge. Let us summon the will to do it."

KOFI ANNAN

WHY PULL FOR POVERTY?

According to UNICEF, 22,000 children die each day due to poverty, and they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world.”

Imagine knowing **extreme hunger and thirst** from as early as you can remember. At a young age you find yourself working to help with the family income **instead of attending school**. One day you wake up to find **your mother has died of starvation**. As a result of this, your sister is married off. **You are sold** and forced to **work as a slave** in a cocoa plantation to provide the world its chocolate ... and expect little hope for your future.

This is part of **Daniel Zopoula’s story**, founder and CEO of **Bridges of Hope**. **Over 20 million across the world** share a similar story to Daniel’s and are living in bondage this very day.



“The social injustices of this world are pulling the human race down,
and it’s time for us to pull back!”

- Sammy Golom

HOW DOES IT WORK?

Bridges of Hope hosted its first ever ‘Pull for Poverty’ in May 2010 in Lethbridge, Alberta. It was a huge success! ‘Pull for Poverty’ is a round robin tournament, tug-of-war fundraiser that helps raise awareness about poverty in the world today. This year we are inviting students and teachers from schools in your area to enter a team in the tournament and help Bridges of Hope bring light to the issues that matter most.

Each team will consist of 6 participants. Each participant is required to raise a **minimum** of \$100 in pledges; or \$600 per team. All the money will be donated directly to **Bridges of Hope** in aid of the work they are doing to help orphaned and vulnerable children in Africa and other impoverished countries around the world. A prize will be awarded to the participant who raises the most money in pledges. We encourage you to bring a cheering squad to join in the festivities.

Our hope is to see a **little friendly competition between schools**, and for the **entire school district to come together** in this event with Bridges of Hope in **pulling against poverty**.



GLOBAL POVERTY FACTS & STATS

Hunger and Poverty Concepts and Definitions

Hunger:

- The uneasy or painful sensation caused by want of food; craving appetite. Also, the exhausted condition caused by want of food.
- The want or **scarcity of food** in a country .
- A strong desire or craving.

Poverty:

- The state or condition of having **little or no money, goods, or means of support**; condition of being poor; indigence.
- Deficiency of necessary or desirable ingredients, qualities, etc. poverty of the soil.
- Scantiness; **insufficiency**.

Contaminated Water Supply and Unsuitable Sanitation Facilities:

- Lack of sanitization is the **world's biggest cause for infection**.
- **3.575 million people die each year from water-related diseases**.
- **43%** of water-related deaths are due to **diarrhea**.
- **84%** of water-related deaths are in **children ages 0-14**.
- **98%** of water-related deaths occur in **the developing world**.
- **884 million people lack access to safe water** supplies, approximately one in eight people.
- **443 million school days are missed each year** due to water-related illness.
- The water **sanitation crisis claims more lives through disease than any war claims through guns**.
- A North American taking a **five-minute shower** uses **more water** than a typical person living in a developing country slum uses in a **whole day**.
- The **daily requirements** for sanitation, bathing, and cooking is—**51 Litres** per person.
- **The poor in the slums** often pay **5-10 times more** per litre of water than **wealthy people** living in the same city.

*Info for this section was adapted from Bridges of Hope's 'Water Highways Project'

Food Shortage and Malnutrition:

- **Abundance, not scarcity**, best describes the world's food supply. **Enough wheat, rice and other grains are produced** to provide every human being with **3,500 calories a day**. On earth, **enough food** is available to provide at least **4.3 pounds a day per person**. **The problem** is that many people are **too poor** to buy readily available food. Food is **always available for those who can afford it**—starvation during hard times hits only the poorest, (Food First).
- The majority of the **people who don't have enough to eat** live in poor, rural communities in developing countries. **Many have no electricity and no safe drinking water**. Public health, education and sanitation services are often of low quality, (FAO).
- **The world's most food-insecure and hungry people are often directly involved in food production**. They cultivate crops on small plots of land, raise animals and catch fish. **They do what they can** to provide food **for their families** or earn money at the local produce market, (FAO).
- Sub-Saharan Africa, with **239 million undernourished**, has the largest prevalence of undernourishment relative to its population size, (Feeding Minds).
- **Malnutrition** is one of the main causes of **low birth-weight babies**. Those who survive are likely to suffer major developmental defects and illness from earliest childhood through into adulthood. As a result, the **affected adult women** with these developmental defects are **likely to carry on the vicious cycle of malnutrition** by giving birth to low birth-weight babies.
- Some **30 million infants are born** each year in developing countries **with impaired growth** caused by poor nutrition in the womb, (Feeding Minds).

Education

- Even **mild forms of deficiencies** due to malnutrition can **limit a child's development and learning capacity** early in life. This can progressively lead to **hindrances in school performance**, resulting in higher **drop-out rates and illiteracy** in our future populations.
- The three main micronutrient deficiencies in children **could be greatly diminished** by **ensuring adequate food supplies** and varied diets that provide essential vitamins and minerals, (Feeding Minds).
- Many governments in the developing world are **not able to provide** consistent, **quality education for children**. We focus our attention on two main areas within the education sector: **Private Education and Girls' Education, (BOH)**.
- **Private education** in developing nations holds a number of **key advantages**. It has proven to be more **cost effective** than public school offerings, despite the scarcity of educational resources. In places where classes are smaller, **teachers are personally motivated**, and greater attention is paid to the challenges and **potential of individual students**. Private education provides **better academic opportunities** for children in low-income families and economically poor communities, (BOH).
- **Gender Equality**: In identifying the best projects, we recognize the need to specifically address the **educational support available for young girls**. Given the critical role women play within their broader communities, we recommend projects that bring attention to young girls' education and seek to correct the gender inequality problem in developing countries, (BOH).



General Health and Medical Care

- Each day, **24,000 children die from preventable causes** such as neonatal complications, diarrhea, malaria and pneumonia; this amounts to **8.8 million children each year**, (UNICEF).
- Nearly **20 million children worldwide suffer from severe malnutrition**. This contributes to one million child deaths annually, (WTO).
- Almost **16 million** of current **HIV infections are women and 2.1 million are children under age 15**, (UNAIDS).
- In keeping with the UN Millennium Development Goals, **Bridges of Hope** is partnering with key agencies to **reduce the preventable deaths of children under five**. Through our critical intervention centers, safe drinking water programs and projects, we are insuring that hundreds of mothers and children are well nourished, protected from infection & diseases with **access to essential health services**.

Economic Development

- **Over 1 billion people** in the world today live on **less than \$1.00 USD a day**; another **2 billion** live on **just \$2.00 USD a day**.
- **Tens of millions fall victim to war, natural disaster, corrupt governments and disease. The end result is**, despite charitable efforts over the last 20 years, **the number of those caught in extreme poverty has continued to rise**.
- Malnutrition can result in **major productivity and economic losses**. As adults afflicted by nutritional related disorders are unable to work, **educational losses** then affect their children too weak or sickly to attend school due to their hard physical work in helping to support their families. **Healthcare costs in developing countries increase significantly** due to the volume of these nutrition-related illnesses, (Feeding Minds).
- **Conflict is a cause of hunger and poverty**. At the end of 2005, the global number of refugees was at its lowest level in almost a quarter of a century. In **2008** there was a **significant increase in refugee numbers**, due primarily to the violence taking place in Iraq and Somalia. **By the end of 2008**, the total number of **refugees** under UNHCR's mandate **exceeded 10 million**. The number of conflict-induced internally displaced persons (IDPs) affected **26 million worldwide** at the end of the year.

Related Websites - Poverty and Hunger Information

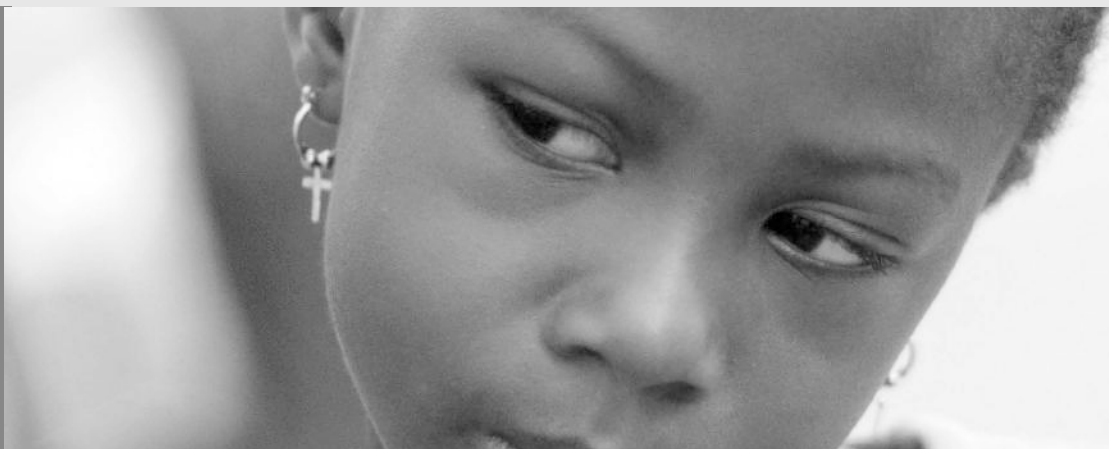
www.bridgesofhope.ca

www.fao.org

www.feedingminds.org

www.foodfirst.org/12myths

www.worldhunger.org



WHERE DOES THE MONEY GO?

The majority of work done with **Bridges of Hope** is based in **Burkina Faso, West Africa** which is the native home of founder and CEO, Daniel Zopoula. We also have active projects in many countries including, **Ethiopia, Tanzania, Rwanda, D.R. Congo, Haiti** and the **Dominican Republic**. Among various project areas of critical aid, one of the most important sectors is in providing vital care for **orphans and vulnerable children**. The problem of poverty affects billions but it is in serving the needs of one child or family at a time that will help stop the spread of preventable diseases and **offer hope** for a better way of life.

Nutrition and Food Security Programs

Healthy food is hard to come by in many parts of the underdeveloped world. Even though we produce enough resources to meet the world's needs, **over 850 million people still go hungry** every day. With the rise of global food prices and the constant threat of famine in many countries, it is a **constant struggle** for parents to meet their family's basic needs and provide enough food. So, to provide the much needed health sources, **Bridges of Hope** has placed specific investments in **supplemental food production, foster homes, medical care** and **education** for orphans. We also focus on providing medical assistance for mothers with **chronically sick and severely malnourished infants**. These programs give "at risk" children the opportunity to receive the proper nutrition and health care needed to focus properly in school and have a fair chance at success in life.

Safe Water Projects

Although water is the most abundant resource on earth, there are still **1 billion people without access to safe water**. (Every day, women and children walk many miles to collect bacteria-ridden water from the only source that is available.) **Providing a healthy source of water** is the first major step in raising the standard of life for everyone in the community. When clean water is available close by, women can focus on other important duties and spend their time and energy on providing better nutrition, education and security for their families.

Other water-based problems are as simple as **providing a toilet** for girls to use at school. When maturing into teen years, **girls often quit school to save the embarrassment** of exposure in improper facilities. Providing toilets ensures a healthy environment where young women can **feel safe, respected** and have all the more reason to continue their **critical education** and develop into **successful young women**.

Protecting Children at Risk

Whether children have parents and a home or are orphaned and live with a relative, **the risk of being improperly cared for exists**. Since parents can barely support their own family's basic needs, **children often have to work instead of going to school**; or worse, be abandoned or **sold into slavery** because their family cannot afford to feed them at home. With the funds for child sponsorship, education, proper food and necessary health care **can be** provided to young children who are otherwise vulnerable to become victims of the poverty crisis which they cannot change themselves.

HOW CAN YOU GET INVOLVED?

Build a team

Now that you know **why** to 'Pull for Poverty' and where the money goes, it's time to begin! These next few pages are designed to help you build your team. Each 'Pull for Poverty' team consists of **6 members**. That's you plus 5 of your friends who are **willing to join you in the fight against poverty!** You and your 5 friends need to **register your team** and **choose a team name**. Each of you will get a copy of the Participant's Package consisting of:

- 1.) Individual Registration Form
- 2.) Team Registration Form (only one per team to hand in)
- 3.) Release and Waiver of Liability (signed by you and your parents)
- 4.) General Rules and Guidelines
- 5.) Sample Fundraising Letters (sign and make copies to give to all your friends and family)
- 6.) Pledge Form (to track all donations)
- 7.) Fundraising Tips

Once you have these forms, you and your team are ready to start **spreading the word, creating awareness about global poverty**, and most importantly **making a difference!**

Let the **voice of your generation** be heard!

Make a stand against the injustices that are pulling the human race down
and pull back!



PULL FOR POVERTY



PARTICIPANT'S PACKAGE

1. Individual Registration Form
2. Team Registration Form
3. Release and Waiver of Liability
4. General Rules and Guidelines
5. Sample Fundraising Letters
6. Pledge Form to Track All Donations
7. Fundraising Tips

"If you can't feed a hundred people,
then feed just one"

MOTHER TERESA

INDIVIDUAL REGISTRATION FORM

Name: _____

Phone: _____

Email: _____

Emergency Contact: _____

Phone: _____

Sex: Male Female

I am part of a team: Name of Team: _____

I need to be placed in a team:

Any current or past medical conditions? YES NO

If Yes, please explain briefly: _____

Team Division

Boys Girls Coed

This form needs to be filled out and given to the Event Organizer one week **prior** to the event date.

The world is very different now.

For man holds in his mortal hands

the power to abolish all forms of human poverty,
and all forms of human life."

-- John F. Kennedy

TEAM REGISTRATION FORM

Team Name: _____

Team Leader: _____

Contact Number: _____

Email: _____

Team Members

1. _____
Name/Grade

4. _____
Name/Grade

2. _____
Name/Grade

5. _____
Name/Grade

3. _____
Name/Grade

6. _____
Name/Grade

Team Division

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but not for everyone's greed."

-Frank Buchman

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In consideration of the acceptance of my entry and permission to participate in and attend the **BRIDGES OF HOPE 'Pull for Poverty'** on the _____ day of _____ 20__ in _____.

I, for myself, my heirs, executors, administrators and assigns, hereby release, hold harmless and forever discharge Bridges Of Hope International Network Of Development Agencies, the City of _____, all **'Pull for Poverty'** organizers, volunteers, workers and all other associations, sanctioning bodies, promoters, sponsoring companies and organizations in any way associated with the **'Pull for Poverty'** and their respective officers, directors, employees, agents, officials, servants, contractors, representatives, successors and assigns (collectively or singularly the "Releasee") from any and all liability, actions, causes of action, claims, complaints, suits, debts, demands, costs, expenses, statutory rights, or remedies, whether in law or equity in respect of death, accident, injury, illness, loss, or damage to persons or property caused by negligence or otherwise of the Releasee arising directly or indirectly as a result of, or in any way connected with, my participations in or attendance at the **'Pull for Poverty'** and waive any such claims arising directly or indirectly from or attributable in any way to any act or omission of the Releasee in connection with the sponsorship organization and execution of the **'Pull for Poverty'**.

I understand to save and hold harmless and agree to indemnify the Releasee from and against any and all liability incurred by any or all of them, whether caused by the negligence of the Releasee or otherwise arising directly or indirectly as a result of, or in any way connected with my participation in or attendance at the **'Pull for Poverty'** whether as a spectator, participant, competitor or otherwise, whether prior to, during or subsequent to the **'Pull for Poverty'**.

I understand and I am sure of the nature and circumstances involved in the **'Pull for Poverty'**. The participant hereby fully assumes responsibility for any risk of bodily injury, death or property damage howsoever arising out of this event, whether foreseen, or unforeseen, and whether caused by negligence or otherwise.

I consent to receive medical treatment in the event of injury, accident and/or illness at or during the **'Pull for Poverty'**. I represent and warrant that I am in proper physical condition to participate in the **'Pull for Poverty'** and I understand that participation could, in some circumstances, result in physical injury.

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I have read this **Release and Waiver of Liability** and understand its terms. I also understand that I have given up substantial legal rights by signing. I have signed it freely and voluntarily and intend my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

Dated at _____, this _____ day of _____, 20__

Participant's Name

Participant's Signature

I _____ the parent/guardian of _____ have read and understand the above release and waiver liability and with such knowledge give permission for my child _____ age _____ to participate in and attend the Bridges of Hope Pull for Poverty.

Parent/Guardian Signature



GENERAL & GUIDELINES

1. Participants Must Be Wearing Full Length Pants (No Shorts Allowed)
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9. All Pledge Forms, Pledged Monies, Team Name, and Roster Must Be Handed in ONE Week Prior to the Event to Ensure Adequate Time for Arrangement of Round Robin Tournament Schedule
10. Event Start Time Will Be _____



DEAR FRIENDS AND FAMILY,

I've been given an amazing opportunity to connect with other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and **support a great cause.**

Bridges of Hope is a non-profit organization that is advancing poverty relief and community empowerment amongst the poorest nations of the earth. They are working to improve health, education, social services and economic development amongst the poorest people in the poorest nations.

In the first ever **Bridges of Hope 'Pull for Poverty'**, over \$10,000 was raised in a single day! My hope is that this year will be even more successful and bring about even greater change. I will be part of a 6 member tug-of-war team that needs to raise a minimum **\$600 as a group or \$100 per person.** My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
(Name of school) (Date)

So please, come cheer us on and **join in the fun** as we do our part to raise money to supply **meals, clean drinking water** and **education.** All for kids - just like me - that desperately need our help.

Thank you so much for your generous support and enthusiastic involvement! Please make cheques payable to **Bridges of Hope** (any donations over \$20 will receive a charitable tax receipt). If you have any questions at all, please call **Bridges of Hope: 403-380-3844.**

My personal goal is to raise _____!

Please help me win the prize for most money raised!

Sincerely,

"Poverty often deprives a man of all spirit and virtue;
it is hard for an empty bag to stand upright"

-Benjamin Franklin

DEAR BUSINESS OWNER

I've been given an amazing opportunity to join other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and support a great cause.

Bridges of Hope is a non-profit organization that is advancing poverty relief and community empowerment amongst the poorest nations of the earth. They are working to improve health, education, social services and economic development amongst the poorest people in the poorest nations.

In the first ever **Bridges of Hope 'Pull for Poverty'**, over \$10,000 was raised in a single day! My hope is that this year will be **even more successful** and bring about even greater change. I will be part of a 6 member tug-of-war team that needs to raise a minimum **\$600 as a group or \$100 per person.**

My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a corporate pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
(Name of school) (Date)

I invite you to come, cheer us on and **join in the fun** as we do our part to raise money to **supply meals, clean drinking water and education.** All for kids - **just like me** - that desperately need our help.

Thank you so much for your generous support and enthusiastic involvement! Please make cheques payable to **Bridges of Hope** (any donations over \$20 will receive a charitable tax receipt). If you have any questions at all, please call **Bridges of Hope: 403-380-3844.**

My personal goal is to raise _____ !

Please help me win the prize for most money raised!

Sincerely,

"The world is very different now.

For man holds in his mortal hands the power to abolish all forms of human poverty,
and all forms of human life."

-John F. Kennedy

GETTING THE WORD OUT AND CREATING AWARENESS

Making a difference when it comes to Global Poverty is a very attainable goal **if we do it together!** Getting excited about a good cause can be contagious; **creating hope is contagious!** Spread that excitement and hope to all of your friends and family and there is no limit to what we can accomplish. Here are some tips to help you **spread the word and create awareness:**

- Send **emails** to all of your friends, Facebook and Twitter - **make it go viral!**
- **Hang posters** about the **'Pull for Poverty'** at school, community centers and/or your parents' work place.
- Ask your teacher to let you say a few words to your class about the event and about global issues like **extreme poverty and hunger.**
- Make regular **P.A. announcements** about the upcoming Pull for Poverty. (see sample announcement in this package)
- **Talk to friends** about global poverty facts and how important it is to **speak up for those that can't be heard!**
- Approach all the school clubs and sports teams as well as the teachers and **challenge them** to support the cause! Have them organize friendly competition amongst their groups: Wouldn't it be great to see the **football team pull against the coaches, or senior class against the teachers!?**
- Make sure you have a **sign-up booth** at the school where kids can sign up to participate. Once they've signed in, hand them their **Participant's Package.**
- Contact the local **media, radio, TV stations and newspaper.** They will help you get the word out!
- Encourage **parents** to come out and **support the event!** They can tell their friends and help support you with **obtaining pledges.**
- Word-of-Mouth is still one of the **best forms of advertising!** So, don't be shy, go out there and spread the word!

"Never doubt that a group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has!"

--Margaret Mead

PA. ANNOUNCEMENT

It's just about time for the **'Pull for Poverty'** tug-of-war fundraiser. You know what that means ... **It's time to get a tug-of-war team together!**

Mixed grade and **co-ed teams**; girls b-ball against cheerleaders, football players against coaches or teachers vs. teachers. Whatever, **any team goes!** So be creative, **have fun** and organize your teams A.S.A.P!

If you want to participate in the **'Pull for Poverty'** please visit our sign up table located at _____ during _____ (recess or lunch)

Remember that every penny raised is going towards the great cause of saving the lives of kids just like us. There is no reason to be shy about saving a life **so start collecting pledges to make a difference in your world.** So get your game faces on and flex your muscles and **get ready to 'Pull for Poverty'!**



FUND RAISING TIPS

Spreading the word and **creating awareness** about global poverty is increasingly important. The **'Pull for Poverty'** is all about creating advocates for the poor; but it is also about raising the funds to help those in need. Did you know that it costs **only 27 cents to feed a hungry child one meal?** How many people do you know that can afford 27 cents? Most people are willing and able to help.... All we have to do is ask. **Here are some helpful tips on fundraising:**

- **Set a personal goal** for yourself and your team.
- Explain to your friends and family exactly **what you're doing and why**. Let them know that **you are part of a generation that does not have to stand for poverty existing in the world!**
- Don't be afraid to ask, **remember you are not asking for yourself, but rather for a child in desperate need**. Every amount helps, no matter what people are able to give and remember to **always thank them**.
- Contact local businesses and ask if they would be willing to **match your fundraising goal**.
- Encourage people to go to www.bridgesofhope.ca to learn more about the work they do and the people they help. This is an easy way to inform out-of-town friends and family about what you're doing and why.
- Put up a **goal poster** to show everyone at school how your group is progressing.
- Create friendly competition amongst other school groups that are participating in the **'PULL FOR POVERTY'** and challenge them to match or beat your goal.
- Get your teachers involved, **challenge them** to meet or beat your goal.
- Let people know that **any donation over \$20 receives a tax receipt**.
- Stay motivated! The more money raised, the more hungry mouths **you** can feed! Remember that you are doing your part in, **"Taking a Stand Against Hunger, Poverty and Injustice"**.

**"If you want to make the world a better place, take a look at yourself,
and then make a change...."**

--Michael Jackson

MEDIA GUIDE

Media coverage of your **'Pull for Poverty'** tug-of-war event can help spread the word about the global issues of poverty and hunger. Through media coverage, you can get others involved in your event and ask for their support. Here are some basic steps on how to invite your local media.

Step 1: Create a list of media contacts (6 weeks before the event)

- Look for contact details on local news websites. You can also ask your school events planning representative for local media contact lists.
- Develop a list of local journalists to invite to cover the **'Pull for Poverty'** event. It might be helpful to contact the journalists on your list and ask them how they prefer to receive media materials—via email, phone or fax.

Step 2: List your event in community calendars (4 weeks before the event)

- Send out a **Press Release** to TV, Radio, and Print Media.
(see attached Press Release sample)
- Local community calendars can draw attention to the **'Pull for Poverty'** event.
- The purpose for an event listing is not to get media to the event, but to **encourage the community to support your event.**
- Usually, calendar listings give a short description of what the event is about, where it is taking place, the date and time of the event and contact information so people can get more information.
- Listings are often found in local newspapers, radio and television websites.

Step 3: Contact your local media

(1 week before the event)

- Develop a media advisory that mentions **your** event details including: date, time, and location, contact information, what the event is, who will participate in the **'Pull for Poverty'** and how the funds will be raised.
- One week prior to the event, email or fax your advisory to your media list contacts

Step 4: Follow-up with your local media

(3 days before the event)

- Three days before the event, call the reporters to whom you sent your advisory to confirm that they received it. This will also give you the opportunity to chat with them about why the event will be of interest to their audiences and why they should attend. Remember to keep things local. Journalists need a local angle that will interest their readers.
- Think of **why** people would be interested in reading or hearing about your story. Make sure you mention how many people are participating in the event.
- If possible, try to offer your media contacts a spokesperson who is comfortable talking about the **Bridges of Hope 'Pull for Poverty'** charity fundraiser. This could be a student organizer. Direct the reporter to pullforpoverty.ca if they require more information.

Things to remember:

- When you call a journalist, ask if they are on a deadline. If they answer yes, offer to call back. If the answer is no, feel free to begin telling them about the **'Pull for Poverty'** event and why the local community would be interested in it.

Best time to call journalists:

- **Print:** Between 10:00 am and 2:00 pm
- **Television:** Between 10:00 am to 11:30 am or 1:00 pm to 3:00 pm
- **Radio:** Before 8:30 am or try calling after 10:00 am

DO

- Get to the point about why you are calling
- Show your excitement about the event
- Follow-up with a journalist and make sure to ask if they are on a deadline
- Ask a journalist to point you to the right person if they are not the right one to cover the story
- Thank the journalist for talking with you

DON'T

- Don't ramble
- Don't plead for a journalist to attend your event
- Don't pitch to two journalists from the same media outlet one right after the other
- Don't call during a big media event or emergency
- Don't be upset if a journalist decides not to cover the event

PULL FOR POVERTY



P R E S S R E L E A S E

'Pull for Poverty' is an exciting event partnering (your school's) students, parents, and teachers with **Bridges of Hope** to help raise awareness about local and international poverty.

This event is a round robin tug-of-war tournament where all participants will raise pledges to help in the on-going fight against poverty. Proceeds will be going to support the life-giving work **Bridges of Hope** is doing around the world.

Currently **Bridges of Hope** is working in underdeveloped countries to improve education, social services, economic development and health **amongst the poorest nations of the earth.**

'Pull for Poverty' will be held on (date) at (your school) (time)

This will be an event geared toward the students and teachers, but parents and friends are strongly encouraged to come join the fun and cheer their teams on.

We would greatly appreciate your media team coming out to cover this event. Our hope is to make the biggest impact of all participating schools in bringing poverty awareness to members of (your city) and the surrounding communities and most importantly, in helping other kids that don't have the same opportunities we do.

Sincerely,

(Event organizer or committee member – contact information, phone, email)

ORGANIZATIONAL CHECKLIST

It's never too early to start planning.
Getting organized and planning early is key to a successful event!

Below is a checklist to help you get started.

8 Weeks before the Event

- Ask your school administration to support the Bridges of Hope '**Pull for Poverty**' relief event.
- Getting teams of dedicated people together can help you have the most successful '**Pull for Poverty**' ever! A school club such as Student Council or the Ignite Club could head this up. **Some suggestions for possible committees include:**
 - » **Public Relations:** Responsible for **getting word out** at school and in the community.
 - » **Promotions/Marketing:** Responsible for **generating excitement** and increase participation throughout the school.
 - » **Administrator:** Responsible for **ensuring donations are collected** and tracked. (this can be a teacher or parent or responsible student)

6 Weeks before the Event

- **Book the facilities.** (gym or auditorium with bleachers for the spectators)
- **Contact local businesses** to support your event. Some businesses may offer to match the donations you collect!
- **Set a date** to have an assembly or presentation at your school to introduce the '**Pull for Poverty**'.
- Invite your '**Pull for Poverty**' contact to speak at your presentation. (Bridges of Hope office: 403-380-3844)

- **Set a fundraising goal** for your team, for yourself, even for your school! Get competitive and **challenge another school** to match your goal! Make a creative poster that outlines your school fundraising goal and hang it up in a high traffic area where kids can see it and track your progress!
- Get excited about the event and spread the word. Hang up posters (provided), pass out flyers, and create a Facebook group.

4 Weeks before the Event:

- **Ask permission to hold an assembly** to show the 'Pull for Poverty' DVD. Motivate and recruit as many participants as you can!
- **Secure a referee** for the event, **an MC** willing to host and introduce the teams and a first aid attendant. (school nurse perhaps or a qualified parent or teacher volunteer to be there the day of the event) Tug of war rules are available on the website – www.pullforpoverty.ca and in this package.
- Set up a **sign-up table** at lunch in a high traffic area.
- **Make regular announcements over the P.A.** Pump up the event! Send out challenges to different groups in the school i.e. **The Science Club** challenges **the Ignite Club**; or the **Football team** challenges their **coaches**; or any other fun and exciting grouping of teams you can think of! Also, let the students know where the table is located so they can sign up for the event. (PA announcement examples can be found at the 'Pull for Poverty' website in this package)
- **Hand out donation sheets and disclaimer and release forms to all participants.** (download forms from the Pull for Poverty Website or photocopy forms from this package) Be sure you have everyone's name, phone number and email address recorded.
- **Compile a mass-email contact list** and send out an email to thank all of your participants for joining. Also remind them of:
 - » **The date of the event.**
 - » **The deadline for the donations. (one week before the day of the event)**
 - » **The contact person information. ie. Teacher or leader of the club in charge**
 - » **To return the signed disclaimer and release form.**

2 Weeks before the Event

- Send a **media release** to local papers, TV and radio stations to cover your event. (samples available at the Pull for Poverty website and in this package) **Be bold and challenge another school**; there's nothing wrong with a little friendly competition to get you motivated - especially when it's such a good cause!
- Make **daily, morning 'PA Announcements'**.
- Remind participants of the upcoming event, the deadline for entries; and to **hand in their donations, Pledge Forms, and the Disclaimer and Release Forms before** the event.

1 Week before the Event

- Make a final list of the teams that will be participating.
- Go to the free **Round Robin Tournament Generator Tool** found at <http://www.teamopolis.com/tools/round-robin-generator.aspx>
(This site will help you put together the round robin tournament if you need it.)

During the Event

- **Set up a table** at the event. Have a **volunteer collect any late donations** and pledge forms from teams. Have a **cash box** with you that can be locked and given to a teacher or parent for safe keeping during the event.
- Have the **MC share some poverty facts** - download the **Poverty Fact Sheet** at the Pull for Poverty website or photocopy from this package.
- Have a **donation box available** and get your MC to encourage anyone that is visiting or watching the '**Pull for Poverty**' to make a donation in the box and help your school meet its goal!
- Have the MC **introduce your Referee**.
- The MC will **announce the rules** - very important!
- Have the MC **introduce all the teams** and call out the first two teams to participate.
- Take lots of pictures and **have fun!!!**

After the Event

- **Thank all of the participants and volunteers** and follow up with those who did not hand in their donations.
- **Count all cash and fill out the deposit slip** provided in the package.
- Put all checks and cash in an envelope, seal the envelope and sign on the seal.
- **Bring sealed envelope** to the Bridges of Hope office located at 223 - 207 13 Street North, Lethbridge, AB or make prior arrangements for a **Bridges of Hope staff member to pick up**.
- **Send thank you letters** to everyone that supported your event.
- Send your photos to **pullforpoverty@gmail.com**

A hungry man **is not a free man.**

---Adlai Stevenson

PULL FOR POVERTY



OFFICIAL PLEDGE FORM

Charitable Tax Donation #
863616843RR0001

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
34.					
35.					
36.					
37.					
38.					
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47.					
48.					
49.					
50.					
51.					
52.					
53.					
54.					
55.					
56.					
57.					
58.					
59.					
60.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.

TRACK IT ALL SHEET

Use this form to start organizing your group. Photocopy as needed.

1. Record each participant's name and contact information. Hand out the Pledge Forms.
2. After the "Pull", collect all funds and Pledge Forms from all participants. Summarize their information on this form.

Group Name

Group Leader's Name

Participant's Name	Phone Number	Email Address	Total Pledges	Total Collected
Total Pledges:				

"The prevalent fear of poverty among the educated classes
is the worst moral disease
from which our civilization suffers"


--William James

CASH COUNT SHEET

Denomination	Number of Coins and Bills	Total
\$2.00		
\$1.00		
0.25¢		
0.10¢		
0.05¢		
0.01¢		
\$100.00		
\$50.00		
\$20.00		
\$10.00		
\$5.00		
Total Cash Counted:		
Cash Collected		
Cheques Collected		
Total Collected		

Counter Signature: _____

Reviewer Signature: _____ Date: _____



PULL FOR

POVERTY

PULLING TOGETHER GIVES US THE
STRENGTH TO CHANGE LIVES

School Team Leader Package

PULL FOR POVERTY



TABLE OF CONTENTS

- Why 'Pull for Poverty'?
- Fact Sheet on Poverty
- Where Does The Money Go?
- How Can You Get Involved?
- 'Pull for Poverty' Participant's Package
- Fundraising Tips
- Track It All Sheet
- Cash Count Sheet

"...Let Us Recognize that extreme poverty anywhere is a threat to human security everywhere. **Let us recall that poverty is a denial of human rights.** For the first time in history, in this age of unprecedented wealth and technical prowess, we have the power to save humanity from this shameful scourge. Let us summon the will to do it."

KOFI ANNAN

WHY PULL FOR POVERTY?

According to UNICEF, 22,000 children die each day due to poverty, and they “die quietly in some of the poorest villages on earth, far removed from the scrutiny and the conscience of the world.”

Imagine knowing **extreme hunger and thirst** from as early as you can remember. At a young age you find yourself working to help with the family income **instead of attending school**. One day you wake up to find **your mother has died of starvation**. As a result of this, your sister is married off. **You are sold** and forced to **work as a slave** in a cocoa plantation to provide the world its chocolate ... and expect little hope for your future.

This is part of **Daniel Zopoula’s story**, founder and CEO of **Bridges of Hope**. **Over 20 million across the world** share a similar story to Daniel’s and are living in bondage this very day.



“The social injustices of this world are pulling the human race down,
and it’s time for us to pull back!”

- Sammy Golom

HOW DOES IT WORK?

Bridges of Hope hosted its first ever ‘Pull for Poverty’ in May 2010 in Lethbridge, Alberta. It was a huge success! ‘Pull for Poverty’ is a round robin tournament, tug-of-war fundraiser that helps raise awareness about poverty in the world today. This year we are inviting students and teachers from schools in your area to enter a team in the tournament and help Bridges of Hope bring light to the issues that matter most.

Each team will consist of 6 participants. Each participant is required to raise a **minimum** of \$100 in pledges; or \$600 per team. All the money will be donated directly to **Bridges of Hope** in aid of the work they are doing to help orphaned and vulnerable children in Africa and other impoverished countries around the world. A prize will be awarded to the participant who raises the most money in pledges. We encourage you to bring a cheering squad to join in the festivities.

Our hope is to see a **little friendly competition between schools**, and for the **entire school district to come together** in this event with Bridges of Hope in **pulling against poverty**.



GLOBAL POVERTY FACTS & STATS

Hunger and Poverty Concepts and Definitions

Hunger:

- The uneasy or painful sensation caused by want of food; craving appetite. Also, the exhausted condition caused by want of food.
- The want or **scarcity of food** in a country .
- A strong desire or craving.

Poverty:

- The state or condition of having **little or no money, goods, or means of support**; condition of being poor; indigence.
- Deficiency of necessary or desirable ingredients, qualities, etc. poverty of the soil.
- Scantiness; **insufficiency**.

Contaminated Water Supply and Unsuitable Sanitation Facilities:

- Lack of sanitization is the **world's biggest cause for infection**.
- **3.575 million people die each year from water-related diseases**.
- **43%** of water-related deaths are due to **diarrhea**.
- **84%** of water-related deaths are in **children ages 0-14**.
- **98%** of water-related deaths occur in the **developing world**.
- **884 million people lack access to safe water** supplies, approximately one in eight people.
- **443 million school days are missed each year** due to water-related illness.
- The water **sanitation crisis claims more lives through disease than any war claims through guns**.
- A North American taking a **five-minute shower** uses **more water** than a typical person living in a developing country slum uses in a **whole day**.
- The **daily requirements** for sanitation, bathing, and cooking is—**51 Litres** per person.
- **The poor in the slums** often pay **5-10 times more** per litre of water than **wealthy people** living in the same city.

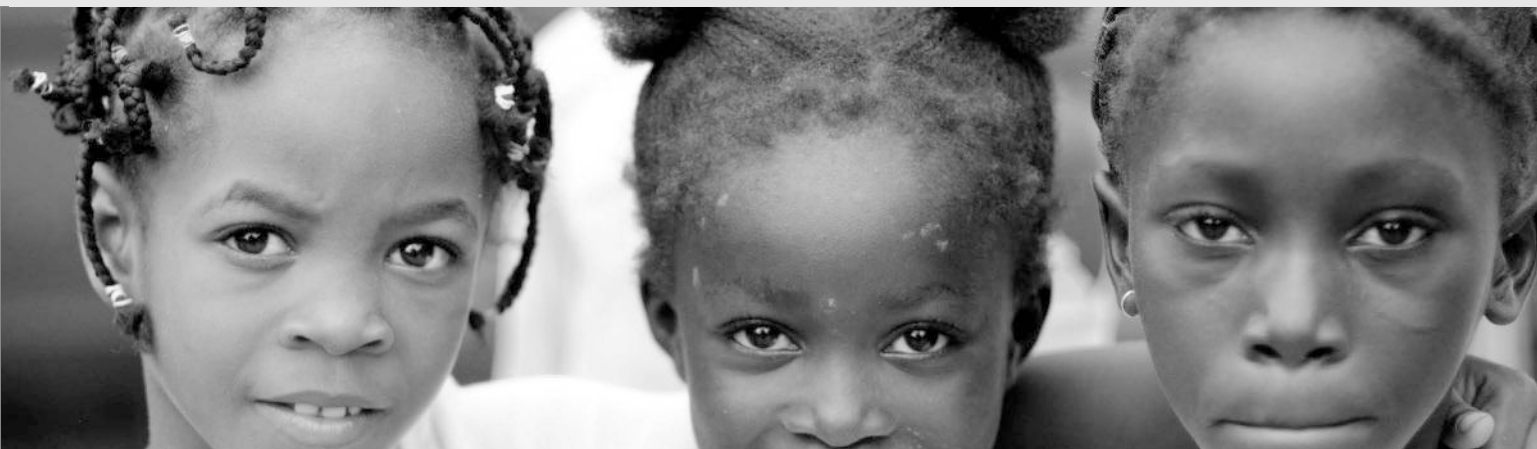
*Info for this section was adapted from Bridges of Hope's 'Water Highways Project'

Food Shortage and Malnutrition:

- **Abundance, not scarcity**, best describes the world's food supply. **Enough wheat, rice and other grains are produced** to provide every human being with **3,500 calories a day**. On earth, **enough food** is available to provide at least **4.3 pounds a day per person**. **The problem** is that many people are **too poor** to buy readily available food. Food is **always available for those who can afford it**—starvation during hard times hits only the poorest, (Food First).
- The majority of the **people who don't have enough to eat** live in poor, rural communities in developing countries. **Many have no electricity and no safe drinking water**. Public health, education and sanitation services are often of low quality, (FAO).
- **The world's most food-insecure and hungry people are often directly involved in food production**. They cultivate crops on small plots of land, raise animals and catch fish. **They do what they can** to provide food **for their families** or earn money at the local produce market, (FAO).
- Sub-Saharan Africa, with **239 million undernourished**, has the largest prevalence of undernourishment relative to its population size, (Feeding Minds).
- **Malnutrition** is one of the main causes of **low birth-weight babies**. Those who survive are likely to suffer major developmental defects and illness from earliest childhood through into adulthood. As a result, the **affected adult women** with these developmental defects are **likely to carry on the vicious cycle of malnutrition** by giving birth to low birth-weight babies.
- Some **30 million infants are born** each year in developing countries **with impaired growth** caused by poor nutrition in the womb, (Feeding Minds).

Education

- Even **mild forms of deficiencies** due to malnutrition can **limit a child's development and learning capacity** early in life. This can progressively lead to **hindrances in school performance**, resulting in higher **drop-out rates and illiteracy** in our future populations.
- The three main micronutrient deficiencies in children **could be greatly diminished** by **ensuring adequate food supplies** and varied diets that provide essential vitamins and minerals, (Feeding Minds).
- Many governments in the developing world are **not able to provide** consistent, **quality education for children**. We focus our attention on two main areas within the education sector: **Private Education and Girls' Education, (BOH)**.
- **Private education** in developing nations holds a number of **key advantages**. It has proven to be more **cost effective** than public school offerings, despite the scarcity of educational resources. In places where classes are smaller, **teachers are personally motivated**, and greater attention is paid to the challenges and **potential of individual students**. Private education provides **better academic opportunities** for children in low-income families and economically poor communities, (BOH).
- **Gender Equality**: In identifying the best projects, we recognize the need to specifically address the **educational support available for young girls**. Given the critical role women play within their broader communities, we recommend projects that bring attention to young girls' education and seek to correct the gender inequality problem in developing countries, (BOH).



General Health and Medical Care

- Each day, **24,000 children die from preventable causes** such as neonatal complications, diarrhea, malaria and pneumonia; this amounts to **8.8 million children each year**, (UNICEF).
- Nearly **20 million children worldwide suffer from severe malnutrition**. This contributes to one million child deaths annually, (WTO).
- Almost **16 million** of current **HIV infections are women and 2.1 million are children under age 15**, (UNAIDS).
- In keeping with the UN Millennium Development Goals, **Bridges of Hope** is partnering with key agencies to **reduce the preventable deaths of children under five**. Through our critical intervention centers, safe drinking water programs and projects, we are insuring that hundreds of mothers and children are well nourished, protected from infection & diseases with **access to essential health services**.

Economic Development

- **Over 1 billion people** in the world today live on **less than \$1.00 USD a day**; another **2 billion** live on **just \$2.00 USD a day**.
- **Tens of millions fall victim to war, natural disaster, corrupt governments and disease. The end result is**, despite charitable efforts over the last 20 years, **the number of those caught in extreme poverty has continued to rise**.
- Malnutrition can result in **major productivity and economic losses**. As adults afflicted by nutritional related disorders are unable to work, **educational losses** then affect their children too weak or sickly to attend school due to their hard physical work in helping to support their families. **Healthcare costs in developing countries increase significantly** due to the volume of these nutrition-related illnesses, (Feeding Minds).
- **Conflict is a cause of hunger and poverty**. At the end of 2005, the global number of refugees was at its lowest level in almost a quarter of a century. In **2008** there was a **significant increase in refugee numbers**, due primarily to the violence taking place in Iraq and Somalia. **By the end of 2008**, the total number of **refugees** under UNHCR's mandate **exceeded 10 million**. The number of conflict-induced internally displaced persons (IDPs) affected **26 million worldwide** at the end of the year.

Related Websites - Poverty and Hunger Information

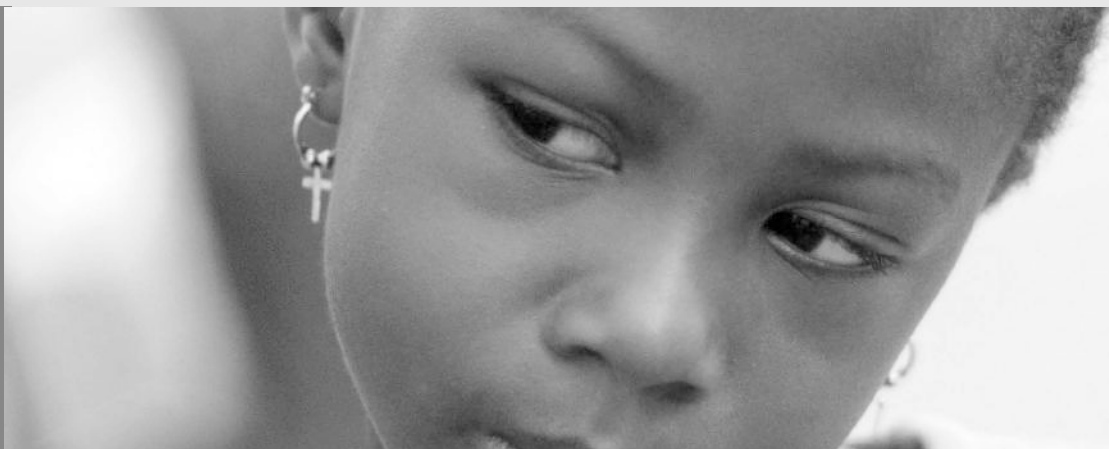
www.bridgesofhope.ca

www.fao.org

www.feedingminds.org

www.foodfirst.org/12myths

www.worldhunger.org



WHERE DOES THE MONEY GO?

The majority of work done with **Bridges of Hope** is based in **Burkina Faso, West Africa** which is the native home of founder and CEO, Daniel Zopoula. We also have active projects in many countries including, **Ethiopia, Tanzania, Rwanda, D.R. Congo, Haiti** and the **Dominican Republic**. Among various project areas of critical aid, one of the most important sectors is in providing vital care for **orphans and vulnerable children**. The problem of poverty affects billions but it is in serving the needs of one child or family at a time that will help stop the spread of preventable diseases and **offer hope** for a better way of life.

Nutrition and Food Security Programs

Healthy food is hard to come by in many parts of the underdeveloped world. Even though we produce enough resources to meet the world's needs, **over 850 million people still go hungry** every day. With the rise of global food prices and the constant threat of famine in many countries, it is a **constant struggle** for parents to meet their family's basic needs and provide enough food. So, to provide the much needed health sources, **Bridges of Hope** has placed specific investments in **supplemental food production, foster homes, medical care** and **education** for orphans. We also focus on providing medical assistance for mothers with **chronically sick and severely malnourished infants**. These programs give "at risk" children the opportunity to receive the proper nutrition and health care needed to focus properly in school and have a fair chance at success in life.

Safe Water Projects

Although water is the most abundant resource on earth, there are still **1 billion people without access to safe water**. (Every day, women and children walk many miles to collect bacteria-ridden water from the only source that is available.) **Providing a healthy source of water** is the first major step in raising the standard of life for everyone in the community. When clean water is available close by, women can focus on other important duties and spend their time and energy on providing better nutrition, education and security for their families.

Other water-based problems are as simple as **providing a toilet** for girls to use at school. When maturing into teen years, **girls often quit school to save the embarrassment** of exposure in improper facilities. Providing toilets ensures a healthy environment where young women can **feel safe, respected** and have all the more reason to continue their **critical education** and develop into **successful young women**.

Protecting Children at Risk

Whether children have parents and a home or are orphaned and live with a relative, **the risk of being improperly cared for exists**. Since parents can barely support their own family's basic needs, **children often have to work instead of going to school**; or worse, be abandoned or **sold into slavery** because their family cannot afford to feed them at home. With the funds for child sponsorship, education, proper food and necessary health care **can be** provided to young children who are otherwise vulnerable to become victims of the poverty crisis which they cannot change themselves.

HOW CAN YOU GET INVOLVED?

Build a team

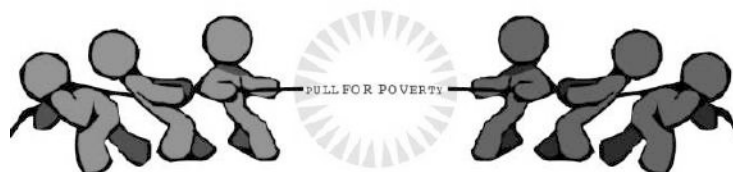
Now that you know **why** to 'Pull for Poverty' and where the money goes, it's time to begin! These next few pages are designed to help you build your team. Each 'Pull for Poverty' team consists of **6 members**. That's you plus 5 of your friends who are **willing to join you in the fight against poverty!** You and your 5 friends need to **register your team** and **choose a team name**. Each of you will get a copy of the Participant's Package consisting of:

- 1.) Individual Registration Form
- 2.) Team Registration Form (only one per team to hand in)
- 3.) Release and Waiver of Liability (signed by you and your parents)
- 4.) General Rules and Guidelines
- 5.) Sample Fundraising Letters (sign and make copies to give to all your friends and family)
- 6.) Pledge Form (to track all donations)
- 7.) Fundraising Tips

Once you have these forms, you and your team are ready to start **spreading the word, creating awareness about global poverty**, and most importantly **making a difference!**

Let the **voice of your generation** be heard!

Make a stand against the injustices that are pulling the human race down
and pull back!



PULL FOR POVERTY



PARTICIPANT'S PACKAGE

1. Individual Registration Form
2. Team Registration Form
3. Release and Waiver of Liability
4. General Rules and Guidelines
5. Sample Fundraising Letters
6. Pledge Form to Track All Donations
7. Fundraising Tips

*"If you can't feed a hundred people,
then feed just one"*

MOTHER TERESA

INDIVIDUAL REGISTRATION FORM

Name: _____

Phone: _____

Email: _____

Emergency Contact: _____

Phone: _____

Sex: Male Female

I am part of a team: Name of Team: _____

I need to be placed in a team:

Any current or past medical conditions? YES NO

If Yes, please explain briefly: _____

Team Division

Boys Girls Coed

This form needs to be filled out and given to the Event Organizer one week **prior** to the event date.

The world is very different now.

For man holds in his mortal hands

the power to abolish all forms of human poverty,
and all forms of human life."

-- John F. Kennedy

TEAM REGISTRATION FORM

Team Name: _____

Team Leader: _____

Contact Number: _____

Email: _____

Team Members

1. _____
Name/Grade

4. _____
Name/Grade

2. _____
Name/Grade

5. _____
Name/Grade

3. _____
Name/Grade

6. _____
Name/Grade

Team Division

Boys Girls Coed

This form should be filled out and handed in to the 'Pull for Poverty' event organizer, no later than one week prior to the event. Only **one** *Team Registration Form* is necessary per team.

"There is enough in the world for everyone's need,
but not for everyone's greed."

-Frank Buchman

LEGAL DETAILS – RELEASE AND WAIVER OF LIABILITY

In consideration of the acceptance of my entry and permission to participate in and attend the **BRIDGES OF HOPE 'Pull for Poverty'** on the _____ day of _____ 20__ in _____.

I, for myself, my heirs, executors, administrators and assigns, hereby release, hold harmless and forever discharge Bridges Of Hope International Network Of Development Agencies, the City of _____, all **'Pull for Poverty'** organizers, volunteers, workers and all other associations, sanctioning bodies, promoters, sponsoring companies and organizations in any way associated with the **'Pull for Poverty'** and their respective officers, directors, employees, agents, officials, servants, contractors, representatives, successors and assigns (collectively or singularly the "Releasee") from any and all liability, actions, causes of action, claims, complaints, suits, debts, demands, costs, expenses, statutory rights, or remedies, whether in law or equity in respect of death, accident, injury, illness, loss, or damage to persons or property caused by negligence or otherwise of the Releasee arising directly or indirectly as a result of, or in any way connected with, my participations in or attendance at the **'Pull for Poverty'** and waive any such claims arising directly or indirectly from or attributable in any way to any act or omission of the Releasee in connection with the sponsorship organization and execution of the **'Pull for Poverty'**.

I understand to save and hold harmless and agree to indemnify the Releasee from and against any and all liability incurred by any or all of them, whether caused by the negligence of the Releasee or otherwise arising directly or indirectly as a result of, or in any way connected with my participation in or attendance at the **'Pull for Poverty'** whether as a spectator, participant, competitor or otherwise, whether prior to, during or subsequent to the **'Pull for Poverty'**.

I understand and I am sure of the nature and circumstances involved in the **'Pull for Poverty'**. The participant hereby fully assumes responsibility for any risk of bodily injury, death or property damage howsoever arising out of this event, whether foreseen, or unforeseen, and whether caused by negligence or otherwise.

I consent to receive medical treatment in the event of injury, accident and/or illness at or during the **'Pull for Poverty'**. I represent and warrant that I am in proper physical condition to participate in the **'Pull for Poverty'** and I understand that participation could, in some circumstances, result in physical injury.

I understand that the **'Pull for Poverty'** may be photographed, filmed or recorded and I consent to allow my photograph, audio or video likeness to be used for any purpose by the Bridges of Hope organization or any of its agents, officials, servants, contractors, representatives, successors or assigns.

I have read this **Release and Waiver of Liability** and understand its terms. I also understand that I have given up substantial legal rights by signing. I have signed it freely and voluntarily and intend my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

Dated at _____, this _____ day of _____, 20__

Participant's Name

Participant's Signature

I _____ the parent/guardian of _____ have read and understand the above release and waiver liability and with such knowledge give permission for my child _____ age _____ to participate in and attend the Bridges of Hope Pull for Poverty.

Parent/Guardian Signature



GENERAL & GUIDELINES

1. Participants Must Be Wearing Full Length Pants (No Shorts Allowed)
2. No Swearing
3. Running Shoes Required - No Sandals or Open Toed Shoes Allowed
4. No Wrapping the Rope Around Hands, Wrists, Arms, or Any Other Body Part
5. Hands Must Be Free and Clear of Any Sticky Substances or Powders
6. Each Team Must Consist of SIX (6) Members
7. Each Team Member is Responsible for Raising a Minimum of \$100/Person or \$600/Team. (Tax Receipts Will Be Issued for Pledges over \$20)
8. Pledges Will Be Due On _____
9. All Pledge Forms, Pledged Monies, Team Name, and Roster Must Be Handed in ONE Week Prior to the Event to Ensure Adequate Time for Arrangement of Round Robin Tournament Schedule
10. Event Start Time Will Be _____



DEAR FRIENDS AND FAMILY,

I've been given an amazing opportunity to connect with other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and **support a great cause.**

Bridges of Hope is a non-profit organization that is advancing poverty relief and community empowerment amongst the poorest nations of the earth. They are working to improve health, education, social services and economic development amongst the poorest people in the poorest nations.

In the first ever **Bridges of Hope 'Pull for Poverty'**, over \$10,000 was raised in a single day! My hope is that this year will be even more successful and bring about even greater change. I will be part of a 6 member tug-of-war team that needs to raise a minimum **\$600 as a group or \$100 per person.** My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
(Name of school) (Date)

So please, come cheer us on and **join in the fun** as we do our part to raise money to supply **meals, clean drinking water** and **education.** All for kids - just like me - that desperately need our help.

Thank you so much for your generous support and enthusiastic involvement! Please make cheques payable to **Bridges of Hope** (any donations over \$20 will receive a charitable tax receipt). If you have any questions at all, please call **Bridges of Hope: 403-380-3844.**

My personal goal is to raise _____!

Please help me win the prize for most money raised!

Sincerely,

"Poverty often deprives a man of all spirit and virtue;
it is hard for an empty bag to stand upright"

-Benjamin Franklin

DEAR BUSINESS OWNER

I've been given an amazing opportunity to join other students in our High School to help make a difference in the **global poverty crisis!** We want to make an impact in a way that is fun and brings people together to learn how to make a difference and support a great cause.

Bridges of Hope is a non-profit organization that is advancing poverty relief and community empowerment amongst the poorest nations of the earth. They are working to improve health, education, social services and economic development amongst the poorest people in the poorest nations.

In the first ever **Bridges of Hope 'Pull for Poverty'**, over \$10,000 was raised in a single day! My hope is that this year will be **even more successful** and bring about even greater change. I will be part of a 6 member tug-of-war team that needs to raise a minimum **\$600 as a group or \$100 per person.**

My goal is to blow past the minimum! **This is where your involvement comes in and is so important!** I have decided to offer my time and energy and am asking if you could please support me by making a corporate pledge towards this worthwhile cause. Every penny raised will go to the work which **Bridges of Hope** is doing around the world to raise the quality of life for those who need it most.

This event is being held at _____ on _____
(Name of school) (Date)

I invite you to come, cheer us on and **join in the fun** as we do our part to raise money to **supply meals, clean drinking water and education.** All for kids - **just like me** - that desperately need our help.

Thank you so much for your generous support and enthusiastic involvement! Please make cheques payable to **Bridges of Hope** (any donations over \$20 will receive a charitable tax receipt). If you have any questions at all, please call **Bridges of Hope: 403-380-3844.**

My personal goal is to raise _____ !

Please help me win the prize for most money raised!

Sincerely,

"The world is very different now.

For man holds in his mortal hands the power to abolish all forms of human poverty,
and all forms of human life."

-John F. Kennedy

PULL FOR POVERTY



OFFICIAL PLEDGE FORM

Charitable Tax Donation #
863616843RR0001

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.

Donor Name	Address	Postal Code	Phone Number	Amount	Cash or Cheque
25.					
26.					
27.					
28.					
29.					
30.					
31.					
32.					
33.					
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53.					
54.					
55.					
56.					
57.					
58.					
59.					
60.					
Total Pledges:					

Please make cheques payable to, Bridges of Hope. Pledges can also be made via credit card by calling 403-380-3844.
Pledges over \$20 will be issued a tax receipt when complete mailing address is provided.

FUND RAISING TIPS

Spreading the word and **creating awareness** about global poverty is increasingly important. The **'Pull for Poverty'** is all about creating advocates for the poor; but it is also about raising the funds to help those in need. Did you know that it costs **only 27 cents to feed a hungry child one meal?** How many people do you know that can afford 27 cents? Most people are willing and able to help.... All we have to do is ask. **Here are some helpful tips on fundraising:**

- **Set a personal goal** for yourself and your team.
- Explain to your friends and family exactly **what you're doing and why**. Let them know that **you are part of a generation that does not have to stand for poverty existing in the world!**
- Don't be afraid to ask, **remember you are not asking for yourself, but rather for a child in desperate need**. Every amount helps, no matter what people are able to give and remember to **always thank them**.
- Contact local businesses and ask if they would be willing to **match your fundraising goal**.
- Encourage people to go to www.bridgesofhope.ca to learn more about the work they do and the people they help. This is an easy way to inform out-of-town friends and family about what you're doing and why.
- Put up a **goal poster** to show everyone at school how your group is progressing.
- Create friendly competition amongst other school groups that are participating in the **'PULL FOR POVERTY'** and challenge them to match or beat your goal.
- Get your teachers involved, **challenge them** to meet or beat your goal.
- Let people know that **any donation over \$20 receives a tax receipt**.
- Stay motivated! The more money raised, the more hungry mouths **you** can feed! Remember that you are doing your part in, **"Taking a Stand Against Hunger, Poverty and Injustice"**.

**"If you want to make the world a better place, take a look at yourself,
and then make a change...."**

--Michael Jackson

TRACK IT ALL SHEET

Use this form to start organizing your group. Photocopy as needed.

1. Record each participant's name and contact information. Hand out the Pledge Forms.
2. After the "Pull", collect all funds and Pledge Forms from all participants. Summarize their information on this form.

Group Name

Group Leader's Name

Participant's Name	Phone Number	Email Address	Total Pledges	Total Collected
Total Pledges:				

"The prevalent fear of poverty among the educated classes
is the worst moral disease
from which our civilization suffers"

--William James

CASH COUNT SHEET

Denomination	Number of Coins and Bills	Total
\$2.00		
\$1.00		
0.25¢		
0.10¢		
0.05¢		
0.01¢		
\$100.00		
\$50.00		
\$20.00		
\$10.00		
\$5.00		
Total Cash Counted:		
Cash Collected		
Cheques Collected		
Total Collected		

Counter Signature: _____

Reviewer Signature: _____ Date: _____

CAUSE

*From Hearts to Hands:
Let's CHANGE our World*





Unit Plan Overview: From Heart to Hands: Let's CHANGE Our World!

Number of Lessons: 4

Time: approx 45 minutes/lesson

Description: **Coins are always jingling in pockets, and there are always lots around! Why not use the pennies, nickels, dimes and quarters to CHANGE our world? Students can pick from a variety of causes and create a campaign/event that will bring the student (and community) population together in an effort to CHANGE Our World!**

Although the unit has a basic structure, flexibility will be maintained to allow for inclusion of student talent and interest. Emphasis is on student initiative and ingenuity; the teacher is to act as a facilitator and guide.

Alberta Curricular Connections:

Language Arts 3.4 : Use appropriate visual, print and/or media effectively to inform and engage the audience.

4.1: Enhance artistry by experimenting with figurative language and illustrations to create visual images, provide emphasis or express emotion.

5.2: Contributing in group situations, by asking questions and building on the ideas of others, assisting in setting and achieving group goals by inviting others to speak, suggesting alternatives...and listening to a variety of points of view.

: Evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement.

Social Studies Strands

a) *Power, Authority and Decision Making*

- a critical examination of the distribution, exercise and implications of power and authority
- examine justice and laws, fairness and equity, conflict and cooperation
- promotes active and responsible citizenship

b) *Economics and Resources*

- explores multiple perspectives on the use, distribution and management of resources and wealth
- explores the effects that economics and resources have on quality of life around the world

c) *Global Connections*

- develops students' understanding of citizenship and identity and the interdependent or conflicting nature of individuals, communities, societies and nations. Exploring this interdependence broadens students' global consciousness and empathy with world conditions
- better comprehension of sustainability and universal human rights

Objective(s):

- Students will acquire knowledge of self and others through contributing to school's positive environment
- Students will develop organizational skills through participation in school-based activities
- Students will develop leadership skills while preparing school-wide activities
- Students will become active global citizens
- Students will use knowledge to initiate an action project

#	Focus	Concepts/Skills to be Introduced
1	Exploring Poverty and the Millennium Development Goals	Looking at what is being done and what still needs to be done in order to CHANGE our world
2	Creating CHANGE: choosing a cause & making a plan	How to merge needs and passions and develop a project that will fit into both
3	Marketing: Getting the Word Out	Aspects of effective advertising (posters, press releases), creating marketing products.
4	Celebration; Self-evaluation; Giving CAUSE an Update!	Value of self-evaluation and letting CAUSE know the results!

Resources and Materials

- Websites:
 - o www.cause.ca
 - o www.worldonfire.ca
 - o <http://ca.youtube.com/watch?v=6Sb6RmRMbBY>
- Handouts
 - o Advertising Handout
 - o Advertising Rubric
 - o Sample Press Release
 - o Press Release Worksheet
 - o Self-Evaluation Sheet



Lesson 1 of 4

From Heart to Hands: Let's CHANGE Our World!

Exploring Poverty and the Millennium Development Goals

Time: 45 minutes

Materials: (optional) CAUSE staff person for workshop, website/projector

Objectives: Students will be exposed to different development projects. Students will explore the Millennium Development Goals (MDGs).

Introduction: (5-7 minutes)

1. Show the video World on Fire (<http://www.worldonfire.ca/>).

Body: (30-35 minutes)

- 1) Ask about what we can do to help people around the world. Look at CAUSE website, projects (www.cause.ca).
- 2) ****You have the option of contacting CAUSE Canada (info@cause.ca) and having CAUSE come (free of charge!) and do an interactive poverty workshop with your students**** Teach the Millennium Development Goals (<http://www.mdgmonitor.org/>). Talk about the different faces of poverty (health/sanitation, access to opportunity, environment, maternal health...)
- 3) Discuss: What does it mean to be a global citizen?

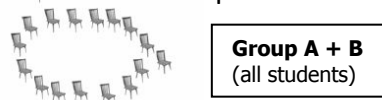
Closure: (5-7 minutes)

Play Imbalanced Musical Chairs

- Divide students into 2 groups: one group of 3 (Group A) and one group with the rest of the students (Group B).
- Arrange the classroom chairs into 2 sets of circles. Have ALL the chairs (except 3) moved into one circle, and have 3 chairs in another circle.
- Put Group A (the small group) with the large circle of chairs, and put Group B (the large group) with the 3 chairs.
- Explain the 'new' rules of musical chairs: students must stay with their groups and circle around the chairs while the music plays. When the music stops, they must find a spot (however, more than one person can sit on the same chair).
- Start and stop music.
- Take away a chair from Group B and give it to Group A. Continue playing. Keep taking chairs until B only has one chair left.



- Now, rearrange the chairs so that there is one big circle. Combine groups A and B. Play the game again. Start and stop the music.



Discussion: How did you feel in this game? Was it fair? Why/why not? There is enough food in the world for everyone to eat, but 800 million people go hungry every day. Why is this? What are we doing that with what we have?



Lesson 2 of 4

From Heart to Hands: Let's CHANGE Our World!

Creating a CAUSE: What Kind of Project Do We Want?

Time: 45 minutes

Materials: computer/projector for YouTube video, large & small copies of calendar

Objectives: Students will contribute ideas about project & list/priorities project items.

Introduction: (5-7 minutes)

- 1) Review what students learned about poverty.
- 2) Ask students for suggestions about the best way to eliminate poverty. Ideas might include: roads, water, health care, education, shelter, etc... Explain that there is no one answer, that different people view different things as being more important to eliminate poverty.
- 3) **Check out CAUSE's online gift catalogue (located under "WAYS TO GIVE" on our website, www.cause.ca) or request some hard copies for your classroom. With your students, choose a project that you would want to support.**

Body: (30-35 minutes)

- 1) Explain "CHANGE Your World" project.
- 2) With students, brainstorm methods of collecting coins in order to raise funds and awareness about the item(s) they have chosen (textbooks, etc...).
- 4) Have students start brainstorming what their project will look like by using the WHO, WHAT, WHEN, WHERE, WHY.
- 5) Students list the items 'to do' throughout the project (advertise, collect, etc...).
- 6) Prioritizing lists: what are the 'musts', the 'should dos', and the 'if we have time' items? Have student volunteer to come up to the board and color code.
- 7) Put up large calendar, hand out smaller copies. Together, plan when these details must be complete.

Closure: (3 minutes)

- Watch a video about how students CAN make a difference (example: <http://ca.youtube.com/watch?v=6Sb6RmRMbBY> –6.5 minutes)

Evaluation: brainstorming ideas, logic of thought



Lesson 3 of 4

From Heart to Hands: Let's CHANGE Our World!

Marketing: Getting the Word Out

Time: 45 minutes + time to work on products

Materials: Press Release worksheet/Advertising worksheet, Sample Press Release
Rubrics for marketing products/press releases

Objectives: Students will apply effective marketing techniques to advertising products.

Introduction: (5 minutes)

1. Ask students how they find out that something is happening? What are different ways to 'market'?

Body: (30-35 minutes)

- 1) Hand out Press Release sheet. Read a sample press release—have students highlight the answers to the 5Ws.
- 2) Hold up different colors of paper, ask students what kinds of things they think that those colors might evoke.
- 3) Hand out Advertising Sheet, go over other elements (shape, line, words, size, neatness).
- 4) Go over marking scheme/rubric for each product.
- 5) Students begin work on products.

Closure:

Ask students if they can think of any other ways to get the word out—what can they do during the day when they're interacting with other students?

Evaluation:

Student discussion

Grade on marketing product

Lesson 4 of 4



From Heart to Hands: Let's CHANGE Our World!

Celebration & Reflection on a Job Well Done

Time: 45 minutes

Materials: Self-evaluations, internet

Objectives: The student will evaluate the project and his/her participation in it.

Introduction: (5 minutes)

- 1) Ask students for feedback on event/fundraiser.

Body: (30-35 minutes)

- 1) Explain importance of reflection.
- 2) Hand out self-evaluation. Read over questions to class, explain each one.
- 3) Give students time to work.
- 4) *Debrief:* ask students what they thought THEY did well...also, what they thought they could WORK on...why?

Closure:

Have students go onto CAUSE website (www.cause.ca) and fill out the Contact Form (under "Contact Us") to let CAUSE know how the project went, what their thoughts were, etc...

Evaluation:

Self-evaluation



Advertising & Marketing: How to Get the Word Out!

We may or may not realize it, but there are so many things about advertisements that catch (or don't catch!) our attention. Here are a few to keep in mind:

(a) Colors:

Red: attention, exciting

Blue: non-threatening, calm

Yellow: welcoming, friendly, happy

Green: fresh, relaxing

Purple: royal

Black: mysterious, gloomy, threatening

Brown: warm, comforting

White: innocence, healthy

(b) Shapes

Rounded: relaxing, inviting

Angular/Straight: powerful

Jagged: upsetting

(c) Lines

Horizontal (–): relaxing, peaceful

Vertical (|): captures attention

(d) Words

Imagery: keeps interest

Short sentences/phrases: keeps attention

(e) Size of Words/Graphics

Large: draws the eye

Small: more easily ignored

(f) Organization/Neatness

Evenly Spaced: peaceful

Crammed, Messy: overwhelming



Name(s): _____



Marketing Product/Press Release

	4	3	2	1	
Content (5 W's: who, what, when, where and how)	Product adequately addresses the 5 W's.	Product addresses 4 of the 5 W's.	Product addresses 3 of the 5 W's.	Product addresses less than 3 of the 5 W's.	
Attractiveness and Creativity	The product is exceptionally attractive in terms of design, layout, and neatness.	The product is attractive in terms of design, layout and neatness.	The product is acceptably attractive though it may be a bit messy.	The product is messy or poorly designed.	
Word Choice and Usage	The product contains word choices that make it exceptionally interesting to readers.	The product contains word choices that make it interesting to readers.	The product is marginally interesting to read.	The product shows no intent to interest a reader.	
					/12

Comments:



Name(s): _____



Marketing Product (Press Release)

	4	3	2	1	
Content (5 W's: who, what, when, where and how)	Release addresses the 5 W's.	Release addresses 4 of the 5 W's.	Release addresses 3 of the 5 W's.	Release addresses less than 3 of the 5 W's.	
Spelling and Grammar	Final product has no spelling or grammar errors.	Final product has no more than 2 spelling or grammar errors.	Final product has 3 or less spelling or grammar errors.	Final product has more than 3 spelling or grammar errors.	
Word Choice and Usage	The release contains facts, figures, and/or word choices that make it exceptionally interesting to readers.	The release contains facts, figures, and/or word choices that make it interesting to readers.	The release contains some facts or figures but is marginally interesting to read.	The release does not contain facts or figures that might make it interesting to read.	

/12

Comments:



Writing a Press Release



When a press release comes in, editors look for the following things:

WHAT: Is it an event?

WHEN/WHERE: When and where does it happen?

WHY: Why would our readers want to hear about it?

WHO: Who does it impact?

In the newsroom, they are deluged with press releases every day—make sure yours stands out!

1. Ask yourself whether the readers will think that your release is interesting and newsworthy. Make sure you address those 5 W's listed above.
2. Write a good headline for your release, something a little catchy. Your headline won't be re-used by editors, (they write their own headlines), but it will catch the attention of the editor who's deciding whether your release is worth paying attention to.
3. Format: Keep it simple and sweet.
Start at top with: *For Immediate Release*. Then put your headline.
Start the first paragraph with the date of the release and the place (CALGARY, AB).
End the release with the phone number and e-mail address of a contact person.
4. Structure: Start with the most important information and work your way down to fluffy details.
5. Send the release via fax or e-mail to your contacts.
If you send via e-mail, put the release in body of your email, as attachments are often deleted due to virus fears.
6. Media is under no obligation to print news releases, but if they are interested, they will call you (and when they do, respond as soon as possible, as they are often under a deadline). If your releases are full of good content that is of interest to their readers, you will eventually see results.

[Date of Sending]

for immediate release

Bringing CHANGE to Our World
Young Canadians “Give a Dime” about Global Poverty

In Sierra Leone, West Africa, not everyone has the privilege of sitting in a classroom.

The amount of money that North Americans spend annually on ice cream, however, could foot the 5.3 billion dollar bill that it would take to send all of these 77 million children to school.

Students from [school name] have joined with CAUSE Canada, an international development organization (www.cause.ca) in a **CHANGE Our World** campaign. They will be bringing in loose change—cleaning out wallets, piggy banks and purses of the jingling coins—in an effort to make a big difference in the lives of students in Sierra Leone. It will run from [dates] with the aim of raising [fundraising target] to go towards [items that school is fundraising towards]. **Our change could change their world.**

For more information, contact:



Name: _____

Self Evaluation



5 = all the time
 4 = most of the time
 3 = some of the time
 2 = not very often
 1 = oops...

For each question, circle the number that corresponds to how you performed in the project. Give a reason for your assigned grade in the lines below each.

- 1) I arrived well-prepared and ready to learn and work. 5 4 3 2 1
(brought supplies, arrived on time...)

- 2) I demonstrated good listening when the teacher, guests, and classmates were speaking. 5 4 3 2 1
(good eye contact, not talking to others)

- 3) I was excited about the project and spread my enthusiasm to others. 5 4 3 2 1
(telling others, etc...)

Total: /15

One thing I could improve: _____

One thing I did well: _____

Optometry Giving Sight

Say Yes today for a better tomorrow

OPTOMETRYGIVINGSIGHT

Transforming lives through the gift of vision



ACGC 
 Alberta Council for Global Cooperation

FAQs related to Vision Centres**How much does it cost to establish a vision centre?**

The estimated costs (US\$) to establish a vision centre, equip an optical lab and train staff are as follows*:

Establish and equip a vision centre*	\$50,000
Establish and equip an optical lab* (one lab can support two vision centres)	\$47,000

Example training and equipment costs with set-up (costs included in the vision centre and optical lab establishment above)

Average annual cost to train an optometric professional	\$7,500
Edger	\$13,000
Slit lamp and table	\$9,000
Computer and set up	\$6,000
Hand edger	\$1,500
Trial lens set	\$1,000

*costs may vary depending on location

What does the term 'optometric professionals' mean?

This term includes vision technicians (refractionists), spectacle technicians (dispensers) and optometrists. The optometrists and vision technicians tend to work in the vision centres, while the spectacle technicians tend to work in the optical labs.

Why are vision centres so important?

Vision centres provide a sustainable, cost effective solution for patients in countries with few resources. In one year, one vision centre can provide sight to up to 3,000 people. That means that 10 vision centres over 10 years can provide sight to up to 300,000 people.

Training local eye care professionals to deliver the services also provides local employment in developing communities.

Do vision centres provide free services and glasses?

At the vision centres, eye examinations are performed free of charge and, if needed, patients can purchase low cost glasses. If a patient cannot afford to pay anything for the glasses, then they are provided free of charge.

How long before a vision centre becomes self sustainable?

Each situation is a little different and may follow a slightly different model.

The Public Sector Model

This model incorporates the vision centre into an existing public health facility. In Tanzania, for example, the vision centres are being developed in conjunction with their Ministry of Health. The optometrists are already employed by the hospital, which also provides the space, utilities, and equipment insurance. These costs are not currently charged back to the vision centre.

Our partner in this project, ICEE, provides the equipment and eye care “seed stock”(e.g glasses, lenses etc). The funds from the sale of the stock then go into a ‘revolving fund’ at the institute / hospital so that the funds maybe used to replenish stock. Once the centres become integrated into the hospitals where they are housed (and with the revenue stream from sales of glasses) they will be self supporting.

The Non-Governmental Organization (NGO) Model

In this model an NGO owns and operates the vision centres within existing public health structures. In Sri Lanka, for example, ICEE has established a local NGO and the vision centres operate though revenues generated by provision of services and the manufacturing and sale of glasses. External funding is still currently required to support these vision centres but it is envisaged that they will at some stage become self-sustainable.

Will vision centres be privatized? Who owns them?

They may be owned by the Government through their Department of Health (or Education), but as described above, they might also be owned by other not for profit entities.

How are vision centres linked to local governments?

All projects are developed in conjunction with district, regional or National Governments. The development of National Eyecare Strategies is a core principle of VISION 2020: The Right to Sight.

What are the main challenges that vision centres face?

These are many and varied. Remoteness; recruitment and training of personnel; retention and the development of suitable career paths; access to resources / utilities; competition for funding from other health priorities; lack of awareness of the importance of vision care; lack of access to glasses; bureaucracy; regulatory issues; etc.

What is the exit policy for projects that Optometry Giving Sight funds?

The ideal situation is that the Government or teaching institution integrates the model into their budget and operational activities as described above; or that a local entity takes ownership and responsibility for managing the business. This can often be a staged process; with the NGO reducing the level of financial dependence but retaining some responsibility for ongoing training and skills development.

Is there an opportunity to volunteer at these vision centres?

Opportunities to volunteer will be dependent on the circumstances of each individual vision centre. Optometry Giving Sight works with an alliance of agencies and NGOs that coordinate the staffing and running of the vision centres, and any volunteer placements will be determined by these organizations. Visit www.givingsight.org to find out more.

**Your urgent help is needed to
give sight to people in need.**

**Includes
support for
Haiti**



Patients waiting for eye exams and glasses at a temporary eye clinic in Sri Lanka.

**Donate today and
add a brick**

Please help us build Vision Centres

Say Yes todayTM
for a better tomorrow

OPTOMETRYGIVINGSIGHT

Transforming lives through the gift of vision

www.givingsight.org

I Said *Yes* today
for a better tomorrow

I Said *Yes* today
for a better tomorrow

I Said *Yes* today
for a better tomorrow

I Said *Yes* today
for a better tomorrow

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**Your urgent help is needed to
give sight to people in need.**

Say *Yes* today™
for a better tomorrow

**Includes
support
for Haiti**



Patients waiting for eye exams and glasses
at a temporary eye clinic in Sri Lanka.



**Please make a donation
and help establish vision centres
in developing communities.**

OPTOMETRYGIVINGSIGHT

Transforming lives through the gift of vision

Say *Yes* today™

for a better tomorrow

The Problem:

Today, more than 670 million people live without access to the eye exams and glasses they need. Without glasses, children may be unable to learn at school and parents unable to work to provide for their families.



Photos courtesy of ICEE

The Solution:

Training local eye care professionals and establishing community based vision centres and optical labs are the only way to solve this global problem for the long term.

**Please help us give sight.
Say YES today™ and make a donation.**



Visit www.givingsight.org to learn more.

OPTOMETRYGIVINGSIGHT

Transforming lives through the gift of vision

85% of donations go directly to support programs that help give sight to those most in need.

OPTOMETRYGIVINGSIGHT

Transformer des vies en donnant la vue

La formation de 683 professionnels sur place dans 16 pays.

En 2010 L'Optometry Giving Sight (Optométrie-Dons-Vision) ont contribué à la mise sur pied de 8 centres de la vue et à la formation de 683 professionnels sur place dans 16 pays. Et cette année nous espérons de doubler ce numéro!

Optometry Giving Sight invite les optométristes du Canada de faire partie de la campagne **Say YEStoday™**, (Dites OUI aujourd'hui) pour donner la vue aux millions de gens dans le besoin. Il y a 670 millions de gens qui n'ont pas accès aux services d'examen de la vue et de lunettes dans le monde.

Profitez de l'occasion pour dire OUI aujourd'hui (**Say YEStoday**) et devenez un donateur régulier ou versez un don unique à www.givingsight.org. Vous pouvez inviter vos patients à « acheter une brique » pour bâtir un centre de la vision et à placer cette brique en papier sur la grande affiche illustrant un centre de vision, dans votre bureau. Ces briques coûte 5\$ qui est le coût pour procurer un examen de la vue et une paire de lunettes dans des pays en développement. Ces briques et l'affiche font partie de la trousse gratuite; demandez-la à canada@givingsight.org ou au 1-800-585-8265, poste 4.

La formation de professionnels de la vue sur place ainsi que l'établissement de centres de la vue communautaires et d'ateliers optiques constituent le seul moyen de résoudre ce problème mondial à long terme. Ces programmes assurent des résultats viables et durables pour les personnes dans le besoin.

Rani est un exemple des gens qui avait sa vie transformé grâce à la générosité des optométristes du monde. Comme vous savez, il n'est jamais facile de cumuler travail et responsabilités parentales. En travaillant comme couturière à partir de la maison, Rani pouvait s'occuper de ses jeunes enfants tout en assurant une importante source de revenu à sa famille. Rani savait que sa vue se détériorait et lorsqu'elle est devenue incapable d'enfiler une aiguille en montrant à coudre à sa fille aînée, elle s'est mise à craindre pour son emploi.

Rani s'est rendue au centre de la vision de la localité rurale de Warakapola, au Sri Lanka, où le technicien, Niroshan, lui a examiné la vue et lui a donné une paire de lunettes. « Ces lunettes faciliteront mon travail », s'est exclamée Rani, heureuse de voir clair grâce à ses nouvelles lunettes.

Engagez-vous et vos patients pour contribuer à cette bonne cause. Optometry Giving Sight garantit que 85 % de tous les fonds accumulés par les optométristes et leurs patients sont affectés directement à des programmes qui permettent de donner la vue à ceux et celles qui en ont le plus besoin.

En disant OUI aujourd'hui vous pouvez transformer directement la vie de personnes en donnant la vue.

OPTOMETRY GIVING SIGHT

Transformer des vies en donnant la vue

Optometry Giving Sight (Optométrie-Dons-Vision) – De quoi s’agit-il?

Optometry Giving Sight, (Optométrie-Dons-Vision) est une initiative mondiale de financement qui travaille sur le problème de la cécité évitable dans les pays en développement – par exemple, Haïti, Afrique du Sud, en Afrique de l’Est et au Sri Lanka.

670 millions des gens partout dans le monde sont aveugles ou souffrent d’une déficience visuelle simplement parce qu’ils n’ont pas accès à des examens de la vue et à des lunettes.

Optometry Giving Sight recueille des fonds pour.

- les soins de la vue
- la formation locale
- l’infrastructure

C’est l’organisation caritative internationale de choix de l’Association canadienne des optométristes (ACO) et un partenaire de l’Optométristes Sans Frontières.

85 % de chaque dollar accumulé servent directement à financer des soins de la vue durables et à transformer des vies dans les pays en développement.

Optometry Giving Sight soutient des programmes qui offrent non seulement des examens de la vue et des lunettes dans les pays qui n’ont pas accès à ces services. Nous finançons des programmes qui permettent de former des professionnels de la vue, y compris des techniciens de la vision et de la lunetterie ainsi que des optométristes. La mise sur pied d’infrastructures représente un autre aspect essentiel, par exemple des écoles d’optométrie et des centres de la vue où les professionnels peuvent travailler, et des laboratoires optiques où les techniciens peuvent fabriquer des lunettes.

Le lien entre la cécité et la pauvreté est clair – 75 % de la cécité dans le monde est évitable (peut être traitée ou prévenue) et 90 % de la cécité évitable est observée dans les pays en développement, où les habitants sont 10 fois plus susceptibles d’être aveugles ou atteints de déficience visuelle que dans les pays développés.

La cécité et la déficience visuelle peuvent empêcher les enfants d’apprendre à l’école, et les adultes, de subvenir aux besoins de leur famille. Votre soutien peut transformer une vie de pauvreté en un éventail de possibilités pour quelqu’un qui souffre de cécité ou de déficience visuelle.

OPTOMETRYGIVINGSIGHT

Transformer des vies en donnant la vue

Comment aider

Les optométristes, les opticiens, leur personnel et leurs patients, de même que les sociétés optiques et leurs employés peuvent appuyer Optometry Giving Sight par des dons et des campagnes de financement dans leurs bureaux ou milieux de travail.

Nous invitons les optométristes et les opticiens à appuyer Optometry Giving Sight de l'une ou l'autre des façons suivantes :

- Faire un don unique ou en versements mensuels.
- Participer à une de nos campagnes (**Say YES today for a better tomorrow**, de janvier au 30 juin, ou défi de la Journée mondiale de la vue en octobre).
- Cocher la case appropriée sur la formule de renouvellement de la cotisation à l'association professionnelle (s'il y a lieu).
- Inviter les patients à donner un petit montant en échange de réparations ou de services offerts gratuitement. Nous pouvons fournir une boîte de dons à déposer sur le comptoir d'accueil.

Nos Partenaires

Optometry Giving Sight est une initiative conjointe de la World Optometry Foundation (WOF), de l'International Centre for Eyecare Education (ICEE) et de l'Organisation mondiale contre la cécité (OMC), qui appuie les objectifs de VISION 2020 : Le droit à la vue, une initiative de l'OMC et de l'Organisation mondiale de la santé (OMS). VISION 2020 vise à éliminer la cécité évitable d'ici l'année 2020, afin de donner à tous les peuples du monde le droit à la vue.

Les commanditaires de l'industrie sont CIBA VISION, the Brien Holden Vision Institute, WestGroupe, Services Optométriques Inc.(SOI), Alcon, Soins de Vision Johnson & Johnson, Carl Zeiss, l'Association canadienne des optométristes et Centennial Optical.

Optometry Giving Sight est un organisme de charité enregistré au Canada sous le numéro 894850965RR0001. Tous les dons sont déductibles du revenu imposable.

www.givingsight.org

1-800-585-8265 poste 4

canada@givingsight.org



Besoin urgent d'aide pour donner la vue aux gens dans le besoin.

L'aide
fournie à Haïti
est incluse



Patients en attente d'un examen de la vue
ou d'une paire de lunettes dans une clinique
oculaire temporaire au Sri Lanka.

Donnez aujourd'hui et
ajoutez une brique.

Aidez à établir des centres de la vue.

OPTOMETRYGIVINGSIGHT

Transformer des vies en donnant la vue

Say Yes todayTM
pour améliorer demain

www.givingsight.org

J'ai dit *Oui* aujourd'hui
pour améliorer demain

J'ai dit *Oui* aujourd'hui
pour améliorer demain

J'ai dit *Oui* aujourd'hui
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pour améliorer demain

Canadian Humanitarian *Event and Fundraiser Toolkit*

canadian
humanitarian



ACGC 
Alberta Council for Global Cooperation

Canadian Humanitarian

Organization for International Relief



“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has.” Margaret Mead



EVENT AND FUNDRAISING TOOLKIT

Canadian Humanitarian Volunteer Fundraising

Since Canadian Humanitarian’s inception we have relied on the generous support of our friends across the country to help us raise the funds necessary to assist children in developing countries. Canadian Humanitarian volunteers, board members and staff are deeply moved at the support we have received, and continue to receive from individuals like you.

It is important for Canadian Humanitarian to ensure that fundraising on our behalf is made as simple as possible for our supporters and that you have the tools you need. We know that this toolkit will assist you in your fundraising endeavors. If you have any questions at any time, please do not hesitate to contact us at the Canadian Humanitarian office in Medicine Hat at info@canadanhumanitarian.com.

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About Canadian Humanitarian

Canadian Humanitarian Organization for International Relief is a Canadian non-religious, non-political charitable organization dedicated to assisting disadvantaged children and their families break free from the cycle of poverty. Canadian Humanitarian operates in partnership with five local Ethiopian non-governmental organizations (Project Partners).

What we do

Canadian Humanitarian supports our project partners through the provision of financial-, technical-, and knowledge-based resources. The relationship between Canadian Humanitarian and the project partners ensures that children and families in need receive:

- shelter, food, clean water, clothing, and medical services
- tuition, books, school uniforms and financial support for school
- remedial education to bring children up to their age-appropriate grade, and help children compete for the limited spaces available for continued education
- access to educational and vocational training centers
- training in entrepreneurship, accounting practices, child development, and AIDS awareness

How we work

Canadian Humanitarian is governed by a board of seven volunteer professionals. The organization has one full-time paid staff member, two part-time staff, and one full-time local Canadian Humanitarian Representative in Ethiopia. Expedition and Child Sponsorship programs are directed by one full-time volunteer. The organization has approximately 50 regular volunteers and countless casual volunteers across Canada to assist with fund development activities, chapter coordination, and administrative duties.

Canadian Humanitarian operations are accountable to the Board of Directors, project partners, donors, and communities served.

Why Fundraise for Canadian Humanitarian?

Canadian Humanitarian strives to keep administrative costs as low as possible. With minimal permanent staff members, we rely on volunteers to fundraise at the grass roots level and host events across Canada. By hosting an event, you and your community not only raise funds for Canadian Humanitarian, but you also raise your community's sense of global awareness, and can be assured that your efforts are assisting children in developing countries.

The Event

Before you begin consider these important factors for success:

- ❖ **Learn about our work.** People are more likely to donate or volunteer to help if you are a champion for the cause, know why it is important, why their support is needed and where the money goes.
- ❖ **A good idea can sell itself.** Brainstorm, research and test out your fundraising idea on friends, family and colleagues. Would they be likely to attend and/or give? Sometimes keeping the idea simple can be a good rule of thumb.
- ❖ **Know your audience.** Who are you trying to attract to your event? Tailoring the size of your event to the size of your potential audience helps to decide on an event and the venue needed. This will also help to determine how much time is needed to plan and promote the event.
- ❖ **Set realistic goals.** Setting a realistic fundraising or attendance goal helps inspire team members and gives supporters something to work towards. The goal encourages people to be generous and motivates everyone to ensure it is accomplished.
- ❖ **Keep expenses in check.** Make sure expenses are kept in check. Create a budget if needed. This will help to maximize the amount of final proceeds to be donated.
- ❖ **Don't over-commit yourself.** Give yourself enough time and enlist adequate help to ensure all the elements of your event can be completed successfully. You might consider starting with a small event and work your way up to organizing larger events as you gain more experience and volunteer support.
- ❖ **Timing is everything.** The timing of your event often determines how successful it will be. Check out whether there are competing events on the day or time you have chosen. You may want to give your event a theme that coincides with a special day.

Remember, no matter how big or small your event, or how much money you raise, you can be sure that every penny will make a difference!

Event Ideas

Use these ideas to inspire, motivate, and to lead you to creating an event that is uniquely tailored to your expertise!

- Fashion Show
- Silent Auction
- Garage Sale
- Bake Sale
- Movie Night
- Fifty-fifty draw
- BBQ
- Games/Sports Tournament
- Casino Night
- Bottle Drive
- Walk/Swim/Skip-a-thon
- Jeans day at work
- Lunches for Literacy
- Birthday donation
- Wedding Favour Donation
- Wedding Gift Donation
- Twonie Coffee Day at work
- Dance Benefit
- Pancake Breakfast
- Craft Sale
- Scrapbooking Day Retreat
- Car Wash
- Golf Tournament
- Dinner/Gala Evening
- Magic Show

Create Awareness!

It is imperative that you spread the word and generate excitement about your event by promoting through the various channels that are available. **The BEST way to promote your event is by personally inviting friends, family and neighbors.** The more people that are personally inviting people the better your attendance will be. This should be your primary method for getting others involved. Below are some supplementary ways that you can let your community know about your passion for Ethiopia, your event and the work of Canadian Humanitarian.

Get out there and...

- Create personal invitations
- Use Canadian Humanitarian posters ensuring you include all pertinent info about your event

- Utilize the Canadian Humanitarian Facebook page and website
- Hang up posters in local coffee shops, sports and community centers, colleges and universities, places of worship, daycares, libraries, local shops, senior's centers, and community centers.
- Use email or phone to spread the word to family, friends, co-workers, groups you or your family belong to, classmates
- Get Media involved
- Create a blog
- Spread the word using Twitter and Myspace
- Post the event online and in community event calendars
- Send invitations out to businesses directly and via your local Chamber of Commerce

Media

If you are planning a large event, utilizing free media sources is a great way to generate awareness for your event and advertise the details. Send out a press release to local newspapers and publications, and distribute free public service announcements to radio and TV stations well in advance of your event so they receive as much air and print time as possible.

If a reporter contacts you about your event, tell them as much information as you can including who, what, where, when, and why.

If a reporter has questions about Canadian Humanitarian, please refer them directly to us at 1-403-527-2741 or email info@canadianhumanitarian.com.

Tips for Press Release Success

Answer all the important questions first – who, what, when, where and why.

Check for spelling, grammar, and accuracy – then check it again.

Keep it brief and to the point

Include contact information

Write a catchy headline, but avoid puns

Double space the entire press release for readability

Planning Checklists

Depending on the size of your event there may be a number of things that need to be planned. Below are checklists to help you organize a fabulous event! (Some items do not apply to smaller events)

What kind of event should I hold?

- Ask the question; “How much do I want to raise? \$500, \$5,000 or \$50,000?”
- Ask “How many people do I want to engage at this event? 10, 100 or 200?”
- Brainstorm ideas – Any idea is ok.
- Select an event that compliments your talents, abilities and resources - The number of people you want to engage and the amount of funds you want to raise will help you make this decision.
- Inform the Canadian Humanitarian head office of the event - Under \$5,000 a simple email, over \$5,000 please using the enclosed event proposal form.

Pre - event

- Recruit volunteers – friends, family, co-workers
- Create a budget & work with it – Larger events may qualify for seed funds from CH head office
- Create a timeline with action items
- Delegate action items if possible & follow up to make sure their being completed
- Look for sponsors (In-kind and financial) to reduce costs – Approach service clubs, local businesses etc
- Book the event site and other required items early.
- Choose a contact person who is well versed in CH’s work as well as the event to answer any questions
- Promote event with approved materials
- Have a plan in place for clean up after event

During Event

- Volunteers need to check in & be given a task

- Continually move about event to make sure it is running smoothly
- Arrive with enough time to set up and in case things do not go as planned
- Assign a trusted volunteer to handle donations, ticket sales, cash handling
- Use CH financial records to track donors and their donations
- Display and distribute Canadian Humanitarian info
- HAVE FUN!
- Clean up

After Event

- Collect and account for funds
- Complete the Financial Summary Form – Send funds and form to CH head office as soon as possible (For chapters, funds can be deposited in your chapter account)
- Send out a note of thanks to donors, sponsors, volunteers (CH can provide thank you cards)
- Meet with your volunteer team to discuss successes and challenges. This info will help you run another successful event.

Thank you for holding a great event!

Tax Receipt Q & A and Forms

Who issues tax receipts? Canadian Humanitarian's head office in Medicine Hat issues all receipts for all donors in Canada. We issue tax receipts once a year for all donations received in the previous year.

What is eligible for a charitable tax receipt? Hosting small events in your own home, like a dinner or a card tournament are relatively straightforward. You collect the funds from your guests, and send the funds in to the CH head office (or deposit them into your chapter account). When any money is sent into our office or deposited into an account please send us a completed the *Event Donation Tracking Form* for each donation and each donor.

For larger events, there are some restrictions that may apply. For example: hosting a dinner and auction. If you sell tickets for \$55.00 and estimate the cost of the benefit (i.e. the dinner) received by the attendee to be \$25.00, the tax receipt issued to the individual would be \$30.00. *Remember the CH head office will issue these receipts.*

Any specific questions about tax receipting can be directed to Bryce at Bryce@canadianhumanitarian.com. If you are ever unsure about whether a contribution is eligible for a charitable receipt please contact the CH office.

CH is now recognized in the USA as a charitable entity and can issue tax receipts to USA citizens and Canadian citizens.

What is not eligible for a tax receipt? When money is given to CH and a benefit is received by the donor. Call our office for specific situations. CH is unable to issue tax receipts for donations under \$20.00 CDN.

If people at my event would like to donate cash to CH, can I collect this money and just write a cheque to CH? Yes! But if they want a tax receipt it gets a little tricky. If individuals do not require tax receipts you may forward a cheque (or deposit the funds in to your chapter account) for the lump sum indicating it is on behalf of your guests. We will issue an acknowledgement of the funds received if contact info is provided.

If donors want a receipt, CH needs to receive their donation directly from them. Deposit their cash in to a chapter bank account and fill out the *Event Donation Tracking Form*. If you are not part of a chapter, send us the funds (as cash or in a money order) with the *Event Donation Tracking Form* and we will issue receipts accordingly.

If someone donates their time, services or skills, (auctioneers, decorators, caterers etc) can they be issued a tax receipt? For these situations there is only one option. The

service provider must be paid and then they are free to donate all or a portion of their fees back to CH. They will be issued a receipt for the amount they donate back.

We received donations from local businesses for our event. Can CH issue tax receipts to them? Yes, CH can issue tax receipts for actual items but not for gift certificates. The business must send in a list of the items donated on letterhead and the fair market value of these items. If the in-kind donation is valued at over \$500 contact our office for special arrangements.

Some businesses have found that deducting the amount as a business expense gives them the same benefit for their corporate tax filing. However, we will issue a tax receipt if they wish to donate to CH specifically.

ALL cheques must be made out to Canadian Humanitarian. Please do not send cash in the mail. A financial summary form must accompany all income submitted to Canadian Humanitarian.

Canadian Humanitarian Fundraising Event Proposal Form

Thank you for taking the time to fundraise for CH! We appreciate all you do. Please fill out the form below so CH is able to help you promote your event.

Today's Date: _____

Event Description:

Event Name: _____

Event Location: _____

Event Description: _____

Event Timeframe: _____

Estimated net revenue to Canadian Humanitarian: \$ _____

Estimated cost of event: \$ _____

Contact Information

Primary Contact Person: _____

Email: _____ Phone: _____ Cell: _____

Mailing address:

 Street City Province Postal Code

Please select the category that best describes you:

CH Chapter Individual Business School Service Club
 Community/Social Club Church Group Other: _____

Fundraising Agreement

- I agree to submit all monies to Canadian Humanitarian within 5 days of the event completion date.
- I agree to send all publicity material to CH for approval prior to printing and distribution.

Signature of applicant _____

Print name _____

Date _____

Sample Press Release

TO: Media name, editor or reporter
FROM: Your name, Canadian Humanitarian
TODAY'S DATE: Day, Date

EVENT NAME: Co-op Garage Sale for Canadian Humanitarian

EVENT DATE: Saturday, May 1, 2011, 1:00-4:00pm

EVENT LOCATION: Maple Lanes Co-op

123 Fundraisers Street

Kelowna, BC

Include a map if location is difficult to find

EVENT DESCRIPTION:

The co-op has come together to sell household, children's and other items in order to raise funds for children and their families in Ethiopia. All funds raised are going directly to Canadian Humanitarian for projects benefiting children and families.

CONTACT: For further information please contact:
Your name, e-mail and phone number
www.canadianhumanitarian.com

Event Poster

(Insert title in this space)



DATE:

TIME:

LOCATION:

CONTACT INFORMATION:

www.canadianhumanitarian.com

In support of

Canadian Humanitarian 
Organization for International Relief

Creating lasting impact for children in Ethiopia

Canadian Humanitarian Sample 'Thank You' Note

It is important to acknowledge those that helped to make your event a success. Sending a 'Thank You' note goes a long way to show your volunteers, team members and sponsors that you appreciate their hard work and dedication. It is also a great way to encourage people to support your future events.

Send your 'Thank You' note via email, mail or in person. Be sincere and personable. Make a lasting impression.

Below is a sample 'Thank You' letter to use or to take key points from.

Dear Friend,

Thank you for your generosity in supporting the Canadian Humanitarian (*event name*). With your support we were able to raise (*enter amt*), which goes directly to Canadian Humanitarian. Your support will allow us to assist children and families in Ethiopia break the cycle of poverty by providing access to health care, education, vocational training, and the basic necessities of life such as nutrition and shelter.

With minimal administrative expenses, Canadian Humanitarian relies on grass-roots fundraisers for success. By hosting this event in your community, you have advanced the work of Canadian Humanitarian and raised your community's sense of global awareness.

With your support we will continue to make a positive, lasting impact in the lives of Ethiopian children and their families by creating an environment in which they can thrive.

Thank you kindly,

Joe/Jane Fundraiser
Phone: 123-456-7891
www.canadianhumanitarian.com

Canadian Humanitarian Fundraising Feedback Form

Please take a few minutes to tell us about your fundraising experience.

Briefly describe your event:

What was your fundraising goal? \$_____ How much did you raise? \$_____

How many people attended your event?_____

How did you promote your event?

Word of Mouth Email Facebook or other social media Posters
Media Event Calendars Personal Invitations

What would you consider to be the strengths of your event?

What would you consider to be the opportunities for improvement?

What recommendations do you have for future events or other fundraisers?

Did you find Canadian Humanitarians Fundraising Toolkit useful? Yes No

What recommendations would you make to improve the Fundraising Event toolkit?

Could we feature your story on our website, promotional materials and/or blog? Yes No

We appreciate your feedback. Thank you!

Please fax or email this form attention Executive Director at:

Fax: (403) 527-2741

Email : info@canadianhumanitarian.com

Canadian Humanitarian Volunteer Feedback Form

Please take a moment to evaluate your volunteer experience with Canadian Humanitarian.

Event: _____

Chapter or Location of Event: _____

Event Description: _____

Describe your involvement with this event: _____

Did you receive enough information prior to and during your event? Yes No

If 'No' please explain: _____

What would you consider to be the strengths of the event? _____

What would you consider to be the opportunities for improvement? _____

How would you like to continue to be involved with Canadian Humanitarian?

- | | |
|--|---|
| <input type="checkbox"/> Sponsor a child | <input type="checkbox"/> Volunteering |
| <input type="checkbox"/> You're a 10 Program | <input type="checkbox"/> Chapter Member |
| <input type="checkbox"/> Scholarship Fund | <input type="checkbox"/> Board Member |
| <input type="checkbox"/> Endowment Fund | |

Additional Comments: _____

Contact Information (Optional)

Name: _____

Email Address: _____ Phone: _____

Mailing address: _____

Street

City

Province

Postal Code

HYTES *Education Package*



Education Package

Helping Youth Through Educational Scholarships
HYTES



FUNDRAISING AND AWARENESS- RAISING PACKAGE

Created: March 2008

Open source materials for use in
Leadership clubs and classes
Social Justice clubs
Social Studies-current events classes
Language Arts classes
Student councils
Youth groups



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GENERAL CONCEPT

This package seeks to provide resources to educators and youth leaders to North American children and youth raise their awareness and understanding around issues of social injustice, quality of life standards and the importance of education.

INTRODUCTION

Helping Youth Through Educational Scholarships ("HYTES") is a not-for-profit organization that has no affiliation with any government or religion.

Two of HYTES' objectives are:

- To provide educational scholarships to youth in developing countries to advance and grow themselves, contribute to their community and benefit society.
- To increase awareness in Canadian schools and the Canadian public on the need for educational support in developing countries.

This educational package is designed to meet these objectives.

PROJECT RATIONALE

The goals of HYTES Educational Fundraising Package align with HYTES objectives of increasing awareness in Canadian schools and providing educational scholarships to youth in developing countries.

The Educational Fundraising packages have been designed primarily for Canadian secondary students, their educators and youth leaders. Resources could easily be adapted to primary school students as well.

Through our Education package, we hope to impart a message of social compassion, global consciousness and the importance of learning and education. We seek to broaden students' global consciousness and empathy with world conditions.



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

Created: 10 August 2007
Jacqueline. Ford

Bob Edwards Junior High School, Calgary

PROJECT DESCRIPTION

Student Ages/Grades:	Middle -Junior-Senior High Schools This project has particular pertinence to students writing midterm exams, final exams and PATs.
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies 7-8-9 Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

The phenomenon of “Success Cards” seems to be, to our knowledge, unique to Kenya.

In Kenya, the educational career of students is highly dependent on two exams—at age 14, a student graduates from Standard 8 in primary school by passing a very serious cumulative exam called the KCPE—the Kenya Certificate of Primary Education. At age 18, students are again subjected to the stressful experience of the KCSE—the Kenya Certificate of Secondary Education.

The exams themselves are extremely intense and stressful. The Standard 8 exams, at age 14, involve a solid week of examinations, about 2 subjects per day. Form 4 finals, which culminate a student’s secondary education at about age 18, are spread over two or three weeks, with one or two subjects per day (for a total of seven). All exams are nationally standardized, and prepared by the Examination Council of Kenya.

A good score on the exams is 450 out of a total of 500 questions added up on all exams. The exams are very difficult, and count for 100% of the final mark. The mark achieved determines the type of school students will go on to. Secondary education in Kenya is not universal and is extremely expensive for the vast majority of people; most students do not get beyond primary school, which is free. The standard of schools at both the Primary and Secondary level varies enormously—from well-funded and equipped private schools to terribly equipped and under-staffed street schools. How well students do on the exam also determines whether they will be able to continue on to post-secondary studies, and some employees also require a minimum mark on KCPE or KCSE exams for employment! The exams are a huge deal!

An interesting note is that while children’s’ maternal language is a regional tribal tongue, Kenya’s official languages are English and Kiswahili. The exams are written in English, students’ *third* language. (Imagine if students here wrote their final exams in Spanish!)

It is because of this great pressure to succeed on these life-or-death exams that the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success Card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.



Fundraising-Awareness Raising Project:
SUCCESS CARDS

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> • Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	Background information: <ol style="list-style-type: none"> 1. Overhead transparency: Success Card background information 2. Overhead transparency: Profiles of several HYTES students 3. Overhead transparency: Comparison of economic information—costs and incomes in Canada and HYTES-sponsored countries 4. Overhead transparency: Cost of one year of school 	Optional- for instructional use
	Success card fundraising campaign within school—discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Placing of pre-made posters by students *Presentation in classes by students *Selling of Success Cards in a prominent place in the school at lunch *Set a fund-raising goal and track progress 	1 week prior to exam time
III.	Reveal funds raised—celebration of work completed by students	

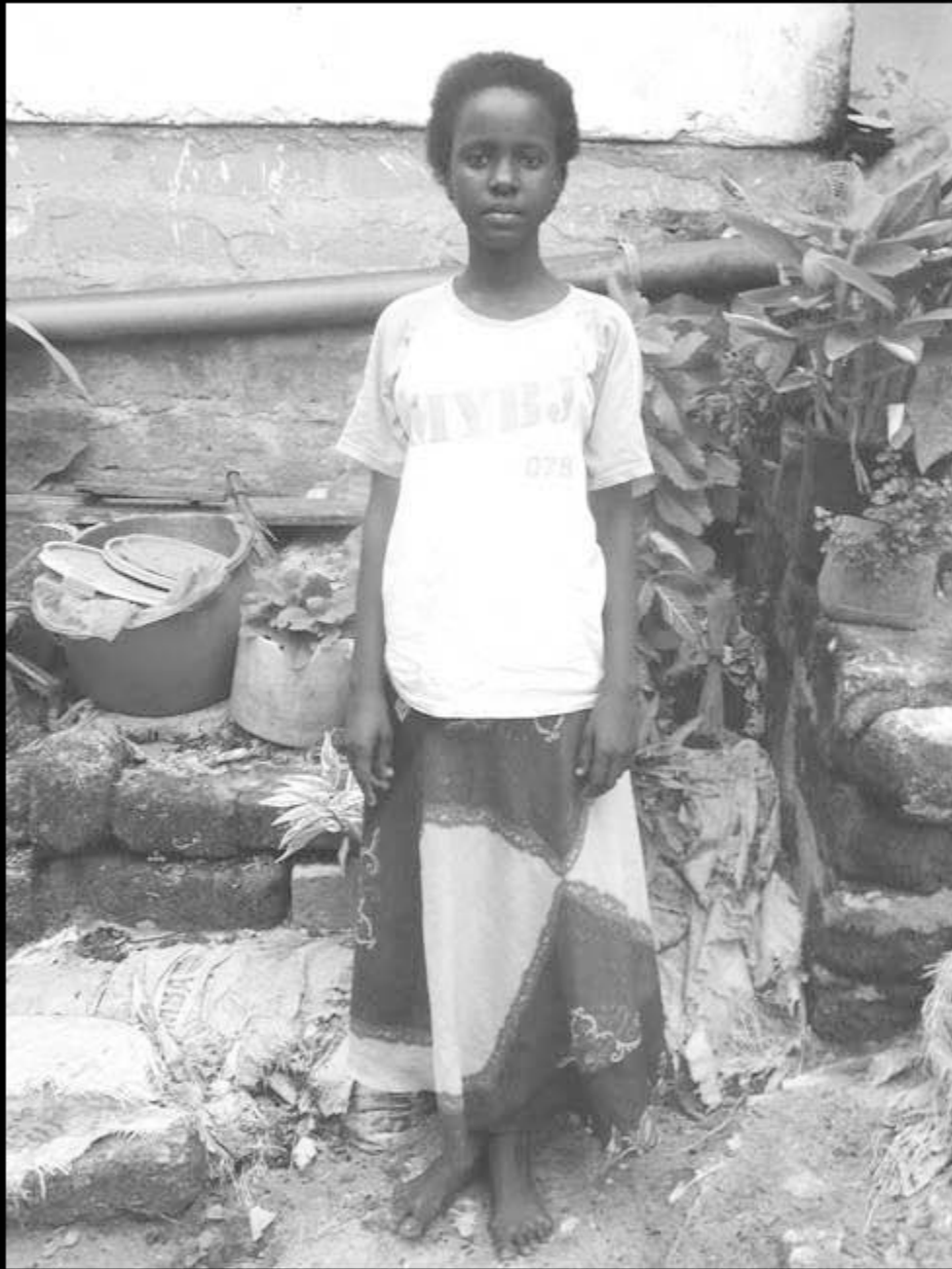
CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process: developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> • Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations • Appreciate the challenges faced by youth in other countries vis-a-vis their economic situation and prospects for education • Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> • Social Studies Objectives: values and attitudes, skills and process, knowledge and understanding
Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none">• Posters (students can make their own or use those provided in this package)• Examples of Kenyan Success Cards (scans provided)• Overhead transparencies (made from pages provided)• Examples of possible school success cards
-------	--

What does this kid want



More than anything?

Helping Youth Through Educational Scholarships

HYTES

To go to school !

**Following in the
Great Tradition of Examinations in Kenya,
a success card can mean success or failure
on your exams...**

**Now, you can buy them here. Send them to
your friends to wish them success on their
exams.**

**And at the same time, help send Aziza to
school.**

**Help give this kid
a chance by going
to school again
next year**



**SEND A SUCCESS
CARD
TO A FRIEND!**



Fundraising-Awareness Raising Project: **SUCCESS CARDS**

SUCCESS CARD BACKGROUND INFORMATION

Source: Eric and Pam Amalaku

The phenomenon of “Success Cards” seems to be, to our knowledge, unique to Kenya.

In Kenya, the educational career of students is highly dependent on two exams—at age 14, a student graduates from Standard 8 in primary school by passing a very serious cumulative exam called the KCPE—the Kenya Certificate of Primary Education. At age 18, students are again subjected to the stressful experience of the KCSE—the Kenya Certificate of Secondary Education.

The exams themselves are extremely intense and stressful. The Standard 8 exams, at age 14, involve a solid week of examinations, about 2 subjects per day. Form 4 finals, which culminate a student’s secondary education at about age 18, are spread over two or three weeks, with one or two subjects per day (for a total of seven). All exams are nationally standardized, and prepared by the Examination Council of Kenya.

A good score on the exams is 450 out of a total of 500 questions added up on all exams. The exams are very difficult, and **count for 100% of the final mark**. The mark achieved determines the type of school students will go on to. Secondary education in Kenya is not universal, and is extremely expensive for the vast majority of people; most students do not get beyond primary school, which is free. The standard of schools at both the Primary and Secondary level varies enormously—from well-funded and equipped private schools to terribly equipped and under-staffed street schools. How well students do on the exam also determines whether they will be able to continue on to post-secondary studies, and some employees also require a minimum mark on KCPE or KCSE exams for employment! The exams are a huge deal!

An interesting note is that while children’s maternal language is a regional tribal tongue, Kenya’s official languages are English and Kiswahili. The exams are written in English, students’ *third* language. (Imagine if students here wrote their final exams in Spanish!)

It is because of this great pressure to succeed on these life-or-death exams that there the tradition of Success Cards has become firmly implanted in Kenyan culture. The cards are taken very seriously, and each one received is a huge boost to students’ confidence. They are wildly popular during exam time, and sold everywhere—in shops and on the street.

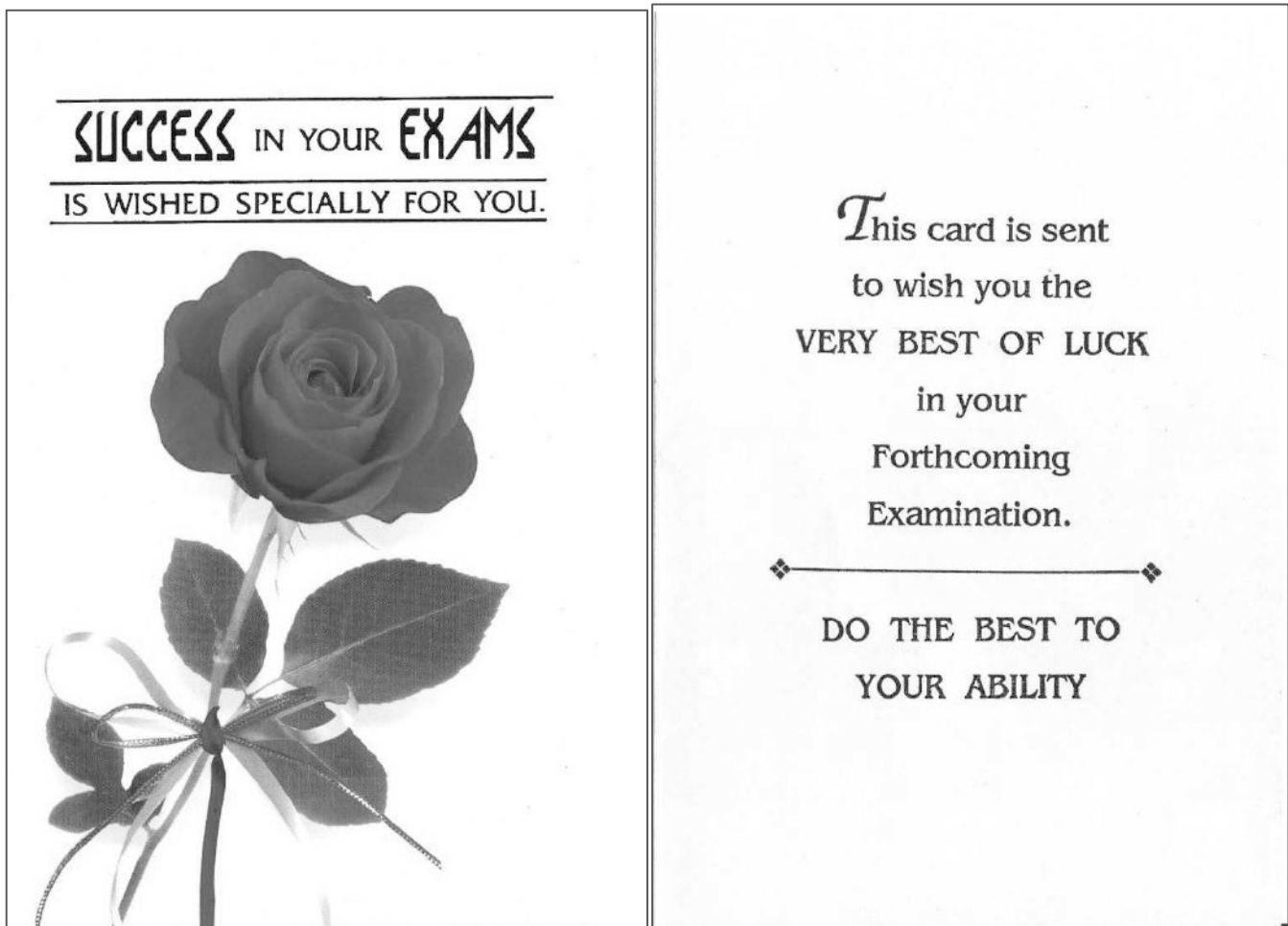
What can learning about Success Cards mean to Canadian students? An appreciation for the universality of our education system, of how for us there is always a second chance, and a sense of fellowship with Kenyan students. As well, with every Success card purchased in this campaign, students here help provide students there with the opportunity to have their hard work pay off for them by allowing them to continue on with their secondary studies.

Helping Youth Through Educational Scholarships
HYTES

Fundraising-Awareness Raising Project:
SUCCESS CARDS

COPIES OF KENYAN SUCCESS CARDS

Source: Eric and Pam Amalaku



Examples of Success Cards that could be used

<p>To: _____ Class: _____ From: _____ Message:</p>	<p style="text-align: right;"><small>Helping Youth Through Educational Scholarship</small> HYTES</p> <p style="text-align: center;">Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	<p style="text-align: right;"><small>Helping Youth Through Educational Scholarship</small> HYTES</p> <p style="text-align: center;">Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	<p style="text-align: right;"><small>Helping Youth Through Educational Scholarship</small> HYTES</p> <p style="text-align: center;">Good Luck on your Exams!!</p>
<p>To: _____ Class: _____ From: _____ Message:</p>	<p style="text-align: right;"><small>Helping Youth Through Educational Scholarship</small> HYTES</p> <p style="text-align: center;">Good Luck on your Exams!!</p>



Fundraising-Awareness Raising Project:
SCHOOL-WIDE AFRICAN QUILT RAFFLE

Created: August 13, 2007
 Paula Hamilton

PROJECT DESCRIPTION

Student Ages/Grades:	<p>Elementary – Middle – High Schools</p> <p>This fundraising project will not only have Canadian students learning about the opportunities and challenges faced by East African students, but also giving them the chance to raise money in a unique raffle to send a student to school for a year. The raffle will be collaboration between students and a community quilting group to sew a beautiful quilt made from authentic African fabric. Working with the fabric students will learn about the culture, the meaning behind the fabric and the use of the fabric. Once the quilt has been finished students can then take on the role of promoting the raffle within the school and community.</p>
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

CHITENGE BACKGROUND INFORMATION

Chitenge pronounced (Chih-teng-ee) is the name of the fabric commonly used in Zambia. It is a long broad cloth used by women as a skirt, dress or baby carrier. The cloths are usually brightly coloured and highly decorated with abstract patterns, animals, African scenes or even political figures. This fabric is presented to a young girl who has come of age. It is used as a traditional dressing for women who are married. It is also presented to a female's in-law when they visit the home of the married couple. This is a sign of respect.



Fundraising-Awareness Raising Project:

COMMUNITY QUILT-MAKING RAFFLE

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process—developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> • Recognize the disparity in educational availability between themselves and students in Kenya/Tanzania specifically as well as in other developing nations • Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education • Participate in activities that will help improve the economic and educational situation for youth in Kenya and Tanzania
Curriculum Connections:	<ul style="list-style-type: none"> • Social Studies objectives: values and attitudes, skills and process, knowledge and understanding • ELA: explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts • ELA: share ideas developed through interests, experiences and discussion that are related to new ideas and information • Art: express a feeling or a message • Art: use of media and techniques, with an emphasis on mixing media and perfecting techniques in print making and fabric arts
Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries?
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty
Materials	<ul style="list-style-type: none"> • Posters (students can make their own or use those provided in this package) • Overhead transparencies (made from pages provided) • Fabric (contact HYTES) • computers • fabric paint, markers, posters • Support of a quilter or quilting group which will be able to assemble the final product

DESCRIPTION OF PROJECT

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	A Brainstorm on the board in a T-chart, the students believed differences in schooling in Canada compared with schooling in Africa.	10 minutes
III.	Students can then view the HYTES website (www.hytes.org) and find 5 facts about schools in Africa that they were not aware of. Present map, overhead statistics and discuss.	15 minutes
	Present material to students, discuss what they notice about the material (colour, pictures, patterns etc.). What do these things tell them about Africa? Inform students that this material with their help will be made into a beautiful quilt and raffled off to raise money to send a student to school in one of the HYTES given countries.	10 minutes
	Discuss with students what the quilt represents, what is its purpose and what symbols or words could be placed on the quilt to signify this. On a light coloured piece of material have each student or pair of students work on drawing a symbol or words a piece of material. This material could then be sewn into the quilt.	15 minutes
IV.	Locate a group willing to volunteer to sew the quilt. Women's Quilting Bee Community Group It would be great to have a group that would <ul style="list-style-type: none"> Show progress of the quilt being made. Allow students to assist in the making of the quilt at some point, whether it is in the design of the quilt or actually sewing a piece of the quilt together with the assistance of an experienced quilter. 	
V.	Once the quilt has been completed, students can make posters to place around the school provided information about the quilt raffle. Tickets could be sold for 1 for \$2 or 6 for \$10 It would be important for information to be placed in the school newsletter, in student's agendas or call the local newspaper.	

ASSESSMENT

Formative:	<ul style="list-style-type: none"> Students reflect on the experience in their response journals after each task is completed. Students contribute to a bulletin board of their learnings. Students listen to and then comment on the music of their sponsored student's country. Students track a timeline of the project's completion.
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Summative:	<ul style="list-style-type: none"> • Students write a final reflection on the experience in their response journals • Students create and present a pantomime of a typical day for an less-privileged student. • Students create a museum exhibit of their sponsored student's country.
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**Fundraising-Awareness Raising Project:
VOW OF SILENCE**

Created: 2 March 2008

Compiled by: Jacqueline Ford

Resources: http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

PROJECT DESCRIPTION

Student Ages/Grades:	Elementary through to High Schools
Applicability	<ul style="list-style-type: none"> ➔ Curricular tie-ins to Social Studies Program of Studies ➔ Project and lessons for a leadership club, student council, social justice club or other similarly-themed extra curricular school group ➔ Religious youth groups ➔ Community youth groups or clubs

BACKGROUND INFORMATION

This project has proven popular with students and has been used for fundraising and awareness raising campaigns on behalf of various organizations. *Free the Children* is one such organization that has had enormous success in motivating youth to take action. Free the Children works in to alleviate child poverty, child labour and, like HYTES, to ensure that children everywhere are able to go to school.

A very comprehensive and detailed project plan is outlined on their website: <http://www.freethechildren.com/> Their pledge of silence campaign is also an excellent resource.
http://www.freethechildren.com/we/images/VOS/VowOfSilence_guide.pdf

The idea behind a vow of silence is that when a student here chooses to remain silent, they are helping to give a voice to students elsewhere who do not have the same rights and opportunities.



Fundraising-Awareness Raising Project: **VOW OF SILENCE**

TASKS

Step	Task Description	Suggested Timeline
I.	Viewing of presentation <ul style="list-style-type: none"> • Powerpoint available or representative from HYTES visiting the class 	Optional 20 – 50 minutes
II.	1. Overhead transparency/information sheet: Vow Of Silence 2. Overhead transparency: Cost of Education	Optional- for instructional use
	2. Vow of Silence fundraising campaign --discuss possibilities with students Brainstorming of ideas: <ul style="list-style-type: none"> *Poster making by students *Presentation in classes by students *Setting the details of the campaign *Set a fund-raising goal and track progress 	
IV.	3. Organization of campaign: overhead transparency	
	Reveal funds raised—celebration of work completed by students	

CONCEPTS

General Concepts:	Citizenship, Global Connections, Economics and Resources
Curriculum Connections: Social Studies	Social Participation as a Democratic Process—developing leadership skills (7,8,9) Dimensions of Thinking: critical and creative thinking, decision making and problem solving (7,8,9) Communication: oral, written, visual and media literacy (7,8,9)
Student Outcomes:	Students will: <ul style="list-style-type: none"> • Recognize the disparity in educational availability between themselves and students in developing nations • Appreciate the challenges faces by youth in other countries vis-a-vis their economic situation and prospects for education • Participate in activities that will help improve the economic and educational situation for youth in HYTES sponsored developing nations
Curriculum Connections:	<ul style="list-style-type: none"> • Social Studies objectives: values and attitudes, skills and process, knowledge and understanding

Key Questions	<ul style="list-style-type: none"> • What are the economic conditions of most families in these countries? • What is poverty? • What educational opportunities are available to youth in these countries? • What educational challenges are faced by youth in these countries? • What are the prospects for a typical youth in these countries? • Why is education a human right? • How does education empower people to “have a voice?”
Key Vocabulary	<ul style="list-style-type: none"> • Economic conditions; tuition, disparity, poverty

MATERIALS

Other	<ul style="list-style-type: none"> • Posters (students can make their own or use those provided in this package) • HYTES powerpoint presentation • Overhead transparencies/information sheets(made from pages provided)
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information sheet/
overhead transparency



**Fundraising-Awareness Raising Project:
VOW OF SILENCE**

The idea behind the Vow of Silence campaign is to “give a voice” to kids like you in other countries who do not enjoy the same rights or opportunities that you have. By committing to be silent, you are bringing awareness to their plight. The first step in changing any situation is first learning about it, and sharing your knowledge!

STEP ONE: Inform yourself so you can inform others

Either before or after you take your vow of silence, you will have to explain your reasons for your oath. Consider the following questions and make sure you have the answers that you will be able to share with others:

- What are the economic conditions of most families in HYTES sponsored countries? (Kenya, Tanzania, Zambia, Uganda and Guatemala)
- What educational opportunities are available to youth in these countries?
- What educational challenges are faced by youth in these countries?
- What are the prospects for a typical youth in these countries?
- Why is education a human right?
- How does education empower people to “have a voice?”

STEP TWO: Organize and carry out your campaign

This campaign can be done individually or as a group, but it must be organized. Firstly, you must ask permission from parents, teachers and other people who may be affected. It is *not* good to choose to be silent on a day in which a major oral presentation is due in class!

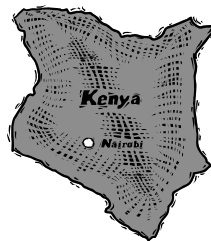
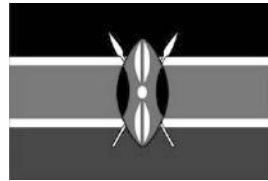
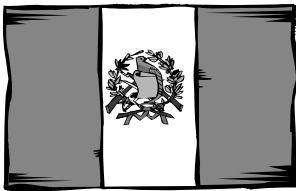
Next, you will have to decide when your 24 hours of silence will begin. You will have to spend time beforehand informing people of your plan—educating them about the reasons behind your oath. Perhaps you will prepare an Explanation Card to show to people who talk to you while you are being silent. You may also choose to collect pledges

HYTES issues charitable tax receipts for all donations over \$10.
 HYTES – 4676 Quentin St. S.W. Calgary, AB, CANADA. T2T 6E1. (403) 291-9812 www.hytes.org
 Registered Charity Number : 828039545RR0001

Helping Youth Earn International Scholarships
HYTES



Average School Fees per Secondary Student



Guatemala

\$400 CAD

Tanzania

\$269 CAD

Kenya

\$660 CAD

Zambia

\$300 CAD

overhead transparency



Fundraising-Awareness Raising Project:

SUCCESS CARDS

STUDENT PROFILES



Lingasiku Kalibule is in her last year of high school in 2008. She is 17 years old and she goes to Jangwani Secondary School in Dar Es Salaam.

This is the second year Lingasiku has been sponsored by HYTES. Her parents have both passed away—her mother died when she was seven and her father passed away three years ago. The year after her father’s death, HYTES covered Lingasiku’s school fees.

Lingasiku currently lives at school and every month she goes home to visit her extended family. When she completes her secondary education her plan is to attend apply to the Faculty of Law at the University of Dar Es Salaam. She says *“I would like to be a lawyer or a magistrate – I like the way of judging cases to be in the right way of justice to all. I will make sure that I reach my goals in order to defend the rights of the people”*.



Peter Mikobi is 17 years old and is currently in his first year in secondary school. He attends Nyanchwa Mixed High School in Kisii, Kenya. His mother was from Kenya

and his father from the DRC—Democratic Republic of the Congo. He lost both parents in 1997, within 3 months of each other. His current guardian has children of his own who are starting to go secondary school as well and so affording Peter’s school fees is now very challenging. Now that he has been given financial assistance, Peter would like to become a Social worker so that he can extend a helping hand to those that could be the same situation he found himself in. In ten years, he wants to have his first degree and be able to get to the roots of his father’s people back in the DRC and assist those in need. He hopes that at that time, his country will have taken steps towards political stability and economic improvement. Peter says *“Being the only child of my parents, I want to make sure that all the achievement that would have been made by my parents are fulfilled.”*

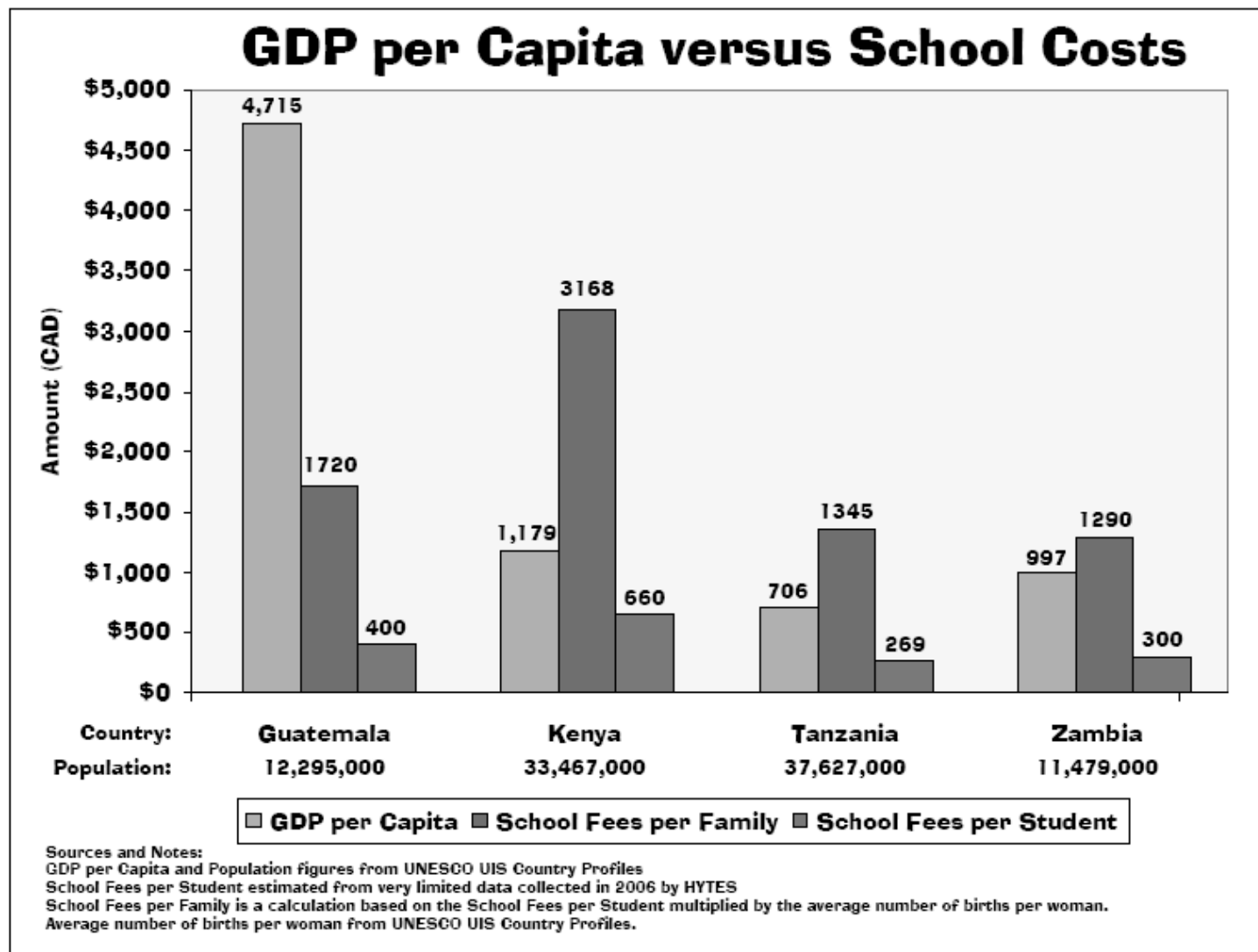


Anne is 14-years old and lives with her parents and three other siblings. She has often been sent home from school because her father, a casual labourer, could not afford her school fees. With a HYTES scholarship, she is now attending Form Two (grade ten) in a Nairobi girls’ school. Anne would like to

attend University to become a doctor specializing in HIV/AIDS. She is also an avid environmentalist and would like to intern with an environmental organization.



Overhead transparency



July 23, 2006

Helping Youth Through Educational Scholarships

www.hytes.org



HYTES SCHOOL PRESENTATION

PRESENTATION OVERVIEW

Purpose

To provide students with an opportunity to “develop the attitudes, skills and knowledge that will help them to become engaged, informed and responsible citizens” (Alberta Social Studies Program of Studies, Program Rationale and Philosophy) through an interactive presentation on the problem of inequity in access to universal education throughout the world.

To highlight to students the importance of universal education, to develop empathy, to create an awareness of students’ capacity to effect change in the world, to develop social compassion and a sense of global consciousness with respect to issues around access to education.

Outcomes

By the end of this presentation students will

- understand the importance of global equity in access to education
- make a connection between themselves and students in other countries
- be empowered in their ability to create change

AGENDA

Materials:

- LCD projector and laptop
- Powerpoint presentation: HYTES
- Handouts—Entrance/Exit slip
- T-shirt for door prize & tickets for door prize
- Simulation activity tickets
- Postcards
- Education package—fundraising for students
- Artefacts – handicrafts, posters of students, etc.
- Art supplies—markers, stickers, stamps, etc with postcards
- Profiles of students as handouts

1. OPENING – 15 minutes – slides 1 - 14

A. Introduction (as students enter classroom)

Upon entering the room, students receive an “Entrance/Exit slip” and are asked to fill it out. Students should also take a ticket (for door prize and simulation activity).

Music playing to create an African ambience.

B. Powerpoint (3 -5 minutes—Slides 1 – 7)

1. Go through first 7 slides and engage students in discussion around the questions asked.
2. Introduction of HYTES, its mission and names and brief background of presenters.

C. Simulation (5 – 10 minutes – Slides 8 - 14)

1. Ask all students with the red cards – PS to stand up and read the slide aloud with them. Discussion. Continue with the rest of the cards.

2. FOCUS (20-25 minutes) – slides 15 – 20

1. Profiles of some of our students
2. What HYTES does
3. What can kids here do?
4. Activity: postcard messages to send to students.
 - Provide postcards and markers to students, with some stickers, stamps, etc.
 - Ask students to read the profile of the student they have been given and to send a message of encouragement, of support and of camaraderie, wishing them well in their studies.

3. CLOSING (5 minutes)

1. Concluding questions. Ask questions from Entrance/Exit slip and have students answer. A treat for those who answer.
2. Give students several minutes to fill out their Entrance/Exit slip and to turn it in
3. Draw for t-shirt with tickets





SIMULATION TICKETS

to be handed out as students enter the classroom.

A class of 20:
16 primary school
12 secondary school
4 ?
3 girls

A class of 25:
20 primary school
15 secondary school
5 ?
4 girls

A class of 30:
24 primary school
18 secondary school
6 ?
5 girls

<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 	<i>PS SS</i> 
<i>PS SS</i> 	<i>PS SS</i>	<i>PS SS</i>	<i>PS SS</i>
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?	?	?	?
?	?	?	?
?	?	?	?



Helping Youth Through Educational Scholarships
HYTES

Entrance/Exit slip



What I know (about education and/or kids in developing nations, the countries of Guatemala, Kenya, Tanzania, Uganda, Zambia...)	What I'd like to know Questions I have about these ← ← ← ← ← ← ← ← ← subjects	What I've learned (to be completed at the end of this presentation) Answers to your questions? Other stuff?

DURING THE PRESENTATION...

Can you find the answers to these questions?

1. In which countries does HYTES help students?

2. In what continent are the majority of these countries located?

3. Name one reason why many kids are not able to attend school.

4. What can students who do not go to school do? What opportunities are available to them?

Optional:

My name: _____ School: _____

Email address: _____

I am interested in receiving more information about HYTES via email.

Other notes/feedback:

Welcome
Karibu
Bienvenidos
Mulishan



Students in Uganda

Who
is
this?



Stephen
Lewis

United Nations special envoy for HIV/ AIDS in Africa
Canadian ambassador to the United Nations
18 honorary degrees from Canadian universities
2003 Canadian of the Year (Mclean's Magazine)
Time Magazine's 100 Most Influential People in the World (2005)

What do kids want
more than
anything?



Would you believe...?

EDUCATION!

(ie, school? Classes? Teachers!!?)



Why don't they go to school?
Why can't they go to school?
What's school like for other kids?
Does someone want to come and
take my math class?
(ha ha)

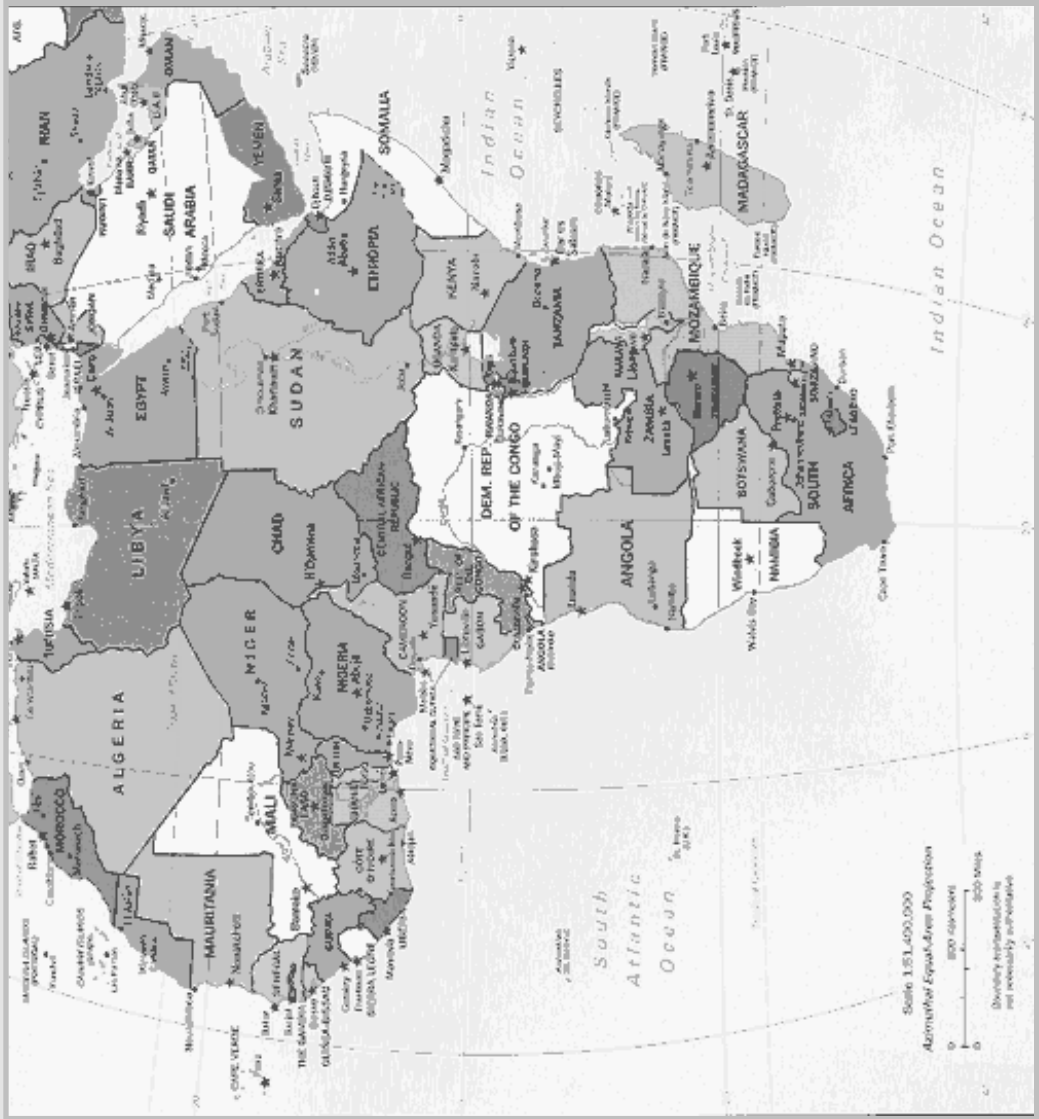
A classroom in Zambia







Let's pretend...
You live in a country in Africa



PS- Primary School



Congratulations! You've attended elementary school and can probably read, do simple math and have some very basic knowledge of science and geography.

SS- Secondary School

Congratulations! You're one of the 60% (actually, quite a bit less) of the population of kids who has had the privilege of attending secondary

school. While conditions were overcrowded, high, and very traditional, your family was able to scrape together the money needed to pay for your books, your tuition, your uniform, your transportation and to give up the money that you could have been earning if you had been out on the streets, working.

NOTE: The reality in most countries (Kenya, Tanzania and Zambia) is that only a third of you would be standing up.



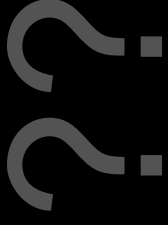
PSSS

Congratulations! You're one of the very rare 17% of girls (or lower) who is able to attend *both* primary and secondary school. If you are a girl in the class and you do not have this symbol on your card, you *may* have been to primary school, but not secondary. This means chances are you can barely read (if at all), barely write your name (if at all) and have very few options for earning a living.

What are the options for girls who have little to no education?



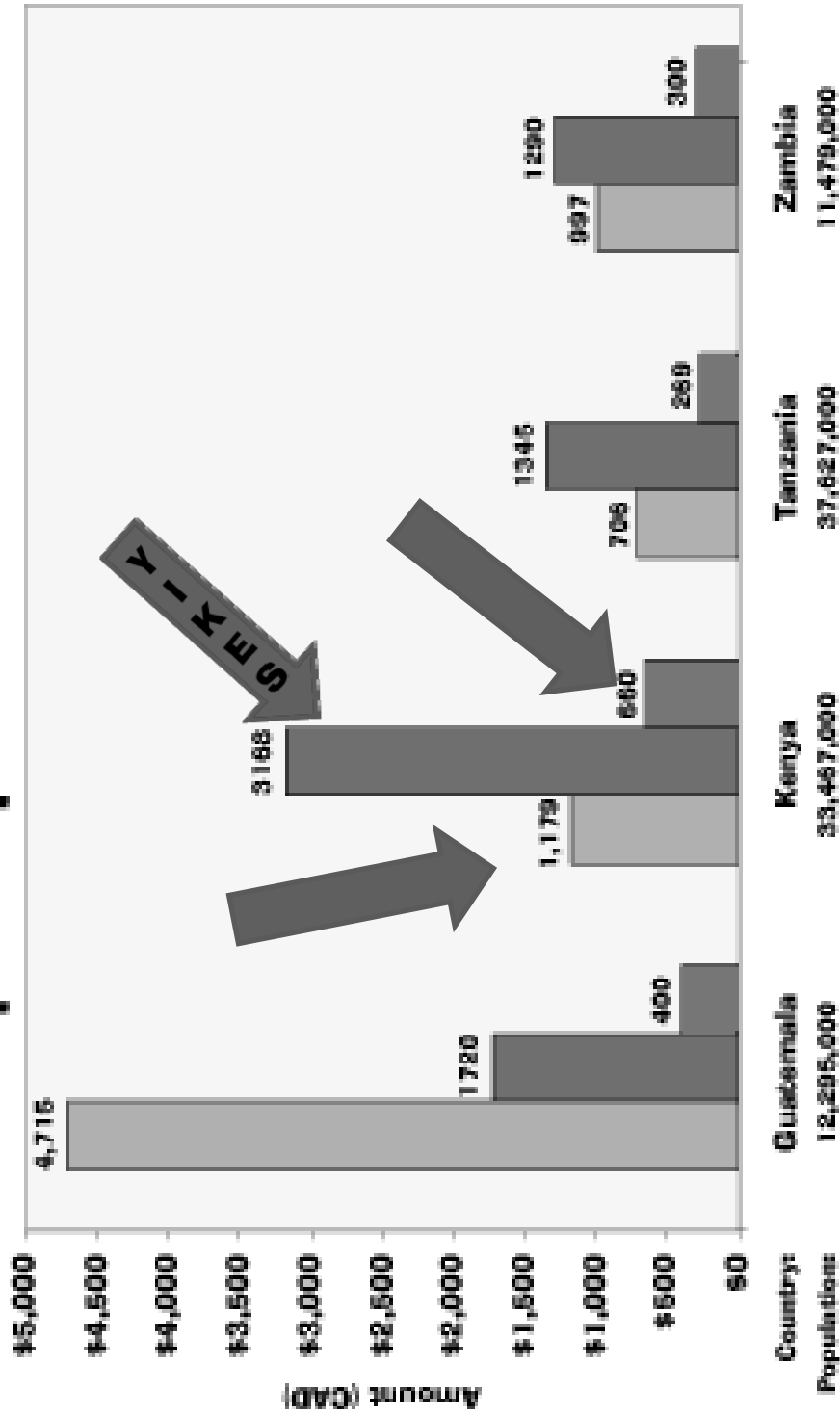
Anne Ngendo



Unfortunately, you are one of the many children whose parents or family is dead, or too poor, or too indebted, or too sick to afford to send you to *either* Primary or Secondary school. You can not read, write or do basic math. You earn a very meagre living working.

What kind of life is open to you?
What kind of jobs can you have?
What are your dreams, realistically?

GDP per Capita versus School Costs



GDP per Capita
 School Fees per Family
 School Fees per Student

Sources and Notes:
 GDP per Capita and Population figures from UNESCO US\$ Country Profiles
 School Fees per Student: estimated from very limited data collected in 2006 by HYTES
 School Fees per Family is a calculation based on the School Fees per Student multiplied by the average number of births per woman.
 Average number of births per woman from UNESCO US\$ Country Profiles.

To recap:

85 % of students are able to attend primary school (This can be a lot less depending on the country)

60 % of students can attend secondary school
(In Kenya, as well as other countries, this drops to only about 24%)

Only 17% of girls in sub-Saharan Africa can attend secondary school



Students like
you...

TIYESI MOYO

4.1 PERSONAL BACKGROUND AND CURRENT LIFE SITUATION.

- My name is Tiyesi Moyo. I am 15 years old. I am born alone in my family. My father died before I was born. I was in my mother's pregnancy. After I was born, my mother also died during my birth. So both parents are dead. My uncle and sister are responsible for me. My sister, the one I live with, does not work. She sells groundnuts on the streets. She does not get enough money for the home because she has children also to look after and she's lame. I have been doing some work for people to get money. This means I don't concentrate at school work because I have to find money for school fees and food. Hence, my performance is not very good. Therefore, if HYES came to my aid I would do my best and improve.

4.2.

PLANS AND ASPIRATIONS
I am determined to complete school if only I get assistance from HYES. I have the capacity to work hard at school unfortunately I lack financial help. In few years, I see myself becoming a Doctor. I will go to the University of Zambia and study Medicine.

Name: Kipkemoi Benedict Rotigh

Location: Litein, Kenya

Born: July 12, 1991

I was six months old when my dad passed away. My mum told me he hanged himself on a tree as a result of family poverty and frustration. I am the last born in our family of three girls and two boys.

We passed through a lot of challenges in life and sometimes we could sleep without dinner. I thought this happens to all the families until when I realized that we were poor when I was seven years old.

My mum passed away four months ago because the lungs disease and we remained orphans. I am now forced than before to work hard both academically and economically to filled the gap my parents left to make better future

4.1 My family is very large and poor that is at one grandfather it comprises three grandmothers. My grandmother being the first one she has twelve children, the second was having ten children and the last one having eight children.

My grandfather is struggling as much as possible to provide despite the fact that we are many and my grandfather's homestead is small and we have no occupation. Most of my aunts are not yet married but they have their children at home who also depend on my grandfather and also they themselves depend on my grandfather.

I have encountered such problem in my academic in that every now and then I am being sent home for school fees and mother is unable to pay me just because of her disability I have been suffering and missing alot at school.

Despite all these problems I am struggling as much as possible to fulfill my goal and see to it that my family and I live a better life in future. I therefore gladly look forward for your support, please assist me.

What does HYTES do?



What more can be done, by kids like you?

1. Learn about it! You've already done that right now! Raising awareness is the first step to changing a situation
2. Tell others what you have learned here.
3. Keep learning more! (www.hytes.org)
4. Appreciate and value the education you are receiving
5. Are you interested in fundraising? Creating a club? We can help you with ideas you have, or give you some ideas...

FUNDRAISING IDEAS:

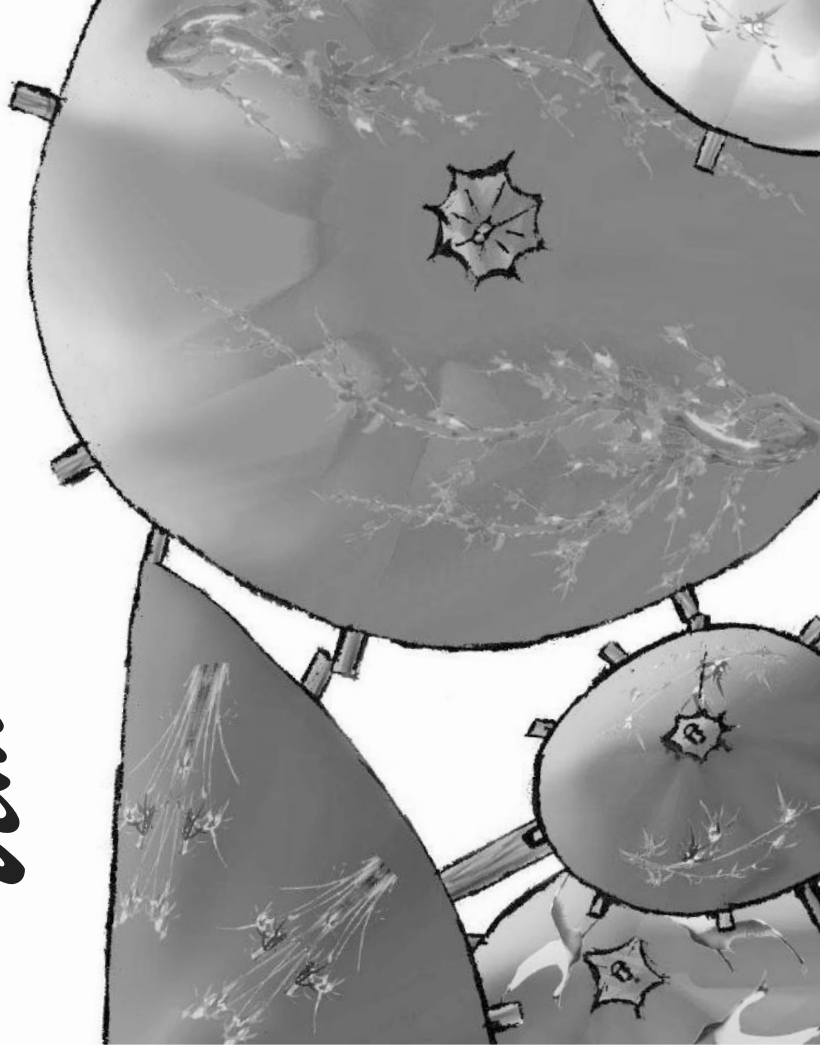
1. Pledge of silence. Collect pledges for refusing to talk for a certain amount of time – 24 hours?
2. Pledge of homework. Show how much you appreciate homework by pledging to get it all done for a certain amount of time! One week! Two weeks? Increase the time and increase the pledges! (A teacher thought up this one, can you tell?)
3. Success cards? See our package....
4. Give up a birthday present, holiday present, etc.
5. Other ideas?



The Leprosy Mission Canada *The Umbrella Girl*



The Umbrella Girl ❁❁❁





There is a street in the small town of Chiang Mai, Thailand covered with bursts of red, blue, yellow and green. Everywhere you look there are more colours! It's called the Umbrella Street. There are hundreds of umbrellas all over people's lawns, on their doorsteps and in their gardens. This magical place is where Mali, an eight-year-old girl, lives with her mom, dad, two brothers and three sisters.

The whole family makes umbrellas. Every spare moment – before school, after school and all day on the weekends – is spent making beautiful umbrellas.





Each member of the family has a special job. First, Mali's dad and her brother build a strong wooden frame including a long handle and several spokes sticking out the top; just like a bicycle wheel. Then, Mali's mom and her sister stretch a fancy material called silk across the frame and tie it to the spokes with string. In the next step, Mali's oldest brother and sister paint beautiful flowers and other shapes on the silk. Mali's job comes next. She gets to finish the umbrella by attaching tassels of silk to each point on the umbrella. When the wind blows, the tassels sway back and forth – just like they are dancing!



Mali's Family



*M*ali is good at her job. She is very fast and many times people stop to watch her work. Mali is proud of what she can do – each umbrella makes her happy.

But one day, something very strange happened to Mali.

The paint on some of the newly made umbrellas was dry. She reached for a tassel and began to tie it on – just like she always did. But her fingers wouldn't work properly! She kept dropping the tassels and couldn't tie the knots as she had done before.



Then she noticed some red spots on her arms. Dropping everything, she ran to show her mother. Not knowing the cause of these patches, her mother suggested Mali get some sleep and they would keep an eye on the spots.

After another couple months, Mali noticed the patches had spread up her arms and on her legs! She was so scared! She ran to tell her mother who took her to see the doctor right away.

The doctor played a game with Mali. She had to close her eyes tight and the doctor touched her arms and legs in different spots with a cotton ball. Each time she felt the cotton ball, she had to tell him where it was. Mali liked playing the game, but the doctor didn't need long to understand what was wrong with Mali.



The doctor was very nice. He told Mali about leprosy. He told her that she would get better, but she would have to follow his instructions very carefully. The very first thought Mali had was needles! She hated needles! But the doctor told her all she had to do was take some medicine every day called Multi-Drug Therapy. These pills would get rid of the leprosy and make Mali feel much better.

Mali had leprosy.



The doctor said Mali would have to stay with a bunch of other kids her age at a hospital where the doctors and nurses all knew a lot about leprosy. After giving her mother a big hug and kiss good-bye, she left with a nurse named Nutiga.

Nutiga introduced her to lots of other kids who also had leprosy. She also told Mali about the school at the hospital. Mali was surprised she still had to go to school, even though she was sick. Nutiga reminded her that she would miss too many days of school if she waited until she was better before returning.

Mali liked it at the hospital. She made many new friends and the nurses and doctors were all very kind. Mali was careful to exercise her hands every day to keep them strong. The nurses were there whenever she needed extra help.

For many weeks, Mali stayed at the hospital. She felt much better, but missed her family a lot.



One day, a doctor came to Mali and told her about Jesus. He told her how Jesus loved her – no matter what happened. Then the doctor gave Mali the best news yet – she could go home in a week!

“But,” he said, “you must continue to take your medicine everyday for one year – just like at the hospital. Or the leprosy will come back and it will be much more difficult to cure.”

She couldn't keep her mind on her schoolwork or her exercises. “Lift your wrist... I'm going home! Straighten your fingers... I'm going home!” It was all she could think about.

When the day finally came, all her new friends gathered around and Nutiga told Mali how much they would miss her. Then they gave her a present. A box wrapped in pretty red paper and tied with a big, beautiful orange bow.

As Mali ripped off the paper, she found a Bible inside! Now she could read about Jesus whenever she needed His help!

Just then, she turned around and saw her mother walking into the hospital. Mali couldn't hold back her excitement. She ran and jumped into her mother's open arms! How she had missed her mom all this time. Mali had never been away from home this long before. Being held by her mother made her feel safe and happy again. She didn't worry about leprosy at all anymore.



Mali was so excited!

When she returned home, Mali told her brothers and sisters all about the hospital and her new friends. She knew how much she would miss them. But she was so happy to be back at home on the Umbrella Street.

The very next day, right after school, Mali picked up a brightly coloured umbrella. Then she picked up a silky, gold tassel. After one or two tries, Mali's fingers worked just as fast as they always did!



The End!

Umbrella Girl Activities



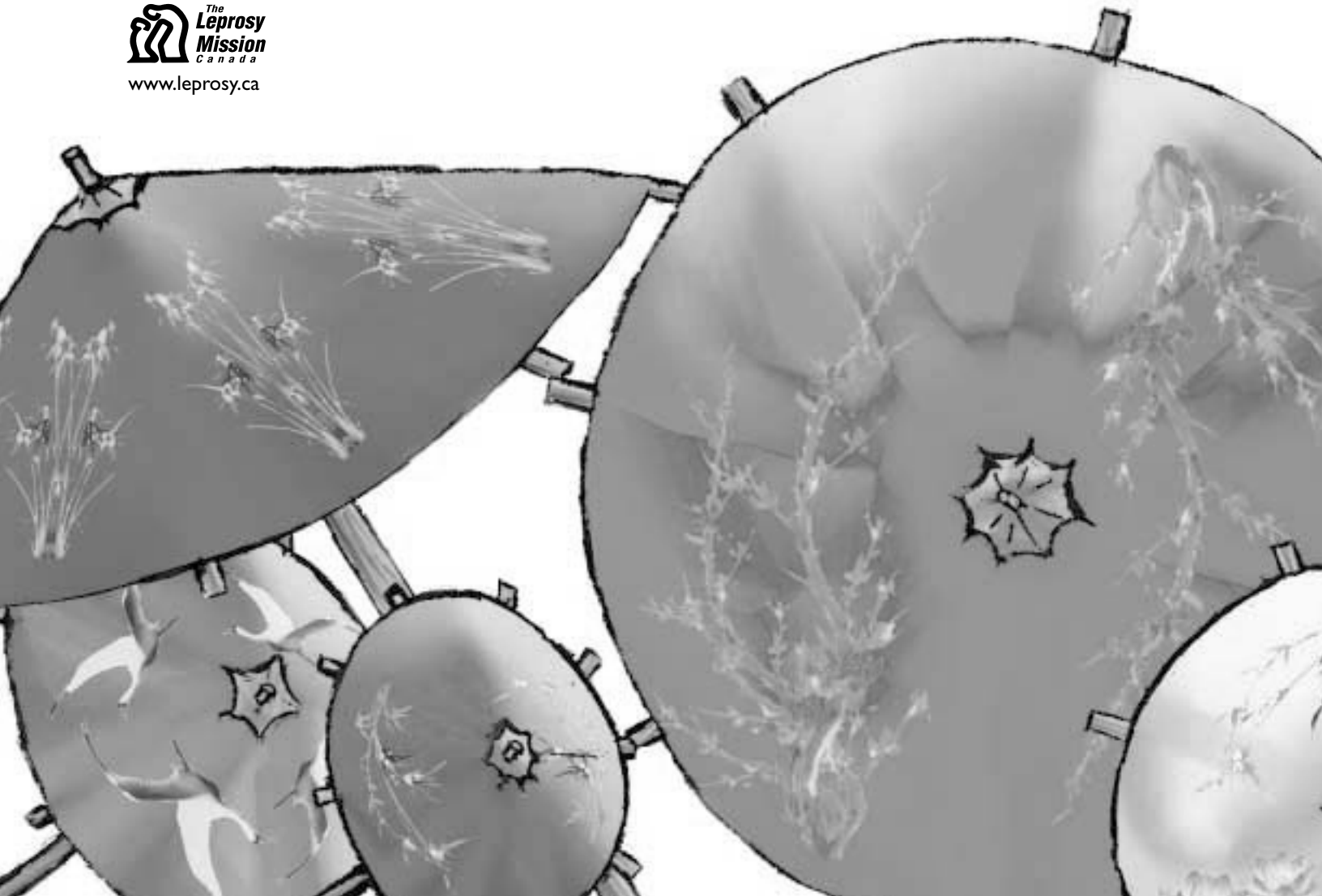
Activity (Ages 9-12)

Do You See What I See?

Have each child put on a pair of dark sunglasses in a dimly lit area of the room. See how well they can read the following passage from the Umbrella Girl Story:

She couldn't keep her mind on her schoolwork or her exercises. "Lift your wrist... I'm going home! Straighten your fingers... I'm going home!" It was all she could think about.

Explain that leprosy affects a person's sight because their eyelids do not protect their eyes the way they should. When the children wear these dark glasses, they will get an idea what it is like when people with leprosy start to lose their sight in stages.



Teacher's Activity Guide



Activity (Ages 5-7)

It's So Hard to See!

Ask one of the children in the group to put on a pair of dark sun glasses. Give the child a pair of child safe scissors and a piece of paper with a large shape outlined on the page. Ask the child to cut out the shape.

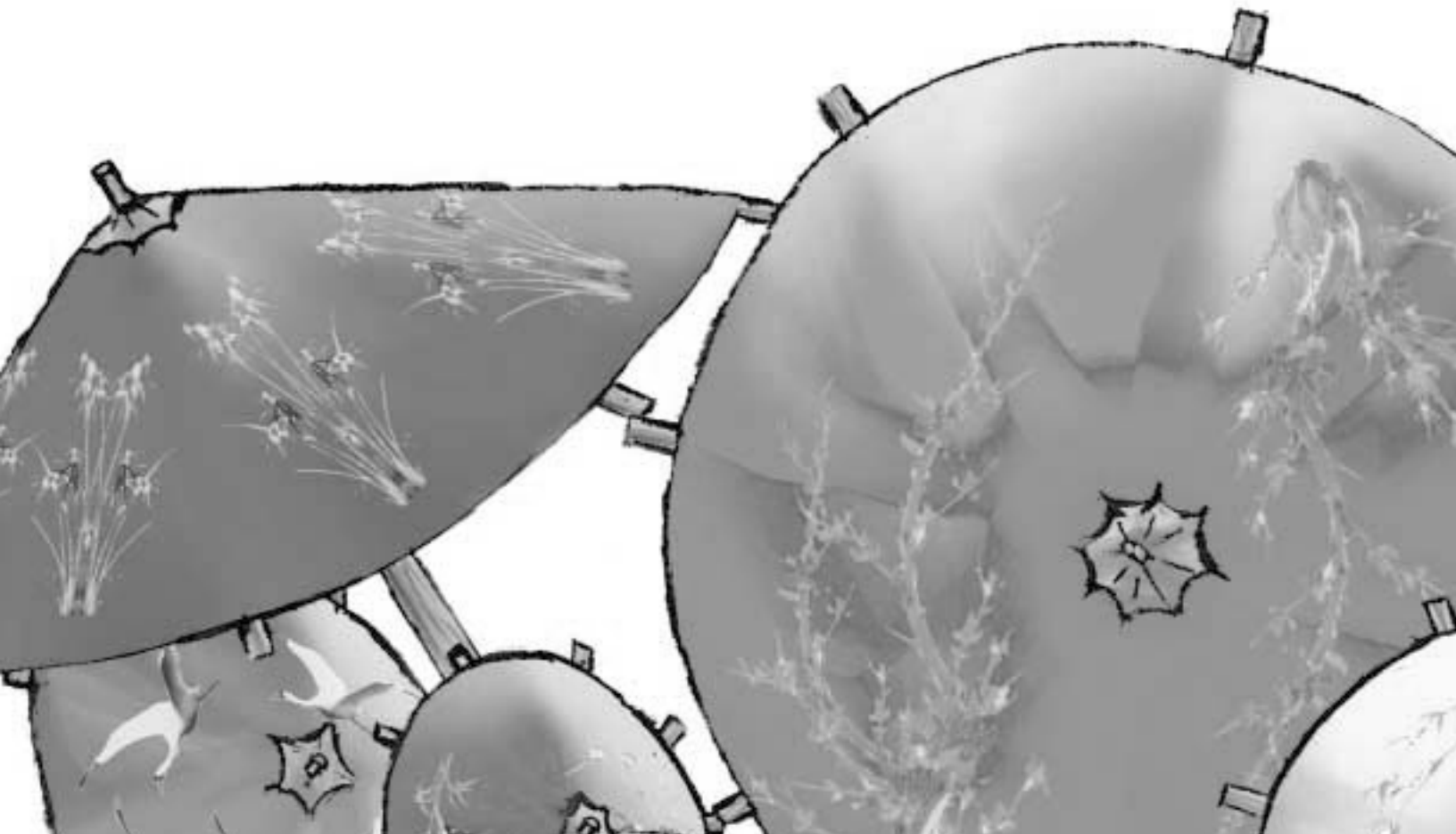
Explain that when someone has leprosy they may go blind. It is very hard to go to school and to do normal chores.

Activity (Ages 7-9)

There's No Place Like Home!

Have the children write out (or tell their teacher) 5 things they would miss if they were away from home at summer camp. Younger children may draw the pictures instead of writing.

Explain that many children who have leprosy are sent away from their families, either to stay at a hospital or because their families are afraid of leprosy.



"Red, blue, yellow and green; the prettiest umbrellas ever seen; We make them big, we make them small, for people short, for people tall; and I put tassels on them all!"

Dear Parent,

A little girl who lives in Thailand wrote the words at the top of the page. She was only 8 years old and she was already a responsible part of the family team – she put the tassels on the umbrellas her family made.

Then one day, she fumbled with the tassels – she couldn't seem to get her fingers to work. At first her mother thought her daughter was just tired, so she asked her to rest. But this little girl's hands grew stiff and resistant – soon she could hardly hold a pencil.

This little 8-year-old girl had leprosy.

When I tell the story of leprosy, I am rarely surprised at the questions I get asked. Most of us believe that leprosy is an age-old disease, long cured. But every 2 minutes, someone is diagnosed with the disease.

Leprosy affects the parts of the body furthest from the heart – the hands, feet and face. Without early detection and treatment, leprosy patients can suffer permanent disabilities and even blindness.

But today, leprosy can be cured!

On average, it only costs about \$350 to cure someone with leprosy. Together, we can help cure and care for 1, 5 or even 10 people with leprosy!

Please use the cardboard box for the money your child collects and follow the instructions on the bottom once your collection box is full.

If you would like more information on leprosy or the Umbrella Girl program, please visit us online at www.leprosy.ca or call 1-888-LEPROSY (537-7679).

Thank you for your encouragement and support. Your child's compassionate giving can bring healing so profound, it is truly life-transforming!

Yours in Gratitude,

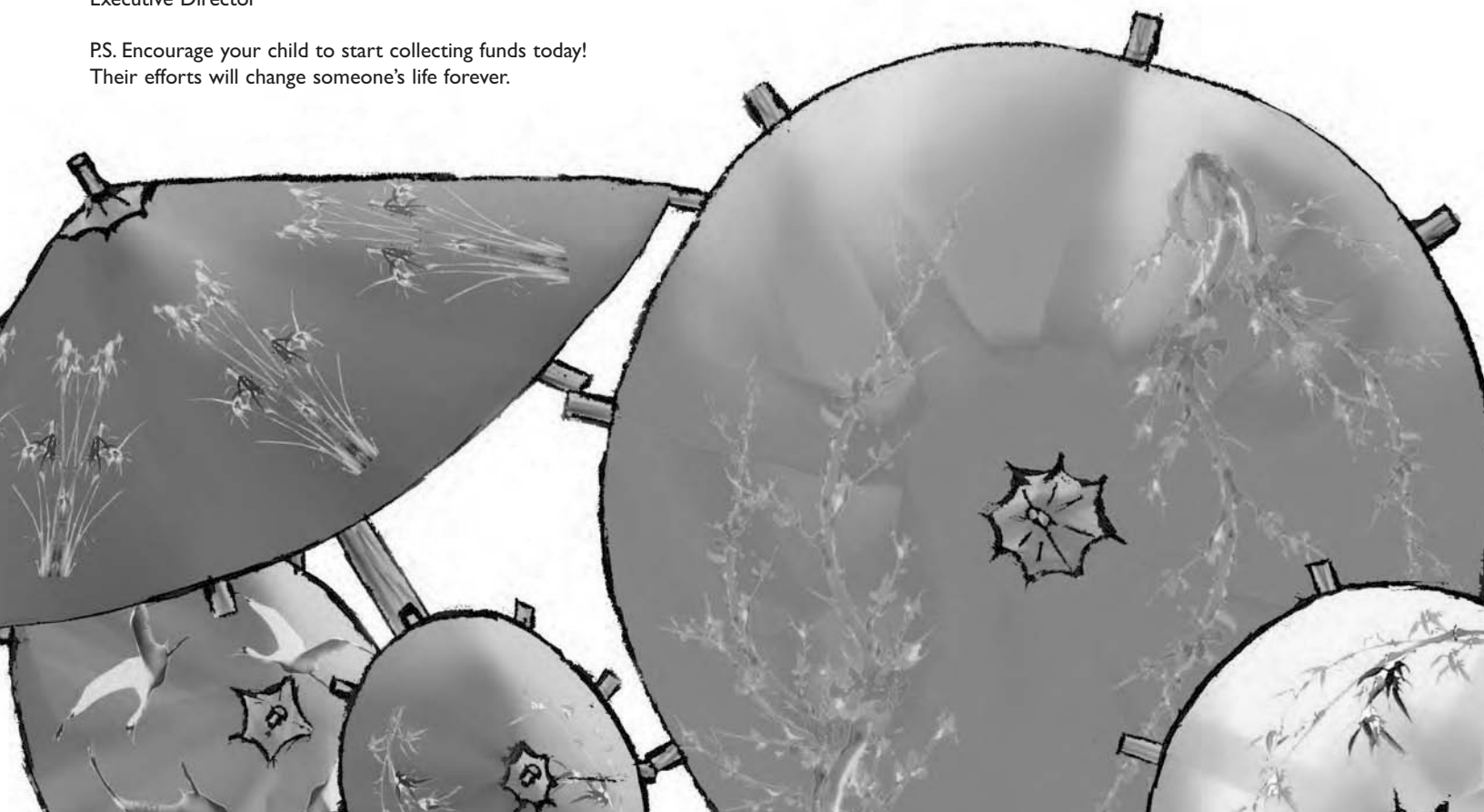


Peter Derrick
Executive Director



www.leprosy.ca

P.S. Encourage your child to start collecting funds today!
Their efforts will change someone's life forever.





Dear Parents,
 Thank you for helping your child to raise money for children like the Umbrella Girl. If you are raising money with a group, please follow the instructions given by your group leader. Otherwise, use this form to submit the money your child saves. If you have any questions, please call 1-888-LEPROSY. Thank you.

When you have filled this box up to the top:
 • break the box open and count all the money
 • write a cheque or purchase a money order for the total amount
 • complete this form and send it to The Leprosy Mission Canada at the address below

Name: _____
 Address: _____
 City: _____
 Province: _____ Postal Code: _____
 Telephone Number: () _____

I would like to continue saving money to cure leprosy patients, please send another collection box.

I have enclosed a cheque money order for the amount of \$ _____

Please debit my VISA MasterCard AMEX for the amount of \$ _____

Card Number: _____
 Expiry Date: _____
 Signature: _____



75 The Donway West, Suite 1410, North York, ON M3C 2E9
 1-888-537-7679 (1-888-LEPROSY) www.leprosy.ca
 Donations over \$10 will be issued a tax deductible receipt.





100 Mural Street, Suite 100
Richmond Hill, ON L4B 1J3

You have helped a child just like me who has leprosy. I was lucky enough to find a doctor early and get the treatment I needed. But sadly, a lot of kids can't get to a doctor, or their parents are too afraid to take them there.

With your help, kids and adults just like me can be cured of leprosy! What an amazing gift you have given us!

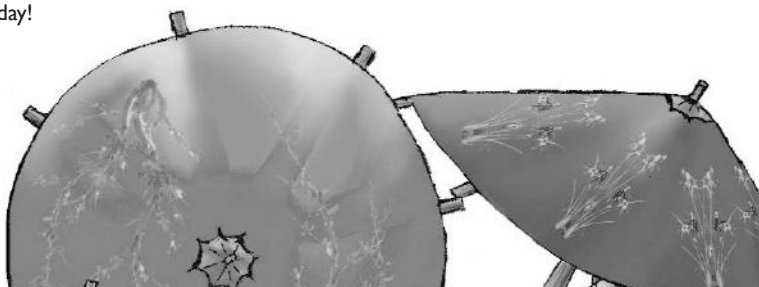
To help even more, tell your friends and family about leprosy. Tell them that they can cure someone too!
All they need to do is to go to www.leprosy.ca or call The Leprosy Mission at **1-888-LEPROSY**.

And continue to keep us in your prayers. We all know that God will help to give us strength and make us better.

Don't wait! Tell everyone my story today!

Yours in Thanks,

Mali
The Umbrella Girl



100 Mural Street, Suite 100
Richmond Hill, ON L4B 1J3

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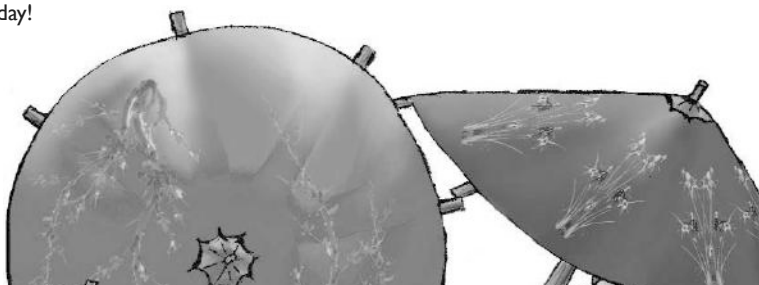
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Yours in Thanks,

Mali
The Umbrella Girl





Thank You!



Thank You!



ICChange
*FROM IDEA TO ACTION: A Guide for
 Community Development Initiatives*



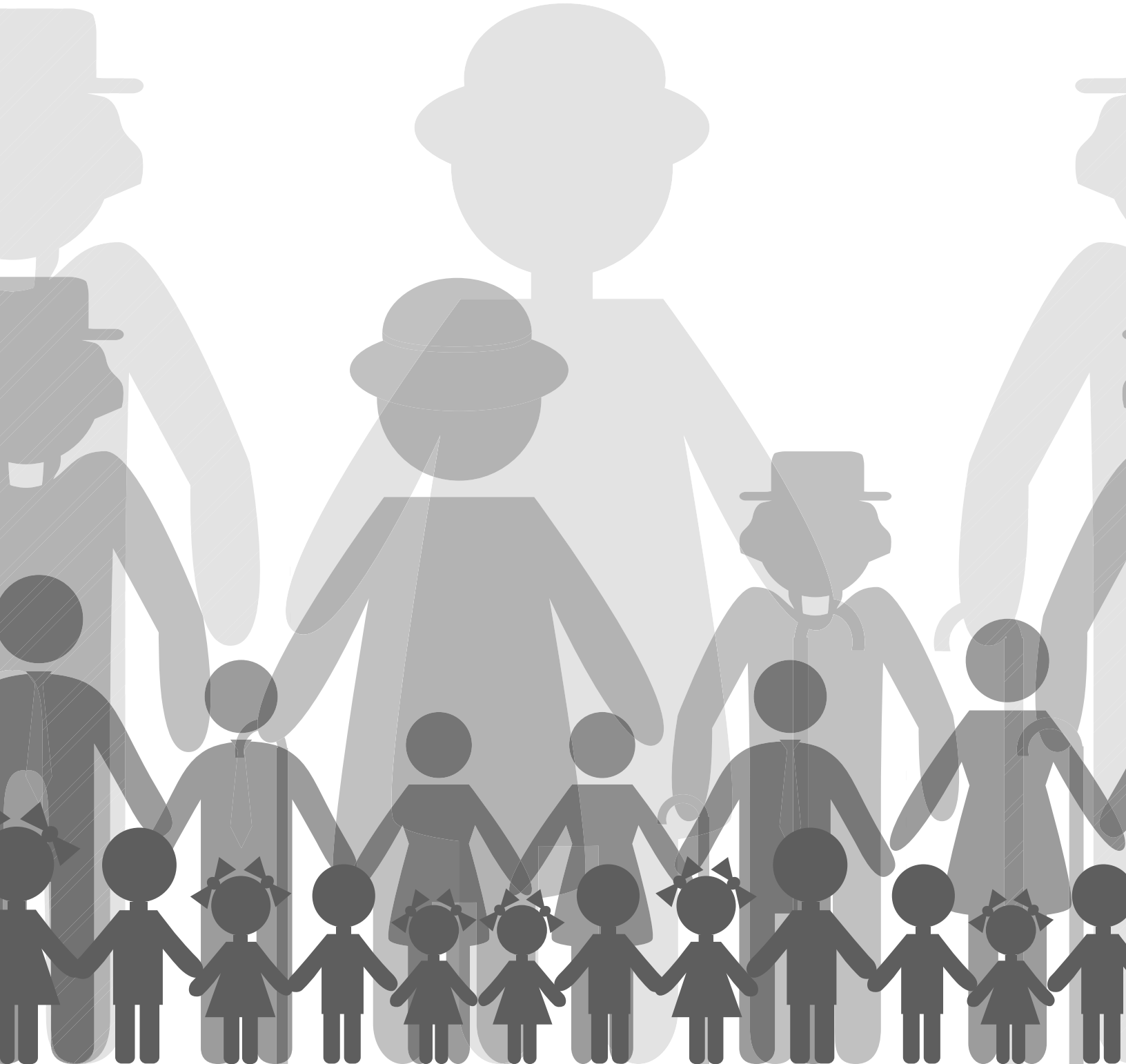
ICCHANGE



ACGC 
 Alberta Council for Global Cooperation

FROM IDEA TO ACTION

A Guide for Community Development Initiatives



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WHAT'S IN THIS MANUAL?

- A 5 step plan for development projects
- A real life case study implemented by the creators of this module, ICChange
- Multiple fictitious development project scenarios for your class to practice with

Grade Levels: Grades 4 to 6

Time: 1 to 5 hours

OBJECTIVES OF THIS MANUAL

- Conceptualization of meaningful actions and how to increase global awareness
- Basic steps required to implement a project
- The ability to think critically about community projects and their overall effectiveness, strengths and weaknesses

HOW THIS MANUAL IS USED

Class Handouts

To get your class started on the idea of global development and developmental projects, print these individual handouts attached at the end of this document for your class. These handouts can be used however you like, as homework or an in-class assignment, etc.

Teacher Tips

These tips add another layer of depth to this module. An important aspect of global development is revisiting concepts to see what mistakes were made and how an idea can be improved or utilized in an alternative way. Additionally, knowledge about project development may change one's insight into certain issues. These tips should be used to promote further perspective on global development and engage the students on introspection.

Reflection Questions

To promote further insight into global issues and into the topic at hand, ask your class these questions. You can ask them to write down their individual responses on paper, brainstorm answers together as a class, or ask students to individually consider these questions on their own time. See Class Handout 3 for a complete list of all the reflection questions.

Activity Suggestions

These activities are not mandatory, but are created to emphasize each step of a development project and provide practice at each level of community action. Feel free to include one, none, or all of these activities!

ABOUT INNOVATIVE CANADIANS FOR CHANGE

Innovative Canadians for Change (ICChange) is a not for profit organization based in Alberta, Canada that fosters an approach to global development projects that targets vulnerable populations. ICChange is composed of experts and students from all across Canada, who are putting their diverse skills and talents together for the common goal of improving the quality of life and security of these vulnerable populations. A need is identified and a baseline assessment of the area and population completed. In collaborating with local bodies, useful information is gathered, from cultural considerations in a developing country with strong religious affiliations and political tensions, to engineering challenges in resource-limited rural areas. We are committed to developing and implementing innovative strategies, new technologies, and ensuring the sustainable future of vulnerable populations. We develop strong new global partnerships with other non-profit organizations, universities, the United Nations, and governments. Change is a variable that occurs in our everyday lives. As an organization, ICChange chooses not to shy away from promoting, leading and fostering those changes that are inevitable and vital for growth. As such, we believe it is important to embrace change by supporting the quality of life of vulnerable populations - we invite you to join us by creating YOUR change!

ICCHANGE PROJECTS

Kenya Ceramic Project

Close to half of Kenyans do not have access to clean, safe drinking water. The Kenya Ceramic Project (KCP) utilizes innovative ceramic water filters to rid water of 99.9% of fecal bacteria and protozoa in a culturally appropriate manner. Additionally, KCP is working towards distributing high efficiency wood burning stoves to rural areas of Kenya. Many, due to deforestation and weather changes, struggle to find fuel for cooking stoves. With the help of local and international Non Governmental Organizations (NGO), workers and potters in these areas are trained to make filters and stoves to improve access to clean water and provide more efficient use of available fuels.

Filter Diversification Project

Water quality is not only affected by live pathogens, but chemical contaminants as well. Three water contaminants detrimental to human health have been identified and chosen for investigation by ICChange: Arsenic, fluoride, and dissolved organophosphates. Currently, efforts are being undertaken to further improve water quality by developing a second generation Ceramic Water Filter (CWF) that will rid water of the aforementioned contaminants. The overall goal of ICChange is to develop a filter diversification program that will allow tailor customization of interventions to remove pathogens and chemical contaminants through innovative designs and global partnerships with universities, industry leaders and local communities.

ICCHANGE PROJECTS

International Surgery Project

Two-thirds of deaths due to injury occur in developing countries, and trauma is the leading cause of death in the first four decades of life. The health care infrastructure in most developing countries is quite poor, and trauma patients die before they can access appropriate medical services. ICChange is working to improve the outcomes for trauma patients in Kenya by implementing a system whereby trauma patients can better access medical and surgical services. This project involves the use of Geographic Information Systems (GIS) technology to effectively map local availability of medical services and ensure a more effective use of time and resources. Furthermore, ICChange is planning training in and dissemination of Advanced Trauma Life Support (ATLS) to local medical practitioners to provide early delivery of good care and improve outcomes. A system for exchange of medical students, surgical residents, and surgical staff from North American universities is being developed now to work and share knowledge and skills in both large and small centers in Kenya.

Kibera Medical Record Initiative

Kibera, the largest slum in Nairobi and second largest in all of Africa, is home to approximately 800,000 people and 93 clinics and hospitals. In contrast to the few medical centers using electronic health systems, most health centers continue to use paper records. The Kibera Medical Record Initiative (KMRI) aims to introduce an efficient electronic health system to a population in need of such an intervention. Conditions in Kibera are extremely poor and most of its residents lack basic services, including power, clean drinking water, sanitation services and proper health care. Our vision is to develop and implement a standardized patient medical record system for Kibera; providing improved patient care and treatment, and develop a referral base between clinics, while evaluating community health, epidemiology and disease trends in the setting of a mapped out environment.

Global Citizenship Curriculum

This multidisciplinary initiative is breaking barriers and bringing collaborators out of faculty silos to discuss the important issues facing us, from human rights to economic development. ICChange believes that Universities are the backbone of development globally, fostering leaders and creativity. This course will act as a collaborative platform to bridge various universities from the Americas, Africa, Asia and Europe for a discourse and action planning empowering university students to discuss what the rights and responsibilities of a Global Citizen should be in this increasing interconnected world. At the University of Alberta, a trans-disciplinary curriculum has been developed, and is attracting students that want to learn the practicalities of turning an idea for development into practice.

ICCHANGE PROJECTS

Thai-Burma Project

The Burmese military government has been driving people out of resource-rich areas of Burma for over two decades. This has led to a large population of refugees and illegal migrants to find refuge in Thailand. ICChange is developing vocational training programs for refugees in an innovative way to promote improved dialogue and collaborations between the Thai people and the refugees to achieve mutually beneficial gain. Concurrently, ICChange is working to develop improved access to health care for migrants in the area through local partnerships and the use of electronic technologies.

For more information about ICChange, visit: www.icchange.ca
For questions and enquiries, email: info@icchange.ca

GENERATING IDEAS! BECOMING MORE GLOBALLY AWARE!

See Class Handout 1

You know more than you think you do! List 3 things happening in the world today...

- What are your first thoughts on these issues?
- How do they affect you?
- Now delve deeper! What are some of the problems surrounding these issues? What are potential solutions to these problems?

Teacher Tip!

If your class comes up with potential solutions, revisit those ideas at the end of the module. Has their perspective changed? Have they considered the cultural appropriateness, feasibility, and sustainability of this issue? Who are the stakeholders involved? Who are the collaborators involved?

Where can you go to become globally aware?

With today's technology, the younger generation is more socially aware than ever before. The ability to stay up-to-date on current headlines is easier than ever. Updates can be sent through email, to smart phones, seen on facebook, or PVR'd and viewed later on.

- Television
- Newspaper
- Internet
- Facebook

Teacher Tip!

Discuss the ways each of these media can be used to improve global awareness.

- Television: News can be watched 24 hrs a day, and PVR'd.
- Newspaper
- Magazines: Often feature popular opinion articles and will provide insight into more controversial topics.
- Internet: Any topic can be researched in various ways; popular opinion blogs, news articles, Wikipedia, peer reviewed literature, etc.
- Facebook: Discussion threads can be started or you can post/read articles and links of interest.

GENERATING IDEAS! BECOMING MORE GLOBALLY AWARE!

What are 3 things you can do to increase your global awareness?

- Make a news station your homepage
- Discuss one global issue with your parents over the dinner table
- Tell a friend about one news story each day
- Ask a friend! Get another person's opinion about what is happening in today's world
- Read 3 articles a day
- Watch the news once a day
- Get headlines sent to your phone
- Post one article to Facebook every day

PRACTICAL TOOLKIT FOR PUTTING YOUR COMMITMENT IDEA INTO ACTION

See Class Handout 2

Need Identification:

Ask a focused question:

- Review current information and facts: Is there current information on this issue? How can this information be utilized for project development? What can be learned from current research on this topic (such as potential considerations and complications)?
- Listen to the stakeholders: Stakeholders are the population of individuals most likely to be affected by your action. Determine who will be impacted by your actions. What do those who will be most affected want and desire? In addressing a population's needs, it is important not just to determine what that need is, but also the way in which it is fulfilled. Ensure that your actions will be culturally appropriate.

Before you decide to act:

- Make sure there is a need for your action: Don't develop a project just to develop a project! Ensure your vision aligns with that of the stakeholders and a desire for action is actually there!
- Make sure you understand **WHY** action is necessary: Why is this action important? How will this change impact the lives of the stakeholders? Have a clear idea of your overall purpose and objectives!
- Make sure you **do no harm** before you actively try to do good: Harm can be defined in physical, religious, spiritual, or cultural terms. By attempting to change the way a community is organized, their beliefs and values, or relational structure, you may actually be causing the community harm. When bringing change into a community, make sure your actions will not interfere with that community's belief system.

Activity Suggestion!

Break into small groups & discuss what determines when there is a need...

PRACTICAL TOOLKIT FOR PUTTING YOUR COMMITMENT IDEA INTO ACTION

Concept Development/Planning

Propose a possible solution to the problem/need you identified.

- Simpler is often better. How can the problem most easily be solved, while still being effective? What causes the least disruption to the day-to-day functioning of that community?

What are the strengths and weaknesses of your proposed solution?

- Critique your idea! Can it be improved? What are some potential downfalls? What are the benefits? Ensure the potential benefits outweigh the damages. Don't be afraid to ask the opinion of informed individuals. This can help to minimize weaknesses and perfect your plan!

Think about alternative solutions and understand why your proposed solution is the most appropriate.

- Look into related projects, both successful and unsuccessful. What elements made some projects successful? What can be learned from those projects that were not successful? Are you making the same mistakes? Have a clear understanding of the appropriateness of your actions and how they can effectively bring about your overall objectives.

Does it make sense on the drawing board?

- The best plans can often be laid out in a simplified manner. Visual outlines and projected timelines will help you determine whether your plan is appropriate and whether it will be effective.

Activity Suggestion!

Scenario: A small community lives in the isolated island of Kuttookituck. As they live in a secluded location, they prefer traditional methods of doing things and shy away from new technology. The main transportation routes are simple dirt roads. During the rainy season, the roads turn to mud, causing many horse-carts to become stuck or even derailed, and leads to a lot of damage. The people of Kuttookituck are frustrated by the damage caused by the rain but refuse outsider suggestions to having their roads paved, as this would go against the traditional method of building roads and would cost too much for the people to justify having this done.

Break into small groups. Have each group come up with a potential solution to this issue. Have the class list considerations specific to this community.

PRACTICAL TOOLKIT FOR PUTTING YOUR COMMITMENT IDEA INTO ACTION

Collaboration

Has anyone else tried to address the same need?

- Work with them. Learn from their successes and failures.
- Determine what expert advice will be required for this project. Legal advice? Technical support? Financial support? Manpower? Who else can you ask to help with this venture?

There's no need to reinvent the wheel... BUT you can try to make a better wheel...

- Remember, not to repeat past mistakes but to learn from them. Also be sure to utilize the best elements of related projects!

Show your drawing board to stakeholders and experts.

- DEFINITELY show your drawing board to the people you intend to help and see what they think.
- Get the opinion of people informed on this issue; they may have other suggestions!

Activity Suggestion!

Have each group briefly present their idea from the previous section to the class. Promote the use of visual aids such as diagrams or projected timelines. After each group has presented, collectively draw upon the various aspects of each group to come up with one cohesive idea for the people of Kuttookituck.

PRACTICAL TOOLKIT FOR PUTTING YOUR COMMITMENT IDEA INTO ACTION

Implementation

Put your idea into action!

- Involve the stakeholders.
- Keep collaborators up-to-date on progress.
- Continuously re-visit your initial plans to help maintain focus and the integrity of the initial idea.

Have measurable outcomes...

- This should be done before beginning the project. Determine ways to measure the effectiveness of your actions.
- Set parameters that define success or failure.

Trial and error...

- There is always room for improvement! What changes can be made to further improve your plan? What are ways you can further expand upon and develop this plan?

Activity Suggestion!

As an entire class, come up with one way of measuring the effectiveness of your plan to help the people of Kuttokituck.

PRACTICAL TOOLKIT FOR PUTTING YOUR COMMITMENT IDEA INTO ACTION

Sustainability, Scalability and Replicability

Sustainability

- This is important if you intend on making a lasting, meaningful, positive impact.
- You should not assume permanent control over the project! You must decide when it is appropriate to leave the area, transferring full control of the project to the local population.

Replicability

- Other people should be able to replicate your methods to address similar needs elsewhere in the world.
- Share what you learn, and present this idea to groups who share your vision. Help them to begin similar projects, and to benefit from your attained knowledge. A website can show what you have done to invite others to follow in your footsteps.

Scalability

- What are ways to expand on this project?
- Can this project be implemented in other communities?
- What are some necessary considerations if you were to implement this project in another area?

Activity Suggestion!

Either break into small groups or keep the class in one group. Consider your solution for the Kuttookituck community. What other populations would benefit from this idea? Is it specific to a certain area of the world, or could it be tailored to different climates and geographies? Would you have to consider cultural or religious differences in another community?

ABOUT THE KENYA CERAMIC PROJECT

The Kenya Ceramic Project (KCP) was started in 2006 by the founders of ICChange, a team of medical students at the University of Alberta. KCP focuses on providing Kenyans with affordable and accessible technologies to clean water. The CeraMaji, KCP's brand of ceramic water filters, allows Kenyans to have clean drinking water in their homes.

KCP ceramic water filters are made in a factory in a small Kenyan village called Kiminini. This factory employs a handful of local workers and produces the filters using mostly local materials. The filters are made by mixing local clay and organic temper (sawdust) and then pressing them into a mold to get a flowerpot shape. They are then put in a kiln where the organic temper is burned off leaving tiny pores. The filters are dunked in colloidal silver, which has antibacterial properties and then go through numerous tests to make sure that they are working efficiently and efficaciously. The combination of tiny pores and silver help to remove up to 99.9% of fecal bacteria. This results in safe drinking water.

Once the ceramic filters have proved usable, they are put in a plastic receptacle with a spigot that allows the clean filtered water to be collected and stored and then dispensed safely when needed.

Sustainability has always been a key focus of KCP because its founders are aware that this is essential to long lasting change. To achieve sustainability, KCP sees the project as a joint partnership and one that will eventually become an independent venture by the local partners. This is why KCP feels it is so important to collaborate with local Kenyans and also to include them in the project. KCP would like to work with local partners to develop a long lasting impact.

Employing local people in the factory is one way in which KCP works towards this goal. Collaboration has also occurred with local women's groups to gauge their interest and knowledge in the technology. Most recently, KCP has hired a Kenyan person with expertise in marketing, as it is important to develop a market for these filters. KCP takes collaboration and cooperation with local partners seriously as they recognize that their support and participation are the keys to sustained and valuable change.

KCP still has many more milestones ahead as they enter the marketing and business phase of their project. They hope to develop a solid and stable market that will be able to sustain the continuation of filter production and sales, all while maintaining their health impact in the region.

KENYA CERAMIC PROJECT: CASE STUDY

Need Identification

Focused question:

- Is there a need for better solutions to clean water in Kenya?

What is the current information regarding a need for clean water solutions?

- Nearly 50% of Kenyans do not have access to clean, safe drinking water (WHO, 2008).
- Diarrheal illness from drinking unclean water is the leading cause of death in children under the age of 5 years (World Health Organization, 2008).

Why is an action necessary to try and solve the problem of unclean water?

- The leading cause of death in children under 5 years of age in this region is completely preventable.
- Access to clean water is recognized as a basic necessity for survival.
- Other technologies, such as wells and chemical products, have been introduced to try and address this problem, but have yet to make a lasting impact.

Will this idea/action cause any harm?

- Clean water will reverse the fatal effects of unclean drinking water causing diarrheal illness in young children.
- Collaborating with local people and including them as members in the project will help to minimize any cultural bounds that could be overstepped and also help to keep the focus of the project on helping local people.

Reflection Questions:

- How do you ensure that you are getting a well-rounded and well-represented point of view from local people?
- Why is it important to do a needs assessment before beginning the project?
- How is this related to the question of whether your action is causing harm or not?

KENYA CERAMIC PROJECT: CASE STUDY

Concept Development and Planning

What is the proposed solution?

- Household point-of-use ceramic water filters.

Strengths and Weaknesses:

- Strengths:
 - Uses local materials
 - Directly addresses the need for clean water
 - Accessible and affordable
 - Portable and non-obtrusive for people to have and use in their homes
- Weaknesses:
 - New technology to local people takes time to be accepted
 - Must be used properly and cleaned appropriately to maintain filter effectiveness
 - Money used to purchase filter could be used for other pressing matters like food, education or medication

What are other alternatives and how is your solution better suited?

- Chemical solutions:
 - Not highly accepted because of taste
 - Takes time to mix and requires measuring water volume
 - Suspicion of chemicals and their manufacturers
- Firewood to boil water:
 - Not highly accepted because of taste
 - Seen as costly for firewood
 - Takes time to collect enough firewood
 - Takes time to let water cool down
- Ceramic water filters:
 - Does not give an undesired taste
 - Has a goal of being affordable
 - Water can be “cleaned” i.e. filtered without supervision, thus freeing up time

Does the action plan make sense?

- The ceramic water filters reduce the fecal bacteria in the water by up to 99.9%
- Affordable technology compared to other alternatives
- Clay and sawdust are abundant in Kenya, thus materials are accessible
- Pottery is a big part of the Kenyan culture and well-accepted

Reflection Questions:

- Why is it important to consider other alternatives?
- Why is it important to understand if the idea makes sense in the specific region?

KENYA CERAMIC PROJECT: CASE STUDY

Collaboration

Collaborating and working with other groups:

Common Ground for Africa:

- KCP collaborates with this local organization in Kiminini, Kenya. This group provides insight as to the cultural relevance of our ideas and on-site expertise for filter development.

Potters for Peace and Potters Without Borders:

- These organizations have a valuable partnership with KCP as it provides support and knowledge regarding pottery technology.

Kenyan Women's Groups:

- Women play an important role in providing clean water to their families. Therefore, they are a wealth of information when it comes to gauging interest in KCP's ideas for water filters and their practicality in the households.
- Women's groups also give KCP a background on the current status of common knowledge and education levels regarding water health and sanitation.

Reflection Questions:

- What is the point of working with other people who are working towards similar goals? Give examples of what advantages there are when working in groups.
- Why is it important to work with local people? What do they have to offer that you don't?



KENYA CERAMIC PROJECT: CASE STUDY

Implementation

Putting Idea into Action:

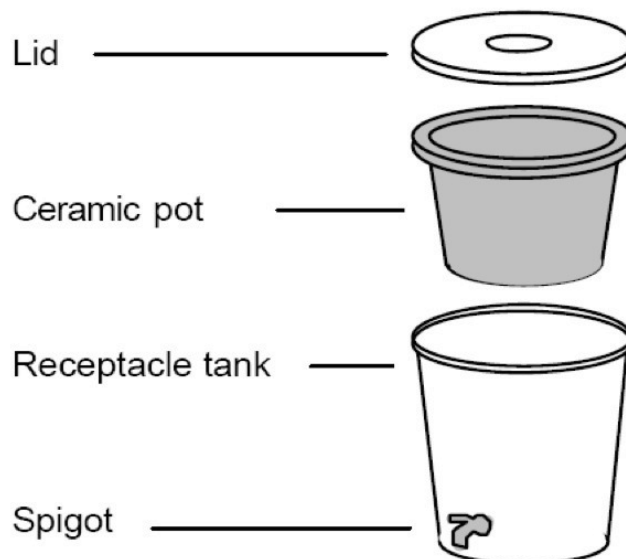
- KCP has a factory in Kiminini where ceramic water filter production is done
- KCP filters are now certified by the Kenyan Bureau of Standards
- Filters are currently being sold in the Kiminini area, in the Western part of Kenya
- Filters that are tested on site in Kiminini have a 99.9% efficacy rate of eliminating bacteria in the water
- KCP has been implementing culturally sensitive marketing efforts this Summer (2011)

Measurable Outcomes:

- KCP can measure outcomes by the number of filters produced and sold each month
- KCP is currently assessing the effectiveness of their marketing strategy. We will determine success according to how well the market receives and sustains this innovative technology
- KCP is currently assessing the effectiveness of the filters in decreasing diarrhea in children under the age of 5 through a study design

Reflection Questions:

- Is it important to remember that you might not always be able to predict the project outcomes and potential challenges? Think if a time when you were working on a project, and things didn't go your way?
- How are collaboration and implementation related? Does collaboration have an importance to implementing your ideas?



KENYA CERAMIC PROJECT: CASE STUDY

Sustainability, Scalability and Replicability

Long Lasting Impact:

- Production of filters is completely run and operated by Kenyan employees
- Marketing is being driven in a collaborative approach between Canadian and Kenyan operators with the long-term goal of transferring full control to Kenyans
- Research with women's groups to see the applicability and practicality of filter use is on-going

Share What You Learn With Others:

- KCP has partnerships with universities in North America and in Kenya to conduct research in various fields including filter use, effectiveness, and impact on water sanitation
- KCP hosts galas and participates in conferences such as the Global Youth Assembly to share our experiences with other groups and individuals
- KCP and ICChange have websites to promote their work and showcase successes and lessons learned

Reflection Questions:

- What importance does sustainability have on a project?
- What can be gained by sharing ideas and experiences with other groups?
- What other locations could this project be implemented in?

FEEDBACK FROM THE KENYA CERAMIC PROJECT!

“I just wanted to thank you, Abdullah, and your team for the wonderful job on the filters. So far the feedback is wonderful, the water is very clean and good. [Jessica] Hogan and her team left one for our office use. It is very good. I just wanted to let you know that it was a job well done. We toast the Cera Maji every morning as we begin our day. May you all be blessed.”

| Rt. Rev. Reuben Keya Lubanga |
Bishop of The Communion of Evangelical
Episcopal Churches of Kenya



“Innovation, knowledge and passion are quickly limited in their separate parts. It is only when they are interwoven that the truly remarkable can occur. It is how you reach both the vulnerable and the powerful. It is how you affect change. It is how you move forward. And it is the only reason I joined the Kenya Ceramic Project (KCP). In my search to work alongside people who actively created practical sustainable projects, I came across KCP and found integrity, ambition and a new outlook on development. What spoke to me the loudest was what the core belief of envisioning change with vulnerable populations. Skill sets compliment one another and solutions to problems are creatively approached in a multifaceted way as a team. Any other approach to international development now seems fallible.”

| Jessica Hogan |
Director of Operations
Research and Education

DEVELOPMENT PROJECT SCENARIOS

Teacher Tip!

You can use these scenarios instead of the one listed above when covering the “Practical Toolkit for Putting Development into Action” section. Alternatively, you can divide your class into smaller groups and they can each cover one of the following scenarios and present their ideas to the class. Or you can ask students to analyze these scenarios for homework! It’s up to you! You can use Class Handout 2 to make sure they cover each of the 5 steps to approaching a development project.

Scenario 1:

In the inner city schools of a large urban center, many of the lower class students are not receiving adequate nutrition. Such students often lack the energy and focus to pay attention in class, and their grades suffer as a result. A teacher at one school asked individual students how often they ate a nutritional breakfast and found a staggering number to be coming to class every day unfed. The teacher knows that good nutrition is linked to higher test scores.

Scenario 2:

In North America, poor eyesight is becoming more common in younger populations. Children are spending more time on computers, and watching TV, and developing eye problems at earlier ages as a result. With impaired eyesight, children are unable to properly learn, ultimately impacting their performance in schools. Poor grades can lead to lack impaired confidence in academic ability. Evidence shows that earlier diagnosis of eye problems leads to better outcomes and can prevent this problem from occurring.

Scenario 3:

In the rural Canadian North, a small Inuit community attains a large portion of their protein nutrition from seals. Additionally, they prefer to hunt by the traditional methods of harpooning. However, recent studies show a large percentage of the seals are contaminated with toxic levels of Mercury. In humans, mercury can cause brain and kidney damage. However, seal hunting is a strong element of this Inuit community’s tradition and culture.

Scenario 4:

In an elementary school, one student notices the high levels of waste that accumulates every lunch period. Being environmentally conscious is important to this student, who is aware of the larger repercussions that too much garbage can cause, such as global climate change, environmental damage, destruction of lands, not to mention the nasty smell! However, there are currently no recycling alternatives in this school.

Teacher Tip!

If you choose to, you can encourage your students to bring forth ideas that are applicable to your own school. Implementing one of these ideas can become a class project!

CLASS HANDOUT 2

Practical Toolkit for Putting Your Development Idea into Action

1. Need Identification
2. Concept Development/Planning
3. Collaboration
4. Implementation
5. Sustainability, Scalability and Replicability

CLASS HANDOUT 3

Practical Toolkit for Putting Your Development Idea into Action

1. Need Identification

A. How do you ensure that you are getting a well-rounded and well-represented point of view from local people?

B. Why is it important to do a needs assessment before beginning the project?

C. How is this related to the question of whether your action is causing harm or not?

2. Concept Development/Planning

A. Why is it important to consider other alternatives?

B. Why is it important to understand if the idea makes sense in the specific region?

3. Collaboration

A. What is the point of working with other people who are working towards similar goals? Give examples of what advantages there are when working in groups.

B. Why is it important to work with local people? What do they have to offer that you don't?

4. Implementation

A. Is it important to remember that you might not always be able to predict the project outcomes and potential challenges? Think of a time when you were working on a project, and things didn't go your way?

B. How are collaboration and implementation related? Does collaboration have an importance to implementing your ideas?

5. Sustainability, Scalability and Replicability

A. What importance does sustainability have on a project?

B. What can be gained by sharing ideas and experiences with other groups? What other locations could this project be implemented in?

