

## WHERE TO FIND IT:

**GLOBAL CITIZENSHIP**

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- UNICEF: *Teaching Children's Rights through Art* ..... Page 03 ..... Red 1
  - CHF: *Changing the World with Plants and Animals* ..... Page 103 ..... Red 2
  - World Vision: *Money Matters* ..... Page 131 ..... Red 3
  - UNAC and Safe and Caring Schools: *Developing a Sense of Worth in Oneself and Respecting the Similarities and Differences of Others* ..... Page 137 ..... Red 4
  - UNAC and Safe and Caring Schools: *Respecting Others Through Cooperative Games* ..... Page 153 ..... Red 5
  - CHF: *Friendship Fun* ..... Page 165 ..... Red 6
  - CHF: *What's Right with this Picture?* ..... Page 183 ..... Red 7
  - CHF: *Music to Farm By!* ..... Page 195 ..... Red 8
  - CHF: *Grass for Grazing* ..... Page 209 ..... Red 9
  - CHF: *Trees for Life* ..... Page 227 ..... Red 10
  - CHF: *Grains for Growth* ..... Page 243 ..... Red 11
  - Development and Peace: *Adbusting* ..... Page 259 ..... Red 12
  - CHF: *Whose Decision is it Anyway?* ..... Page 261 ..... Red 13
  - Keiskamma: *Keiskamma Songbook: Aquarium* ..... Page 293 ..... Red 14
  - Canadian Women for Women in Afghanistan: *Understanding Human Rights in Afghanistan* ..... Page 343 ..... Red 15
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**POVERTY:** See Material Book 1

**WATER:** See Material Book 1

**TAKING ACTION ON GLOBAL ISSUES:** See Material Book 1

**PEACE STUDIES:** See Material Book 3

**ENVIRONMENTAL SUSTAINABILITY:** See Material Book 3

**ACTIVITIES:** See Material Book 3

**BACKGROUND INFORMATION:** See Material Book 3









## UNICEF *Teaching Children's Rights Through Art*





Lisa MacLeod

*Teaching Children's Rights Through Art  
Children's Rights Centre, Cape Breton University*

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We also thank Dr. R. Brian Howe of the CBU Children's Rights Centre for his valuable comments as this curriculum developed, and we especially thank the art students from Memorial Composite High School whose work and thoughts are presented here. Without their talents, interest and cooperation, none of this would have been possible.

*For more information of Human Rights Programs contact*

Canadian Heritage

25 Eddy Street/25, rue Eddy (25-11-B)

Gatineau, P.Q. K1A 0M5

Tel: (819) 953-7426

Fax: (819) 994-5252

<http://www.pch.gc.ca/progs/pdp-hrp/>

*For more resources for teaching children's rights see*

CBU Children's Rights Centre

<http://discovery.uccb.ns.ca/children/>

Diane Lewis, Cape Breton Victoria Regional School District  
Katherine Covell & Justin McNeil, CBU Children's Rights Centre

## *Foreword*

In the summer of 2006, I found myself at a conference called, “Teaching the Holocaust to future Generations” in Jerusalem, Israel. During that time, I had the opportunity to study some of the worst hate crimes ever perpetrated by man. Many of the presenters talked about the strategies for preventing genocide. Over and over I heard facilitators say that we much teach human rights in the schools.

When I returned from the Middle East I contacted Dr. Katherine Covell, Director of the Children Right’s Centre at Cape Breton University to discuss the conference. A pioneer in rights education, she was not surprised that a Holocaust conference would promote human rights education in the schools. She suggested we collaborate on a book that took the United Nations Convention on the Rights of the Child and found innovative ways to adapt the information to the classroom. As an Art Educator I decided to get my students to use the convention as their inspiration for a children’s rights art project. The following is our journey. I’d like to dedicate this curriculum resource to the memory of Richard and Michael Lewis whose tragic death constantly reminds me that life is fragile.

Diane Lewis,  
Sydney, July, 2007

### *Notes to the teacher*

The activities in this curriculum resource were developed in with 80 students in grade 10 classrooms, (15 year-olds) however, they easily can be adapted for use with children from grades 4 through 12 (aged 10 to 18 years). The projects described here are those that the students who assisted with the design of this resource decided best reflected the right they were learning about. Teachers are encouraged to explore alternate presentations with their classes, and to explore the Convention articles not included here. Most of the projects here include some preliminary research. This is consistent with learning outcomes and we found engages the students and makes their work more meaningful. The curriculum outcomes are from the Foundation for the Atlantic Canada Arts Education Curriculum.

#### *What is the Convention on the Rights of the Child?*

The United Nations Convention on the Rights of the Child is an international treaty that has now been ratified almost globally. A child-friendly version is presented at the end of this resource. Canada ratified the Convention in 1991. Canada has, therefore, committed itself to the principle that children have fundamental rights and the parents, teachers, other adult authorities and all levels of government have responsibilities for respecting and providing for those rights.

In the Convention, child is defined to mean all persons under the age of 18 years. The Convention describes children's rights in three areas. The rights of provision refer to the rights of every child to be provided with basic welfare and nurturance, for example rights to health care, to education, and to play and recreation. The rights of protection describe children's rights to be protected from all harmful practices including abuse, neglect, discrimination and sexual and economic exploitation. The rights of participation refer to children's rights to express an opinion in matters that affect them, and to have that opinion taken into account in accord with their maturity. As part of their participation rights, children also have right to freedom of expression and information, freedom of thought, conscience and religion, and freedom of association and peaceful assembly – also subject to limits and parental guidance. In addition the Convention describes rights for children in special circumstances, for example, children with disabilities, refugee children, and homeless children.

#### *Why teach the Convention on the Rights of the Child?*

There are two important reasons for teaching the Convention. One is that as a signatory to it, Canada is legally obligated (under article 42) to spread awareness of the Convention to children and adults. This means a particularly important role for public schools and for public school teachers. A second, and perhaps a more important reason, is that there is

significant evidence that teaching children about their Convention rights increases their respect for the rights of others. This increased respect is seen in increased prosocial behaviors, and decreased bullying and oppositional behaviors. Schools that use children's rights as an overarching framework for pedagogy and management report many improvements in students' behavior and attitudes, including increased self-regulation.

It may be particularly useful to use art as a means to teaching children about their rights. Art activities are participatory and inclusive. Children can experience their participation rights while learning about the Convention. Moreover, the current learning outcomes of art mandated by many departments of education, for example, research and critical thinking, fit well with the children's rights approach.

In the development of this curriculum, the students gained a lot of insight not only into their own rights, but into the lack of rights afforded many children around the world.

***Additional Resources:***

*The following organizations have useful websites:*

Amnesty International  
 Canadian Coalition for the Rights of Children  
 Canadian Heritage  
 Canadian International Development Agency (CIDA)  
 Cape Breton University Children's Rights Centre  
 Free the Children  
 Media Awareness Network  
 Right to Play Organization  
 Save the Children  
 Voices for Children  
 War Child Canada  
 UNICEF Canada

*The following books may be useful:*

- Barber, B. (2004). The Fundamentals of Drawing Still Life: A Practical and Inspirational Course. London, England: Arcturus Publishing Limited
- Bardswich, M., & Campbell, G. (2003). Popular Culture. Oakville: Rubicon Education, Inc.
- Barrett, T. (1997). Talking about Student Art. Worcester Massachusetts: Davis Publications, Inc.
- Bilski, E. D., Junk, P., Milton, S., & Zimmer, W. (1985). Art and Exile – Felix Nussbaum 1904-1944. New York, New York: The Jewish Museum.

- Brazelton, B. (2004). Altered Book Workshop: 18 Creative Techniques for Self Expression. Cincinnati, Ohio: North Light Books.
- Clark, T. (Ed.) (2003). The Encyclopedia of Art Techniques. Laguna Hills, California: Walter Foster Publishing, Inc.
- Lasn, K. (1999). Culture Jam: The Uncooling of America. New York, New York: Harper Collins.
- Miller, H. (2003). Canadian Heritage Collection: Primary Documents of Twentieth Century Canada: The Visual Arts Teacher's Guide. Canada: Rubicon Education, Inc.
- Ragans, R. (1995). Arttalk. New York: Glencoe/McGraw-Hill.
- Smith, R. (2006). Artist's Handbook. New York, New York: Dorling Kindersley Publishing, Inc.
- Sullivan, R. (2003). 100 Photographs that Changed the World. New York, New York: LIFE Books.

***“We did a lot of work this year in art on children’s rights. Before we did all this work, I really didn’t pay a lot of attention to the children in other countries who didn’t have rights or anything for that matter. It really touched me knowing that there are kids out there without a family, food, money, education etc.”***

Shelbi, grade 10 visual art student  
 Memorial Composite High School  
 Sydney Mines, Nova Scotia



## *Assessment & Evaluation Techniques*

Rubrics are a useful way to see how students have developed their ideas. Students should consider this an assignment to develop their argument. Ideas should be well thought out with lots of reasons provided as bases for opinions.

The following is taken from The Incredible Art Department <http://princetonol.com/groups/iad/>

### *Using Rubrics*

To make their judgment more consistent and fair, art teachers need to create rubrics for grading. To make a rubric, a teacher first needs to know exactly what constitutes "A" work. Rubrics can improve student work by letting students know exactly what's expected of them.

Rubrics provide feedback to students about their work in specific areas of a project. You can also allow students to revise their projects based on your feedback on their rubrics. It is important to use clear and measurable language with rubrics. For example, the level of quality called, "creative project" must be defined. What exactly is creative?

Rubrics have a column for the criteria for your lesson- the aspect of the assignment you want graded. The rows are generally the level of quality with the assignment from excellent to poor. Students may assess their own work with rubrics.

There are many rubrics on-line. The website above is a particularly useful source.

### SAMPLE RUBRIC

Graded Skills	Criteria				Points
	6 or less	7	8	9 - 10	
ELEMENTS & PRINCIPLES	PROJECT INCOMPLETE OR COMPLETE BUT SHOWS NO EVIDENCE OF UNDERSTANDING ELEMENTS/ PRINCIPLES, NO PLANNING	PROJECT COMPLETE BUT SHOWS LITTLE EVIDENCE OF PLANNING OR UNDERSTANDING ELEMENTS/ PRINCIPLES	PROJECT SHOWS ADEQUATE UNDERSTANDING OF ELEMENTS/ PRINCIPLES, EVIDENCE OF SOME PLANNING	PROJECT PLANNED CAREFULLY, SEVERAL PRELIMINARY SKETCHES, USED ELEMENTS/ PRINCIPLES EFFECTIVELY TO CREATE STRONG COMPOSITION	—
CREATIVITY & ORIGINALITY	PROJECT INCOMPLETE OR FINISHED WITH NO EVIDENCE OF EXPERIMENTATION	PROJECT FINISHED BUT WITH TRITE IMAGERY/ SOLUTIONS, NO EVIDENCE OF EXPERIMENTATION/ ORIGINALITY	PROJECT FINISHED BUT NOT COMPLETELY ORIGINAL, PROBLEM SOLVED LOGICALLY	PROJECT FINISHED WITH TOTAL ORIGINALITY AFTER THOROUGH EXPERIMENTATION	—
EFFORT & PERSEVERANCE	PROJECT UNFINISHED OR COMPLETED ONLY AFTER MANY PROMPTS/IDEAS/ PHYSICAL HELP & SOLUTIONS FROM OTHERS	PROJECT FINISHED WITH MINIMUM EFFORT/MET MINIMUM REQUIREMENTS WITH NO EXTRA EFFORT	PROJECT FINISHED WITH HARD WORK BUT SOME DETAILS LACKING	PROJECT FINISHED WITH MAXIMUM EFFORT, WENT WELL BEYOND REQUIREMENTS	—
CRAFTSMANSHIP/ SKILL	PROJECT FINISHED WITH NO ATTENTION TO DETAILS, QUICKLY THROWN TOGETHER	PROJECT FINISHED BUT SOMEWHAT MESSY	PROJECT FINISHED WITH MOST DETAILS, MINOR FLAWS PRESENT	PROJECT BEAUTIFULLY/ CAREFULLY MADE	—
ATTITUDE/ RESPONSIBILITY	STUDENT OFF TASK MOST OF TIME, DIDN'T CARE FOR MATERIALS, SOUGHT WAYS TO AVOID WORK	STUDENT DID BARE MINIMUM	STUDENT WORKED ENTHUSIASTICALLY, ASSISTED WITH PREPARATION AND CLEANUP	STUDENT WORKED ENTHUSIASTICALLY TOWARD GROUP GOALS, MENTORED OTHERS NEEDING HELP, MATURE BEHAVIOR	—
				Total---->	—

#### *Other Assessment and Evaluation Techniques*

Divide students into pairs and have them rate on a scale of one to 10 how effectively the work communicates the inspiration behind it.

Give students post-it notes and have them rewrite comments on each project. Allow students to collect and read their notes and discuss in class.

Put an envelope on each person's desk. At the end of class have students leave a note about the project.

*See also:*

Beattie, D. K. (1997). Assessment in Art Education. Worcester, Massachusetts: Davis Publications, Inc.

## *Introductory Activities*

The following projects introduce the students to the rights of the Convention at a general level. The full Convention of the Rights of the Child can be found in Appendix A.

### **Projects**

Children’s Rights Still Life.....	Drawing/photography
Poster Power. ....	Charcoal drawing
Covering the Issues—Floor messages.....	Painting
Pictionary .....	Drawing
Children’s Rights Quilt .....	Mixed media collage

## Children's Rights Still Life --Objects that symbolize children's rights



*Adolescent Girl's Still Life with Objects Symbolizing Children's Rights*

**Project Synopsis:** After reading over and discussing the rights of the Convention, the students explore symbolism to represent one or a grouping of rights. For example, a pair of jeans, if sewn by children, may not be simply an everyday garment but may represent inappropriate child labor. Students are asked to find objects around the classroom or home (if this is to be used as a homework assignment) that symbolize some of the articles of the Convention. These objects are then arranged into a still life. They can be drawn or photographed.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** The rights of the Convention apply to all young people. But not all children experience their rights. In industrial and developing countries, some children are subject to rights violations through abuse, neglect, involvement in war, poverty, and so forth. Students may be encouraged to think about which rights are respected in their own lives and how the violation of rights may affect children's healthy development.

**Materials:**

- ✓ copy of the Convention
- ✓ objects that are chosen for this assignment must come from the research that students produce.
- ✓ a variety of drawing materials/camera
- ✓ paper
- ✓ artist's statement sheet (over)

**Method:**

1. Prior to collecting their objects, students are placed in small groups of four to six where they discuss which rights they believe are generally respected, and which are often violated in their own lives, and in the lives of other children.
2. Students then brainstorm how these rights could be represented symbolically. For their still life, students may decide whether to represent the rights that are respected (e.g., the right to education, play, shelter, and nutritious food). Or they may wish to focus on violations of children's rights (e.g., child health, poverty, sexual exploitation, child abuse, child labor, or children in war zones).
3. Students should have access to a computer to research the background of articles they wish to symbolize. It may be useful to have a discussion of their research findings before they begin to symbolically portray what they have learned.
4. Students work individually to compose and draw or photograph their still life.
5. Students should complete the artist's statement (over).

**Connections/Extensions:** This project can be done in the art room where students bring in or select items that are available. When done as a homework assignment, students are more likely to link their still life with their everyday life with their families. Drawings and photographs with accompanying artist's statements can be displayed in the school to introduce other students to children's rights.

### Artist's Statement

1. Briefly describe your work as if you were talking to someone who has not seen it.

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2. Explain what you were trying to accomplish or portray.

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3. Describe what techniques you used and why.

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4. Highlight what is the most important part of your art.

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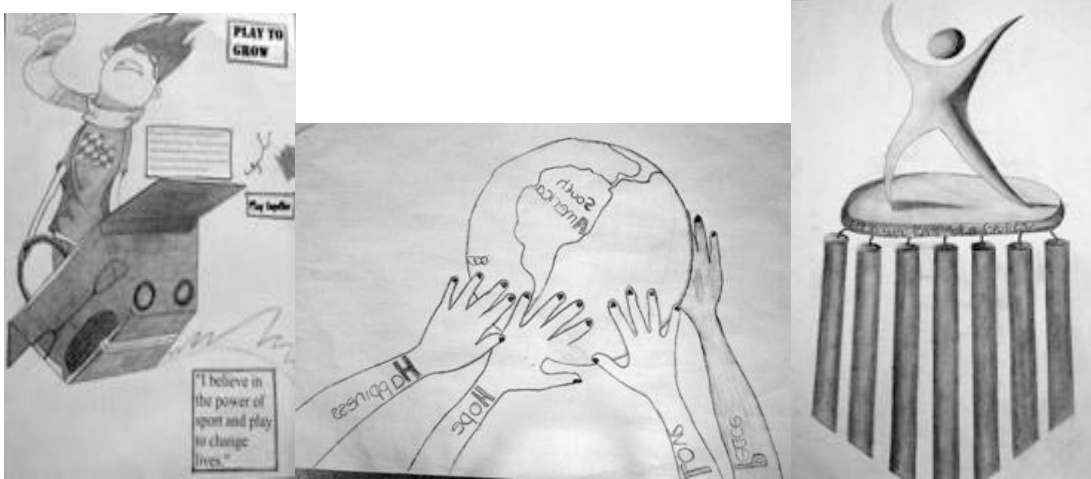
5. What is the most important message of your work in terms of children's rights?

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## Poster Power



**Project Synopsis:** Students read over and reflect on the meaning of the Convention rights for them. They then choose one or a grouping of rights to present in poster format.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** When students are first introduced to the Convention, it is helpful for them to reflect on how the rights apply to their own lives and to think about why it is important that children around the world have the same rights.

**Materials:**

- ✓ copies of the Convention
- ✓ poster board
- ✓ charcoal
- ✓ pencil
- ✓ eraser
- ✓ cloth for blending

**Method:**

1. Divide students into small groups. Have each group discuss what the rights of the Convention mean in their lives and then to consider what they may mean in the lives of other children. Each group can report back its conclusions to the whole class.
2. On paper have students sketch ideas for a poster that celebrates the value of children's rights around the world or in their community.
3. When a good draft is produced they can proceed to the poster board.
4. Students can draw their piece entirely in pencil or use charcoal. Short graphite pencil and charcoal can produce wonderful shaded effect. A soft rag can be used for blending to produce these effects.



## Covering the Issues-- Floor Messages



**Project Synopsis:** Floor mats are created that illustrate an article, or grouping of articles of the Convention.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Students can learn about the rights of the Convention by

considering which they believe important to emphasize in their homes. Floormats are made and can be used to introduce the Convention to student's families.

**Materials:**

- ✓ copy of the Convention
- ✓ strips of vinyl flooring (at least 18 inches x 15 inches)
- ✓ primer
- ✓ painter's tape
- ✓ ruler
- ✓ paint
- ✓ brushes
- ✓ newspaper
- ✓ varnish

**Method:**

1. Students read through the articles in the Convention and select the right they wish to bring to the attention of their families. They then sketch out a design to illustrate the selected right. If they wish to include the actual right, they should rewrite it in a short, simplified fashion and integrate it into the design.
2. On scrap paper, ask students to play with words and images until they generate designs.
3. The underside of the vinyl flooring (the side that attaches to the floor) should be primed and cut to the desired size. Give the primed piece at least two base coats of the background color.
4. When dry, the design should be drawn on with pencil. Tape off some areas with painter's tape if necessary.
5. Paint in the design.
6. When thoroughly dry, give several coats of varnish.

**Connections/Extensions:** Use smaller pieces of flooring and make placemats for outdoor picnic tables.

## Pictionary

**Project Synopsis:** This project is based on the game. Here, each student sketches his or her interpretation of one article of the Convention, and when all are done, they take turns examining the sketch and guessing the article it represents.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** The project allows students to reflect on what the rights of the Convention mean to them and their peers by considering how a right can be interpreted and applied to their experiences.

### Materials:

- ✓ copy of the Convention
- ✓ drawing pencils or inks
- ✓ paper

### Method:

1. Students work independently to select and represent a right. They take turns showing their work to the class.
2. After the class has guessed the right, the student may explain their representation of it and why they chose to represent that particular right. This project provides an ideal opportunity to remind the class of the importance of respecting the thoughts of others, and of everyone's right to be heard.

**Connections/Extensions:** The articles can be added to the sketches and the sketches placed in the art classroom to provide a permanent display of the Convention rights that the students have selected.

## Rights and Responsibilities Quilt

**Project Synopsis:** Students create a quilt that can be hung in the classroom or the hallway. Each square on the quilt represents a right and its corresponding responsibility.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.

**Background/Context:** Students are introduced to the articles in the Convention on the Rights of the Child. They will consider what the corresponding responsibility is for each of the rights that apply to them. For example, the right to education implies a responsibility to behave in the classroom in ways that do not interfere with other children's right to education. The right to play implies a responsibility not to bully other children so that they may freely play.

### Materials:

- ✓ copy of the Convention
- ✓ an old sheet or table cloth
- ✓ scraps of fabric
- ✓ paints/pens
- ✓ pencils
- ✓ paper

**Method:**

1. Draw lines on the sheet/tablecloth to divide it into large blocks.
2. Students are divided into groups of two or three students. Groups may select whether they wish to design a block to represent a provision, protection, or participation right, subject to there being reasonably equal representation of each.
3. Having selected the right they wish to represent, students discuss and identify the corresponding responsibility.
4. Students design their block for the quilt on a piece of paper first and then transfer that design to the designated square on the quilt. (The centre can be used for the title). Blocks can be drawn, painted or comprise collages of fabrics or other materials.

**Connections/Extensions:** The rights and responsibilities the students have discussed could be used as the basis of a classroom charter which could then be written up using various forms of calligraphy and illustrated in water color.

## ***Rights of Provision***

The rights of provision encompass the basic necessities for the child's healthy physical and psychological growth. Included are the child's right to a name, nationality and family care, an adequate standard of living, access to health care, education, and play and recreation. In addition there are special provision rights for children in different circumstances. For example, children living with disabilities or learning difficulties are to be provided the help they need in order to achieve their potential. The provision rights are found in the following articles.

### **Article 7 - Name and Nationality**

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

### **Article 23 - Disabled Children**

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

### **Article 24 - Health Care**

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

### **Article 27 - Standard of Living**

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

### **Article 28 - Education**

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

### **Article 29 - Aims of Education**

The States Parties' agreement that education be directed at developing the child's personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

### **Article 31 - Leisure & Recreation**

The right to leisure, play, and participation in cultural and artistic activities.

## Projects

My Name Is .....	Painting
Coat of Arms.....	Design
Doll –Embracing a range of abilities.....	Sculpture
HIV/AIDs Globe –Health care inequalities.....	Sculpture
Food for thought –Plates with a point of view.....	Painting
Pencils Rule –Education is power.....	Sculpture
Anti-Diploma.....	Calligraphy/Design/Computer Graphics
Toys from Trash.....	Found Art/Mixed Media
Jobs vs. the Environment.....	Cartooning
Mobile.....	Sculpture

## My Name is .....- Identity Stool



**Project Synopsis:** Classroom furniture (in this case two stools) is transformed into statements about a child having a right to an identity.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Young people not only have the right to a name but often even use nicknames, a form of short hand, expressing a further descriptive handle on the child's personality. The notion of being nameless is tied into identity and also self worth.

### Materials:

- ✓ stools (chairs, or any other object that could be primed and painted)
- ✓ primer
- ✓ paint
- ✓ brushes (detail brushes)
- ✓ clean rags
- ✓ scrap paper



**Method:**

1. Divide the students into groups that are equal in size to the number of objects to be painted.
2. On scrap paper, students can draw the design the group has decided best reflects the right to identity. In this case, two stools were painted with a picture of a child. On one stool, the child wore a name tag with a name. On the other, the child wore a name tag that was left empty.
3. Stools should be given at least one coat of primer.
4. Base coat is then applied.
5. Using a pencil, students lightly draw their composition over the base coated areas.
6. The composition is filled in using detail brushes (this may take several applications).
7. Varnish when thoroughly dry.

## Coat of Arms

**Project Synopsis:** Students research coats of arms, exploring diverse cultures such as the Celts, African shields, and Aboriginal paintings. They then design their own coats of arms to reflect their name and identity. The coats of arms can be made out of a variety of materials, painted on canvas or ticket board, fabric or even collaged.

### Curriculum Outcomes:

- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts and value the arts as a record of human experiences and expression.
- Students will examine the relation among the arts, societies and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Having a name and nationality is not only a right, it also is an important human need. The sense of belonging to the community and culture is important for all peoples. Students can reflect on what it means to be part of a social group and how coats of arms are used to identify group or family membership.

### Materials:

- ✓ scrap paper
- ✓ paint/pencils
- ✓ canvas
- ✓ brushes (detail brushes)
- ✓ scraps of colored paper and fabric

**Method:**

1. While conducting the research (described above) students explore the various symbols used to connote identity.
2. Students sketch their preliminary design on scrap paper.
3. For their coat of arms, students should be encouraged to use colors and fabrics that reflect their sense of self.
4. The design is copied in pencil onto the canvas or fabric of choice and then painted in, finishing with a detail brush or paint marker.

**Connections/Extensions:** This may be used as a homework assignment. Students can construct their coats of arms with family photos, magazine pictures, or with sayings that hold personal or family meaning.

## Doll-- Embracing a range of abilities



**Project Synopsis:** Students consider how children's dolls tend to promote perfection, in some cases unattainable perfection. They then design and create a doll with disabilities that would provide an alternative.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** The importance of embracing diversity and promoting a greater understanding of a range of abilities is discussed in the context of children's rights. There are a wide range of community agencies that could be brought in to sensitize students to issues of accessibility. Many have excellent school programs. A guide dog and his/her handler, special glasses that simulate eye problems, wheelchair users, and sign language teachers could all add a deeper understanding the special needs and rights of children with disabilities.

**Materials:**

- ✓ plaster bandages
- ✓ containers for water
- ✓ newspaper to cover work area
- ✓ paint
- ✓ brushes
- ✓ clean-up rags
- ✓ doll making supplies (hair, eyes, etc...)
- ✓ fabric
- ✓ scissors
- ✓ needle and thread
- ✓ hot glue gun

**Method:**

1. Students sketch out some ideas about a doll with a disability.
2. Students fashion the basic shape of the doll from newspaper.
3. Plaster bandages are dipped in water and wrapped around the newspaper form.
4. When the plaster is dry, students can sand off parts they do not want, and add anything that is lacking.
5. The doll can be painted when it is completely dry.
6. While the doll is drying, students measure and design clothes for it.
7. Clothes and accessories are placed on the finished doll.

**Connections/Extensions:** Students can gain an understanding of the broader context of children with disabilities by discussing, designing, and creating the various situational requirements and prosthetics that may be needed. These would include eyeglasses, canes, wheelchairs, prosthetic limbs, and buildings with appropriate access.

## **HIV/AIDS-- Health Care Inequalities**

**Project Synopsis:** Visually representing the HIV/AIDS epidemic is the challenge for this project. Students research HIV/AIDS as representative of a health care issue where there are obvious differences in the extent to which children's rights to health services differ between industrialized and developing nations. A globe is made that documents the startling statistics on HIV/AIDS.

### **Curriculum Outcomes:**

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** High infant mortality rates, starvation, access to medical care, and in particular rates of HIV/AIDS are health issues students can explore for this project. Although the rights of the child apply around the globe, it will become obvious to students that children suffer many inequalities as a function of where they are born.

### **Materials:**

- ✓ plaster bandages
- ✓ newspaper
- ✓ paint
- ✓ brushes
- ✓ masking tape
- ✓ container for water
- ✓ cleaning rags
- ✓ drop cloth

**Method:**

1. Students discuss how health issues are linked to children's rights. They then research rates of HIV/AIDS (or other health issue) gathering information about prevalence rates and access to prevention or medication.
2. A large ball is made from newspaper and taped together so that it does not unwind.
3. Plaster strips are dipped in water and used to cover the newspaper ball. This is repeated until the globe reaches its full size and density.
4. Once the globe is finished it is used as a guide to make a base. (Make sure the globe fits and does not rock or fall off the base).
5. Base coat the globe.
6. Draw maps lightly with pencil.
7. Paint the details of countries.
8. When completely dry, chart the rates of HIV/AIDS on relevant areas.

**Connections/Extensions:** Students may also research and map out health issues that may be of more direct relevance to them. For example, they could draw and paint a large map of Canada and note the varying rates of teen pregnancies, sexually transmitted infections, and access to sexual health services. This will help them learn that children's health rights are not always well provided for in the industrialized world.

### Food for Thought-- Plates with a Point of View



**Project Synopsis:** Students paint dishes that provide messages of the importance of respecting children’s health rights. In the illustration, the students elected to portray the importance of being drug free and of having access to clean water. In this project, the messages are on the importance of preventive health – having access to clean water and nutritious food, and maintaining a healthy diet.

#### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

**Background/Context:** In many parts of the world, children not only lack access to health care, but also to clean water and adequate nutrition. The dishes are used to express the importance of all children having access to healthy food and clean water as a fundamental basis for healthy development.



**Materials:**

- ✓ old dishes
- ✓ primer
- ✓ paint
- ✓ brushes
- ✓ metallic and paint markers
- ✓ pencil

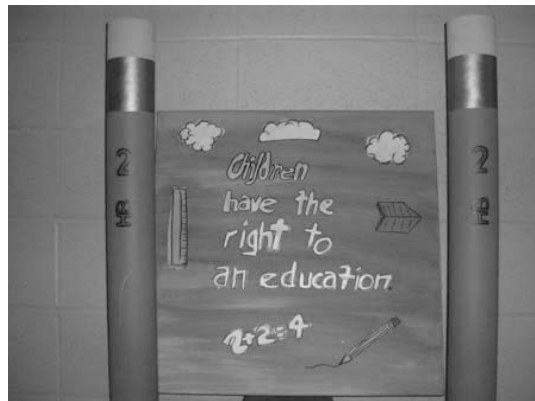
**Method:**

1. Students select the dish (plate, mug, etc.) they wish to decorate, determine the message they wish to convey, and then sketch a preliminary design on paper.
2. Dishes are given at least one coat of primer.
3. Base coat the background color (two coats may be necessary depending on color).
4. When dry, students draw their design lightly in pencil on the dish.
5. Details are added using paint pens.
6. When dry, varnish as necessary (dishes not suitable for eating/drinking).

**Connections/Extensions:** Students can design accompanying placemats, to be placed with the dishes in a display. Discussion here may also include issues of sustainable development. In our class, we decided to do a lampshade.



## Pencils Rule-- Education is Power



**Project Synopsis:** William Blake said, “Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.” It is no wonder many regimes suppress education especially among women, our first teachers. Giant cardboard pencils, as universal a symbol of education as the apple, were the symbols chosen here. In fact, teachers and students can do a lot with a pencil and paper.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Something students take for granted and sometimes fail to appreciate is the right to an education. The research for this project should renew young people's appreciation for the education opportunities they have in North America. Children who walk through war zones to get to class, children without shoes or adequate food showing up for school, and poor families scraping together meager resources to buy a school uniform, understand that education is their ticket to a better life. The creation of an object that will be immediately recognized as an education icon can highlight the importance of a child's right to education.

**Materials:**

- ✓ paper
- ✓ pencils
- ✓ cardboard (cardboard tubing is preferable)
- ✓ paint
- ✓ brushes
- ✓ painter's tape
- ✓ measuring tape/ruler

**Method:**

1. Present material, or have students conduct on-line research on education challenges in developing countries (students may be familiar with Oprah's Leadership Academy For Girls in Africa started in 2007, which could provide a starting point for their research).
2. Measure and draw the design for a large pencil made from empty cardboard tubing.
3. Using painter's tape, mask off areas that need to be protected. Use a pencil to get the proportions and transfer the measurements.
4. Give the piece several coats of paint before the tape is removed.

**Connections/Extensions:** Students may elect to create sculptures other than a pencil to signify education. Students may also create multimedia collages of icons of education, or may take photographs connected to education and mount a photography display. Another alternative is posters that illustrate the link between education and personal achievement.

Oprah Winfrey's Leadership Academy for Girls:

[http://www.oprah.com/presents/2007/academy/academy\\_main.jhtml](http://www.oprah.com/presents/2007/academy/academy_main.jhtml)

## The “Anti” Diploma

**Project Synopsis:** Students consider what the future of a drop-out might be like, create diplomas for drop-outs, and think about careers they are interested in. If computers are available, computer graphics may be used for the design of the diplomas.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Students do not always fully appreciate their right to education. They may consider the following points made by 13 year-old students. “Many kids don’t like school, but if you don’t stay in school, you could end up living in a TV box and begging for money, food and cigarettes in a major metropolis.” “Have you ever heard someone say that they were glad they dropped out of school?” What would a school diploma look like for the early school leaver? What are the benefits of respecting their own right to education?

### Materials:

- ✓ computer
- ✓ paper
- ✓ pencils
- ✓ paint
- ✓ brushes

**Method:**

1. As a class, discuss and list some of the things that could happen to teens who decide to drop out of school, with a focus on how it will affect their future.
2. Once this is done, discuss the list and select a few that are most probable.
3. Then divide into groups and create an anti-diploma, that is, a diploma for people who drop out of school. The design and content is up to the individual groups but it should contain several of the items listed at the beginning of the exercise.

**Connections/Extensions:** Students can create posters to advertise to the rest of the school why the right to education is important. They may also create a mural of their future aspirations.

## Toys from Trash

**Project Synopsis:** Learning about found art, students also learn about living conditions for children in refugee camps while creating a game or a toy using items that would be found in the trash.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Most children in Canada have their basic needs met and are provided with opportunities for play and recreation. In what ways would living conditions for children in war-torn countries or in refugee camps differ from ours? What sorts of toys or games would children have access to? Students gain experience with found art while considering these issues.

### Materials:

- ✓ string
- ✓ elastics
- ✓ glue
- ✓ paint
- ✓ brushes
- ✓ useable trash ( paper towel rolls, plastic bags, toothpicks, rocks etc)

**Method:**

1. Students should research living conditions for children in war-affected regions and in refugee camps (this may be a homework assignment).
2. Students should collect items normally considered to be trash from which they can create a toy or game.
3. Working in small groups, students can share their trash items and ideas and construct a toy or game.
4. Finished items can be demonstrated to the class and displayed with the appropriate age for the toy.

**Connections/Extensions:** Students can create and illustrate information booklets about refugee and war-affected children that they then distribute in their schools or communities. These should include reference to the Convention and describe how wars violate the provision rights of children -- these descriptions can be in the form of symbolic representation.

## Rights in Conflict Cartoons

**Project Synopsis:** Students discuss how one individual's rights can clash with those of another and complete the Rights in Conflict cartoons found on the next page.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** There are times when one person's rights appear to clash with those of another person. In the first example here, the child's right to freedom of expression is offensive to others. In the second, the child's right to a clean environment may not be compatible with the parent's right to employment or obligation to provide for the child. How can such conflicts be resolved such that the best interests of the child are looked after? In discussing this question, students practice decision-making, they learn to take into account perspectives and needs other than their own, they learn that there can be limits on the expression or rights, and how to work toward compromises when they are necessary.

### Materials:

- ✓ copies of the Rights in Conflict cartoons (over)
- ✓ drawing pens
- ✓ scrap paper
- ✓ pencils

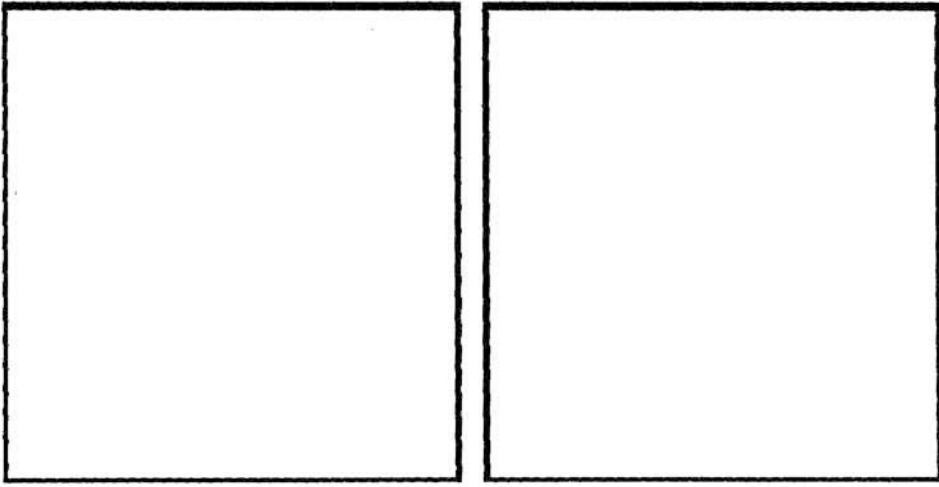
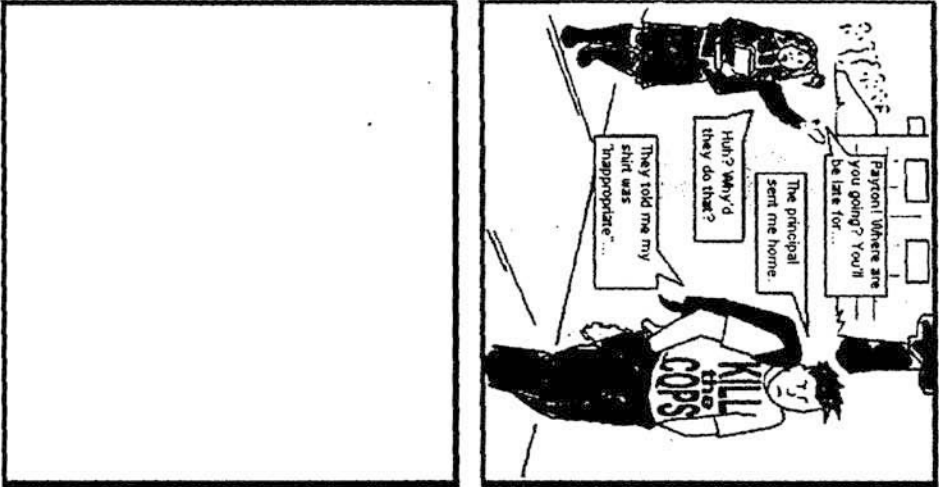


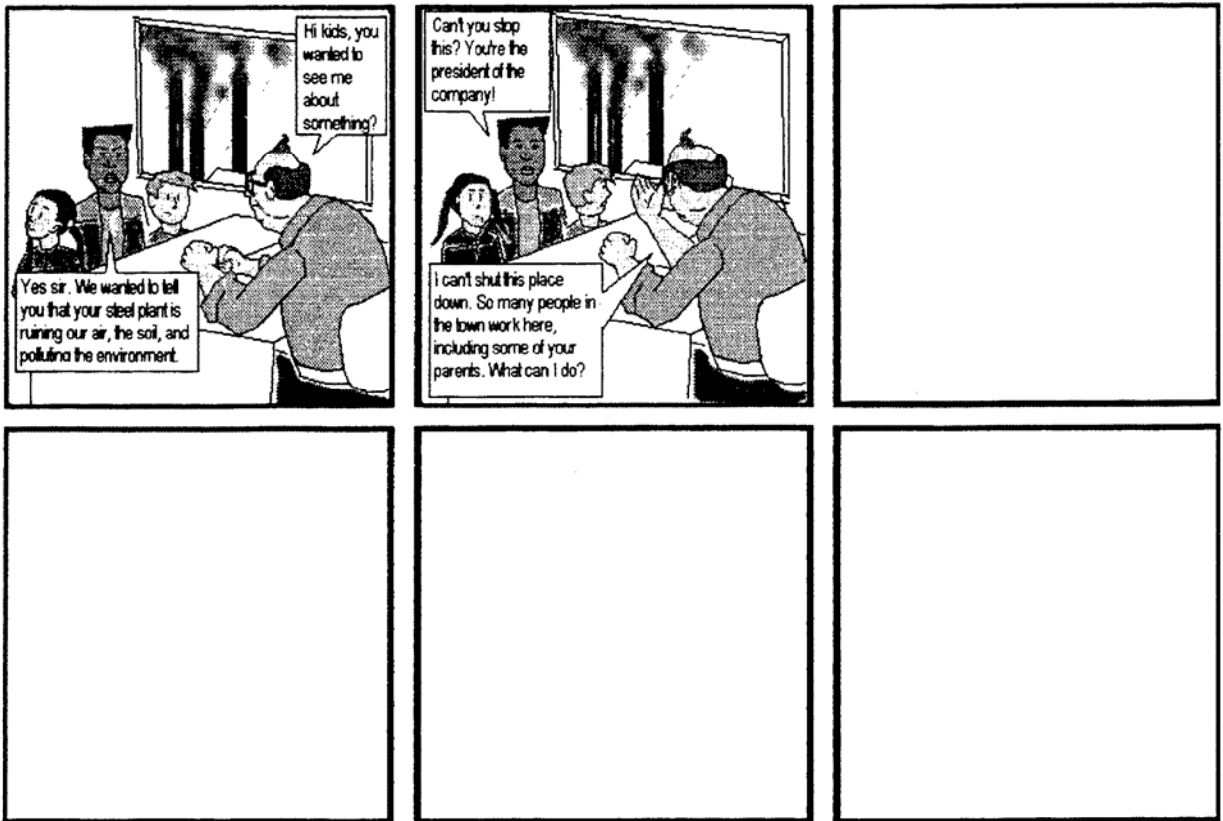
**Method:**

1. Have the students form groups of four, giving each group a copy of one of the Rights in Conflict cartoons. Have them take a few minutes to study the situation depicted by the cartoon, and to consider these questions:
  - i. What are some of the ways in which this conflict might be resolved?
  - ii. Which types of solutions do you think are preferable?
  - iii. Which types of solutions do you think would be most likely to actually occur?
  - iv. Are there any solutions in which both parties could get their needs met?
2. The groups should then work together to complete the cartoon in a way that shows the best possible solution, which is also realistic and achievable.
3. Completed cartoons can be posted around the room, allowing time for everyone to view all the cartoons. Then, discuss each scenario and which solutions allowed **both** characters to uphold their rights.

**Connections/Extensions:** Some groups may want to draw more than one outcome from the same situation, or students can create cartoons about rights which come into conflict in their own lives.

**Please Note:** This activity is based on one in [It's Only Right!](#), a UNICEF publication.





## Rights Mobile

**Project Synopsis:** Students create mobiles to represent the provision rights of the child.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Students can consider the provision rights as a grouping and think about how each can be represented symbolically and in relation to the others.

### Materials:

- ✓ copies of the provision rights of the Convention (page 18)
- ✓ copies of Artist's Statements (page 10)
- ✓ string
- ✓ scissors
- ✓ old magazines
- ✓ sea shells and or sea glass
- ✓ wire
- ✓ scraps of various papers and fabrics
- ✓ pieces of metal or rock
- ✓ glue
- ✓ paint
- ✓ brushes

**Method:**

1. Students collect a variety of objects from which to create their mobile.
2. Thinking about the objects and the provision rights of the Convention, students design the mobile.
3. Mobiles are then constructed and can be hung from the classroom ceiling.
4. Students complete the Artist's statement.

**Connections/Extensions:** Students can design a mobile that represents actions, events or issues that have affected children's rights, linking them from the past to the present and into the future.

## ***Rights of Protection***

The Convention calls for the protection of children from all forms of violence. Violence is defined broadly to include physical, psychological, and sexual violence to children through abuse, neglect or exploitation, and as acts of commission or omission that endanger or harm the child's dignity, or that may impair their physical and psychological development. Children's protection rights are detailed in the following articles.

### **Article 19 - Abuse and Neglect**

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

### **Article 32 - Child Labor**

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

### **Article 33 - Narcotics**

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

### **Article 34 - Sexual Exploitation**

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

### **Article 36 - Other Exploitation**

The State to protect children from all other forms of exploitation.

### **Article 38 - Armed Conflict**

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

## Projects

Super Hero—Making it right for the world’s children.....	Sculpture & T-shirt design
Puppy Love—Teaching Compassion.....	Life drawing
Where do these come from?—Taking the shirts off our backs.....	Printmaking
Piecing it together—Mass media exploitation of children.....	Collage
Altering Our Perceptions—Re-writing the history of exploitation...	Altered book
Peace Out—Carving the earth for a better planet.....	Landwork
Tableaus.....	Photography
Truth in Advertising.....	Mixed media posters
Holocaust.....	Multimedia
Protection through Poetry.....	Book illustration

## Children's Rights Super Hero-- Making it right for the world's children



**Project Synopsis:** Superman, Batman, Wonder Woman --superheroes that save the world from the forces of evil. What if there was a superhero to protect the rights of the children of the world? What would he or she look like? In this project students create a rights superhero. The hero is presented as a sculpture. Students also design the hero's logo and place it on a t-shirt.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Students may not be aware that they have fundamental rights to be protected from all forms of abuse, neglect, and exploitation. In some countries, children have an ombudsperson from whom they can obtain help if their protection rights are not being respected. To some children, this ombudsman is a superhero. Do the students know who they can turn to if they need protection (e.g., local child help phone line)? Who are their superheroes? How would a rights superhero protect children? Students can discuss these questions while creating their project.



**Materials:**

- ✓ clear plastic tape
- ✓ copies of information on t-shirt transfers
- ✓ t-shirt
- ✓ drawing paper
- ✓ color printer
- ✓ scissors
- ✓ colored markers/pastels/crayons

**Method:**

1. Students can be divided into two groups based on their choice of project. One group is responsible for constructing the superhero sculpture. The other group designs and creates the t-shirt for the figure.

**Superhero:**

1. Students will need a model to use for their superhero. That person will have sections of his or her body wrapped in plastic tape. Wrap a layer sticky side out and then several layers sticky side in.
2. Carefully cut the plastic tape off each body part and give to the group of students who will tape it back together and arrange it into a figure.
3. Make a cape out of plastic tape by cutting a template for a pattern. Attach it at the very end when the entire figure has been assembled.

**T-Shirt:**

1. The group working on the t-shirt should come up with several designs on paper and come to a consensus about the final design.
2. The final draft should be carefully drawn and colored on a sheet of paper.
3. That design should be scanned and printed on iron-on t-shirt transfer paper (since there are many types of iron-on paper, it may be helpful to test the process prior to the final project).

**Connections/Extensions:** The iron- on transfer process could be used in a number of ways. Students can keep their original work, and the scanned image printed multiple times on the iron-on paper. Images could be transferred to a wide range of fabrics and could even be used to make a no-sew quilt.

## Puppy Love--Teaching Compassion



**Project Synopsis:** This lesson explores the linkages between child and animal abuse and neglect. Using puppies from an animal shelter, children can learn that it takes a lot more than food and shelter to raise a happy and healthy animal and child. Students create anti-abuse posters to illustrate what they have learned.

### Curriculum Outcomes:

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** The links between cruelty to animals and humans are well established. Serial killers often start with animals before killing people. Social workers use a violence checklist when accessing potential abusive homes. They know that if the animals in the home are abused, the children are not safe.

**Materials:**

- ✓ bristol board
- ✓ computers
- ✓ paint
- ✓ brushes
- ✓ markers
- ✓ charcoal
- ✓ pencils
- ✓ sketching paper



**Students sketching puppies.**

**Method:**

1. This is a two-part lesson. On the first day, animal shelter pets are brought in for a life drawing class. These drawings will be used in the second portion of the assignment.
2. Divide students into groups and have them research on-line the links between animal and child abuse.
3. Have the students list the violence related issues they discovered and select one for their poster.
4. On scrap paper, or in their sketchbooks, students can generate some preliminary drawings to illustrate the issue they have chosen to portray. They can combine words and images and experiment with color. Students may choose to use charcoal and have their posters produced in black and white.
5. Distribute materials when students are ready to begin their final design.

**Connections/Extensions:** Contact your local Animal Shelter and Children's Aid Society and see if they would like to exhibit the student's work.

## **Where do these come from?-- Taking the shirts off our backs**

**Project Synopsis:** Students research where their clothes are made. Students learn about the problems of exploitive child labor and design a t-shirt using a printmaking technique.

### **Curriculum Outcomes:**

- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Many students are totally unaware of the origins of their fashions. Many are appalled to learn about child labor. This project helps them appreciate the conditions in which children work and understand exploitive child labor as a violation of children's rights. Clothing is a very important part of teen identity. Most young people don't realize that when they shop they are supporting certain types of labor practices and that shopping can be a political statement. There are many questions young people can ask themselves before they purchase a product such as running shoes, jeans, and t-shirts.

### **Materials:**

- ✓ styrofoam trays
- ✓ paper
- ✓ pencil
- ✓ popsicle stick or other carving tool
- ✓ fabric ink
- ✓ brayer
- ✓ sheet of glass
- ✓ paint/ink spatula
- ✓ t-shirt
- ✓ internet access

**Method:**

1. In small groups and using the Internet, students research and discuss child labor. Have each student report on the origins of their clothing.
2. Students develop some anti-child labor logos that would be suitable for a t-shirt.
3. When students are satisfied with their design, they sketch it on the styrofoam tray in pencil.
4. Using a popsicle stick or other cutting tool, students carve lines over their pencil outlines. These should be given lots of texture and a variety of lines.
5. Students can then choose a color of ink with which they want to work and pour it on the glass sheet. The brayer should be rolled repeatedly over the ink until it becomes easier to work with, and the styrofoam tray is fully inked.
6. A piece of newspaper should be placed inside the t-shirt to prevent the ink from spreading to the back of the shirt.
7. The inked styrofoam tray is placed on top of the shirt and rolled over the back of the tray with a clean brayer.
8. The tray is peeled off and the t-shirt hung to dry. (Read product directions; you may need to heat set the ink after it has dried).

**Connections/Extensions:** Based on their research findings, students can also produce paintings, drawings or sculptures, or collages that represent the worst forms of child labor. An art show can then be organized and held at a local shopping mall to bring the issue of child labor and children's rights to be free of exploitation to public attention.

## Piecing it Together-- Mass Media Exploitation of Children



**Project Synopsis:** Children interact with technology on a daily basis. They are constantly bombarded with images from all sources of media. These images shape young people's self image, affecting their perceptions of appropriate weight, dress codes, and formulas on how to be happy. In this project a collage format will be used to deconstruct images of youth presented in magazines.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

**Background/Context:** Students need to develop critical media watching skills to do an analysis of the print media. Many young girls who enjoy magazines attempt to emulate the body images presented as fashionable. Later they may realize that these images are often unattainable, and feelings of inadequacy may result. Boys are also faced with standards of looks and behaviors that are similarly unrealistic or inappropriate. Since different youth often have a different take on this lesson, it is important to examine both and compare and contrast differences and similarities. A positive self-image is an important protective factor against exploitation.

**Materials:**

- ✓ poster board
- ✓ magazines
- ✓ scissors
- ✓ paint
- ✓ brushes
- ✓ markers
- ✓ pencils

**Method:**

1. You may start by showing a video, perhaps from the Media Foundation about advertising, or “subvertising” as they call it. Initiate a discussion of how young people are portrayed in the media. Ask students to brainstorm stereotypes they are aware of.
2. Hand out a variety of magazines and have students cut out images of young people.
3. Students arrange the clipping in categories and identify emergent patterns.
4. The pictures are arranged on poster board and when students feel they have a pleasing composition they glue them on the board. Remind students to be creative in their arrangement and that items don’t have to go in a straight line.
5. Students then find a neutral color and make a color wash by mixing a small amount of paint in water.
6. The color wash is brushed over the entire piece.
7. When it is dry, students take markers or pencils-- whatever materials they prefer-- and draw over the top of what they have put down. Text or drawings can make connections between the images.

## Altering our Perceptions-- Re-writing the History of Exploitation



**Project Synopsis:** Students rewrite the history of child exploitation that still exists today. In this project, students will take an old book or article and literally re-write it. They will have to pick an area they want to focus on from the book or article and then revamp the printed text to reflect the new ideas.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.



**Background/Context:** Children are treated like chattel in many parts of the world; they are forced into hard labor, prostitution, the drug trade, pornography and even war. Students need to do some research on the various forms of exploitation and specialize in one area for their altered book. Students may be surprised to discover that child exploitation exists in North America as well as in the developing world.

**Materials:**

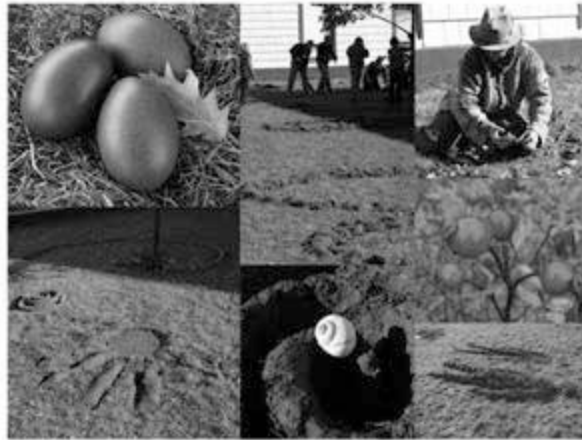
- ✓ old books
- ✓ magazines
- ✓ newspapers
- ✓ paint
- ✓ glue
- ✓ scissors
- ✓ markers
- ✓ a variety of colored papers, old tags, photographs, etc.

**Method:**

1. Students will need to read and examine a lot of material on child exploitation, in all of its manifestations. From all the material gathered a theme should emerge.
2. Handout materials on book making and altered books (see source below).
3. Provide students a wide range of materials to create their books.

Brazelton, B. (2004). Altered Book Workshop. Cincinnati, Ohio: North Light Books.

## Peace Out-- Carving the earth for a better planet



**Project Synopsis:** The earth is literally the canvas for this project. This project combines the environment, peace issues, child exploitation in the form of war-affected children in a public way. The community may not go to a gallery for a show but they cannot miss an outdoor art statement.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Depending on where you chose to do this class, you may need

permission from landowners, municipality, province, school board etc. Many artists are choosing to create landworks or earth works instead of traditional artists materials such as for example: paint, canvas or clay. Students will not know exactly what their finished piece will look like until they get to the site.

**Materials:**

- ✓ paper
- ✓ pencil
- ✓ gloves
- ✓ small hand tools like gardening tools
- ✓ camera

**Method:**

1. Students should start by researching war-affected children and the contemporary use of child soldiers.
2. Present some materials on landworks\* so students can see the range of materials they can use.
3. Students may then do some preliminary sketches of the types of landworks they would like to create being clear about the message they wish to convey.
4. Gather materials and take students outside to create their work. Whatever they find they can use such as rocks, and clean objects. They can carve into the earth or rearrange found objects.
5. Photograph the finished work.

Pam Hall, landworks:

\*<http://www.pamhall.ca/artworks/landworks/index.php>

Deryk Houston's website:

[www.coastnet.com/dhouston](http://www.coastnet.com/dhouston)

<http://www.nfb.ca/collection/films/fiche/?id=51143> (movie From Bagdad to Peace Country)

## Tableaus



**Memorial Composite High  
Fighting Tableau**



**Memorial Composite High - Bully  
Tableau**

**Project Synopsis:** This lesson combines knowledge of children's rights, photography, and a drama exercise called tableau. Students can visualize rights of protection by designing and photographing tableaus that illustrate issues of abuse. The basic idea is that one still frame is created that conveys to the viewer the students' message.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will analyze the relationship between artistic intent and the expressive work.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.

**Background/Context:** Students should be aware that they have a responsibility to

protect the rights of others as well as their own. This project helps students realize that bullying in school is a rights-violation. Every student has the right to be protected from bullying and every student has the responsibility not to bully others.

**Materials:**

- ✓ book of photographs such as the LIFE Magazine’s retrospective book, “100 Photographs that Changed the World.”\* (These black and white photographs chronicle the impact of photography from its inception to September 11, 2001. A number of the photos deal with atrocities such as child poverty, war and fascism.)
- ✓ paper
- ✓ pencils
- ✓ camera

**Method:**

1. Review the protection articles of the Convention and discuss with the students the issue of bullying and school violence as violations of rights.
2. Using the photography book, discuss the elements and principles of design. Ask the students to determine what makes a photograph compelling.
3. Students can be divided into small groups to design on paper how they will form the tableau to illustrate their point. They should draw a grid or series of squares. Using sketches and words they should plan each photo.
4. They can then take their photographs using digital or cell phone cameras.

**Connections and Extensions:** The photographs can be printed and organized into an Art Exhibition. Students can prepare artist’s statements that are placed onto labels beside the photos. It would be ideal to display this exhibit in an area of the school or community which would create a lot of discussion and feedback to the students.

\*Sullivan, R. (2003). 100 Photographs that Changed the World. New York, New York: Time Inc.

## Truth in Advertising

**Project Synopsis:** Students discuss their right to be protected from drugs and consider the media messages about drug use. They then produce posters that more truthfully demonstrate the effects of substance misuse.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Advertisers promote the use of alcohol and tobacco by presenting these substances as means by which adults fit with social groups and have a good time. But what are the real effects of their use – a smelly mouth, yellow teeth, being sick? What if advertisements showed what really happens?

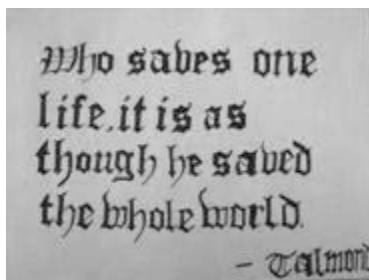
### Materials:

- ✓ paper
- ✓ pencils
- ✓ poster board
- ✓ scraps of fabric/colored paper
- ✓ paints/pastels/inks
- ✓ magazine advertisements for alcohol or tobacco (the Health Canada messages on cigarette packages may be useful to provoke discussion)

**Method:**

1. In small groups students can brainstorm on what messages advertisers give children about the use of alcohol and tobacco and in what ways these messages are infringing on children's rights to be protected from harmful substances.
2. Students make a list of what realistic outcomes from children using substances would be. (Students may wish to focus on other substances such as steroids or marijuana).
3. Students then, individually, choose a message they wish to convey, and sketch out an advertisement on paper.
4. The sketch is transferred to the poster board using media of the student's choice.

## Holocaust: Why “never again” rings hollow



**Project Synopsis:** The Holocaust of the Second World War was neither the first nor last of such tragic violations of human rights. Teaching students about the Holocaust, or any other genocide, is effective when in the context of their own rights as described in the UN Convention on the Rights of the Child. In this project students consider how children’s rights are violated in wars and in particular in genocides. How that is represented in art is best decided by the individual teacher and classroom.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.

**Background/Context:** The importance of respecting the protection rights of all children is nowhere more obvious than in the Holocaust. Although discussions can become emotional and may be upsetting to some, the lessons learned are important and students gain great insight from them. We chose to examine some children’s poetry from a camp in Czechoslovakia called Terezin. We chose a book called, “I Never Saw Another Butterfly” because it was Holocaust poetry written by children, most who perish under the Nazi rule. At great peril an artist and teacher, Friedl Dicker- Brandeis, also imprisoned, taught art lessons to the children from smuggled materials. My class reinterpreted the art and made pieces to go with the poetry in the book.



**Materials:**

- ✓ book, "I Never Saw Another Butterfly"
- ✓ pencils
- ✓ paper
- ✓ various supplies for sculptures

**Method:**

1. Discuss with the class the poems and the context in which they were written.
2. Students brainstorm how children's protection rights are violated in times of war and particularly with genocide.
3. Students decide how they wish to interpret and illustrate what they have learned.

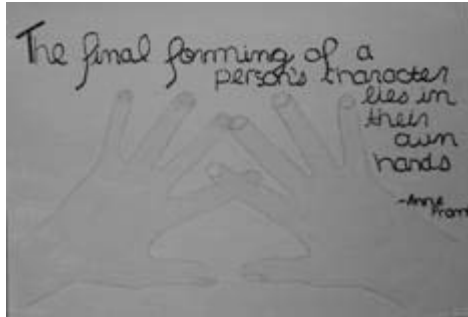
The following are some of the pieces made by Memorial Composite High-Visual Art-10-students.



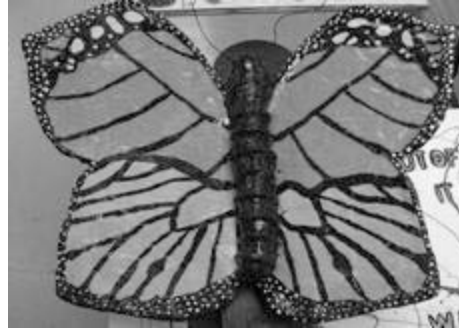
**Based on a children's still life drawing**



**Monument to the Children who died in the Holocaust**



**Anne Frank Quote**



**Based on the poem "I never saw another butterfly"**



**Homage to Clay Shoes at Yad Vashem  
Frank**

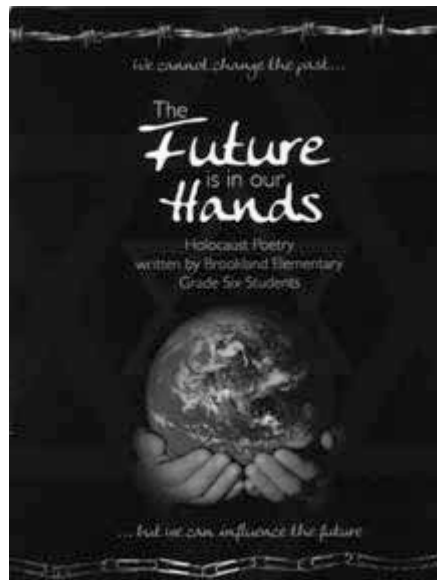


**Tribute to Anne**



**Black Holocaust Rose**

## Protection through Poetry



**Project Synopsis:** In this project, high school art students (Memorial Composite High School) illustrated a book of poems that had been written by Brookland elementary students in Sydney, Nova Scotia (Mr. Kevin Linden’s grade 6 class) as the culmination of their holocaust unit.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.

**Background/Context:** Bringing together students from different age groups to collaborate on a project reinforces the importance of learning and provides each age group of students the opportunity to be both a learner and a teacher. In this project, the students can discuss children's rights and what they have learned about the importance of respecting children's protection rights.

**Materials:**

- ✓ the poems that will be in the book to be illustrated
- ✓ water colors
- ✓ pastels
- ✓ inks
- ✓ pencils
- ✓ paper

**Method:**

1. If possible bring the students from the two age groups together. If not practical, virtual conversation can be substituted.
2. The younger students can read and explain their poems and explain how their poems reflect the violation of children's protection rights.
3. The older students can select which poems they wish to illustrate (ensuring that every child's poem will have at least one illustration).
4. Illustrations are sketched out and then finalized in the medium of the student's choice.
5. Illustrations are photographed with a digital camera and placed appropriately in the book.

Below are some examples from our collaboration.



**Tyler-The Village**



**Alysha-Blue Angel**



**Amy- Imparting Knowledge**



**Tyler-Anxiety**



**Amy-Butterfly Mural**

## ***Rights of Participation***

The Convention takes into account children's needs to be active participants in their lives by providing them with rights of participation and expression. These include the right to express opinions about matters that affect them, and to have their thoughts taken into account, the right to freedom of conscience, thought and religion, and the right to freedom of peaceful assembly. To assist children with the exercise of these rights, they also have the right to access and impart information. Of course, these rights have limits. Children's opinions are to be taken into account in accord with their age and capacity. Children are not decision-makers. And, as with all rights, the exercise of these rights is subject to reasonable limits, freedom of expression, for example, is not endless, but must be restrained so that others' rights and freedoms are not infringed upon. The participation rights are described as follows.

### **Article 12 - Free Expression of Opinion**

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

### **Article 13 - Freedom of Information**

The right to seek, receive, and impart information through the medium of choice.

### **Article 14 - Freedom of Thought, Conscience, and Religion**

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

### **Article 15 - Freedom of Association**

The right to freedom of association and freedom of peaceful assembly.

### **Article 17 - Media and Information**

The State to ensure access to information and material from a diversity of national and international sources.

## Projects

Graffiti Wall .....	Painting/drawing/calligraphy
Messages to Adults.....	Posters
Thumbs-Up or Thumbs-Down—Art critiquing media stereotypes	Art criticism
Inspirational Quotes—Transforming the wisdom of the elders...	Painting
Chalk it Up—Leaving your mark.....	Sculpture
Plastic Tape Monitor—The medium is transparent.....	Sculpture
But that’s what I think!.....	Cartooning
The Mighty Pen—Discovering the hidden messages in the media	Found art/collage
Self-portrait.....	Multimedia /found art
Speaking for me.....	Puppet making

## Graffiti Wall

**Project Synopsis:** On a large piece of paper hung on a wall, students write what they think or feel when certain situations arise. Students discuss the value and limitations of self-expression.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** Self-expression is important. In the form of graffiti, it is important that there be consideration of the rights of others not to be hurt or intimidated. This activity may help shy students express their concerns. It will also give students who often feel they are not listened to by adults or peers, an opportunity to say what they want people to know, without being interrupted or laughed at.

### Materials:

- ✓ large roll of paper
- ✓ colored inks/felt pens



**Method:**

1. Students should first discuss what the limits should be on graffiti and free speech and decide what rules they wish to adopt for their 'wall'.
2. Students may then choose which areas they wish to comment on and list those (e.g., lunch room, homework, bullying etc).
3. Divide the paper into a number of areas to match the areas on which they wish to comment.
4. Pin the paper to the classroom wall, or a hallway wall if preferable.
5. Students write their comments on the paper.

**Connections/Extensions:** Students can describe (and give examples) what makes graffiti art and what aspects of it make it offensive. As a homework assignment, students could take photographs of graffiti in their neighborhood and use these as a basis for their description.

## Messages to Adults



Caught in the middle

**Project Synopsis:** This project provides students the opportunity to express their concerns to the adults in their lives in an artistic manner.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will examine the relationship among the arts, societies, and environments.

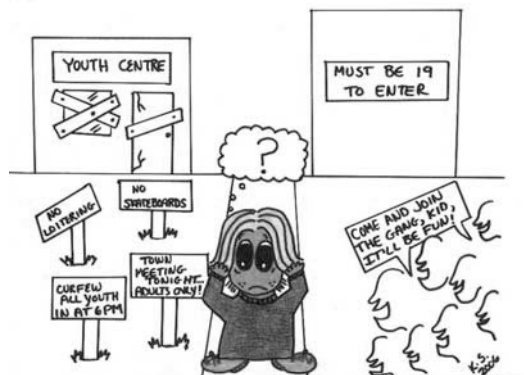
**Background/Context:** Children, especially adolescents, often complain that their parents and teachers, and other adults in the community, do not listen to them. They do have a right to express their thoughts about matters that affect them, but in a respectful and helpful way. This project can evoke dialogue about issues of concern to youth.

### Materials:

- ✓ scrap paper/art paper
- ✓ pencil
- ✓ paints/colored markers

### Method:

1. Remind students of their participation rights and the importance of exercising them responsibly.
2. Divide class into small groups and have each group discuss a message they think it is important to convey to adults. They should identify the context of the message and the target. The example above is for parents to understand that when they argue their child feels caught in the middle. The example below is for community adults who complain that youth hang out, but block them from many community places and events.
3. After the group has decided on a message and a target audience, they can decide how they wish to represent it and do a rough sketch.
4. The final drawing may be made by one member of the group or each member of the group.



Where should we go?

## **Thumbs Up or Thumbs Down --Art Critiquing Media Stereotypes**

**Project Synopsis:** Students analyze magazines, newspaper and Internet images using a standard art criticism format.

### **Curriculum Outcomes:**

- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** As part of their expression rights, children have a right to access information. But it is important that they know how to be critical of what they access. Young people are bombarded with a myriad of media images but often have trouble deciphering the stereotypes and biases embedded in what they see. Media stereotypes can lead to discriminatory behaviors. This project is designed to enhance students' critical thinking skills with regard to media imagery. Organizations such as Adbusters ([www.adbusters.org](http://www.adbusters.org)) and Media Awareness Network ([www.media-awareness.ca](http://www.media-awareness.ca)) provide particularly useful background materials for students.

### **Materials:**

- ✓ art criticism handout sheet (on next page)
- ✓ paper and pen
- ✓ magazines suitable for the age of the students

**Method:**

1. Remind the students that the UN Convention on the Rights of the Child says that all children have a right to access information, but that stereotyped portrayals may lead to discriminatory behavior or attitudes (e.g., to individuals who are obese, homosexual, living with disabilities or of ethnic minority status).
2. Have students sit in groups of four to six. Provide each student with a copy of the art criticism handout. Using a variety of examples, go over the questions on the handout, explaining to the class how to do an art criticism. Give each group copies of magazines and have the students select out the advertisement they find the most likely to provoke discriminatory behavior.
3. The group can then discuss the advertisement they chose using the questions on the art criticism as a guide. One person in the group records group discussion.
4. After each group completes the criticism (or allotted time had elapsed) one student from each group can describe and show the advertisement the group chose to critique to the other groups. Students should explain the type of discrimination they believe the advertisement will provoke. Another student can report to the rest of the class how the group answered each question on the handout.

**Connections/Extensions:** Students can write a more formal art criticism as either a class assignment or homework. Students can create a collage of magazine advertisements to represent either the form of discrimination discussed in their group in class, or discrimination in general.

## **Art Criticism: Introduction and Response Form**

### Step One: Impulse-- What is the first thing that comes to mind?

Often one's first impression is a lasting one. However, as you go through the art criticism process, you will build on your knowledge and experience and develop skills that will encourage you to be open-minded.

### Step Two: Description-- What do I see?

To begin art criticism, make a list of all the things you see in the work. During the step you must be objective, give only the facts. Every description should include the size of the work and the medium used.

### Step Three: Analysis-- How is the work organized?

During step three, you are still collecting facts. However, you will study closely the elements and principles, and you will describe how each one was used.

### Step Four: Interpretation-- What is being communicated?

During step four you will have two questions to answer: *What is happening? What is the artist trying to say?* You will interpret (explain or tell the meaning of the work). It is here that you can make guesses.

### Step Five: Judgment-- What do I think of the work?

In step five you will judge whether or not the work succeeds or fails. This is the time you give your opinions.

Theories of judging art:

1. *Imitationism*: Art imitates what we see in the real world.
2. *Formalism*: The most important part of a work is the use of the principles and the elements of art.
3. *Emotionalism*: Art must speak to the viewer through his or her emotions. This theory says that the most important part of the work is the mood the artist communicates.

From Art Talk. See resources

## Inspirational Quotes--Transforming the Wisdom of the Elders



**Project Synopsis:** Poignant words can be the impetus for interesting art. In this case quotes that are consistent with children's rights create the centerpiece of paintings. The words can be creatively presented to become part of the style of the piece. A variety of media are appropriate for this project, including paintings on canvas, old classroom desks, or school walls (subject to school approval).

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.

**Background/Context:** Short inspirational messages are an interesting means of imparting information about the importance of children's rights. Such messages may be found in popular songs, poetry, artwork, and religious passages. To help students understand the freedoms in articles 12-14, it is helpful for them to understand the difference between inspirational, rights consistent messages and those that may elicit hate or stereotyping. Calligraphy and Celtic knot art books can help students plan their piece. They can also go online and collect quotes that could be applicable for this project.

**Materials:**

- ✓ primer
- ✓ paint
- ✓ brushes
- ✓ paint and/or metallic markers
- ✓ canvas panels (or other surfaces to paint such as walls or desks)

**Method:**

1. Students should find a short inspirational quote that is consistent with children's rights (this may be done as preparatory homework).
2. Students then make several drawings in which they experiment with quote placement, color, and other design elements they will be incorporating. They then select the draft they like best.
3. If students are using a pre-primed surface, they should base coat the piece first. If the surface has not been primed, prime and base coat.
4. The quote can be sketched in with a pencil.
5. Paint the words and any other details being added.
6. When completely dry, varnish.

**Connections/Extensions:** The quotes can be displayed around the classroom or school. This project lends itself well to use on greeting cards or t-shirts.



## Chalk it Up-- Leaving your mark



**Project Synopsis:** Young people often find it hard to comprehend that certain areas prohibit dissenting opinions. Assembling in groups to peacefully protest injustice can be considered a crime punishable by harsh penalties in some countries. This project literally gives a space for young people to record their opinions. It is a chalkboard that reflects children's right to get together, and that learning and expression of opinions is paramount to a just society.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.

**Background/Context:** Students must first define the terms "Freedom of Association" and "Peaceful Assembly" in order to complete this assignment. The notion that thoughts, words and peaceful resistance to human rights violations are considered so dangerous by certain regimes that they have to be outlawed is an overwhelming thought for many Canadian youth. From the American hippy movement that protested the Vietnam War; to Tiananmen Square there are many historical and recent examples of non-violent protest. Once this notion has been fully explored students will have the background with which to begin.

**Materials:**

- ✓ chalkboard paint
- ✓ wooden panels
- ✓ primer
- ✓ brushes
- ✓ paint
- ✓ varnish

**Method:**

1. After students have become familiar with article 15, assemble them in a large group for a class discussion.
2. After the discussion allow students to form their own groups (four to six students) and select a theme that emerged from the class discussion.
3. Students have to come to a consensus on the theme and sketch a design for the piece. They may collectively work on their design, they may collaborate and assemble elements of each person's ideas or they make pick one person's sketch that has the clearest vision for the group.
4. Wooden panels should be cut and primed. (When cutting keep in mind the weight of the wood -- it will be hung on a wall).
5. The inner section of the wood should be painted with chalkboard paint. A border should be created that reflects the theme the group has chosen.
6. Base coat, paint, and draw and repaint the border.

**Connections/Extensions:** This project could be painted directly on a wall. Use it as a student feedback wall and provide chalk so students could daily write something that reflects their opinion of the moment. Another option is to use magnetic paint and make it into a notice board with human rights clippings and articles. It could also be make from cork board and post it notes could be provided. Whatever the material it should be placed in a high traffic area to encourage a maximum amount of use.

## Plastic Tape Monitor-- The medium is transparent



**Project Synopsis:** The term “screenagers” has been used to depict the amount of time teenagers spend in front of a screen. Many people in the world do not have access to diverse information because of censorship by the state. Whether it is book banning, music prohibition, movie boycotts or Internet blocks not everyone has the freedom to learn, engage in critical thinking, and decide for themselves.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will to understand the role of technologies in creating and responding to expressive works.

**Background/Context:** Groups like the Media Awareness Network ([www.media-awareness.ca](http://www.media-awareness.ca)) and Adbusters ([www.adbusters.org](http://www.adbusters.org)) are good resources for students to conduct some background research. Students will find that access to information can be restricted. In North America, for example, information is often filtered through publicists, handlers and media spin doctors. What are the implications of this for children’s rights to access information?

**Materials:**

- ✓ clear plastic packing tape
- ✓ video monitor
- ✓ paper
- ✓ scissors
- ✓ markers

**Method:**

1. Students should be placed in groups of four to six students to research and discuss what they learn about freedom of information.
2. The monitor is disconnected and wrapped in plastic tape.
3. The first layer should be sticky side out, proceeding layers should be sticky side in.
4. When sufficient tape has been applied to preserve the structural integrity of the monitor, a slit is cut in the tape, and the monitor carefully removed.
5. The slit is repaired using plastic tape.
6. Students can design a screen saver that describes children's rights as in article 17 and tape it into place.

**Connections/ Extensions:** A poster depicting different ways to get access to information can be created. Alternatively, students may design and produce a propaganda poster reflecting a denial of access to information.

### **But that's what I think!**

**Project Synopsis:** Students discuss how an individual's right to free expression can clash with another's right to be treated with dignity and respect. They complete a Rights in Conflict cartoon.

#### **Curriculum Outcomes:**

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** There are times when rights can come into conflict. For example a student may believe she or he is exercising the right to freedom of expression in making racist comments about another student. However, such behavior is setting up a conflict situation with that other student who has the right to protection against discrimination.

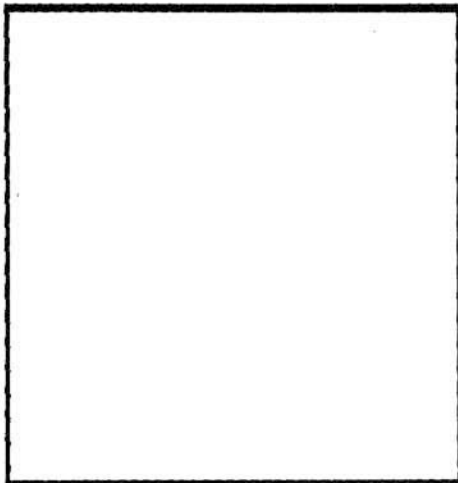
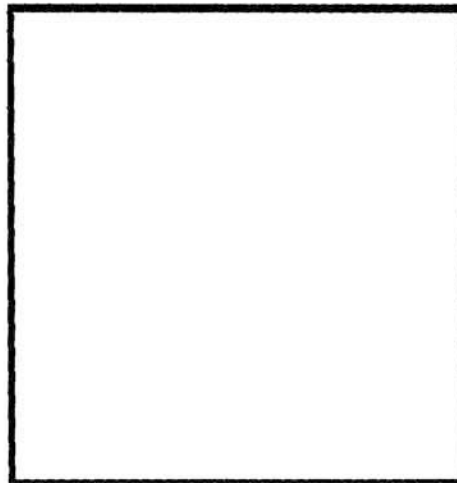
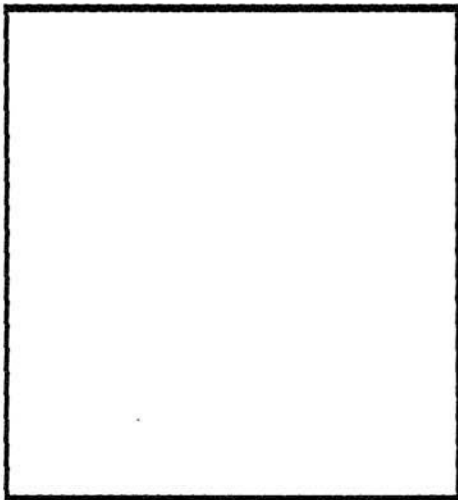
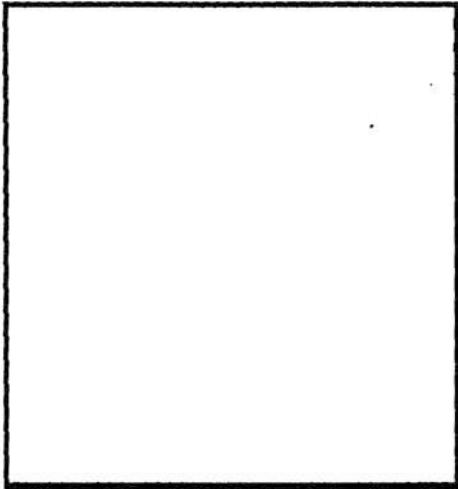
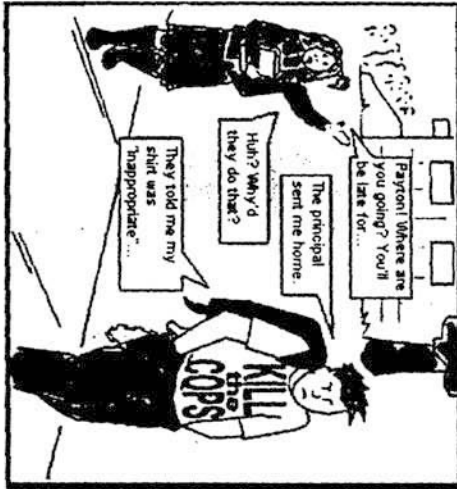
#### **Materials:**

- ✓ copies of the conflict cartoon (next page)
- ✓ pencils/ink

#### **Method:**

1. Explain to the class that there are times when one person's rights will clash with those of another person, and have students think about what criteria they would use to determine a resolution (e.g. the best interests of each individual)
2. Have the students form groups of four and give each group a copy of the cartoon. The students should be given a few minutes to study the situation in the cartoon, and then work together to complete it in a way they believe shows the best possible solution.
3. Completed cartoons can be posted around the room, allowing time for each student to view all the completed cartoons.

**Connections/ Extensions:** Hold a class discussion on the drawn outcomes with a focus on the need to limit freedom of expression when considering hate messages, especially those that discriminate against a group.



## **The Mighty Pen --Discovering the Hidden Messages in the Media**

**Project Synopsis:** Students will repackage media headlines and graphics to make informative posters about the UN Convention. This project makes reading fun and students will trade information and work collaboratively on their assignments. A few changes in the order of the wording or a picture with a newly constructed caption tell an entirely different story.

### **Curriculum Outcomes:**

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** The context in which material is displayed produces interesting interpretations. This assignment really stresses how certain messages and agendas can be manipulated. Students can take charge of the press and tell the real stories of children in this world, not the manipulations they are used to seeing.

### **Materials:**

- ✓ newspapers
- ✓ magazines
- ✓ scissors
- ✓ glue
- ✓ paint
- ✓ markers
- ✓ poster board
- ✓ large drawing paper



**Method:**

1. Have students read the United Nations Convention on the Rights of the Child and pick an article they want to create an educational campaign around.
2. Students should scan newspapers, magazines and the Internet for text and images that can be adapted to their chosen theme. Arrange the clippings in themes that can be re-arranged.
3. Text is glued on paper or poster board. Rearrange headlines so that they reflect the new image. Encourage students to be creative in their layout. Rather than putting everything in neat rows, make the viewer follow the text around the page. Add more text where necessary by hand and apply images as desired.
4. The addition of paint and other embellishments may give the piece a greater impact.

## Self Portrait



Lisa MacLeod

**Project Synopsis:** This lesson explores the development and expression of the student's identity. It reflects the child's right to self-expression.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works.

**Background/Context:** Being free to express opinions on matters that affect the child may be meaningless in the absence of a sense of self. How does the child see him or herself – what is important to the child? How is each child unique and equally valued? These issues are explored in this project.

### Materials:

- ✓ scrap materials
- ✓ recyclables
- ✓ glue/nails/staples
- ✓ canvas/board

**Method:**

1. Students should keep a file or box of items they have used over a one month period. These should be objects (wrappers, clothing, pictures etc) that might normally be discarded in a recycle bin.
2. At the end of a month the students take out everything they have saved and spread the objects out on a table.
3. Items that reflect something about the student and that the student wishes to focus on are then selected out (e.g., food, sports, interests, emotions).
4. Using these items the student composes a self portrait. Things may be stapled, glued, nailed or taped to the backing. This portrait does not have to be a realistic depiction of themselves but as in the example above, it can be abstract.
5. An artist's statement should accompany this project. Students can examine what makes each of them special and where they have commonalities.

## Speaking For Me

**Project Synopsis:** Students make puppets that advocate for children’s rights. Puppet making can range from sock puppets, to cardboard marionettes to complicated foam puppets or plaster/clay puppets. The materials you have on hand and the degrees of skill according to age group of students will dictate what methods you use.

### Curriculum Outcomes:

- Students will explore, challenge, develop and express ideas, using the skills, language, techniques, and processes of the arts.
- Students will create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.
- Students will demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture.
- Students will respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression.
- Students will examine the relationship among the arts, societies, and environments.
- Students will apply critical thinking and problem-solving strategies to reflect on and respond to their own and others’ expressive works.
- Students will understand the role of technologies in creating and responding to expressive works.
- Students will analyze the relationship between artistic intent and the expressive work.

**Background/Context:** Sometimes children and adolescents find it difficult to communicate their feelings or advocate for the rights of other children. Creating a puppet to speak for them is one means of self-expression in less intimidating circumstances.

**Materials:** (instructions here are for foam type)

- ✓ scissors or knives
- ✓ paint
- ✓ foam (type used in upholstery that can be carved)
- ✓ socks
- ✓ cardboard
- ✓ modeling clay
- ✓ fabric scraps
- ✓ doll accessories

**Method:**

1. Students decide what type of character they wish to have as their representative of children's rights and make some preliminary drawings.
2. Using scissors or a knife, students carve the puppet's facial features into the foam.
3. When finished, the puppet can be painted and decorated with eyes or other doll accessories.
4. A cloth body can be constructed and added.

**Connections/ Extensions:** Students can construct a puppet theatre and hold information sessions about children's rights for younger children in their school.

## *Concluding Activities*

Students enjoy opportunities to review their year's accomplishments and to display their works. We suggest the following:

- Hold an art display at a local shopping centre
- Hold an art evening at school for the local community – display the students' works and have students discuss the links with children's rights
- Have the students produce an album or video of their artworks
- Provide copies of posters to relevant organizations in community –e.g., family resource centers and health centres
- Arrange an art Installation in a local storefront



**Philip Riteman, a holocaust survivor, receives student artwork**



**before...**



**and after our art installation**

**Cape Breton Post building-downtown North Sydney**

## **UN Convention on the Rights of the Child** Unofficial Summary of Articles

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**FOREWORD:** This is a summary of the contents of the 54 articles contained in the United Nations Convention on the Rights of the Child. It is meant to be used as a guide for those who want to study or locate certain parts of the actual text or for those who want to gain a sense of the content of the UN Convention without reading each article in its original form. As such, there are many omissions, as well as language that differs from the original text. Therefore, this should not be considered an official abbreviated version of the Convention. It was adapted with permission from publications of Defense for Children International - USA.

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### **Article 1 - Definition of Child**

Every person under 18, unless national law grants majority at an earlier age.

### **Article 2 - Freedom From Discrimination**

Rights in the Convention to apply to all children without exception; the State to protect children from any form of discrimination or punishment based on family's status, activities, or beliefs.

### **Article 3 - Best Interests of Child**

The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

### **Article 4 - Implementation of Rights**

The State to translate the rights in the Convention into actuality.

### **Article 5- Respect for Parental Responsibility**

The State to respect the rights of parents or guardians to provide direction to the child in the exercise of the rights in the Convention in a manner consistent with the child's evolving capacities.

### **Article 6 - Survival and Development**

The child's right to live; the State to ensure the survival and maximum development of the child.

### **Article 7 - Name and Nationality**

The right to a name and to acquire a nationality; the right to know and be cared for by parents.

### **Article 8 - Preservation of Identity**

The right to preserve or re-establish the child's identity (name, nationality, and family ties).

**Article 9 - Parental Care and Nonseparation**

The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

**Article 10 - Family Reunification**

The right to leave or enter any country for family reunification and to maintain contact with both parents.

**Article 11 - Illicit Transfer and Nonreturn**

The State to combat the illicit transfer and nonreturn of children abroad.

**Article 12 - Free Expression of Opinion**

The child's right to express an opinion in matters affecting the child and to have that opinion heard.

**Article 13 - Freedom of Information**

The right to seek, receive, and impart information through the medium of choice.

**Article 14 - Freedom of Thought, Conscience, and Religion**

The right to determine and practice any belief; the State to respect the rights of parents or guardians to provide direction in the exercise of this right in a manner consistent with the child's evolving capacities.

**Article 15 - Freedom of Association**

The right to freedom of association and freedom of peaceful assembly.

**Article 16 - Protection of Privacy**

The right to legal protection against arbitrary or unlawful interference with privacy, family, home, or correspondence, or attacks on honor and reputation.

**Article 17 - Media and Information**

The State to ensure access to information and material from a diversity of national and international sources.

**Article 18 - Parental Responsibilities**

The State to recognize the principle that both parents are responsible for the upbringing of their children; the State to assist parents or guardians in this responsibility and to ensure the provision of child care for eligible working parents.

**Article 19 - Abuse and Neglect**

The State to protect children from all forms of physical or mental injury or abuse, neglect, and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.



**Article 20 - Children Without Families**

The right to receive special protection and assistance from the State when deprived of family environment and to be provided with alternative care, such as foster placements or Kafala of Islamic Law, adoption, or institutional placement.

**Article 21 - Adoption**

The State to regulate the process of adoption (including inter-country adoption), where it is permitted.

**Article 22 - Refugee Children**

The State to ensure protection and assistance to children who are refugees or are seeking refugee status, and to cooperate with competent organizations providing such protection and assistance, including assistance in locating missing family members.

**Article 23 - Disabled Children**

The right of disabled children to special care and training designed to help achieve self-reliance and a full and active life in society; the State to promote international cooperation in the exchange and dissemination of information on preventive health care, treatment of disabled children, and methods of rehabilitation.

**Article 24 - Health Care**

The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality; combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, including the advantages of breast feeding, develop preventative health care, abolish harmful traditional practices, and promote international cooperation to achieve this right.

**Article 25 - Periodic Review**

The right of children placed by the State for reasons of care, protection, or treatment to have all aspects of that placement reviewed regularly.

**Article 26 - Social Security**

The right, where appropriate, to benefit from social security or insurance.

**Article 27 - Standard of Living**

The right to an adequate standard of living; the State to assist parents who cannot meet this responsibility and to try to recover maintenance for the child from persons having financial responsibility, both within the State and abroad.

**Article 28 - Education**

The right to education; the State to provide free and compulsory primary education, to ensure equal access to secondary and higher education, and to ensure that school discipline reflects the child's human dignity.

**Article 29 - Aims of Education**

The States Parties' agreement that education be directed at developing the child's

personality and talents to their fullest potential; preparing the child for active life as an adult; developing respect for the child's parents, basic human rights, the natural environment, and the child's own cultural and national values and those of others.

**Article 30 - Children of Minorities**

The right of children of minority communities and indigenous populations to enjoy their own culture, to practice their own religion, and to use their own language.

**Article 31 - Leisure & Recreation**

The right to leisure, play, and participation in cultural and artistic activities.

**Article 32 - Child Labor**

The right to be protected from economic exploitation and from engagement in work that constitutes a threat to health, education, and development; the State to set minimum ages for employment, regulate conditions of employment, and provide sanctions for effective enforcement.

**Article 33 - Narcotics**

The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

**Article 34 - Sexual Exploitation**

The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

**Article 35 - Sale and Trafficking**

The State to prevent the sale, trafficking, and abduction of children.

**Article 36 - Other Exploitation**

The State to protect children from all other forms of exploitation.

**Article 37 - Torture, Capital Punishment, and Deprivation of Liberty**

The State to protect children from torture or other cruel, inhuman, or degrading treatment or punishment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; and unlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults, to maintain contact with family members, and to have prompt access to legal assistance.

**Article 38 - Armed Conflict**

The State to respect international humanitarian law, to ensure that no child under 15 takes a direct part in hostilities, to refrain from recruiting any child under 15 into the armed forces, and to ensure that all children affected by armed conflict benefit from protection and care.

**Article 39 - Rehabilitative Care**

The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture, or armed conflicts.

**Article 40 - Juvenile Justice**

The right of accused children to be treated with dignity. The State to ensure that no child is accused by reason of acts or omissions not prohibited by law at the time committed; every accused child is informed promptly of the charges, presumed innocent until proven guilty in a prompt and fair trial, receives legal assistance, and is not compelled to give testimony or confess guilt; and alternatives to institutional care are available.

**Article 41 - Supremacy of Higher Standards**

The standards contained in this Convention not to supersede higher standards contained in national law or other international instruments.

**Article 42 - Public Awareness**

States to make the rights contained in this Convention widely known to both adults and children.

**Article 43 - Committee on the Rights of the Child**

Election of a Committee on the Rights of the Child to examine the progress made by States Parties in achieving their obligations under the Convention and establishment of rules of procedure.

**Article 44 - Reports by States**

States to submit to the Committee reports on measures adopted that give effect to rights in the Convention and on progress made in the enjoyment of those rights, and to make the reports widely available to the public in their own countries.

**Article 45 - Implementation**

The right of the specialized agencies and UNICEF to be represented at Committee proceedings; the prerogative of the Committee to invite competent bodies to provide expert advice, to request the Secretary-General to undertake studies and to make recommendations.

**Article 46 - Signature**

The Convention to be open for signature by all States.

**Article 47 - Ratification**

The Convention to be subject to ratification.

**Article 48 - Accession**

The Convention to be open to accession by any State.

**Article 49 - Entry into Force**

The Convention to enter into force on the 30th day after the 20th instrument of ratification or accession deposited with the Secretary-General.

**Article 50 - Amendments**

Provision for amending the Convention if approved by the General Assembly of the UN and accepted by a two-thirds majority of States Parties; binding on those States Parties that have accepted it.

**Article 51 - Reservations**

Provisions for States to make certain permitted reservations, so long as they do not conflict with the object and purpose of the Convention.

**Article 52 - Denunciation**

Provision for denunciation of the Convention by a State Party to become effective one year after date of receipt.

**Article 53 - Depositary**

Designation of Secretary-General of the UN as the depositary of the Convention.

**Article 54 - Authentic Text**

Arabic, Chinese, English, French, Russian, and Spanish texts of the Convention to be equally authentic.

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## CHF *Changing the World with Plants and Animals*



## Lesson 5: Changing the World with Plants and Animals

### Description

*2x40 minute lessons*

Students will learn about the United Nations' Millennium Development Goals and how Canadian organizations are working to achieve these goals. Students will then explore one example of how a specific country is being helped by an organization that is tackling these goals. Students are then given the opportunity to use their critical thinking skills to examine the effectiveness of the help being given. Finally, students have the opportunity to take action and help accomplish the Millennium Development Goals.

### Subjects

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

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

### Materials Needed

Student Photographs ([BLM 5.1](#)) Millennium Development Goals Slideshow  
 Student Handout ([BLM 5.2](#)) Millennium Development Cards  
 Student Photographs ([BLM 5.3](#)) Ethiopia Slideshow  
 Student Handout ([BLM 5.4](#)) Ethiopia Case Study  
 Student Handout ([BLM 5.5](#)) Ethiopia Worksheet  
 Student Handout ([BLM 5.6](#)) Millennium Development Goals Progress Update

World Map or Globe if projector is not being used

Note: This lesson is best done with a computer and LCD projector but can be adapted without.

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

### Lesson Preparation

1. Photocopy enough copies of [BLM 5.2](#) so that each group of 4 or 5 students receives a set. The cards can be laminated for durability.
2. Photocopy [BLM 5.4](#) and [BLM 5.5](#) so that each student will receive a copy of each.
3. If no projector is available, photocopy and enlarge pictures from [BLM 5.3](#) so that they can be seen in front of the class.

## Teaching/Learning

1. Begin lesson by asking students if anyone has ever heard of the United Nations. If yes, find out what students know about the organization. If not, ask if anyone has heard of UNICEF. Let them know that UNICEF is part of the United Nations. UNICEF stands for the United Nations Children's Fund and is dedicated to helping children around the world. During Halloween, many people collect money for UNICEF while they are trick or treating.
2. Let students know that the United Nations is made up from leaders of countries all over the world. In September 2000, all the world's countries came together and agreed on eight goals that would help eradicate global poverty by 2015. Ask students how old they will be in 2015? Do they think the world will be a better place then?
3. Explain to students that today they will be learning about the eight goals, which are called the Millennium Development Goals, and how progress is being made. The students will look at a specific case, Ethiopia, and understand how with Canadians' help, we are working toward achieving the Millennium Development Goals.
4. Show the students the Millennium Development Slideshow ([BLM 5.1](#)). For goals one through eight, explain briefly what each goal means, using the notes below if necessary.

### MDG Slide Show

#### *1. Eliminate Hunger and Poverty*

Target is to reduce by half the proportion of people living on less than a dollar a day. Latest estimates show that 1.4 billion people in developing countries were living in poverty in 2005.

#### *2. Educate Every Child*

Target is to achieve universal primary education and ensure that all boys and girls complete a full course of primary schooling. Around 38 million children of primary school age in sub-Saharan Africa are still out of school.

#### *3. Offer Equal Chances for Girls and Women*

Target is to promote gender equality, empower women and to eliminate the gender disparity in primary and secondary education. Girls account for 55 percent of the out-of-school population. Women occupy at least 30 per cent of parliamentary seats in 20 countries, although none of these are in Asia.

#### *4. Improve Child Health*

Target is to reduce by two thirds the mortality rate among children under five. In low-income countries, one out of every 10 children dies before the age of five. In wealthier countries, this number is only one out of 143. A child born in a developing country is over 13 times more likely to die before the age of five than a child born in an industrialized country.

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### *5. Ensure Safe and Healthy Motherhood*

Target is to reduce by three quarters the maternal mortality ratio. Many people consider the day their child was born the happiest day in their life. In the world's wealthier countries that is. In poorer countries, the day a child is born is all too often the day its mother dies. In some places, like sub-Saharan Africa, mothers have a 1 in 16 chance of dying in childbirth compared to 1 in 2000 in Europe and 1 in 3500 in North America. Estimates show that every minute a woman dies of complications related to pregnancy and childbirth.

### *6. Combat HIV/AIDS, Malaria and other Infectious Diseases*

Target is to halt and begin to reverse the spread of HIV/AIDS, malaria and other major diseases. Every day, nearly 7,500 people are infected with HIV and 5,500 die from AIDS. Malaria, a disease caused by infected mosquitos, kills an African child every 30 seconds.

### *7. Clean up our Environment*

Target is to reduce by half the proportion of people without sustainable access to safe drinking water. Achieving all the MDG's must be done while trying to maintain a healthy planet and these goals should not be pursued at the expense of the environment.

### *8. Share Responsibility for Making the World a Better Place*

Both richer countries and poorer countries need to work together to help the world's poorest people. This means having a fair system of trade and addressing debt issues in poorer countries. It also means making sure that these countries have access to essential drugs and can benefit from new technologies.

5. Divide class into groups of 4 or 5. Pass out one set of MDG cards ([BLM 5.2](#)) for each group. Have students go through the MDG goals and prioritize the goals in order of importance to them. Have them think about which goal is most important and should therefore be accomplished first. Which should be second? And so on. This should take about 10 minutes.

6. Discuss as a class what each group's priorities are. Groups can present their top priority or talk about their top three. This is up to the teacher and depends on time.

7. When the groups have had a chance to talk about their choices, ask the class how they think these MDG's can be accomplished. Have students brainstorm ideas as to ways to tackle these goals. List ideas on the board.

8. Transition to the next part of the lesson and discussion. Explain to students that the Canadian government is part of the eighth goal – part of the global partnership. Explain to students that Canada is a member of the United Nations and has committed to helping eradicate global poverty. CIDA (Canadian International Development Agency) is a government department who helps provide money to Canadian organizations who are helping tackle the MDG's.



9. In Ottawa, an organization called CHF is helping people help themselves. CHF is helping people get out and stay out of poverty. In this lesson we will talk about how CHF is doing this. Afterwards, we will talk about how CHF's strategies are helping tackle the Millennium Development Goals.

10. Read the Ethiopia Case Study ([BLM 5.4](#)) as a class, in small groups or teacher lead. After reading the case study, the Ethiopia slideshow ([BLM 5.5](#)) can be shown or copied pictures can be distributed and discussed.

### Ethiopia Slideshow

1. *Global Map*- Ask students if they can find the African continent on the map. Inform them that Ethiopia is in Africa.
2. *Africa Map*- See if students can find Ethiopia in East Africa.
3. *Ethiopia Map*- Discuss that Ethiopia is a "landlocked" country. What does that mean? Explain that because Ethiopia does not have access to the ocean, it is more difficult to trade with other countries.
4. *Ethiopian House*- This picture shows a typical house in rural Ethiopia. It is made from clay and eucalyptus leaves.
5. *Hand Pump*- With organizations like CHF's, many villages and communities now have hand pumps for their water. How does this improve health? How does it improve women's lives?
6. *Different crop varieties*- By growing different crops, health and nutrition improves. Also, any extra yield can be sold to improve a family's well being.
7. *Mangoes at the market*- This picture shows an Ethiopian woman selling some of her mangoes. This income can help buy things that her family needs or to buy productive assets like animals.
8. *Women and water*- Carrying water is hard work. Water is heavy and this can be very tiring, especially over long distances.
9. *Women and wood*- Women are often responsible for gathering firewood for daily needs. This is heavy and takes a lot of time too.
10. *Donkeys in Ethiopia*- Animals can really help families with their work. Animals can be used to carry heavy loads so women do not have to. Often, an animal can carry in one load what would take a person several trips. This saves a lot of time so people can do other things.

11. Distribute the worksheets to students so each student receives a copy. On the worksheet, solutions are already written. Working in groups, students must determine how each solution might provide benefits. Then, using the MDG cards, students will try to determine which goals are addressed by each solution.

12. The solutions and benefits can be discussed as a class. Ask students if all the goals are being addressed with these solutions. Discuss whether there might be other ways to address the MDG's.

13. Provide students with an update of the progress made toward achieving the Millennium Development Goals. Share statistics and updates from the MDG's using [\(BLM 5.6\)](#).

14. Finish the lesson by writing the following quotes on the board for students:  
*"If we are to meet the goals of 'A World Fit for Children' and attain the Millennium Development Goals...we will only do so with the full participation of children and young people."* Carol Bellamy -Former UNICEF Executive Director

*"We must do more than talk about our future  
 ...We must start to create it, now."* Kofi A. Annan Former Secretary-General of the United Nations

15. Discuss with students what these quotes mean. Students have seen that many organizations are working together to help achieve the Millennium Development Goals. As individuals or as a class, they also have the opportunity to participate in achieving these goals by raising funds and buying a '**Gift that Matters**' to provide a much needed item for an overseas community and create a better future. Visit [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca) for more information.

### Sample answers to BLM 8.5 Worksheet on Ethiopia

#### 1. *Solutions to the Challenges: New Hand Pump Wells being Built in the Community*

How do these solutions benefit the people or the community?

- women don't need to walk as far to collect water
- children might not need to assist in water collection
- children will have more opportunity to go to school
- women will have more time to become involved in social activities within the community or take part in money making activities
- clean water will offer improved health and sanitation

*Which Millennium Development Goals are Addressed or Accomplished?*

- Goal 2 Education opportunities are derived from this
- Goal 3 Women are able to take part in more activities because they are not spending so much time gathering water.
- Goal 4 Clean drinking water and less strenuous work can help alleviate stresses on children
- Goal 5 Reducing the burden of the workload can improve maternal

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health

- Goal 7 A clean water source directly targets this goal
- Goal 8 CHF, in partnership with Ethiopian organizations, is helping to make this happen.

## 2. Solutions to the challenges: Giving Farmers Access to Different Plants like Mangoes and Avocados

How do these solutions benefit the people or the community?

- Improves overall health and nutrition because of better diet
- Provides an opportunity to make an income by selling fruits and vegetables
- Increases the potential to buy more assets as a family, like other animals, which will help lift the family out of poverty
- Growing a variety of crops will improve the families resiliency to fend off challenging climatic conditions as some plants may be more resistant than others.
- Women can get involved in this income generating activity and improve gender equity

*Which Millennium Development Goals are addressed or accomplished?*

- Goal 1 This activity allows families to either have access to more food directly or to buy more food with income from sales.
- Goal 2 Lack of money could be a barrier from attending school. This activity could solve that issue. Also, by farming more appropriate species, less time in the fields could be required, alleviating children's farming responsibilities and permitting them to go to school.
- Goal 3 If this activity is undertaken by women, which CHF tries hard to establish, then the activity helps empower women and promote gender equality.
- Goal 4 Improved nutrition and less work for children will help improve their overall well being.
- Goal 8 CHF, in partnership with Ethiopian organizations, is helping to make this happen.

## 3. Solutions to the Challenges: Giving Families Access to Animals, like Donkeys, for Help.

How do these solutions benefit the people or the community?

- Having a donkey will lessen the workload for women
- A more manageable workload can improve overall health
- Women will have more time to other things, like income generating activities
- Allows children, especially young girls, access to school and education as they are no longer responsible for long journeys to collect water and wood
- Owning an animal is an asset that could be rented for money
- Owning assets help families move out of the cycle of poverty

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*Which Millennium Development Goals are addressed or accomplished?*

- Goal 1* Owning an asset can be used to generate more income which can be used towards improved nutrition or increasing household assets
- Goal 2* A donkey can provide opportunities for education for children
- Goal 3* Women have more access to other activities because they are not overburdened with the responsibility of collecting wood and water
- Goal 4* Indirectly, the income generated from this asset can help improve nutrition in children. Also, the decreased workload can improve overall health
- Goal 5* The animal can reduce women's workloads, hence improving maternal health. Also, income can be generated from a productive asset, which can also be used on food and medicine to improve familial and maternal health.
- Goal 8* CHF, in partnership with Ethiopian organizations, is helping to make this happen.

### **Extension Activities**

- Research activities to extend learning about conditions in developing countries and Canadian partnership programs that are in place
- Have students think about personal goals they have. Students can then take part in a goal setting activity with timelines for each goal.
- Use their knowledge of development to write a poem or a story about the life changing effect of water, animals, or farming techniques on a family or community.
- 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.

### **Teacher Background Notes**

In September of 2000 the largest gathering of world leaders in human history gathered for the Millennium Summit at United Nations headquarters in New York. That year, representatives from 189 Member States of the United Nations met to reflect on their common destiny.

Some 1.1 billion people were – and still are – forced to live on less than \$1 a day, and 30 per cent of these are children. Even in the world's richest countries, one in every six children still lives below the national poverty line.

A further look at humanity's challenges: Almost 11 million children, more than 29,000 a day, die before the age of five, mostly from preventable causes. Those that survive suffer other consequences: malnutrition leading to stunting and disability, a lack of access to health care and education, and an increased risk of suffering from exploitation, violence and HIV/AIDS.

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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.**

**[www.chf-partners.ca](http://www.chf-partners.ca)**

Over 1 billion children –more than half the children in developing countries – suffer from at least one form of severe deprivation. Such as:

\*One in every three children in the developing world – over 500 million children – has no access whatsoever to sanitation facilities; one in five has no access to safe water.

\*Over 140 million children in developing countries – 13 per cent of those aged 7 to 18 years – have never attended school. This rate is 32 per cent among girls in sub-Saharan Africa, where 27 per cent of boys also miss out on schooling, and 33 per cent among rural children in the Middle East and North Africa.

\*AIDS has killed one or both parents of an estimated 15 million children worldwide; 12 million of these are in sub-Saharan Africa. The number of orphaned children is projected to exceed 25 million by the end of the decade. (UNAIDS, July 2004)

To begin addressing these crises back in 2000, the leaders set down a series of collective priorities for peace and security, poverty reduction, the environment and human rights – essential steps for the advancement of humankind, as well as for the immediate survival for a significant portion of it. Human development, they agreed, is the key to sustaining social and economic progress in all countries, as well as contributing to global security.

Adapted from <http://www.unicef.org/mdg/> retrieved February 16, 2009

For more information on the Millennium Development Goals, and the United Nations, see:

[www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

[www.undp.org/mdg](http://www.undp.org/mdg)

[www.endpoverty2015.org](http://www.endpoverty2015.org)

[www.un.org/cyberschoolbus/modelun/links](http://www.un.org/cyberschoolbus/modelun/links)

### **Gifts that Matter**

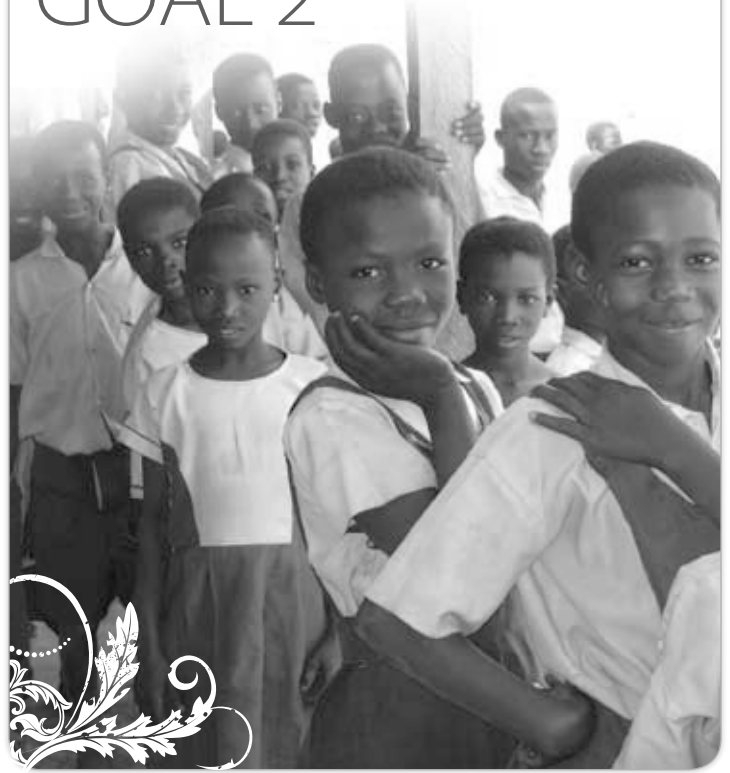
Your school or class can give the gift of hope for families living in poverty in developing countries overseas and help achieve the Millennium Development Goals. Through CHF's **Gifts that Matter**, you and your students can choose from over 10 different items that can make a huge difference to people living in rural communities around the world. For example, for \$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](http://www.giftsthatmatter.ca) and choose a gift that can change a life.

# GOAL 1



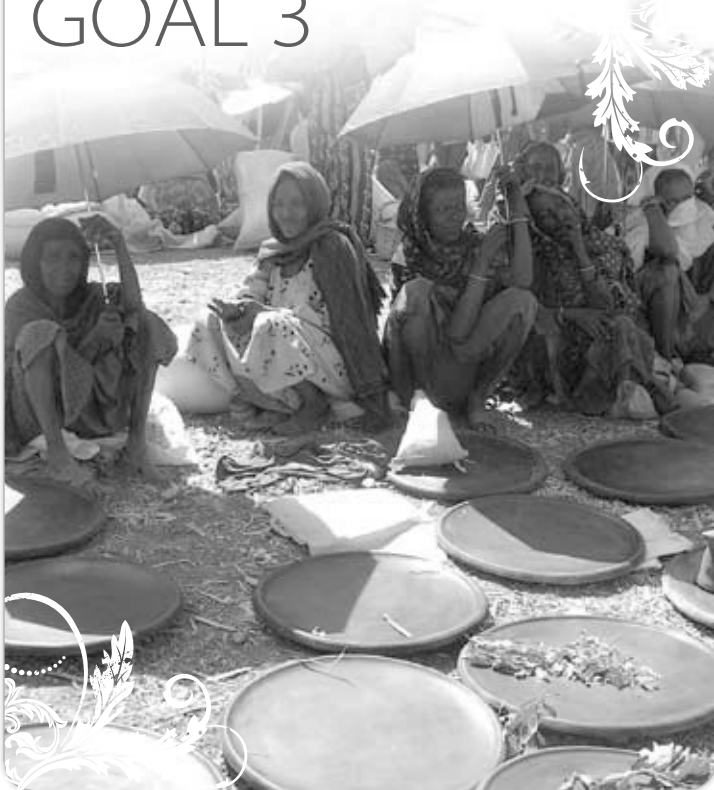
**Eliminate Hunger and Poverty**

# GOAL 2



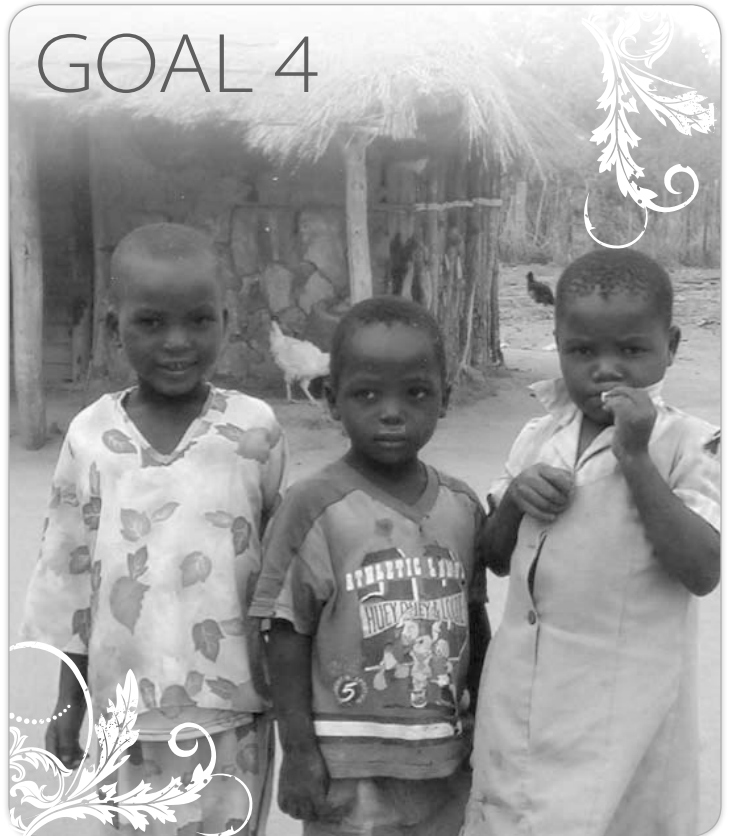
**Educate Every Child**

# GOAL 3



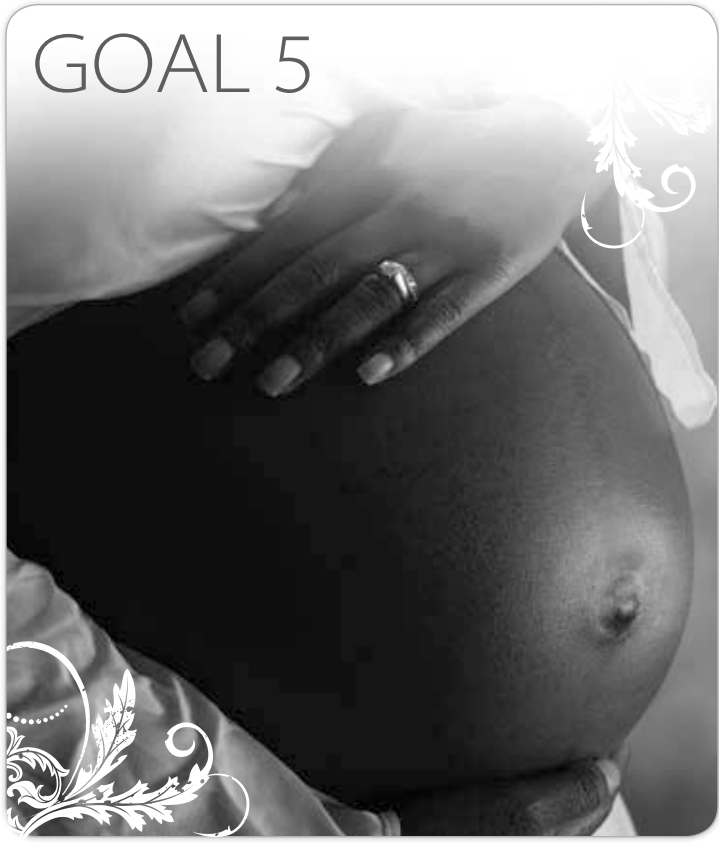
**Offer Equal Chances for Girls and Women**

# GOAL 4



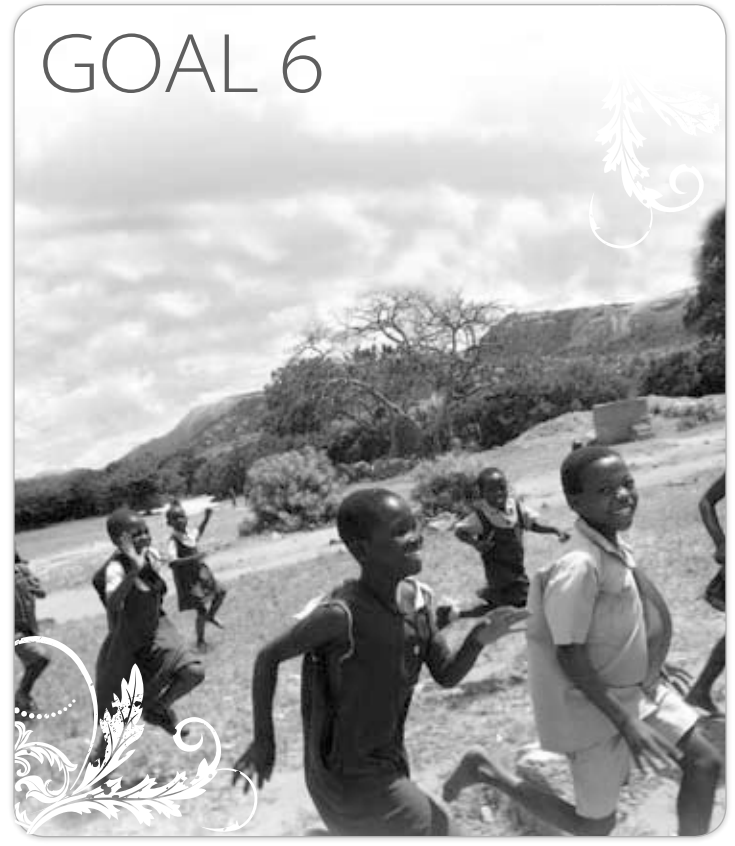
**Improve Child Health**

# GOAL 5



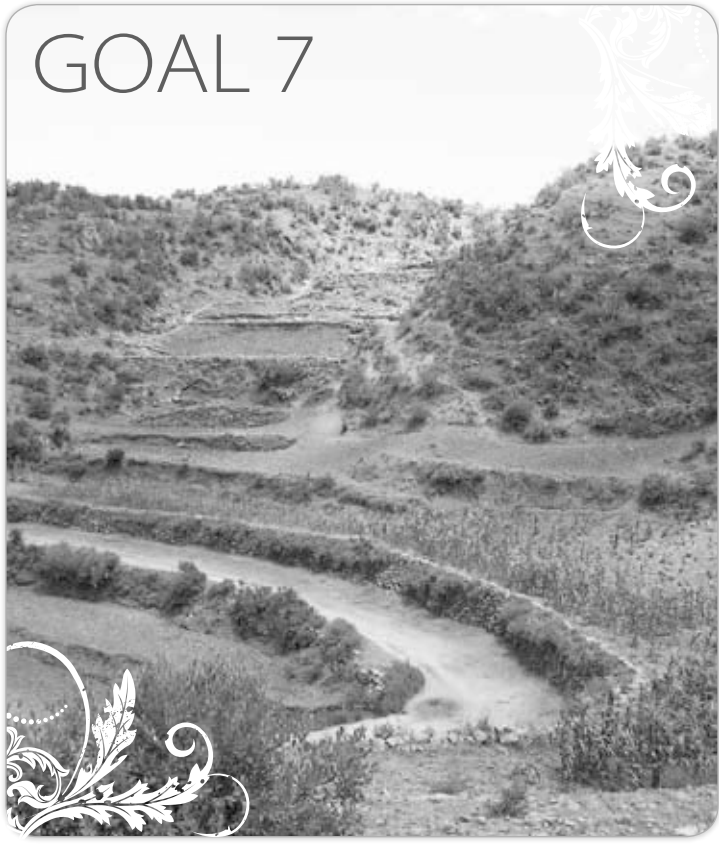
**Ensure Safe and Healthy Motherhood**

# GOAL 6



**Combat HIV/AIDS, Malaria and other Infectious Diseases**

# GOAL 7



**Clean up our Environment**

# GOAL 8



**Share Responsibility for Making the World a Better Place**

## Ethiopia Case Study

We will learn more about the United Nations' Millennium Development Goals, by learning about Ethiopia. Does anyone know where Ethiopia is located? Ethiopia is located in eastern Africa. There are about 82 million people who live in Ethiopia, 66 million of whom live on less than \$2.00 day. It is a very poor country where many people have difficulty meeting their basic daily needs.

Most people in Ethiopia live in rural areas and are farmers. Families in rural areas live in homes constructed of clay and eucalyptus leaves. In Ethiopia, children take care of their aging parents and some houses have several generations living in them.

In Ethiopia, water is not available everywhere like it is in Canada. In rural areas, women must walk long distances to collect water for their daily needs. Sometimes young girls need to help with transporting the water so they cannot attend school.

CHF has helped people in rural Ethiopia by building wells in many communities. With water nearby, women do not have to spend as much time walking to get water every day and children will have more time.

Ethiopia has an economy based on agriculture. Farming can be very difficult in Ethiopia because of challenging conditions. Farmers have to deal with very hot temperatures and drought, which can kill crops. On occasion when farmers only grow one crop, and they experience drought, they will lose their entire crop. This makes it even more difficult for farmers to have enough food to feed their families.

CHF has helped farmers in Ethiopia by introducing different varieties of seeds and different fruits and vegetables. For example, some farmers in Ethiopia are now growing mangoes and avocados. These can help improve the family's diet and can be sold at the market for money. This extra income can help farmers' families pay for the things they need.

Every day can be a challenge in rural Ethiopia. Before cooking meals, families need to gather firewood. Most often it is the women's responsibility to collect wood. The wood is also very heavy to carry. CHF has helped many families in Ethiopia deal with this by giving them access to animals which can carry heavy loads. For example, families have been given donkeys which can carry heavy loads of wood and water. This helps because women do not have to do all the heavy lifting. It is also helpful because children do not have to help with all the carrying and can do other things like go to school.

These are just some of the ways that CHF has been able to help Ethiopians and others in poor countries around the world. Sometimes with just a little help, families can graduate from a cycle of poverty and improve their daily lives. CHF has been helping people around the world do this for more than 45 years.





## Millennium Development Goals Progress Reports

Ban Ki-moon, the UN Secretary General, summed up the situation in an address he gave to an MDG debate at the United Nations in April 2008:

*'I am grateful for this opportunity to address the General Assembly on the emergency we face in the work to reach the Millennium Development Goals [...] More than halfway to 2015, the MDG track record is mixed. Compared to the year 2000, we can point to undeniable progress: three million more children now survive each year; an additional two million people receive treatment for AIDS; and millions more children are in school [...] Clearly, we have made a real difference. Yet we are falling short of what I know we can do. Just past the halfway point of the race to achieve the MDGs, many countries remain off track. This is particularly true across large parts of Africa and for many of the Least Developed Countries.'*

### Goal 1 To eradicate extreme poverty and hunger

- The overarching goal of reducing absolute poverty by half is within reach for the world as a whole;

With a drop of over a third between 1990 and 2004 in the proportion of people worldwide living in extreme poverty, it seems likely that the first MDG target will be met in global terms. However, startling disparities between regions remain, with sub-Saharan Africa in particular a long way adrift from the target. While considerable progress has been made on reducing hunger in some regions, it is unlikely that this part of the MDG will be achieved in global terms.

In developing regions, 31 per cent of people lived in extreme poverty in 1990. That figure had fallen to 19 per cent by 2004. Nevertheless, in 2008 1.2 billion people lived on less than a dollar a day, which is still around one in six people on the planet, and hundreds of millions of people short of the MDG target. However, the UN states that if progress continues at the same rate, the target will be met in global terms by 2015.

### Goal 2 To achieve universal primary education

- In all but two regions, primary school enrolment is at least 90 per cent;

Good progress has been made towards this MDG, with the total number of unschooled children worldwide almost halving between 1990 and 2005, and the proportion of children in developing countries not receiving primary education falling from 20 to 12 per cent between 1999 and 2005 alone. Again, however, some regions (especially sub-Saharan Africa and Southern Asia) are lagging behind, and it seems unlikely that all regions will achieve this goal or even get close to it. Moreover, girls and rural children still have disproportionately poor access to primary schooling.

### Goal 3 To promote gender equality and empower women

- The gender parity index in primary education is 95 per cent or higher in six of the 10 regions, including the most populous ones;

The educational opportunities for girls, though still unequal, are improving. There have also been modest improvements in women's political representation worldwide, and in their access to the labour market, though global equality in the workplace is a very unlikely prospect within the MDG timeframe given entrenched cultural attitudes to women.

#### **Goal 4 To reduce child mortality**

On the issue of child mortality, massive inequalities remain between the regions of the globe, despite modest falls in the mortality rate in the worst-hit regions. The rate in sub-Saharan Africa is almost ten times that in Europe – a greater disparity than existed in 1990. Mortality has fallen fastest among the richest 40 per cent of poor households, and while some regions may get close to the MDG target, others are far adrift.

#### **Goal 5 To improve maternal health**

Although there is a lack of up-to-date figures, this appears to be the most severely off-track of all MDGs. The risk of dying in childbirth or from complications of pregnancy is marked by obscene global inequality, with the lifetime risk of death from such causes over 200 times greater for sub-Saharan African women than for their European counterparts. Sufficient financing need to be provided to strengthen health systems as well as ensure access to timely emergency obstetric services and » provide adequate communication, skilled personnel, facilities and transportation systems, especially in areas where poverty, conflict, great distances and overloaded health systems obstruct such efforts.

#### **Goal 6 To combat HIV/AIDS, malaria and other diseases**

- Deaths from measles fell from over 750,000 in 2000 to less than 250,000 in 2006, and about 80 per cent of children in developing countries now receive a measles vaccine;
- The number of deaths from AIDS fell from 2.2 million in 2005 to 2.0 million in 2007, and the number of people newly infected declined from 3.0 million in 2001 to 2.7 million in 2007;
- Malaria prevention is expanding, with widespread increases in insecticide-treated net use among children under five in sub-Saharan Africa: in 16 out of 20 countries, use has at least tripled since around 2000.
- The incidence of tuberculosis is expected to be halted and begin to decline before the target date of 2015;

The global level of HIV infection has continued to rise in recent years, and the annual death rate has also increased significantly since 2001. Access to antiretroviral treatment remains very patchy, with barely a quarter of those who would benefit receiving it

worldwide, though some developing regions (such as Latin America) are managing much better than others (such as Southern Asia). Worldwide action on malaria, too, falls far short of what is needed, in terms both of funding and of measures such as the use of bed nets to protect children from infection. The prospects for achievement of this MDG remain poor, with devastating social and economic implications for the countries most affected.

### **Goal 7 To ensure environmental sustainability**

- Some 1.6 billion people have gained access to safe drinking water since 1990;
- The use of ozone-depleting substances has been almost eliminated and this has contributed to the effort to reduce global warming;

With rampant deforestation continuing, worldwide fish populations in jeopardy and greenhouse gas emissions continuing to rise, there is little indication of a global move towards sustainable living – and the consequences of our consumer driven lifestyles are felt disproportionately by those in developing countries. Access to sanitation, at least, has increased by half across the developing world as a whole (though a similar increase is still needed to meet the MDG target), but the target for provision of safe drinking water looks likely to be missed by a wide margin. Meanwhile it is debatable how many slum dwellers have seen a ‘significant improvement’ in their lives, or even whether their numbers have fallen worldwide; this target, too, seems certain to be missed.

### **Goal 8 To build a global partnership for development**

- The share of developing countries’ export earnings devoted to servicing external debt fell from 12.5 per cent in 2000 to 6.6 per cent in 2006, allowing them to allocate more resources to reducing poverty;
- The private sector has increased the availability of some critical essential drugs and rapidly spread mobile phone technology throughout the developing world.

This overarching MDG is central to the achievement of the other goals. Unfortunately, there are only sporadic indications that the developed world is rising to this challenge. While some trade barriers have been removed to the benefit of poorer countries, others have not, and the promised global agreement on this issue has not materialised. Neither has most of the financial aid that rich countries have been pledging to the developing world. There has been some progress towards the cancellation of developing world debt.

### **Greater effort is required in other areas:**

- The proportion of people in sub-Saharan Africa living on less than \$1 per day is unlikely to be reduced by the target of one-half;
- About one quarter of all children in developing countries are considered to be underweight and are at risk of having a future blighted by the longterm effects of undernourishment;

**BLM 5.6**

- Of the 113 countries that failed to achieve gender parity in both primary and secondary school enrolment by the target date of 2005, only 18 are likely to achieve the goal by 2015;
- Almost two thirds of employed women in the developing world are in vulnerable jobs as own-account or unpaid family workers;
- In one third of developing countries, women account for less than 10 per cent of parliamentarians;
- More than 500,000 prospective mothers in developing countries die annually in childbirth or of complications from pregnancy;
- Some 2.5 billion people, almost half the developing world's population, live without improved sanitation;
- More than one third of the growing urban population in developing countries live in slum conditions;
- Carbon dioxide emissions have continued to increase, despite the international timetable for addressing the problem;
- Developed countries' foreign aid expenditures declined for the second consecutive year in 2007 and risk falling short of the commitments made in 2005;
- International trade negotiations are years behind schedule and any outcome seems likely to fall far short of the initial high hopes for a development-oriented outcome.

Statistics taken from *The Millennium Development Goals Report 2007 and 2008* published by the United Nations

# Étude d'un cas en Éthiopie

BLM 5.4

En étudiant l'Éthiopie de plus près, nous apprendrons à mieux connaître les objectifs du millénaire pour le développement des Nations Unies. Est-ce que quelqu'un sait où l'Éthiopie se trouve? L'Éthiopie se trouve à l'est de l'Afrique. Le pays compte environ 82 millions de personnes dont 66 millions vivent de moins de 2,00 \$ par jour. C'est un pays très pauvre et beaucoup de gens ont de la difficulté à répondre aux nécessités essentielles de la vie.

La plupart des habitants de l'Éthiopie vivent dans les régions rurales et sont des agriculteurs. Les familles vivent dans des maisons construites d'argile et de feuilles d'eucalyptus. En Éthiopie, les enfants prennent soin de leurs parents vieillissant dans certaines maisons et plusieurs générations vivent ensemble.

En Éthiopie, l'eau n'est pas abondante comme au Canada. Dans les régions rurales, les femmes doivent marcher sur des longues distances afin de ramener l'eau qui est nécessaire pour les besoins quotidiens. Souvent ce sont des jeunes filles qui aident à transporter de l'eau et elles ne peuvent pas aller à l'école.

CHF a beaucoup aidé les gens qui vivent dans les régions rurales d'Éthiopie par la construction de puits dans de nombreuses communautés. Avec une source d'eau à proximité, les femmes n'ont pas besoin de marcher aussi loin pour porter de l'eau chaque jour et les enfants aussi ont plus de temps.

L'agriculture est l'activité la plus importante de l'Éthiopie. Mais l'agriculture est difficile en Éthiopie à cause des conditions extrêmes. Les agriculteurs doivent faire face aux températures très élevées et à la sécheresse qui tuent les cultures. Parfois, les agriculteurs perdent toute une récolte à cause de sécheresse, ce qui rend la vie très difficile.

CHF a aidé les agriculteurs de l'Éthiopie par l'introduction de semis différents qui leur permettent de faire pousser d'autres sortes de fruits et de légumes. Par exemple, certains agriculteurs en Éthiopie font maintenant la culture des manques et d'avocats. Ce sont des fruits qui améliorent beaucoup le régime alimentaire et qui peuvent être vendus au marché. L'argent supplémentaire permet aux familles des agriculteurs d'acheter les nécessités de la vie quotidienne.

Chaque journée représente un défi dans les zones rurales de l'Éthiopie. Avant de faire le repas, les familles doivent ramasser le bois. Le plus souvent, ce sont les femmes qui doivent aller ramasser le bois. Le bois est très lourd et est difficile à porter. CHF est venu en aide à de nombreuses familles en Éthiopie en les aidant à se procurer des ânes qui peuvent porter ces charges très lourdes. Par exemple, les ânes portent maintenant les lourdes charges de bois et d'eau. Cela aide beaucoup les femmes qui ne sont plus obligées à lever ces charges. Cela aide toute la famille parce que les enfants ne sont plus obligés de porter ces charges et sont maintenant libres pour aller à l'école.

Ce sont quelques exemples de l'aide que CHF apporte aux gens de l'Éthiopie et aux gens d'autres pays pauvres à travers le monde. Parfois, avec un peu d'aide, les familles peuvent quitter le cycle de la pauvreté et améliorer leur vie. CHF aide les gens dans le monde entier depuis plus de 40 ans.





## Rapports d'étape sur les objectifs du Millénaire pour le développement

Ban Ki-moon, secrétaire générale des Nations Unies, a résumé la situation dans un discours prononcé devant les Nations Unies sur les OMD en avril 2008 :

*« Je suis très reconnaissant d'avoir l'occasion de parler devant l'Assemblée générale sur l'état d'urgence auquel nous faisons face afin d'atteindre les objectifs du Millénaire pour le développement [...] Nous serons bientôt arrivés au mi-parcours avant la date cible fixée pour la réalisations des objectifs, 2015; les réussites OMD sont mitigées. Par rapport à l'an 2000, nous pouvons signaler certains progrès indéniables : trois millions d'enfants de plus survivent chaque année; deux millions de personnes et plus reçoivent le traitement pour le sida, et des millions d'enfants vont maintenant à l'école [...] Évidemment, nous avons fait une grande différence. Mais nous sommes encore loin de nos objectifs. Nous venons de dépasser la ligne médiane dans course vers l'atteinte des OMD, mais beaucoup de pays ont beaucoup de retard. C'est particulièrement vrai dans de nombreuses régions de l'Afrique et dans d'autres régions dans les pays les moins développés.*

### Objectif 1 : Réduire l'extrême pauvreté et la faim

- L'objectif final est de réduire la pauvreté absolue de moitié de façon générale est à notre portée dans le monde entier;

Avec une baisse de plus d'un tiers entre 1990 et 2004 de la proportion de gens dans le monde entier qui vivent dans la pauvreté extrême, il semble que cette première cible OMD sera atteinte de façon globale. Toutefois, il y a toujours de grands écarts d'une région à l'autre, surtout dans les régions au sud du Sahara, où la cible est très loin d'être atteinte. Bien que des progrès considérables aient été réalisés pour la réduction de la faim dans certaines régions, il est peu probable que cette cible particulière soit atteinte de façon globale.

Dans les régions en développement, 31 % des gens vivaient dans la pauvreté extrême en 1990. Ce chiffre a été réduit à 19 % en 2004. Cependant, en 2008, 1,2 milliard de personnes vivent de moins d'un dollar par jour, ce qui représente une personne sur six à travers la planète. Des centaines de millions de personnes vivent un niveau inférieur à cible OMD. Cependant, selon les Nations Unies, si les progrès continuent au même rythme, la cible sera atteinte de façon globale d'ici 2015.

### Objectif 2 : Assurer l'éducation primaire pour tous

- Dans toutes les régions sauf deux, le taux d scolarisation atteint au moins 90 %;

Be bons progrès ont été réalisés pour atteindre cette cible OMD et on a réduit de moitié le nombre d'enfants qui n'allaient pas à l'école dans le monde entier entre 1990 et 2005; la proportion d'enfants dans les pays en développement qui n'allait pas à l'école a été réduite de 20 à 12 % entre 1999 et 2005. Cependant, dans certaines

régions (surtout les régions de l'Afrique sub-saharienne et dans certaines régions de l'Asie du Sud) il y a des retards, et il semble peu probable que toutes les régions atteignent l'objectif. En outre, les filles et les enfants dans les régions rurales représentent une proportion très élevée des enfants qui n'ont pas accès à l'éducation primaire.

### **Objectif 3 : Promouvoir l'égalité des sexes et l'autonomisation des femmes**

- L'indice d'égalité des sexes en éducation primaire est de 95 % plus élevé ou plus dans six des dix régions, y compris les régions les plus peuplées;

Les possibilités de scolarisation des filles, quoique toujours inégales, sont en croissance. Partout au monde, il y a eu également de modestes améliorations dans la représentation politique des femmes et de l'accès des femmes au marché du travail, quoique l'égalité au travail semble peu probable dans l'échéancier prévu pour l'OMD, compte tenu des attitudes culturelles bien enracinées.

### **Objectif 4 : Réduire la mortalité infantile**

Au chapitre de la mortalité infantile, il y a toujours des inégalités considérables d'une région à l'autre malgré les chutes légères des taux de mortalité dans les régions les plus problématiques. Le taux dans les régions de l'Afrique sub-saharienne est presque dix fois supérieur au taux de l'Europe – l'écart est supérieur par rapport à l'écart de 1990. Le taux de mortalité descend le plus vite parmi les 40 % des foyers les plus riches ou dans les zones urbaines. Certaines régions n'auront pas de difficulté à atteindre la cible OMD, tandis que d'autres sont très loin de la cible.

### **Objectif 5 : Améliorer la santé maternelle**

Malgré notre manque de statistiques à jour, il semble que cet objectif est le plus loin de réalisation de tous les OMD. Les risques de mourir des complications de la grossesse sont amplifiés à cause des inégalités à travers le monde. Le risque à vie de décès maternel est 200 fois plus élevé pour les femmes de l'Afrique au sud du Sahara par rapport aux risques encourus par les femmes en Europe. La pénurie aiguë de professionnels de la santé est un facteur qui empêche de véritables progrès vers la réalisation de cet objectif OMD dans de nombreuses régions des pays en développement.

### **Objectif 6 : Combattre le VIH/sida, le paludisme et d'autres maladies**

- Le nombre de décès causés par la rougeole a diminué de 750 000 en 2000 à moins de 250 000 en 2006, et presque 80 % des enfants dans les pays en développement reçoivent le vaccin contre la rougeole;
- Le nombre de décès causé par le sida a diminué de 2,2 millions en 2005 à 2 millions en 2007, et le nombre de personnes nouvellement infectées a été réduit de 3 millions en 2001 à 2,7 millions en 2007;

- La prévention du paludisme est en croissance, avec une augmentation nette de l'utilisation d'insecticide au profit des enfants de moins de cinq ans dans l'Afrique sub-saharienne : dans 16 pays sur 20, l'utilisation a triplé depuis 2000.
- On s'attend à ce que l'incidence de tuberculose s'arrête et commence à diminuer d'ici la date cible de 2015;

Depuis quelques années, le niveau global d'infection au VIH est en croissance et le taux annuel de mortalité a augmenté de façon importante depuis 2001. L'accès au traitement antirétroviral est plutôt modeste, car à peine le quart de ceux qui en ont besoin en reçoivent. Cependant, certaines régions en développement (comme l'Amérique latine) réussissent mieux que d'autres (comme l'Asie du Sud). Les interventions globales contre le paludisme sont insuffisantes par rapport aux besoins, que ce soit en termes de financement ou en termes de l'utilisation de filets de lit pour protéger les enfants contre l'infection. Les attentes de réaliser cet objectif sont très faibles et les conséquences socioéconomiques seront très sévères dans les pays les plus affectés.

### **Objectif 7 : Préserver l'environnement**

- Depuis 1990, environ 1.6 milliard de personnes ont eu accès à l'eau potable sécuritaire;
- L'utilisation de substances qui menacent l'ozone a été presque totalement enrayerée, ce qui a beaucoup aidé à réduire les effets de réchauffement planétaire;

La déforestation accélérée continue à travers le monde, et les populations de poissons sont en danger; les émissions de gaz à effet de serre continuent à augmenter et il y a plus de signes qui indiquent un manque de progrès vers des styles de vie durable – les conséquences des styles de vie irresponsables ont un impact disproportionné sur les pays en développement. De façon globale, l'accès aux installations sanitaires a augmenté de moitié dans les pays en développement (mais il faut doubler cette augmentation afin d'atteindre la cible OMD). Il semble qu'on aura beaucoup de difficulté d'atteindre l'objectif d'accès à l'eau potable sécuritaire. Les avis sont partagés en ce qui concerne l'amélioration des conditions de vie des personnes qui vivent dans les taudis ou la diminution du nombre de ces habitants à travers le monde; on est très loin de l'atteinte de cette cible.

### **Objectif 8 : Mettre en place un partenariat mondial pour le développement**

- Le pourcentage des revenus consacrés au service de la dette est descendu de 12,5 % en 2000 à 6,6 % en 2006, ce qui a permis à ces pays de consacrer plus de ressources à la lutte contre la pauvreté;
- Le secteur privé a augmenté la disponibilité de certains médicaments essentiels et de la téléphonie mobile à travers le monde.

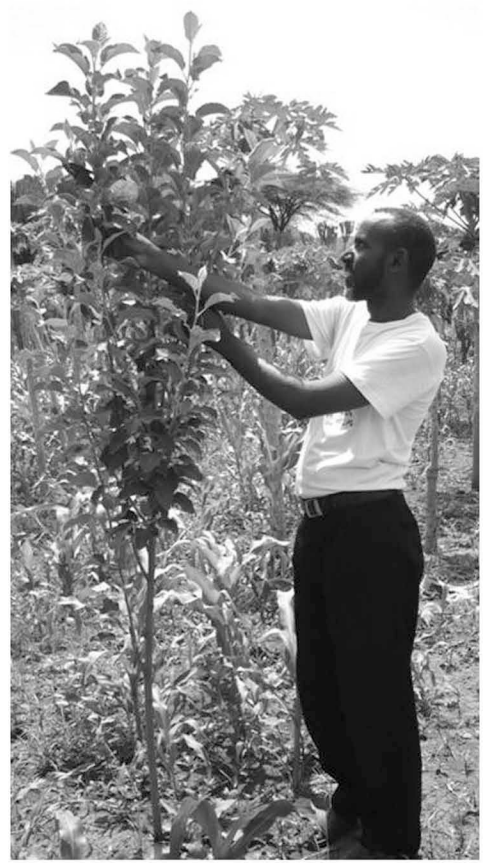
Cet OMD est d'une importance primordiale pour l'atteinte de tous les autres objectifs. Malheureusement, il y a fort peu de signes indiquant que les pays développés sont

prêts à relever ce défi. Même si certaines barrières au commerce ont été enlevées au profit des pays plus pauvres, d'autres barrières demeurent et les promesses d'une entente commerciale globale n'ont jamais été réalisées. Les pays les plus riches pour la plupart n'ont pas respecté leurs engagements d'augmenter l'aide financière aux pays en développement. Il y a eu certains progrès envers l'annulation de la dette des pays en développement.

### **Des efforts plus grands sont aussi nécessaires dans les domaines suivants :**

- La proportion de gens dans les pays de l'Afrique sub-saharienne qui vit de moins d'un dollar par jour ne sera probablement pas réduite de moitié à la date prévue;
- Environ le quart des enfants dans les pays en développement sont d'un poids inférieur à la norme et risquent de subir les conséquences à long terme de la sous-alimentation;
- Seulement 18 sur 113 des pays n'ayant pas encore réussi à atteindre en 2005 la parité des sexes au chapitre de la scolarisation sont susceptibles d'atteindre l'objectif cible d'ici 2015;
- Presque les deux tiers des femmes qui occupent un travail dans les pays en développement occupent des emplois vulnérables en travaillant à leur propre compte ou comme des aides familiales non payées;
- Dans un tiers des pays en développement, les femmes occupent moins de 10 % des postes au parlement;
- Plus de 500 000 femmes enceintes dans les pays en développement meurent annuellement des complications qui surviennent pendant la grossesse;
- Environ 2,5 milliards de personnes, c'est-à-dire environ la moitié de la population des pays en développement, vivent sans installations sanitaires adéquates;
- Plus d'un tiers de la population urbaine croissante dans les pays en développement vit dans des taudis;
- Les émissions de dioxyde de carbone continuent à augmenter malgré l'échéancier international adapté pour corriger le problème;
- Les pays développés ont réduit leurs dépenses en aide extérieure pour une deuxième année consécutive en 2007 et risquent de manquer les engagements qu'ils ont pris en 2005;
- Les négociations d'échanges commerciaux internationaux accusent des années de retard et le résultat risque d'être en deçà des cibles promises pour assurer le développement.

Statistiques tirées du *Rapport sur les objectifs du Millénaire pour le développement 2007 et 2008* publié par les Nations Unies







## 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.

### Changing the World – Plants and Animals

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of concepts	Demonstrates some understanding of concepts	Demonstrates considerable understanding of concepts	Demonstrates thorough understanding of concepts
<b>Thinking</b>	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
<b>Communication</b>	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
<b>Application</b>	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



## World Vision *Money Matters*



## Grades 5 – 6

# Money Matters

### Students will

- understand how low wages affect a family's ability to meet basic needs thus contributing to poverty in Canada
- apply number operations to calculate a simple monthly budget
- use critical thinking skills to analyze cause and effect relationships

### Preparations

- Photocopy a class set of *Money Matters Handout #1*; photocopy *Family Profiles* and *Money Matters Handouts #2, 2a and 3* for each pair of students.
- Provide pencils for all students and calculators for each pair of students.

### Instructions

1. Ask students to brainstorm what they like to do for fun after school and on weekends.
2. Explain that some of the activities they enjoy doing with friends and family cost money. Ask: How do families pay for these recreational activities? Introduce the concept of a budget.
3. Distribute *Money Matters Handout #1 – Fun on a Budget*. Review the directions with students. Direct students to complete the task individually.
4. Organize students into pairs. Tell students to imagine they are two children in the same family. Ask them to calculate the combined cost of their monthly recreational activities.
5. Assign each pair of students one of the three family profiles: Give *Family Profile 1* to 50% of the pairs, *Family Profile 2* to 25% of the pairs and *Family Profile 3* to the remaining 25% of the pairs.
6. Distribute a copy of *Money Matters Handouts #2 and 2a – Basics on a Budget* to each pair. Have students complete the tasks based on their family profile and their province of residence (or allow students to select the province of their choice).
7. Now that students have calculated their expenses for the month, distribute *Money Matters Handout #3* to each pair. Ask them to calculate their monthly earnings based on the number of adults in

their family who have a job. You may need to define *minimum wage*.

8. Ask students to compare their monthly income to their monthly expenses and share their observations with the class.
9. For those who were not able to make ends meet, ask them to balance their budget by giving up some items. For those with a surplus of money, ask them to brainstorm other expenses (e.g. transportation, house repairs, bills, etc.) families might have to pay each month. Ask them to determine how many of those other expenses their budget would cover.

### Discussion

- What was difficult about doing this activity? What was easy?
- Think about the things you had to give up in order to balance your budget. What effects will *not* having these things have on your family?
- How would you feel if your family had to make these decisions about money every day?
- What would you do if your monthly income was suddenly cut in half? What would you do if your income was doubled for one month?
- What did you learn about the money we spend on doing fun things?
- What solutions could we offer to help working families get out of poverty?

### Post It (optional)

Connect with a class from another province (e.g. through the World Class website). Ask students to research actual costs of food, rent, childcare and recreational activities in their own community using e-flyers or local newspapers. Invite students to share this information through an online discussion and discuss reasons for the similarities and differences in the cost of living in their respective communities. Share the information about the costs of living with Bristol board displays posted in your school.

Note: The assumption that the way to get out of poverty is by getting a job is not necessarily true in Canada. Although 40% of Canadian children living in poverty have at least one parent who works full time all year, many of these families struggle to meet their basic needs because they have low-paying jobs.\* This is a simplified budgeting exercise meant to give students a general idea of the difficulties of making ends meet on minimum wage. It does not include all of the expenses (or benefits) families accumulate each month.

\*Source: The UNICEF Innocenti Report 9: The Children Left Behind (2010). Retrieved from

<http://www.unicef.ca/portal/SmartDefault.aspx?at=2676#AcloserlookatCanadaschildren>.

## Money Matters

### Handout 1: Fun on a Budget

#### Instructions

1. From the list below, choose the activities you like to do for fun after school or on the weekends.
2. Determine how many times you would do these activities in one month. To simplify this exercise, one month is equal to four weeks.
3. Calculate how much money you would need in your monthly budget to pay for these activities. If you participate in an activity once per week (e.g. piano lessons), be sure to multiply the cost of your choice of activity by four. Calculate the total cost for the whole month. NOTE: costs may not reflect actual prices in your community.

Activity	Cost	My choice of activity	Cost of each activity for one month
Go to a movie	\$9		
Buy popcorn and a drink at the movie	\$6		
Go ice skating	\$5		
Go swimming	\$4		
Participate in a sport such as swimming, soccer or basketball	\$10		
Register for activities such as dance, art or music lessons	\$10		
Buy a new toy, video game or DVD	\$20		
Buy new clothes	\$20		
Buy junk food	\$5		
Go out for ice-cream	\$4		
Other:			
Other:			
Total Cost for One Month			

### Money Matters Family Profiles

<p><b>Money Matters Family Profile 1</b></p> <p>You live in a family with 2 children and 2 adults. One adult works full time, 40 hours per week, at minimum wage. The other adult stays at home with the children.</p>	<p><b>Money Matters Family Profile 1</b></p> <p>You live in a family with 2 children and 2 adults. One adult works full time, 40 hours per week, at minimum wage. The other adult stays at home with the children.</p>
<p><b>Money Matters Family Profile 2</b></p> <p>You live in a family with 2 children and 2 adults. Both adults work full time, 40 hours per week, at minimum wage. Both children require childcare after school.</p>	<p><b>Money Matters Family Profile 3</b></p> <p>You live in a family with 2 children and 1 adult. The adult works full time, 40 hours per week, at minimum wage. Both children require childcare after school.</p>

Family profiles are based on information from Statistics Canada: Roughly 25% of families with children are headed by a single parent (<http://www.statcan.gc.ca/daily-quotidien/070912/dq070912a-eng.htm>); about one third of two-parent families have single earners (<http://www.statcan.gc.ca/daily-quotidien/070912/dq070912a-eng.htm>).

**ONE  
NATION  
RUN**

For more resources visit  
[www.ourworldclass.ca](http://www.ourworldclass.ca)

**RUN TOGETHER  
GLORIOUS AND FREE**



## Money Matters

### Handout 2 – Basics on a Budget: Grocery Shopping

#### Instructions

1. You have the task of grocery shopping for your family for an entire month (four weeks).
2. Examine the list of common food items below. Make a list of the items you would buy to feed your family for a month. NOTE: since this is an exercise, prices may not be accurate and the foods may not be items you would normally buy.
3. Examine your grocery list. Do you have enough food to feed your family (according to your *Family Profile*) for the month? Don't forget, ideally we need to eat three meals per day.

Item	Cost	How many will you buy for one month?	Total cost for each item
Loaf of bread	\$3		
Bag of rice	\$4		
Package of pasta	\$3		
Bag of potatoes	\$3		
Bag of carrots	\$3		
Broccoli	\$2		
Bag of frozen vegetables	\$3		
Bananas (bunch of 5)	\$2		
Bag of apples	\$4		
Melon or berries	\$3		
Box of cereal	\$4		
Box of crackers	\$3		
Package of cookies	\$4		
Potato chips	\$2		
Juice	\$3		
Soda Pop	\$2		
Frozen fish sticks	\$5		
Chicken	\$8		
Beef	\$8		
Can of tuna fish	\$2		
Other:			
Other:			
Other:			
Total Monthly Cost			

## Money Matters

### Handout 2a – Basics on a Budget: Housing and Childcare

#### Instructions

1. Use Table 1 below to determine how much rent you would pay for a two-bedroom apartment or house in your province. These rents are based on provincial averages. Housing in high-density urban areas will be more expensive than the average.
2. If you live in a family with one or two working adults use Table 2 to calculate how much you would pay in childcare every month (only for school days). During summer holidays parents would pay more in childcare.
3. Calculate how much money you would need every month for rent, food, recreation and childcare (if you require childcare). Total expenses: \_\_\_\_\_

**Table 1 – Average monthly rent for a 2 bedroom unit**

Newfoundland	\$668
Nova Scotia	\$807
New Brunswick	\$641
Prince Edward Island	\$719
Ontario	\$980
Quebec	\$648
Manitoba	\$815
Saskatchewan	\$800
Alberta	\$943
British Columbia	\$1019
North West Territories (Yellowknife)	\$1486

Source: Canadian Mortgage and Housing Corporation (Fall 2010)  
<https://www03.cmhc-schl.gc.ca/catalog/productList.cfm?cat=59&lang=en&fr=1299095544328>

**Table 2 – Average childcare cost per school age child**

	Cost per day
Newfoundland	\$19
Nova Scotia	\$20
New Brunswick	\$15
Prince Edward Island	\$15
Quebec	\$24
Ontario	\$33
Manitoba	\$15
Saskatchewan	\$15
Alberta	\$32
British Columbia	\$25

Source: Today's Parent  
[http://www.todayparent.com/lifeasparent/childcare/article.jsp?content=20100302\\_173310\\_5996&page=1](http://www.todayparent.com/lifeasparent/childcare/article.jsp?content=20100302_173310_5996&page=1)

### Handout 3 – Working for a Living

#### Instructions

1. Use the table of minimum wages (per hour) to calculate how much your family earns in one month (four weeks) based on your *Family Profile*.

Total Monthly Income: \_\_\_\_\_

Source:  
[http://en.wikipedia.org/wiki/List\\_of\\_minimum\\_wages\\_in\\_Canada](http://en.wikipedia.org/wiki/List_of_minimum_wages_in_Canada)

**Table 1 – Minimum wages across Canada**

Province	Minimum Wage
Newfoundland	\$10.00
Nova Scotia	\$9.65
New Brunswick	\$9.00
Prince Edward Island	\$9.00
Quebec	\$9.50
Ontario	\$10.25
Manitoba	\$9.50
Saskatchewan	\$9.25
Alberta	\$8.80
British Columbia	\$8.00
North West Territories	\$9.00
Nunavut	\$11.00
Yukon	\$8.93



UNAC (with Safe and Caring Schools)

*Developing A Sense of Worth in Oneself and Respecting the Similarities and Differences of Others*



**United Nations  
Association  
in Canada** | *Edmonton  
Branch*



**ACGC**   
Alberta Council for Global Cooperation



**Grade 1 Health**  
Lesson one in a series of two

Living  
Respectfully

Developing  
Self-Esteem

Preventing  
Prejudice

Respecting  
Diversity

## Developing a Sense of Worth in Oneself and Respecting the Similarities and Differences of Others

### Contributor

Tracy Goodman, teacher, Brookwood School, Spruce Grove, Parkland School Division

### Objective

- To understand that there are cultural/religious similarities and differences in people all around the world
- To recognize that we need to be respectful of others
- To develop the meaning of unique, respect and belief

⌚ **Time:** 60 minutes

### ✂ Materials

- Have the principal approve handouts before sending them home.
- Have student handout 1 completed before the lesson (sent home and returned). You may want to send home a completed copy of a fictional model for parents to view.
- Prepare an overhead of your completed fictional model.

### Getting Started

#### Knowledge Now

- Elicit from students what it means to show respect for others. How can we show respect? Print the word *respect* and its definition on chart paper and place it on the wall.
- Use think/pair/share to review what it means to be unique. (This should have been previously discussed in Health Theme 1: Self-awareness and acceptance.) Have students discuss with a partner what they think the word means. Share ideas with the class, and come up with one classroom definition. Print the final definition of unique next to respect on chart paper and display in classroom.



- Brainstorm ideas about how people are unique. Print ideas on the board. The teacher may need to guide the students outside of a physical focus by asking the class, “Do we all celebrate our birthdays the same way? Do we all like to sing? Do we all have blond hair? Do we all like the same foods? Do we all have blue eyes?” We are all unique, which means that we have things that are the same and that are not the same as other people.

## Engaging Interest

- Ask students if they think being different is OK, and why or why not? Explain that by agreeing that it is acceptable to be different from others, we show respect for others. Listening to all the ways that people are different from us helps us to understand other cultures and religions and to learn from them.

## Learning Activities

- This lesson will focus on how each of us is unique. Reviewing student handout 1 (completed at home and returned) before this lesson may provide some background information.
- Demonstrate this by going through the first five questions together identifying some of the similarities and differences among the classmates.
- Use the last three questions (My family celebrates) of the handout “My family and I” on the overhead. Fill out the student responses about their family celebrations and the beliefs their families have and why. Accept both religious and non-religious responses; for example, birthday celebrations and so on.
- Use your fictional model that you sent home to parents. You may use one of the following examples depending upon your class.

My family celebrates birthdays because we believe each person is unique and special. We celebrate other days, such as Thanksgiving, because we are grateful to have so many good things in this country.

**OR**

My family celebrates Christmas on December 25 because we believe that Jesus was born on this day. It is a way for us to celebrate His birth each year. We celebrate other days such as Easter Sunday. We celebrate these because they are a part of the Christian religion.

- Ask students what it means to ‘believe’? What is a belief? Beliefs can be religious or non-religious such as honesty and kindness etc. Do we all have beliefs? Are they all the same or are they different for each person? Is it OK if we don’t have the same beliefs? Print the final definition for ‘belief’ on chart paper and post it next to respect and unique.
- **This can be optional or under teacher’s guidance.** Place students into groups of four and allow them to share their beliefs. Encourage group members to listen to each other, and ask questions about one another’s beliefs.
- As a class, share together. Be sure to model respectful listening and inquiry as well as positive feedback and compliments about student differences.

- End by revisiting the new three words that were introduced today and remind students that we should all be proud of our uniqueness. It is part of what makes each and every one of us special in our own way. It is good to learn about each other.

### **Assessment/Analysis**

- Ask students to explain what it means to be unique and how we can show respect for all of the differences in our classroom and in our school? **It is critical to know that beliefs can be other than religious, such as, honesty, kindness and caring.**
- Ask students to compliment other classmates on something that makes them unique and to be specific. Have them explain what they find interesting about their uniqueness.

### **Application**

- Discuss: What would it be like if we were all the same? Would you like it? Why?
- What might happen if we did not show respect for people who are different from us? How would it make you feel?
- Have a short class celebration of the three new words: respect, unique and belief. Sing a song or have a cookie.

### **Activities for Extension and/or Integration**

- Social One Topic B: My Family and Topic C: Other Canadian Families could lead into lessons focusing on tradition and the celebration of various holidays.
- Students bring in pictures of their celebrations (**non-religious or religious**) to share.

### **Subject and Level Learner Outcomes for Subject and Level**

R-1.9 Recognize and accept individual differences within groups; for example, one's own family.

### **Safe and Caring Topics and Concepts**

- Develop self-esteem
- Living respectfully
- Respect diversity

## Teaching Strategies

<b>Go to</b> <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies.htm</a> For strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think/pair/share</li> </ul>		<ul style="list-style-type: none"> <li>• Questioning,</li> <li>• Probing</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Modelling</li> </ul>			<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Posters</li> </ul>

## Supplementary Resources

- ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers, 2003
- [www.interfaithcalendar.org](http://www.interfaithcalendar.org)
- Scott, S., ed. 1995 *Stories in My Neighbor's Faith: Narratives from World Religions in Canada*, Toronto, Ontario.: United Church Publishing House.

## Student Handout 1

Name \_\_\_\_\_

### My Family and I

1. My full name is \_\_\_\_\_.

2. I was born on \_\_\_\_\_ in \_\_\_\_\_.

3. I have \_\_\_\_\_ brothers and \_\_\_\_\_ sisters. Their names are \_\_\_\_\_.

4. My eyes are \_\_\_\_\_ colour.

5. My favourite colour is \_\_\_\_\_.

6. **Optional:** My family celebrates (can be secular such as birthdays or religious)

\_\_\_\_\_ on \_\_\_\_\_.

7. We do this because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.

8. **Optional:** Other celebrations that are important to my family are (explain why)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Grade 1 Health  
Lesson two in a series of two

Living  
Respectfully

Developing  
Self-Esteem

Respecting  
Diversity

Preventing  
Prejudice


## Developing a Sense of Pride in Oneself and Respecting the Similarities and Differences of Others

### Contributor(s)

Tracy Goodman, teacher, Brookwood School, Spruce Grove, Parkland School Division

### Lesson or Unit Plan Objective

- To understand that there are cultural and religious similarities and differences among all people
- To develop a sense of pride in one's cultural and religious beliefs.
- To recognize that differences of others need to be respected

 **Time:** 60 minutes

### **Materials**

- Student handout 1 from previous lesson
- Star template

### Getting Started

#### Knowledge Now

This lesson is intended to be the second consecutive lesson in the Health 1 (theme one and two) curriculum. It is a great way to reinforce the objectives of the lesson, demonstrate acceptance and continue to develop a strong self-esteem regarding one's traditions.

- Use think/pair/share to review the definitions from the last lesson (respect, unique, belief).
- Ask for examples of beliefs (religious or secular) that are unique to each of us and how we can show respect for them.

### Engaging Interest

- Students will need handout 1 (completed) from the previous lesson. With teacher leadership, students might review the handouts of what their family celebrates.
- Students also need to consider why their beliefs are unique, and why they should feel proud of them. The teacher may want to have the students do this part of the task in their journal or in another printed format. Perhaps a picture could be drawn

## Learning Activities

- Using the handout from the previous lesson, have students write a short paragraph (three to five sentences) about their families' celebrations. They may choose the one from their handout or they can write about a different one. They will need to name the celebration and explain why they do this as a family and what it means to them.
- The teacher may want to provide the class with sentence starters, such as 'My family is unique/special because we celebrate \_\_\_\_\_. This is important to us because \_\_\_\_\_.'
- Once they have written their sentences and they have been checked by the teacher, they can do their good copy onto the star template that is provided.
- The teacher could choose to do a bulletin board with all of the stars and a title, such as We Celebrate or We Respect Each Other Because We Are Unique and Special.
- Another option would be for the teacher to choose to make a class book. The students could draw a related picture on the other side of the star and then laminate each star. Punch a hole in the top of each star and put them onto a large binder ring. Students can practise reading from the book aloud with their peers.

## Assessment/Analysis

- Both the bulletin board and the class book are a great way to celebrate each child's uniqueness. Discuss with the students why we did this activity.

## Application

- Draw a picture that shows how this knowledge of the words *respect*, *unique* and *belief* can be applied to everyday life.

## Activities for Extension and/or Integration

- The class book could also incorporate the students' physical attributes on one side and their celebrations on the other.
- Invite the parents to a celebration/tea to view the stars.
- The stars could be used as a presentation to another class.

## Subject and Level Learner Outcomes for Subject and Level

R-1.9 recognize and accept individual differences within groups; for example, one's own family.

## Safe and Caring Topics and Concepts

- Live respectfully
- Develop self-esteem
- Respect diversity and prevent prejudice

## Teaching Strategies

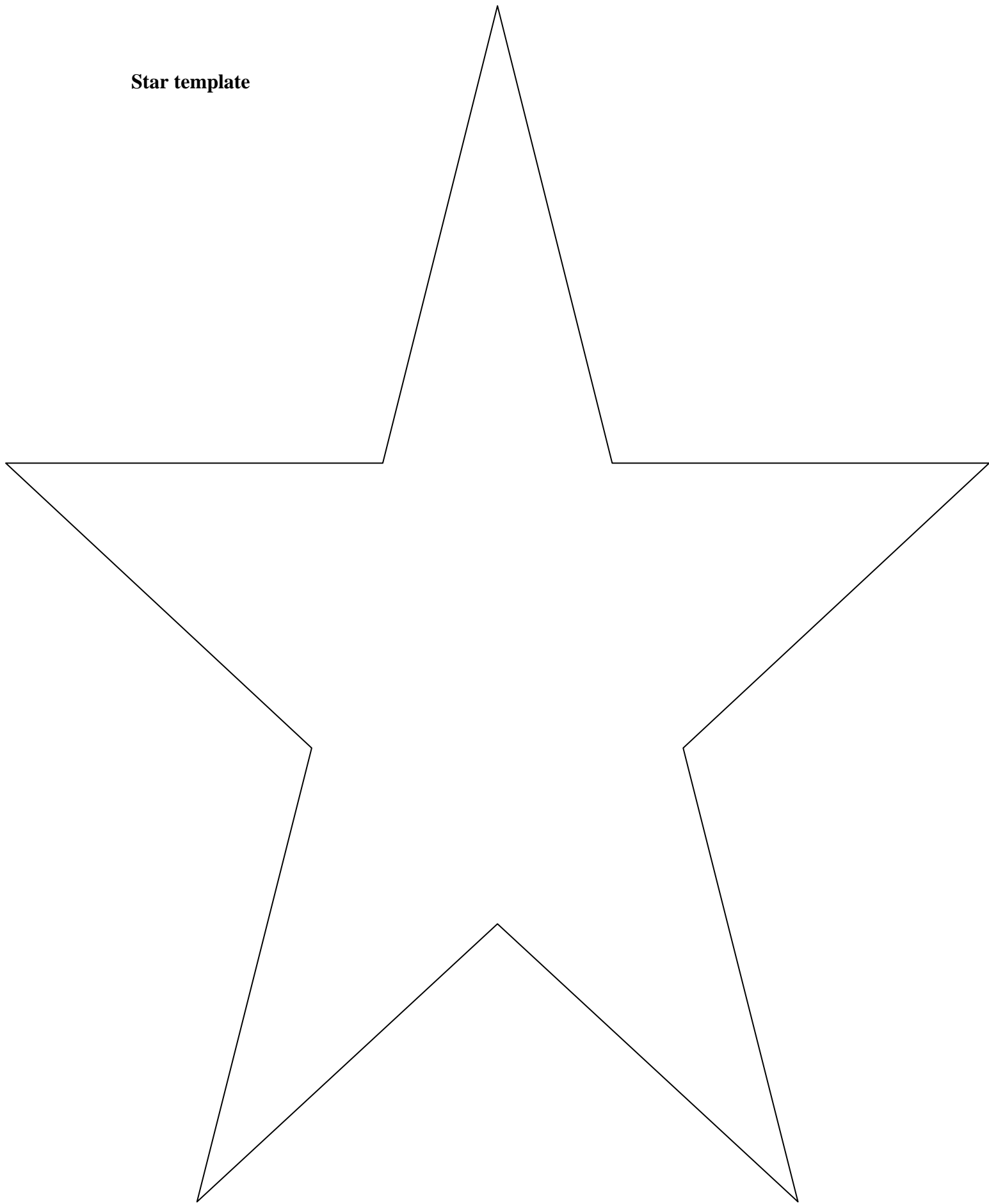
<b>Go to</b> <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies. htm</a> for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think/pair/share</li> </ul>		<ul style="list-style-type: none"> <li>• Questions</li> <li>• Class discussion</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Modelling</li> <li>• Reinforcement</li> </ul>			<ul style="list-style-type: none"> <li>• Bulletin board</li> <li>• Class book</li> </ul>

## Supplementary Resources

- Fast, A., et al. 2003 *ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*, 2003
- Interfaith Calendar: Primary Sacred Times for World Religions  
[www.interfaithcalendar.org](http://www.interfaithcalendar.org)

**Star template**







Grade One Social Studies  
Review Lesson

Living  
Respectfully

Developing  
Self-Esteem

Respecting  
Diversity

Preventing  
Prejudice

## Developing a Sense of Pride in Oneself and Respecting the Similarities and Differences of Others

### Contributor(s)

Tracy Goodman, teacher, Brookwood Elementary School, Spruce Grove, Parkland School Division

### Lesson or Unit Plan Objective

- To show respect for the traditions of Canadian families
- To show respect for the diversity of religious and other traditions present within the class, as well as in the world around them
- To take pride in and feel confident about the uniqueness of one's own family traditions

🕒 **Time:** 60 minutes

### ✂ **Materials**

- Presentation rubric—Handout 2 (See Supplementary Resources)

### Getting Started

#### Knowledge Now

- Review what students have already learned about the traditions in Canadian families.
- What holidays do many Canadians celebrate? What are some holidays that are unique and celebrated by only some Canadian families?
- What are some traditions that a lot of Canadian families have? What are some that are different?
- Why do Canadian families have many common traditions?
- Is it acceptable for Canadian families to have traditions that are unique? How can we show respect for these differences?
- What tradition(s) do you find most interesting? Why?

### Engaging Interest

- Greet parents as they arrive.
- Allow students a brief preparation time to get their props/posters together.

## Learning Activities

- Briefly discuss respect for the traditions of all Canadian families, ways that show respect (that is asking questions, paying compliments) as well as ways that may be inappropriate.
- Before presentations, review briefly from chart what good presenters as well as good listeners should do.

## Assessment/Analysis

- Assess the students according to the presentation rubric. This may also be an opportune time to assess students' listening skills.

## Application

- Discuss what would happen within the classroom, school and community if we did not show respect for the traditions of others.
- Discuss how learning about others' traditions enriches us and helps us realize how important our own traditions are.

## Activities for Extension and/or Integration

- Have the students present their family tradition to another class.
- If possible, video the presentations that can be shared with family and archived in the school library.
- Create a classroom book of traditions.
- Ask the students to "journal" their feelings and ideas about the traditions of Canadian families.
- Create a bulletin board display in the classroom or in the hallway.

## Grade 1 Social Studies Learner Outcomes Social Studies Grade 1

1.2.1 Appreciate how stories and events of the past connect their families and communities to the present.

- Acknowledge and respect symbols of heritage and traditions in their family and communities.

CC, I, TCC

## Knowledge

- Students will demonstrate an example of a tradition and/or celebration that started in the past and continues today in their family and/or community.

## Attitudes

- Students will appreciate multiple points of view, languages, cultures and experiences within their own groups and communities.
- Students will acknowledge and demonstrate respect for symbols of all traditions in their families, as well as in the community.

## Skills

- Cooperative participation
- Demonstrate skills of oral, written and visual literacy
- Organize information

## Safe and Caring Topics and Concepts

- **Respecting Diversity and Preventing Prejudice**
  - Recognizing and appreciating individuals, families and cultures that are unique
  - Building respect for diversity
- **Live Respectfully/Building a Safe and Caring Classroom**
  - Students feel confident in their uniqueness within the classroom as well as the community

## Teaching Strategies

Go to <a href="http://www.sacsc.ca/Resources_Strategies.htm">www.sacsc.ca/ Resources_Strategies.htm</a> for strategy descriptions	Cooperative Learning	Inquiry Learning	Direct Instruction
			<ul style="list-style-type: none"> <li>• Explanations</li> <li>• Questioning</li> </ul>

Generalization and Transfer	Peer Teaching	Empathy/Affective Education	General Teaching Activities/Ideas
<ul style="list-style-type: none"> <li>• Modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Journaling</li> </ul>	<ul style="list-style-type: none"> <li>• Bulletin board display</li> <li>• Posters</li> <li>• Presentations</li> </ul>

## Supplementary Resources

- Polacco P. 1995. *Uncle Vova's Tree*. New York: Putnam
- Scott S., ed. 1999. *Stories in My Neighbor's Faith; Narratives from World Religions in Canada*. Toronto, Ont.: United church Publishing House.
- Fast, A., et al. 2003 *ATA Safe and Caring Schools for Students of All Faiths: A Guide for Teachers*, 2003
- [www.interfaithcalendar.org](http://www.interfaithcalendar.org)

Please check the following websites:

Christmas

[www.cresourcei.org/cyxmas.html](http://www.cresourcei.org/cyxmas.html)

Diwali—celebrated by Jains

[www.rumela.com/events/festival\\_diwali\\_other.htm](http://www.rumela.com/events/festival_diwali_other.htm)

Diwali—Hindu the Festival of Lights

[www.reachgujarat.com/diwali.htm](http://www.reachgujarat.com/diwali.htm)

Hanukkah—Jewish

[www.geocities.com/Heartland/Prairie/5493/hanuka.html](http://www.geocities.com/Heartland/Prairie/5493/hanuka.html)

Muslim—Eid ul-Fitr celebrated after Ramadan

[www.ummah.org.uk/ramadhan/](http://www.ummah.org.uk/ramadhan/)

Festival of Lights as celebrated by Hindus

[www3.kumc.edu/diversity/ethnic\\_relig/diwali.html](http://www3.kumc.edu/diversity/ethnic_relig/diwali.html)

Name \_\_\_\_\_

**Family Tradition Presentation Rubric (Sample)**

(Insert report card indicators here)

<i>I will be looking for the following skills:</i>				
The student identifies a tradition within their family.				
The student is able to explain and describe what happens during the tradition.				
The student spoke clearly and loud enough for others to hear.				
The student looks at the audience.				



# UNAC (with Safe and Caring Schools)

## *Respecting Others Through Cooperative Games*



**United Nations  
Association  
in Canada** | *Edmonton  
Branch*



**ACGC**   
Alberta Council for Global Cooperation



Physical Education Grade 2

Developing  
Self-Esteem

Living  
Respectfully

Respecting  
Diversity

Preventing  
Prejudice

## Respecting Diversity Through Cooperative Games


This lesson can be used for Grade 3 and Grade 4.

For these grades, the Curriculum Outcomes are included in the lesson.

**Contributor:** Maria Lui, Substitute Teacher, Edmonton, Alberta, Edmonton Catholic School District No 40; Edmonton Public School District No 17

### Lesson Objective

- To acknowledge that all people have similarities and differences in abilities and beliefs.
- To understand the necessity of working peacefully and cooperatively together for the common good.
- To show respect for others, and their beliefs and abilities.
- To learn to work together as a team.
- To develop listening skills.

 **Time:** two thirty-minute periods

### Materials

- Access to a gymnasium or large open area
- One piece of string for all students, no longer than 20 cm (may not be necessary.)
- Group Handout: one per group

### Getting Started

#### Knowledge Now

- Sit in a circle and using a think/pair/share activity, have the students brainstorm the meaning of *teamwork* and *respect*. Have students think about it individually, then turn to a partner to share. Have the students share with the rest of the class what they came up with.
- Ask students to think of a time in their lives when it was necessary to work as a team to accomplish a goal; for example, cleaning the house when company is coming unexpectedly. Have a few students share their experiences. As well have the students explain why they thought teamwork was important in that particular experience. Emphasize the importance of respect during sharing and discussion time.



## Engaging Interest

- Introduce the game of *Sticky Tag*. Explain to students that one student will be “it.” The student who is it is to run around and try to get other students to “stick” to him or her. The students who are tagged must join the sticky group. The students need to attach themselves to the group either by holding hands or holding onto the pieces of string so that they are still attached. (The string may not be necessary—it is only for the students who do not want to hold hands). The sticky group must try to get all the students in the class to stick to them to form a long sticky string of students. The sticky group is not allowed to let go of each other and must work together to capture the nonsticky students.  
The game will go on until there are no students left to stick with. Play the game a few times, choosing different students to start off the game.
- Once the game is over have the students do some stretches to stretch their muscles. While they are stretching, ask them what they learned from the game. Ask them to think about the other students playing. What was the goal of the game? Did the students find that it was hard at times to accomplish their goal? Was teamwork important? Were the students respectful towards one another during the game? Discuss.

## Learning Activities

- Divide students into groups of about five or six students per group. Try to group students so that each group includes students with a range of abilities and strengths. Have the groups sit together. Ensure that students can see you.
- Explain the game. Each group is on their way home from a long adventure. All they need to do is cross the bridge to get to their village. Tell the students that the gym floor has mysteriously turned into a large lake. There are four separate bridges for each group to cross, but if students in each group do not cross together as a group, then the bridge will break. The bridgekeeper (teacher) will ensure that all groups are following the rules and sticking together. If a bridge breaks, the group must start from the beginning.
- Bridge crossing rules: Group must stick together at all times; one person cannot run across and leave the team behind. Students may use only assigned body parts to cross. For example, if someone has only one hand, he or she may touch the bridge with only one hand.
- Handout 1 – One student handout per group.
- Each person in the group is a certain character on the adventure. Beside each character is a characteristic (eg, one foot, two feet, and so on). The character can only use these body parts to cross the bridge. This requires working together to get across.
- Depending on the group of students, allow groups to decide on which character they want to be. If students are having difficulties, assign characters (eg, tallest student in each group will be Bee-Leaf, and so on).

- Before allowing students to plan, briefly review what it means to work together, what are some things that teamwork involves (for example; listening, respecting different suggestions, helping students who need help).
- **Make sure students understand the rules before beginning.**
- Give students a couple of minutes to think of ways to cross the bridge using their given abilities. Allow students to ready themselves for the bridge crossing. Groups must all start at the same time and from the same starting line.
- Watch carefully for the groups who break rules.
- Complete the teacher checklist either during the activity or after the lesson. Be sure to observe students individually. Taking brief anecdotal notes during the activity may help you complete the checklist after the activity.

### **Debrief**

- Have the students sit in a circle and ask students what was important about the game? What was the goal? Was it the same for each person? What did they need to do to accomplish the goal? Ask students to think of the group members. How are they the same? Discuss. After discussing similarities, discuss differences. How did group members treat each other?
- If they had not worked as a team, what might have happened? Would they have crossed the bridges?
- Ask students to think back to the individual teamwork experiences that they thought about earlier in the class. Ask students to think of the people involved. How are the people involved similar or different? Did it matter that there were differences?
- We have differences in beliefs and values. Ask students to share what they believe/value example: honesty, understanding, patience, or it can be a faith based belief example prayer, worship, etc. Ask students if the differences in beliefs/values created any difficulty when they had a similar goal, such as crossing the bridge? Discuss.
- Ask students to share some of their beliefs/values, example: honesty, respect, teamwork, prayer, worship, etc.
- Discuss with student that since in our classroom we have these beliefs and values, would there be more or different beliefs/values if we asked the students in the whole school?

### **Assessment/Analysis**

- Use the attached checklist to determine whether students have fulfilled the learning outcomes.
- Using anecdotal records, record students' attitude toward the activity as well as attitude and responses during discussion time.

## Application

- In our classroom, what are we working towards as a group? As a school?
- In our world, what do we all work towards as a team of humans? What is our common goal?
- Students may have beliefs that alter from those of their friends; does that make them feel different about their friends? By knowing and learning more about other peoples' beliefs, we gain a better understanding of who they are.
- Ask students about the consequences of not showing respect for differences in beliefs and abilities as well as consequences for not working together. Ask students to think of events in our world that illustrate people showing respect for one another and working together.

## Activities for Extension and/or Integration

- Could be used as a Grade 3 or 4 lesson
- Art 2, 3, 4: As a class, create a class quilt. Each individual student will draw and colour a small square sheet of blank paper illustrating his/her most important belief. Focus Grade 2 students on shape positioning as well as colour combinations. Grades 3 and 4 should also focus on making their pictures more realistic. Each square should be equal in size. When all students have completed their square sheet, align the squares to create a large square/rectangle. This can be pasted on a wall or on a bulletin board. Cut out long strips of construction paper and place the strips along the perimeter of the quilt to make a border. Glue all the squares together along with the black border.
- Language Arts 2, 3, 4: Have students write a short story about respect and teamwork among students their age. Make sure students understand the components of a story.

## Grade 2 Physical Education Learner Outcomes

General Outcome C: Students will interact positively with others

Communication: C2-1

- Students will identify and demonstrate respectful communication skills appropriate to context.

Fair Play: C2-3

- Students will identify and demonstrate etiquette and fair play.

Leadership: C2-4

- Students will accept responsibility for assigned roles while participating in physical activity.

Teamwork: C2-5

- Students will display a willingness to play cooperatively with others of various abilities, in large or small groups.

## Grade 3 Physical Education Learner Outcomes

General Outcome C: Students will interact positively with others

Communication: C3-1

- Students will describe and demonstrate respectful communication skills appropriate to context.

Fair Play: C3-3

- Students will identify and demonstrate etiquette and fair play.

Leadership: C3-4

- Students will accept responsibility for assigned roles while participating in physical activity.

Teamwork: C3-5

- Students will display a willingness to share ideas, space and equipment when participating cooperatively with other.

## **Grade 4 Physical Education Learner Outcomes**

General Outcome C: Students will interact positively with others

Communication: C4-1

- Students will articulate and demonstrate respectful communication skills appropriate to context.

Fair Play: C4-3

- Students will identify and demonstrate etiquette and fair play

Leadership: C4-4

- Students will select and demonstrate responsibility for assigned roles while participating in physical activity and will accept ideas from others that relate to changing/adapting, movement experiences.

Teamwork: C4-5, C4-6

- Students will participate cooperatively in group activities
- Students will identify and demonstrate positive behaviors that show respect for self and others.

## **Safe and Caring Topics and Concepts**

1. Living Respectfully

- Working cooperatively in groups
- Helping others learn or attain a goal
- Developing positive interdependence and relying on each other to complete tasks
- Giving and receiving help
- Listening carefully
- Respecting and appreciating others' ideas, insights, solutions and contributions

2. Developing Self Esteem

- Respecting and celebrating our unique identities

3. Respecting diversity and preventing prejudice

- Respecting different point of view builds community (teamwork)
- Celebrating the diversity in the classroom
- Building respect for diversity

## Teaching Strategies

Go to www.sacsc.ca/strategies for strategy descriptions	<b>Cooperative Learning</b>	<b>Inquiry Learning</b>	<b>Direct Instruction</b>
	<ul style="list-style-type: none"> <li>• Think-pair-share</li> <li>• Teamwork</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and thinking</li> <li>• Solving problems</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations</li> </ul>

<b>Generalization and Transfer</b>	<b>Peer Teaching</b>	<b>Empathy/Affective Education</b>	<b>General Teaching Activities/Ideas</b>
<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Games</li> </ul>			<ul style="list-style-type: none"> <li>• Brainstorming</li> </ul>

## Supplementary Resources

Canadian Child Care Federation. (1996) *Helping Children Respect and Appreciate Diversity*. [http://www.cfc-efc.ca/docs/cccf/rs035\\_en.htm](http://www.cfc-efc.ca/docs/cccf/rs035_en.htm)

EdScope, L.L.C, (1996-2004) *Games and Relay Races*. From the University of Missouri. <http://www.lessonplanspage.com/PE23.htm>

*Benefits of Cooperation*. <http://www.incrediblehorizons.com/benefits-of-cooperation.htm>

## Group Handout 1

**Characters:**

**Bee-Leaf: (2 feet)**

**Tea-ma: (1 foot)**

**Dye-Ver-City: (1 foot)**

**Ah-Bill-Ity: (2 hands)**

**Rez-Pet: (2 knees)**

**Pea-Ce: (1 hand)**











## CHF *Friendship Fun*



## Lesson 4: Friendship Fun!

### Description

*1x40 minute lesson and 1x20 minute lesson (to present model villages)*

Students will learn about life in rural Northern Ghana. They will discover what homes look like and learn about the daily life of children. Students will get a better understanding of how far children and families must walk to access schools and hospitals. Students will make a plasticine model village, typical of houses and schools in Northern Ghana. They can then make their own community.

### Subjects

Visual Arts (Grades 1, 2 & 3), Mathematics (Grades 1 & 2), Social Studies (Grades 2 & 3), Science and Technology (Grades 1, 2 & 3)

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

### Materials Needed

Plasticine

Sticks for fencing

1 Cardboard per group for building the community on

Straw for roofs (if available)

Student Handouts ([BLM 4.1](#)) Introductory sheets describe communities in Northern Ghana

Student Photographs ([BLM 4.2](#)) Visual aids that show authentic scenes of a village in Ghana

*Nalogu: Everyone Lends a Hand* DVD and Teacher Guide (Optional. See Teacher Background Notes for instructions on ordering your video)

Note: This lesson is easier to do with an LCD Projector and computer, however it may be taught without one.

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

### Lesson Preparation

1. [BLM 4.1](#) (Introductory Sheets – 4 stories) can be read as a class by projecting the stories or they can be copied.

2. Project [BLM 4.2](#) to use as discussion. This folder contains a world map, map of Africa and photos from a Ghanaian Village to provide context for students. Alternatively, the pictures can be copied and distributed or enlarged, and mounted on poster board to be shown to the students with the Introductory Sheet.

3. Review the Teacher Background Notes for this lesson. 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

1. Use BLM 4.1 and BLM 4.2 to discuss with students the differences between rural communities in Ghana and rural communities or cities in Canada. Various graphic organizers, such as a Venn Diagram, can be used to help students categorize similarities and differences.
2. Optional: have students watch *Nalogu: Everyone Lends a Hand* DVD for a more thorough understanding of structures in a community in Northern Ghana.
3. Divide the class into groups (4-5 students per group).
4. Provide each group with one piece of cardboard for the village space.
5. Provide each student with equal size lumps of plasticine. Each student prepares a model building for their group's village and the student decides what purpose it has in their community. Encourage them to put in extra detail such as a cooking fire outside of their house, people, animals, trees and water.
6. Each group presents their model village to the class and explains the various buildings.

### Extension Activities

- Math – linear measurement and scale concepts
- Action initiatives such as CHF's *Kids Helping Kids Around the World* event can be done as a way to build a partnership between Canadians and communities in developing countries. Contact CHF at 1(866) 242-4243 to become involved in the *Kids Helping Kids Around the World* event.
- As a class or school, raise funds and then select much needed items by the overseas communities where CHF has development projects at [www.giftsthatmatter.ca](http://www.giftsthatmatter.ca)
- Learning Stations, as available, for background information: library books, pictures of houses and schools from Ghana, plasticine models, internet sites for computer research.

## Teacher Background Notes

### *Examples of Communities in Northern Ghana*

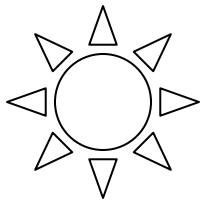
#### Lessons

See lessons 1 and 3 as well as BLM 1.2, 1.4, and 3.3 for more information about houses and buildings in rural communities in Ghana.

#### 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](http://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.



# Friendship Fun!

## Part 1: Houses

Families in Ghana live in houses just like families do in Canada. Some parts of their houses are the same as in Canada, and many parts are different. Can you name some of the materials used for building houses in Canada?

In the countryside of Ghana the trees are needed for shade, food and to protect the land from being washed away in the rainy season. People need to cut down smaller trees for firewood for cooking.

Around the village there may be a lot of earth. This can be mixed with water to make mud blocks to build with. The weather in Ghana is very hot. The thick mud for the walls is good at keeping out the heat. This is called insulation. Most houses are built in a round shape, like a cylinder.

Roofs are made by cutting branches from palm trees and tying them together to make a thick roof that protects the families from rain and the hot sun.

Windows and doors can be cut out of the walls to make big rectangular openings. Families like to have fresh air blowing through the house so they do not need glass in the windows. They sometimes have a wooden door, but often the door is a big piece of animal hide or cloth.

The inside of the house is often one big room. The family sleeps on mats on the floor at night and then rolls them away in the day. The weather is so nice that they are outside a lot of the time, just like we are when we are camping in the summer. The families also do a lot of farming so they work outside.

The women cook on fires outside the houses. It is so hot that they do not want to make the inside of the house any hotter! Many others will cook together on the same fire so they do not waste the fuel. They are good at sharing and getting along with others.

Houses are often together in groups of 3 or 4 with the doors facing the middle. This is called a compound and is where a lot of activities such as cooking take place.



## Part 2: Schools, Hospitals and Stores

Not all villages have schools, hospitals and stores. Hospitals are usually in big cities, but there are sometimes health clinics in small villages. If someone gets sick, the mothers and grandmothers often know how to look after them. If there is a serious illness or an accident, even sick people might have to walk or be carried very far to get to a health clinic. They might get even more sick before getting help.

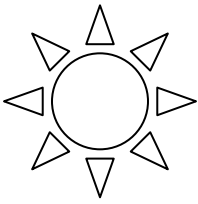
Sometimes girls and boys have to walk more than an hour every day to get to school. They have to get up very early in the morning to help their family by doing the chores before they leave for school. Some of the chores might be to carry water to be used for drinking, washing and cooking. They might have to help to water the crops or feed the animals. They might have to help look after the babies and little children while their mothers cook. When they get back from school after the long walk home, they probably have more chores to do. Can you think of ways you can help out in your family and community?

The stores are not in big shopping malls. The local outdoor market is where families buy things they need and also where they sell produce. Going to market is a lot of fun, but the people have to walk long distances to go to a market.

Next time you go to school or the hospital or shop at the store, think of the boys and girls in Ghana, and how far they might have to walk to get there. Maybe you and your class can think of ways you can raise some money to help families in Ghana. This can be used to pay for school fees and books so children can attend school.

If families learn new farming skills and are able to get seeds they will be able to grow more food and sell some at the market. This extra money can help pay for school fees, books and medicines.





# Friendship Fun!

## Part 3: Rural Life

In Ghana, some people live in cities, while many others live in the country. The country is also known as a rural area. The city is very different from the country and the people who live in these two places live very different lives. Do people in rural areas in Canada live differently from people who live in cities or urban areas?

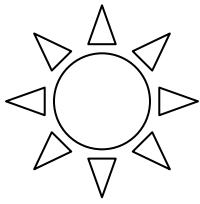
Many rural areas are small villages. Groups of people live together in these villages. Because the villagers live far from cities, they need to rely on each other for help and support. There is a strong sense of community in rural areas. This is important because some jobs require help from everyone in the community. They need to work together.

Daily life in a rural village is quite different from city life. Usually the day begins very early and there are many jobs and chores to do before the end of the day. Every day, it is important that all the chores and jobs are finished because people are depending on you. Firewood needs to be collected to cook meals, someone must go to the well to get water and plants and crops need to be taken care of. Hopefully, there is still time to go to school during the day.

Sometimes the skills people need in rural areas are not the same ones you need in the city. What kind of skills do you think would help you if you lived in the country? Farming skills are very important for people who live outside the city because they need to grow their own crops. These crops help feed their families and any extra crops can be sold at the market. When farmers have good farming skills, they are able to harvest more crops to sell at the market. This extra money helps them buy important things like other nutritious food, medicine and school supplies.

People living in rural areas also have construction skills. Usually, people will build their own houses or build them with help from neighbours. Since they live far from the city, when repairs need to be done on their homes, they must do the repairs themselves.

When you live in a rural area, it is important to be able to take care of your family, your home and your community.



# Friendship Fun!

## Part 4: Helping Families Overseas

Not everyone in the world has access to basic needs such as food, shelter and security. Many people face difficult challenges every day. People from rural areas in Africa, Asia and the Americas often need to work very hard just to have enough food to eat, to stay healthy, and to attend school.

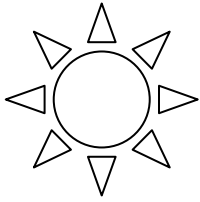
Thankfully, people and organizations from around the world are helping those in need. There are many different ways to help the poor in the world. Can you think of some? Sometimes giving food or donating money can be a good way to help. There is another way to help others so that they can help themselves. By helping people learn new skills, and giving them access to ways to earn a living, the poorest people on the planet can enjoy better lives, now and in the future.

What could you do for a village that did not have enough food to eat a healthy diet? You could support an organization so they can learn new skills and gain access to better seeds that will provide more food.

Farmers can learn new and different ways to farm that could help them grow more food. For example, farmers can learn that by planting soy together with their other crops, the soy plants improve the soil. Soy beans are also a nutritious food and these plants provide more food. Helping farmers choose the best seeds for their local conditions can improve their lives. This way their plants will grow more food and feed their families.

Maybe poor families in Africa and Asia cannot afford to buy farm animals. How can owning an animal help a poor family? Owning chickens can provide eggs for a family and eggs are a healthy and nutritious food. Any extra eggs can be sold. This money can be used for clothing, education and to take care of the family. Can you think of ways that a goat could improve a person's life? Goats can be a source of milk, manure and meat. Goat's milk can improve a person's daily nutrition. Using goat's manure on a garden or crops will make healthier plants and the meat from a goat can be eaten or sold.

There are many more ways to help poor people from other countries. As you can see, by helping just a little, we can really help a lot. One person CAN make a difference. Maybe as a class, you can come up with ideas or ways of helping others in need.



# On s'amuse les amis !

## Partie 1 : maisons

Tout comme les familles au Canada, les familles au Ghana habitent dans des maisons. Certains aspects de leurs maisons ressemblent à celles du Canada mais d'autres sont différents. Pouvez-vous nommer des matériaux qui servent à construire des maisons au Canada ?

Au Ghana, les arbres à la campagne sont nécessaires pour faire de l'ombre, pour la nourriture et pour protéger le sol de l'érosion pendant la saison des pluies. On coupe des plus petits arbres pour le bois de feu qui sert à la préparation des repas.

Il y a parfois beaucoup de terre autour des villages. On mélange cette terre avec de l'eau pour faire des blocs de boue qui servent à la construction. Il fait très chaud au Ghana. Les murs en boue épaisse tiennent la chaleur à l'extérieur. Ça s'appelle de l'isolation. La plupart des maisons sont construites en rond, comme un cylindre.

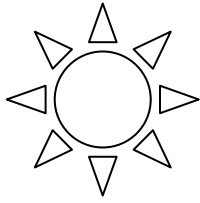
Les toits sont épais et fabriqués en branches de palmier qui sont attachées, pour protéger les familles de la pluie et du soleil brûlant.

On découpe des fenêtres et des portes dans les murs pour faire des grandes ouvertures rectangulaires. Les familles aiment sentir la brise fraîche dans la maison et n'ont donc pas besoin de fenêtres en vitre. Elles ont parfois des portes en bois mais souvent elles sont plutôt en peau d'animal ou en étoffe.

À l'intérieur de la maison, il y a souvent une seule grande pièce. La nuit, les membres de la famille dorment sur des paillasons qui sont par terre, puis roulés et rangés pendant la journée. Il fait si beau qu'ils passent une grande partie de leur temps dehors, tout comme nous en camping pendant l'été. Les familles font beaucoup d'agriculture donc elles travaillent aussi beaucoup dehors.

Les femmes préparent les repas sur des feux de bois qui sont à l'extérieur de la maison. On ne veut pas qu'il fasse plus chaud à l'intérieur! Pour ne pas gaspiller le combustible, plusieurs personnes font à manger sur le même feu. Ils sont habitués de partager et de travailler ensemble.

Les maisons sont souvent disposées en groupe de 3 ou 4 et les portes sont face à face vers le milieu. C'est ce qu'on appelle une enceinte, dans laquelle plusieurs activités se déroulent, comme la préparation des repas.



# On s'amuse les amis !

## Partie 2 : écoles, hôpitaux et magasins

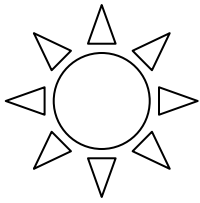
Il n'y a pas d'hôpital, d'école et de magasin dans tous les villages. Les hôpitaux sont souvent dans les grandes villes mais il y a des cliniques de santé dans certains villages. Quand une personne tombe malade, sa mère et sa grand-mère savent en général comment la soigner. En cas de maladie grave ou d'accident, même si la personne est très malade elle doit parfois marcher ou se faire porter très loin pour aller dans une clinique de santé. La maladie peut même s'aggraver avant que la personne se fasse soigner.

Certains enfants marchent parfois plus d'une heure par jour pour aller à l'école. Ils doivent se lever très tôt le matin pour aider leur famille dans les tâches ménagères avant d'aller à l'école. Certaines tâches consistent à porter l'eau pour boire, se laver et faire à manger. Ils arrosent les cultures ou nourrissent les animaux. Ils s'occupent des bébés ou des jeunes enfants pendant que leurs mères préparent le repas. Quand ils rentrent de l'école après avoir marché longtemps, il leur reste probablement des tâches à faire. Pouvez-vous imaginer des façons d'aider votre famille et communauté ?

Les magasins ne se trouvent pas dans des grands centres commerciaux. Les familles achètent et vendent leurs produits au marché local extérieur. C'est amusant d'aller au marché mais il faut marcher de grandes distances pour s'y rendre.

La prochaine fois que vous allez à l'école, à l'hôpital ou au magasin, pensez aux petits garçons et aux petites filles du Ghana, à la distance qu'ils doivent marcher pour aller à l'école. Peut-être que vous pourriez trouver des moyens avec votre classe de récolter de l'argent pour aider les familles du Ghana. Cet argent peut être utilisé pour acheter des livres et d'autres fournitures scolaires afin que les enfants puissent assister à l'école.

Si les familles apprennent des nouvelles techniques agricoles et sèment plus de graines, ils récoltent plus de nourriture à vendre au marché. L'argent gagné permet de payer les frais de scolarité, les livres et les médicaments.



# On s'amuse les amis !

## Partie 3 : La vie à la campagne

Au Ghana, il y a des personnes qui vivent dans les villes, mais beaucoup plus vivent à la campagne. La campagne s'appelle aussi la zone rurale. La ville est très différente de la campagne et les gens dans les deux régions ont des styles de vie très différents. Est-ce que les personnes qui vivent dans les zones rurales du Canada ont une vie différente des gens qui vivent dans les centres urbains?

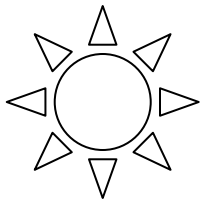
Les zones rurales sont très souvent composées de petits villages. Des regroupements d'individus vivent dans ces villages. Étant donné que les villageois sont loin des villes, ils dépendent beaucoup de l'entraide des voisins. Le sens communautaire est très fort dans les zones rurales. C'est parce que certains travaux exigent la participation de tout le monde de la communauté. Les villageois doivent travailler ensemble.

La vie quotidienne du village est très différente de la vie quotidienne à la ville. D'habitude la journée commence très tôt, car il y a beaucoup de corvées et de travaux à faire avant la fin de la journée. Il est très important de finir toutes les corvées tous les jours parce qu'il y tellement de monde qui compte sur les résultats de ces travaux. Il faut ramasser du bois pour faire le feu et cuisiner les repas. Quelqu'un d'autre doit aller chercher l'eau du puits pour la maison et pour arroser les cultures. On espère bien qu'il reste un peu de temps pour aller à l'école pendant la journée.

Les habiletés requises dans les régions rurales ne sont pas toujours les mêmes que les habiletés requises dans les centres urbains. Selon vous, quelles sont les habiletés les plus utiles pour les personnes qui vivent à la campagne? Les habiletés reliées à l'agriculture sont très importantes pour les personnes qui vivent à l'extérieur des centres urbains parce qu'ils ont besoin de leurs récoltes pour nourrir la famille. Les récoltes aident les familles aussi à se procurer un peu d'argent quand ils vendent le supplément de leurs récoltes au marché. Si les agriculteurs ont beaucoup d'expérience, ils peuvent augmenter leurs récoltes et les vendre au marché. L'argent supplémentaire aide à payer la nourriture saine, les médicaments et les fournitures scolaires.

Les personnes qui vivent dans les zones rurales ont besoin de connaître les métiers de construction. Ils ont l'habitude de construire leurs propres maisons et souvent, ils construisent la maison avec l'aide des voisins. Étant donné qu'ils sont éloignés des centres urbains, ils doivent faire leurs propres réparations lorsque les maisons en ont besoin.

Quand vous vivez dans une zone rurale, il est important de bien s'occuper de sa famille, de sa maison et de sa communauté.



# On s'amuse les amis !

BLM 4.1

## Partie 4 : Aider la famille à l'étranger

Ce n'est pas tout le monde sur la planète qui a accès aux éléments essentiels de la vie comme la nourriture, l'abri et la sécurité. Beaucoup de personnes vivent de sérieuses difficultés tous les jours. Les personnes qui viennent des régions rurales de l'Afrique, de l'Asie et des Amériques doivent d'habitude travailler très dur, uniquement pour trouver assez de nourriture, rester en santé et aller à l'école.

Heureusement, il y a des personnes et des organismes dans le monde qui aident les personnes dans le besoin. Il y a beaucoup de façons de venir en aide aux pauvres dans le monde. Est-ce que vous en connaissez? Une bonne façon d'aider les gens est de faire un don de nourriture ou d'argent. Mais il y a une autre façon d'aider ces personnes afin qu'elles puissent devenir autonomes. En enseignant aux pauvres de nouvelles habiletés et en leur assurant l'accès à un métier, les gens pauvres de la planète peuvent améliorer les conditions de leur vie maintenant et à l'avenir.

Qu'est-ce que vous pourriez faire pour un village où les gens n'ont pas assez de nourriture pour bien manger? Vous pourriez soutenir un organisme qui leur permet d'apprendre de nouvelles habiletés et d'avoir un meilleur accès aux semis de qualité supérieure afin de faire de meilleures récoltes.

Les agriculteurs peuvent apprendre les nouvelles techniques de culture afin d'augmenter la moisson. Ils peuvent apprendre que la culture du soja en association avec d'autres cultures est une bonne façon d'améliorer la qualité du sol. Les fèves de soja sont une excellente source nutritive et une bonne source d'alimentation. Si vous aidez un cultivateur à faire une meilleure sélection de semis, ils peuvent améliorer les conditions locales et améliorer la vie de famille. De cette façon, ils auront des cultures plus abondantes et plus de nourriture pour nourrir la famille.

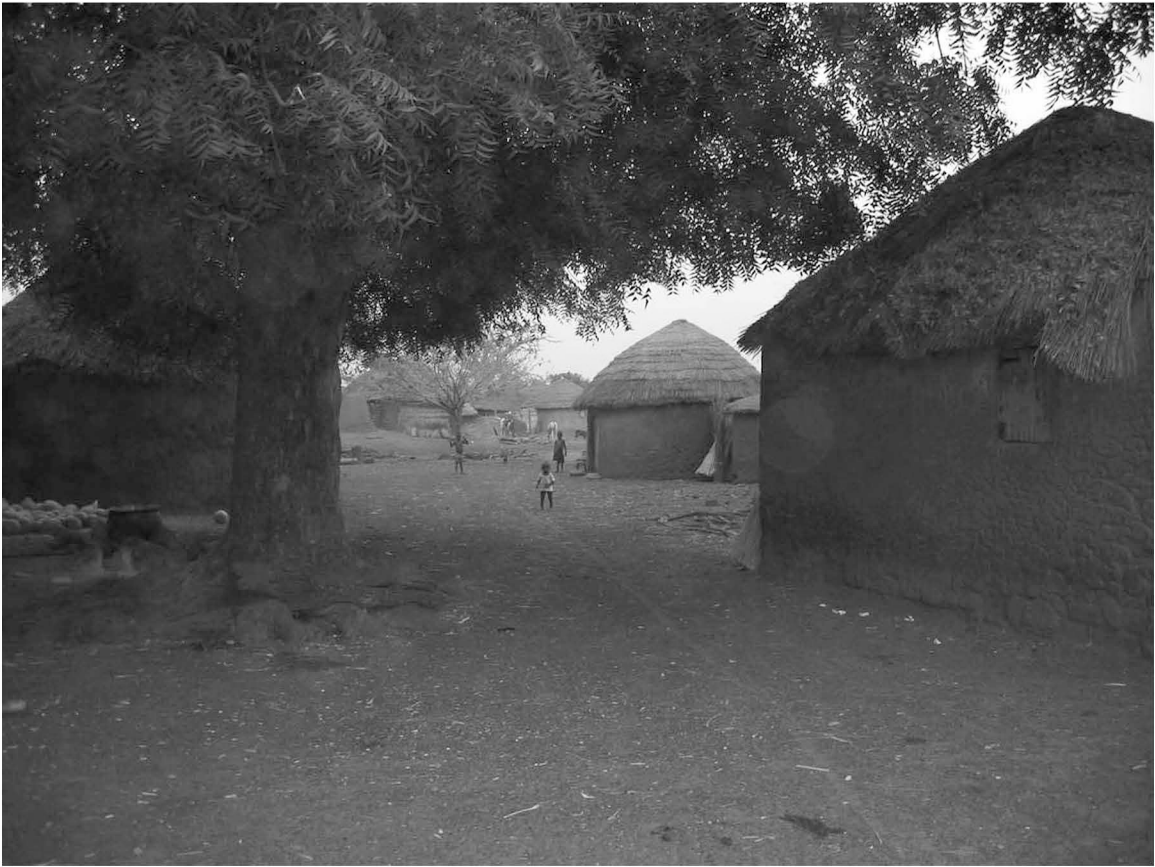
Très souvent les familles pauvres de l'Afrique et de l'Asie n'ont pas assez d'argent pour acheter des animaux d'élevage. Est-ce que la possession d'un animal peut aider une famille pauvre? La possession des poules donne à la famille une source d'œufs et ce sont une excellente source alimentaire. Les œufs supplémentaires peuvent être vendus. Et cet argent sert à acheter des vêtements, de l'éducation et des soins qui sont nécessaires pour la famille. Est-ce que vous pouvez penser à l'utilité que représente une chèvre pour améliorer la vie d'une personne? Les chèvres sont une source de lait, de fumier et de viande. Le lait de chèvre peut enrichir le régime alimentaire d'une personne. L'utilisation du fumier de chèvre dans le potager ou sur les cultures est une très bonne façon d'enrichir la récolte, tandis que la viande de la chèvre peut être mangée ou vendue.

Il y a beaucoup de façons d'aider les pauvres qui vivent dans les autres pays. Comme vous le voyez, même un peu d'aide PEUT aider beaucoup de personnes. Une seule personne peut faire la différence. Peut-être un groupe ou en classe, vous pouvez penser à d'autres façons à venir en aide à ceux qui en ont besoin.











## 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.

## Friendship Fun!

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	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
<b>Thinking</b>	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 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
<b>Communication</b>	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
<b>Application</b>	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

*What's Rights with this Picture?*

ACGC   
 Alberta Council for Global Cooperation

## Lesson 1: What's Right with this Picture? (A Sustainable Livelihoods Approach to Development)

### Description

*1x40 minute lesson or 4x10 minute lessons*

By examining photographs, this activity helps students use their critical thinking skills to identify the positive aspects and strengths of rural communities in Vietnam, Ghana and Grenada, a Caribbean Island. This process encourages our students to look beyond the often portrayed negative images about developing countries. Students then look at how those strengths could be used to improve the lives of the people in the community. In part two of this lesson, students reflect on their own strengths as a class and as individuals. Students then generate ideas of how they could use those strengths to improve the lives of people in their school and beyond.

### Subjects

Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1, 2 & 3)

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

### Materials Needed

LCD Projector (Alternatively, a wall map, if possible)

Computer

Note: This lesson is easier to do with an LCD Projector and computer, however it may be taught without one.

Slide Show Pictures:

What's Right with this Picture? [Slide show](#)

Hook Photograph: ([Hook](#))

World Map Image: ([World Map](#))

African Map Image: ([Africa Map](#))

Asian Map Image: ([Asia Map](#))

Student Photograph ([BLM 1.1](#)) depicts a community in a rural Caribbean Island

Student Photograph ([BLM 1.2](#)) depicts a community in rural Northern Ghana

Student Photograph ([BLM 1.3](#)) depicts a community in rural Northern Vietnam

Student Photograph ([BLM 1.4](#)) depicts a community in rural Northern Ghana

### Lesson Preparation

1. Open [Lesson 1 Slide Show BLMs](#) containing photographs (Hook), (World Map), (Africa Map), (Asia Map), (BLM 1.1), (BLM 1.2), (BLM 1.3), and (BLM 1.4).

1

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2. 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.).

**If no LCD Projector is available:**

1. Photocopy and enlarge (Hook) so that it can be posted and seen at the front of the class.
2. Have a wall map of the world or a globe for reference.
3. Photocopy and enlarge BLM 1.1 ahead of time so it can be shown at the front of the class for group discussion.
4. Photocopy enough copies of BLM 1.2, 1.3, 1.4 so that pairs of small groups of students will have one photograph to analyze.

**Teaching/Learning**

Part 1: Strengths and Skills in Rural Communities

Hook: Begin the class by projecting the engaging ‘hook’ picture (Hook) on the LCD or posting a photocopy of it on the board before beginning the lesson, leaving it up for students to look at while class is preparing to get underway. Use the picture to help introduce your lesson. Ask students to think about what comes to mind when they look at the picture?

**Introduction**

1. After a short discussion of the ‘hook’ photograph, go to slide 2 of the world map. Point out Africa, Asia, and the Caribbean. Let students know that your lesson will be about places from these areas.
2. Using the following more detailed maps, point out where Ghana, and Vietnam are in their respective continents. See if students can find Ghana. It is the small, pink country on the west coast.
3. Show Vietnam on the political map. It is the pink country below China.

**Main Lesson**

1. Put BLM 1.1 on overhead so all students can see, or post at the front. As a class, examine this photograph. Ask the students, “What do you see that is right/good in the picture?” Have students list all of the strengths they see and have teacher write all the strengths on the board. Have students also imagine what they might see if the photograph showed more of the community.

Examples of strengths and positive aspects:

- Having a house/shelter
- Having water. The water is close by because the woman is washing her

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clothes at the house instead of at the well (if the water source was far away, the woman would carry her dry clothes instead of the heavy water).

- Having household items (curtains, buckets, pots etc.). Families are most likely earning money to purchase these items.
- A family working hard to look after one another
- A woman and child that have knowledge and skills such as selling produce at the market (business skills), cooking for their family, cleaning skills
- The family looks healthy which means they have a balanced diet and access to medicine when they get sick. They could be growing different types of food or growing one kind and selling any extra at the market to get money to purchase other types of food for a balanced diet.
- The family is working hard to make their lives better. The woman is doing laundry and effort has been taken to make the home as nice as possible. There is a curtain with lace hanging in the window. These actions send a strong signal of people working with what limited resources they have to make their lives as good as possible. They have pride in their home.
- There may be other strengths not seen in the picture that belong to the family such as land, access to water, animals and savings.
- There may be services in the community which people have access to such as schools, health care facilities, doctors, clinics or businesses.

2. Using the list of strengths that the students generated, have students brainstorm ways that the strengths could be used to improve the community.

Examples of what could be done in the community with these strengths:

- Strength: water - establishing a clean, safe source of drinking water such as a well, can result in many benefits for a community. People in the community will be healthier from drinking clean water. This will provide people with more time and energy to contribute to other aspects of their lives (farming, businesses, childcare, etc.). Increased time for farming or small businesses can lead to more income for much needed items such as school fees or medicines.
- Strength: cleaning skills – the woman could wash clothes for others in the community for an extra income for items such as school fees for children and medicines when someone becomes sick.

3. Repeat the previous two steps with the other three photographs either as a class or in small groups ([BLM 1.2](#), [1.3](#) and [1.4](#)).

BLM 1.2:

- Examples of strengths and positive aspects:
  - Many people are gathered together showing a strong sense of community (people willing to come together and work together)
  - There is shelter
  - People have skills and knowledge e.g. farming skills (how to grow different crops,

3

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how to look after animals); business skills (how to sell products at the market for the best price); construction skills (how to build homes), etc.

- There are trees which could give shade, fruit, and wood; keep soil in place to avoid erosion.

- Other natural resources the community may have e.g. water, land to farm, animals, etc.

- Examples of what could be done in the community with these strengths:

- Strength: a family/community – they can help each other with their daily work. They could come together to work on large projects e.g. building a well or school if resources and training were provided.

- Strength: land and farming skills - they could grow more and different crops if they were provided with new seeds and training about those crops. Different types of food means a more nutritious balanced diet.

This could help them have more food to feed their families and also earn added income by selling extra produce. Extra income may allow children to attend school or to pay for medical supplies or services.

#### BLM 1.3:

- Examples of strengths and positive aspects

- There is a man with skills and knowledge about farming, ploughing and looking after animals.

- There is land for growing food and selling extra produce to buy needed items.

- There are trees surrounding the field. They could be used for firewood, food, shade, habitat for animals and to stop erosion.

- Examples of what could be done in the community with these strengths:

- Using the water buffalo the farmer could offer to plough other farmers' land in exchange for a portion of their crop harvest, allowing more food to be grown in the community and benefit both people involved! The buffalo does the labour of the farmer which allows more time for other things such as earning income, repairing his home, relaxing, etc.

#### BLM 1.4:

- Examples of strengths and positive aspects

- They have shelter

- There are skills and resources for building things such as homes

- The tree – shade, firewood, food, habitat for animals, stops erosion

- If there is a tree, there must be water in the ground

- If there is a tree, perhaps there are other things that are growing in the community (ex: vegetables, other crops for food)

- There is a community

- Examples of what could be done in the community with these strengths:

4

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- A well could be made from the ground water
- Potential to grow other crops. If enough is grown, some could be sold at the market for other food, medical supplies, and to help pay for children's books and school fees
- With a community, people can share and help one another

## Part 2: Strengths and Skills in Your own Classroom

1. As a large group, list all of the strengths and positive things that you have as a class and as individuals that you bring to the school and classroom.
2. How could those strengths (class and individual), be used to make your class and your school a better place to be? Make a list of ideas as a large group or in small groups and then implement one idea in your school.
3. How could you use your strengths, as individuals and as a group, to make the world a better place?

Some examples include:

- Class and Individual Strengths
  - Being ready on time.
  - Being friendly to a new student.
  - Listening to the teacher and other students.
  - Helpful in cleaning up.
  - People are kind and help each other.
  - Students are healthy and have enough food to eat and clean water to drink.
  - Playing well with other classmates.
- Class and Individual Opportunities
  - By being on time, the class could hold the gymnasium door open for another class.
  - The class could help clean up after a school event.
  - The class could help a family in need in their community.
  - Students are healthy and to ensure all children are healthy like them the class could decide to run CHF's *Kids Helping Kids Around the World* event.

### Teacher Background Notes

Here is an example of a student's response to a CHF contest asking "What's right with this picture?"

When you first look at this picture you think, wow this family has a pretty bad life, but you are wrong. I will focus on this child. This child has her family, she has clothing and 5

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shelter. You can see that she is kind of chubby so you know that she has enough to eat. Her family has clean water and clothes and lastly you can see she has neighbours and a community. You might think where is their t.v. or washing machine? But really we don't need all the fancy things we have, we only think we do. When you think about it, there is a lot right with this picture.

~ Lucy Newman-Hogan (age 12)  
Sydenham Public School,  
Kingston, ON

<b>Asset Category</b>	<b>Examples/Indicators</b>
Human	education skills health family
Social	community support support from non-government organizations support from government programs good working relationships with people of importance in the community
Physical	house farm equipment (e.g., hoes, ploughs, good quality seeds, etc.) method of transportation (e.g., bicycle, motorbike or vehicle)
Natural	high quality farm land water trees
Financial	money access to bank credit/loans large animals (e.g., cows, water buffalo, etc. that could be sold) crops that can be sold (e.g., bananas, grains, tomatoes)
Political	ability to influence politics (e.g., knowing local politicians, voting, etc.)





BLM 1.1



BLM 1.2



BLM 1.3



BLM 1.4

## 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.

### What's Right with This Picture?

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Thinking</b>	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
<b>Communication</b>	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
<b>Application</b>	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

### *Music to Farm By!*



## Lesson 2: Music to Farm By!

### Description

*1x40 minute lesson and 1x20 minute lesson (for song and instrument playing)*

Students learn about farming in Africa and specifically Ghana, through music and song. They are introduced to typical rhythm from Ghanaian music, in an active, hands-on approach. They will make their own instrument and will then use this instrument during the singing and dancing of a familiar song which focuses on farming and market practices in Ghana.

### Subjects

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

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

### Materials Needed

For shakers:

Paper towel or toilet paper rolls  
Plastic bottles  
Potato chip cans  
Small margarine tubs

For drums:

Large margarine tubs  
Large tin cans

To secure ends (if needed):

Tape  
Heavy paper  
Elastic bands

To go inside shaker/drum:

Seeds  
Dried Beans  
Rice

For decorating:

Paint  
Glue  
Feathers  
Shells  
Colourful yarn or cloth  
Construction paper to decorate outside of cans/tubs

Student Handout ([BLM 2.1](#)) introduces farming and music in Ghana

Student Handout ([BLM 2.2](#)) explains Adinkra symbols

Student Handout ([BLM 2.3](#)) has printed song lyrics

Pictures of a kidi ([BLM 2.4](#)) and a shekre ([BLM 2.5](#)), traditional Ghanaian instruments

Audio Clips ([drums 1](#)) and ([drums 2](#)) to play at beginning of lesson

Computer, LCD Projector, and Speakers

Note: This lesson is easier to do with an LCD Projector and computer, however it may be taught without one.

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

## Lesson Preparation

1. Have folder with music and pictures open on the computer. If no LCD projector is available, prepare photocopies of [\(BLM 2.1\)](#) and [\(BLM 2.2\)](#). These BLM's outline farming and music in Ghana, as well as Adrinka symbols.
2. Review the Teacher Background Notes for this lesson for an explanation of the musical instruments from Ghana as well as suggestions for Ghanaian music that can be played for students. Also view 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.).
3. For the instrument making part of the lesson, inviting a volunteer to assist would be helpful.

## Teaching/Learning

1. Introduce the activity by playing the two audio clips, [\(drums 1\)](#) and [\(drums 2\)](#), of traditional Ghanaian drumming. Have students locate Africa on a [world map](#), then Ghana on a [map of Africa](#). Use the projector to show the information sheet [\(BLM 2.1\)](#) about farming and music in Ghana. Read either as a class, in pairs, or individually (depending on the level of your students). Afterwards, show students two photos of traditional instruments from Ghana, a kidi [\(BLM 2.4\)](#) and a shekre [\(BLM 2.5\)](#), and explain to students they will be making their own instruments today. (See Teacher Background Notes for a suggested website that has more instrument photos and descriptions).
2. Have students make their own shakers and drums, typical of rhythm instruments from Ghana, using the materials listed above or others found in the classroom. Allow students to choose whether they would like to make a shaker or a drum instrument and choose one of the containers listed in the materials section depending on the instrument to be made. Help students use the seeds, dried beans and rice to fill the containers halfway to get various musical sounds. To seal the instruments, tape can be used or heavy paper and elastic bands can be placed around the ends of the instrument if the container does not have ends or a lid.
3. Allow students time to decorate their instruments. The Adinkra Symbols Sheet [\(BLM 2.2\)](#) about hope, peace, love and other themes, can be projected, or it can be photocopied so that symbols can be cut out, pasted onto the instruments and coloured. They may also be traced by older students onto their instrument using paint, or onto colourful material, to be cut out, and pasted onto the instrument. Other materials for decoration may include shells, yarn or feathers.

4. Project the song ([BLM 2.3](#)) and teach the students the words (to the tune of “Old MacDonald”). Encourage them to use their instruments to create music. The class could be split up into two groups and students could take turns singing and doing actions/dancing or singing and playing their musical instruments. (Also see Teacher Background Notes for children’s songs from Ghana).

5. Once the class learns the song and has an opportunity to practice singing it, the teacher can focus on the actions that students may do for each round. Go through each action in the song to explain to students about the challenges and the amount of effort required to grow food and farm in rural Ghana.

### **Song to the Tune of “Old MacDonald”**

**“Mr. Kofi and/or Mrs. Asha had some land”**  
**“And on that land they...”**

**V.1 had a farm** (“hoe, hoe here and a hoe-hoe there, here a hoe, there a hoe, everywhere a hoe-hoe”)

*Demonstrate to students what hoeing might look like, much like using a rake for leaves.*

**V.2 planted beans** (“soybean here and a soybean there, here a bean, there a bean, everywhere a soybean!”)

*Demonstrate bending over and planting beans into the row that’s been hoed.*

**V.3 wished for rain** (“pitter-patter here and a pitter-patter there, here a pitter, there a patter, everywhere a pitter-patter”)

*Demonstrate rain falling by lifting hands above head, wiggling fingers, then lowering hands to the ground. Repeat with hands above head, etc.*

**V.4 picked the beans** (“pick-pick here and a pick-pick there, here a pick, there a pick, everywhere a pick-pick”)

*Demonstrate picking beans from the ground and putting them in a basket.*

**V.5 cooked the beans** (“bubble-bubble here and a bubble-bubble there, here a bubble, there a bubble, everywhere a bubble-bubble”)

*Demonstrate stirring a large pot of soup with both hands making circular motions.*

**V.6 went to market** (“Buy beans here! Buy beans there! here a bean, there a bean, everywhere a soybean!”)

*Demonstrate carrying bags of beans to the market to be sold.*

6. Discussion areas around the lyrics could be:

**V.1 had a farm...** Many Africans depend on farming, and small-scale subsistence farming. This farming means growing just enough food to feed the family.

**V.2 planted beans...** Farmers in Africa often grow one or two different crops. Popular crops are grains such as corn, sorghum and tef. Soybean is also grown in some areas.

**V.3 wished for rain...** Rain is particularly important to successfully grow plants. Because Africa generally experiences dry seasons and rainy seasons, there is an expectation and hope for rainfall after sowing seeds.

**V.4 picked the beans...** Farming is generally done by hand in Africa. It also might require help from all family members. Children may miss opportunities to go to school in order to help out with the picking of the beans. Beans do help families, though, as they are a nutritious crop, and are high in protein.

**V.5 cooked the beans...** Cooking meals in rural Africa generally involves cooking over an open fire, which takes a long time. This requires gathering fire wood to maintain the fire, which may prevent some children from having enough time to go to school.

**V.6 went to market...** If farmers have any extra food from farming, they will take the extra to the market to sell it. Money raised from selling their extra food can then be used to pay for family necessities. Money could buy nutritious food to supplement their diet, clothing, school books or medicine.

### **Extension Activities**

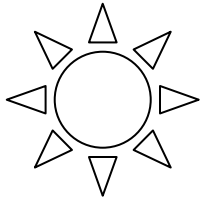
- Build a storyboard using the 6 planting actions
- Vocabulary building from the story
- Exploration of the plant life cycle
- Discussion of similarities and differences between Canadian and Ghanaian farm practices and shopping for food in supermarkets, stores and markets
- Learning Stations, as available, for background information: library books, pictures of farming practices, pictures from Ghana, musical instruments, musical tapes/CDs of West African music, woven cloth, internet sites for computer research

### **Teacher Background Notes**

#### ***Ghanaian Music***

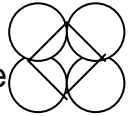
For further information on musical instruments and suggested music from Ghana, please see [www.africaguide.com](http://www.africaguide.com) and in the Africa Guide section click on Countries, Ghana, and then People and Culture.

For children's songs from Ghana visit <http://www.mamalisa.com/world/> and click on Africa and then Ghana to see lyrics and samples of songs in French and English.



# Music to Farm By!

Mr. Kofi and Mrs. Asha are farmers in Ghana. Kofi is a common man's name and Asha is a common woman's name. Ghana is a country in Africa. Today we will be learning about what it is like to be a farmer in Ghana. Then we will sing a song about Mr. Kofi and Mrs. Asha.



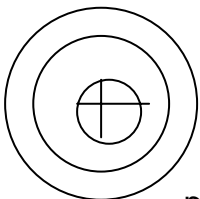
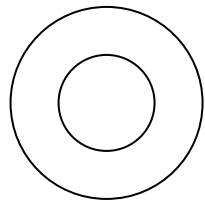
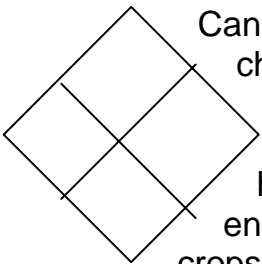
Farming in Ghana is very different from farming we see in Canada. In Ghana, farmers grow crops to feed their families and try to grow a little extra to sell at the market. Most farms in Ghana are not as big as the farms we see in Canada. Farming in Ghana is often very difficult because of many challenges, like hot weather, drought and infertile soil.

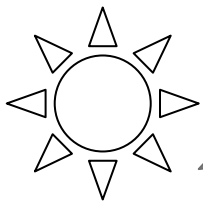
When Mr. Kofi and Mrs. Asha work on their farm in Ghana, they use a hoe, not a tractor, to prepare their land. This takes a lot of time and energy. When Mr. Kofi and Mrs. Asha finish preparing their soil, they plant crops such as beans. After their crops are planted, they need rain to help them grow. When the rains do not come, Mr. Kofi and Mrs. Asha wish for rain. If it rains there will be a good growing season. Mr. Kofi and Mrs. Asha will then pick their beans. Most of the beans they pick will be eaten by their families. If there are extra beans, they will be sold at market. Mr. Kofi and Mrs. Asha can use this extra money to spend on other nutritious food, medicine or school supplies.

People in Ghana play music and sing almost every day. People who live in small villages in Ghana might not have a lot of money to buy a musical instrument from a store. They make them from whatever materials they can find such as gourds (which are like pumpkins or squash), seed pods from trees, wood from a tree that fell down, leather from animal skins, seashells, tin cans or boxes. The shakers are filled with rice, corn, seeds or little pebbles. They decorate the instruments with symbols, called Adrinka symbols, to make them pretty and so they can tell who made the instrument.

You can make a shaker drum too!

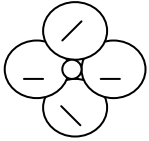
When you are finished, you can sing and play your musical instrument to the tune of "Old MacDonald". Maybe your music will even make you get up and dance like people do in Ghana!





# Adinkra Symbolism

BLM 2.2



On this page are some traditional Adinkra designs from Ghana. Adinkra designs are very old and have a special meaning. Choose a design to decorate your shaker or drum.

Adinkra hene - Adinkra king: Chief of all the Adinkra designs.

Adinkerahene. Another version of Adinkera hene.

Akoma – (the heart) Symbol of Patience and Endurance:  
"Nya akoma" Take Heart.

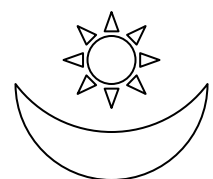
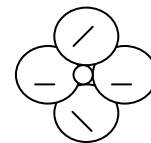
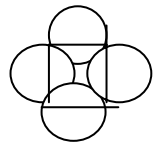
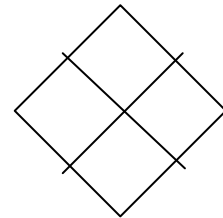
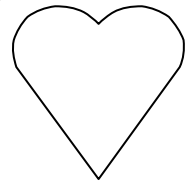
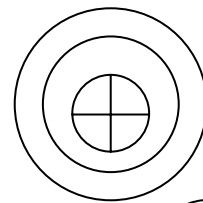
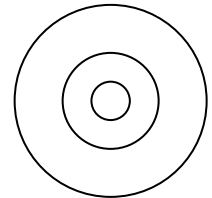
Aban (fence) – Symbol of being safe and sound: A protector.

Kuntinkantan – Symbol for humility and service: do not boast.

Ntesie matemasia - Symbol of wisdom and knowledge:  
"Nyansa bun mu nne mate masie." I have heard and kept it.

Osrane ne nsoroma (moon and star) - Symbol of Faithfulness.

Edited from <http://www.ghana.co.uk/history/fashion/adrinka.htm> retrieved July 13, 2007



## Music to Farm By! Song

Sung to the tune of “Old MacDonald Had a Farm”

**“Mr. Kofi and/or Mrs. Asha had some land”**  
**“And on that land they...”**

**V.1 had a farm** (“hoe, hoe here and a hoe-hoe there,  
here a hoe, there a hoe, everywhere a hoe-hoe”)

*Demonstrate to students what hoeing might look like, much like using a rake for leaves.*

**V.2 planted beans** (“soybean here and a soybean there,  
here a bean, there a bean, everywhere a soybean!”)

*Demonstrate bending over and planting beans into the row that’s been hoed.*

**V.3 wished for rain** (“pitter-patter here and a pitter-patter there,  
here a pitter, there a patter, everywhere a pitter-patter”)

*Demonstrate rain falling by lifting hands above head, wiggling fingers, then lowering hands to the ground. Repeat with hands above head, etc.*

**V.4 picked the beans** (“pick-pick here and a pick-pick there,  
here a pick, there a pick, everywhere a pick-pick”)

*Demonstrate picking beans from the ground and putting them in a basket.*

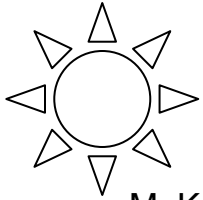
**V.5 cooked the beans** (“bubble-bubble here and a bubble-bubble  
there, here a bubble, there a bubble, everywhere a bubble-bubble”)

*Demonstrate stirring a large pot of soup with both hands making circular motions.*

**V.6 went to market** (“Buy beans here! Buy beans there!  
here a bean, there a bean, everywhere a soybean!”)

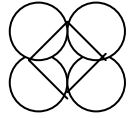
*Demonstrate carrying bags of beans to the market to be sold.*





# Chanter dans les champs !

M. Kofi et Mme Asha sont des agriculteurs au Ghana. Kofi est un nom d'homme très répandu et Asha est un nom de femme très populaire. Ghana est un pays de l'Afrique. Aujourd'hui, nous apprendrons des choses sur la vie des agriculteurs au Ghana. Ensuite, nous allons chanter une chanson qui parle de M. Kofi et de Mme Asha.

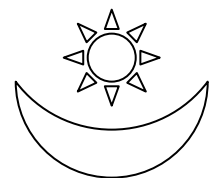
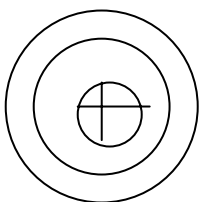
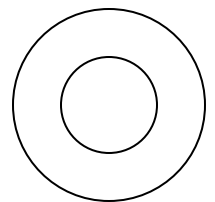
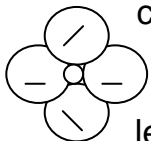
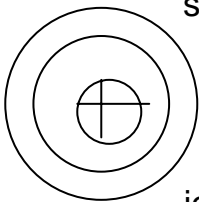
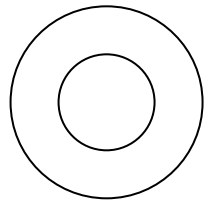
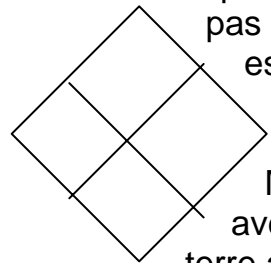


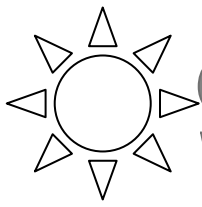
L'agriculture au Ghana est très différente de l'agriculture au Canada. Au Ghana, les récoltes des agriculteurs servent principalement à nourrir la famille et le petit surplus qui reste est vendu au marché. Les fermes ghanéennes ne sont pas aussi grandes que les fermes que nous avons au Canada. L'agriculture est très difficile au Ghana à cause de plusieurs défis comme la chaleur, la sécheresse et les sols infertiles.

M. Kofi et Mme Asha doivent travailler les terres de leur ferme au Ghana avec un bêchoir, car ils n'ont pas de tracteur pour préparer le sol. Bêcher la terre à la main est un travail très exigeant qui demande beaucoup d'énergie. Quand M. Kofi et Mme Asha ont fini de sarcler la terre, ils plantent des cultures de fèves par exemple. Quand ils ont fini de mettre les semis en terre, ils doivent attendre la pluie pour assurer la croissance de la récolte. M. Kofi et Mme Asha attendent les pluies avec impatience. La pluie est essentielle pour assurer une bonne moisson. À ce moment, M. Kofi et Mme Asha peuvent récolter les fèves. La récolte de fèves est destinée surtout à nourrir les familles. Le surplus de fèves sera vendu au marché. M. Kofi et Mme Asha pourront utiliser l'argent supplémentaire pour acheter d'autres aliments, des médicaments et des fournitures scolaires.

Au Ghana, les gens font de la musique et chantent presque tous les jours. Au Ghana, habitants des petits villages n'ont parfois pas assez d'argent pour acheter un instrument de musique au magasin. Ils les fabriquent avec les matériaux qu'ils trouvent, comme des potirons (qui ressemblent à une citrouille ou une courge), des cosse de graine d'arbres, des branches d'arbre tombées, des peaux d'animaux, des coquillages, des boîtes de conserve ou des contenants. Les hochets sont remplis de riz, de maïs, de graines ou de petits cailloux. Ils décorent les instruments à l'aide de symboles, appelés les symboles Adrinka pour les rendre jolis et pour savoir qui les a fabriqués.

Vous pouvez aussi fabriquer un hochet ou un tambour! Quand vous aurez fini, prenez votre instrument et chantez «La ferme à Mathurin». Vous aurez peut-être même envie de vous lever et de danser comme les Ghanéens.





# Symbolisme Adinkra

BLM 2.2

Sur cette page, vous voyez les dessins Adinkra traditionnels du Ghana. Les dessins d'Adinkra sont très anciens et ont un sens très spécial. Choisis un dessin pour décorer ta boîte ou ton tambour.

Adinkera hene - Roi Adinkra : chef de tous les motifs Adinkra.

Adinkerahene. Une autre version de l'Adinkera hene.

Akoma – (le cœur). Symbole de patience et d'endurance :  
«Nya akoma» Prendre cœur.

Aban (clôture) – Symbole de sécurité : un protecteur.

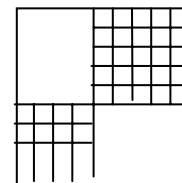
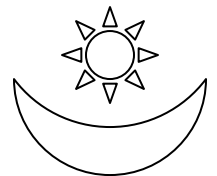
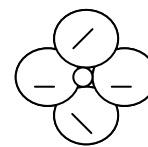
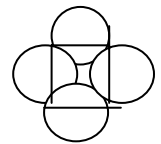
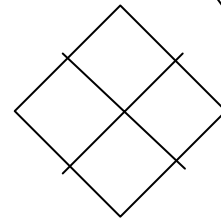
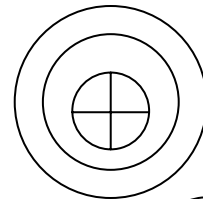
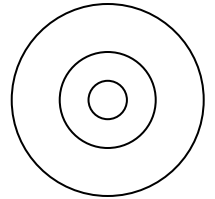
Kuntinkantan – Symbole d'humilité et de service : ne pas se vanter.

Ntesie matemasia – Symbole de savoir et de sagesse :  
«Nyansa bun mu nne mate masie».  
J'ai retenu ce que j'ai entendu.

Osrane ne nsoroma (étoile et lune) - Symbole de fidélité.

Kontire ne Akwam – Symbole des Aînés : «Tikorommpam».  
Une seule personne ne dirige pas la nation.

Tiré de <http://www.ghana.co.uk/history/fashion/adrinka.htm> le 13 juillet 2007



**«Dans la ferme à M. Kofi et/ou Mme Asha»**

Sung to the tune of “Old MacDonald Had a Farm”

**V.1 on travaille** (hi aïe, hi aïe ho, on travaille par-ci, on travaille par-là, on travaille, on travaille, travaille, vaille, vaille)

**V.2 on plante des fèves** (y’a des fèves par-ci, y’a des fèves par-là y’a des fèves, y’a des fèves, y’a des fèves fèves fèves)

**V.3 on veut d’la pluie** (de la pluie par-ci, de la pluie par-là, un peu de pluie, un peu de pluie, un peu de pluie, pluie, pluie)

**V.4 on récolte des fèves** (on récolte par-ci, on récolte par-là, on récolte, on récolte, on récolte, colte, colte)

**V.5 on cuisine les fèves** (et une louche par-ci, et une louche par-là, une louche, une louche, une louche, louche, louche)

**V.6 on vend les fèves** (un marché par-ci, un marché par-là, un marché, un marché, un marché, ché, ché)



Kidi



Shekre

## 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.

### Music to Farm By!

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
<b>Thinking</b>	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 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
<b>Communication</b>	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
<b>Application</b>	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



## CHF

### *Grass for Grazing*



## Lesson 6: Grass for Grazing!

### Description

*1x40 minute lesson and additional 20 minute lesson(s) to check plants*

Students learn more about Ethiopia, Ghana, Vietnam and Sudan's need for plants and animals by using their visual spatial skills. They navigate their animals through four mazes. Individually or in groups, children will learn that each country has animals that are useful to that particular place. They will also learn how animals are a valuable source of protein and extra income. Additionally, they are able to put themselves in the shoes of the farmers by planting and observing the growth of their own grass.

### Subjects

Mathematics (Grades 1, 2 & 3), Social Studies (Grades 2 & 3), Science and Technology (Grades 1, 2 & 3), and Health and Physical Activity (Grade 1).

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

### Materials Needed

Pencils	Planting: Small sponges
Crayons	Grass seed (can usually be found in garden centres)
World map	Tops from plastic containers (like yogurt) to keep the sponges on while the plants grow

Student Worksheet ([BLM 6.1](#)) donkey in Ethiopia maze.  
 Student Worksheet ([BLM 6.2](#)) cow in Ghana maze.  
 Student Worksheet ([BLM 6.3](#)) chicken in Vietnam maze.  
 Student Worksheet ([BLM 6.4](#)) ram in Sudan maze.  
 Picture Folder ([BLM 6.5](#)) for animal slideshow.  
 Map Folder ([BLM 6.6](#)) to show students location on maps.  
 Computer and LCD Projector for slideshow.

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

### Lesson Preparation

1. Photocopy BLM 6.1-6.4 so that each student receives one or two mazes.
2. Gather materials for colouring and completing mazes as well as materials for planting grass sees, such as sponges, seeds and container tops.
3. 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

**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](http://www.chf-partners.ca)**



information about the Caribbean, Ghana and Vietnam (such as maps, statistics, flags, histories, etc.).

### Teaching/Learning

1. As a class, list some of the animals found in Canada. Choose a couple of these animals (i.e. farm animals including a cow; domestic animals such as a dog or cat) and discuss what the animals need in order to stay healthy (i.e. water, exercise, food, etc).
2. Together with students, locate the continents of Asia and Africa on the world map. Next, show the students the continents of Africa and Asia to find the countries discussed. Open the map of Africa and find Ethiopia, Ghana, and Sudan. Then open the map of Asia and find Vietnam.
3. Use the slideshow (BLM 6.5) to explain to students how animals can improve people's lives in other countries. Discuss how in rural areas of developing countries animals provide a valuable source of protein. Most animals in rural areas will graze from the land and will not require families to purchase feed. This is essential when people cannot afford to pay for feed. Larger animals are often only eaten during special occasions. Extra animals can be sold for income. Money earned can be spent on school fees and medicine.

### Slide Show

- 1) Chickens are a source of chicks which can be sold for extra income.
- 2) Chicken's eggs are an excellent source of protein to supplement diets. Any extra eggs can provide extra income.
- 3) Donkeys can help carry heavy loads of wood, water or other resources. They help to carry produce or items that can be sold at the market. This helps improve peoples' income and also health, especially women, who are often responsible for gathering wood and water.
- 4) Cows provide milk which is beneficial in a diet. On special occasions, cows may also be eaten.
- 5) Goats can help with families' diets by providing milk, and on occasion, meat.
- 6) A ram can help families breed their sheep. This will allow farmers to sell some livestock for extra income.
- 7) With access to a healthy ram, the farmer's ewe (female sheep) will have healthier offspring.

When speaking about the animals, it can be emphasized that different techniques used while raising the animals can really help the animals and the farmers. For example,

cows and other animals can be kept in smaller enclosures and food can be brought to them. The animals produce the same amount of food, but they reduce their impact on the land.

Farmers who receive animals also receive training in simple veterinary and animal care. Farmers are taught how to administer antibiotics, and are given veterinary kits. This is another important way to keep animals healthier and more productive.

4. Distribute the mazes to the students. Ask the students to “help the animals go through the maze so they can help the farmers and their families.” Students work independently or with a partner to help the animals go through the mazes. They can also colour the pictures on the mazes. (Suggestion: play music from one of the countries shown on the mazes). See following website for song suggestions:

[www.africaguide.com](http://www.africaguide.com)

5. Have the students take on the role of the farmers by planting their own grass seed on the sponges and watching them grow. Give each student a sponge to wet. Have each student sprinkle on some grass seed and keep in the sun (i.e. on a windowsill) on the plates or plastic container tops. Keep the sponges moist. Seeds should sprout in about a week. Discuss as a class how students will take care of their plants after initially planting them.

6. Have students observe and chart the growth of their plants over time.

### Extension Activities

- Discuss as a class how the children would help the animals get the things they need to stay healthy if they were the farmers in each of the different countries.
- Prepare an experience chart and vocabulary building words from the activity (ex: rhyming words **maze** and **graze**; blends **grass**, **grazing**, **grains** – see next page)
- Plant other seeds such as beans. Put some in a sunny location, some in a dark part of the room. Give some too much water, keep some damp, and let some dry out. Graph the results and discuss the optimum conditions for plants to grow.
- Learning Stations, as available, for background information: plants, farm animal models, library books, pictures of animals from Ethiopia, Ghana, Vietnam and Sudan, music from the four countries discussed, internet sites

**Suggested Vocabulary Builders****Vocabulary for background information**

seeds	sun
stem, stalk, trunk	water
leaves	rain
flower	pesticides
roots	organic
soil	fertilizers
erosion	

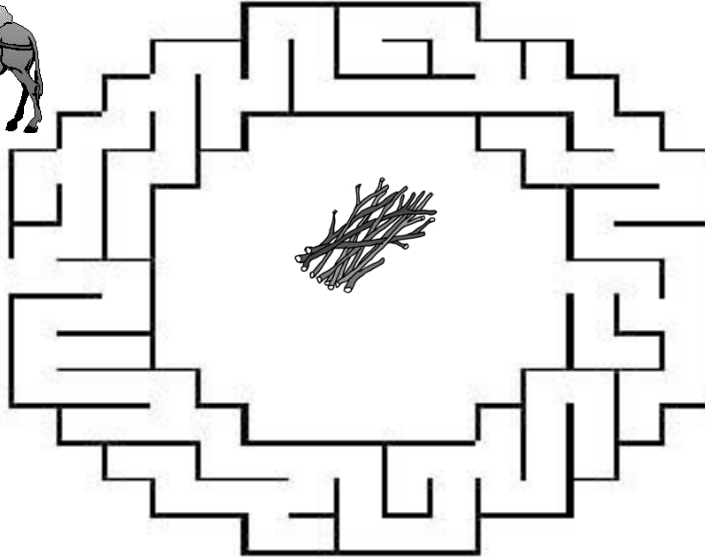
**Blends**

<b><u>gr</u></b>	<b><u>tr</u></b>
grains	trees
grass	trade
grow	transport
graze	travel
grade	train
	trip
	treat

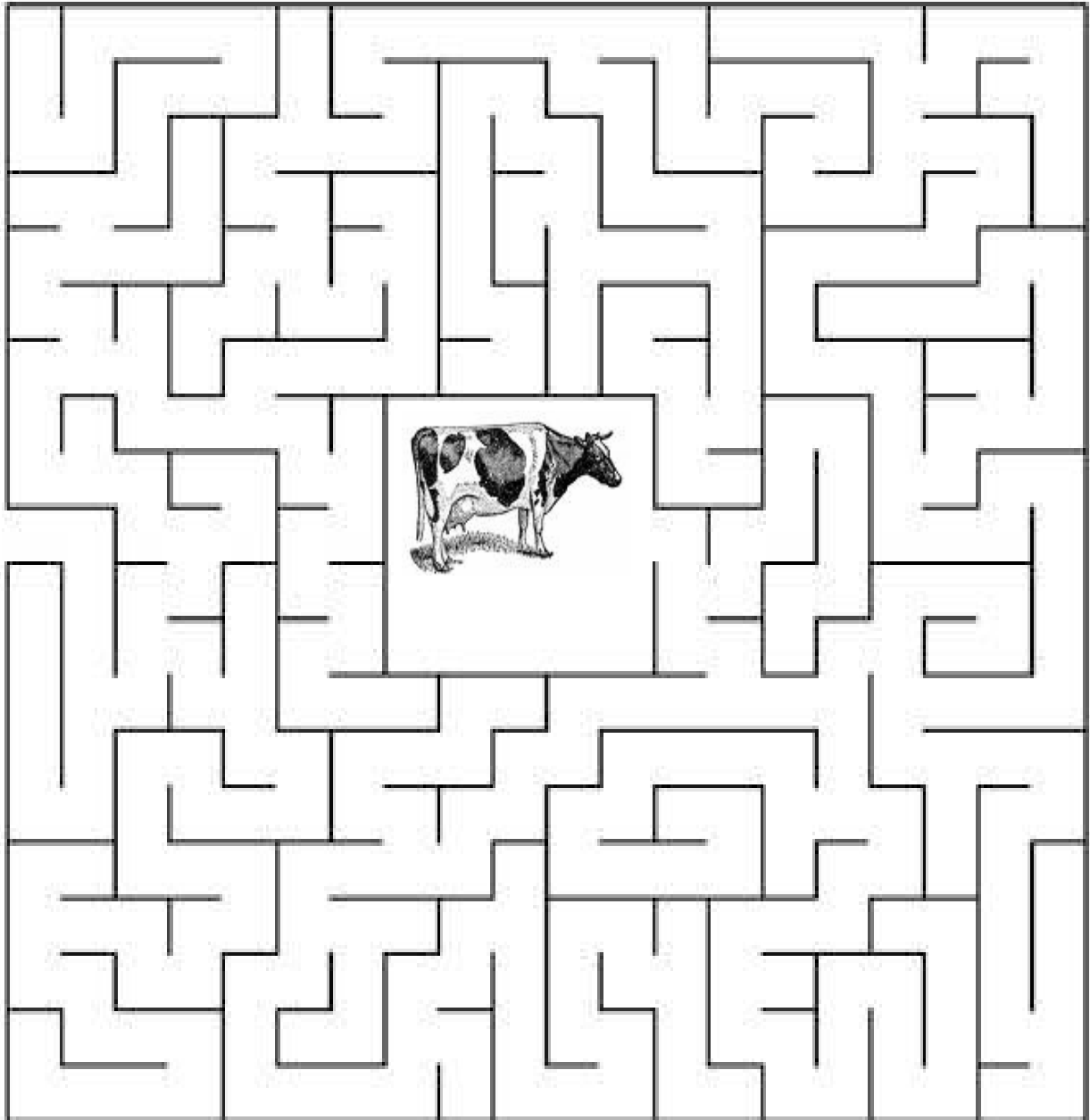
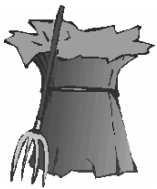
Help the donkey get to the wood so it can carry the load.



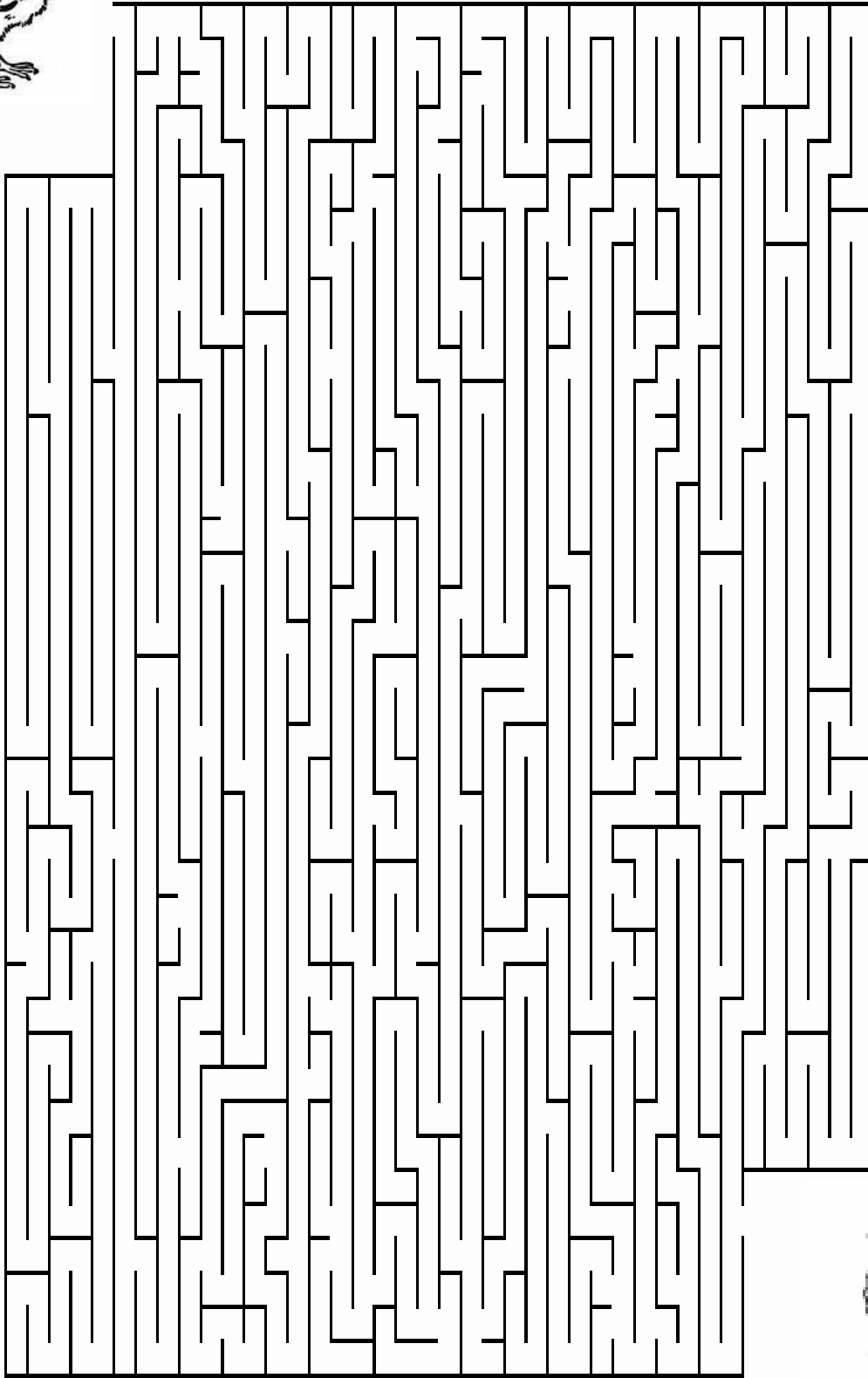
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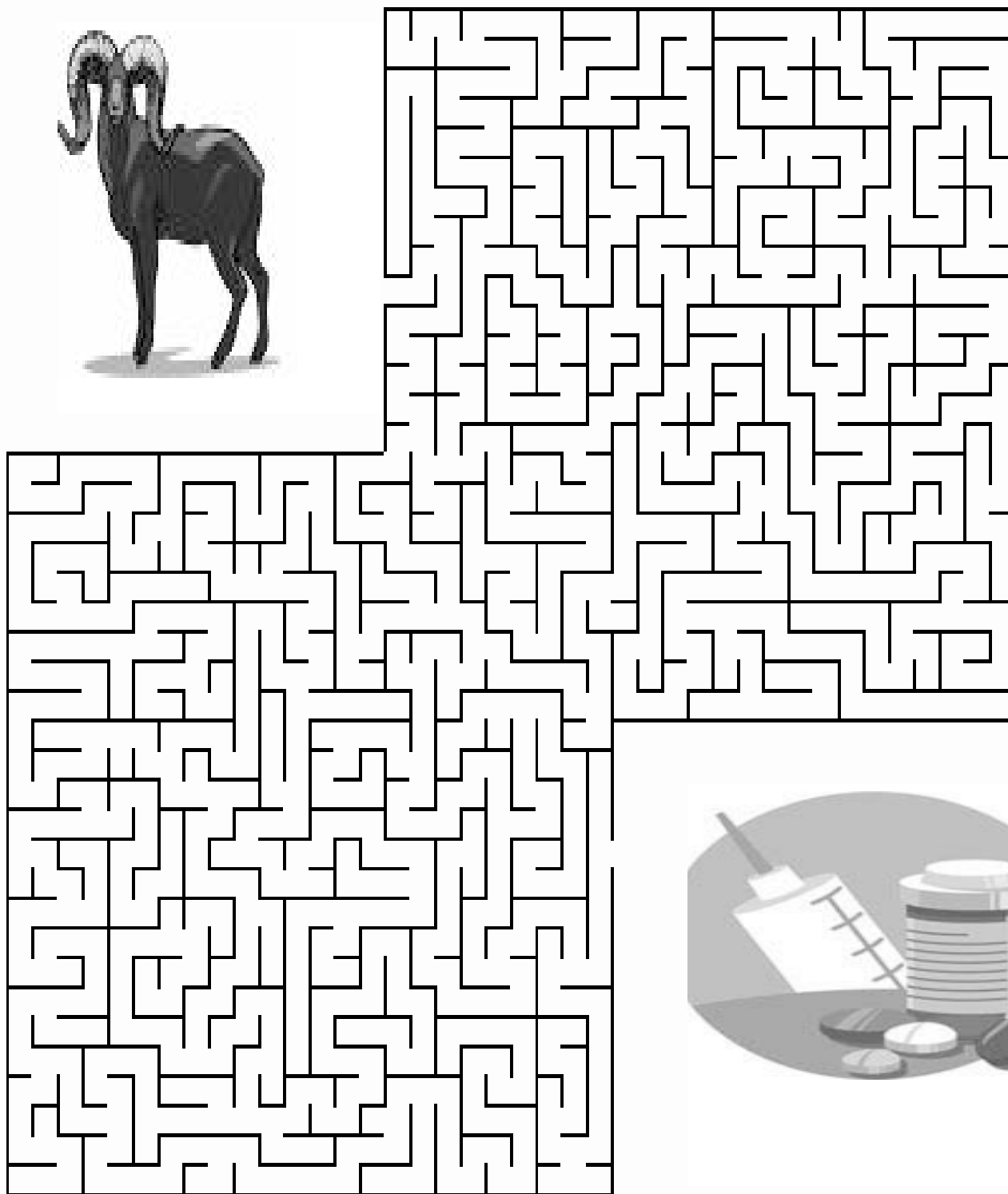
**Help the farmer bring food to the cow in her pen. By keeping the cow in the pen, she needs less land to graze but still produces lots of milk.**



Help the chick get through the maze. When it gets older, it will lay eggs to be sold at the market.



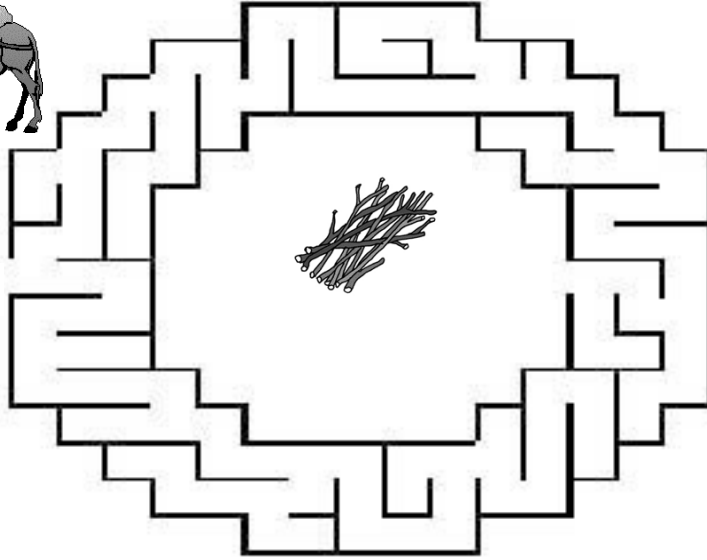
Help take the ram to the medicine so he can be healthy.



Aidez l'âne à aller au bois pour qu'il puisse transporter la charge.

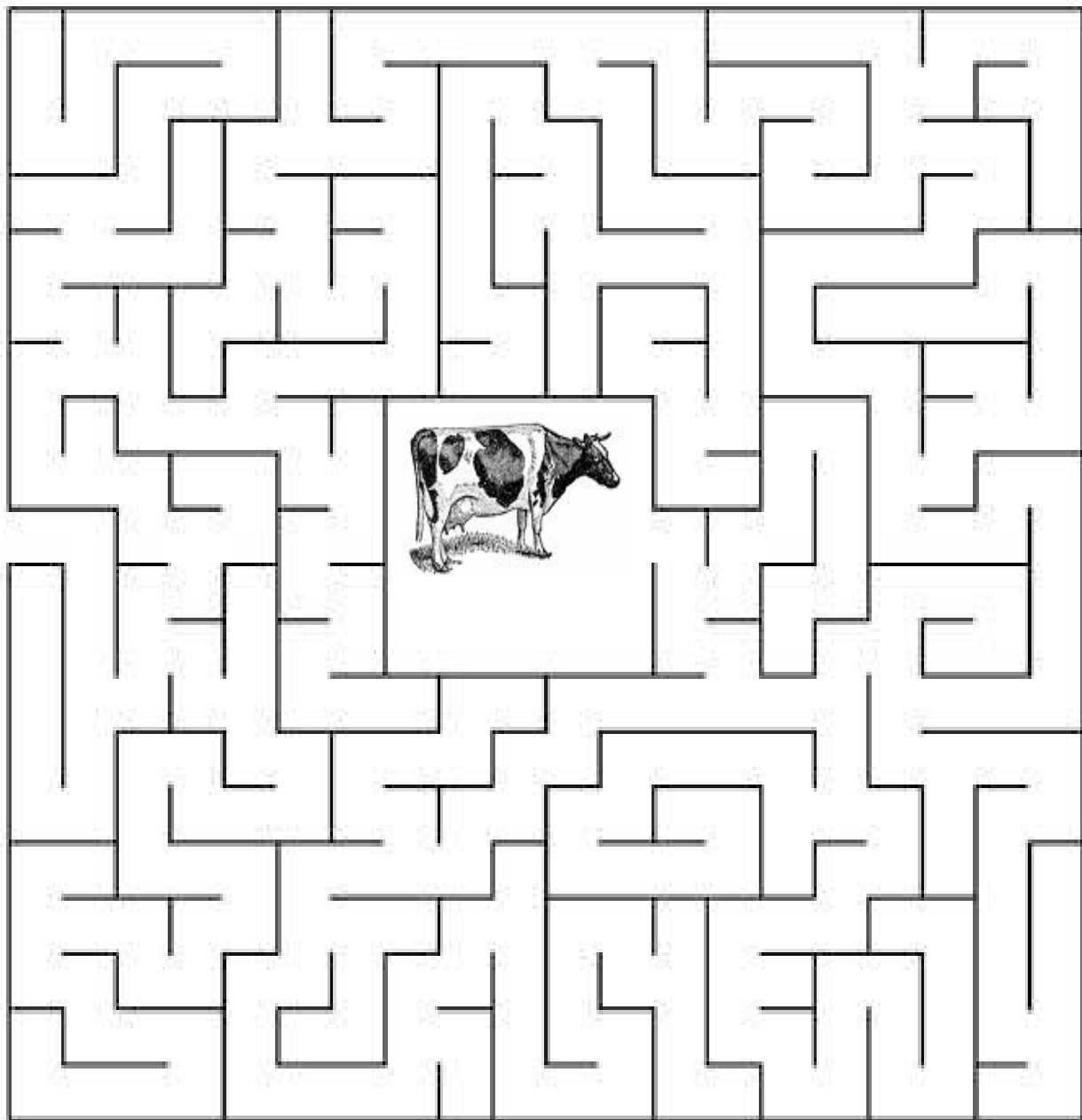
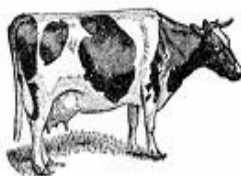


Start »

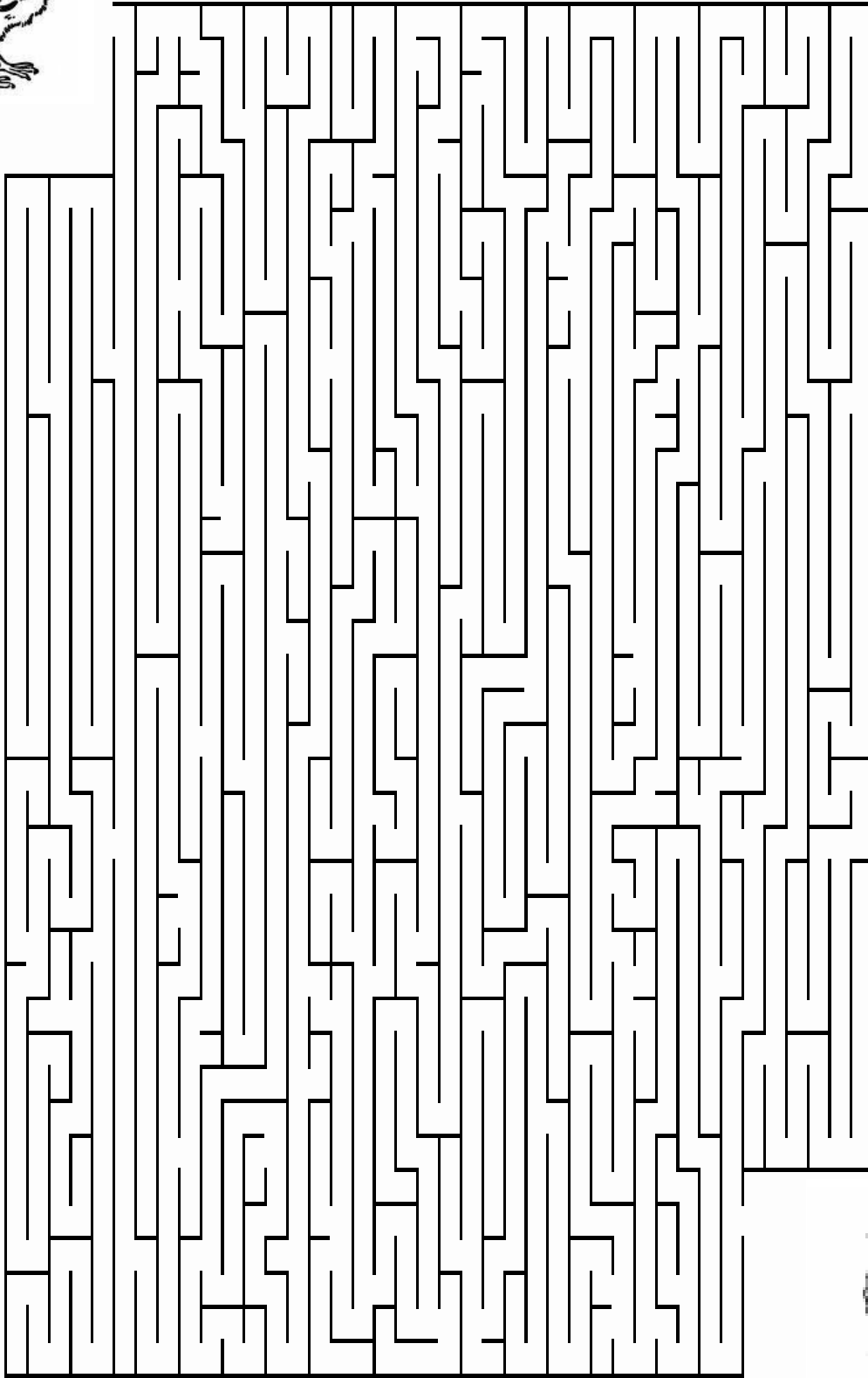




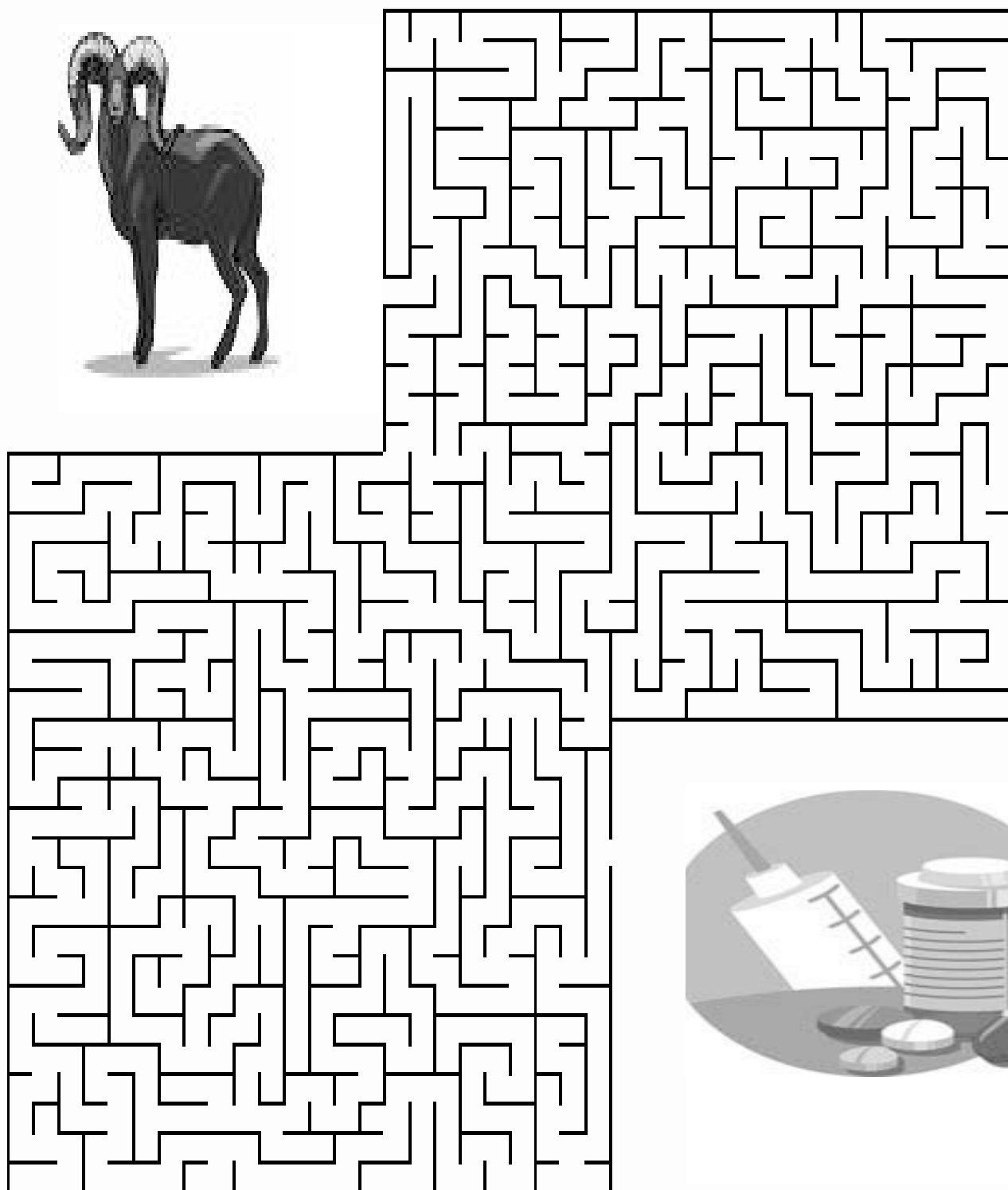
Aidez le fermier à apporter la nourriture à la vache dans son enclos. En gardant la vache dans son enclos, elle a besoin de moins de terre pour brouter mais donne encore beaucoup de lait.



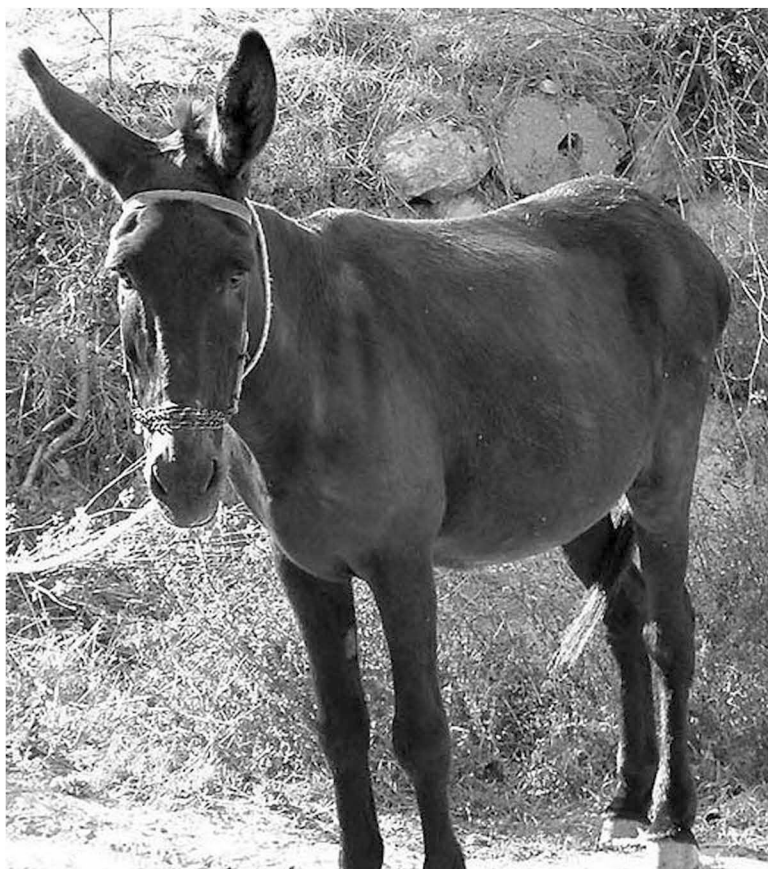
Aidez le poussin à sortir du labyrinthe. Quand il deviendra plus grand, il laissera des œufs au marché pour qu'ils soient vendus.



Aidez le bélier à prendre ses médicaments pour qu'il soit en santé.









## 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.

### Grass for Grazing!

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
<b>Thinking</b>	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
<b>Communication</b>	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
<b>Application</b>	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





## CHF *Trees for Life*



## Lesson 7: Trees for Life!

### Description

*1x40 minute lessons*

Trees are an important resource for the earth and humankind. Trees are essential to a healthy planet and our survival. However, they also play an important role in helping people meet their basic needs. Students will learn how trees can help people in developing countries in a number of ways. They will be shown how trees and wood are essential for meeting daily needs. Students will be encouraged to discuss the balance needed to keep trees growing in order to enjoy their benefits, but also to be able to use them as resource.

### Subjects

Mathematics (Grades 1, 2 & 3), Social Studies (Grades 1, 2 & 3), Science and Technology (Grades 1, 2 & 3), Visual Arts (Grades 1, 2 & 3) Health and Physical Education (Grade 1)

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

### Materials Needed

Two pieces of flipchart paper or poster board, taped together lengthwise

Pencils

Crayons or colouring pencils

Junior scissors

Student Handout ([BLM 7.1](#)) has a variety of leaf outlines to print out for students so they may cut out and colour.

Pictures from ([BLM 7.2](#)) has two tree outlines to be projected and traced.

Student Handout ([BLM 7.3](#)). Can be projected and read as a class or by teacher.

Slide show ([BLM 7.4](#)) showing wood use.

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

### Lesson Preparation

1. Photocopy enough copies of [BLM 7.1](#) so that students will each have a leaf to cut out. There are four leaves per page which can be shared among two students. The sheets can be cut ahead of time if needed.

2. Project one of the tree outlines from [BLM 7.2](#) onto the flipchart paper or poster board. This can be done with an LCD or overhead projector. Trace the outline of the tree on the flipchart paper with a pencil or marker. Leave the tree outline up in the

classroom. If access to a projector is unavailable, simply draw the outline of a tree on the flipchart paper.

3. 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

1. Read the story on the Student Handout with the children (BLM 7.3). This can be projected on the board or photocopied for students to follow along. Promote discussion and questions from the students.
2. After the story, have the class brainstorm a list of all the benefits of trees, including all the things trees give us. Write the answers on the board.
3. Show the wood slideshow (BLM 7.4) to the students. See slideshow notes below if necessary.
4. Once the slideshow is finished, add any new items that may have been missed to the brainstorm list on the board.
5. Have students colour their leaves individually.
6. After the leaves are coloured, students (or the teacher) can write a benefit on each leaf.
7. The leaves will then be stuck on the tree outline. The leaves, once coloured, will display all the benefits and importance of trees.

### Slideshow Notes

Slides 1-4: In developing countries, wood is the main source of fuel. Wood is gathered by family members to cook with during the day. When the loads are very big or very heavy, women will carry the wood in a basket on their head. This helps them support the weight.

Slide 5 and 6: Wood is also used for other purposes, like fence building and for homes.

Slide 7: Wood is being used as a fuel source for this open fire to cook meals.

Slide 8: Use this as a slide to transition into the importance of trees. Ask students what this slide might be showing. Who can spot benefits of trees in this picture?

Slide 9: What is this slide showing? How do these trees help us?

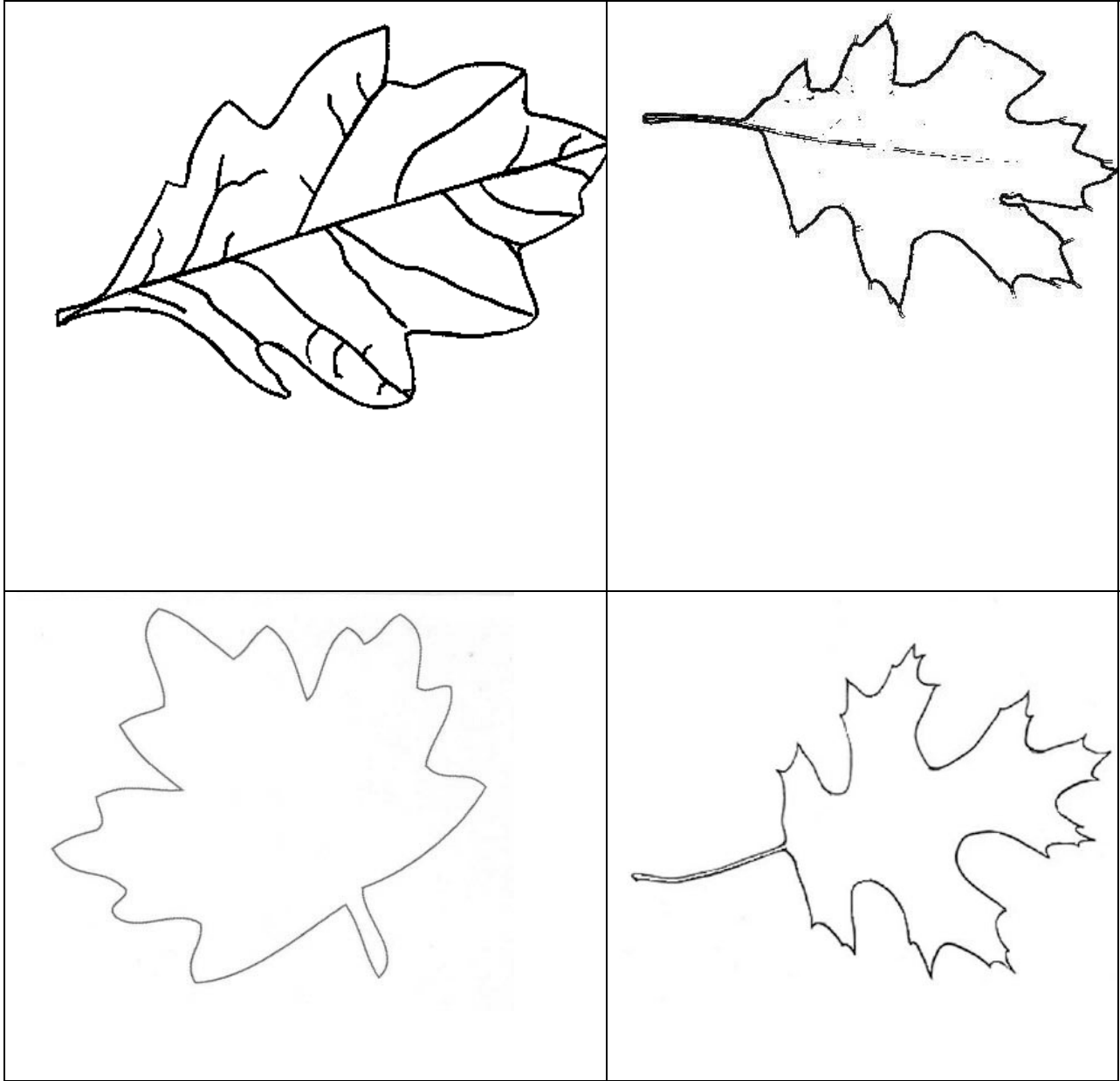
Slide 10: Does anyone see how this tree is helpful for the community? People are sitting under it to keep cool in the shade. In some places, classrooms are outside and students sit under a big tree.

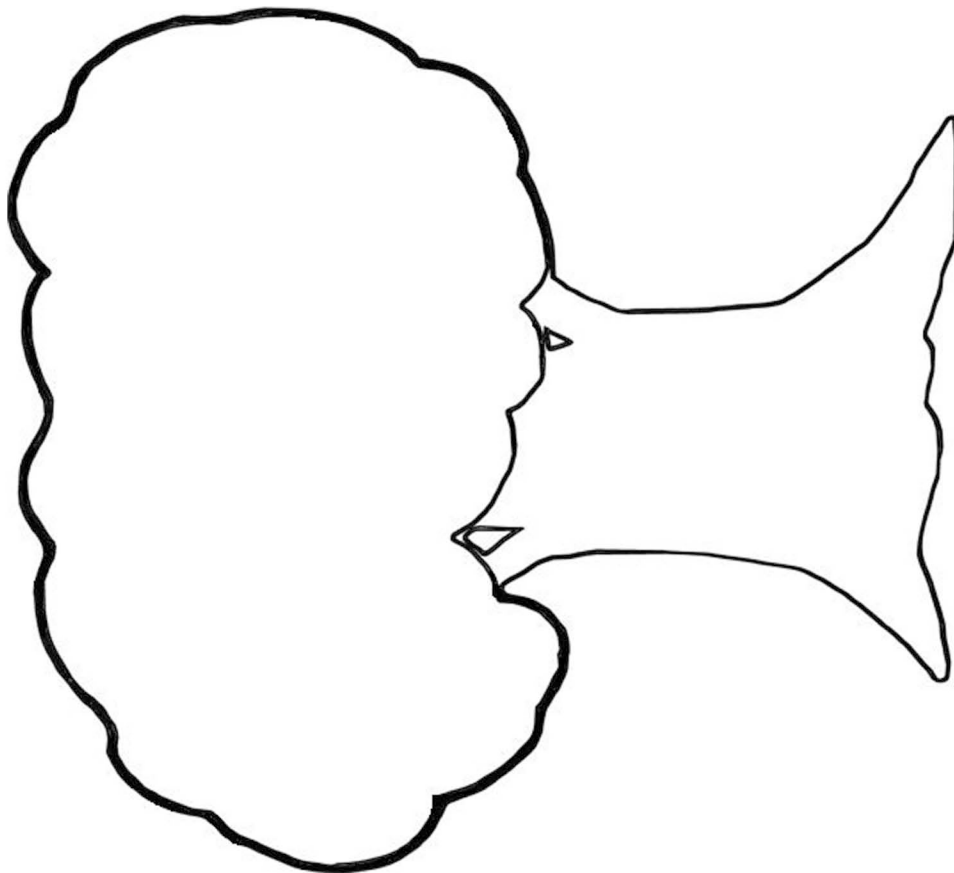
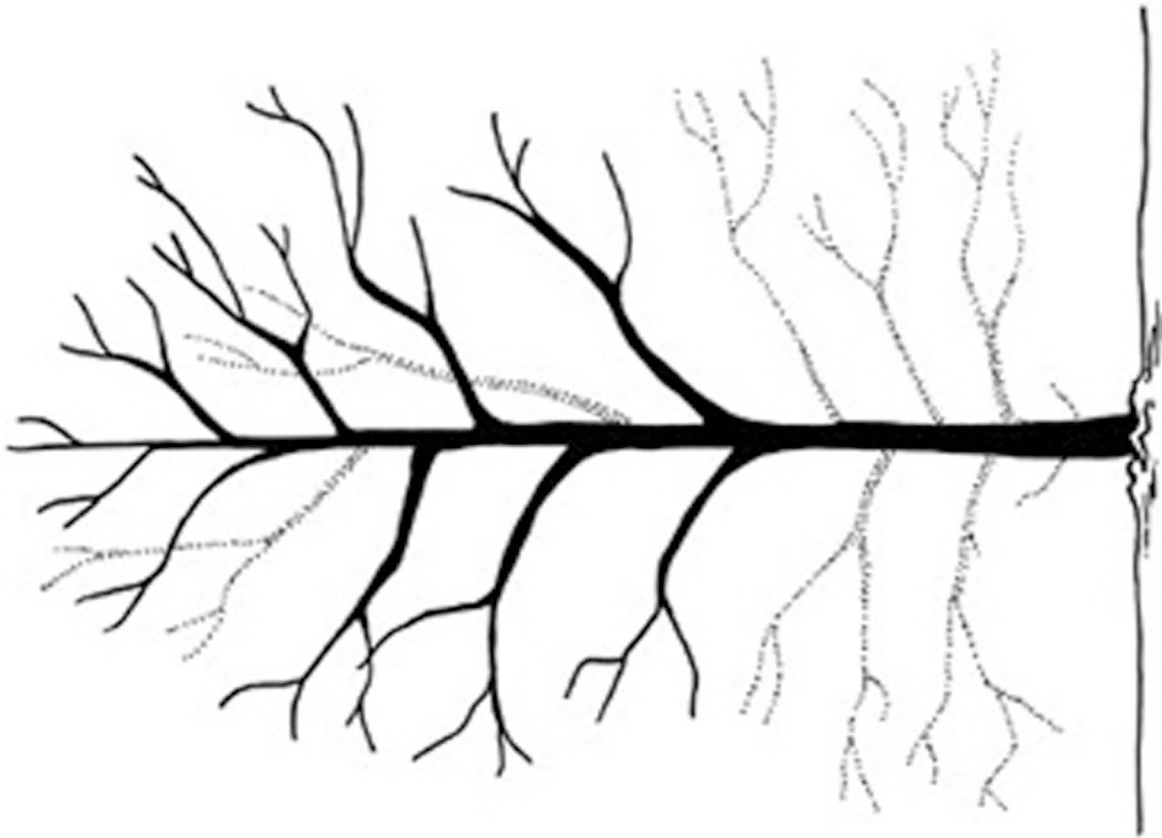
Slide 11: This slide shows how people are trying to limit their impact on the environment. By keeping cows and other grazing animals close, less land and trees have to be cleared. This is a conservation strategy.

### **Extension Activities**

- As a science extension, have students come up all the species that would be part of the tree's environment. They should come up with answers like birds, squirrels, worms, grass, flowers, ants, bees, etc. These can then be drawn and posted on and around the tree outline to show the tree's ecosystem.
- Learning stations, as available, for background information: library books and pictures of trees, tapes/CDs of quiet, peaceful music, Internet sites.
- Making a bulletin board display of Plants Unit with journal entry writing, graphs, coloured pictures.

BLM 7.1







# Trees for Life!

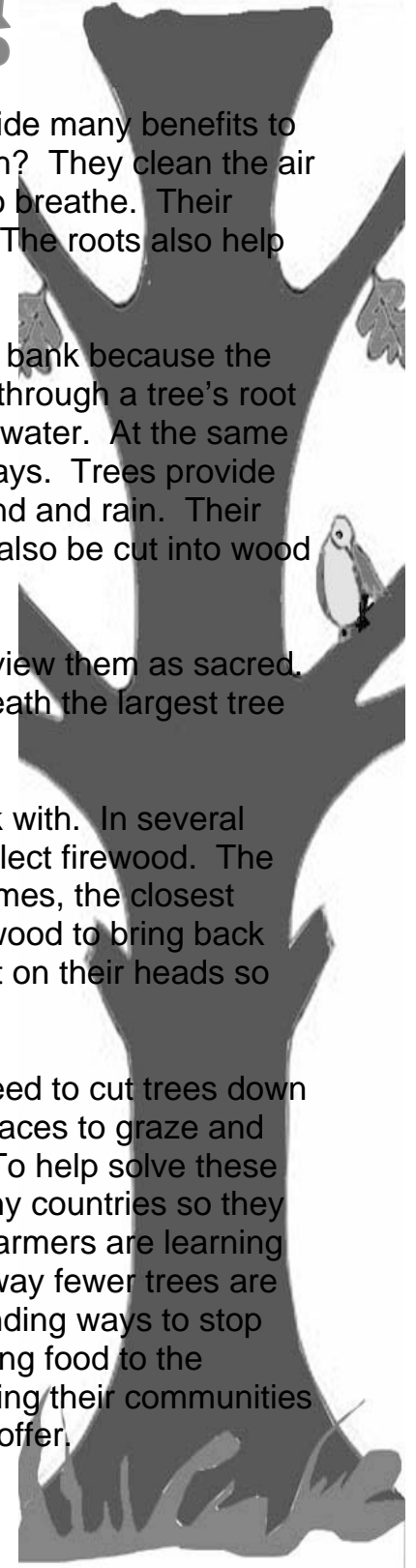
Trees play a very important role on the earth and provide many benefits to the planet. Did you know that trees are the lungs of the earth? They clean the air by taking carbon dioxide from the air and giving us oxygen to breathe. Their roots are important because they can hold water in the soil. The roots also help keep the soil in place to stop erosion.

Fish in the rivers benefit from having trees on the river bank because the trees can filter the water flowing into the river. As rain flows through a tree's root system, the roots filter sediment and even pollution from the water. At the same time, the shade the trees give keeps the rivers cool on hot days. Trees provide shade on land too and they also protect animals from the wind and rain. Their branches are homes for many animals and birds. They can also be cut into wood to build homes and to heat them in the cold months.

Some communities around the world value trees and view them as sacred. There are other places where students' classrooms are beneath the largest tree in the village. Children sit under the tree to learn.

In many countries, wood is also very important to cook with. In several countries around the world, the first chore of the day is to collect firewood. The wood is used to build a fire to cook food for the day. Sometimes, the closest forest is far away and it takes a long time to gather enough wood to bring back home. The wood is very heavy so people sometimes carry it on their heads so they can support the weight with their entire bodies.

When farmers want to grow plants, sometimes they need to cut trees down to make room for their crops. Farmers' animals also need places to graze and find food, which often means cutting down trees for space. To help solve these problems, organizations like CHF are helping farmers in many countries so they can keep as many trees in their communities as possible. Farmers are learning better ways to grow more food on the land they have. This way fewer trees are cut down to make room for more crops. Farmers are also finding ways to stop their animals from grazing on the land around them by bringing food to the animals. In some places, farmers and other people are helping their communities by planting trees so they can enjoy all the great things trees offer.





# Des arbres pour la vie !

Les arbres ont un rôle très important dans la vie sur terre et sont très bénéfiques pour notre planète. Saviez-vous que les arbres sont les poumons de la terre? Les arbres purifient l'air en prenant le dioxyde de carbone dans l'air et en le remplaçant par l'oxygène que nous respirons. Les racines sont importantes à cause de leur capacité de retenir l'eau dans le sol. Les racines retiennent également le sol en place afin de prévenir l'érosion.

Les poissons dans les rivières profitent aussi de la présence des arbres sur les rives parce que les arbres aident à filtrer l'eau qui s'écoule vers les rivières. L'eau de pluie est filtrée par le système de racines de l'arbre qui empêche les sédiments et les polluants de se verser dans l'eau. En même temps, les arbres créent de l'ombre afin de garder les rivières au frais les journées de grandes chaleurs. Les arbres fournissent de l'ombre à la terre et protègent les animaux des vents et de la pluie. Les arbres fournissent de la protection aux oiseaux et aux petits animaux. On peut occuper les arbres pour se procurer du bois de construction et de chauffage afin de chauffer la maison pendant les saisons froides.

Beaucoup de communautés accordent aux arbres une grande valeur et les considèrent comme des êtres sacrés. Dans certains villages, les écoliers se réunissent au pied du plus grand arbre du village. Les enfants s'assoient à l'ombre pour apprendre leurs leçons.

Dans beaucoup de pays, le bois est très important comme combustible. Dans beaucoup de pays, la première corvée de la journée est de ramasser le bois pour faire le feu. Le bois est utilisé pour faire un feu et pour préparer les repas pour toute la journée. Si la forêt est très éloignée, il faut beaucoup de temps pour aller ramasser assez de bois et de le ramener à la maison. Le bois peut être très pesant et certaines personnes préfèrent le porter sur la tête afin de bien supporter le bois de leur charge.

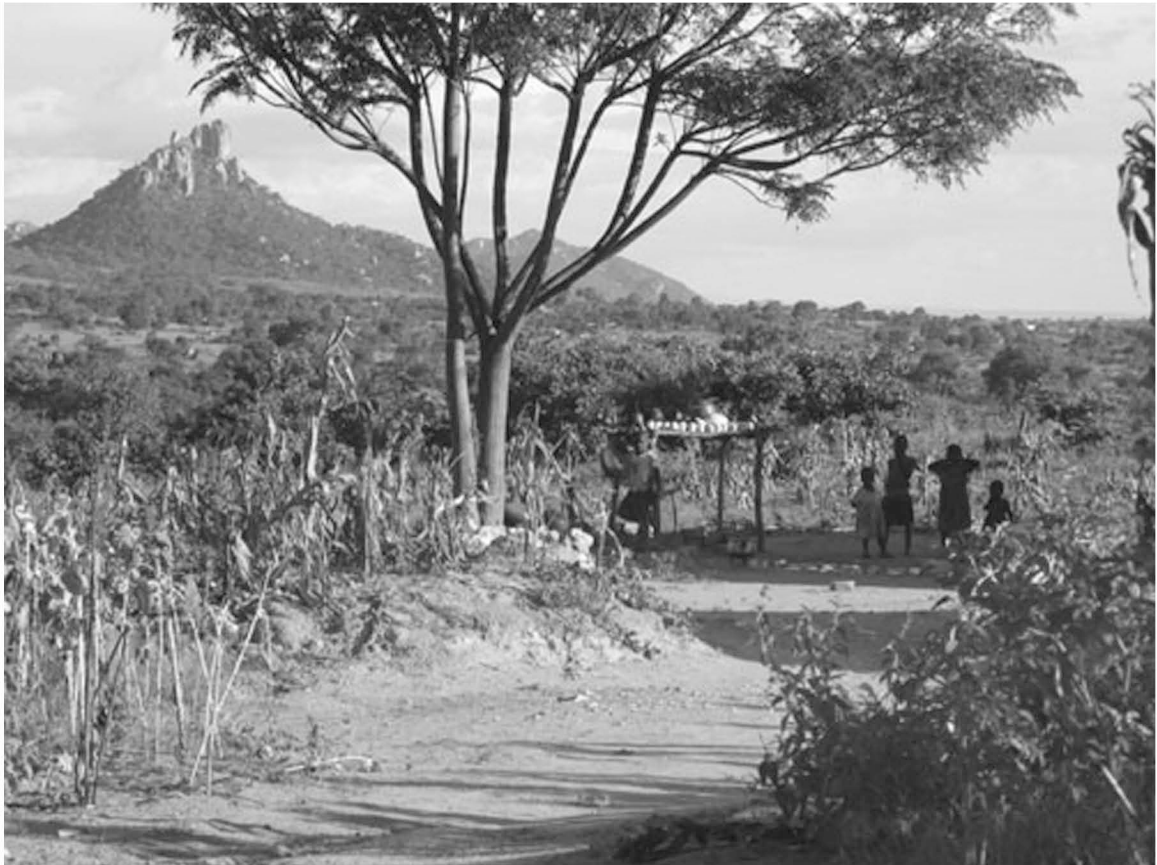
Quand les agriculteurs doivent planter, parfois ils ont besoin d'abattre les arbres afin de défricher la terre. Les animaux ont également besoin de pâturage ce qui veut dire qu'on doit couper d'autres arbres pour faire de l'espace. Afin de résoudre ces problèmes, des organismes comme CHF aident les agriculteurs dans beaucoup de pays à préserver autant que possible les arbres dans leurs communautés. Les agriculteurs apprennent de nouvelles façons de planter des cultures plus abondantes sur les terres qu'ils ont déjà à leur disposition. De cette façon, ils coupent moins d'arbres pour les cultures. Les agriculteurs trouvent également la façon d'améliorer le pâturage des animaux en apportant la nourriture aux animaux. Dans certaines régions, les agriculteurs et les autres personnes aident la communauté par la plantation d'arbres afin de profiter de nombreux avantages fournis par les arbres.

















## 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.

## Trees for Life

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
	Demonstrates limited understanding of concepts	Demonstrates some understanding of concepts	Demonstrates considerable understanding of concepts	Demonstrates thorough understanding of concepts
<b>Thinking</b>	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
<b>Communication</b>	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
<b>Application</b>	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 *Grains for Growth*



## Lesson 5: Grains for Growth!

### Description

*2x40 minute lessons and 1x20 minute lesson (to present puppet shows)*

In this lesson, students use their creativity and imagination. The story about crops can be used in shared or guided reading, depending on the level of the children. Next, they are able to explore different countries around the world by emotively engaging in the creation of their own puppet show. Scripts are provided, but students can adapt them as they please. Finally after reading and interactively learning about crops, they will be able to indulge their taste buds by sharing a snack with peers.

### Subjects

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

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

### Materials Needed

Stick puppet show:

Popsicle sticks  
Crayons  
Glue  
Scissors

Sharing a snack:

Corn chips  
Rice cakes  
Whole wheat crackers  
Corn nuts and/or Soy nuts  
Dips (optional)

Student Handout ([BLM 5.1](#)) explains grain use in different parts of the world.

Student Photographs ([BLM 5.4](#)) depict farming and various crops in rural poor communities.

Student Worksheet ([BLM 5.2](#)) can be photocopied and cut out for puppet heads.

Student Handout ([BLM 5.3](#)) can be photocopied and each script can be given to a different group of students.

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

### Lesson Preparation

1. Photocopy [BLM 5.1](#) so that each student has a copy. Photocopy [BLM 5.2](#) so that there is one puppet head for each student.

2. BLM 5.3 can be photocopied six times and cut out so that each student gets a copy of one of the scripts (4 scripts x 6 characters in each = 24 students in total. If there are more students, more children can be added to each family).

3. Gather snacks to share after the lesson. Ensure there are no allergy concerns.

4. Review 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

1. Read the story about crop use in different parts of the world (BLM 5.1) with the students and have them colour the picture at the bottom of the page. Grade three students could read the story with an older grade (Reading Buddies.)

2. Open slideshow (BLM 5.4), project on screen, and show slides of farming and crops while discussing the pictures. Alternatively, photocopy pictures to be distributed and discussed with students.

- 1) Wheat is an important grain in North America, it is used in many of our foods.
- 2) Rice is being planted. It is an important grain in many Asian countries.
- 3) Rice, being harvested by hand.
- 4) Tef, a grain, is made into a bread and popular in Ethiopia.
- 5) Soy is a legume, high in protein and when inter-planted improves soil fertility.
- 6) Farmers in many areas grow other vegetables to supplement their diets.
- 7) Much of the work is done by hand
- 8) Vegetables, like this lettuce, help improve families' diets and health.
- 9) Paprika (or peppers) are grown as a source of vitamins and nutrients.
- 10) Watermelons help improve diets and extras can be sold for income.
- 11) Groundnuts (peanuts) are a great source of protein and vegetable oil.

3. Divide students into groups of six and give them each a copy of their script (BLM 5.3). Allow students time to read the scripts in their groups or as a whole class so they can decide on what character they will be. Names can also be chosen out of a hat for random assignment of roles.

4. Students then draw in features and colour the photocopies of puppet heads for their characters (BLM 5.2). Students decide if their puppet is male/female, child/adult/elder depending on their script. Students cut out the puppet heads and glue them onto the Popsicle sticks. Suggestion: play music from one of the countries described in the scripts while making puppets.

5. Students use suggested scripts (BLM 5.3) and practice and perform the puppet show. Students can also elaborate on the scripts or write their own.

6. Discuss with students the various characters in the scripts and how things differ. For example, living in urban vs. rural areas; healthy eating practices; the role of plants, soil and water in the different countries; human dependence on plants, etc. (See Teacher Notes)

7. Students have an opportunity to share a snack with each other based on the types of food discussed during the story and scripts. See the Materials Needed section for snack ideas.

### **Extension Activities**

- Prepare an experience chart and vocabulary building activity from the story.
- Invite guest visitors - local farmers to discuss growing grains and/or speakers representing any of the puppet show countries.
- Learning Stations, as available, for background information: library books, pictures or music from Kenya, India, El Salvador and Canada, internet sites.

### **Teacher Background Notes**

#### **Nutrition and Health**

CHF helps farmers improve their farming techniques, which in turn improves their overall health and nutrition. Farmers are being introduced to agricultural practices like better seed varieties and improved farming techniques, by attending workshops and training sessions. Consequently, farmers not only grow more crops but they are also able to produce vegetables and fruits. In addition, some of their crops, like peanuts, are marketable and can be sold for a profit. The benefits of these actions can be seen in an improved nutritional status of the family, affording children's school fees and increasing the overall income of the home.

#### **Soy and Inter-planting**

Planting soy with maize crops can help with farmers' overall nutrition and crop yield. Inter-planting soy raises nitrogen levels in the soil and acts as an organic fertilizer. It is a cheaper and more environmentally sustainable method than using chemical fertilizers. It has become very popular with resource-poor farmers as a way of improving soils so they can support increased crop production.

#### **Tef**

Tef is a grain grown in western Ethiopia, where it is preferred to all other cereals. It is eaten once or twice a day and contributes about two-thirds of the protein of a typical diet. Tef is usually made into a flat bread, called *injera*. The bread is torn off and used to scoop spicy stews which make up the main meals.

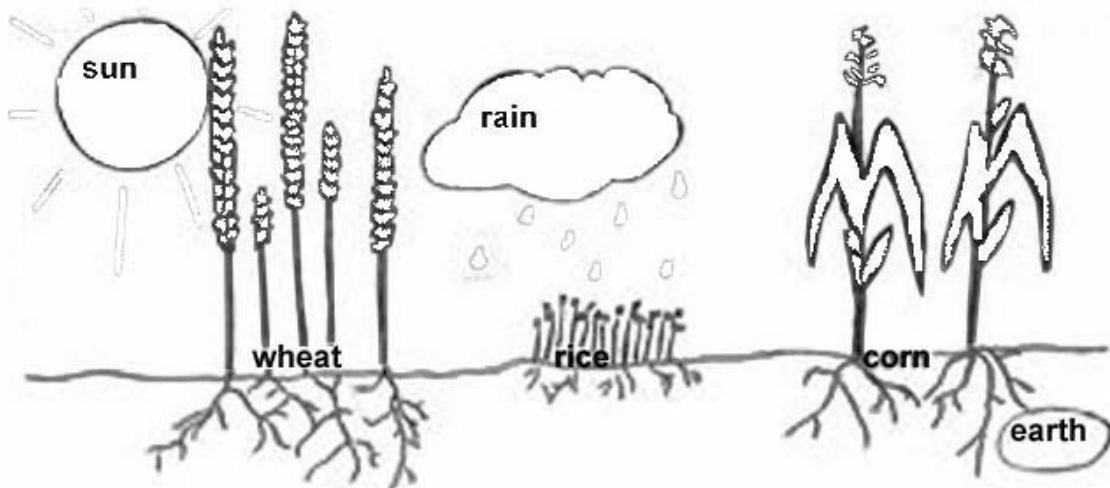
# Grains for Growth!

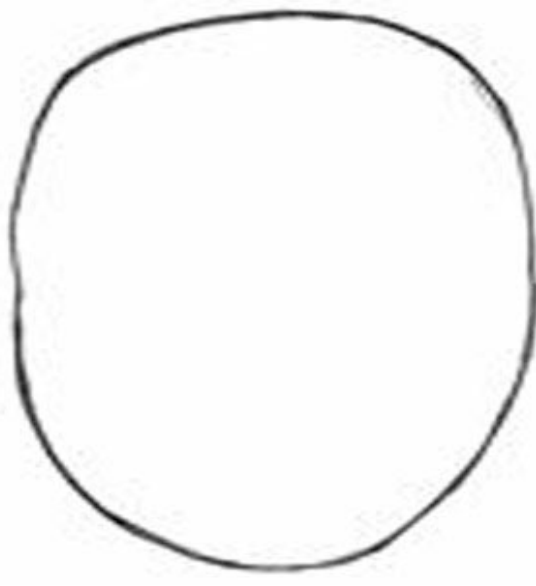
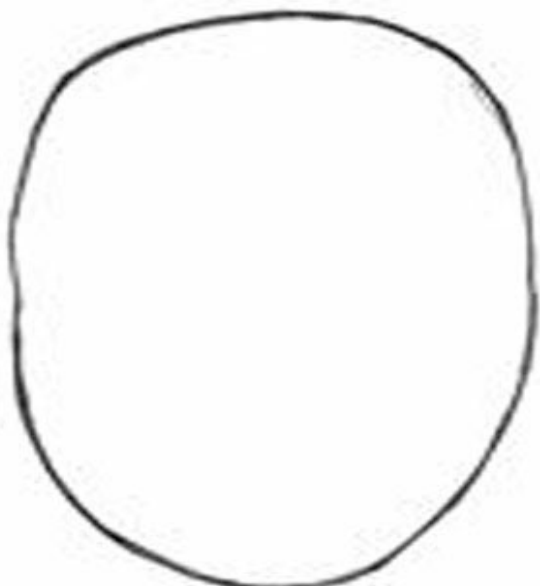
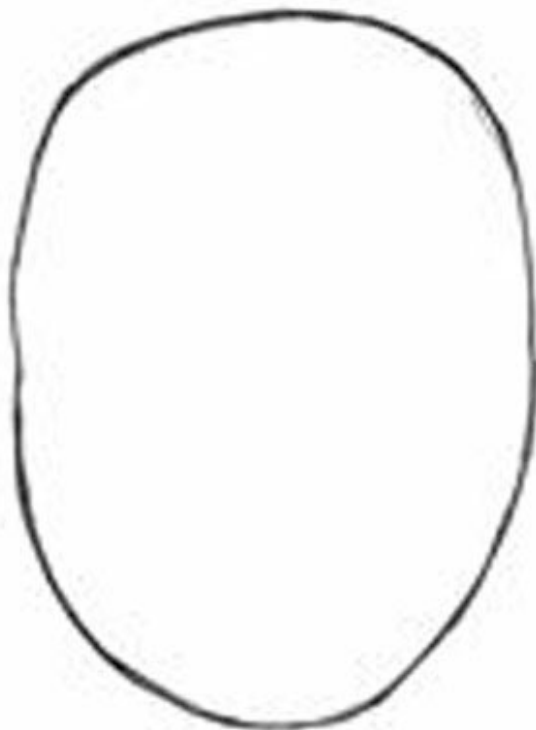
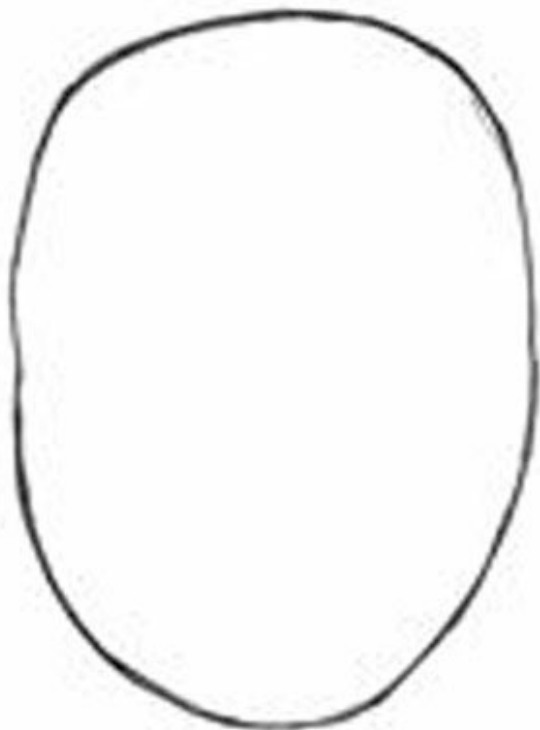
Grains are plants that can be ground into flour to make bread. People all over the world eat different kinds of grains as their daily bread. In Canada we grow **wheat** for our bread, bagels, muffins, pies and cakes. In Ethiopia, farmers grow **tef** and turn it into bread that is eaten with stews. In Asian countries like Vietnam, farmers grow **rice** as the grain that is used.

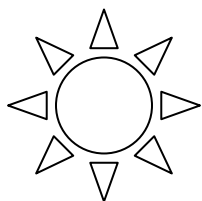
On the farms in Canada, farmers use big tractors and other machines to help plant and harvest the wheat. In other countries, farmers may do most of the work by hand.

In Canada, the farmers are mostly adults. Enough food is grown and sent to the stores and supermarkets for us to buy. In countries like Ethiopia, Ghana and Vietnam, mothers, fathers, grandparents and even children help with growing crops in the countryside. It is harder for the families in these countries to grow enough food for their family because of droughts and floods. Sometimes the children have to miss school to help take care of the farm so the family can have enough to eat. Some Canadian organizations such as CHF help farmers and their families in other countries to learn skills to be able to produce more crops or different vegetables from their fields. Families then have more to eat and any extra food can be sold for a profit. This helps the family so that they can pay for school fees and books so children can attend school.

It does not matter if the farms grow **wheat**, **rice** or **tef**. The plants all need the same three things: **sun**, **rain** and good **earth** to grow in. Can you colour the picture below?







# Grains for Growth!

*In all countries, children and their families take education very seriously, but sometimes the families need the children to help out at home or on the farm.*

## Canadians:

Grandpa: "Did you get a new tractor to help you harvest the wheat?"

Father: "Yes. I am glad we were able to grow enough wheat to sell in Canada and to other countries this year."

Mother: "Who wants some toast with their breakfast?"

Boy(s): "I would like a bagel instead."

Girl(s): "I would like cheese and jam on my toast, please."

Grandma: "I will make muffins with you kids after school today."

## Ghanaians:

Father: "You are going to have to stay home from school and help to get water for the farm today."

Boy(s): "I want to go to school so I can learn to read and write."

Grandpa: "We all need to help. I will bring the plow."

Mother: "I traded my sewing at the market for a bag of seeds."

Girl(s): "I will help you plant the seeds."

Grandma: "I will make breakfast so you can all work hard."

## Vietnamese:

Mother: "Your Grandma is sick. Stir the rice soup for her breakfast."

Grandma: "Thank you. The rice will make me feel better."

Grandpa: "I better have some too. I am not feeling too well either."

Girl(s): "I will stay home from school to help take care of you."

Father: "I will go to the fields to plant more rice."

Boy(s): "I will come and help you."

## Ethiopians:

Mother: "Get up! It is 5 o'clock in the morning. We have to take the soy to the market before it gets too hot outside."

Girl(s): "I am tired! It is so far to walk to the market with the soy."

Grandma: "I will begin to make the fire to cook our meals today."

Father: "We have to plant more soy today. There is a good price for it at the market this year."

Grandpa: "We hardly have enough corn for our own family!"

Boy(s): "I will help you clear some more land for our family's soy."

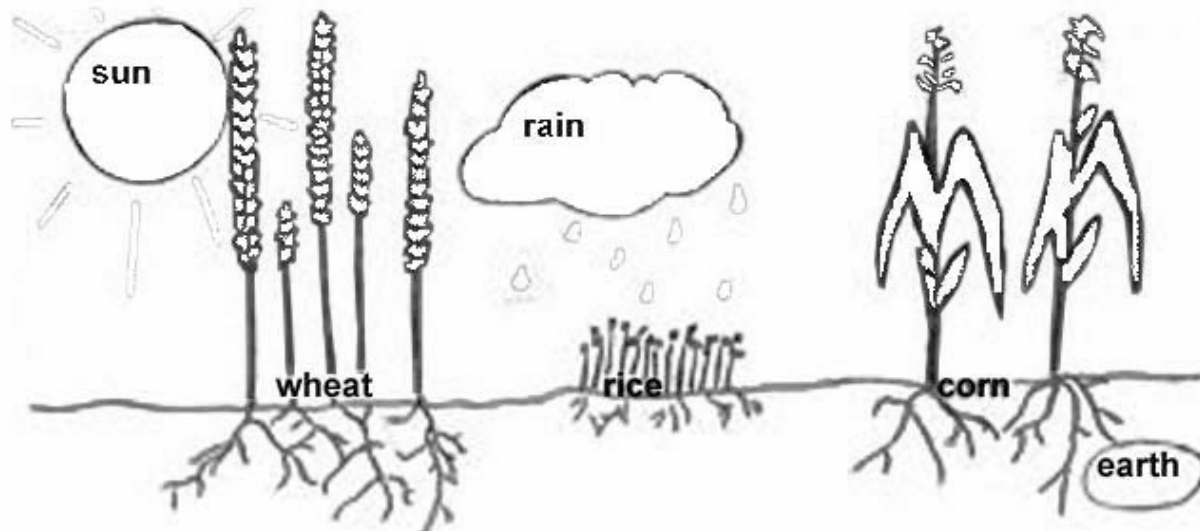
# Les céréales ça pousse !

Les céréales sont la base de la farine avec laquelle on fait du pain. Tout le monde mange un certain type de céréale dans son pain quotidien. Au Canada, on cultive le **blé** pour notre pain, nos bagels, nos muffins, nos tartes et nos gâteaux. En Éthiopie, les cultivateurs récoltent le **tef** qu'ils transforment en pain qu'ils mangent avec le ragoût. Dans les pays de l'Asie comme le Vietnam, les agriculteurs cultivent le **riz** comme céréale de base.

Dans les fermes du Canada, les agriculteurs utilisent des gros tracteurs et d'autres machines pour semer et récolter le blé. Dans d'autres pays, les agriculteurs font la plupart du travail à la main.

Au Canada, les agriculteurs sont adultes. On récolte suffisamment de nourriture pour l'envoyer dans les magasins et les supermarchés où on achète les produits. Dans les pays comme Éthiopie, Ghana et Vietnam, les mères, pères, grands-parents et même les enfants doivent participer au travail dans les champs. C'est plus difficile dans ces pays pour les familles de faire pousser assez de nourriture pour tout le monde à cause des sécheresses et des inondations. Parfois les enfants doivent s'absenter de l'école pour aider la famille à la ferme et que tout le monde ait à manger. Certains organismes canadiens, comme CHF, aident les agriculteurs à apprendre de nouvelles techniques et faire pousser plus de cultures ou des légumes différents dans leurs champs. Les familles ont donc plus de nourriture et un surplus à vendre pour gagner de l'argent, ce qui permet pour que la famille puisse payer les frais de l'école et les livres aux enfants d'aller à l'école.

Peu importe si on cultive du **blé**, du **riz** ou du **tef**. Toutes les plantes ont besoin de trois choses : du **soleil**, de la **pluie** et une **terre** fertile pour pousser. Pouvez-vous colorier l'image ci-dessous ?

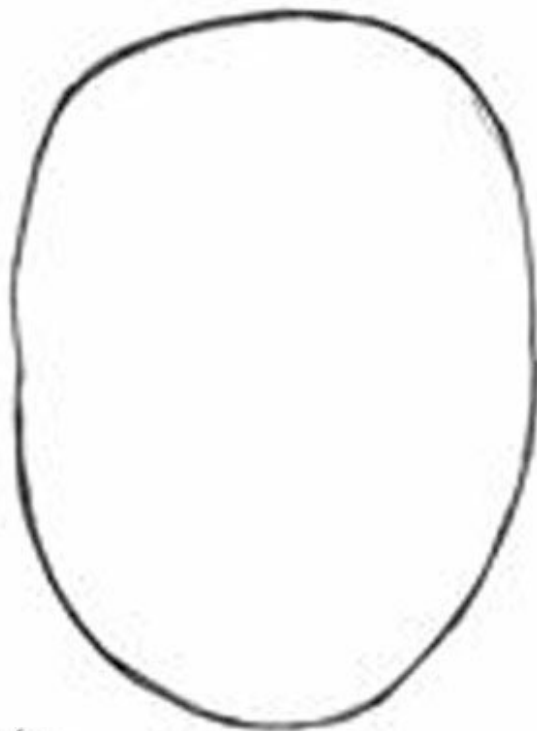
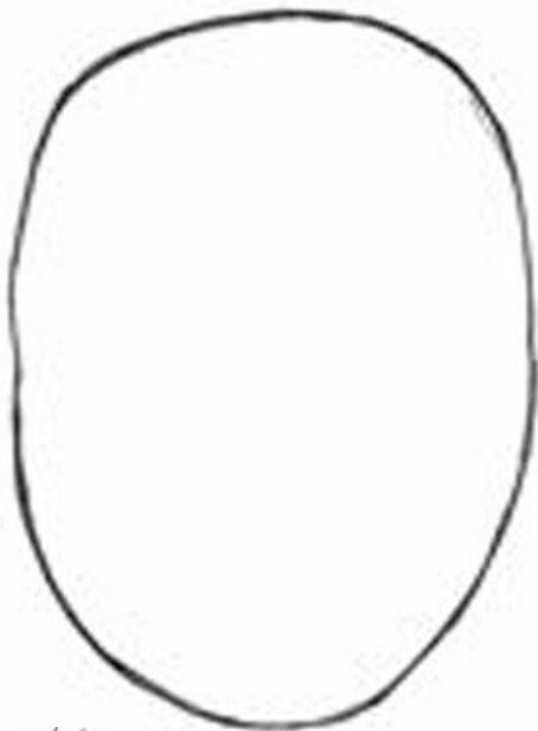




BLM 5.2

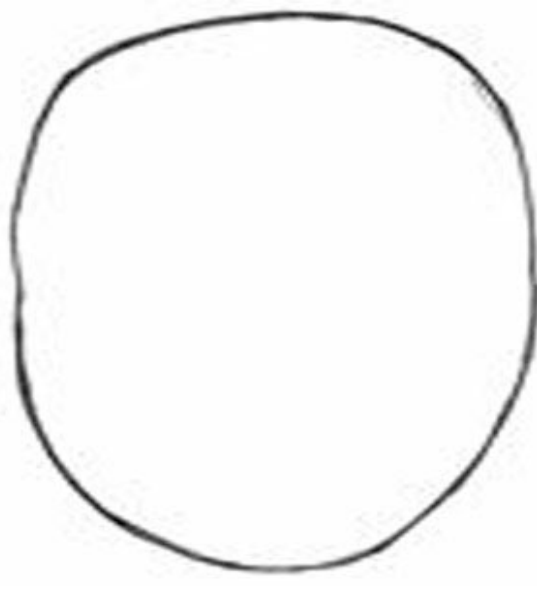
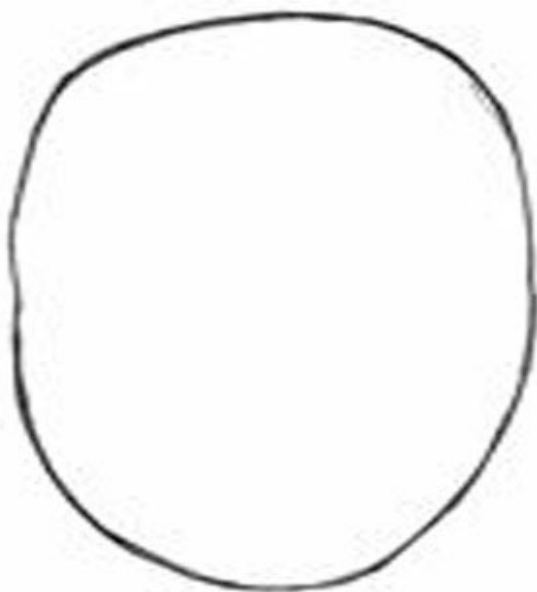
 Les céréales ça pousse !

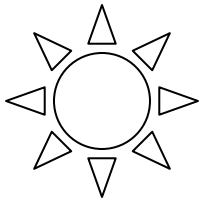
 Les céréales ça pousse !



 Les céréales ça pousse !

 Les céréales ça pousse !





## Les céréales ça pousse !

*Pour tous les enfants et les familles du monde, l'éducation est importante, mais parfois les enfants doivent aider leurs parents à la ferme.*

Canadiens :

**Grand-père :** « As-tu un nouveau tracteur pour récolter le blé ? »

**Père :** « Oui. Je suis content qu'on ait récolté assez de blé cette année pour en vendre au Canada et dans d'autres pays ».

**Mère :** « Qui veut une rôtie pour déjeuner ? »

**Garçon(s) :** « J'aimerais mieux un bagel ».

**Fille(s) :** « Je voudrais du fromage et de la confiture sur ma rôtie, s'il-te-plait ».

**Grand-mère :** « Je vais faire des muffins pour les enfants après l'école ».

Ghanéens :

**Père :** « Il faut que tu restes à la maison aujourd'hui pour nous aider à aller chercher de l'eau pour la ferme ».

**Garçon(s) :** « Je veux aller à l'école pour apprendre à lire et écrire ».

**Grand-père :** « Tout le monde doit aider. Je vais amener la charrue ».

**Mère :** « J'ai troqué au marché les vêtements que j'avais cousus pour un sac de graines »."

**Fille(s) :** « Je vais vous aider à semer les graines ».

**Grand-mère :** « Je vais faire le déjeuner pour vous aider à travailler fort ».

Vietnamien :

**Mère :** « Ta grand-mère est malade. Prépare la soupe de riz pour son déjeuner ».

**Grand-mère :** « Merci. Je vais me sentir mieux grâce au riz ».

**Grand-père :** « Je vais en manger aussi. Je ne me sens pas bien non plus ».

**Fille(s) :** « Je vais rester à la maison aujourd'hui pour m'occuper de vous ».

**Père :** « Je vais aux champs pour semer plus de riz ».

**Garçon(s) :** « Je vais t'aider ».

Ethiopiens :

**Mère :** « Lève-toi ! Il est 5 heures. Il faut amener le maïs à le soja au marché avant qu'il ne fasse trop chaud dehors. ».

**Fille(s) :** « Je suis fatiguée ! Il faut marcher loin au marché en portant le soja. »

**Grand-mère :** « Je vais commencer par faire le feu pour cuisiner nos repas aujourd'hui. »

**Père :** « Il faut planter plus de maïs aujourd'hui. Les prix au marché sont très bons cette année. »».



Wheat



Soy

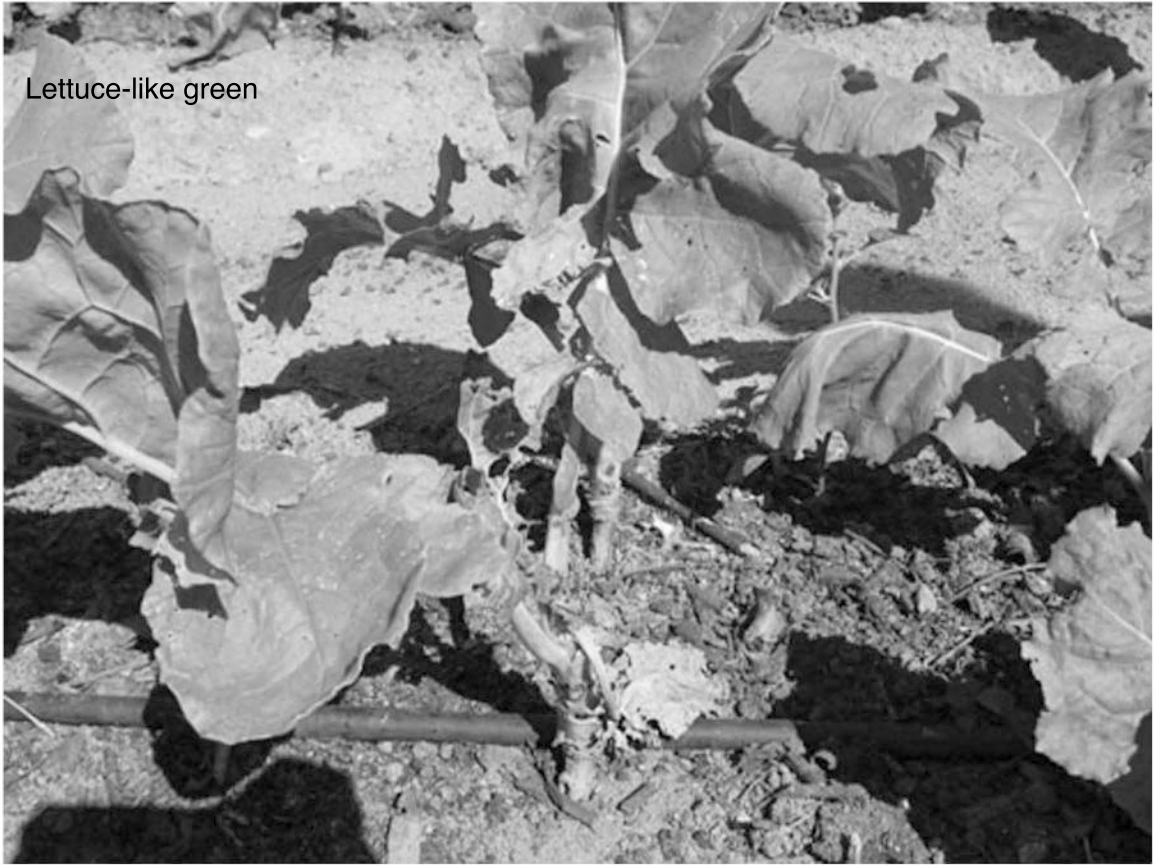
Tef







Lettuce-like green



Paprika



## 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.

## Grains for Growth!

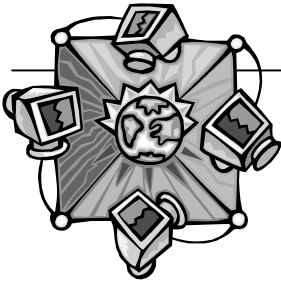
Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
<b>Thinking</b>	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 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
<b>Communication</b>	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
<b>Application</b>	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



## Development and Peace *Adbusting*





# Adbusting

**Goal:** This is a media deconstruction exercise. The goal is to identify the messages, values and methods used to increase or maintain sales.

**Materials:** Paper, pens, scissors, paste, and magazines with lots of ads (or taped biotechnology television ads – available from your animator **\*\*NEW\*\***).

## How it's done:

*In your home groups choose a number of advertisements from the magazines/commercials provided. Answer the following questions*

- Who is the target audience?
- What methods do the advertisers use to elicit these feelings in you?
- Discuss the use of colour, imagery and characters.
- Discuss the implied messages in the ads
- Discuss the values imparted by the advertisement.

Next, change the advertisement to reflect a different message. It could be a totally new ad, a modified ad with a new message, or a spoof of the original message. You could cut and paste other photos, text or images to create your new ad.

Present the original advertisement to the larger group. Describe the messages “hidden” in the ad. Then introduce your new ad as an ad buster.



See also: [www.adbusters.org/](http://www.adbusters.org/)

## CHF

### *Whose Decision is it Anyway?*



## Lesson 2: Whose Decision is it Anyway?

### Description

*3x40 minute lessons*

Children of all ages can develop their questioning, analyzing, and debating skills which will help them with their reading and writing skills. Students begin by learning how a chocolate bar connects them to many different places in the world. Students will then debate on issues relating to cocoa bean production in a rural community in Ghana. Finally, students will compare Ghana and Canada's role in the global economy through a research project.

### Subjects

Drama and Dance (Grades 4, 5 & 6), Social Studies (Grades 5 & 6), Science and Technology (Grades 4, 5 & 6)

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

### Materials Needed

Paper	String
Marker	Tape/Push pins
World map or globe	Chocolate bar
Atlases	Picture of/actual ingredients
Internet	(will vary depending on the chocolate bar used)

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

Student Handout ([BLM 2.1](#)) signs for Ghanaian Elders and North American "Experts"

Student Handout ([BLM 2.2](#)) debate information for Group A Ghanaian Elders

Student Handout ([BLM 2.3](#)) debate information for Group B North American Chocolate Company

Student Handout ([BLM 2.4](#)) debate information for Group C Ghanaian Elders

Student Handout ([BLM 2.5](#)) debate information for Group D North American Chocolate Company

Student Worksheet ([BLM 2.6](#)) Ghana on the World Market

Student Worksheet ([BLM 2.7](#)) Canada on the World Market

Student Slideshow ([BLM 2.8](#)) ingredients used in Chocolate making

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

## Lesson Preparation

1. Look up the countries that produce all of the ingredients in the chocolate bar you will use in Part 1. Explore the following CIA website: <https://www.cia.gov/library/publications/the-world-factbook/fields/2049.html> for a list of exports by country. You can access this page by visiting [www.cia.gov](http://www.cia.gov) and clicking on “World Factbook.” From there select the country you want to research. Try to find as many ingredients in your chocolate bar as possible. Write a list of ingredients and country of origin.
2. Collect photos ([BLM 2.8 Ingredient Slideshow](#)) or bring in the actual ingredients from the chocolate bar used in this lesson for Part 1.
3. Photocopy [BLM 2.1](#) to be used as the signs in the debate. Photocopy enough of BLM 2.2-2.5 so each student receives only one sheet and the groups are as even as possible (i.e. 4 different sheets and 24 students = 6 copies of each sheet). Photocopy [BLM 2.6](#) and [BLM 2.7](#) so that each student receives one copy of each.
4. 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

### Part 1: Connecting Local to Global

1. Show the students the chocolate bar and ask them where they can buy it and where they think it comes from.
2. Make a list of ingredients with the students (ex: cocoa, sugar, flour, corn syrup, nuts, raisins, coconut, etc.). Samples of the ingredients can be brought in allowing the children to taste, feel and smell them and/or the [BLM 2.8 Ingredient Slideshow](#) can be shown if using an overhead projector. ***Be aware of any student allergies to the ingredients.***
3. Write the ingredients on individual pieces of paper. Pin the words up around the world map and attach a string to each word. Join the string to the country that grows the ingredient using tape or push pins. Count how many countries are involved in making one chocolate bar.
4. Discuss the idea of interdependence between countries for food and why certain countries produce certain foods. Discussion can also be around trade, labour and prices. For example, what would happen if Ghana decided it was not going to sell

any more cocoa beans to North America? What would happen if Ghana was hit by a drought and cocoa plants did not produce the same amount of beans? Can you think of any reasons why the price of cocoa might go up or down?

## Part 2: The Debate

1. Set up your classroom with chairs and a table for each debating team. Ensure chairs of the debating teams face the audience. Clearly display each group's name by using the signs from [BLM 2.1](#)
2. Divide the class into 4 groups. Each of the four groups will represent A, B, C or D. Give each student a copy of their respective information sheet ([BLM 2.2](#) Group A Elders; [BLM 2.3](#) Group B Chocolate Company; [BLM 2.4](#) Group C Elders; [BLM 2.5](#) Group D Chocolate Company)
3. Allow the students time to read over their information sheets within their respective groups. Give them at least 10 minutes to prepare their arguments to support their perspective.
4. Group A - Ghanaian Elders, present their perspective (at least 5 minutes). Then Group B - Chocolate Company, present their perspective (at least 5 minutes). They can read the statements directly from their fact sheets if they need to. Designate a timekeeper. For older grades, the debate can continue with multiple turns by each side and improvisation of new ideas and counter responses.
5. Group C and D (both the Ghanaian Elders and the Chocolate Company) are then judges (the audience) and have 5 minutes after the debate to discuss and decide which decision would be "best" for the community. Have students explain their reasons for their decision.
6. Repeat steps 4 & 5 above to enable Group C and D to present their debate. Both A and B groups act as the judges.

## Part 3: Researching Ghana and Canada in the Global Economy

1. Students can work in small groups or in pairs performing research to learn about Ghana and Canada's role in the global economy. Depending on the grade, Canada's role can be broken down and researched by the roles of the different provinces and then compared to Ghana (e.g. to meet grade four curriculum expectations).
2. Research can be started in class and continued at home. Allow students access to atlases, internet, the library, etc. to research natural resources, agriculture, economy, manufactured goods and other aspects of trade relating to Ghana.
3. Have students complete both of the worksheets, Ghana on the World Market

3

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([BLM 2.6](#)) and Canada on the World Market ([BLM 2.7](#)).

4. As an alternative, the class can be divided into pairs of students, each with a different focus (e.g. one pair researches on Ghana, and all other groups research on a different province in Canada). Have each group of students create a brochure or poster to advertise the resources and products of that country (or province) that may be of interest to the global market. All groups can then present their findings to each other and compare the research found between Canada and Ghana.

**Sample answers to [BLM 2.6](#) Ghana on the World Market are provided below.**

Details in answers will vary depending on the sources used for research. Retrieved on February 17, 2009 from <https://www.cia.gov/library/publications/the-world-factbook/geos/gh.html> and <http://www.ghana.gov.gh/>

1. Natural Resources

- Gold, timber, diamonds, bauxite, manganese, fish, rubber, hydropower, petroleum, silver, salt, limestone

2. Agriculture

- Cocoa - this is two thirds of the export revenue for Ghana.
- Other agricultural products include - rice, coffee, cassava (tapioca), peanuts, corn, shea nuts, bananas; timber

3. Industry/Manufactured Goods

- Textiles, steel (using scrap), tires, oil refining, flour milling, beverages, tobacco, simple consumer goods, car/truck/bus assembly, tourism

4. Cultural Resources (Religion, Languages, etc.)

- Religions — Christian 68.8%, Muslims 15.9%, Traditional 8.5% (2000 census)
- English is the official language.
- Local languages include - Asante, Ga, Ewe, Dagbani, Hausa

5. Type of Government

- Constitutional Democracy
- The president and vice president are elected on the same ticket by popular vote for four-year terms (eligible for a second term)

6. Economics

- The unit of currency is the cedi
- 1 Ghanaian Cedi = 0.00009178 Canadian Dollar
- 1 Canadian Dollar (CAD) = 10,896.2 Ghanaian Cedi (GHC)
- see <http://www.oanda.com/convert/classic> for updated currency conversion
- GDP per capita (PPP) - \$1,500 (2008 est.)

7. Major trading partners:

4

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- Netherlands 11%, UK 9%, US 5.9%, France 6.2%, Germany 4.6%, Belgium 4.4%, (2007)

## 8. Imports

- capital equipment, petroleum, foodstuffs

### **Sample answers to BLM 2.7 Canada on the World Market are provided below.**

Details in answers will vary depending on the sources used for research. Retrieved on February 17, 2009 from <https://www.cia.gov/library/publications/the-world-factbook/geos/ca.html> and

<http://www.elections.ca/content.asp?section=gen&document=part1&dir=ces&lang=e&anchor=3&textonly=false#3>

#### 1. Natural Resources

- iron ore, nickel, zinc, copper, gold, lead, molybdenum, potash, diamonds, silver, fish, timber, wildlife, coal, petroleum, natural gas, hydropower

#### 2. Agriculture

- wheat, barley, oilseed, tobacco, fruits, vegetables; dairy products; forest products; fish

#### 3. Industry/Manufactured Goods

- transportation equipment, chemicals, processed and unprocessed minerals, food products, wood and paper products, fish products, petroleum and natural gas

#### 4. Cultural Resources (Religion, Languages, etc.)

- Languages - English 59.3%, French 23.2% (both official); other 17.5%

- Ethnic Groups - British Isles origin 28%, French origin 23%, other European 15%, Amerindian 2%, other, mostly Asian, African, Arab 6%, mixed background 26%

- Religions - Roman Catholic 42.6%, Protestant 23.3% (including United Church 9.5%, Anglican 6.8%, Baptist 2.4%, Lutheran 2%), other Christian 4.4%, Muslim 1.9%, other and unspecified 11.8%, none 16% (2001)

#### 5. Type of Government

- Constitutional monarchy that is also a parliamentary democracy and a federation

- The prime minister is popularly elected at least every five years

- 4 main political parties: the Liberal party, the Conservative party, the Bloc Québécois, and the New Democratic party.

#### 6. Economics

- The unit of currency is the Canadian dollar.

- GDP per capita (PPP) - \$40,200 (2008 est.)

#### 7. Major trading partners:

5

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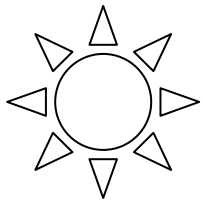
- Export Partners - US 78.9%, UK 2.8%, China 2.1% (2007)
- Import Partners - US 54.1%, China 9.4%, Mexico 4.2% (2007)

## 8. Imports

- Imports include machinery and equipment, motor vehicles and parts, crude oil, chemicals, electricity, durable consumer goods

### Extension Activities

- Have students bring in empty food containers that list the ingredients of the food. Perform the steps from Part 1 of this lesson using string and a map to show the interconnectedness of countries and the foods they produce.
- Research activities to extend the learning begun with the debate related to conditions in Ghana and Canadian partnership programs that are in place there.
- Guest speakers with current information/videos/slides/artefacts may be available. Visit [www.chf-partners.ca](http://www.chf-partners.ca) and click on the teacher icon. Order your own video *Nalogu: Everyone Lends a Hand* which describes Nalogu, a village in Northern Ghana. Presentations on Ghana available in some Canadian cities.
- Learning Stations, as available, for background information: library books, pictures from Ghana and Canada (agriculture, natural resources, flags, etc.), musical tapes/CDs of Ghanaian and Canadian music and internet sites for computer research.



Whose Decision is it Anyway?

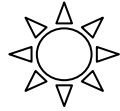
Ghanaian

Elders

North

American

“Experts”



## Whose Decision is it Anyway?

### BLM 2.2

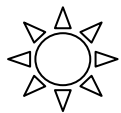
#### **Group A: Elders Value the Environment**

The farmers in a village in Ghana have been farming the same way for many generations. They farm corn, groundnuts, soybeans and cocoa beans. They know that it is good to have different kinds of crops because the plants give back nutrients to the earth. There is a large chocolate company from North America that wants the farmers to grow only cocoa beans. Some of the younger farmers think they will make more money if they sell to the big company. Some of the older farmers think it is not a good idea because it is not as good for the land and they will not have the groundnuts, soybeans and corn for their families' meals.

The people from the North American chocolate company want the farmers to grow cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it for a lot of money as chocolate in Canada and the United States.

The elders are the people in the community who are wise and understand the needs of their people. There is going to be a debate in the community. You, the elders of the community, need to convince the "judges" that:

1. Growing corn, soybeans and groundnuts as food for the community, as well as cocoa, is very important for their nutrition. Also, if many crops are produced, they can be sold locally to buy items to meet the needs of the families in the community.
2. The soil will not be as healthy if only one crop is grown on the farms (this is called monoculture).
3. The farmers will not be able to make their own decisions if the North American company is the boss.
4. The soil will become polluted because the North American company wants them to use chemical fertilizers to grow the cocoa.
5. Money is not the only thing that matters.

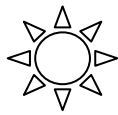
**Group B: North American Chocolate Company Representatives**

The people from the North American chocolate company want the farmers from a village in Ghana to grow the cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it as chocolate for a lot of money to stores in Canada and the United States.

The farmers in the village in Ghana have been farming the same way for many generations. They farm corn, groundnuts, soybeans and cocoa. They know that it is good to have different kinds of crops because the plants give back nutrients to the earth. There is a large chocolate company from North America that wants the farmers to grow only cocoa. Some of the younger farmers think they will make more money if they sell to the big company. Some of the older farmers think it is not a good idea because it is not as good for the land and they will not have the groundnuts and corn for their families' meals.

The people from the North American chocolate company have come to a village in Ghana to try to convince the farmers to only grow cocoa on their farms. There is going to be a debate in the community. You need to convince the "judges" who make the decisions, that:

1. The farmers will make more money growing only cocoa instead of soybeans, corn and groundnuts.
2. The company will give the farmers fertilizers to make the cocoa grow faster.
3. The farmers will not have to make all the decisions if the North American company tells them what to do.
4. The farmers will not have to take the cocoa to the local market to sell because trucks will come into the village to transport the cocoa to North America.
5. They can use the money they earn to buy food at the market.



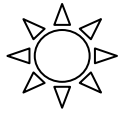
### **Group C: Elders Value the Environment**

The farmers in a village in Ghana have been farming on small farms for many generations. They farm corn, groundnuts, coffee and cocoa. They know that the trees in the forests around their farms take up a lot of space. They also know that the trees help to hold the soil from erosion, and help to keep the moisture in the earth. There is a large chocolate company from North America that wants to cut down the forest to make more farming land to grow cocoa. Some of the younger farmers think they will make more money if they grow more cocoa to sell to the big chocolate company. Some of the older farmers think it is not a good idea because it is not very good for the land. They are afraid that, after a few years, the soil will be eroded and the farmland will not be good enough to grow any more crops.

The people from the North American chocolate company want the farmers to grow cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the company to buy from the farmers, and they will be able to sell it for a lot of money to the stores in Canada and the United States.

The elders are the people in the community who are wise and understand the needs of their people. There is going to be a debate in the community. You, the elders of the community, need to convince the "judges" that:

1. The trees have helped the soil from being eroded by the wind and the rain and has ensured that the fertile soil produces crops for food and income for their families.
2. The trees help hold moisture in the earth, even when there is not much rain.
3. After a few years, the farms will not even be able to grow the cocoa crops.
4. The North American chocolate company is more concerned with making lots of money than preserving the land, farms and local incomes in Ghana.
5. Money is not the only thing that matters.



## Whose Decision is it Anyway?

BLM 2.5

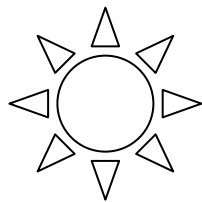
### **Group D: North American Chocolate Company Representatives**

The people from a North American chocolate company want to cut down the trees near some cocoa farms in Ghana so the Ghanaian farmers can grow more cocoa for the people who eat chocolate in Canada and the United States. They know the cocoa will be cheap for the chocolate company to buy from the farmers, and they will be able to sell it as chocolate for a lot of money to the stores in Canada and the United States.

The farmers in a village in Ghana have been farming on small farms for many generations. They farm corn, groundnuts, soybeans and cocoa. They know that the trees in the forests around their farms take up a lot of space. They also know that the trees help to hold the soil from erosion, and help to keep the moisture in the earth. Some of the younger farmers think they will make more money if they grow more cocoa to sell to the big chocolate company. Some of the older farmers think it is not a good idea because it is not very good for the land. They are afraid that, after a few years, the soil will be eroded and the farm land will not be good enough to grow any more crops.

You represent some people from a North American chocolate company who has come to Ghana to try to convince the farmers to cut down the forest around their farms, and grow more cocoa that the company can buy and sell. There is going to be a debate in the community. You need to convince the “judges” that:

1. By cutting the trees, there will be more land available to grow cocoa on.
2. The trees can be sold for lumber and firewood.
3. The farmers can use fertilizers if the soil loses its nutrients.
4. Other farmers can grow the corn, groundnuts and coffee so these farmers can grow the cocoa.
5. The farmers will earn more money if they grow cocoa than if they grow corn and groundnuts.



BLM 2.6

# Whose Decision is it Anyway?

Name: \_\_\_\_\_

## Ghana — On the World Market

Using the internet or other reference materials, conduct research on Ghana to find out its role as a world trading partner. Complete research about Ghana on the following topics.

1. Natural Resources

2. Agriculture

3. Industry/Manufactured Goods

4. Cultural Resources (Religion, Languages, etc.)

5. Type of Government:

6. Economy:

7. Major trading partners:

8. Imports:

Possible websites for information:

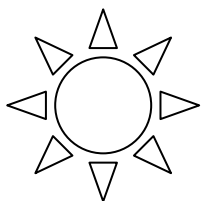
[www.cia.gov](http://www.cia.gov) (click on World Factbook)

[www.ghana.gov.gh](http://www.ghana.gov.gh)

[www.infoplease.com/ipa/A0107584.html](http://www.infoplease.com/ipa/A0107584.html)

[www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)



**BLM 2.7**

# Whose Decision is it Anyway?

Name: \_\_\_\_\_

## Canada — On the World Market

Using the internet or other reference materials, conduct research on Canada to find out its role as a world trading partner. Complete research about Canada on the following topics.

1. Natural Resources

2. Agriculture

3. Industry/Manufactured Goods

4. Cultural Resources (Religion, Languages, etc.)

5. Type of Government

6. Economy

7. Major trading partners:

8. Imports:

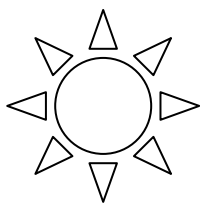
Possible websites for information:

[www.infoplease.com/ipa/A0107386.html](http://www.infoplease.com/ipa/A0107386.html)

[www.cia.gov](http://www.cia.gov) (click on World Factbook)

[www.elections.ca](http://www.elections.ca)

[http://news.bbc.co.uk/1/hi/world/americas/country\\_profiles/1198865.stm](http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1198865.stm)



Qui décide en bout de ligne ?

Les aînés  
ghanéens

Les  
« experts »  
nord-  
américains

# Qui décide en bout de ligne ?

BLM 2.2

## Groupe A : Les Aînés attachent beaucoup d'importance à l'environnement

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent qu'il est bon d'avoir différentes sortes de cultures parce que les plants redonnent des nutriments à la terre. Il y a une grande entreprise nord-américaine qui voudrait que les agriculteurs ne cultivent que des fèves de cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre et qu'ils n'auront plus d'arachides, de fèves de soja, ni de maïs pour nourrir leurs familles.

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Dans une communauté, les aînés sont ceux qui sont les plus sages et qui comprennent les besoins de leur peuple. Il y aura un débat dans la communauté. Vous, les aînés de la communauté, devez convaincre les « juges » que :

1. Pour nourrir la communauté, il est important de planter du maïs, des fèves de soja et des arachides, mais aussi du cacao. De plus, si la récolte est vraiment importante, elle peut être vendue localement pour permettre d'acheter des articles en fonction des besoins des familles au sein de la communauté.
2. La terre va s'appauvrir si on cultive toujours la même chose dans les fermes (cela s'appelle la monoculture).
3. Les agriculteurs ne pourront plus prendre leurs propres décisions si c'est la grosse entreprise nord-américaine qui décide.
4. La terre sera polluée à cause des engrais chimiques que l'entreprise nord-américaine souhaite utiliser pour faire pousser du cacao.
5. Il n'y pas que l'argent qui compte.



# Qui décide en bout de ligne ?

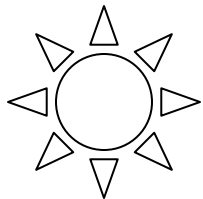
## Groupe B : Les représentants d'une entreprise de chocolat de l'Amérique du Nord

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent qu'il est bon d'avoir différentes sortes de cultures parce que les plants redonnent des nutriments à la terre. Il y a une grande entreprise nord-américaine qui voudrait que les agriculteurs ne cultivent que des fèves de cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre et qu'ils n'auront plus d'arachides, de fèves de soja, ni de maïs pour nourrir leurs familles.

Le fabricant de chocolat nord-américain est venu dans un village ghanéen pour essayer de convaincre les agriculteurs de ne faire pousser que du cacao dans leurs fermes. Il y aura un débat dans la communauté. Vous devez convaincre les « juges » qui prennent les décisions que :

1. Les agriculteurs gagneront plus d'argent s'ils ne cultivent que du cacao et non plus des fèves de soja, du maïs ou des arachides.
2. Le fabricant de chocolat donnera de l'engrais aux agriculteurs pour faire pousser le cacao plus vite.
3. Les agriculteurs n'auront pas à prendre de décision si le fabricant de chocolat nord-américain leur dit quoi faire.
4. Les agriculteurs n'auront pas à vendre le cacao sur le marché local étant donné que des camions vont venir dans le village pour transporter le cacao vers l'Amérique du Nord.
5. Ils peuvent utiliser l'argent qu'ils gagnent pour acheter de la nourriture au marché.



# Qui décide en bout de ligne ? <sup>BI 2.4</sup>

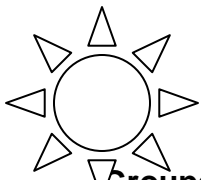
## Groupe C : Les Aînés attachent beaucoup d'importance à l'environnement

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent que les arbres dans les forêts autour de leurs fermes prennent beaucoup de place. Ils savent également que les arbres sont utiles pour empêcher l'érosion et conserver l'humidité dans la terre. Il y a un grand fabricant de chocolat nord-américain qui voudrait couper les arbres de la forêt afin d'augmenter la production du cacao. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre. Ils ont peur qu'après quelques années, la terre soit appauvrie et qu'elle ne soit plus bonne pour les cultures.

Le fabricant de chocolat nord-américain voudrait que les agriculteurs fassent pousser du cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Dans une communauté, les aînés sont ceux qui sont les plus sages et qui comprennent les besoins de leur peuple. Il y aura un débat dans la communauté. Vous, les aînés de la communauté, devez convaincre les « juges » que :

1. Les arbres sont utiles pour éviter l'érosion de la terre à cause du vent et de la pluie. Ils garantissent également que la terre fertile produise des récoltes pour nourrir et faire vivre la famille.
2. Les arbres sont utiles pour conserver l'humidité dans la terre, même lorsqu'il ne pleut pas beaucoup.
3. Après quelques années, les fermes ne pourront même plus cultiver du cacao.
4. Le fabricant de chocolat nord-américain s'intéresse plus à son profit qu'à la préservation de la terre, des fermes et des revenus locaux du Ghana.
5. L'argent n'est pas la seule chose qui compte.



# Qui décide en bout de ligne? BLD 2.5

## Groupe D : Les représentants d'une entreprise de chocolat de l'Amérique du Nord

Le fabricant de chocolat nord-américain voudrait couper les arbres près de certaines fermes de cacao au Ghana pour permettre aux agriculteurs ghanéens de faire pousser plus de cacao pour approvisionner le marché du chocolat au Canada et aux États-Unis. Il sait que ça lui reviendra moins cher d'acheter auprès des agriculteurs et qu'il pourra ensuite le vendre très cher sous la forme de chocolat au Canada et aux États-Unis.

Les agriculteurs d'un village du Ghana ont cultivé la terre de la même manière pendant de nombreuses générations. Ils cultivent du maïs, des arachides et des fèves de soja et de cacao. Ils savent que les arbres dans les forêts autour de leurs fermes prennent beaucoup de place. Ils savent également que les arbres sont utiles pour empêcher l'érosion et conserver l'humidité dans la terre. Certains agriculteurs parmi les jeunes pensent qu'ils gagneront plus d'argent s'ils vendent à la grosse entreprise. D'autres agriculteurs plus anciens pensent que ce n'est pas une bonne idée parce que ce n'est pas bon pour la terre. Ils ont peur qu'après quelques années, la terre soit appauvrie et qu'elle ne soit plus bonne pour les cultures.

Vous représentez les personnes qui travaillent pour le fabricant de chocolat nord-américain, venu au Ghana pour essayer de convaincre les agriculteurs de couper les arbres de la forêt afin de faire pousser plus de cacao que le fabricant de chocolat pourra acheter puis revendre. Il y aura un débat dans la communauté. Vous devez convaincre les « juges » que :

1. En coupant les arbres, on disposera de plus de terre pour cultiver du cacao.
2. Les arbres peuvent être vendus comme bois de charpente et de chauffage.
3. Les agriculteurs peuvent utiliser des engrais si la terre perd ses nutriments.
4. D'autres agriculteurs peuvent cultiver du maïs, des arachides et du café, donc les premiers peuvent continuer à faire du cacao.
5. Les agriculteurs gagneront plus d'argent s'ils cultivent du cacao que s'ils cultivent du maïs et des arachides.





5. Le type de gouvernement

6. L'économie

7. Les principaux partenaires commerciaux :

8. Les importations :

Sites Internet pour référence éventuelle :

[www.cia.gov](http://www.cia.gov) (World Factbook)

[www.ghana.gov.gh](http://www.ghana.gov.gh)

[www.infoplease.com/ipa/A0107584.html](http://www.infoplease.com/ipa/A0107584.html)

[www.oanda.com/convert/classic](http://www.oanda.com/convert/classic)



5. Le type de gouvernement

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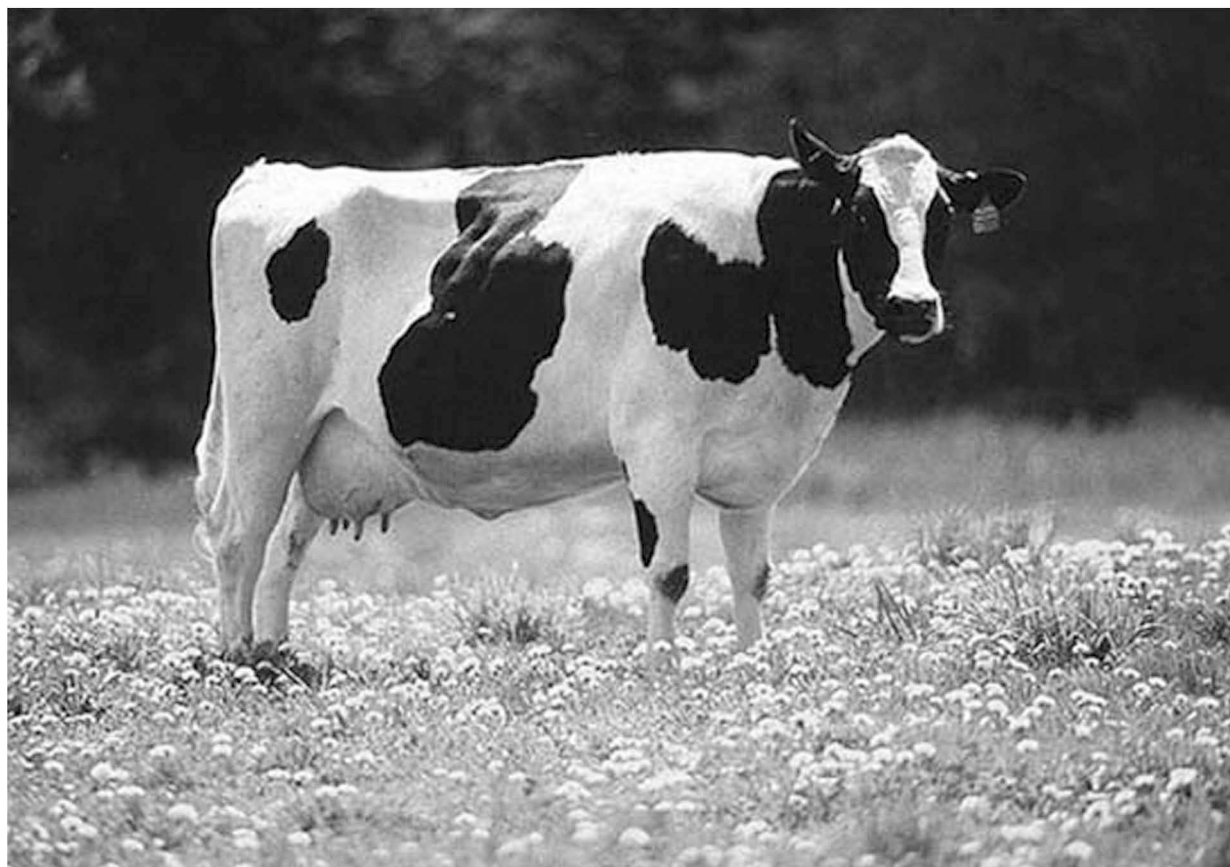
[www.elections.ca](http://www.elections.ca)

[http://news.bbc.co.uk/1/hi/world/americas/country\\_profiles/1198865.stm](http://news.bbc.co.uk/1/hi/world/americas/country_profiles/1198865.stm)













## 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.

### Whose Decision is it Anyway?

Student's Name: \_\_\_\_\_

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/ Understanding</b>	Demonstrates limited knowledge of content	Demonstrates some knowledge of content	Demonstrates considerable knowledge of content	Demonstrates thorough knowledge of content
<b>Thinking</b>	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
<b>Communication</b>	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
<b>Application</b>	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



## Keiskamma *Keiskamma Songbook: Aquarium*



DVD  
INCLUDED

# Keiskamma Songbook: *Aquarium*

CAMILLE SAINT-SAËNS ~ KEISKAMMA MUSIC ACADEMY



left to right: Sandisiwe Mtshonisi, Yolisa Gusha, Simamkele Maxontana, Nonzaliseko Gxamza, Wonke Mapuma, Nomaminga Mangwane, and Lwazi Mbete in front of the Keiskamma Music Academy on the Keiskamma River.

**Keiskamma Songbook:**  
*Aquarium*

“Let the water teem with living  
creatures, and let birds fly above the  
earth across the expanse of the sky.”  
(Genesis 1:20)

**Keiskamma Music Academy Founder and Director:** Helen Vosloo

**Book Conception:** Daniel Hutchinson

**Design:** Robert Hofmeyr

**Art Direction:** Carol Hofmeyr

**Embroidery Design:** Nokuphiwa Gedze

**Embroiderers:** Zukiswa Zita, Bandlakazi Nyongo, Nolusindiso Jakavula, Nomgcobo Nompunga, Noluntu Mavela, Xoliswa Mavela, Nokutula Mvapantsi, Nonzuzo Tinta, Zoleka Tinta, Nolungile Ndonga and Nomfumene Tobi

**Photography:** Robert Hofmeyr, Daniel Hutchinson and Senja Barthel

**Bird Descriptions and Cover text:** Annette Woudstra

**Other text:** Daniel Hutchinson

**The Creation Altarpiece:** Keiskamma Art Project, 2007

**Aquarium Composed by:** Camille Saint-Saëns

**Arrangement and Bird Calls:** Keiskamma Music Academy

**Choreography inspired by:** Vuyisile "Gaba" Funda

**Notation:** Senja Barthel

**Transcription:** Daniel Hutchinson

**Bird Drawings:** Senja Barthel, Janna Regenauer, children from Keiskamma Music Academy and AIDS Treatment Programme

**We thank all the past music teachers who have had an influence on our development:**

Helen Vosloo, Oliviera Nicolic, Linda de Villiers, Eva Schäfflein, Meike Engebrecht, Christine Geldenhuys, Leslie Stork, Mpumelelo Nuyshman, Dean Flanagan, Daniel Hutchinson and Senja Barthel

Thanks to Mr. Marhambane, headmaster of Hamburg Primary School and Ms. Ncumane, headmistress of St. Charles Sojola High School in Hamburg for the use of teaching facilities.

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Front and back cover detail from the Creation Altarpiece. Copyright © 2010 The Keiskamma Trust.

*Dedicated to the members of the Keiskamma Music Academy class of 2010*



*Panel from the Creation Altarpiece*

Lukhanyiso Cuka	Luzuko Mtalana
Nomvume Dick	Lihle Mtshonisi
Thabo Duze	Nqophisa Mtshonisi
Yolisa Gusha	Sandisiwe Mtshonisi
Nonzaliseko Gxamsa	Siphelo Mvaphantsi
Sibongiseni Gxamsa	Aviwe Nkani
Siyamthanda Jakavula	Simnikiwe Nkani
Nokuthula Makubalo	Yonela Nompunga
Sithembiso Makubalo	Zimkitha Nompunga
Mzukhona Mangwane	Qhama Nongce
Nomaminga Mangwane	Kolwane Nopongwani
Thulethu Mangwane	Thandikhaya Nopongwani
Lwandile Mapuma	Nolusindiso Nxadi
Wonke Mapuma	Mkhululi Peter
Simamkele Maxontana	Sinazo Rasi
Siphelele Maxontana	Olwethu Solwandle
Lwazi Mbete	Hlumelo Zondani



## About the Keiskamma Music Academy



The Keiskamma Music Academy is situated in the village of Hamburg in the Eastern Cape and is a programme of the Keiskamma Trust.

The children receive lessons in recorder, where we utilise soprano, alto, tenor, bass (and contra bass) recorders. Apart from this we have started playing some indigenous South African instruments, like the uhadi bow and marimba .

### ***Introduction to this arrangement of the Saint-Saëns: Aquarium from Carnival of the Animals***

The Keiskamma Creation Altarpiece was unveiled at the National Arts Festival in Grahamstown in 2007. The Music Academy was still very young at that time but we thought it would be lovely if we could add to the occasion of the Altarpiece's unveiling with music. We decided on a very simple tonal arrangement of the *Aquarium* (from *Carnival of the Animals*) by Saint-Saëns which we called "fisheez". We added bird calls as a middle section during which the children created calls of various birds using extensive techniques on their recorders.

The idea of performing the Saint-Saëns came as a way of adding to the Creation Altarpiece's message of celebrating the beauty of the Keiskamma community's habitat; as something tangible to help us as a community to be aware of our surroundings, and to appreciate the beauty around us.

It is our hope that this book may awaken an awareness in the reader for the beauty of the sounds in their community too.

For more information, please visit [www.keiskamma.org/music](http://www.keiskamma.org/music)

Helen Vosloo



Detail from the Creation Altarpiece

## Notes on how to play the score

The theme is to be repeated at liberty, taking care to connect the notes in a smooth legato line resembling the idea of fish swimming smoothly in water.

The phrase must not be broken by unnecessary breathing, especially not in the course of the crotchet beats; therefore do not interrupt the phrase between bar six and seven with a breath. The final note, a low E, is only played once, when the theme is ended and the ensemble sits down to commence the bird calls.

## Notes on how to play the bird calls

Notes used are semi-quavers, quavers, crotchets and minims but note values are approximate and tempo is variable between calls and at the player's discretion.

The place of the note heads corresponds approximately to the pitches. If the call is generated with closed and open head joint then the low pitch (closed) is indicated by the note below the line and the high one (open) by the note above it.

Glissando (slides between pitches) is indicated as lines between the note heads. Play for the duration of the first note.

Repeats are at player's liberty (if it follows a rest: repeat after a pause of indeterminate length, if no rest: repeat with no pauses in between).

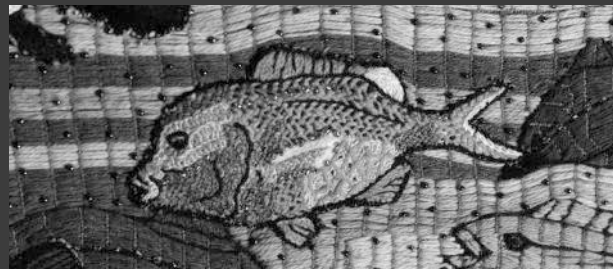
The articulation is printed under the notation and flutter tongue is indicated by "flut" over the notes.

## How to use this book

This book is ideal for use in the classroom. Besides the music, it is also possible to use this book as an inspiration to learn more about the natural environment through art and movement. The following three steps are to guide the use of this book in a recorder class.

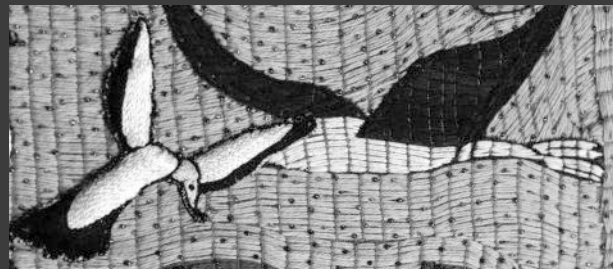
### 1 The Score - p8

Learn the score from memory. It may be played with the soprano part only or in any combination of parts. Listen to a recording of the original full orchestral version.



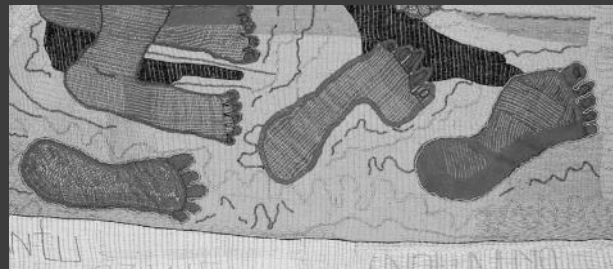
### 2 The Bird Calls - p12

Experiment with making bird calls and invent your own! Listen to birds in your environment.



### 3 The Steps - p38

Add the choreography, first practise stepping in time and then walking the piece through. Now get ready to perform!



# 1. The Score - Aquarium

Camille Saint-Saens  
adapted by the Keiskamma Music Academy

$\text{♩} = 100$

Soprano Recorder

Alto Recorder

Tenor Recorder

Bass Recorder

The musical score is presented on four staves, each labeled with its instrument: Soprano Recorder, Alto Recorder, Tenor Recorder, and Bass Recorder. The tempo is marked as  $\text{♩} = 100$ . The score is divided into four measures by vertical bar lines. The Soprano Recorder part begins with a quarter rest, followed by quarter notes G4, A4, B4, C5, and a dotted quarter note B4. The Alto Recorder part begins with a quarter rest, followed by quarter notes G4, A4, B4, C5, and a dotted quarter note B4. The Tenor Recorder part begins with a quarter rest, followed by quarter notes G4, A4, B4, C5, and a dotted quarter note B4. The Bass Recorder part begins with a quarter rest, followed by quarter notes G2, A2, B2, C3, and a dotted quarter note B2.



5 8

sitting down

The image shows a musical score for a piece titled "Hamburg and the Keiskamma River mouth". The score is written on four staves. The first staff is in treble clef and contains the melody, starting with a treble clef and a key signature of one sharp (F#). The second staff is also in treble clef and contains a harmonic accompaniment. The third staff is in treble clef and contains a second harmonic accompaniment. The fourth staff is in bass clef and contains a bass line. The score is divided into measures by vertical bar lines. The first measure is marked with a "5" and an "8" above the staff. The second measure is marked with an "8" above the staff. The third measure is marked with an "8" above the staff. The fourth measure is marked with an "8" above the staff. The fifth measure is marked with an "8" above the staff. The sixth measure is marked with an "8" above the staff. The seventh measure is marked with an "8" above the staff. The eighth measure is marked with an "8" above the staff. The ninth measure is marked with an "8" above the staff. The tenth measure is marked with an "8" above the staff. The eleventh measure is marked with an "8" above the staff. The twelfth measure is marked with an "8" above the staff. The thirteenth measure is marked with an "8" above the staff. The fourteenth measure is marked with an "8" above the staff. The fifteenth measure is marked with an "8" above the staff. The sixteenth measure is marked with an "8" above the staff. The seventeenth measure is marked with an "8" above the staff. The eighteenth measure is marked with an "8" above the staff. The nineteenth measure is marked with an "8" above the staff. The twentieth measure is marked with an "8" above the staff. The score ends with a double bar line and repeat dots. The text "sitting down" is written above the final measure.

Hamburg and the Keiskamma River mouth

## Camille Saint-Saëns



Camille Saint-Saëns was a famous French composer of the Romantic period who played the organ and the piano very skilfully and wrote wonderful orchestral and chamber music that was very popular during his lifetime. He was born in Paris on the 9th of October 1835 and died in Algiers on the 16th of December 1921. He composed his first piano piece just after his third birthday, and started performing the piano publicly when he was just eight years old! He had such natural talent that he once remarked, "I live in music like a fish in water" and on another occasion said that he could compose music as easily as "an apple tree produces apples". As a young boy, Camille was very interested in science, maths, astronomy and archaeology, and he would spend lots of time collecting fossils in the stone quarries close to his home. The piece *Aquarium* is a movement from a composition called "Le carnaval des animaux" (Carnival of the Animals) which Saint-Saëns wrote in 1886 (when he was 51 years old) but which was only published and performed after he died in 1922. The reason for this is because he considered it to be a "musical joke" and so he had only shared it with his friends while he was still alive. He is remembered as an excellent composer who shows the typical French qualities of lyricism, clarity of thought, and originality in orchestration.





Detail from the Creation Altarpiece



## 2. The Bird Calls



Pelican  
p14



Oystercatcher  
p16



Red-eyed Dove  
p18



Cape Turtle Dove  
p20



Nightjar  
p22



Dikkop  
p24



Barbet  
p26



Bokmakierie  
p28



Plover  
p30



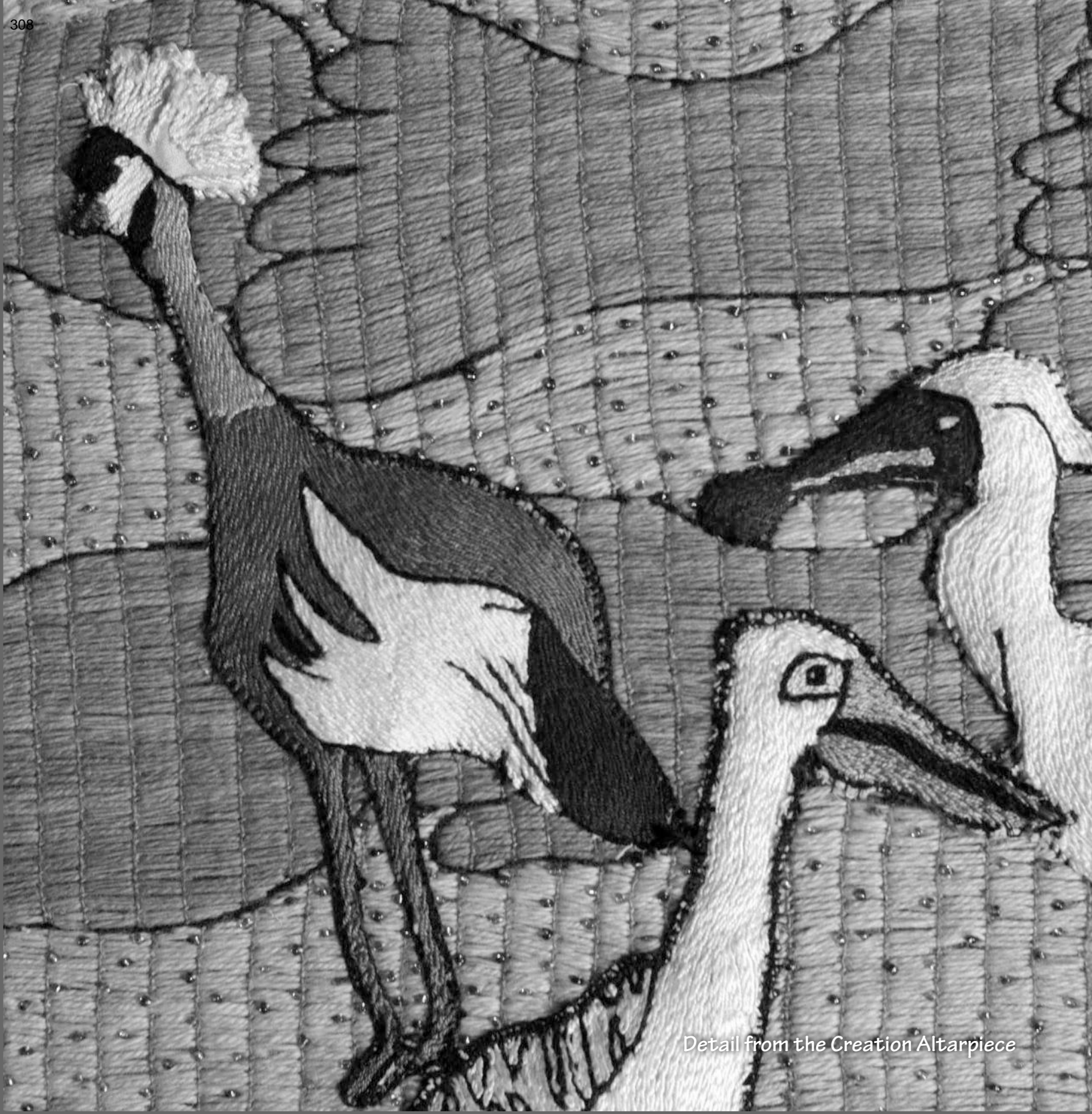
Hoopoe  
p32



Sunbird  
p34



Cape White-eye  
p36



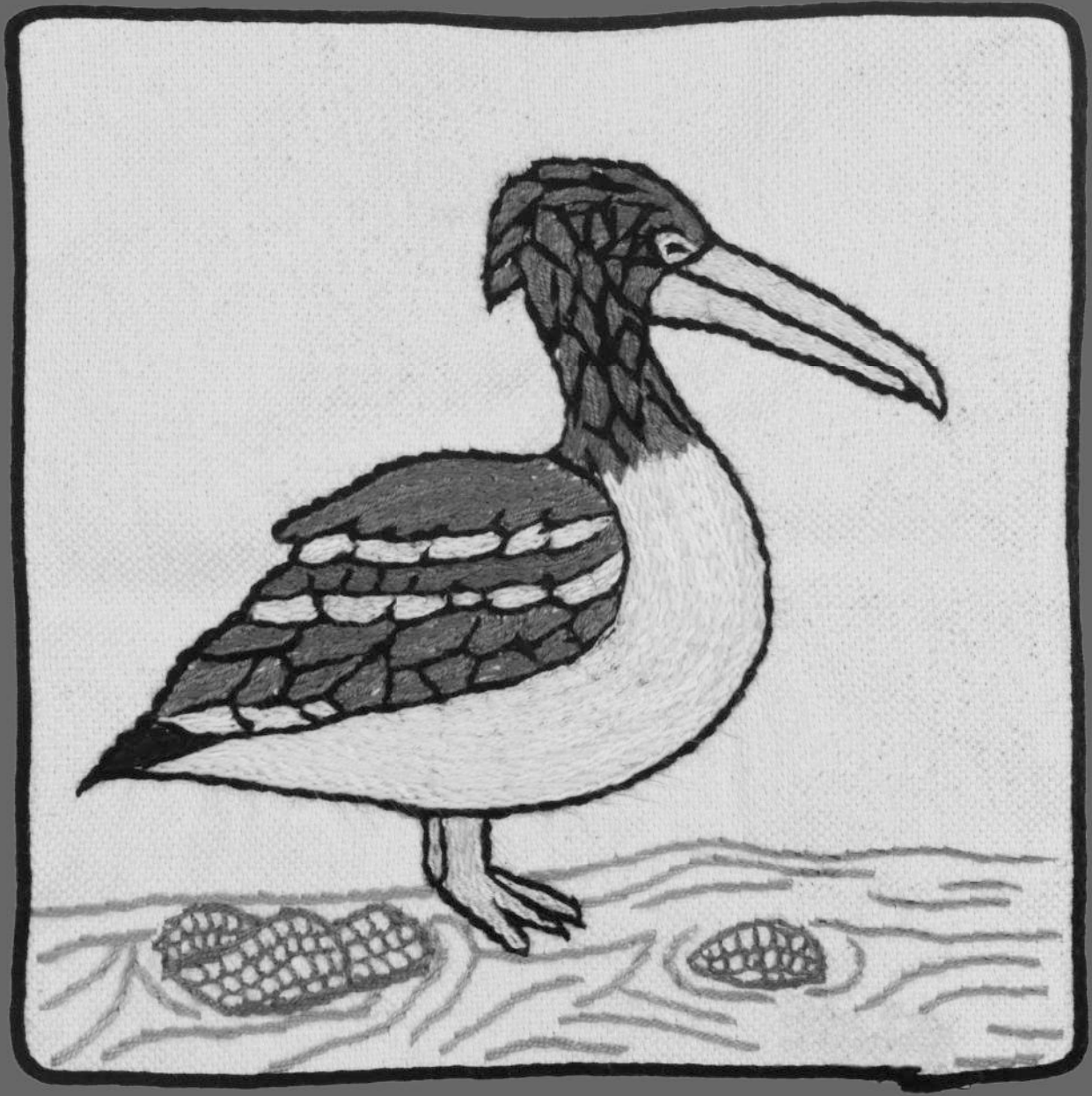
Detail from the Creation Altarpiece

## Great White Pelican - *Pelecanus onocrotalus* - Ingcwanguba

The Pelican is a silent bird despite its size. In this section of making bird calls it is very important to make use of silence as well as sound, and that is why we have started with the Pelican. As you sit in silence like the pelican, patiently listen to your surroundings and wait for your turn to make the calls of one or another of the other birds in this book (or one you've made up yourself). Also use the idea of the Pelican to rest when you make calls together with the whole group as sound and silence work together to make music.



These large birds live all over Africa, and also migrate to Asia and Europe. They live on lakes, rivers, and marshes where they fish. They breed on islands at sea. With their strong webbed feet, big bodies and distinctive pouches under their bills they are very easy to identify. A famous pelican lives alone by the Keiskamma River in Hamburg and attracts lots of visitors.



## African Black Oystercatcher - *Haematopus monquini*

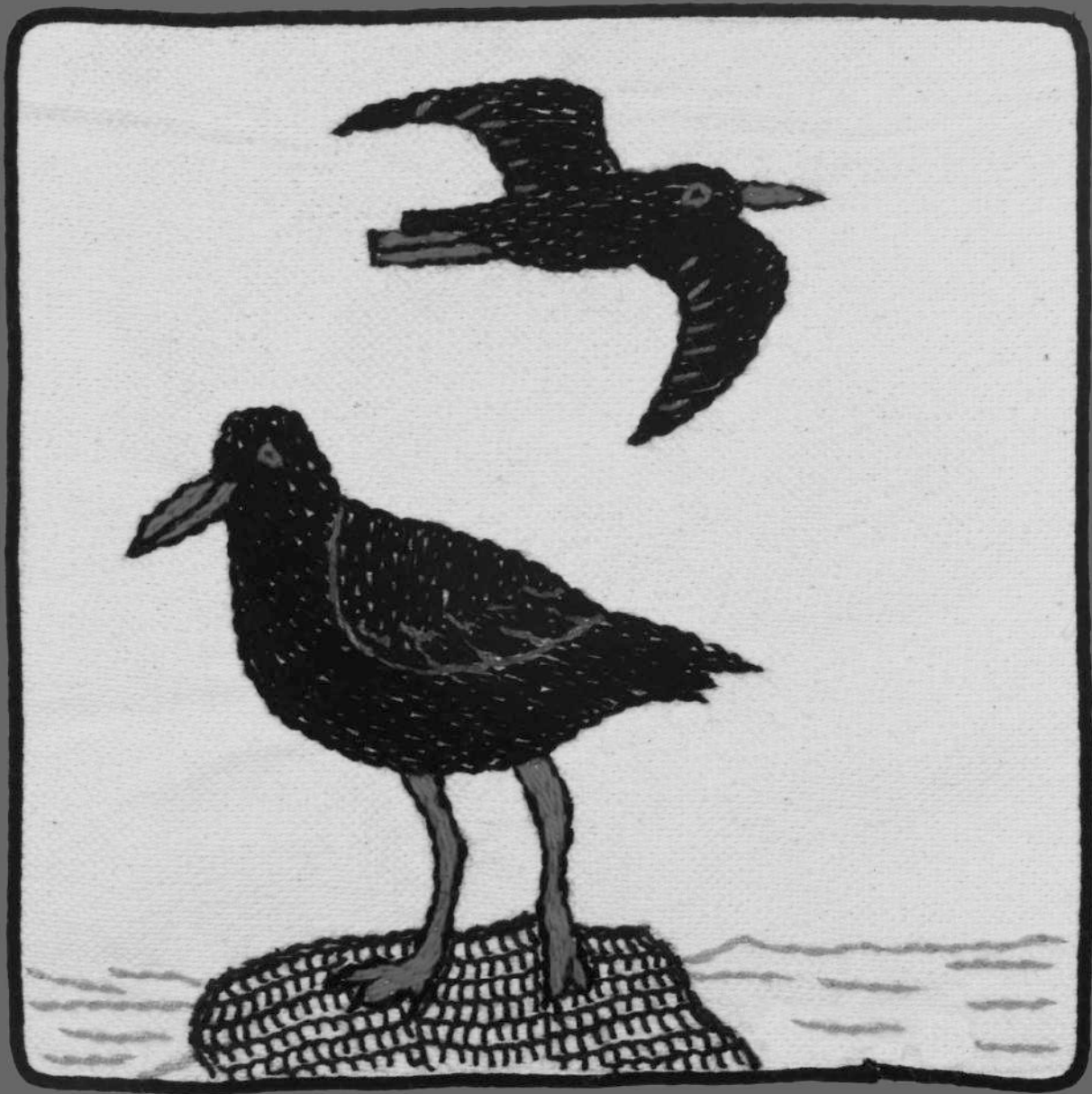
The Oystercatcher makes a high pitched, rather soft “cheep cheep” sound with a constant pulse. Don’t overdo it – remember this is an endangered bird that is only found on beaches without much human activity. As Oystercatchers are usually seen in pairs, two of you can play their calls simultaneously. Keep the pulse going, but put in short rests now and then. Experiment with different speeds and articulation.



dee doo dee doo dee doo dee doo

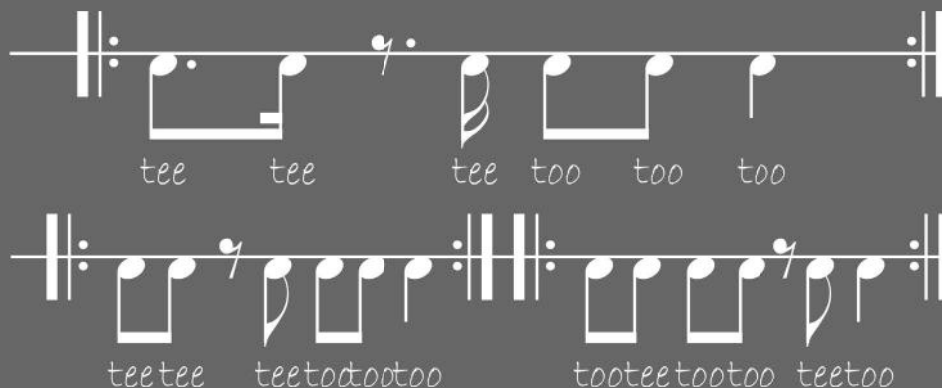


An oystercatcher is glossy-black with short red legs and a long red bill. They usually fish in pairs on the rocks and are very shy of company. Oystercatchers eat mussels and limpets and they lay their eggs in the sand which is why it is important that cars are not allowed to drive on the beach in Hamburg! Sometimes an oystercatcher lines its nest with broken shells. They have curious bright red and yellow eyes.



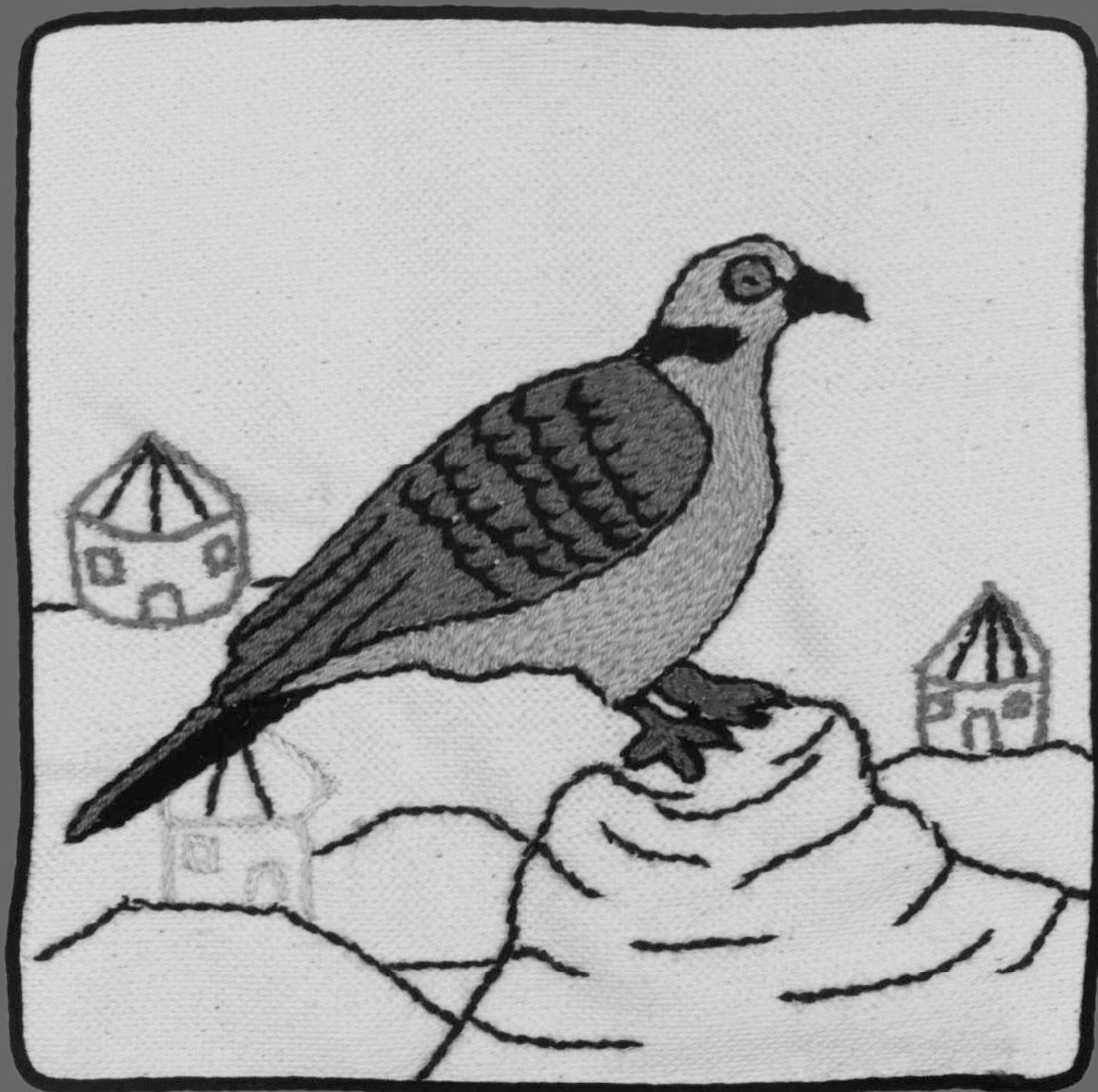
## Red-eyed Dove - *Streptopelia semitorquata* - Indlasidudu, Umakhulu

The Red-eyed Dove has a mellow call with a catchy rhythm. Be bold with this call, and repeat it without skipping a beat. It provides a very effective background pattern for all the bird calls in this book - a natural example of a “timeline rhythm”. It also has many varieties in nature, a few of which are shown below (the first being the most common).



This dove is larger than the turtle dove and has big red eyes. It likes to live in large trees and is a strong flier. People in Hamburg say that it sings ‘Makhulu pheki’sdudu, ngomso ndiyediphnini’... ‘Grandmother cook the porridge, tomorrow I am coming home.’ Many men in Hamburg used to work on the mines far away and their families longed for their homecoming, and it sounds like this bird understood how they felt.

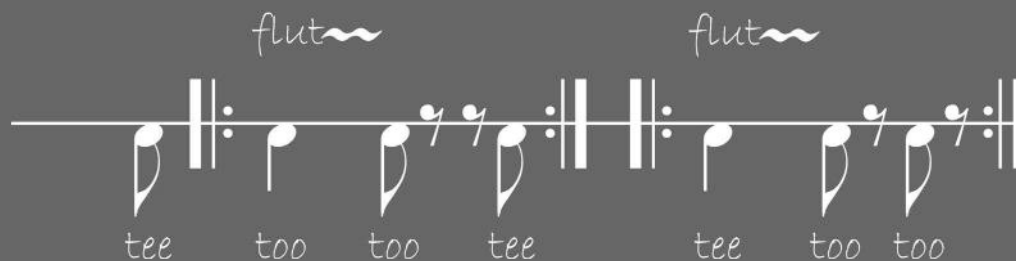




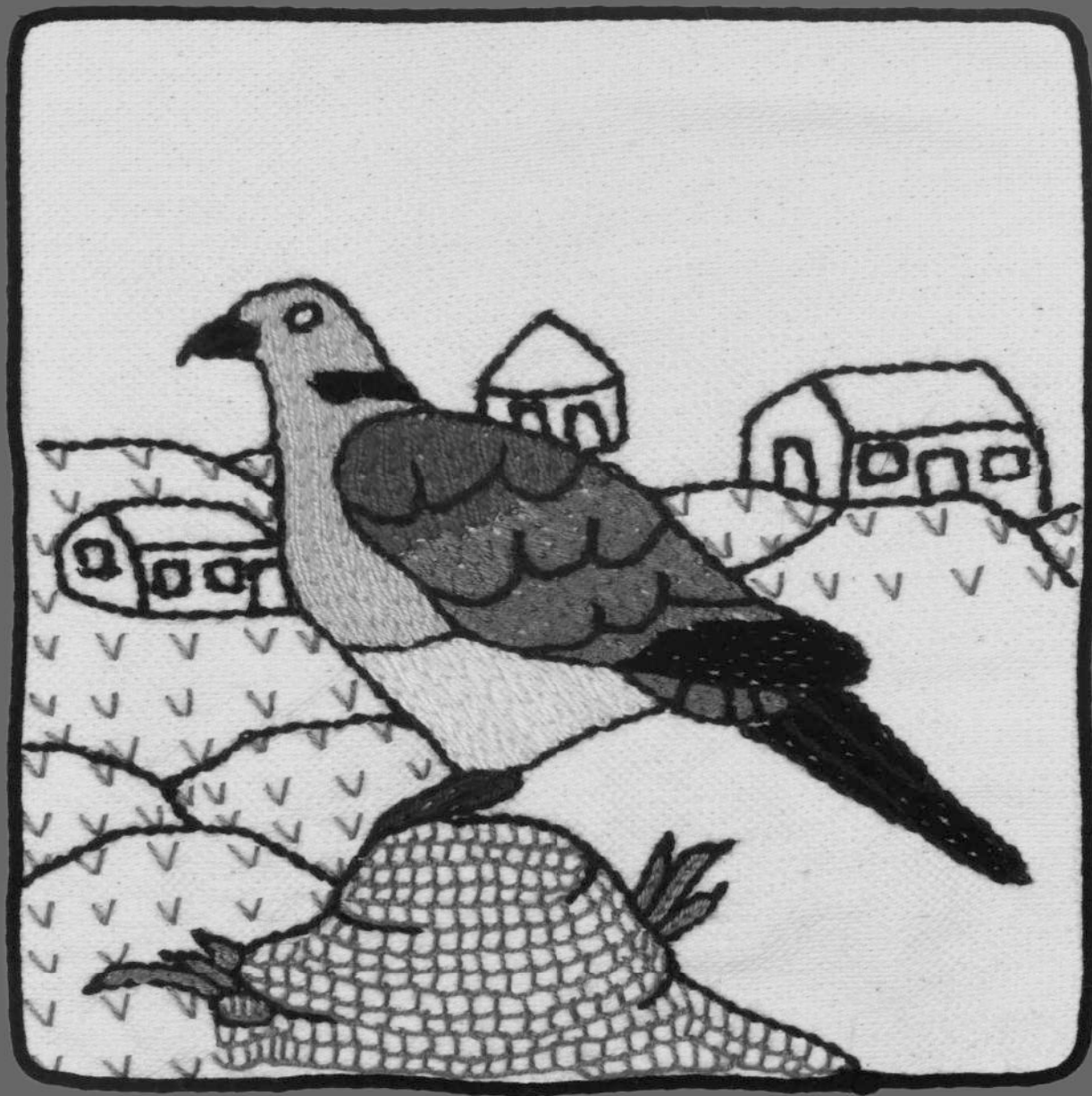


## Cape Turtle Dove - *Streptopelia capicola* - Ihobe

The Cape Turtle Dove makes a loud call that is very calming and rhythmic, another example of a “timeline rhythm” although it seldom repeats more than three times at once. There are two common variations (shown below), that differ only slightly from one another. What is very different about making this call is the use of flutter tonguing, to give the long note a raspy “rrrrrrr” sound.

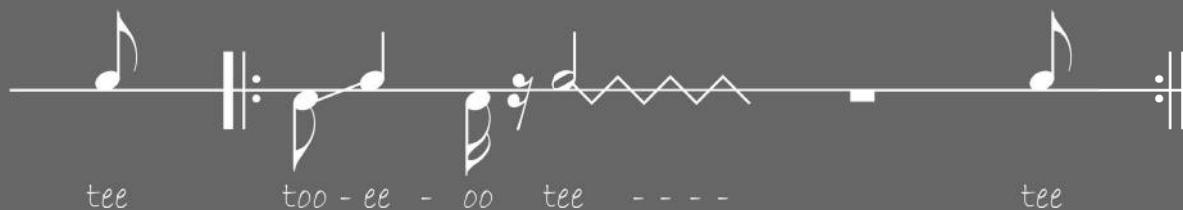


A turtle dove looks for seeds to eat all day and as it walks it bobs its head up and down. It has a black band on the back of its neck and purplish-red legs. It is not afraid of people and likes to live in gardens. A cape turtle dove sings and coos all day and night long.



## Fiery-necked Nightjar - *Caprimulgus pectoralis* - Udebese

The Fiery-necked Nightjar has a distinctive call with a glissando (slide) between the high pitches of the open head joint and the low pitch of the closed one. There is a fast trill at the end of the call made by fluttering your hand without totally closing the head joint. You may repeat the Nightjar's call a number of times, but always with a short rest in between. If you are in a group outside or in a large room, it can be effective to take turns making this call in a "call and response" or "question and answer" pattern at some distance apart.



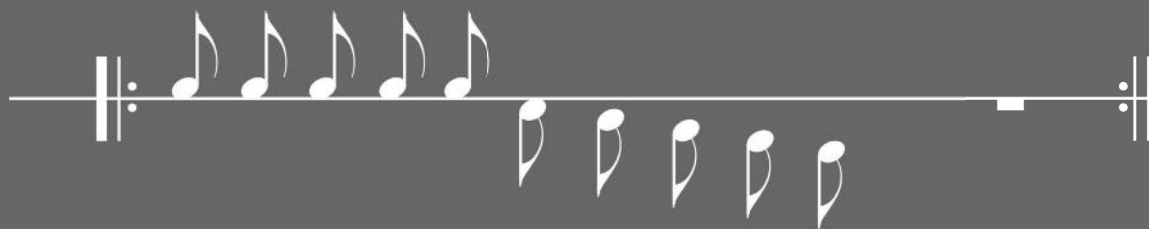
A nightjar has long wings and short legs and is hard to find in the daytime as it is so cleverly camouflaged in the trees. In Hamburg they say that the nightjar is an igqwirha (witch) and if you follow his singing at night you will get lost. A nightjar eats insects, beetles and spiders.



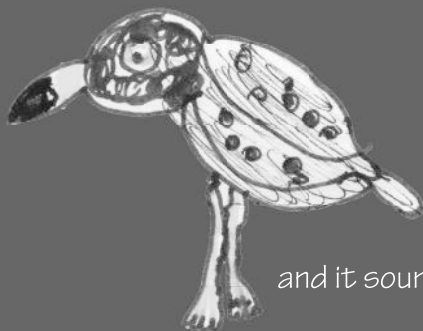


## Water Dikkop - *Burhinus capensis* - Ingqangqolo

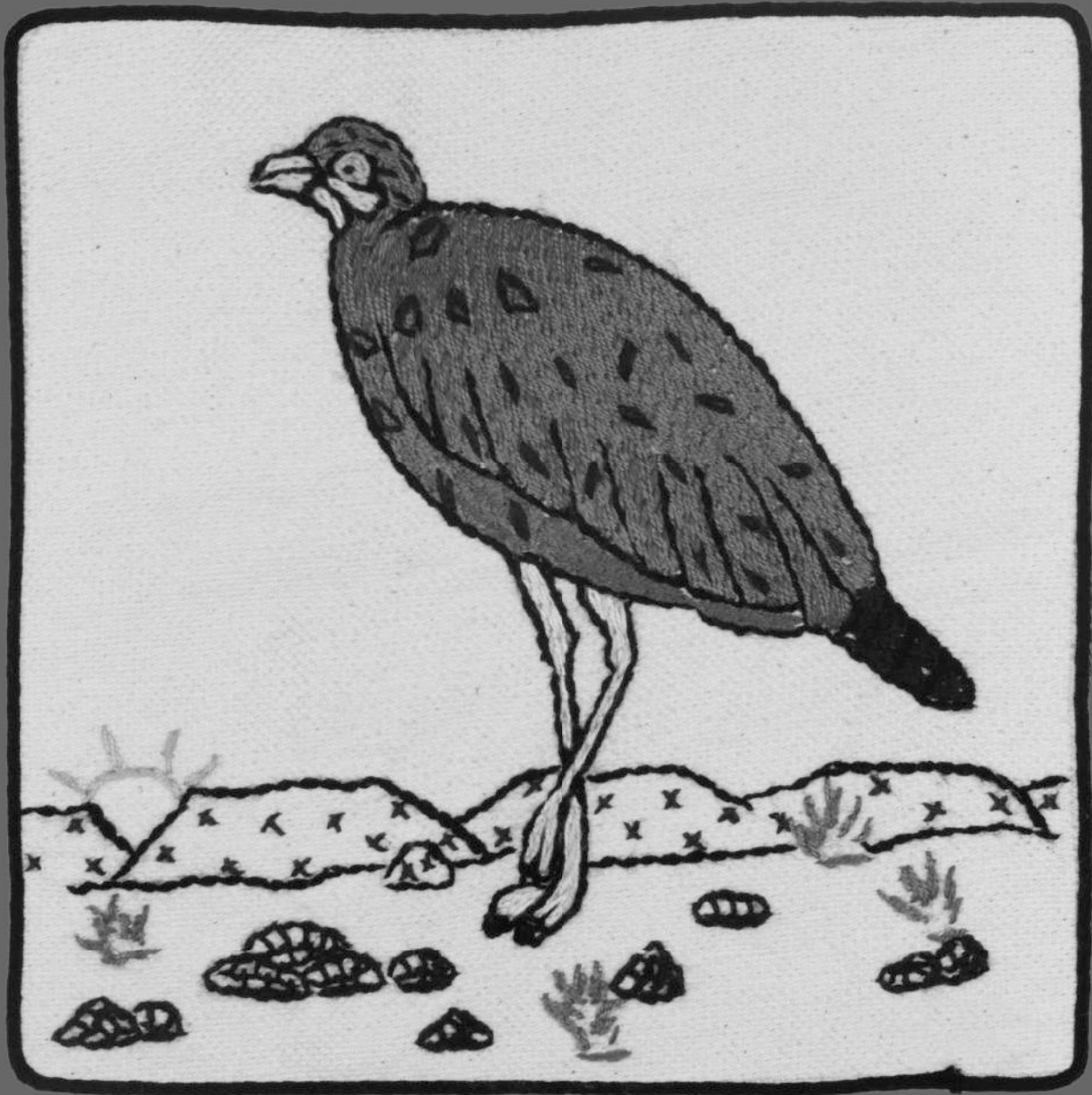
The Water Dikkop has a clear piercing call that is sometimes fast, sometimes slow. The number of notes in the call is not fixed but it always starts with a few repeated high notes before going down (descending).



dee dee dee dee dee doo doo doo doo doo


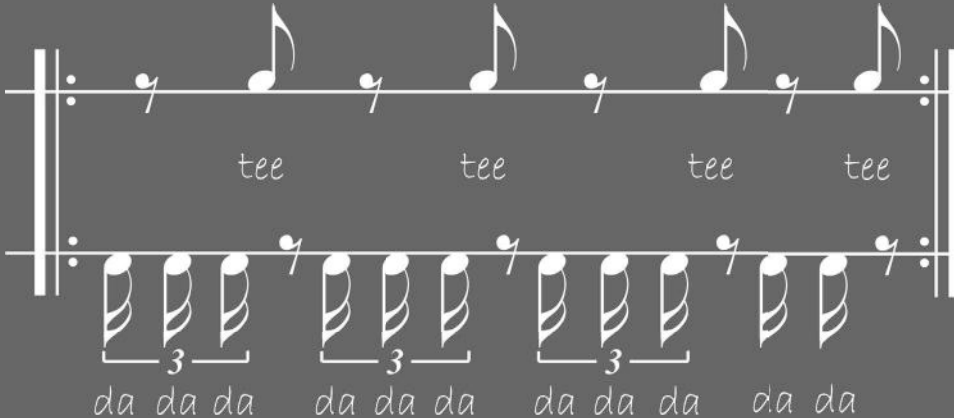


This bird has long yellow legs with thick knees. It hides in the day either in stones or in bushes, but is busy at night. It has a loud piping call often heard in the village at night or after it rains and it sounds sad. It likes to eat insects, grass seeds, and small crabs and shellfish.



## Black-Collared Barbet - *Lybius torquatus* - Isinayigogo

The Black-Collared Barbet makes this call with its partner. The call is a special kind of duet called a "hocket", where one melody is divided up into two (or more) parts. It is a difficult call to make on the recorder because it must be done with a partner and it is quite fast. You each have your own pitch and place in the rhythm, and the two pitches are found by shadowing the labium with the palm of the hand. The lower part varies between triplets and duplets, but the top part is always the same, and you only stop when you run out of breath! It works best on the tenor recorder.

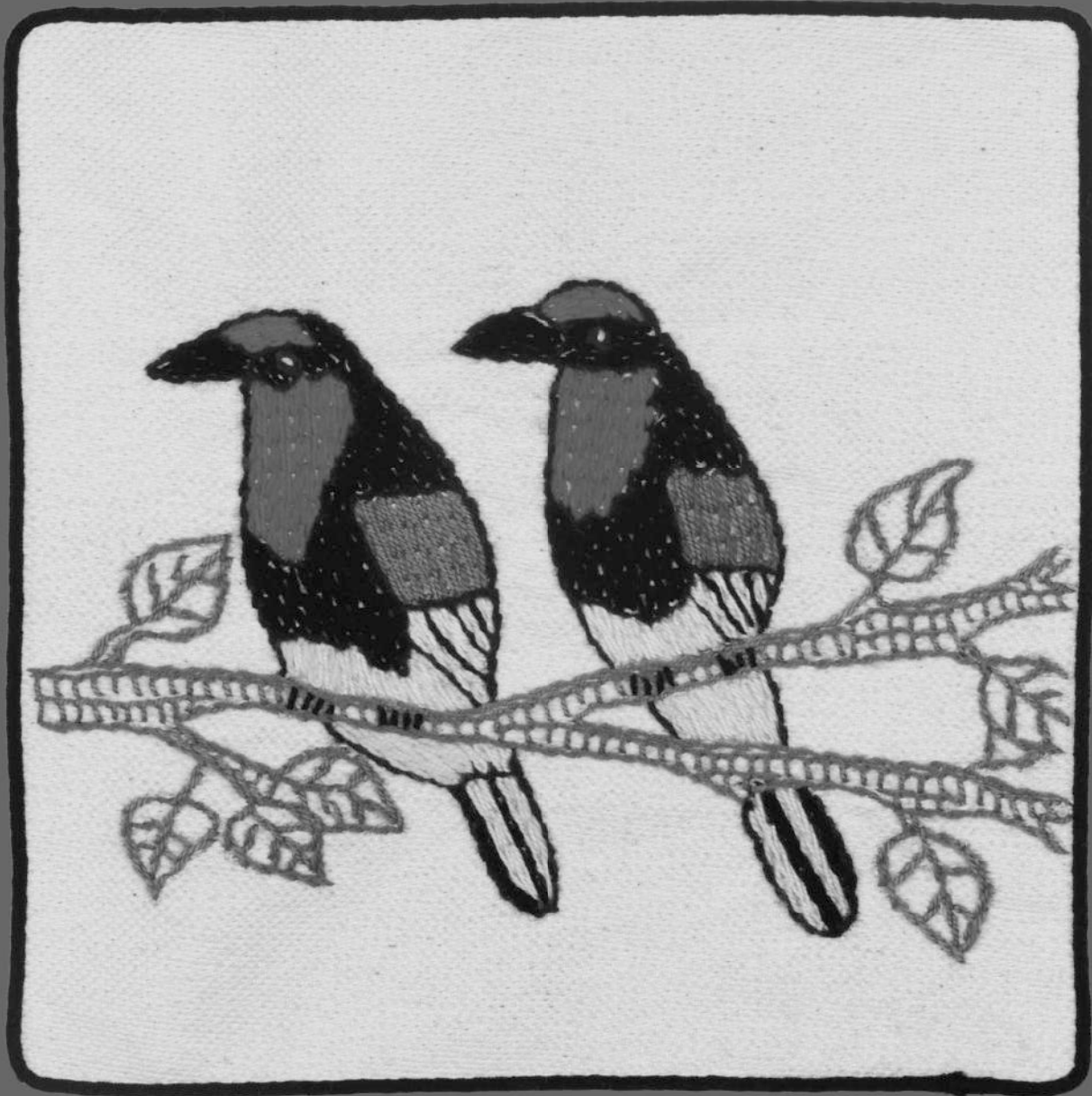



tee tee tee tee

da da da da da da da da da da



This barbet has a bright red face and throat and a black collar. It is friendly and common in Hamburg village. It likes to eat insects, fruit, termites and beetles. It makes its nest in dead tree trunks, and lays its eggs right on the bare wood.





## Bokmakierie - *Telephorus zeylonus* - i-Ngqwani

The Bokmakierie is a masterful composer. Bokmakieries like to sing and improvise in duets with a special technique called “phasing”, where the two parts of the duet overlap with each other in changing patterns, so you will need a partner for this call. Each of you will play your own patterns and change to new patterns when you choose to do so at different points. Four possible patterns are shown below. There is also place for occasional flutter tonguing in this call. To find the pitches of this call move your fingers around over the labium. It also will change the intensity.

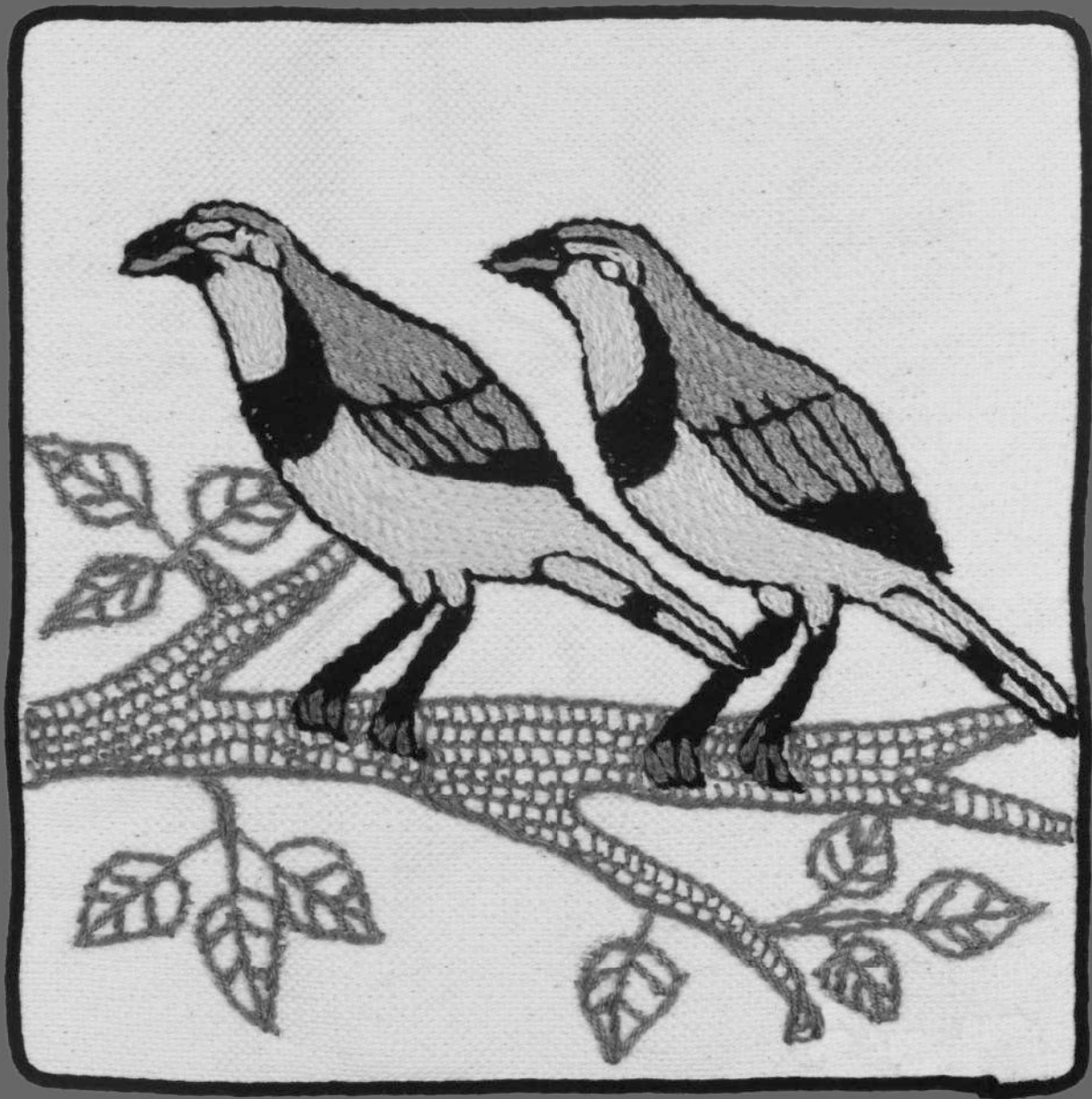


dee dee                      doo doo doo doo doo doo

dee-oo    dee-oo    dee-oo                      tee tee tee tee tee tee    doo



A proud and bold bird. Bright yellow on most of its body with a thick black bib. It likes to show off and sing where it can easily be spotted. It eats caterpillars, spiders, insects and small lizards and frogs. Its eggs are greenish blue with spots of reddish brown, but they hide their nests very well.

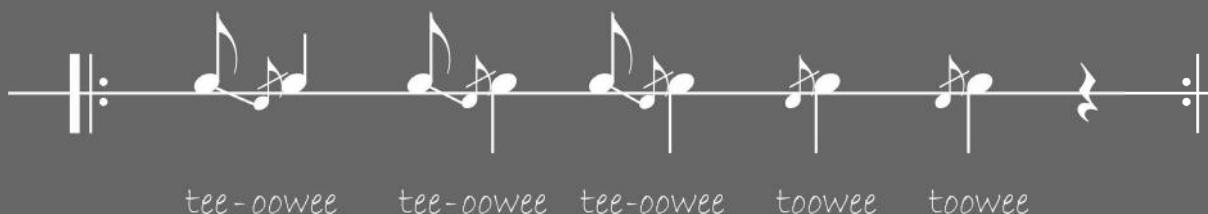


## Black-Winged Plover - *Vanellus melanopterus* - Igxiya

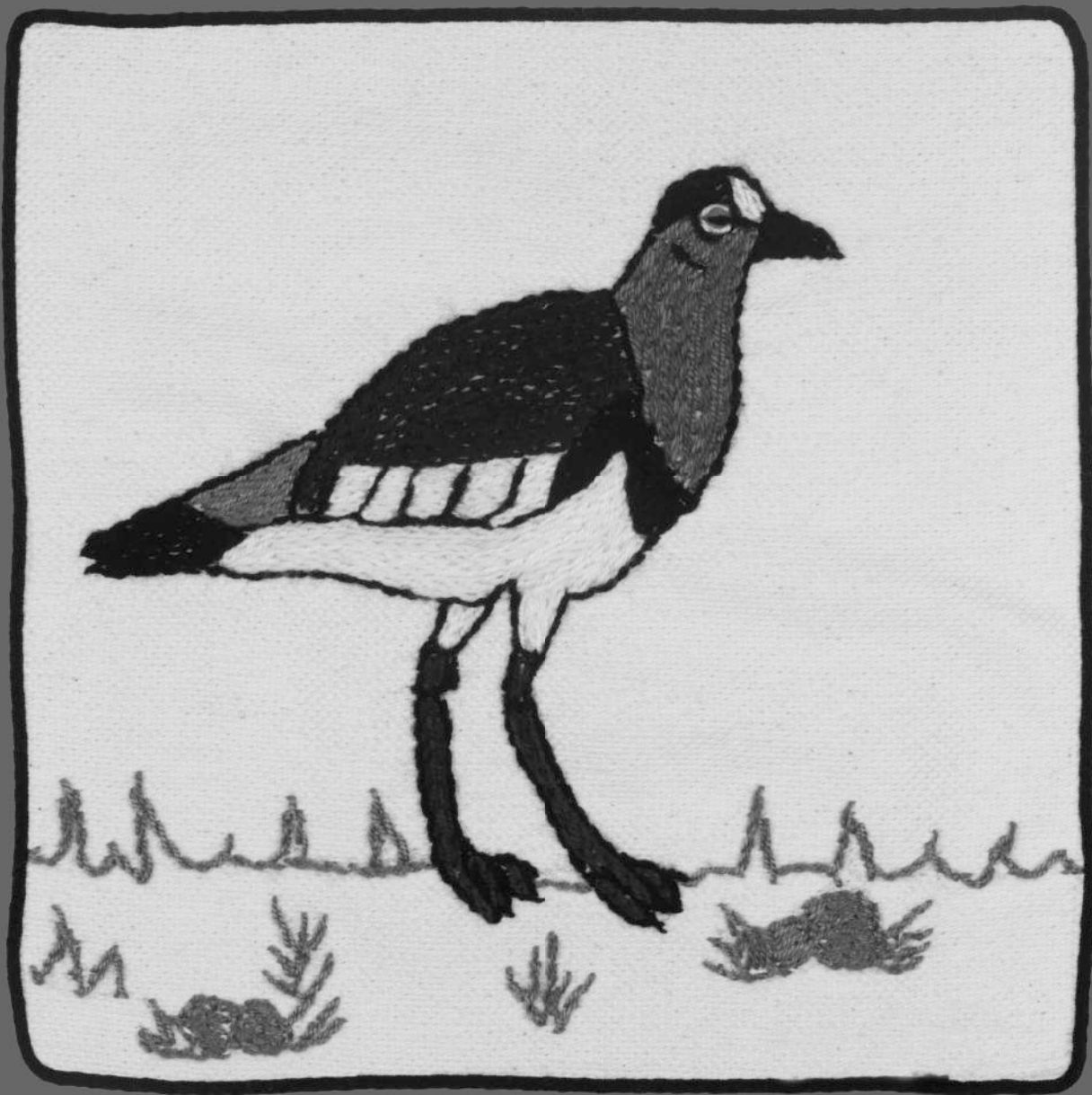
The Black-Winged Plover is a busy, noisy bird that is easily excited and is found in large groups with all the birds chatting away at once. So try making this call all at the same time in a group, but all in your own timing. Use silence in between for a sense of space. The call is made by stopping the head joint with quick movements of the palm of the hand where the short notes are written. The result sounds almost like drops of water and can build up into very interesting rhythmic patterns.



big

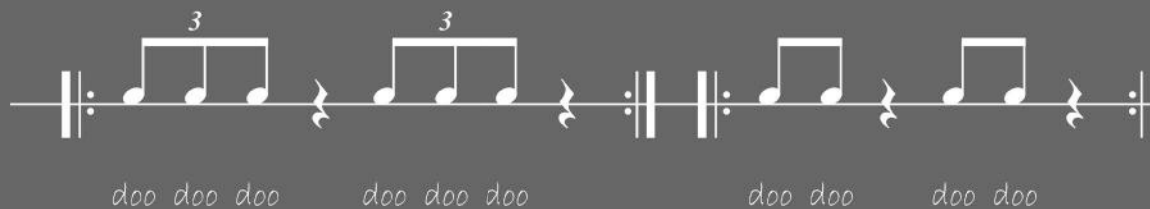


A shy bird but much loved in Hamburg, it is often walking around in the fields around Hamburg Primary school. It has a pale yellow eye with a red rim, and thick pink legs. It likes to eat beetles and flies and worms. It has a grey head with a thick black stripe and brown black-tipped wings.

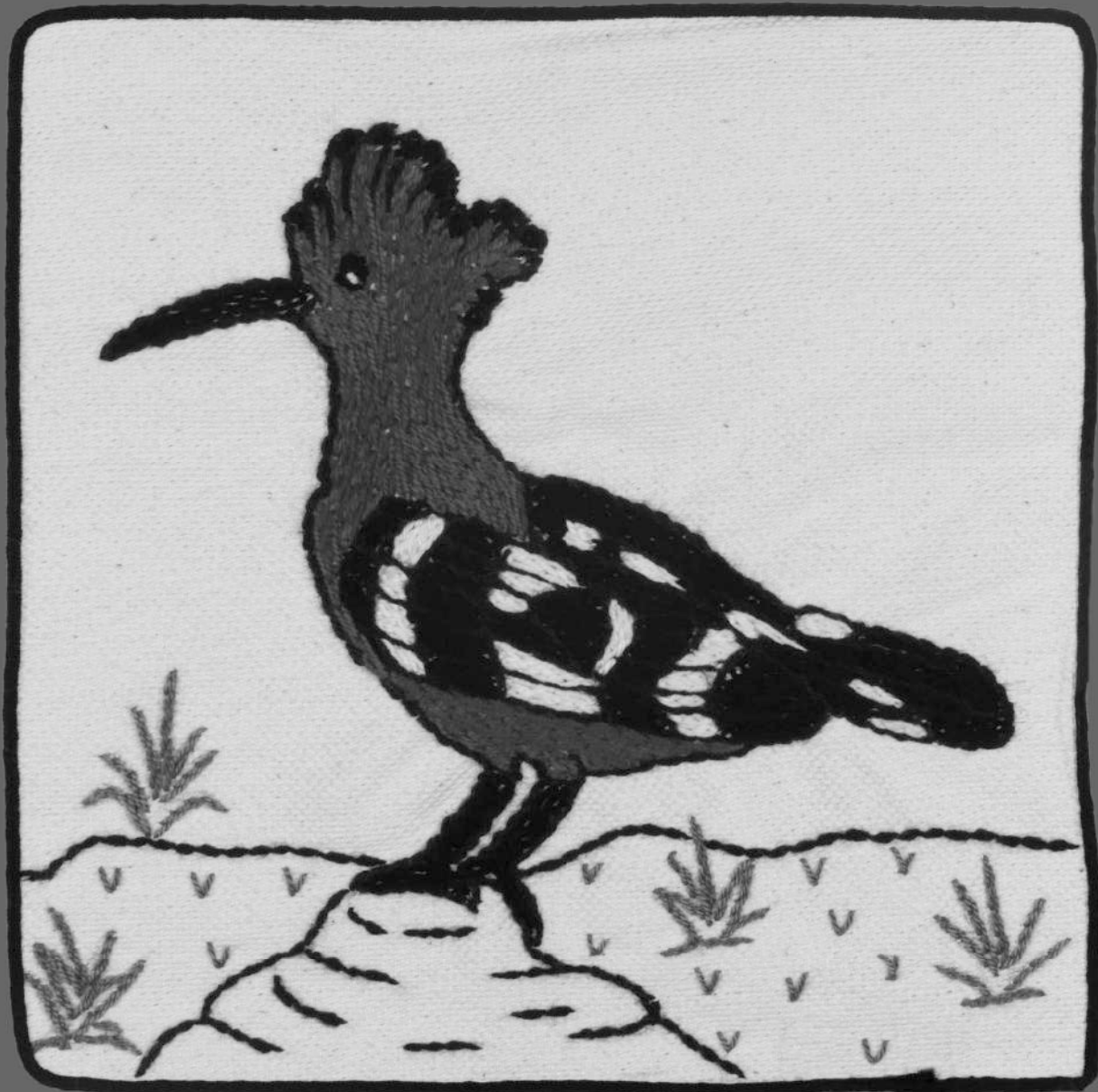


## African Hoopoe - *Upupa africana* - Intleki'Bafazi / Ubhoyi'bhoyi

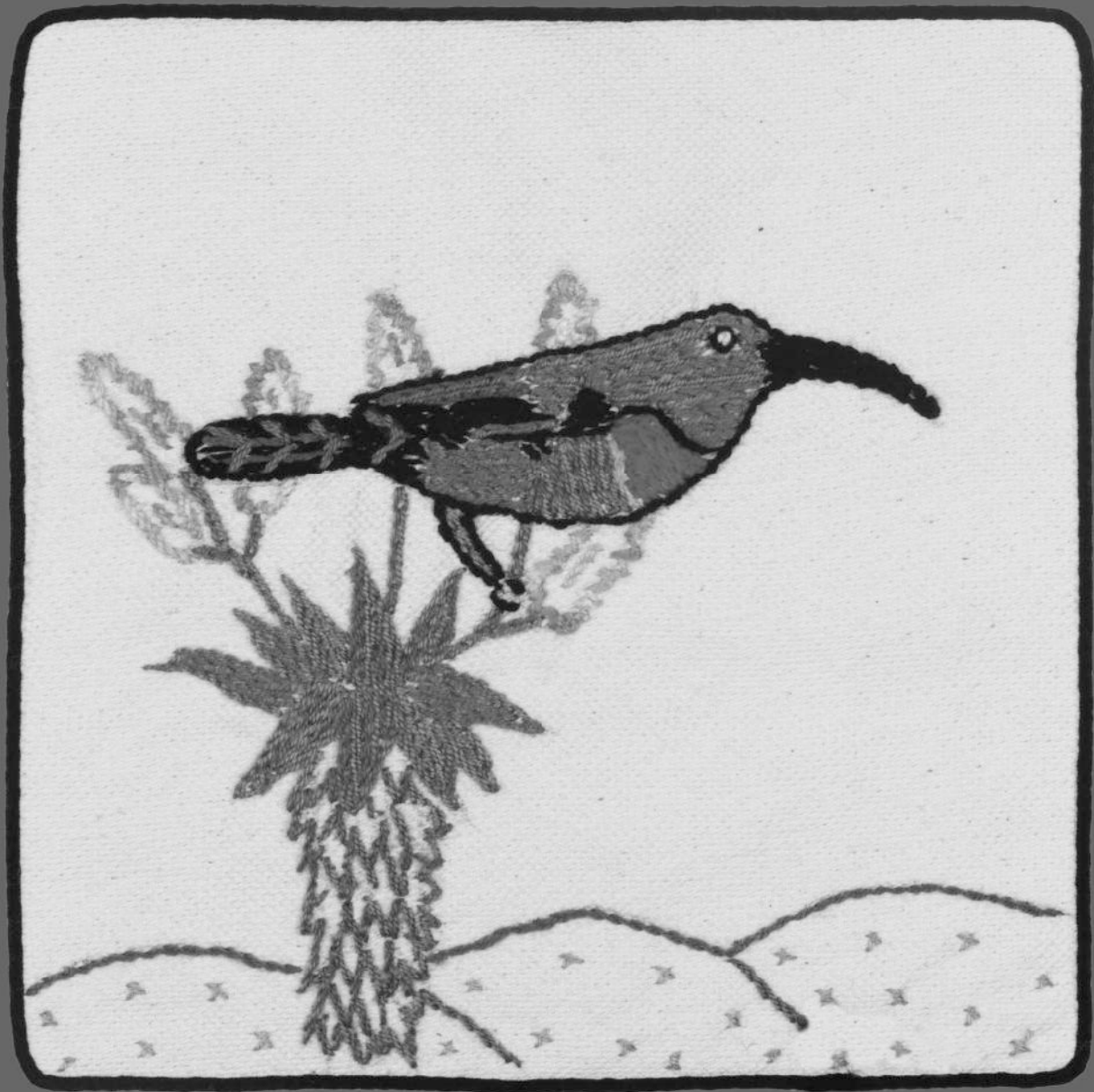
The Hoopoe has a simple, peaceful yet confident call of only a few notes. It sounds best on the tenor recorder with the head joint open (as below), but can also be made on the soprano recorder with the head joint held closed. It is a special call that should not be overused, and sounds best over silence. There are two rhythmic variations that can be combined in a pattern to create a string of repeated calls, but take care not to carry on for too long.



This bird you cannot mistake for another. It has a bright orange-brown head with a big black-tipped crest, a long pointed beak and black and white striped feathers on its back. They hop around the ground looking for insects to eat. Some people think when you see a hoopoe it is as good as seeing an angel.



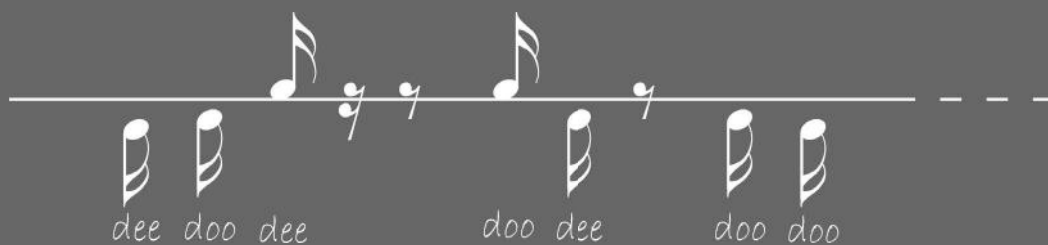




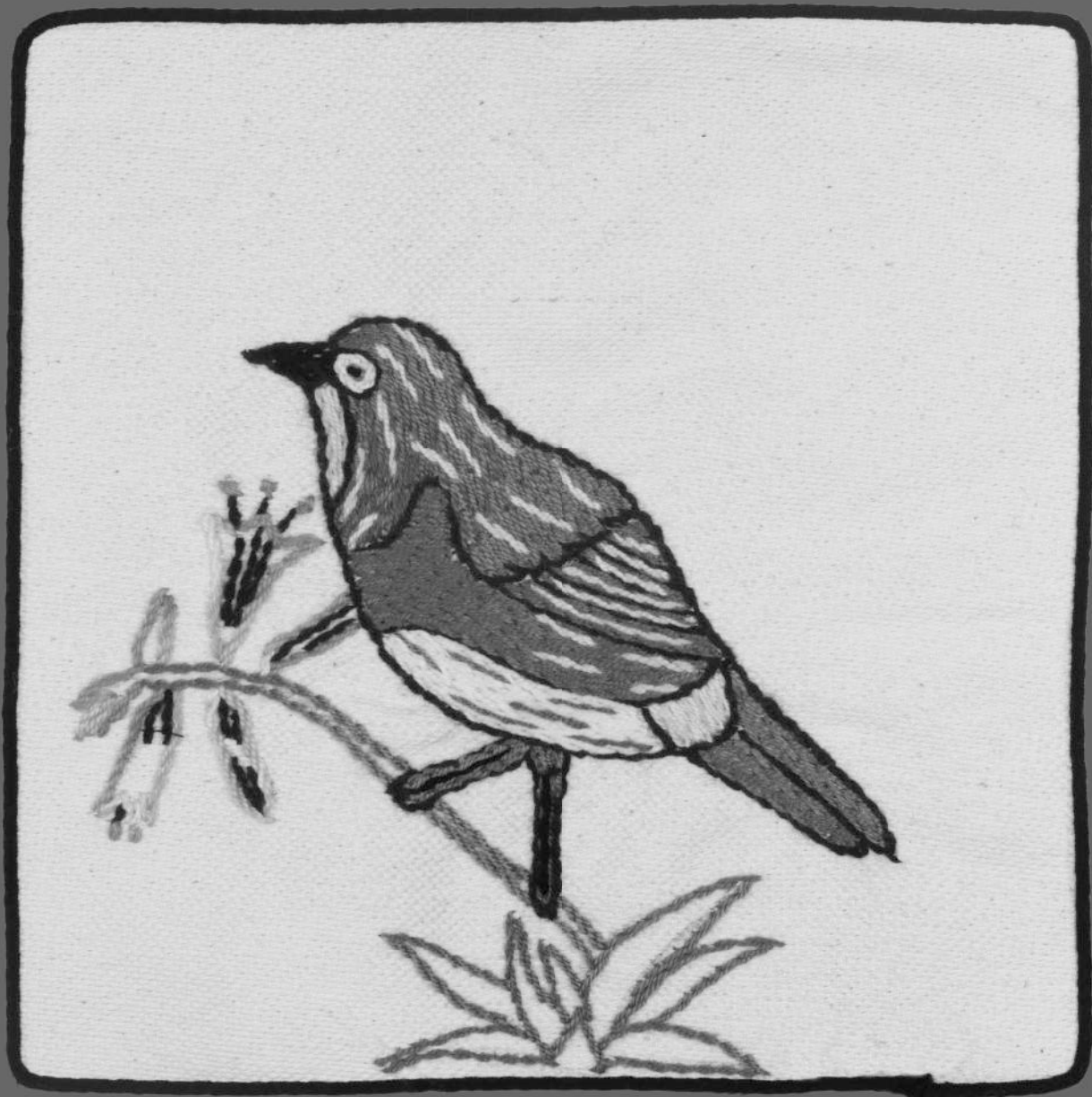


## Cape White-Eye - *Zosterops virens* - Intukwane

The Cape White-Eye is the softest and cutest bird of all in this book, and if you aren't paying attention you could easily miss seeing or hearing this bird completely. Experiment with different articulations. Make this call in pairs, and pretend that you are whispering secrets to one another that no one else is meant to hear...



This small yellow-green bird lives in trees and has tiny white feathers around its eyes. They eat insects and sometimes hang upside-down while snatching them from the air. They also like to eat soft fruit and flower buds. They call and sing to each other all of the time to keep in touch.



### 3. The Steps



Enter the performance space walking steadily in line and playing *Aquarium*, stepping on each crotchet beat. Start playing at some distance away to give the audience the impression of the music arriving gradually. The first step is the right foot striding forward, the second step brings the left foot together with the right; the third step is the left foot striding forward, and the fourth brings the right foot together with the left. Steps one and three are the strong forward steps and steps two and four are the places of repose. Do not try to walk in a straight line, rather let the steps make a gentle zigzag movement from right to left.



When you have entered the performance space, walk in a circle around the audience or around the stage, still stepping in time to the music and in the right/left pattern. As you walk in a circle, the right step moves inward, and the left step moves outward. If the circle takes you around the audience, stop one by one, at the end of every four bars, to form a large circle. Only stop playing *Aquarium* when the last person in line has reached their place to stop. If walking around the stage, form a tighter circle and stop all at once, at the end of a repeat. You should by now have repeated *Aquarium* many times.



### 3. Sitting

As the bass and tenor recorders play the final note after the repeat, everyone sits down quietly - no talking allowed. If you have made a circle around the audience, face inwards, and if you are on stage, face outwards. This is now the moment to start the bird calls. Each player makes a call on their own at first, before making the calls together - and remember to use lots of silence in between. Work out your own sound signals by using specific calls to indicate when to all stop for a silent pause, and when to all start again. Playing outdoors is fun especially when real birds join in - and if happen to be indoors, you may also be suprised by the sounds of real birds drifting in!



### 4. Leaving in a line

As the bird calls reach an end, the player at the front of the line stands up and starts to walk around the circle, in step and playing *Aquarium*. The players that are still sitting continue to make bird calls, mixing the bird calls now together with *Aquarium*. Each time the line passes someone sitting down, they stand up and join it, until everyone is back in line and the group then either leaves the performance space or make its way onto stage to take a bow! Make sure the ending is done very neatly if on stage, and if leaving make sure the last note is played some distance away, so that the audience get the impression of the music gradually fading away.

## Vuyisile “Gaba” Funda



The village of Hamburg, in the Eastern Cape of South Africa, is a fascinating place. It is exceptionally beautiful: the Keiskamma River opens into a wide estuary where hundreds of birds congregate, empty beaches stretch as far as one can see. But in contrast to this, unemployment, poverty and disease present many challenges to the community. Through all of this Vuyisile Funda runs. He runs past the general dealer, past the Umtha Welanga Treatment Centre caring for the sick, past the tavern and past the holiday houses of rich city dwellers which stand empty most of the year. Sometimes he runs down to the beach, arriving just before sunrise, and creates intricate patterns on the sides of the sand dunes. The patterns he creates are amazing to anyone who's up early enough to see them; his art fades away soon after dawn.



Vuyisile says that this pattern-making is unconscious, guided by God and that he runs on the dunes as a prayer for the world and to draw attention to its beauty. His clan name is “Gaba”, which in isiXhosa means “the prophet”. Many people in the village think he is mad (as people have thought of most prophets) but they are nonetheless impressed by him and refer to him as “our prophet”. He is featured in the Keiskamma Altarpiece, and he is also a talented musician. When he is not running, he is seldom seen without his guitar. The choreography of *Aquarium* was inspired by Gaba's unique art form and is a tribute to him.



Detail from the Keiskamma Altarpiece

## About The Creation Altarpiece

In the tradition of previous works by the Keiskamma Art Project, this piece is based on and inspired by an existing sixteenth-century “Lamb of God” Altarpiece by Jan Van Eyck. The Creation Altarpiece is modelled in structure and theme on this great work. However, the theme of resurrection and wonder for the natural world has been interpreted using local people, plants and wildlife from Hamburg in the Eastern Cape.

The Creation Altarpiece was first unveiled at the Grahamstown National Arts Festival in 2007. It has been on exhibition in St Francis Anglican Church in Johannesburg at the September Spring Fair in 2007, and as part of two fundraiser concerts for the Keiskamma Music Academy.

The Creation Altarpiece also inspired the Music Academy’s adaptation of the *Aquarium* from Saint-Saëns’ *Carnival of the Animals* in their own unique contribution to the celebration of the beauty of Hamburg’s birds and fishes.

The Altarpiece is part of the permanent collection of the Gallery at the University of South Africa main campus in Pretoria.







# Glossary

**aquarium** - a home for fish and other water animals made of glass.

**articulation** - the change of vowel shape in the mouth and the use of different syllables to change the sound made by the recorder.

**carnival** - a street party.

**chamber music** - music played by a small group of musicians as if having a conversation with each other.

**choreography** - the art of composing movement and dance steps.

**fossils** - the remains of animals and plants that lived in the past and have since turned to stone.

**head joint** - the top part of a recorder that can be removed to make bird calls.

**isiXhosa** - the language of the Xhosa people.

**Keiskamma River** - a South African river running from the Amathola mountains into the Indian Ocean at Hamburg.

**labium** - meaning "lip" in latin, the opening on the top of the head joint of the recorder where air passes against a hard edge to produce sound.

**timeline rhythm** - a repeated rhythmic pattern that gives a special feeling to a song and can make you want to dance (common in African music).

**trill** - a fast shake between two notes, one higher and the other lower in pitch.

## Sources

Le Carnaval des Animaux by Camille Saint-Saëns (MM Durand & Co 1922)

The New Grove Dictionary of Music and Musicians ed. Stanley Sadie (Oxford University Press 1980)

Newmans Birds of Southern Africa by Kenneth Newman (Struik Publishers 2002)

Roberts Birds of Southern Africa ed. Hockey, Dean and Ryan (The John Voelcker Bird Book Fund 2005)

Southern African Bird Calls by Len Gillard (1985)



Dune Art by Vuyisile 'Gaba' Funda

*Hope is the thing with feathers, as the poet Emily Dickinson wrote in her famous verse.*



And perhaps it is also a thing with slippery scales and fish fins, of strong women's hands expertly pulling needle and thread through cloth, and of musicians and children who work together to create sounds that celebrate all of these amazing things.

The Keiskamma Trust has worked in the rural villages around Hamburg, in South Africa's Eastern Cape, for nearly ten years. The Music Academy and the Art Project are both programmes of the Trust and here they have collaborated to bring you a sample of what they do best.

In this book music and embroidery and innovation combine to create a unique tapestry of sound and stitch that celebrates the natural beauty of this coastal village and the enthusiasm and talents of those who have been encouraged to develop new skills through the gift of passionate teachers.

Hope is, above all, what the Keiskamma Trust strives to restore and to foster, as it works with communities in this beautiful part of the world.



*It feels like you are drifting away to nature surrounded by the sounds that come out of their instruments. Through the creative use of the recorder they give new meaning to it. (CUE Review, 2010)*



a programme of the  
**Keiskamma Trust**

[www.keiskamma.org](http://www.keiskamma.org) | [music@keiskamma.org](mailto:music@keiskamma.org)



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Canadian Women for Women  
in Afghanistan  
*Understanding Human Rights  
in Afghanistan*





# Understanding Human Rights in Afghanistan

## *Canadian Students as Global Citizens*

### **TEACHERS' RESOURCE BOOKLET**

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*This Education Kit was produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA).*

*Cover artwork by Catherine Hamel*

## *Introduction*

“Understanding Human Rights in Afghanistan: *Canadian Students as Global Citizens*” is a resource kit for Canadian teachers to expand students’ understanding of human rights, particularly those of women and children in Afghanistan. This kit was developed by *Canadian Women for Women in Afghanistan (CW4WAfghan)* in partnership with International Development students from the University of Calgary and teachers from Grades 3 to 12; and was produced with the support of the Government of Canada through the Canadian International Development Agency (CIDA). *CW4WAfghan* is a volunteer solidarity network founded in 1996. Members from over ten chapters and affiliated groups across Canada are committed to raising awareness of the plight of women in Afghanistan.

Through the use of this resource, Canadian students will learn about their own basic human rights and the concept of universality of human rights. Using Afghanistan as a case study, they will examine how and why human rights need to be protected and see examples of what life is like when these rights are taken away. Students are then challenged to find ways in which they can assist oppressed people around the world in reclaiming those rights. They learn that even as individuals, their contributions can make a difference in a global environment.

The similarities between Afghan families and Canadian families are emphasized in order to help the students empathize with Afghan children and thus prompt them to want to contribute to a more secure, prosperous and equitable world for everyone. Students will learn that as a nation of peacemakers and peacekeepers, Canada plays an important role in the Global Village protecting and promoting human rights for all people worldwide.

The Teachers’ Resource kit comprises: this Resource Booklet which includes background information and resources; a Power Point presentation and script; interactive game cards and instructions; and lesson plans tied to provincial curricula.

## *Addressing the diverse needs of students and learning styles*

The diverse needs and learning styles of students are addressed by providing teachers with a selection of teaching tools through various media. Visual images form a large part of this resource, through the slide presentation and web site references. Discussion of issues provides a forum for using and developing verbal skills and independent thought processes. The game portion of the kit allows students to play-act the part of an Afghan person and express their feelings and reactions to various real-life situations. Lesson plans and book suggestions provide material for further exploration of the issues.

Suggestions for follow-up actions allow an opportunity for the students to take a leadership role in effecting change and to receive real feedback from their positive actions.



## *Description of Resource*

This teachers' resource kit consists of three main sections which can be used together or separately. Students will need some background knowledge to use the Interactive Game, but this can be acquired through resources other than the Presentation (eg. Deborah Ellis' book series "*The Breadwinner*"). All of the necessary materials can be downloaded from the web site [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca).

### **Section 1: Presentation**

The resource kit provides visual images through a PowerPoint presentation accompanied by a teacher's script (**Appendix A**). This portion introduces the concept of human rights and how they apply to all people. Life in Afghanistan before, during and after the rule of the Taliban regime is discussed. Women and children's human rights are highlighted and changes in accessibility to these rights can be discussed with the students. At the end of the script, suggested *Questions and Answers* are provided for further discussion. This *Resource Booklet* also gives a brief recent history of Afghanistan and information on some of the issues. Many more resources can be found on the internet and in print.

### **Section 2: Interactive Game**

This interactive game helps students identify with the plight of the Afghan people by allowing them to follow the lives of individuals through the pre- to post-Taliban time frame in Afghanistan. Character card preparation and instructions are provided in **Appendix B**.

Students work in groups of 2 or 3 and each group is assigned an Afghan character using a set of colour-coded *Character Cards*. Although the characters themselves are fictitious, their stories represent real situations that Afghan people have actually experienced. The colour coding represents four profile categories: 1) blue - urban affluent population, 2) green - urban middle-class, 3) yellow - rural middle-class, and 4) red - urban and rural poor. The number of cards in each colour set reflects approximate percentages of the actual Afghan population in each grouping. A *Human Rights Chart* listing basic human rights is also given out to each student group.

The students are then instructed to gather in various parts of the room according to the colours on their character cards. This offers them a visual impression of the size of each profile category.

The teacher and the class work together to fill out a human rights chart based on their own access to human rights. The children may then read the card labeled "1994", representing life in Afghanistan before the rule of the Taliban. They are asked to identify some of the basic human rights that are represented in the life of their character and to record them on the human rights chart. They then move on to the card labeled "1996" and then the card labeled "present" representing the time frames during and after the reign of the Taliban. Discussion about the changes in access to human rights experienced

by the characters is encouraged and teachers are provided with key points for further exploration of the characters and their situations in the *Character Analyses* provided in **Appendix C**.

### **Section 3: Activity and Resource Materials**

*Suggestions for concrete actions* that students can undertake either as individuals or as a group are provided in **Appendix D**. Resources in the form of printed materials, web addresses and suggested supplementary reading are also part of the kit.

*Lesson plans* have been designed for grades four and up (see **Appendix F**). These activities provide students and teachers with the opportunity to further explore the relevant issues with their class in the time frame available to them.

### *Curriculum Connections*

The project is linked to provincial curricula in the promotion of responsible citizenship. The desired learning outcomes are: the understanding of human rights as a universal goal; recognizing that the freedom to exercise human rights is different for Afghan people than it is for Canadians; and challenging Canadian students to actively participate as global citizens. A chart showing ties to the Alberta, British Columbia, Ontario and Quebec provincial curricula is provided in **Appendix E**. More detailed connections and updates to curricula will be available on our web site.

## *Background Situation in Afghanistan*

Afghanistan is a country of great beauty and rich history. The country, about the size of Saskatchewan is home to approximately 30 million people of various ethnic and tribal origins. The Afghan people are world-renowned for their hospitality, courage and deep faith. In the 1960's and earlier, Kabul, the capital was the Paris of Southeast Asia and the mountains and countryside were a trekker's paradise. Afghanistan's recent history however has been suffused with tragedy. Just as Afghan women were making progress on the path of emancipation and having their rights entrenched in the Afghan Constitution, the horrors of over 20 years of war began and sent the entire country back into the Stone Age.

In the 1960's women's rights were expanding. Women formed an important and integral part of Afghan society. Over 70% of teachers, 40% of doctors and 50% of government workers were women.

In the late 1970's a fledgling communist movement began to gain momentum and culminated in the invasion of Afghanistan by the Soviets in 1979. Opposition, supported by the United States, Iran and Pakistan, grew in the form of the Mujahideen or "soldiers of God". Civilians were caught in between these two forces, the Soviets endeavoring to eliminate opposition to their regime and the more extreme of the Mujahideen groups targeting women and the educated. Murder, rape, disappearances were common and could come from any front. The Soviets planted countless land mines throughout the country and destroyed entire villages in their endeavor to defeat the Mujahideen.

By 1989 however, the Soviets, bankrupted by the war and defeated by the tenacity of the Afghans, withdrew from Afghanistan. Unfortunately, the international community at the time did not acknowledge the huge amount of devastation and the political void left by the Soviets' departure, not to mention the large collection of arms they had supplied to the Mujahideen and the millions of land mines strewn across the country. In addition, because various factions had been supported by different sources outside the country, and were often pitted against each other for political gain, deep-seated hatred and fragmentation occurred within Afghanistan along tribal and ethnic lines. War was no longer confined to military personnel, but had spilled out into the population, deepening tensions and feelings of vengeance. Afghan civilians were left at the mercy these factions who fought against each other to gain power at the expense of the populace, to the point of almost completely destroying Kabul, the capital, between 1992 and 1994. Outside the capital, bandits and warlords ruled the roads and villages imposing tolls and 'taxes' at the residents' peril. Again, those who suffered most were women and children.

In 1994 a new movement began, that of the Taliban or "religious students". At first, the population welcomed them as their strict decrees brought order to the brutal chaos that had overtaken the country. But as the Taliban's laws became more and more restrictive in general and more and more brutal towards women, Afghans were once again thrown into turmoil and suffering. Many fled Taliban persecution to neighboring Pakistan and

Iran as well as to the West. In Kabul and other urban centers, the Taliban were particularly extreme in their punishments of the population as they cracked down on any apparent aspects of modernization.

Some of the Taliban's edicts were:

- *Women and girls are not allowed to attend school.*
- *Women are not allowed to work. (The many widows had no means of supporting themselves and their families.)*
- *Women are not allowed to seek medical care, especially from a male doctor.*
- *Women must wear the all-encompassing burqa outside their homes and are not allowed outside their homes without being accompanied by a close male relative.*
- *Women must not wear shoes that make noise or wear white socks.*
- *Women cannot wear makeup, nail polish or any kind of embellishment.*
- *Men must wear beards at least the length of their fists.*
- *Music, TV, movies, radio (except for religious programs) are not allowed.*

Any deviation from these rules could be punished by beating, jailing or even execution. Sharia law was interpreted to its extreme and weekly amputations and executions were required to be witnessed by the population on Fridays at the soccer stadium. Although many teachers and students defied the Taliban by running and attending secret schools, this was done at great risk. For over six years the Taliban imposed these brutal laws on the population of Afghanistan.

In October 2001, after the terrorist attacks on the World Trade Center, U.S. Coalition forces bombed Afghanistan and with Afghan Northern Alliance forces, ousted the Taliban regime. Thousands of Afghan civilian casualties were reported, and unexploded ordnance from cluster bombs added to the peril of mines. As with the previous conflicts in Afghanistan yet another wave of refugees was created. Some 6 million Afghans comprised the largest population of refugees and internally displaced people.

On December 22, 2001 a Transitional government of Afghanistan was appointed in Bonn, Germany including two women: Dr. Sima Samar, Vice Chair and Minister of Women's Affairs and Dr. Suhaila Siddiqi as Minister of Health. Then, in June of 2002 a Loya Jirga, or Grand assembly was called and another transitional government was formed by election of a President, Hamid Karzai who then appointed a new cabinet. Afghan women were keen to participate, despite threats and intimidation by conservative elements and fundamentalists. The Loya Jirga was a major step in the establishment of a central authority in Afghanistan; however the process was fraught with controversy and accusations of intimidation by various parties. The result was seen by many Afghans to have given undue power to the "warlords" or former commanders of the Mujahideen armies. One of the fears is that human rights in Afghanistan will once again take a back seat to power struggles between these opposing factions.

Afghanistan has not been spared natural disasters either. Earthquakes have ravaged the northern parts of the country. Years of drought have decimated crops and livelihoods.

Many farmers now rely on growing the opium poppy in order to support their families. Afghanistan has gone from supplying less than 2% of the world's opium in 2001 to over 75% in 2003.

The burqa, a symbol of oppression so often shown here in the West, is not the primary concern for Afghan women, insofar as it is a garment that they may or may not choose wear. The issue is that Afghan women do not yet feel secure enough to make that choice, because they still have reason to fear for their personal safety. More importantly, this insecurity is a major impediment to their freedom of movement and full participation in public life as well as their access to basic human rights such as health care, education and employment.

The presence of the International Security and Assistance Force (ISAF) in Kabul has been a stabilizing factor within the capital, but the civilian police forces are not trained and not well paid. The central government does not yet have the resources to exercise control over areas outside the city and these remain very dangerous. The presence and continuing power of warlords in Afghanistan perpetrates the violence and oppression against women. Some still exert control in the government while others control entire provinces within Afghanistan and impose strict Taliban-type edicts on the population. The international community must ensure that the perpetrators of these human rights abuses are dealt with appropriately and prevented from imposing further suffering on Afghan women.

Education is also a major concern for Afghan women. In March 2002, the Afghan school year re-opened and girls were once again attending classes after for some, a hiatus of six years. Education is seen as a priority in empowering women in Afghanistan and as an instrument for social change. The education of women has a direct positive impact on the physical and emotional health of the family as well as on national social-economic development. Afghanistan has one of the lowest literacy rates in the world at 15% for women and 47% for men. Even before the wars, access to education for rural women and girls was very restricted due to limited resources and access to educational facilities, as well as cultural barriers to girls' education.

Although many Afghan children have returned to school, the educational system has only limited capacity to accommodate them. Most schools lack such basics as desks, chairs, blackboards and textbooks, and many students cannot afford necessary supplies such as pencils and notebooks. Libraries, labs and technical shops were destroyed or looted during the wars. Afghan universities are in desperate straights as well with no textbooks or computers. Thousands more teachers are needed and many of those teaching at present have not been paid or have had to get second jobs to make ends meet.

Often, families cannot afford to send older children to school because they need them to work to help support the family. In some of the more conservative areas, women and girls are not considered to require education or are actively discouraged from pursuing it. Some remnants of extremist Taliban supporters have even threatened families not to send their daughters to school and have waged attacks on the schools themselves. In most

cases the schools have reopened or classes have been continued in peoples' homes as they were in the Taliban era.

The tragedies imposed by war also mean that Afghan children will need special classes such as mine awareness. Many of them have witnessed atrocities, some against their own family members, leaving scars that may never heal.

In the area of health care the statistics are also grim. Afghanistan has one of the highest maternal mortality rates in the world at 1600 deaths per 100,000 live births (compared to less than 5 in Canada). Today, only 10-12% of Afghan women have access to health care and this number is even lower outside of the cities. Infant mortality rates are 30 times higher than in Canada and one out of every four Afghan children will die before reaching the age of 5 years. Life expectancy in Afghanistan is 44 years, compared to 82 in Canada. Many families cannot afford life-saving procedures for their children. Often medicines must be purchased on the black market at exorbitant prices. Afghan children are dying every day from preventable diseases and from mines and unexploded ordnance left over from the wars.

In addition to physical health, mental health is of extreme concern for Afghan women. In a study conducted in 1998 by Zohra Rasekh for Physicians for Human Rights, it was found that 97% of the subjects, Afghan women living in Kabul or in refugee camps in Pakistan, met the criteria for major depression. Although the situation for some women has improved and people are generally more optimistic, this perception of hope for the future will not be maintained unless some real, tangible changes to Afghan women's lives are realized soon. The implications for future generations could be very serious if this issue is not addressed.

The misinterpretation of Islam by extremists is another major concern for Afghan women. The education of women regarding their rights within Islam is seen as an important factor in ensuring Afghan women's human rights in their society. The patriarchal structure of the family in Afghan society and the attitudes of some Afghan men were identified as another barrier to women's rights. Although women's rights have been entrenched in Afghanistan's new Constitution, implementation under the rule of law has not yet occurred.

Because most women in Afghanistan face crushing poverty, few have access to education and employment opportunities which could help alleviate their situations. The lack of infrastructure - safe roads, transportation systems and even reliable communication systems - is a huge barrier to their freedom of movement and their ability to access educational facilities and training.

Fair representation in the Afghan government will be an essential part of advancing women's rights in Afghanistan. The new Afghan constitution guarantees fair representation by women in the parliament. Again, although this has been set down on paper, reality differs from the ideal: threats and intimidation against women who speak out are common in Afghan politics. The international community must make women's

human rights a high enough priority to influence the government in Afghanistan to move decisively on this issue.

While all of these problems may seem overwhelming, there has, nevertheless been a lot of good news coming out of Afghanistan since the fall of the Taliban. Women's issues have played a role in the new constitution, and Afghanistan's Independent Human Rights Commission is headed by a woman – Dr. Sima Samar. After years of being imprisoned in their homes, some women are now demanding the right to full participation in the political processes of the country. In the presidential election held in October 2004, women were active not only as voters, but there was also a female candidate.

On October 9, 2004, millions of Afghans went to the polls to cast their vote for the future President of Afghanistan. The months leading up to this momentous day were filled with uncertainty, political maneuvering, threats and incidents of violence. This first-ever democratic process was definitely fraught with controversy. However, despite the risk to their lives and families, an estimated 10 million Afghans, 43% of them women, registered to vote and demonstrated their determination to have a voice in electing the leader of their country.

We know that the reconstruction of Afghanistan is needed – not just the physical reconstruction, but the redevelopment of the actual systems that make a society function, such as the education system, the health care sector, the judicial system, etc.

In January 2006, a conference co-chaired by Afghanistan, the United Nations and the United Kingdom was held in London, England to develop a framework for the engagement of the international community in Afghanistan over the next five years. The conference was attended by members of the International community including Canada, and the resulting agreement was called the Afghanistan Compact. The Compact seeks to establish lasting Afghan capacity and effective state and civil society institutions by building up the human capacity of both men and women. Three critical areas for action were identified for the period 2006 to 2011: security; governance, the rule of law and human rights; and economic and social development. Canada pledged its full support for the Afghanistan Compact which sets out detailed outcomes, benchmarks, timelines and obligations to ensure improved coordination of efforts between the Afghan government and the International community.

**What are Canadians doing?** Canadians have taken a central role in the reconstruction of Afghanistan. The Canadian government is taking a “whole of government approach”, working closely with the Afghan government to address the unique challenges facing Afghanistan. Priorities for reconstruction and development have been set by the Afghan Government through its National Development Strategy (ANDS). In September of 2003, Canada opened an embassy in Kabul after a hiatus of 24 years when it broke off diplomatic relations with Afghanistan following the Soviet invasion in 1979.

Canada also holds responsibility for the Kandahar Provincial Reconstruction Team (PRT) which combines military, diplomatic, police and development expertise. The

Afghanistan PRT's are part of the International Security Assistance Force (ISAF) which operates under the auspices of NATO.

As part of their engagement in Afghanistan, Canadian soldiers operate what is called a Civil-Military Cooperation Unit, which helps to funnel donations from Canada of warm clothes, books, shoes and food to needy Afghans. Canadian peacekeepers work within the communities in Afghanistan and are actively involved in building relationships with the Afghan people.

**Canadian Forces are in Afghanistan** as part of a UN-sanctioned mission at the request of the Afghan government. The goals of the mission are: to establish the security necessary to promote development; support the Afghan National Security Forces; help strengthen the Afghan government; facilitate the delivery of programs and projects; and assist in addressing humanitarian needs of Afghans by supporting Canadian governmental organizations and NGOs whose efforts meet Canada's objectives. Although there is some controversy amongst Canadians regarding the presence of Canadian troops in Afghanistan, evidence suggests that most Afghans, especially women, welcome their presence and dread the consequences of a complete troop withdrawal. Canadians need to decide in what capacity (i.e. combat, security, etc.) they wish to see Canadian troops operate in Afghanistan and make their thoughts known to their government representatives.

**The Canadian International Development Agency (CIDA)** provides reconstruction and development assistance in accordance with the priorities set out by the Afghan government in its National Development Framework. Through these national programs, CIDA is helping the Afghan government reach people and communities, not only in Kabul, the national capital, but across the nation. CIDA has a substantial and growing headquarters team in Canada dedicated to Afghan development programming, as well as officers based in Kabul and Kandahar. Canada's total allocation of development assistance to Afghanistan over the 2001 to 2011 period is almost \$1 billion.

For more information on the many ways Canadians are contributing to the reconstruction of Afghanistan through the Canadian government, visit:

**Protecting Canadians, Rebuilding Afghanistan**

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

**Canadians making a difference in Afghanistan (download PDF)**

[http://www.canada-afghanistan.gc.ca/pdf/Afghanistan\\_brochure\\_e.pdf](http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf)

**Non-governmental organizations** have been providing long-term assistance to Afghanistan. Their presence is vital to fill the gap in education, health service, skills training and much more, until the government of Afghanistan is capable of providing these services.



**Individual Canadians** are also making a substantial difference. Sally Armstrong, award-winning human rights activist, and author was one of the first international journalists to bring the plight of Afghan women to the world's attention. Her book, *Veiled Threat, The Hidden Power of the Women of Afghanistan* demonstrates the need to provide long-term support and solidarity to Afghan women. Much help is still needed to erase the legacy of female oppression and poverty in Afghanistan, and to effectively address one of the greatest human rights crises of our times.

Another Canadian, the founder of Canadian Women for Women in Afghanistan, Deborah Ellis, is now internationally known for her best-selling books: *The Breadwinner*, *Parvana's Journey*, and *Mud City*. This trilogy provides young readers with a personal and heart-wrenching insight into what it has meant to be a child in Afghanistan in recent years. Deborah Ellis has donated 100% of the royalties from her books to improving the lives of Afghan women and children. These donated royalties have contributed over \$350,000 to projects for Afghan women and girls. When asked about this, Deborah writes:

*“We all want to be brave; we all want to find it within us to stand up to tyranny and side with those who are being beaten down. Sometimes we look to literature to remind us of how great we can be.*

*The money the books have raised has put women to work, children in school, and food in people's bellies. I've been frequently astonished at how easy it is to radically improve someone's life. It's an honour to be a part of it.”*

***Breaking Bread for Afghan Women*** is a fundraising project designed by Susan Bellan in Toronto, and facilitated through Canadian Women for Women in Afghanistan. It was first launched in 2002. The idea is for individual Canadians to host potluck dinners in their homes with the aim of raising \$750 per dinner – about the cost of a teacher's salary for one year in Afghanistan. Between 2002 and 2006 the Breaking Bread project has raised over \$425,000, with 355 potluck gatherings being held across Canada. Most importantly, hundreds of Afghan teachers and tens of thousands of students have benefited from this support.

Many young people have also been instrumental in raising funds for Afghan women and for raising awareness about human rights issues. ***Students for Change***, a group started by high school students from George McDougall High School in Airdrie, Alberta were winners of the 2006 Y.M.C.A. Peace Award for their humanitarian work. They were inspired to become active in social justice issues when their teacher, Glyn Hughes, made them aware of the plight of Afghan women. The students now hold an annual pot-luck dinner on International Women's Day to raise funds for women-centered programs in Afghanistan. There are many other examples of young people working towards making a difference and improving the lives of Afghan people.

All these efforts DO MAKE A DIFFERENCE. Securing basic human rights for Afghan women will require much long-term support both from within Afghanistan and from all of us, as members of the international community.

**As teachers, you have taken a very important step in sharing this educational material with your students. Your efforts are greatly appreciated by all of us who work in solidarity towards a more peaceful and equitable world.**

## *Canadian Women for Women in Afghanistan*

During over two decades of war, women in Afghanistan endured extreme oppression through the denial of their basic human rights. Under the imposed rule of the extremist Taliban regime, most women and children faced severe restrictions to their freedom of movement and were denied access to basic health care, education, security and employment. As a new era of hope is entered across boundaries of gender and ethnicity in Afghanistan, much support is needed to help Afghan women mend and redefine their shattered lives.

Afghan women are currently advocating for equal and active participation in all levels of peace building and reconstruction in their country. They continue to be the best source of knowledge, experience and expertise on the issues that affect them. Afghan women are well able to assess their own needs, contrary to the prevalent perception that they are merely victims and that external agents can best discern what assistance should be provided for them.

**Canadian Women for Women in Afghanistan (CW4WAfghan)** began in 1996 as a small volunteer network of women in Canada who joined with Afghan women to work together toward the goal of securing basic human rights for women across Afghanistan and by extension, their families.

We are now some thirteen volunteer chapters and affiliated groups working in solidarity across Canada.

The overall goals of CW4WAfghan are 1) to support the empowerment efforts of women in Afghanistan and the refugee camps in Pakistan, and 2) to raise awareness in Canada of the need to secure and protect human rights for Afghan women.

To support the efforts of women in Afghanistan, CW4WAfghan raises funds for projects in partnership with selected Afghan civil society grassroots organizations. These partnerships share the goals of assisting Afghan women in their struggles to end their oppression, to improve conditions of human rights, and to contribute as active members in Afghan society. Projects focus on women's education, health, refugee resettlement, employment, and women's human rights education.

Projects are funded in a variety of ways including individual donations, 'in-kind' support, and through financial partnerships with donors such as Rights and Democracy in Montreal ([www.ichrdd.ca](http://www.ichrdd.ca)).

In Canada, CW4WAfghan has ongoing fundraising, education and advocacy projects. For more details, or to find a chapter near you, please visit our website at [www.w4wafghan.ca](http://www.w4wafghan.ca) or contact our National Office in Calgary at **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6, (403) 244-5625.**

## *Additional Resources*

### **What are human rights?**

Human rights are those rights that are necessary in order for us to live as human beings. Human rights give us dignity and equality. Human rights ensure that we all have adequate access to basic needs such as food and shelter. Human rights protect us from violence and abuse and work against ignorance and hatred. Human rights are inherent in all human beings and they should never be denied.

Human rights are universal. They transcend borders, cultures, political ideologies, and religious beliefs. No matter where you live in the world, who your parents are, or what kind of government you have, human rights are *your* rights.

Human rights allow us to fully develop our human abilities. They protect our right to participate in society, to work and provide for ourselves, to practice our culture and speak our language, to live in peace, and to be free from harm.

Most importantly, human rights are about respecting one another. They are about fulfilling our responsibility to ensure that no one's human rights are violated. For example, it is your right to be free from discrimination and it is your duty to not discriminate against others. When any person is denied human rights we are all affected.

Recognizing that human rights are only as strong as our willingness to treat one another as equals is the first step in achieving "freedom, justice and peace in the world".

Excerpted from: <http://www.unac.org/rights/actguide/questions.html>

### **The Universal Declaration of Human Rights**

<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>

FAQ on the Universal Declaration of Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/faqudhr.asp>

Q and A on Human Rights

<http://www.un.org/cyberschoolbus/humanrights/qna/alston.asp>

### **Declaration of the Rights of the Child (Plain language version)**

<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

### **The United Nations Association in Canada**

<http://www.unac.org/en/index.asp>

## **Web Sites**

For updates to this resource, check our web site at [www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca)

### **Canadian Women for Women in Afghanistan (CW4WA)**

For links to other humanitarian organizations and advocacy contact information, visit the CW4WAfghan website at [www.w4wafghan.ca](http://www.w4wafghan.ca). **This Teachers' Resource is also available in French.**

### **Canadian International Development Agency (CIDA)**

For information on what the Canadian Government is doing in Afghanistan, visit the CIDA web site: [www.acdi-cida.gc.ca/index-e.htm](http://www.acdi-cida.gc.ca/index-e.htm)

Also see:

#### **Protecting Canadians, Rebuilding Afghanistan**

<http://geo.international.gc.ca/cip-pic/afghanistan/menu-en.asp> and;

**Canadians making a difference in Afghanistan (download PDF)**

[http://www.canada-afghanistan.gc.ca/pdf/Afghanistan\\_brochure\\_e.pdf](http://www.canada-afghanistan.gc.ca/pdf/Afghanistan_brochure_e.pdf)

Want to know more about international development? Interested in finding how your skills can make a difference? Move your world... because you can! Find out how on CIDA's **Youth Zone**

[www.acdi-cida.gc.ca/youthzone](http://www.acdi-cida.gc.ca/youthzone)

CIDA's **Teacher Zone** has been designed with educators in mind as a single on-line portal for high quality, curriculum-based educational resources, and new ideas to help you bring international development to the classroom.

[www.acdi-cida.gc.ca/teacherzone](http://www.acdi-cida.gc.ca/teacherzone)

### **Arthur Kent**

See short video clips about current and important issues in Afghanistan by award-winning Canadian journalist Arthur Kent at [www.skyreporter.com](http://www.skyreporter.com) and a series of short stories chronicling three decades of war in Afghanistan at [www.ghostsandwarlords.com](http://www.ghostsandwarlords.com)

### **Alberta Civil Liberties Research Centre**

[www.aclrc.com](http://www.aclrc.com)

### **BC Teachers' Federation - Global Education**

<http://www.bctf.bc.ca/SocialJustice.aspx?id=6214>

### **Canadian Human Rights Act, Canadian Human Rights Commission**

[www.chrc-ccdp.ca/about/human\\_rights\\_act-en.asp](http://www.chrc-ccdp.ca/about/human_rights_act-en.asp)

## **Cultivating Peace**

This is an excellent web site with comprehensive resources and lesson plans in peace education. [www.cultivatingpeace.ca](http://www.cultivatingpeace.ca)

## **Global Education Network**

[www.global-ed.org/english/Human\\_Rights/](http://www.global-ed.org/english/Human_Rights/)

## **Ideaccess**

The Ideaccess E-library provides a comprehensive, in-depth collection of articles on women's rights, human rights and development issues. [www.ideaccess.org](http://www.ideaccess.org)

## **Lesson Planet**

[www.lessonplanet.com/search/Social\\_Studies/Human\\_Rights](http://www.lessonplanet.com/search/Social_Studies/Human_Rights)

## **Human Rights Watch: Afghanistan**

[www.hrw.org/campaigns/afghanistan/](http://www.hrw.org/campaigns/afghanistan/)

## **PBS – Afghanistan Unveiled**

[www.pbs.org/independentlens/afghanistanunveiled/edu.html](http://www.pbs.org/independentlens/afghanistanunveiled/edu.html)

## **Peaceful Schools International**

[www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)

## **ROAR – Reach Out Against Racism**

[www.youthroar.org](http://www.youthroar.org)

## **Students 4 Change**

[www.rockyview.ab.ca/mcdougall](http://www.rockyview.ab.ca/mcdougall)

## **World Trek - the Odyssey**

[www.worldtrek.org/odyssey/asia/051300/051300teamafgan.html](http://www.worldtrek.org/odyssey/asia/051300/051300teamafgan.html)

## **Other useful sites:**

[www.nytimes.com/learning/teachers/featured\\_articles/20011003wednesday.html](http://www.nytimes.com/learning/teachers/featured_articles/20011003wednesday.html)

[www.aems.uiuc.edu/HTML/AfghanistanLinks.htm](http://www.aems.uiuc.edu/HTML/AfghanistanLinks.htm)

[www.tes.co.uk/afghanistan/secondary\\_activities.asp?id=12551](http://www.tes.co.uk/afghanistan/secondary_activities.asp?id=12551)

[www.dangermines.ca](http://www.dangermines.ca)

[www.humanrights.gov.au/info\\_for\\_teachers/index.html](http://www.humanrights.gov.au/info_for_teachers/index.html)

## *Evaluation Forms*

**Educators and other users**, in an effort to improve this resource and to keep it current with your needs, we request that you please fill in this evaluation form after using this Teachers' Resource kit.

Please mail the completed form to: **CW4WAfghan, Bankview P.O. Box 32014, Calgary, AB, T2T 5X6**. An online form is also available at:  
[www.w4wafghaneducation.ca](http://www.w4wafghaneducation.ca).

School: \_\_\_\_\_ City: \_\_\_\_\_ Province: \_\_\_\_\_

Number of classes in which this resource was used \_\_\_\_\_

Grade(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

	Very high	High	Average	Low	Very low
Ease of use					
Applicability to curriculum					
Interest level of students					

Through the use of this resource, do you believe that students gained a better understanding of human rights? Why or why not?

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Were students motivated to take action to promote human rights or to help people less fortunate than themselves? In what way(s)?

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Can you suggest ways in which this resource could be improved?

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What were some of the things you liked or disliked about this resource?

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**Please use the back of this form for any further comments or suggestions. If you wish to receive a response, please include your contact information. Thank you for your time!**

### **For Students: What Did You Learn?**

**Please answer the following questions before you complete the lessons in Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens:**

- |                                                                                                                                     |          |          |
|-------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| 1. Can you locate Afghanistan on a map of the world?                                                                                | <b>Y</b> | <b>N</b> |
| 2. Do you have a basic understanding of human rights?                                                                               | <b>Y</b> | <b>N</b> |
| 3. Do you know about the human rights crisis in Afghanistan?                                                                        | <b>Y</b> | <b>N</b> |
| 4. Are you aware of the work of the Canadian government to improve the human rights of Afghan people?                               | <b>Y</b> | <b>N</b> |
| 5. Are you aware of the work of Canadian citizens to improve the human rights of Afghan people?                                     | <b>Y</b> | <b>N</b> |
| 6. Do you believe that Canadian students (you!) can help to improve the human rights of people in other countries?                  | <b>Y</b> | <b>N</b> |
| 7. Do you believe that Canadian students (you!) can influence our government to improve human rights for people in other countries? | <b>Y</b> | <b>N</b> |

**After you have completed the lessons in “Understanding Human Rights in Afghanistan: Canadian Students as Global Citizens” please explain what you have learned based on the above questions.**

(If necessary, please use the back of this sheet) Thank you for your time!

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**Canadian Women for Women  
in Afghanistan**

**APPENDIX A**

***PRE-PRESENTATION ACTIVITY***

*and*

***POWERPOINT PRESENTATION  
SCRIPT***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

#### PRE- PRESENTATION ACTIVITY

Give the students 5 to 10 minutes to write down all that they know about human rights on a blank sheet of paper. Let them know that this is a brainstorming activity, and that they are not expected to have all of the answers at this time. You may choose to gather their lists at this point, depending on the age of the class or have them turn the sheet over to take notes during the presentation. For example, for older students, you may want to use the presentation as a note-taking exercise.

After the presentation, return the lists to the students and have them add what they have learned about human rights.

#### POWER POINT PRESENTATION SCRIPT

1. Human rights are something that all people have.
2. Unfortunately, not all of us have access to our rights. Throughout the history of human civilization, people have not always had or even known that they had human rights. In 1948, the United Nations proclaimed the Universal Declaration of Human Rights, which recognized the “dignity and equal rights of all members of the human family”. This presentation will highlight only a few of those rights. If you would like to see the rest of the declaration, you may visit the UN website.
3. We all have the right to food, clothing, and shelter.
4. We all have the right to go to school.
5. We all have the right to live without fear. ***How many of you walked to school this morning? Were you afraid to walk to school?*** Here in Canada, we might be afraid of bullies, or big dogs, but in Afghanistan children are afraid of men with guns, of stepping on a land mine or of being kidnapped.

***Can you think of other rights that we enjoy here in Canada? What about the right to earn a living? Clean drinking water? Access to doctors and medicine?*** These are all things we enjoy in Canada and we don't usually even think about them.

As you will discover when we do some role-playing later, many Afghans do not enjoy the rights that many of us do, and haven't for a very long time.

6. (World map) *Point out Canada, China, Iraq, and various neighbours of Afghanistan.* Because of its central location between Europe, Asia, the Middle East, and the Indian Ocean, Afghanistan is at the crossroads of a number of important trade routes. Many countries have been fighting for control of Afghanistan for centuries. In 1979, the former Soviet Union – you are probably too young to know what the Soviet Union was, so I'll call it Russia – invaded Afghanistan and for many years Afghan rebel groups tried to fight them off. The United States and other countries also provided them with guns and anti-aircraft missiles – to shoot down Soviet helicopters. In 1989 that war ended with the Russians leaving, but the Americans and the rest of the world also withdrew their support, so Afghanistan fell into a state of lawlessness, with various groups fighting for control.
7. (Map of Afghanistan) Afghanistan is about the size of Saskatchewan, with a population of about 30,000,000. That's almost the entire population of Canada living in an area that is smaller than many Canadian provinces.
8. Slides 8 and 9 – (Landscape) when you see photographs of Afghanistan on the news or in the paper, you probably see a lot of bombed out buildings, soldiers with guns, and dusty, run-down city streets. It does have those things, but in fact, Afghanistan has a beautiful and varied landscape, just as Canada does. There are mountains, foothills, dry, desert-like areas, lakes, rivers, and of course, cities.
9. Included with Slide 8.
10. Facts about Afghanistan
  - Many different countries have been fighting for control of Afghanistan for centuries
  - Because of all the fighting, many things have been destroyed. Villages, homes, and schools have been ruined
  - Afghanistan is now one of the poorest countries in the world
11. *[Point out rocket launcher, the ruins of the gates to a city which had been destroyed by bullets and rockets, and the lower pair of photographs – these were taken by an American aid worker who had lived in Afghanistan in 1975 in the beautiful home on the left. When he returned to Afghanistan in 2002, he found the bombed-out skeleton of his former home and a landscape that had been devastated by years of drought and war. Not a single flower or blade of grass remained.]*
12. Before the wars, many aspects of life in Afghanistan were very much like ours, especially in the cities:
  - Boys and girls were allowed to go to school

- Women were allowed to go out on their own and to go to work
13. Many Afghan people went to work, listened to music, watched movies, and led lives very much like ours.
  14. However, during the wars in Afghanistan, life was very hard for everyone. Many people suffered and died, and many Afghans were forced to leave their homeland and relatives. When the Taliban took over in 1996, some things got even worse, especially for women and girls.
  15. People no longer had the freedom to do what they wanted
    - Girls could not go to school. ***How many of you make a habit of complaining to your parents, “I don’t want to get up? Why do I have to go to school?” Can you imagine not being allowed to go to school? What would you do all day? [Usually a dozen hands go up and kids say “play Nintendo”, “watch T.V.”, or “play outside”, at which point we tell them that their toys and T.V. would have been taken away, and their parents wouldn’t let them play outside because it is too dangerous.]***
    - Women were not allowed to leave their homes without a close male relative. By ‘close’ they meant a husband, father, brother, or grown son – a cousin or brother-in-law would not do.
  16. (Further to slide 15)
    - Women were not allowed to work. ***How many of you have moms who go out to work?*** Well, imagine that your mom was no longer allowed to go to work, and so of course she no longer had a paycheque. It might be tough for your family to buy groceries, let alone do anything fun like take a holiday or even go to a restaurant. For many Afghan families, especially for those in which the father, husband or older sons had been killed in the war, the ban on women working meant they didn’t have enough money to buy food or shelter.
    - Music, books, and TV were banned
    - People were harshly punished if they broke the rules. And by harshly punished, I don’t mean they received a ticket or were yelled at. Many were beaten, jailed, or even killed for things that we in Canada do every day, like wearing nail polish or flying a kite.
  17. Slides 17 and 18 – Refugees:
    - People who are forced to leave their homes and go and live somewhere else are called refugees.
    - People who moved to another part of Afghanistan in an attempt to keep their families safe are called internal refugees.

- Some refugees left Afghanistan to go to neighbouring countries, such as Iran or Pakistan.

Can you imagine packing only as much as you could carry in your backpack, then walking with your family for 300km? *[teachers may want to give a local example of this distance]*. **What would you take?** Don't forget that you would have to take all the food and water that you would need for several days. **Do any of you have babies or toddlers in your family? How would you carry them? How about elderly grandparents? Would they be able to walk that far?** These are the problems that millions of Afghan people have had to face in the past 20 years.

18. (Included with Slide 17)

19. Now:

- The Taliban have been removed from power *[briefly describe the events of September 11<sup>th</sup>. The amount of detail being dictated by the ages of your students]*, but there are still many problems.
- Women have more freedom, but are still afraid for their safety. When the Taliban were first removed from power a few brave women went out in public without their burqas, but men would yell at them in the street, telling them that they were indecent and to cover up. They are also still afraid that the Taliban may regain control, as there are still people who secretly support them.

20. Girls are allowed to go to school, but many still don't because of safety concerns, lack of supplies, too few teachers or even because their families don't believe it's necessary for girls. **Why is the education of girls important, especially in a country where most of them just get married anyways?** Education is a basic human right for *everyone*, but in addition, access to education for girls is important to the whole community. Children whose mothers are educated tend to be healthier and are more likely to be educated themselves, and therefore grow up to have better jobs. Girls who attend school tend to wait until they are older to get married and have fewer, healthier babies. Unmarried women or widows who have an education are better able to find work to support their families.

21. Most people in Afghanistan believe that education is extremely important; so much so, that children and teachers are willing to walk for more than an hour to get to school, sit amongst the ruins of their destroyed classrooms, and even hold classes outside. During the time of the Taliban, teachers risked their lives running secret schools and children risked being beaten to attend them.

22. Landmines are found all over Afghanistan. **Do any of you know what landmines are?** They are bombs that are disguised as other things, and

they are meant to explode when people pick them up or step on them. In Afghanistan, children are required to go to mine school, to learn about avoiding landmines. **Who do you think put the mines there?** Various armies - Soviets, Americans, even Afghans, as a weapon against their enemies.

- People risk their lives to remove the mines so that other people will not be injured. There are still 10 million land mines in Afghanistan. It costs between \$300 and \$1000 to remove *one* landmine.
- **There are no land mines in Canada, but if there was even a rumor that there was a land mine in your garden or playground, would you feel comfortable going there? How do you think Afghan farmers feel about going out to grow food in their fields or grazing their animals in areas where there might be land mines?**
- **Who do the land mines hurt the most?** Ordinary people like you and me. People just going about their daily business. Some landmines are even designed to be small and smooth, and painted in bright colours to resemble toys.

#### 23. The Future:

- Rebuilding Afghanistan will take many years and a lot of help from the rest of the world. **Who do think should help to rebuild Afghanistan?**

#### 24. Canadians making a difference:

- Through the Canadian International Development Agency (CIDA) Canada has been one of the leading countries in contributing money to reconstruction in Afghanistan.
- The money has been sent to the Afghan government and to aid organizations, especially those helping women and children.
- Canada has also sent people – experts to help with things like setting up a Justice system, a police force and running elections. **Who else has Canada sent to help in Afghanistan?**

#### 25. Canadian Solders:

- Canadian soldiers have been helping to keep the people of Afghanistan safe from terrorists and remnants of the Taliban.
- They have also helped to train Afghanistan's own army to keep the peace in Afghanistan.
- Our soldiers also distribute donated goods like books and shoes to the Afghan people..



26. Non-governmental Organizations (NGOs):

- Aid organizations or NGOs are hard at work in Afghanistan, helping to rebuild the country, running schools and medical clinics and helping Afghan women and men to start small businesses. These organizations help the Afghan people to make the most of the donations that people send to them. Someday, hopefully, most of these things will be done by the government of Afghanistan.

27. Who else can help?

- So, governments and international aid agencies can help, but what about regular people like us? ***Do you think that you are too young to help the people of Afghanistan?*** This little girl, who is nine, read The Breadwinner books about young Parvana who lived in Afghanistan. After learning about life in Afghanistan, this little girl wanted to help so she organized a potluck dinner to raise money to pay the salary of an Afghan teacher for one year. She raised \$750. Another child who is seven, made homemade Christmas gift labels, sold them for \$3 a sheet and raised \$110 dollars for a girls' orphanage in Afghanistan. Many school kids have written us to say that they have had bake sales, sold homemade comic books, or taken up a collection of loonies at school to help the people of Afghanistan.
- ***Aside from raising money, what are some other ways in which you can help the people of Afghanistan?*** You can tell your parents and other people what you learned about Afghanistan today, or you may want to write to the Prime Minister or your Member of Parliament asking them to keep the promises they've made to help rebuild Afghanistan. If someone in your class is a refugee from Afghanistan, or from anywhere in the world, you can be nice to them and help them to adjust to their new life in Canada.

28. Conclusion:

- Rebuilding Afghanistan will be neither quick, nor easy. It is our hope that in the next ten years, the children in this picture will have graduated from high school, perhaps gone on to university and found jobs, and that when they have children of their own, those children will never experience the fear, hunger, and oppression that their parents knew.

## Further Explorations and Questions

***Why didn't the Taliban want children to go to school? Why wouldn't they want people to be educated? How can someone who is educated be "dangerous" to groups like the Taliban?***

The Taliban wanted children - and only boy children - to learn only the things that they believed in, not anything about the outside world. People who are educated about many things are more able to decide for themselves what they do or do not believe. The Taliban wanted people to believe only them, so they would have control over everyone.

People who are educated know what their human rights are and would be more likely to resist abuse. The Taliban wanted people to be desperate and frightened so that they would be more likely to listen to their orders.

People who are educated would be better equipped to start a resistance movement and to organize themselves against the Taliban. They would also be more likely to contact the outside world to get help.

***Why did the Taliban target women especially? Why wouldn't they want women to be involved in society?***

The Taliban, like anyone who craves power, wanted to control the people. By using their interpretation of religion and imposing it on Afghan men, they were able to control the women of Afghanistan. That meant that, relatively easily, they had control of over half the population of the country. The men would be busy fighting, and the women would be oppressed, so that no one would have the ability to oppose them.

Also, educated women would have more independence and influence over their family members and might be able to convince their husbands and sons not to follow the Taliban.

***Do you think everyone in Canada has equal access to their human rights? Does everyone have enough to eat, a safe place to live, access to a good education, to a job?***

Unfortunately, the fact is that even in Canada, one of the best places in the world to live, not everyone has equal access to their basic human rights. Many children go to school hungry, or don't have a safe place to live. We need to be constantly aware of our rights and of how easily they can be taken away from us. We need to speak out on behalf of others who are less fortunate than we are and do our best to help them.

***What are some examples of instances in Canada's history (or the present) when people were deprived of their rights?***

Aboriginal people in Canada have been fighting for their basic human rights for many years. From about 1874 to 1974, many Aboriginal children were taken away from their families and forced to go and live in “residential schools” where they were forbidden to speak in their native languages and were sometimes treated very poorly. Only since 1967, have aboriginal people been allowed to vote in elections.

During the Second World War, Japanese-Canadians were forced out of their homes, which were given or sold to someone else and were sent to internment camps for the duration of the war. The men were sent to work in road camps while the women and children were forced to move to small towns in the interior of British Columbia. All of them lived under terrible conditions. These families have received some financial compensation for what they lost, but nothing will ever be enough to make up for the pain, sorrow and loss that they had to endure. There are other examples (the Acadians, for example) that can be researched.

***What year did Canadian women become “persons” as far as the government was concerned? In what year were women granted the right to vote in Canada?***

Women were not considered to be “persons” in Canada, and so did not have the right to take part in government or to be judges, until 1929. After a long battle, women finally won the right to vote in all of Canada’s provinces by 1940.

***Are women in Canada always treated equally to men, even now? What is the percentage of women in the Canadian Parliament? Do you think women have an equal voice to that of men in Canada?***

Women’s salaries are still not up to par with men’s in Canada; there are far fewer women executives than men. Our latest parliament (2004) consists of only 21% women. Canada is rated 36<sup>th</sup> in the world in terms of the percentage of women we have in our parliament compared to other countries.

***Do you think Afghan women are now “liberated” because the U.S. – led Coalition removed the Taliban from power by force? What problems still exist?***

Just because the Taliban are no longer in power, doesn’t mean that conditions for Afghan women have gotten completely better. Many of the people who abused women’s human rights are still in power and many of the conditions that caused ordinary Afghans to suffer still exist. There is no electricity in many places, no suitable roads, not enough food and shelter; there are still many men with guns and no police to protect the people; there are not enough courts, judges or lawyers to settle disputes; women are still being abused, married against their wishes, not allowed any freedom by their husbands; and most importantly, there are not enough women in positions of power so that they can speak for other Afghan women. The world has a lot of work left to do in

Afghanistan to help rebuild the country and to educate the people so that they can help themselves.

***Is it right for outside countries to support one side or the other in a conflict or to forcibly remove one leader and replace him/her with another? What sorts of problems could arise?***

When one country interferes in the affairs of another, all kinds of problems can arise, because it is very difficult to know what will happen after a war. Also, the invading country usually has its own interest or its own “agenda” in mind when it goes into another country. For example, they may want more control over that country’s natural resources – oil, water, etc... The use of force in any situation usually leads to a violent reaction by the person or country being attacked. Balances may be upset, starting a civil war; one group may come out ahead and start abusing the human rights of another group; the government that the invading country installs may be worse than the one they got rid of, and so on. Is it right for one country to go into another, start a war, change the government and then leave? If a country chooses to participate in a war, should they be prepared to participate in the peace afterwards, even if it costs a lot of money?



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

#### **PREPARATION FOR INTERACTIVE CARD GAME**

##### **Suggested materials:**

- White card stock – 17 sheets
  - White paper – 4 sheets
  - 1 sheet adhesive labels (30 per sheet)
  - 17 envelopes at least 4” by 6”
1. Download and print “Character Cards”, preferably in colour, on white card stock.
  2. Cut cards apart and sort by colour and number. Ideally, the cards should be laminated so that they can be used again.
  3. Download and print 4 copies of “Human Rights Charts” (regular paper is fine). Cut out the individual charts.
  4. Download and print “Character Card Labels”, preferably in colour, on an adhesive label sheet.
  5. Affix each label to an envelope and place each set of cards in an envelope along with one Human Rights Chart.
  6. Download and print “Answer Cards”, preferably in colour, on white card stock. Cut cards apart, laminate if desired and place in the envelope labeled with “Answer Cards”.



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

#### INSTRUCTIONS FOR CHARACTER CARD ACTIVITY

**TIME:** approx. 1 hour

**SUPPLIES:** Game card envelopes containing Character cards and Human rights charts; Answer cards; pen or pencil for each team.

- For this activity, the students will need to be ready to use their imaginations!
- Ask the students: When you are born, do you get to choose what your life is going to be like? Do you get to decide, for example:
  - Whether you will be a boy or a girl?
  - Which country you will be born in?
  - Whether you will be rich or poor?
- Let the students know that this activity is a bit like that: who they end up being is pretty much a matter of chance.
- Tell the students to partner up and give each team an envelope marked with a colour and a number, but ask them not to open the envelope YET!
- Designate an area of the classroom for each colour, keeping in mind that the “red” group will be quite large.
- Send the students to the designated parts of the room, according to the colour on their envelope.
- Explain to the students that in each of these envelopes is the story of an Afghan person’s life. Although the stories have been made up, they are based on *real things* that have happened to *real people* in Afghanistan. Ask them to use their imaginations to try to put themselves in that Afghan person’s place.
- Explain that inside the envelope, they will find two or more cards with the number of their group, a name and a year, such as “#1 Asif - 1994”. Each



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

card describes their character's life during that particular year in Afghanistan. As they read the cards, ask them to keep in mind which year it is and that their ages will change as the years go by!

- **1994** represents the time in Afghanistan before the Taliban took power.
- **1996** is the year the Taliban came into power. They were in power for 6 years.
- **Present** is now, after the defeat of the Taliban.
- **The last card** is a human rights chart for them to fill in.
- **Ask the students** to take turns reading the cards to their partners and to listen for clues as to whether or not their character has access to the basic human rights you've talked about and that are listed on their charts.
- **Students then need** to fill in their human rights charts – they may need to use deductive reasoning, as not all answers are given in so many words.
- **When they have finished** filling in the human rights, they need to add up the stars in each column and record the total number of stars in the row marked "TOTAL".
- **Students may then go** and ask the instructor for an answer card and compare their answers to those on the card. If their answers are different, students should try to figure out why that might be. In some cases, they needed to use deductive reasoning to reach the correct answer; in others, their answers may be just as valid as those on the answer card, provided they are backed up with sound reasoning.

### **DISCUSSION:**



## Understanding Human Rights in Afghanistan

### Canadian Students as Global Citizens

1. *What changes did you notice in Afghans' access to human rights after the Taliban came to power? Was there a difference for men as opposed to women?*
2. *Do you think what happened to the women in Afghanistan was fair?*
3. *What similarities did you notice between Afghan people and yourselves?*
4. *Did you see any similarities between the people described in this activity and the people in Deborah Ellis' book "The Breadwinner"?*
5. *How do you think you would feel if some of your basic human rights were taken away?*
6. *Can you think of ways that we, as Canadians might be able to help Afghan women and children regain access to their human rights?*
7. *Use the statistics you gathered about human rights for each colour group to make charts and compare their human rights. Which groups had greater access to which human rights? Why?*

#### **NOTE TO TEACHERS:**

The activity cards are designed to reflect the demographics as well as to illustrate important aspects of life and human rights in Afghanistan. The cards describe a total of 16 characters and can accommodate a class size of 32. For smaller classes, you may wish to remove some of the characters, beginning with #1 YELLOW (i.e. for 30 students); then #4 RED (28 students); and finally #10 RED (26 students). For classes smaller than 26 students, we suggest you simply assign one student to some of the characters instead of two.



# **Canadian Women for Women in Afghanistan**

## **APPENDIX C**

### **CHARACTER ANALYSES**

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**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### *Character Analyses*

#### **Asif (pronounced A - seef) #1 Blue card**

Ask the student who represents Asif to raise her/his hand.  
Ask the student who has Asif's character:

- What did Asif and his wife do for a living in 1994?  
(*Asif was a doctor and his wife was a social worker*).
- To what human rights did Asif have access, relative to the average Canadian?  
(*He had the same rights that most of us have: Food, clean water, access to education and health care, a home*).
- What sort of luxuries did Asif have?  
(*T.V., phone, car, holidays*).
- What did Asif do when the Taliban gained power in Afghanistan in 1996?  
(*He left Afghanistan and took his family to England*).

**Question to class: Why do you think there is only one blue character?**

**Answer: Because Asif is wealthy, and in Afghanistan as in most of the world, only a small percentage of the people are wealthy. In Afghanistan, even today, the majority of people live in what we would consider poverty, especially in rural areas where there is no electricity or running water.**

**Question to class: How many of your characters left Afghanistan in 1996 and went overseas?**

**Answer: Only Asif**

**Question to class: Why do you think Asif was the only one who did that?**

**Answer: Because he was the only one who could afford to. It is very expensive to arrange transportation for a family of five and to provide a home for them once they arrive.**

**Question to class: Why do you think Asif felt it was necessary to leave?**

**Answer: One of the reasons may have been that the Taliban persecuted many educated people. The Talibs were, for the most part, uneducated young men. They felt that educated people were a threat to their authority, and might persuade others to rebel, as well.**

- Ask the student what sort of work Asif and his wife do in England.  
(*He works in a factory and his wife is a housekeeper in a hotel*)

**Question to class:** Do you think that Asif and his family enjoy the same standard of living in England as they did in Afghanistan?

**Answer:** *No. Sadly, it is very difficult for professionals from other countries to gain recognition for their education and experience in their new country. Many of them take whatever jobs they can get in order to support their families.*

Ask the student:

- Where do Asif and his family live now?  
(*They've moved to Canada*).
- Does Asif plan to stay in Canada?  
(*Asif and his wife would like to return to Afghanistan, but it will take them years to save enough money, and their children don't want to leave*)

**To the class:** *This is a very common scenario for many families who have been forced to leave their home countries. The parents aren't always able to work in the jobs for which are trained, they are forced to take lower paying jobs, and their children become accustomed to the lifestyle of their new country and don't want to leave.*

*Asif also mentions that his relatives are scattered all over the world and they may never be together again. This is especially hard on Afghan families, as family ties are of the utmost importance to them. Ask the students to raise their hands if they have cousins that they hardly ever see, or whom they don't know very well – a few hands will go up. This situation is almost non-existent in Afghanistan, where extended families members are very close.*

## **Mariam #1 Green card**

Ask the student who represents Mariam to raise her/his hand.

Ask the student who has Mariam's character:

- What did Mariam do for a living in 1994?  
(*Mariam was a math teacher.*)
- To what human rights did Mariam have access, relative to the average Canadian?  
(*She had the same rights that most of us have: Food, clean water, access to education and health care, the right to earn a living, a home.*)
- What kinds of things did Mariam and her family enjoy doing?  
(*Having friends and family over to share meals and watch videos.*)

- When the Taliban gained power in 1996, what were some of the things Mariam could no longer do?  
(*Mariam couldn't teach school or go outside without her husband. She could not go to see a doctor or leave the house without a close male relative.*)

**Question to class: Why do you think the Taliban wanted to stop women from working or going out?**

**Answer: *The Taliban felt that women had gained too much freedom and education in the previous two decades, especially under Soviet occupation. For the most part, the Taliban were uneducated, often illiterate young men and they distorted their religious teachings to support their position against the rights of women.***

- What fears does Mariam have after 1996 that she didn't have before that?  
(*She is afraid to send her children to a secret school; she is afraid for the health of her unborn baby; and she is afraid that the Taliban might take away her teenage son and daughter.*)

**Question to class: Do most of us in Canada have those sorts of fears?**

**Answer: No.**

- What about now – is Mariam still in Kabul?  
(*One wall of Mariam's house was destroyed, presumably by a rocket, but no one was hurt and the family had nowhere to go, so they stayed in the house.*)
- Has Mariam gone back to work?  
(*She has gone back to work, but doesn't receive her pay regularly. Bombs destroyed her school, so the kids have classes outside.*)
- Do they have enough school supplies?  
(*No, but they have received a donation from some school kids in Canada to buy more supplies.*)

**Question to class: What do you think you and other kids could do to help school kids in Afghanistan?**

**Answer: *(Allow the students to use their imaginations, letting them know that even a small contribution can make a big difference in the lives of Afghan children).***

***Note to teachers: see Appendix D: Suggestions for Action.***

## **Ahmed ( pronounced Aw – med or Awk-med) #2 Green card**

Ask the student who represents Ahmed to raise her/his hand.

Ask the student who has Ahmed's character:

- What did Ahmed do for a living in 1994?  
(*Ahmed was a University professor.*)
- To what human rights did Ahmed have access, relative to the average Canadian?  
(*He had the same rights that most of us have: Food, clean water, access to education and health care, a home.*)
- What was one major difference between the city that Ahmed lived in and any Canadian city?  
(*Rockets were often heard falling on Kabul.*)

**Question to class: Which human right is being violated by the fact that rockets often fell on Kabul?**

**Answer: Security – feeling safe in going about one's daily life. Because of the continuous fighting between the different groups to gain control of the city, Afghans living in Kabul were under the constant threat of being killed by a rocket, gunfire or land mines.**

- When the Taliban gained power in 1996, why did Ahmed and his family leave to go to a refugee camp in Pakistan?  
(*He left Afghanistan for the safety of his daughters – he had six daughters.*)

**Question to class: Why do you think Ahmed and his family would feel they had to leave for the safety of his daughters?**

**Answer: The Taliban were very brutal towards women and girls. They would sometimes take young girls away from their families and sell them, or take them as wives. Many were never heard from again. Also girls were not allowed to go to school or to go out of the house if they were teenagers.**

- In the refugee camp, did Ahmed and his family have access to food, water, health care and education, like they did in Kabul?  
(*No, they had very little access to these rights.*)
- After the Taliban left and Ahmed and his family moved back to Kabul, what did they find had happened to their house?  
(*Someone had taken over their house so they had to move into a small apartment.*)

**To the class: This is not an uncommon occurrence in Afghanistan. Often, when people were forced to flee their homes they had to do so in a hurry and did not have time to obtain all their official documents. Other people might later move into the unoccupied house and claim it as their own by falsifying documents.**

- Are Ahmed's wife and daughters able to walk in the streets without their burqas?  
(No).

**Question to class:** Can anyone think of reasons why many of the women in Afghanistan still wear the burqa in public, even though the Taliban are no longer in power?

**Answer:** *There are many reasons. Some fear reprisal later on, if the Taliban regain control of the country. Some may have been yelled at by men in the street and accused of being indecent for going out in public uncovered. Some may simply feel too conspicuous (like they stand out too much) without the burqa. Here in Canada we may think it's odd that people think we are indecent just in our regular clothes, but imagine if you were living in a society in which you never saw women out in public wearing just their street clothes. If you did see a woman in the marketplace and she wasn't covered, it would be like someone here in Canada going grocery shopping in her bikini. We may not yell at her, but we certainly would not approve.*

### **Malalai (pronounced Ma'- la - lie) #3 Yellow card**

Ask the student who represents Malalai:

- How old was Malalai in 1994?  
(She was twelve).
- How does her family make a living?  
(Her father sells vegetables at the market and her brother works for UNICEF).
  - Do she and her family live in the city or in the country?  
(They live in a village near Kabul).
- So do you think they are rich or poor?  
(Neither one. They have a nice house, presumably enough to eat, and some access to safe drinking water).
- Does Malalai go to school?  
(Yes).

Ask the student who has Malalai's character:

- Do Malalai and her family leave their home when the Taliban come into power in 1996?  
(Yes, they go to Kabul)
- Why do they leave their home?  
(Because the Taliban took over their house.

*This was fairly common. The Taliban would enter a village and set up headquarters in one of the larger or nicer homes. They would also kill whatever animals they needed for food and take anything they felt they ‘needed’ from the villagers).*

- Did Malalai’s brother go with the rest of the family?  
(No. He went to Pakistan).

**Question to class:** Malalai’s brother spoke English. So, based on what we discussed regarding Asif, why do you think Malalai’s brother felt that he had to leave Afghanistan?

**Answer:** *Because people who spoke English were assumed to be educated, and therefore a target of the Taliban.*

- What happened to Malalai’s father in the marketplace?  
(He was beaten for selling vegetables to a woman who was out alone).

**Question to class:** Why would he have been beaten for that? After all, he wasn’t the one out where he shouldn’t be.

**Answer:** *Because the Taliban would punish anyone who ignored their edicts, or rules. Not only women were affected by the Taliban’s harsh fundamentalism (briefly explain fundamentalism, if necessary).*

*Men had to follow strict rules regarding the way they dressed – they were not allowed to wear a suit and tie because it was considered a western, non-Afghan image. They were also forced to grow beards, which had to be of a minimum length. If a man’s beard were not long enough, he would be beaten. A man could also be imprisoned or beaten for not enforcing the Taliban’s edicts in his own home. He could not allow his wife or older daughters to leave the house with wearing a burqa and without proper male accompaniment; he could not have any books in his home, other than religious texts, and he could not allow his female children to go to school.*

- After the Taliban were removed from power, were Malalai and her family able to return to their home?  
(They walked back to their village, but only found a large hole where their house had been bombed, so they walked back to Kabul.)

**Question to class:** Why do you think Malalai’s home would have been the target of a bomb?

**Answer:** *Because it had become a Taliban headquarters.*

Even just the rumour that the Taliban were in an area could have caused that area to be a target of the Northern Alliance.

- Did Malalai go back to school?  
(*Yes, but she is the oldest student in her grade eight class*).
- How did Malalai feel about being the eldest in her class?  
(*She was embarrassed*).

**After the Taliban were ousted from power, many girls wanted to go back to school but were prevented from doing so due to lack of schools, a shortage of school supplies and teachers, lack of security, or because of their age. How would you feel if you had to go to class with children who were up to six years younger than you?**

### **Fatima (pronounced Fah'- tee -mah) #6 Red card**

Ask the student who represents Fatima to raise her/his hand.

Ask the student who has Fatima's character:

- Fatima says that she is one of the oldest people around. How old is she?  
(*Fatima is 64*).

**Question to class: Do you think age 64 is old? How many of you have grandparents who are older than 64? In Canada, the life expectancy of the average person is over 80. That means that most of us will probably live to be 80. In Afghanistan the average life expectancy is only 46, so Fatima is indeed considered to be elderly. How many of you have parents who are over 40? Imagine that most people in Afghanistan will not live to be much older than your parents.**

**Why do you think that the life expectancy Afghanistan is so low? It could be due to war, the famine caused by war, drought, or lack of adequate housing and medical care.**

Ask the student:

- Is Fatima's family rich or poor?  
(*Poor.*)
- Do they have enough food to eat and clean water to drink?  
(*Not always*).
- Where do Fatima and her family go in 1996 and why?  
(*They leave Kabul because they are afraid that rockets will hit their building. They go to a refugee camp in Pakistan*).
- And are conditions better or worse for them in the refugee camp?  
(*Conditions are worse for them in the refugee camp. They all have to live in one small tent, they had to sell Fatima's prosthetic leg to pay for transportation to the camp, and they don't have enough to eat or drink*).



*To the class: Many men, women, and children lost limbs to landmines during the time of Soviet occupation, civil war, and Taliban rule over Afghanistan. Sadly, landmines will endanger the lives of Afghans for many decades to come. Prosthetic limbs are very expensive and during the Taliban rule it was not uncommon for families to sell the prosthetic limbs of their women. They thought that the women wouldn't need them, since women weren't allowed to work or leave their homes, anyhow.*

- What happened to Fatima in the camp?  
*(She caught pneumonia and died, because the doctor had too many patients to see and couldn't get to her in time).*

**To the class: This type of scenario was a reality for millions of Afghans for over a decade, and sadly, still remains that way for many. Life in a refugee camp is extremely difficult. There is never enough food and clean water for everyone in the camps to maintain their health. Access to health care is limited due to an insufficient number of doctors, nurses, hospital beds, proper equipment, and medicine. Entire families must live together in very small tents with no water, electricity, or adequate heating and cooking equipment. It is easy to see how a person's health could deteriorate very quickly in such circumstances, and how it isn't uncommon to die from what we here in Canada see as easily curable illnesses.**

### **Parvana (pronounced Par - vah'-nah) #10 Red card**

Ask the student who represents Parvana to raise her/his hand.

Ask the student who has Parvana's character:

- To what rights does Parvana have access?  
*(She usually has enough food to eat and clean water to drink, but she does not have access to education or security).*

**Question to class: Those of you in the red group, raise your hand if you have access to fresh water. Enough to eat? Security? Education?**

**You can see that even within one group there is a lot of diversity in terms of their access to human rights.**

- What happened to Parvana's family in 1996?  
*(Her father was arrested and Parvana had to dress like a boy and she and her brother had to go out and earn money for their family).*

***Some of you may have read Deb Ellis' "Breadwinner" series, in which a girl named Parvana has to dress like a boy to support her family. In the book, Parvana's father is also arrested. During the Taliban rule in Afghanistan, and before that, during the time of the Soviet occupation and Mujahideen rule, many people were arrested for holding a point of view that was different from the government's. In***

**fact, even now, in countries all over the world the same thing happens every day. Can you name some of the countries in which this happens?**

**NOTE to teacher: depending on the age of the students and the countries they have studied, please advise them as to other countries that are ruled by such repressive regimes.**

- What about Parvana's mother? How is she coping with the difficulties in her life? (*She is very sad. Parvana's aunt says that she is depressed*).

**To the class: Due to the overwhelming difficulties in their lives, many people in Afghanistan suffer from depression. A study conducted in 2002 in Afghanistan showed that 70% of people in Afghanistan displayed symptoms of clinical depression. Women and disabled people showed the worst signs of depression. Depression can make a person feel exhausted, sad, joyless, and hopeless. Can you imagine a society in which more than half of all adults feel this way?**

- After the Taliban were removed from power, did things go back to normal for Parvana? (*No. Her father has not yet been released from prison and Parvana and her brother continue to work as tea boys to support their family*).
- Does the family have any other means of support? (*Yes. Their aunt and young cousin moved in with them after their uncle died. The aunt now works for a non-governmental agency*).
- Is Parvana's mother feeling better, now? (*Parvana's mother still looks sad a lot*).

**It takes a great deal of time, counseling, and sometimes medication to overcome depression. Do you think Parvana's mother has access to any of these things? Another mental illness that many Afghans suffer from is post-traumatic stress disorder (PTSD). This is an illness that affects people after they have been through an emotional upheaval such as war, natural disaster, an accident, or an act of violence. It isn't just the physical effects of war that people have to deal with in the years after the conflict is over. There are emotional scars that need to heal, too. Sadly, the millions of Afghan people who suffer from depression or post-traumatic stress disorder have little access to adequate counseling and medication.**

**Canadian Women for Women  
in Afghanistan**

**APPENDIX D**

***SUGGESTIONS FOR ACTION!***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan

### *Canadian Students as Global Citizens*

### *Suggestions for Action*

#### **Spread the word!**

Raising awareness about human rights is one of the most important things we can do to help those who don't have access to their rights. Talk about human rights to your friends and family. Tell them about what is happening in Afghanistan and how important it is that we help people who don't have access to their human rights.

#### **Write letters!**

Send a letter to the Canadian Prime Minister saying how important you think it is that we continue to help the people of Afghanistan. The government needs and wants to know what you think, even if you are not old enough yet to vote. Letter writing is an excellent way to make your thoughts known. Every letter that you write counts as 100 letters because the government estimates that out of every 100 people who have a certain opinion, only 1 person will bother to write to them. You can also send a copy of your letter to your Member of Parliament so that she/he knows what's important to the people in that she/he represents. The Prime Minister's email address is: [pm@pm.gc.ca](mailto:pm@pm.gc.ca). Visit the web site of the Federal Government to find the email address of your M.P. at [www.parl.gc.ca](http://www.parl.gc.ca). A hand-written letter can be even more effective as it shows that you've put that much more effort into writing it – plus there's no postage charged if you are writing to the government!

#### **Send a post card!**

Canadian Women for Women in Afghanistan have printed post cards asking the Canadian government to continue supporting Afghan women and children by sending peacekeeping troops and aid money. Your teacher can contact CW4WAfghan and ask us to send enough post cards for your whole class.

#### **Raise funds!**

Fundraising can be a very satisfying activity, especially when you know that the money you raise will be used for a great cause. Even a small amount of money can make a big difference to someone's life in Afghanistan. Because Afghanistan is so far away, the best thing to send is money (as opposed to actual goods that need to be shipped). Canadian Women for Women in Afghanistan will make sure that the money gets to where it is needed most and is put to good use helping Afghan people. There are also many other great organizations that will help to get your money to Afghanistan. There are many fun ways to raise money for a good cause: a penny or looney drive at your school, a used book sale, a bake sale, a bottle drive – use your imagination, talk to your parents or teacher about your idea, then go for it! **For more ideas, visit [www.w4wafghan.ca](http://www.w4wafghan.ca).**

#### **Create a weblog/online journal**

Let others in on what you know about human rights and the situation in Afghanistan. **Don't think you know anything?** You know a lot more than you did a few days ago, and you probably know more than many Canadians about human rights abuses in Afghanistan and other parts of the world.

Here are some ideas for your weblog:

- Over the course of several days, take away your own privileges one by one and describe in the experience in your blog. For example, on day one stop using electronics (except for your blog entries, of course). On day two, start boiling all your drinking water. On day three, don't read anything that isn't religious material. On day four, don't make or listen to any kind of music. Continue to deny yourself different privileges for the next few days. Explain how your experience did or did not trigger empathy with those who don't get to choose their own rights and privileges.
- Find fabulous photos of Afghanistan for your blog at [www.lukepowell.com](http://www.lukepowell.com).
- Read one or more books from Deborah Ellis' The Breadwinner series and post a review.
- Create a piece of art expressing your perspective on human rights and/or what you've learned about Afghanistan. Post a photo of your piece along with an artist's statement on its meaning.
- Watch the movies "Kandahar" or "Osama" and post a review.
- Follow the news of Canada's military in Afghanistan in the news media or on the Department of National Defense website at [http://www.forces.gc.ca/site/home\\_e.asp](http://www.forces.gc.ca/site/home_e.asp). Post your opinion about the Canadian military's role in Afghanistan.
- Invite feed back from other young people interested in international human rights issues. Exchange ideas as to what can be done in your community and elsewhere to raise awareness of international human rights.

**Don't know how to create your own blog?** Some blog hosts offer free hosting services, as well as step by step instructions on creating your own blog. The link below will take you to a review of free blog hosts.

<http://weblogs.about.com/od/weblogsoftwareandhosts/a/topfreeblogs.htm>

For a more in-depth lesson on blogging, try the free online tutorial at

<http://weblogs.about.com/c/ec/2.htm>

Once you have a blog, here are tips on increasing the quality of, and traffic to your blog

<http://mydiary.net/News/53858-7-Tips-for-Successful-Blogging.asp>

**Important note: don't forget to practice safe blogging!**

### Safe Blogging Tips for Teens (from blogsafety.com)

- **Avoid postings that could enable a stranger to locate you.** That includes your last name, the name of your school or sports teams, the town you live in and where you hang out.
- **Check to see if your blogging service has a "friends" list that allows you to control who can visit your blog.** If so, be sure to allow only people you know and trust. Be very careful before adding strangers to your list and be extremely careful about the information you post that can be accessed by people outside your friends list.
- **Avoid getting together with someone you "meet" through a blog** unless you are certain of their actual identity. If you do meet them, arrange the meeting in a public place and bring some friends along.
- **Be very careful about photographs you put on your blog.** It's best to avoid photos that can make it easy for people to recognize you. It's a very bad idea to post photos that are suggestive or sexual in nature. Before uploading a photo, ask how you would feel if that picture were seen by your parents, a college admissions counselor, a potential employer, a future boyfriend/girlfriend or spouse or, perhaps, your grandparents. What if you were to run for office someday? What you post on the Internet can be downloaded by others and can hang around forever.
- **Avoid postings that could embarrass you, your friends or family members now or later.** Remember, what you post on your blog can be copied and stored and could come back to haunt you years later.
- **If you allow non-friends or strangers to post comments to your blog, check the comments regularly to make sure they're appropriate and, if not, remove them.** Never allow messages that are mean, threatening or embarrassing to you or others. Never respond to such messages either. Just delete them and, if possible, block that person from visiting your blog.
- **Do not lie about your age when you sign up for a blog.** Age limitations are there for a good reason. Claiming that you are older than you are could get you into trouble and put you at risk.

For more information about blogging and Internet safety, visit [BlogSafety.com](http://BlogSafety.com) and [SafeTeens.com](http://SafeTeens.com).

### **Write a letter to President Hamid Karzai of Afghanistan at:**

President Hamid Karzai  
c/o Embassy of Afghanistan  
246 Queen Street, Suite 400  
Ottawa, ON  
K1P 5E4

Encourage President Karzai to publicly speak out in protest of violence against women, to increase security for girls attending school in Afghanistan, and to work to ensure the safety of all NGO workers in Afghanistan.

### **Get connected with other youth activists:**

**Justice4Youth** was established in 1999 by some Calgary youth that wanted to educate their peers about their rights as well as more about the issues that contributed to youth crime, youth rights, and young peoples' lives in general.

<http://www.justice4youth.com/main/index.php>

**Rock Against Racism (RAR)** is a collaborative effort of community organizations in Calgary to bring awareness to anti-racism initiatives through music, culture, and dialogue. It is presented by the Committee on Race Relations and Cross Cultural Understanding and **Youth Reach Out Against Racism**.

Youth Reach Out Against Racism is a group of youth between the ages of 14 and 24 who are concerned about the presence of racism and prejudice in our society and wish to work for a positive change towards tolerance and understanding among people of different cultures:

<http://www.rockagainstracism.ca/main.html>

Amnesty International is a worldwide movement of "ordinary" people who work together to help protect - individuals and communities around the world whose human rights are under attack.

Amnesty International encourages and supports youth activism through the Youth & Student Program:

[http://www.amnesty.ca/youth/youth\\_action\\_toolkit/](http://www.amnesty.ca/youth/youth_action_toolkit/)

Mines Action Canada seeks to bring humanity one step closer to peace and social justice by eliminating the impacts of victim-activated weapons (landmines) and restoring the rights and dignity of affected individuals and communities:

<http://www.dangermines.ca/site/index.cfm?fuseaction=Start>



**Canadian Women for Women  
in Afghanistan**

**APPENDIX F**

***LESSON PLANS***

***Grades 4 - 6***



**Understanding Human Rights  
in Afghanistan**

***Canadian Students as Global Citizens***



## Understanding Human Rights in Afghanistan *Canadian Students as Global Citizens*

### *Human Rights Lesson Plans*

#### **Activity #1 – Rights of the Child**

##### **Materials needed:**

1. Declaration of the Rights of the Child (Plain language version)  
<http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>
2. Flipchart paper and markers
3. Copies of “The Breadwinner”, “Parvana’s Journey” and “Mud City” by Deborah Ellis.

##### **Background information on the protection of rights:**

- FAQ on the Universal Declaration of Human Rights  
<http://www.un.org/cyberschoolbus/humanrights/qna/faqudhr.asp>
- Q and A on Human Rights  
<http://www.un.org/cyberschoolbus/humanrights/qna/alston.asp>
- Canadian Human Rights Act and the Canadian Human Rights Commission  
[http://www.chrc-ccdp.ca/about/human\\_rights\\_act-en.asp](http://www.chrc-ccdp.ca/about/human_rights_act-en.asp)
- Human Rights Watch: Afghanistan  
<http://www.hrw.org/campaigns/afghanistan/>

**Step One:** Write the 10 ‘Rights of the Child’ on the black/white board

**Step Two:** Ask the students if they think that most children in Canada have these rights. Go through them one by one and once everyone agrees, move on to the next step.

(Optional step: This website has a short photo gallery of pictures of life as an Afghan refugee. If the school has the technology to support it, students could view this on a screen prior to the activity. It is a good way to visually support the activity.)

<http://www.doctorswithoutborders.org/education/galleries/jalozai2/index.html>

**Step Three:** Divide the class into 4 groups. Have each group read an excerpt from Deborah Ellis' books as outlined below:

**“The Breadwinner”**

**Chapter 1: Life in Kabul under the Taliban.**

**“Parvana’s Journey”**

**Chapter 18: Travelling as refugees and orphans.**

**Chapter 19: Life in a refugee camp.**

**“Mud City”**

**Chapter 5: Life as a refugee street child**

**Step Four:** Each group should list which rights were violated and in each situation.

**Step Five:** Each group should present their findings to the class.

**Optional follow up activity:**

1. Have the students write in journals about how they think it would feel to have their rights violated in the way they are violated sometimes in Afghanistan.
2. Have the students write in journals about how they think it would feel to become a refugee.

## **Activity #2 – It's Not Fair!**

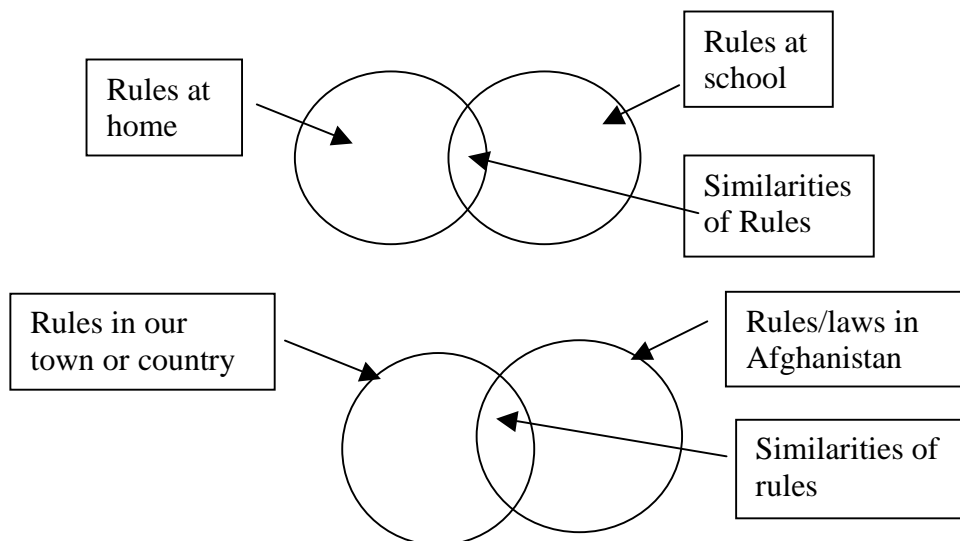
Elicit the response of "It's not Fair" from students by telling them or having them choose and read cards that say each of the following statements in the new rules for the classroom. Explain that this is a sudden change but that they have to abide by the rules. Suggested new rules for the classroom could be...

- When you go to the washroom today, you must either wait till lunch time or you must raise your hand and be accompanied by a teacher
- You may not drink water or bring drinking bottles of any kind in your backpack or in the classroom or
- You may not have a bottle of water at your desk at any time during the day.
- You will not have recess today. You will stay in the classroom and sit at your own desk. You may not talk to anyone at that time.
- You must stay after school today to do all your homework before you go home.
- You may not talk to anyone all day. Complete silence.
- You may not use the computer, or listen to music of any kind.
- You may not play any games either inside or outside today.

### **UNFAIR RULES/LAWS in our homes, in our countries and in other countries.**

When students complain that it is not fair, acknowledge to them that in our school, in our town, in our province and in our country this would not be fair. Discuss why we have rules at home, at school, in our town and in our country.

Ask the students what is similar about the rules you gave them and the rules in Afghanistan.



The students may say, “*That's not fair*” or even “*They/We have no rights*”. If the rules at home or at school involve inconvenience or some frustration they are likely not the denial of rights needed in order to survive. Explain that adults do have rules in homes and in schools for the child's safety. Because these rules involve the rights to survival of people we call them HUMAN RIGHTS.

**UNFAIR RULES/LAWS THAT DENY the survival needs of a human =  
NO HUMAN RIGHTS**

The United Nations developed a list of human rights for all people. Another group looked at these human rights and decided to write **The Declaration of Human Rights for the Child**.

For the **Declaration of the Rights of the Child** check the website  
[www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp)

## *Landmines and Afghanistan Lesson Plan*

### **Materials needed:**

Background information on landmines from:

- Mines Action Canada web site: [www.minesactioncanada.org](http://www.minesactioncanada.org)
- International Campaign to Ban Landmines web site: [www.icbl.org](http://www.icbl.org)

### **Introduction to Landmines**

#### **Time:**

5 - 10 minutes

- Introduction to mines: What do you know about landmines? (*Most kids will say “it’s a bomb” or “they kill people”. This is just a good way to start to engage them in the topic. You could even bring up the fact that they might have seen mines in movies. A water mine appears in “Finding Nemo”.*)
  - Over 350 different kinds of mines (*It is a good idea to show pictures here. They can range in size and shapes. You can find pictures about anything landmine related on the ICBL web site).*
  - Normally set off by pressure or trip wire.
  - Some mines are made to explode only when a vehicle or tank drives over it (anti-tank mines) and some mines can be set off even by a small child (anti-personnel mines)
- Where they are:
  - 82 countries (the two most heavily mined countries are Cambodia and Afghanistan) *It is a good idea to show a map and point out how much of the world is mined. The Landmine Monitor report from the ICBL website is a good resource for information and maps.*
  - 60-100 million mines are in the ground right now, but there are none in Canada.
- Does it matter how many mines are in the ground? If I told you that there MIGHT be a mine somewhere in the hallway outside, would you go? Would it make a difference if I told you there were a hundred there? Even the rumour of a mine can stop people from using an area.
- Landmines were laid in Afghanistan during the Soviet occupation by all sides.
- Landmines were laid to slow down or injure the enemy, to keep them from going into certain areas and even just to hurt as many of the enemy or their families as possible.

- The problem was that the landmines were not all cleaned up after the conflict ended - and if nobody sets them off; they stay hidden under ground until somebody steps on them. Landmines can stay active for over 50 years.
- Machines that look like tractors clean them up. People also use metal detectors and other kinds of technology to clear the mines out of the ground- but it takes a really long time because people have to be very slow and careful about it.
- Now, there is an international rule called the Ban Landmine Treaty that is meant to prevent countries from laying any more mines. Unfortunately, not all countries have signed the Treaty.

### **Landmine Trust Walk**

#### **Location:**

Open area in a classroom, gym or outdoors.

#### **Time:**

15 minutes.

#### **Materials:**

Paper land mines for indoors; cones, Frisbees, buckets to use as mines for outdoors, blindfolds for half the participants.

#### **Preparation:**

Photocopy and cut out enough paper landmines to scatter over your indoor activity area. For outdoor preparation, gather cones, rope, etc. and place near playing area.

#### **Procedure**

Create a minefield by placing “mines” (any small object) in a haphazard manner in the playing area.

Have ten to twelve volunteers form pairs (five or six pairs) - one participant will be blindfolded, the other a guide.

Instruct “blind” participants to go to one end of the designated playing area.

Then guides should take their places at the opposite end of the playing area and face their “blind” partners.

All together, guides take turns verbally directing partners through the minefield.

If a “blind” participant steps on or touches a “mine,” s/he is “maimed” and can no longer participate.

The trust walk ends when all the “blind” participants have had an opportunity to cross the minefield.

#### **Debriefing the Trust Walk**

- How did the blindfolded participants feel during the trust walk?

It was probably confusing that so many people were talking at once. Remind students that it is confusing for people who live with landmines every day. They do not have someone telling them where to step. They have to choose between risking their life, and getting what they need to survive- such as firewood, food and water. Landmines are often found on pathways, in fields and in forests.

It was probably scary for some participants. They might not have wanted to put their foot down on the ground. Talk about the fact that this is a daily reality for people living in mine affected countries.

- How did the guides feel during the trust walk?
- Emphasize that the reason that you do not get another chance to cross the field if you were maimed or killed, is because that is the way it is in real life. If you set off a landmine, you *will* be injured or killed.
- **Remind students at the end of the activity that there are no landmines in Canada.**

### **Variations**

1. If time permits, reverse the roles and play again.
2. Remove some of the landmines. Ask the entire group to close their eyes and try to cross the field without stepping on a mine.

### **Discussion of the effects of landmines**

#### **Time:**

5 minutes

Can anyone think of how landmines might affect a person or community? Think of how they might affect your mind and how you feel (psychological), your community (social and economic) or your body (physical).

Points that you could discuss here are:

#### **Psychological effects**

- Fear (you are not able to feel safe in you daily activities- the path you walk on to get your food might be mined. You fear for your family's safety)
- Shame (if you have been injured. Many amputees are not welcomed back into the communities they came from)

#### **Social and economic effects**

- It is very expensive to de-mine. It costs \$3-5 to make a mine, but can cost up to \$1000 to take one mine out of the ground.
- The cost for caring for people with injuries is very high. Prosthetics are often much too expensive for people.
- Kids can not play wherever they want to, and it is harder for parents to work and do their daily chores.
- Much farmland is no longer available to be used for growing food.



### Physical effects

- 50% of people who come into contact with a mine do not survive
- Mine injuries are very painful, and survivors often do not have the same access to care that people in the West have.

### Mine Clearance

#### **Time:**

5 – 10 minutes

Mine clearance requires a variety of ‘tools’ in order to be as effective as possible. De-miners will first use a machine that looks a lot like a tractor to drive over the ground, and set off as many mines as possible, before the de-miners will start the manual process. *(It is a good idea to show pictures here. Again, the International Campaign to Ban Landmines website is very good for their pictures)*

Sometimes, de-miners will clear an area using de-mining dogs that will sniff out the explosive powder, rather than the metal that metal detectors find. The dogs are treated very well and de-miners do everything they can to make sure that the dogs do not get hurt. De-mining dogs are like police dogs. When they sniff out the explosive powder, they sit down, to tell the de-miner that there is something under the ground. The de-miner will then mark that area, and they will uncover the mine later. *(The students will be very concerned about the well-being of the dogs. Besides humanitarian reasons for taking good care of the animals, it is in the best interests of the de-miner to make sure that the dog is safe. It can cost \$18,000 for just the initial training and care of one dog)*

After the dogs have investigated the area, de-miners use a metal detector to find any mines that are still under the ground. If they hear the ‘beep’ of the metal detector, they get down on their stomachs and use a stick that looks like a knitting needle to prod into the ground. They do this very slowly and carefully. They prod into the ground on an angle, because if they prod straight down, they risk setting off the mine. *(You could demonstrate what this might look like, or show them a picture here)* If they strike something hard, the de-miners will mark the area, and they will later cut out the ground around it to expose what is underneath. If it is indeed a mine, explosives will be placed around it and detonated.

### Concluding the lesson

#### **Time:**

5-10 minutes

Discuss ways that students in Canada can be active on the issue of landmines and Afghanistan. See **Opportunities for action** below.

Ensure that you leave the students with the fact that the global landmine situation is improving every year, though there is still much work to be done. Afghanistan is one of

the biggest priority areas, and has a large number of national and international organizations trying to solve the problem. Students should also know that there are a variety of ways for them to be locally involved; an important point to make in order to ensure that they do not feel disengaged from the problem.

**Opportunities for action:**

Help to clear land mines:

<http://www.clearlandmines.com/>

Hold a “Night of 1000 Dinners” to raise money for landmine survivors

Sign the “Peoples’ Treaty” against land mines at <http://www.icbl.org/youth>

Visit these sites to find out what you can do to help:

[www.minesactioncanada.org](http://www.minesactioncanada.org)

<http://www.mines.gc.ca/V/menu-en.asp>

## *Student Activities*

The following four pages can be photocopied and handed out to students for individual or group activities. Have students carry out the activity as per the instructions on the sheets and then hold a class discussion around the issues raised.

**Refugee Activity:** Have the students work in groups and present their results to the class. A class discussion could then be held to explore:

- How students felt at having to leave certain things behind.
- What were some of the things that could have happened while they were travelling?
- What are some of the challenges/dangers they would have to overcome (e.g. lack of food and water, land mines etc?)
- How would they feel about having to adjust to new surroundings such as: a refugee camp, a new home, a new country?

**Venn Diagram:** In addition to, or instead of using words to describe life in Canada and Afghanistan, students can also draw, or paste pictures onto the diagram.

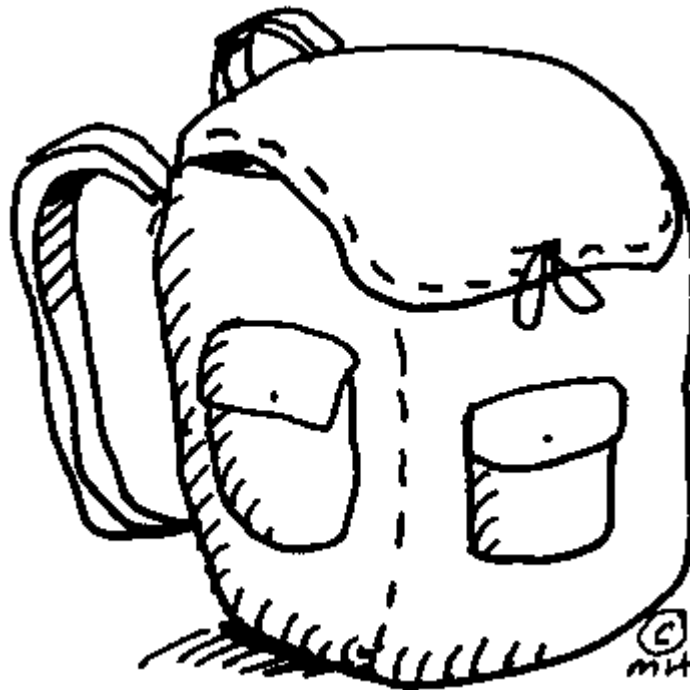
**Map Activity:** Students use the maps and information provided to answer a series of questions about the geography of Afghanistan and Canada. The following website has excellent Canadian map resources for further exploration of themes using your own province as a reference.

<http://atlas.nrcan.gc.ca/site/english/maps/reference/provinceterritories>

## *Refugee Activity*

### ***YOU ARE A REFUGEE - WHAT WOULD YOU TAKE?***

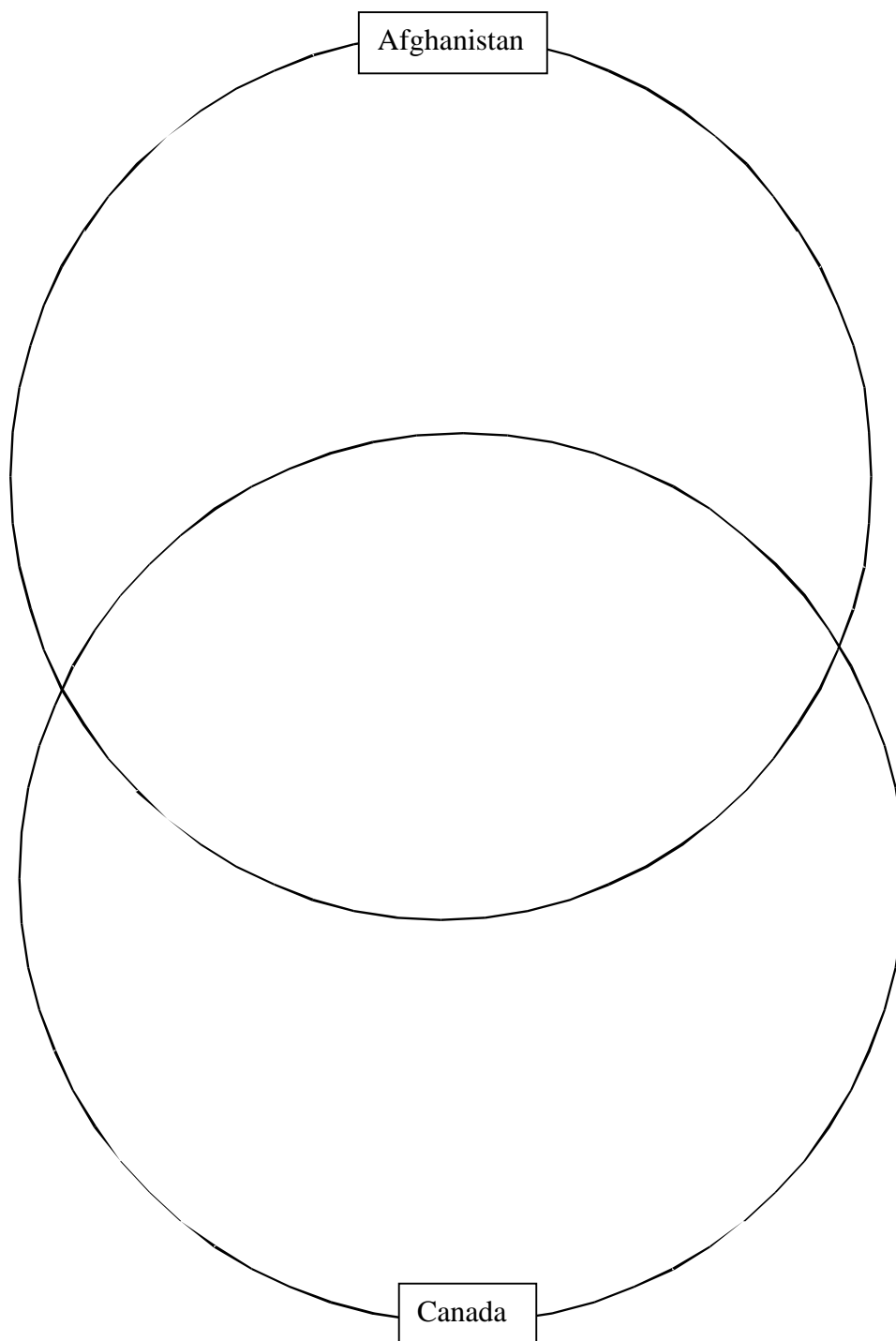
If you had to leave your home quickly (as many refugees around the world must do) what would you take? Remember that you may not be coming home again, you can only take what you can carry, and you may have to walk for a long time. Use the space around the backpack to draw or write about what you would take with you.



*Clip art licensed from the Clip Art Gallery on [www.DiscoverySchool.com](http://www.DiscoverySchool.com)*

## *Venn diagram – Canada and Afghanistan*

Canadians and Afghans have a lot in common – we have similar hopes and dreams, likes and dislikes. There are also some major differences in our lives; some by choice and others by chance. Use this Venn diagram to illustrate how life in Canada and life in Afghanistan can be similar in some ways and very different in others.



## Map Activity

**Using the map of Afghanistan below and the map of Canada on the following page, answer these questions:**

1. Are the two maps at the same scale? How can you tell?
2. To which province(s) is Afghanistan most similar in size?
3. What is the distance from Kabul to Mazar-e-Sharif? Find pairs of cities on the map of Canada that are also that distance apart. If you were a refugee, do you think it would be easy to walk from one city to the other?
4. There is a large geographical feature called the "Hindu Kush" that lies between Kabul and Mazar-e-Sharif. Do you know what it is? Western Canada has a similar feature – where is it located? What kinds of problems might you have if you had to walk across that geographical feature?
5. Find the statistics below for your province. You may want to use the web site: [http://www3.nationalgeographic.com/places/countries/country\\_canada.html](http://www3.nationalgeographic.com/places/countries/country_canada.html)

**To which map does each box belong?  
What is GDP?**

\_\_\_\_\_?

**Area**  
647,500 sq km  
**Population**  
31,056,997 (July 2006 est.)  
**Birth rate:**  
47 births / 1000 population  
**Death rate:**  
20 deaths / 1000 population  
**Life expectancy:** 43 years  
**Literacy:**  
Male 51%; Female 21%  
**GDP Per Capita:** U.S. \$800

\_\_\_\_\_?

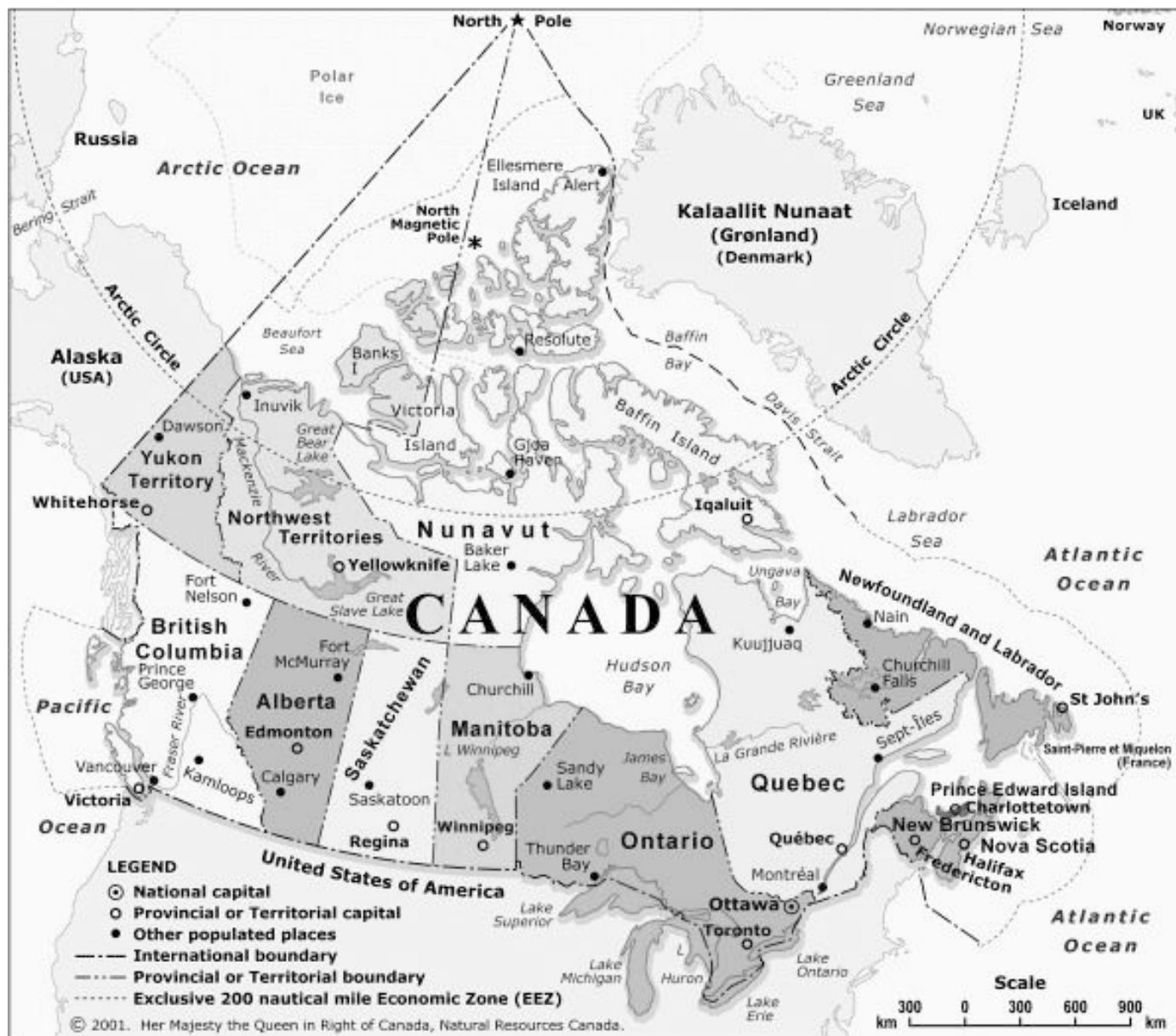
**Area**  
9,093,507 sq km  
**Population**  
33,098,932 (July 2006 est.)  
**Birth rate:**  
10 births / 1000 population  
**Death rate:**  
7.8 deaths / 1000 population  
**Life expectancy:** 80 years  
**Literacy:**  
Male 99%; Female 99%  
**GDP Per Capita:**  
U.S. \$35,200



Statistics and Afghanistan Map source: CIA World Factbook <http://www.cia.gov/cia/publications/factbook/>

**Want more information?** <http://plasma.nationalgeographic.com/mapmachine/profiles/af.html>

## Map Activity (cont'd)



## ***Additional Activities***

***My Afghan Friend:*** Imagine that you have a friend who lives in Afghanistan and that you are pen pals. Write a letter to her or him and then write their reply.

***Creative Writing:*** Read one of Deborah Ellis' books (*The Breadwinner*, *Parvana's Journey* or *Mud City*) and write an additional chapter at the end of the book, telling what happens to the characters based on what you know about them and about life in Afghanistan.

***Collage:*** Use pictures from old magazines (National Geographic is excellent) and make a collage illustrating life in Canada on half of the page and life in Afghanistan on the other half, perhaps using the middle section of the page to put things both countries/peoples have in common.

## ***Web connections***

**A lesson plan on the drought in Afghanistan:**

<http://www.nationalgeographic.com/xpeditions/lessons/01/g35/drought.html>

**A lesson plan on life as a refugee in Afghanistan:**

<http://www.nationalgeographic.com/xpeditions/activities/09/refugee.html>

**A page of Questions and Answers *for kids and by kids*, lesson helpers, activities and other resources**

[http://teacher.scholastic.com/scholasticnews/indepth/afghanistan/kid\\_q\\_a.htm](http://teacher.scholastic.com/scholasticnews/indepth/afghanistan/kid_q_a.htm)

**Parvana, The Breadwinner Teachers' Notes:**

<http://www.allenandunwin.com/Teaching/parvana.tns.pdf>

**Afghanistan: Land in Crisis Thematic Interactive Map:**

<http://www.nationalgeographic.com/landin crisis/>



## **Book List for Teachers**

- Ansary, Tamim. West of Kabul, East of New York: An Afghan American Story.
- Ahmedi, Farah and Tamim Ansary. The Story of My Life: An Afghan Girl on the Other Side of the Sky.
- Armstrong, Sally. Veiled Threat: The Hidden Power of the Women of Afghanistan.
- Bernard, Cheryl. Veiled Courage: Inside the Afghan Women's Resistance.
- Brodsky, Anne E. With all our Strength.
- Burke, Jason. Al Qaeda.
- Chavis, Melody and Ermachild, Meena. Heroine of Afghanistan: the Martyr who founded RAWA, the Revolutionary Association of Women of Afghanistan.
- Chayes, Sarah. The Punishment of Virtue: Inside Afghanistan After the Taliban.
- Crile, George. Charlie Wilson's War: The Extraordinary Story of the Largest Covert Operation in History
- Cristofari, Rita and Follain, John. Zoya's Story: An Afghan Woman's Struggle for Freedom.
- Elliot, Jason. An Unexpected Light.
- Ellis, Deborah. The Breadwinner.
- Ellis, Deborah. Parvana's Journey.
- Ellis, Deborah. Mud City.
- Ellis, Deborah. Women of the Afghan War.
- Fisher Staples, Suzanne. Under the Persimmon Tree.
- Hosseini, Khaled. The Kite Runner.
- Hosseini, Khaled. A Thousand Splendid Suns.
- Huntington, Samuel P. The Clash of Civilizations and the Remaking of World Order.
- Kaplan, Robert D. Soldiers of God: With Islamic Warriors in Afghanistan and Pakistan.
- Khadra, Yasmina (Moulessehoul Khadra real name). The Swallows of Kabul.
- Kremmer, Christopher. The Carpet Wars: From Kabul to Baghdad.
- Lamb, Christina. The Sewing Circles of Heart: A Personal Voyage Through Afghanistan
- Latifa. My Forbidden Face: Growing Under the Taliban: A Young Woman's Story.
- Logan, Harriet. Unveiled: Voices of Women in Afghanistan.
- Lubbers, Ruud and Zalmai. Return, Afghanistan / Retour, Afghanistan

Mehta, Sunita. Women for Women Afghanistan: Shattering Myths and Claiming the Future.

Mortenson, Greg. Three Cups of Tea.

Newby, Eric. A Short Walk in the Hindu Kush.

Pazira, Nelofer. A Bed of Red Flowers: In Search of My Afghanistan.

Pigott, Peter. Canada in Afghanistan: The War So Far.

Rashid, Ahmed. Taliban.

Rashid, Ahmed. Jihad: The Rise of Islamic Fundamentalism in Central Asia.

Schultheis, Rob. Night Letters: Inside Wartime Afghanistan.

Schwartz, Stephen. The Two Faces of Islam: Saudi Fundamentalism and Its Role in Terrorism.

Seierstad, Asne. The Bookseller of Kabul.

Shah, Saira. The Storyteller's Daughter.

Sulima, Hala and Batya Swift, Yasgur. Behind the Burqa: Our Life in Afghanistan and How We Escaped to Freedom.

### **Film List**

- Kandahar
- Return to Kandahar
- Osama
- Five O'Clock in the Afternoon
- Daughters of Afghanistan

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**Character:** \_\_\_\_\_

Does your character have access to these human rights?

0 = No \* = A little bit \*\* = Some \*\*\* = Yes

Human Rights	1994	1996	Present
FOOD			
WATER			
SHELTER			
HEALTH			
EDUCATION			
SAFETY			
LIVELIHOOD			
FREEDOM of Movement			
TOTAL			

**#1 Asif**

Human Rights	1994	1996	Present
FOOD	***	***	***
WATER	***	***	***
SHELTER	***	***	***
HEALTH	***	***	***
EDUCATION	***	***	***
SAFETY	*	***	***
LIVELIHOOD	***	**	**
FREEDOM of Movement	***	***	***

**#1 Mariam**

Human Rights	1994	1996	Present
FOOD	***	***	***
WATER	***	***	***
SHELTER	***	**	**
HEALTH	**	0	**
EDUCATION	***	0	**
SAFETY	**	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	0	**

**#2 Ahmed**

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	***	*	*
SHELTER	***	**	**
HEALTH	***	*	**
EDUCATION	***	*	**
SAFETY	*	**	**
LIVELIHOOD	***	0	**
FREEDOM of Movement	***	**	***

**#1 Shauzia**

Human Rights	1994	1996	Present
FOOD	***	**	***
WATER	***	*	***
SHELTER	***	***	***
HEALTH	***	*	**
EDUCATION	***	0	*
SAFETY	***	*	***
LIVELIHOOD	***	*	***
FREEDOM of Movement	***	0	***

**#2 Ali**

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	**	**	**
SHELTER	***	***	***
HEALTH	**	*	*
EDUCATION	***	*	**
SAFETY	**	**	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	***

**#3 Malalai**

Human Rights	1994	1996	Present
FOOD	***	**	**
WATER	***	*	*
SHELTER	***	*	*
HEALTH	***	**	**
EDUCATION	***	0	**
SAFETY	*	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	0	**

**#1 Saira**

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	***	***
HEALTH	*	*	*
EDUCATION	0	0	0
SAFETY	**	*	**
LIVELIHOOD	**	*	**
FREEDOM of Movement	***	0	**

**#2 Abdul**

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	**	**
HEALTH	**	*	**
EDUCATION	0	0	0
SAFETY	*	*	*
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	***	***

### #3 Nasrine

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	**	*	**
SHELTER	***	*	**
HEALTH	***	*	**
EDUCATION	0	0	0
SAFETY	**	**	**
LIVELIHOOD	***	0	**
FREEDOM of Movement	***	**	***

### #4 Farida

Human Rights	1994	1996	Present
FOOD	**	*	**
WATER	**	*	*
SHELTER	**	**	**
HEALTH	***	*	**
EDUCATION	**	*	**
SAFETY	*	*	**
LIVELIHOOD	***	0	*
FREEDOM of Movement	***	0	**

### #5 Hamed

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	*	*	*
SHELTER	***	*	*
HEALTH	**	*	*
EDUCATION	0	0	0
SAFETY	*	**	**
LIVELIHOOD	**	0	0
FREEDOM of Movement	***	**	**

### #6 Fatima

Human Rights	1994	1996	Present
FOOD	**	*	
WATER	*	*	
SHELTER	***	*	
HEALTH	*	0	
EDUCATION	0	0	
SAFETY	*	**	
LIVELIHOOD	**	0	
FREEDOM of Movement	**	*	

## #7 Hamida

Human Rights	1994	1996	Present
FOOD	**	*	
WATER	*	*	
SHELTER	***	***	
HEALTH	*	*	
EDUCATION	0	0	
SAFETY	*	*	
LIVELIHOOD	**	**	
FREEDOM of Movement	**	0	

## #8 Bashir

Human Rights	1994	1996	Present
FOOD	***	**	*
WATER	***	*	*
SHELTER	***	**	***
HEALTH	**	**	*
EDUCATION	0	0	0
SAFETY	**	*	**
LIVELIHOOD	**	*	*
FREEDOM of Movement	***	*	***

## #9 Sima

Human Rights	1994	1996	Present
FOOD	**	*	*
WATER	***	*	*
SHELTER	***	***	**
HEALTH	***	*	*
EDUCATION	0	0	**
SAFETY	**	**	***
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	**

## #10 Parvana

Human Rights	1994	1996	Present
FOOD	***	*	**
WATER	***	*	*
SHELTER	***	***	**
HEALTH	***	*	**
EDUCATION	0	0	0
SAFETY	*	*	**
LIVELIHOOD	***	*	**
FREEDOM of Movement	***	**	***

## #1 **Asif** 1994

- I am a 45 year old man. My name is Asif.
- I am a doctor. I am very busy because of the rockets that bombard the city. It can be very dangerous at times.
- My wife is a social worker.
- We live in a house in the city.
- We have three children. They all go to school, and hope to attend University.
- We have enough to eat.
- We have access to plenty of clean drinking water.
- We have a car, a T.V. and a telephone.
- My family and I take vacations to India.

## #1 **Asif** 1996

- I took my family out of Afghanistan and went to England.
- We live in a small flat.
- I am not allowed to practice medicine here, so I now work in a factory
- My wife works as a housekeeper in a hotel.
- My wife and I are studying English and our children all attend school.
- We miss our family and friends in Afghanistan and we would like to go home as soon as it is safe to return.

## #1 **Asif** Present

- We moved to Canada because my sister and her family are there and they helped us to emigrate.
- I am not allowed to practice medicine in Canada, so I work in my brother-in-law's restaurant.
- My wife works in a day-care centre.
- We would love to go back to Afghanistan, but it will take us years to save enough money, because our jobs don't pay very well.
- Our children do not want to return to Afghanistan, as they have made many friends and enjoy the western lifestyle.
- Since most of our relatives are now spread out all over the world, we may never be together again. This is very distressing, because family ties are very important to us.

## #1 **Mariam** 1994

- I am a 37 year old woman. My name is Mariam.
- I am a math teacher.
- I have a husband and four children
- We live in a house in the city of Herat.
- We have enough food to eat.
- We have access to clean drinking water.
- I enjoy having friends and family to my home to share meals and watch videos.



## #1 Mariam 1996

- I am no longer allowed to teach school, or to leave my house without a close male relative.
- My husband must take our daughters to the home of one of my former co-workers who runs a secret school in her apartment. It is dangerous for my friend, my husband, and my children.
- The Taliban have taken away our T.V., VCR, and all our videos. We rarely have guests, anymore - most people are afraid to leave their homes.
- By Taliban decree, the windows of my home have been painted black so that no one can look in and see me.
- I am expecting another child, but I am worried, since the last time I gave birth, there were some problems. There are some doctors who will secretly treat women, but it is dangerous to visit them.
- I live in fear that the Taliban will come and take away my son to join in the fighting, or take away my teenage daughter and force her to marry one of them.

## #1 Mariam Present

- One of the walls of our house was destroyed, but we stayed in it anyhow, as we had nowhere else to go.
- We sold most of our possessions, but it doesn't matter - we survived the war!
- I went out once without my burqa, but people yelled at me in the street. Now I always wear the burqa when I go out.
- I am able to work as a teacher again, but I don't get paid as much, or as regularly. My school was destroyed by the bombing, so I have to teach classes outdoors until the new school is built.
- We didn't have enough school supplies at first, but a group of schoolchildren in Canada raised money for us to buy more supplies.
- Now that I am working again, we will try to save enough money to send all our children to university. This is my dream.

## #2 Ahmed 1994

- I am a 43 year old man. My name is Ahmed.
- I am a University professor. I teach math and computers.
- I have a wife and six daughters. We live in a house in Kabul. We often hear the rockets falling on other parts of the city. We hope they don't hit our house.
- Although we are not rich, we always have enough to eat.
- We have access to clean drinking water.
- I love reading and going to the movies.

## #2 Ahmed 1996

- My family and I left Afghanistan for the safety of our daughters.
- We are now refugees and we live in a camp in Pakistan. There are many other people here from all over Afghanistan.
- We are in poor health because we do not always have enough food to eat or clean water to drink. There are too few doctors here for all these people.
- There is no school in the camp for my children to attend. I try to teach them as much as I can, but we don't have any school supplies.

## #2 Ahmed Present

- I have moved my family back to Kabul.
- The house we owned was taken over by others, so we are forced to live in a very small apartment.
- I have gone back to the University to teach, but I rarely get paid. We have no supplies and no computers. Everything was stolen or destroyed during the war.
- My eldest daughter has married and has gone to live with her in-laws. My other daughters go to school, but the older ones are not happy there. They feel embarrassed to have to attend classes with younger children, and they must wear burqas when walking to and from school to feel safer in the streets.

## #1 Shauzia 1994

- I am a 16 year old girl. My name is Shauzia,
- I live in a village near Mazar-e-Sharif.
- My dad is a merchant at the bazaar. He makes and sells musical instruments. People come from all over Afghanistan to buy his rebabs.
- We have enough to eat.
- We have access to clean drinking water.
- I am almost finished school, and I hope to become a gym teacher one day.

## #1 Shauzia 1996

- I am not allowed, by law, to go to school anymore.
- The Taliban shut down my father's shop and destroyed his beautiful instruments. He is very sad.
- My mom and I do not have the right to leave the house without a close male relative, so I don't see my friends anymore. It is very boring to stay inside all the time with my mom and brothers and sisters. We argue a lot.
- It is becoming harder to find food. We no longer have access to safe drinking water. What little water we do have, we must boil before using.
- My parents have arranged for me to marry a distant relative in Pakistan, because they feel it would be safer for me to leave Afghanistan.

## #1 Shauzia Present

- I am married and I have two children.
- I live in Pakistan.
- I have not been able to continue with my education because I have no family here to help me look after my children.
- My husband goes to work and I stay home in our apartment to look after the children.
- We are trying to save enough money to emigrate to Canada. Maybe there I will be able to fulfill my goal of becoming a gym teacher.

## #2 Ali 1994

- I am an 8 year old boy. My name is Ali.
- I live in a village with my mother, 2 brothers and sister.
- My father and eldest brother are in the military.
- I go to school and I can read.
- I usually have enough to eat.
- I don't have access to clean drinking water.
- I love to fly kites with my cousins.

## #2 Ali 1996

- My father has gone missing in the war, and my brother has been badly injured.
- Since my mother can not leave the house without a close male relative, my 11 year old brother must work to feed our family.
- I miss my cousins. My aunt and uncle took their family to a refugee camp and wanted us to go with them, but my mother refused to leave, saying that we must stay and wait for our father.
- We are hungry and thirsty and bored most of the time.
- The Taliban have even banned kite flying.
- I still go to school, but we are only allowed to study reading, writing and religion.

## #2 Ali Present

- My mother has taught my sister embroidery and knitting. They sell their needlework to a non-governmental organization called PARSA, who sends it to North America to be sold. They will do this work until a school is built in our village. Then my sister, my brother, and I will be able to attend school again!
- My father has still not returned and my mother's family is urging her to re-marry, but she doesn't want to. They have terrible fights and I am afraid that they may not give her a choice. I don't want a new father.
- I hope my cousins return, soon. We will build new kites together and we'll fly them whenever we want.

### #3 Malalai 1994

- I am a 12 year old girl. My name is Malalai.
- I have two sisters and one brother.
- My family lives in a small village near the city of Kabul.
- We live in a nice house with a small garden surrounded by a mud wall. I love to sit under the apricot tree when there are no rockets being fired, and dream about going to beautiful, faraway places.
- My father sells vegetables at the market. My brother works at the UNICEF office in Kabul.
- The water here is safe to drink, but we have to be careful not to use too much
- I can read and write, and I go to school. I also like playing soccer and watching music videos.

### #3 Malalai 1996

- The Taliban took over our house so we had to just grab a few things and run away. Now we live in a small, bombed-out apartment in Kabul.
- The water here is not safe to drink.
- I'm not allowed to go to school any more.
- My father was beaten for selling vegetables to a widow who was by herself at the market.
- My brother lost his job because the aid organizations have left. He had to move to Pakistan because he speaks English and it's dangerous here for him now.
- We can't watch TV or videos, we can't even listen to music. It's very boring just to sit around all the time. I'm very sad.

### #3 Malalai Present

- After the Taliban were gone, we walked back to our village to find our home. There was only a great big hole left by a bomb where our house had been, so we walked sadly back to Kabul.
- I went back to school to finish my studies, but I'm so far behind now that I'm one of the oldest students in my grade 8 class.
- I'm angry about what the Taliban did to Afghan women. I've decided to start a group for women to fight for our rights. There is an organization here in Kabul called AWAC, funded by the Canadian government that has offered to help me get started. Many of the young women I spoke to are interested in joining me.

**#1 Saira**      **1994**

- I am a 13 year old girl. My name is Saira.
- My father raises sheep.
- I live in a village.
- I don't know how to read.
- I don't always have enough to eat.
- I don't have access to safe drinking water.
- I can't go to school because I am too busy helping my mom take care of my younger brothers and sisters.

**#1 Saira**      **1996**

- The Taliban came to my village and took my father away to fight in the war.
- My Mom has to hide me so that no Taliban will try to take me for his wife.
- My Mom is not allowed to go out of the house without a male relative, so now my younger sister must dress like a boy and go out every day to find food and water for the family. She is often angry with me for not getting the water but it is not safe for me to leave the house.
- We do not have enough food or fresh water so we are all in poor health.
- We do not have access to a doctor or any medicine.

**#1 Saira**      **Present**

- My father came back from the war, but he is grumpy and sad all of the time and the children have to always be quiet around him.
- Food and fresh water are as scarce as ever, but at least we can all go out of the house now. We still wear our burqas though, because we are afraid that there still might be some Taliban around.
- I am married to a man from our village whose first wife died in childbirth. He is much older than me, but he is a kind man.
- It was not my choice to marry, but my Mom could no longer afford to feed us all and my husband needed a wife to care for him and his children.
- I am pregnant with my second child. I hope that someday my children will be able to go to school and learn to read.

**#2 Abdul**      **1994**

- I am a 9 year old boy. My name is Abdul. I can't read.
- I don't go to school because I work with my family making carpets.
- I like to walk in the hills and mountains with my friends, but we always have to go on the marked paths because of the landmines.
- I get tired of eating mostly rice and naan, but mom says we are lucky, because some people don't even have that.
- All our water must be boiled before we can drink it. One time my little sister drank some unboiled water and became very sick.
- My friends and I use an old sheep's stomach stuffed with rags as a soccer ball. Someday, I would like to be a professional soccer player.

## #2 Abdul 1996

- Our village was bombed and we had to run away. We only took what we were able to carry. My little sister still has nightmares about it.
- We walked a long way to another village to live with my aunt, uncle and four girl cousins. It is very crowded in the house and we don't always get along.
- My father and uncle went off to join the fighting and we haven't heard from them since they left.
- My mom, aunt and older cousins can't leave the house without a male relative and they are not allowed to work, so I have to go out and find food for the family every day.
- I try to find things that other people have thrown out that I can clean up and sell, or I offer to do small jobs for people in exchange for food.
- There is not much food and we are hungry most of the time. That makes us tired and irritable.
- I can see my mom is worried about our health, especially the younger ones and is sad that she can't provide for us.
- I don't get to see my friends any more - most of them went away to refugee camps after our village was bombed.

## #2 Abdul Present

- Our village was bombed again, but at least the Taliban have left. They say the war with the Taliban is over now, and I'm hoping that my father will come back soon.
- My mom, aunt and cousins can go out now, but they still wear their burqas because they are afraid.
- There are a lot of men with guns around. I think it would be neat to have a gun of my own but my mother becomes very unhappy with me when I say this.
- There still isn't enough food, but at least the women in the household can sell some handicrafts now to help make a bit of extra money.
- Sometimes, foreigners come to ask us questions, and sometimes big trucks come with food, but it doesn't last long.
- I hope one day I'll get to go to school and play soccer with my friends again.

## #3 Nasrine 1994

- I am a 2 year old girl. I live with my parents, my brother and two sisters.
- My family grows fruit and we live near a village.
- I love to play with my brother and sisters. They tease me and chase me around in the shade of the fruit trees.
- My parents cannot read and I probably will not learn either.
- I don't have access to clean drinking water.
- I love to watch my mom make naan. It smells so good when it is baking!

## #3 Nasrine 1996

- The village near our orchard was bombed and I was very scared by all the noise and shaking.
- Then some of the rockets started falling on our orchard and destroyed our fruit trees. We had to grab whatever we could carry and run away from our house.
- We went to a camp and now we live in a tent and we are hungry most of the time.
- The people who run the camp told us that we have to boil our water before we can drink it or we will get sick.
- My mom and older sister wear burqas most of the time because there are so many strangers around.
- I go with my mom to find firewood. Sometimes we have to walk for a very long time. I'm too tired to play anymore.

### #3 **Nasrine** Present

- We lived in a tent for a long time and it was very cold there.
- There were many children there, but we didn't play much because we were too cold and hungry most of the time.
- We walked a long way back to our farm and village. When we got there, we found that almost everything had been destroyed, so we decided to go to the city.
- We're staying with my uncle and his family in a small house. It's crowded here, but it's a bit warmer and we have at least one meal a day.
- My mom is happier now because she has my aunt to talk to, but sometimes when they talk, they both start to cry.

### #4 **Farida** 1994

- I am 30 year old woman. My name is Farida.
- My husband works as a cleaner in the hospital.
- I have four children.
- We live in a small apartment in the city. Part of our building has been destroyed by rockets.
- Our two oldest children attend school.
- I can't read.
- We don't have much money but we usually have enough to eat unless the fighting prevents us from going to the market.
- They say our water is safe to drink, but we always boil it, just in case.

### #4 **Farida** 1996

- The Taliban took my husband away because he knew how to speak English.
- I am not allowed to leave my house without wearing a burqa and then only in the company of a male relative.
- It is very hard for me to get food and fresh water. We have to rely on the help of friends and neighbours. We are hungry most of the time.
- I do not have access to a doctor.
- My children and I are in very poor health.
- There is nothing to do to keep ourselves occupied. Sometimes I am so sad, I just want to sleep all day.
- I want to send my daughters to a secret school I've heard about, but it is very dangerous. I am too afraid.
- I feel like a prisoner in my own home.

### #4 **Farida** Present

- My husband still has not come back.
- The children are allowed to go to school now, but I have to send the boys out to work and I won't let the girls go outside very far.
- I am still very afraid to go out into the street because there are so many men with guns, so I continue to wear my burqa.
- My children have nightmares and often cry out in the night.
- We have more to eat than before, but usually not enough.
- We still have to boil our water before drinking it.
- I would like to learn how to read and write, because I may have to get a job to support my family.



**#5 Hamed**      **1994**

- I am a 26 year old man. My name is Hamed.
- I have a wife. We had four children, but one of them died when she was just a baby.
- I raise goats to support my family. I have to be careful where I graze them because there are land mines all over the fields and hills.
- I cannot read.
- We do not always have enough to eat.
- We do not have access to safe drinking water.
- I enjoy visiting and drinking tea with my friends.

**#5 Hamed**      **1996**

- Some of my goats were killed by land mines and the rest were taken by the Taliban.
- My village was taken over by the military, and we had to walk a long way to the internal refugee camp.
- My family and I are now internal refugees. We still live in Afghanistan, but now we live under plastic sheeting in a refugee camp.
- We do not have access to a doctor.
- My wife is pregnant, but I worry about her and the baby because of the difficult conditions in the camp.

**#5 Hamed**      **Present**

- I am now 34 years old and we still live in the refugee camp. We are all very sad because my wife and the baby both died when the baby was being born, because there was no doctor here at the time.
- I want to go back to my village, but I don't know where we would live or even if it's safe yet. The village is surrounded by land mines and there is nowhere to safely graze goats, even if I could afford to buy some.
- We get a little bit of food from the International aid agencies. Often, my children and I stand in line all day, but when we reach the front of the line, the food is all gone.
- We will probably have to stay in this camp as long as it is still operating.
- There is no school in this camp for my children to attend, but I have heard that literacy classes might be started up by a non-governmental organization.

**#6 Fatima**      **1994**

- My name is Fatima. I am a 64 year old woman. There are very few people left who are as old as I am.
- I have four children and six grandchildren.
- I live with my eldest daughter and her family in Kabul, the capital of Afghanistan.
- We live in an apartment. We are often afraid that our building will be hit by rockets.
- I lost my leg when I stepped on a land mine, so I can't get around very well. I have an artificial leg but it doesn't fit very well and it hurts to walk on it.
- We do not always have enough to eat.
- We do not have access to safe drinking water.



## #6 Fatima 1996

- We are tired of all the fighting and the rockets that fall daily on the city. Many of the buildings have been destroyed and most are damaged.
- We have decided to leave Kabul and go to a refugee camp in Pakistan, so now I am living in a tent with my daughter's family.
- We had to sell my prosthetic leg to pay for our transportation to the camp.
- We do not have enough to eat or drink, so we are all very underweight and are not in very good health.
- The doctor from the international aid agency has so many people to see, that he couldn't come to see me when I got pneumonia.
- I died in the refugee camp.

## #7 Hamida 1994

- I am a 26 year old woman. My name is Hamida. I live with my husband, four children and my mother-in-law in the village where I was born.
- Sometimes mujahideen (soldiers) come through the village. We never know when fighting might break out so we hide in our homes when we see them.
- I don't know how to read.
- We don't always have enough to eat.
- Our village well does not have as much water as it used to and it tastes different now. The children started getting very sick and we were told by a cousin that we should boil the water before drinking it.
- Once, a long time ago, a doctor came to our village. I was having trouble with my pregnancy but my husband and mother-in-law would not let me see the doctor. The baby did not survive.

## #7 Hamida 1996

- I am expecting another child.
- I am hungry most of the time. I give my children most of my share of the food we have.
- We are all underweight and sick most of the time.
- My eldest daughter and I can no longer leave the house without a close male relative.
- My pregnancy is very difficult again. I am worried because I know I won't be able to see a doctor, even if my husband would agree. The Taliban have forbidden women to see a male doctor and there are no female doctors anymore.
- I die giving birth.

## #8 Bashir 1994

- I am a 35 year old man. My name is Bashir.
- I am a farmer. Before the wars, I used to farm a larger area, but now some of my fields are useless because of the land mines. The dry weather over the past year is worrying me.
- I cannot read.
- I have a wife and five children.
- My widowed sister also lives with us.
- We usually have enough to eat.
- We have access to safe drinking water.

## #8 Bashir 1996

- The Taliban came to my house and pointed a gun at me and told me to come and fight in the war.
- My family does not know where I am, or if I am coming back, or even whether I am dead or alive.
- I am very worried about my family because I don't know how they will support themselves.
- My wife and sister are not allowed to leave the house without a close male relative, so my sons must do all of the farm work themselves, and bring food to the family.
- The Taliban took all of our animals and contaminated our well before they took me away.

## #8 Bashir Present

- I survived the war and have come back to my family and farm.
- When I arrived home, I saw that everyone looked very thin and weak.
- My family had sold most of our possessions to buy food.
- I learned that my youngest son had died because he drank unboiled water. We must always boil our water before drinking it.
- Because of the drought, we can no longer grow crops on our land. Now we must get our food from the Red Crescent Society.
- I have terrible nightmares because of the things I have seen and done during the war.

## #9 Sima 1994

- I am a 10 year old girl. My name is Sima.
- I live in a village with my mother and 3 brothers.
- My father was killed by a landmine when I was very small. My two older brothers work for the local commander as soldiers. They come home about once a month to see us and to bring food and supplies.
- We usually have enough rice to eat, but we hardly ever get meat or fresh fruit.
- We have access to safe drinking water.
- There is a health clinic near here, run by Shuhada Organization. My mom took me there once when I was very sick.
- I cannot read because I don't go to school. I have to help my mother with cooking and cleaning. My brothers don't believe that girls should be educated.

## #9 Sima 1996

- When the Taliban came to our town, my older brothers had to flee to the mountains with their commander or the Taliban would have jailed or killed them.
- We don't always have enough to eat, not even rice.
- The Taliban destroyed the health clinic because it was run by women doctors.
- The Taliban contaminated our well before leaving the village, so we no longer have access to safe drinking water.
- My younger brother and I have to go out and beg for food or pick up leftover grain from the fields. Sometimes we are lucky and find a piece of dried fruit that was left on a tree.

## #9 Sima Present

- My older brothers came back for us before the bombing started and took us to a refugee camp in Pakistan. Then they went back to join the fight against the Taliban.
- We don't always have enough to eat and water is very scarce.
- My mother is learning tailoring at the Afghan Women's Resource Centre in the camp. When we go back to Afghanistan she will be able to earn a living sewing clothes.
- A school has been set up here, and I am learning to read. I like to borrow books from the AWRC. I will study hard because someday I want to become a teacher. I think it is important for Afghan girls to go to school and be able to work if they need to.
- I want to go back to Afghanistan some day and help to rebuild it.

## #10 Parvana 1994

- I am a 9 year old girl. My name is Parvana.
- I have 2 younger sisters and a younger brother.
- I cannot read.
- I help my dad to sell naan at the market to support our family.
- We live in an apartment in the city. I hate the rockets, especially at night. I'm often too scared to sleep.
- We usually have enough to eat.
- We have access to safe drinking water.

## #10 Parvana 1996

- My father has been arrested and I don't know when he'll be back.
- We had to give up the bread shop because there was no one to run the business.
- I had to dress like a boy and go to work as a tea boy with my brother. We barely make enough money for our family to survive.
- We do not have enough food or fresh water so we are all in poor health.
- My mom is very sad because our lives have become so difficult. My aunt says that my mom is depressed.

## #10 Parvana Present

- My father hasn't come back from prison. We miss him so much.
- All of the windows have been blown out of our apartment by bomb blasts. It's cold now.
- I would like to go to school so that I could get a good job, but my younger brother and I have to work to support our mother and sisters.
- My uncle died last year after becoming ill. There were no other men around to take him to the hospital, and my aunt could not leave the house by herself to get him medicine. My aunt and young cousin came to live with us.
- My aunt works at a non-governmental organization. They are also teaching her how to read and write. My mom looks after the younger kids.
- Even though we usually have enough food now, my mom still looks sad a lot.

#1

#1

#2

#1

#2

#3

#1

#2

#3

#4

#5

#6

#7

#8

#9

#10

**Answer  
Cards**

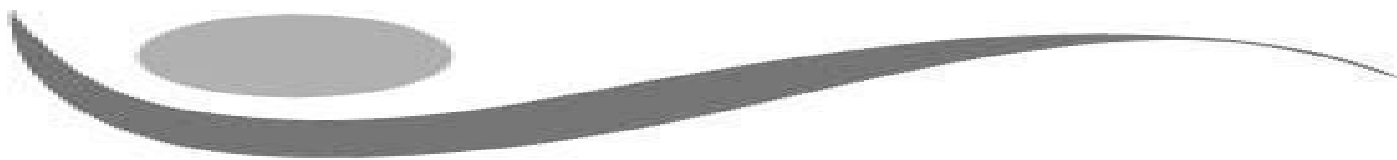
# Afghanistan



Luke Powell



Luke Powell



# Human Rights

- **Human rights are something that ALL people have**
- **Unfortunately not all people have access to their rights**

# Human Rights

- We ALL have the right to food, clothing and shelter





# Human Rights

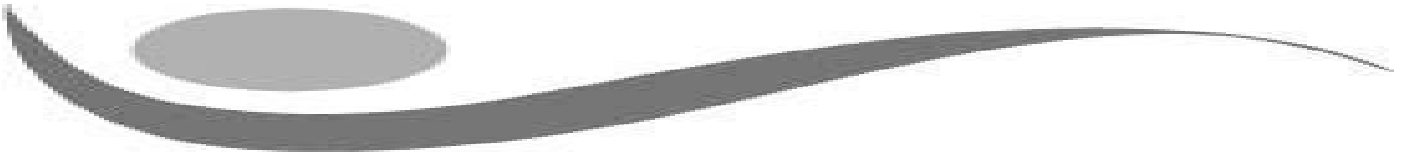


We ALL have the right to  
*go to school*

# Human Rights

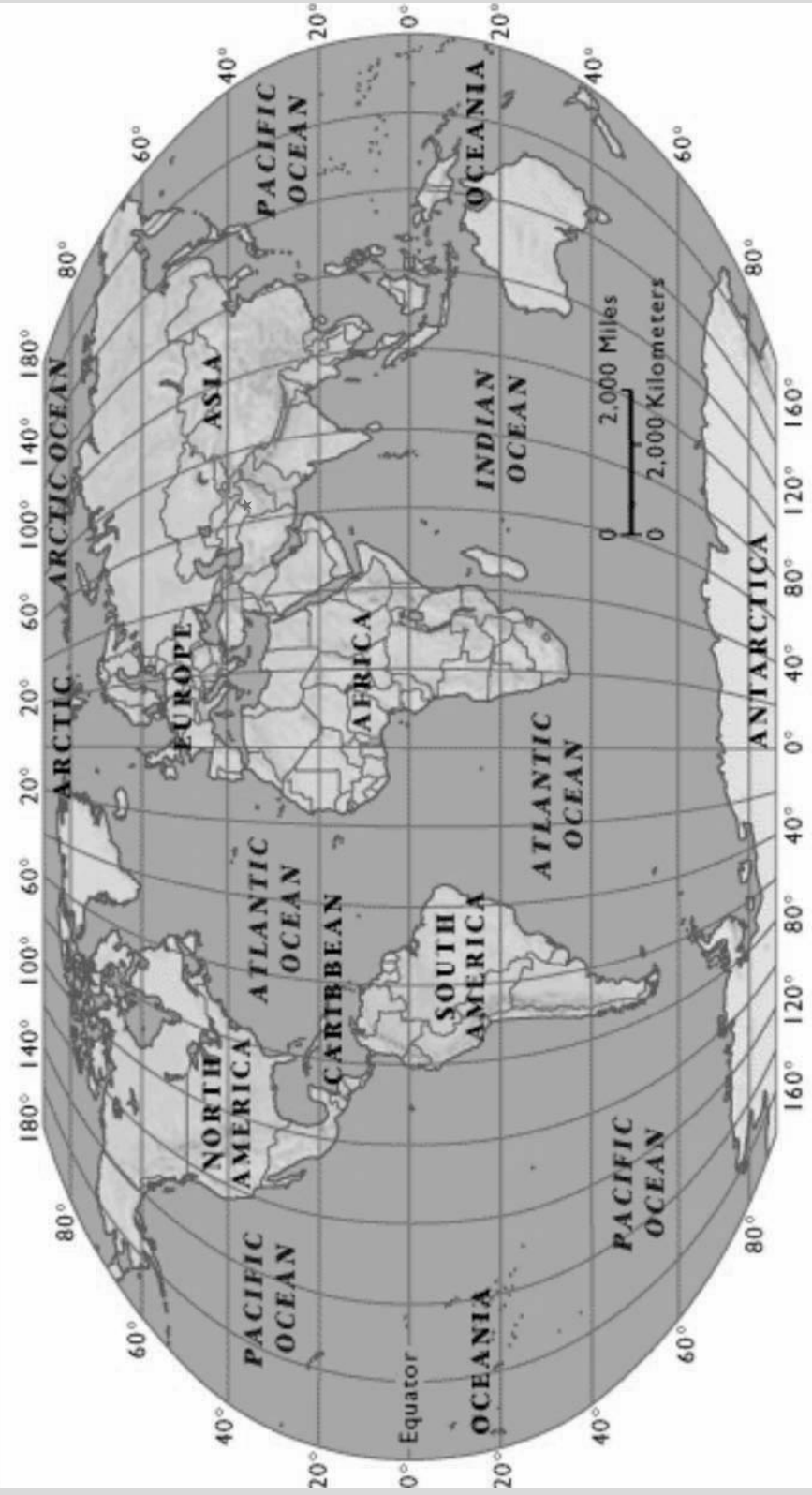


We ALL have the right to  
*live without fear*



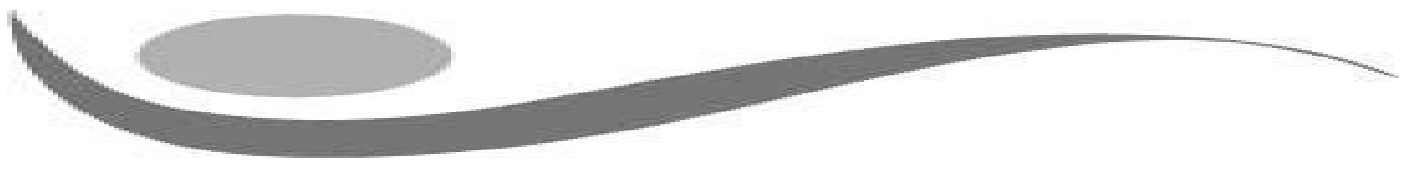
# World Map

**The World**



MAPQUEST.COM

➤ Many different countries have been fighting for control of Afghanistan for centuries



# Map of Afghanistan



# Landscape



Henk Langeveld



Canadian Women *for*  
Women in Afghanistan



# Facts about Afghanistan



- Many things have been destroyed. Villages, roads, schools, and homes have been ruined
- Afghanistan is now one of the poorest countries in the world



# Kabul 1992 - 1994

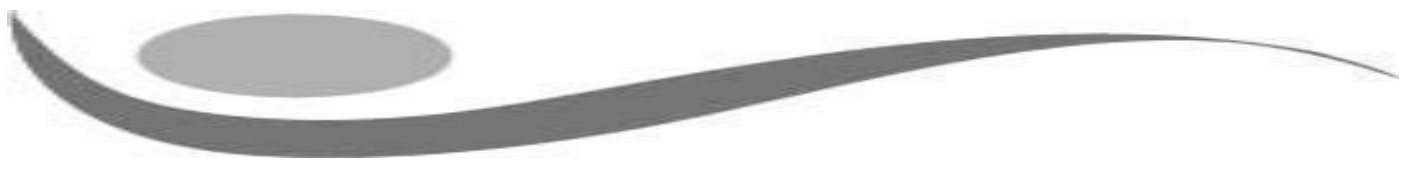


USAID, 1975



USAID

Canadian Women *for*  
Women in Afghanistan





# Life before the Wars

- Life in parts of Afghanistan was once very much like ours
- Boys and girls were allowed to go school
- Women were allowed to go out on their own



# Life Before the Wars



- Afghan people went to work, listened to music, watched movies, and led lives much like ours

Then the wars began and by  
1996 when the Taliban took over,  
things changed a lot...



# Life Under the Taliban

- People no longer had the freedom to do what they wanted
- Girls could not go to school
- Women were not allowed to go out without a close male relative

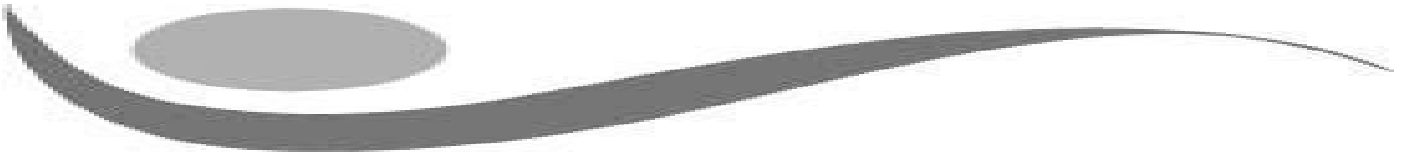


# Life under the Taliban

- Women were not allowed to work
- Music, TV, and books were banned
- People were harshly punished if they broke the rules



# Refugees





AP/Reuters

# Refugees

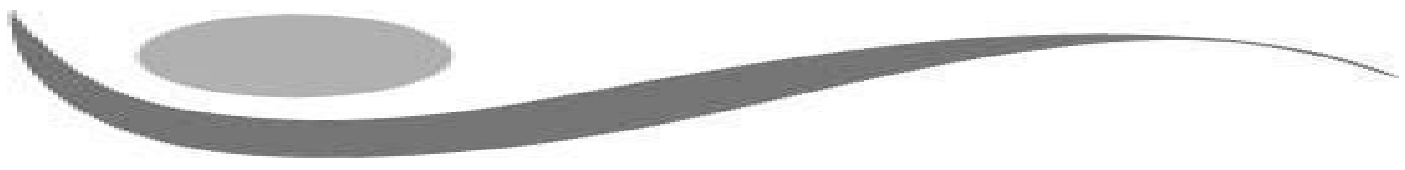


AWRC

A camp resident  
in front of her tent



www.rawa.org



# NOW...

- The Taliban have been removed from power but Afghanistan still has many problems
- Women have more freedom, but are still afraid for their safety





# Now



- Girls are allowed to go to school, but many still don't because of fear, poverty or lack of facilities

# Rebuilding Schools



AP Photo/Murad Sezer



AP Photo/Amir Shah



# Landmines



- Landmines are still found all over Afghanistan
- People risk their lives to remove the mines so others won't get hurt

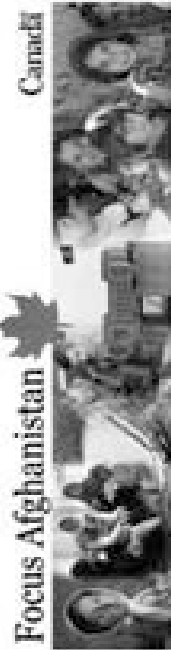
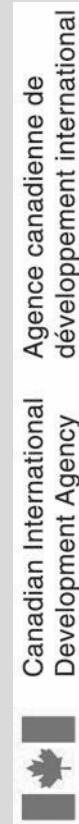


# The Future

- Rebuilding Afghanistan will take many years and a lot of help from the rest of the world



# Who can help?



## Voices

Despite security challenges in the last few months, Afghan and Canadian are starting to see a difference. Schools are being built, more Afghan are learning to read and write, many children are being vaccinated against polio in Kandahar and throughout Afghanistan.

International Canadian Women, The International Day OWS

## In Focus: Humanitarian Assistance

Rebuilding Afghanistan's Landmine App



## December 2009

### Feature

#### This Year in Review



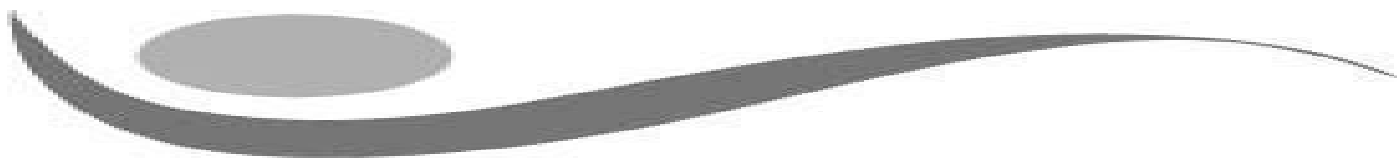
2009 was an extraordinary year for Canada's mission in Afghanistan. The mission was transformed, with a steady focus on priority areas that reflect what Afghans need and care about, goals and objectives were established against which we can be held accountable, and Canada tripled the number of women deployed to Kabul and Kandahar. CWI 2009 is read reflections on the past year from three of Canada's senior public servants and our senior operational military officers, and their take on the opportunities and challenges for 2010.



Canadians making a positive difference in Afghanistan



[www.afghanistan.gc.ca](http://www.afghanistan.gc.ca)

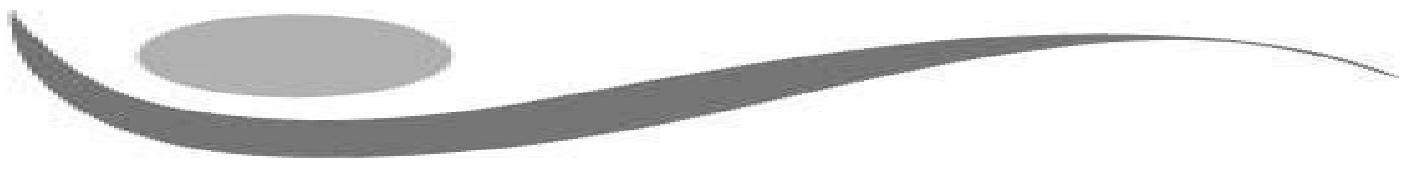


# Who can help?

Canadian Soldiers  
in Afghanistan



Canadian Women *for*  
Women in Afghanistan



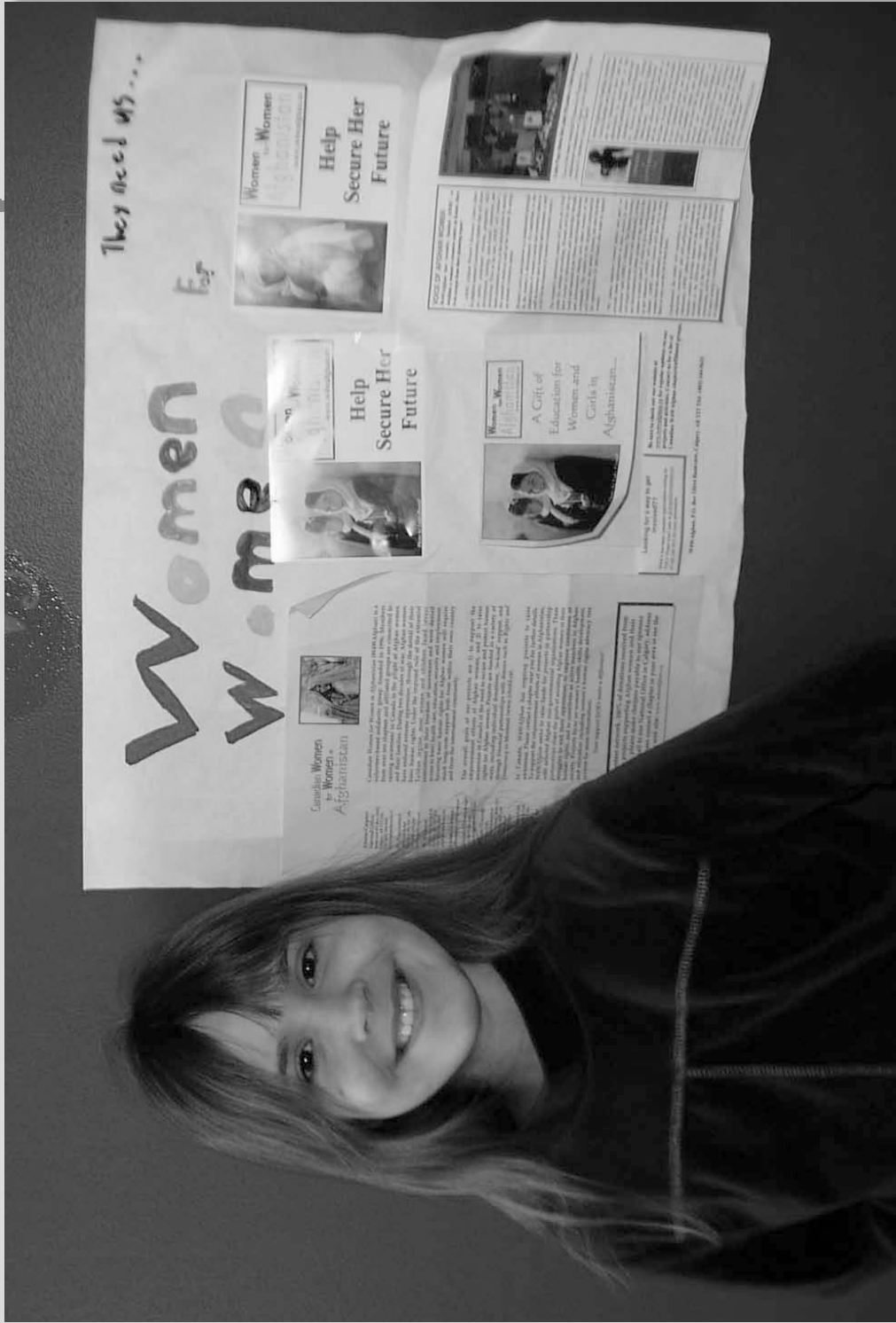
# Who can help?



Non-governmental  
Organizations (NGOs)



# Who else can help?



# People like us!


 Canadian Women *for*  
 Women in Afghanistan





Canadian Women *for*  
Women in Afghanistan

