

CHF
The Real Survivor



Lesson 3: The Real Survivor

Description

1x60 minute lesson

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

Subjects

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

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

Materials Needed

Student Handout ([BLM 3.1](#)) Activity Cards

Student Handout ([BLM 3.2](#)) Food Cards

Student Worksheet ([BLM 3.3](#)) Factors that Affect Food Production

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

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

Lesson Preparation

1. Photocopy the activity cards ([BLM 3.1](#) – six pages) so that each group of 3-4 students will receive a set. Photocopy the food cards ([BLM 3.2](#)) so that each group receives three sheets (or bring in individually wrapped candy). Cut out and laminate both the activity cards and food cards to reuse. Photocopy [BLM 3.3](#) so that each student receives one copy.
2. Review the Teacher Background Notes for this lesson. Also see the [Country Information](#) section and [Resources](#) section under [Extra Resources](#). The resources found under the Country Information can be used to give students further information about the countries that appear on some of the activity cards (such as maps, statistics, flags, histories, etc.).

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Teaching/Learning

Part 1: The Real Survivor

1. Divide the students into groups of 4-5 students. Provide a deck of activity cards ([BLM 3.1](#)) face down to each group. Provide a pile of food cards ([BLM 3.2](#)) or treats to each group.
2. Students take turns drawing a card from the deck, reading the card aloud and following the instructions (e.g. take one food card, take no food cards). The students will be taking food cards (or treats) from the middle and putting them in their individual piles unless an activity card tells them otherwise (e.g. give one to the person on your right; put on back in the middle). A student may be asked to give back food cards when they do not have any. Students can keep track of their “debt” and repay when they have enough food cards.
3. In order to “survive,” each person must have at least five food cards (or treats) by the end of the game.
4. Allow time for students to play the game until all of the activity cards have been read once. If students ask for further clarification of rules such as whether sharing, bargaining, stealing, etc are allowed, tell students to decide for themselves. Their choices and consequences will be discussed in the debriefing questions below.
5. Debrief the game by asking the class the following questions.
 - How many survivors are there in the class?
 - How did it feel to have very few food cards?
 - How did it feel to have many food cards?
 - Was anybody in debt?
 - Did anybody share?
 - What were some of the reasons for receiving food cards?
 - What were some of the reasons for losing food cards?
 - What do these reasons tell you about the causes of hunger?
 - What are some environmental protection measures that were seen in this game? Explain them and what affect they had on peoples’ lives.
 - What are some examples of human activity that had a negative effect on the environment? What are the short-term and long-term effects?

Part 2: Factors that Affect Food Production

1. Have students work individually or in pairs to complete the worksheet Factors that Affect Food Production ([BLM 3.3](#)). Have students use the activity cards they collected during the game as a starting point to fill in the organizer. Students

should use their knowledge beyond the game to list other factors that could affect food production.

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

Sample Answers for Factors that Affect Food Security ([BLM 3.3](#))

Factors that Affect Food Security

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

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

Rainfall

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

Access to Labour

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

Access to Loans

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

Extension Activities

- Students make a flow chart to show the relationships between some of the factors that affect food production.
- Students write in their journals how environmental, social, political and economic factors affect their lives, showing the interconnections between those factors.

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- Students make a board game demonstrating the interconnections between environmental, economic, social and political factors in life.

Teacher Background Notes

Food insecurity and poverty have many interrelated causes. Environmental, social, economic and political factors all contribute to the amount and quality of food that people in poor rural communities in developing countries can access. For further background notes on poverty, see Teacher Background notes in Lesson 2 – A Deeper Look at Poverty.

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

BLM 3.1 – The Real Survivor Activity Cards

Your mother and father were kidnapped by the secret police. You and your sisters are living with your grandmother, but she has just died. Now you will have to shine shoes on the streets and your sister will become a worker in a factory making computer parts.

You can afford one food card.

You live in Ethiopia where a serious drought has occurred. You were participating in a CHF program where you learned to grow drought resistant crops. Your crop survived the drought and will provide your family with food for the rest of the year.

Take two food cards.

You are a farmer in Africa. CHF and a local partner organization have developed and distributed a farm magazine to your area that will provide you with new information about how to manage your farm. Having this new information will increase the amount of food you are able to grow.

Take one food card.

Your father received free schooling and now has a very good job.

Take six food cards.

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

Give up 4 food cards.

CHF and an organization from Zimbabwe are running an HIV/AIDS education and prevention program in your village. You and your family participated in the program and have therefore reduced your risk of contracting HIV/AIDS. You will all be healthy to work on the farm this year. This means you can plant the crop, maintain the fields and help with the harvest. As a result you and your family will have plenty of food this year.

Take two food cards.

BLM 3.1 Continued – The Real Survivor Activity Cards

A well has been established in your village. You are now able to water the vegetable garden beside your house. With this extra water, in addition to the rainfall, you produced double the amount of vegetables as last year.

Take two food cards.

A well has been established in your village providing clean drinking water. You are now protected from diseases found in the river water that you used to drink. Last year you were sick and tired during the harvest season and your crop rotted while you were sick, leaving you hungry. This year, with the clean water, you are healthy and will be able to spend every day in the fields collecting the harvest.

Take one food card.

Your older brother has found a job in a fancy hotel, working as a porter for tourists who come from Europe, the USA and Canada.

You can afford one food card.

A new soil conservation method is introduced to farmers in your village. This will reduce the amount of erosion on your fields. As a result, you will have more soil rich in nutrients and the amount of food you produce will increase from last year's yield.

Take one food card.

A reforestation project has started near your village. Trees have been planted and are being protected until they are ready to be harvested in a sustainable way (only selected trees each harvest). Having trees near your home will be very helpful because you will not have to walk as far to collect firewood. This will save you three hours each day that you would normally spend walking to the forest very far away. This time can be spent creating a vegetable garden and maintaining it. You will be able to provide more nutritious meals for your family with the vegetables and you can sell the extra vegetables to get money. The money can be used for medicines or school fees.

Take two food cards.

You have been given soybean seeds to plant in your fields. Soybeans are nitrogen-fixing plants – that means they can convert nitrogen from the air and put it back into the soil. Nitrogen is an important nutrient for plant growth. The corn crop you plant after the soybeans in the same field will be your best corn crop ever!

Take one food card.

BLM 3.1 Continued – The Real Survivor Activity Cards

A swarm of locusts (a type of insect) has come to your farm. You had a poor crop last year and so you could not afford any pesticides this year. The locusts eat the entire crop.

Loose all your food cards.

You have harvested a big crop this year. You would be able to take three food cards if the farm belonged to you, but a rich family who lives 100km away owns the land. They take two thirds of your income as rent.

Take three food cards from the middle but give two of them to the person with the most food cards.

Your family's small farm produced very little this year because you could not afford fertilizer costs. The oil companies and fertilizer companies from Northern Countries made record profits.

Take no food cards.

You are from Canada and you received loans to attend university. You graduated and got a good paying job. You can afford to go to the grocery store and buy your food however you still have school loans to pay off.

Take six food cards but give two to the person on your left.

Your father is the president of a company mining diamonds in Sierra Leone.

Take ten food cards.

Your family has created a cooperative farm with other families to grow fair-trade, organic coffee. Your cooperative is working with CHF, and its partners, to understand the coffee market and how to access the market to get the best price for your specialty coffee crop.

Choose two other people to be in your co-op and divide 6 food cards evenly between the three of you.

BLM 3.1 Continued – The Real Survivor Activity Cards

Your family grows coffee. Since the crop was very good this year, there was a surplus, but the coffee buyers from the Northern countries refused to pay the price they paid last year.

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

CHF and a partner organization have come to your village and now you pickle cucumbers to sell. CHF has also worked with your community to give you access to information about prices, how to market the product and where to sell them.

Take one food card.

Your family has learned new ways to conserve water on your farm from CHF and a partner organization in your home country of Ethiopia. With more water available for your crops, your harvest doubles, giving you enough food to feed your family for the year and sell some extra at the market to earn money.

Take four food cards.

There is some weird weather coming your way! Heavy rain and large hail pellets have fallen on your family's farm. The hail pellets damaged much of the crop. Your family will lose 20% of the expected harvest. Last year your family sold some of the crop to earn some money. This year nothing will be sold as the entire crop will be needed to feed your family. Without that money your family will not be able to pay for your school fees, so you will not be able to go to school next year.

Give up six food cards.

You are a farmer in Vietnam. CHF and a partner organization in Vietnam have helped you get chickens and learn how to manage them in order to make the most money. You and your neighbour's nutrition improve from eating the eggs, which provide a good source of protein. Your family also starts earning an income from selling extra eggs.

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

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

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

BLM 3.1 Continued – The Real Survivor Activity Cards

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

Choose one other person to fight in the civil war with you and both of you must give up 2 food cards.

Your brothers work on a fishing boat, but the fish they catch are sold to feed the pets of wealthy people.

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

There is a war in the northern part of your country. Your distant family members from the northern area have come to stay with your family. There are many refugees from the north coming to your village because they have nowhere else to go. Your family's food supply which is usually divided among your eight family members must now be divided among 14 people to feed all of your extended family.

Choose two people to be your extended family. Take all of the food cards that you already have and divide them by 3. Give one third of your food cards to each of your relatives.

You are a farmer in Ghana. A new variety of beans is introduced on your farm. These new beans are more tolerant of drought. Although there is little rainfall this year, there is enough rain for this new type of bean to produce high yields. Your family has enough beans to feed your family and to sell some at the market to earn money.

Take one food card.

Your mother has malaria — a tropical disease. She is ill and unable to harvest the crop on your farm. You must miss school to stay home and harvest the crop. However, without your mother's help, you are unable to harvest all of it before it spoils.

Put back 3 food cards.

Your family terraced the hillside of your farm (making it into a hill with many levels that look like steps, rather than one steep slope). This greatly reduced soil erosion. Nutrients in the soil stayed at the top of the hill and were able to supply crops with the nutrients needed for growth. Crop yields on your farm increased.

Take one food card.

BLM 3.1 Continued – The Real Survivor Activity Cards

Your brother has left the family farm to complete college. He is missed on the farm because he knew all of the details about how to grow a good crop and he provided labour. Your crop yields decreased this year because he was not there to help. However, after college, he will get a good job and be able to send money home to the farm. With this money your family will be able to buy chickens and pay for your school fees.

Take one food card on your next turn.

Even though your parents are both unemployed, you live in a county where they receive social insurance payments.

You may have three food cards.

BLM 3.3 – Factors that Affect Food Security

What is Food Security?

Food security is when all people, at all times, have enough food to eat and the food meets their overall nutritional requirements.

Factors that Affect Food Security

Environmental	Social
Economic & Infrastructure	Political

On a separate sheet of paper, select three factors from the lists above and explain how each of the factors affects food security.

BLM 3.1 – Le vrai survivant, cartes d'apprentissage

Votre mère et votre père ont été enlevés par la police secrète. Vous habitez avec vos sœurs chez votre grand-mère, mais elle vient de mourir. Vous devez maintenant cirer des chaussures dans la rue et votre sœur doit travailler dans une usine qui fabrique des pièces d'ordinateur.

Vous pouvez acheter une carte alimentaire.

Vous habitez en Éthiopie et il y a une grave sécheresse. Vous avez participé à un programme CHF et vous avez appris à cultiver des récoltes qui résistent à la sécheresse. Votre récolte a survécu à la sécheresse et vous pouvez nourrir votre famille pendant le reste de l'année.

Prenez deux cartes alimentaires.

Vous êtes agriculteur en Afrique. CHF et un organisme partenaire local ont produit et distribué une revue sur l'agriculture dans votre région qui vous donnera plus d'information sur la gestion de votre ferme. Cette information augmentera la quantité de nourriture que vous pouvez cultiver.

Prenez une carte alimentaire.

Votre père a pu aller gratuitement à l'école et il a aujourd'hui un très bon travail.

Prenez six cartes alimentaires.

Votre sœur aînée est morte du VIH/sida et vous devez quitter l'école pour gérer la ferme de votre famille. Votre sœur ne vous a pas tout appris sur la ferme et vous ne pouvez pas produire autant de nourriture qu'elle. Votre famille n'a pas assez de nourriture pour manger.

Remettez quatre cartes alimentaires.

CHF et un organisme du Zimbabwe gèrent un programme de prévention du VIH/sida dans votre village. Vous avez participé au programme avec votre famille et courez ainsi moins de risque d'être contaminé par le VIH/sida. Vous serez en santé pour travailler à la ferme cette année. Vous pouvez donc planter les semences, entretenir le champ et aider à la récolte. Vous et votre famille aurez donc assez de nourriture cette année.

Prenez deux cartes alimentaires.

BLM 3.1 suite - Le vrai survivant, cartes d'apprentissage

Un puits a été construit dans votre village. Vous pouvez arroser le potager à côté de votre maison. Avec l'eau que vous avez en plus de la pluie, vous avez doublé la quantité de légumes de l'année dernière.

Prenez deux cartes alimentaires.

Un puits a été construit dans votre village et fournit de l'eau potable. Vous êtes maintenant à l'abri des maladies transmises par l'eau de la rivière que vous buviez auparavant. L'année dernière, vous avez été malade et fatigué pendant les récoltes et vos cultures ont pourri pendant que vous étiez malade. Vous avez souffert de la faim. Cette année, avec l'eau potable, vous êtes en santé et pouvez aller tous les jours au champ pour récolter vos cultures.

Prenez une carte alimentaire.

Votre frère a trouvé du travail dans un hôtel de luxe, comme portier, pour les touristes qui viennent d'Europe, des États-Unis et du Canada.

Prenez une carte alimentaire.

Une nouvelle méthode de préservation des sols a été présentée aux fermiers de votre village. Il y aura donc moins d'érosion dans les sols, qui auront une plus grande quantité d'éléments nutritifs, et vous produirez ainsi plus de nourriture par rapport au rendement de l'année dernière.

Prenez une carte alimentaire.

Il y a un projet de reforestation près de votre village. Des arbres ont été plantés et seront protégés jusqu'à ce qu'ils puissent être exploités de manière durable (certains arbres uniquement pendant les récoltes). Il vous sera utile d'avoir un arbre près de la maison parce que vous n'aurez plus à marcher pour trouver du bois de chauffage. Vous gagnerez les trois heures par jour qu'il vous fallait pour vous rendre dans la forêt. Le temps épargné vous permettra de faire un potager et de l'entretenir. Vous pourrez préparer des repas plus nutritifs pour votre famille grâce aux légumes et vous pourrez vendre le surplus pour faire de l'argent. Cet argent servira aux frais de scolarité et aux médicaments.

Prenez deux cartes alimentaires.

On vous a donné des graines de soya à planter dans vos champs. Le soya est une plante fixatrice d'azote, ce qui veut dire qu'elle transforme l'azote de l'air et le renvoie dans le sol. L'azote est un élément nutritif important pour la croissance des plantes. Les cultures de maïs que vous planterez après le soya dans le même champ seront les meilleures que vous n'aurez jamais eues!

Prenez une carte alimentaire.

BLM 3.1 suite - Le vrai survivant, cartes d'apprentissage

Un essaim de locustes (un type d'insecte) a attaqué votre ferme. La récolte a été mauvaise l'année dernière et vous n'avez pas pu acheter de pesticide cette année. Les locustes ont mangé toute la récolte.

Vous perdez toutes vos cartes alimentaires.

Votre récolte était abondante cette année. Vous pourriez obtenir trois bonnes cartes si la ferme vous appartenait, mais la terre appartient à une riche famille qui habite à 100km. Ils prennent les deux tiers de votre revenu comme loyer.

Prenez trois cartes du centre, mais donnez-en deux à la personne qui a le plus de cartes alimentaires.

La petite ferme de votre famille a produit très peu cette année parce que vous ne pouviez pas acheter d'engrais. Les compagnies pétrolières et qui fabriquent de l'engrais dans les pays du Nord font des bénéfiques records.

Vous ne pouvez pas prendre de carte alimentaire.

Vous venez du Canada et vous avez obtenu un prêt universitaire. Vous avez été diplômé et trouvé un bon travail. Vous avez les moyens d'aller au supermarché et d'acheter de la nourriture même si vous devez rembourser votre prêt.

Prenez six cartes alimentaires, mais donnez-en deux à la personne de votre gauche.

Votre père est président d'une mine de diamant à la Sierra Leone.

Prenez dix cartes alimentaires.

Votre famille a créé une ferme coopérative avec d'autres familles pour cultiver du café équitable et biologique. Votre coopérative travaille avec CHF et ses partenaires pour mieux connaître le marché du café et savoir comment obtenir le meilleur prix pour vos récoltes de café spécialisé.

Choisissez deux personnes pour votre coopérative et partagez équitablement six cartes alimentaires entre vous trois.

BLM 3.1 suite - Le vrai survivant, cartes d'apprentissage

Votre famille cultive du café. Puisque les récoltes ont été bonnes cette année, il y a eu un surplus, mais les acheteurs des pays du Nord refusent de payer le prix de l'année dernière.

Prenez UNE seule carte alimentaire au lieu des deux de l'année dernière.

CHF et un organisme partenaire sont venus dans votre village et aujourd'hui vous marinez des cornichons pour les vendre. CHF travaille également avec votre communauté pour vous donner accès à de l'information sur les prix, la commercialisation du produit et où le vendre.

Prenez une carte alimentaire.

Grâce à CHF et un organisme partenaire en Éthiopie, votre famille a appris des nouvelles techniques pour préserver l'eau de la ferme. Comme vous avez plus d'eau, vos récoltes ont doublé, ce qui vous a donné suffisamment de nourriture pour nourrir votre famille pendant l'année et vendre le surplus au marché pour faire l'argent.

Prenez quatre cartes alimentaires.

On prédit une météo étrange chez vous ! Une pluie torrentielle et des grêlons sont tombés sur la ferme de votre famille. La grêle a endommagé la plus grande partie de la récolte. Votre famille perdra 20% de la récolte prévue. L'année dernière votre famille a vendu une partie de la récolte pour faire de l'argent. Aucune partie de la récolte ne sera vendue cette année parce qu'il faut tout garder pour nourrir la famille. Sans l'argent, votre famille ne pourra pas payer les frais de scolarité, donc vous ne pourrez pas aller à l'école l'an prochain.

Remettez six cartes alimentaires.

Vous êtes agriculteur au Vietnam. CHF et un organisme partenaire au Vietnam vous ont aidé à obtenir des poules et à apprendre comment les gérer pour faire un profit maximum. Votre alimentation et celle de votre voisin se sont améliorées grâce aux œufs, qui sont une bonne source de protéines. Les œufs supplémentaires qui sont vendus assurent un revenu à votre famille.

Prenez deux cartes pour vous et prenez-en deux autres pour donner à votre voisin de droite.

Votre père tombe très malade et doit prendre des médicaments qui coûtent très cher. Heureusement, votre famille a deux vaches. Vous pouvez en vendre une et l'argent vous permet d'acheter les médicaments. Par contre, vous aurez moins d'argent l'année prochaine pour la ferme comme il ne vous reste qu'une vache pour produire du lait et le vendre.

Donnez deux cartes alimentaires à votre voisin de droite pour les médicaments.

BLM 3.1 suite - Le vrai survivant, cartes d'apprentissage

Une guerre civile éclate dans votre pays. En tant que jeune homme vous devez quitter la ferme pour aller à la guerre. Vos frères et votre père doivent également aller à la guerre. Il ne reste plus que votre mère et vos sœurs à la ferme pour s'occuper des champs. Vous avez beaucoup moins de récoltes cette année sans l'aide de la famille entière.

Choisissez une personne pour aller à la guerre avec vous et vous devez tous les deux remettre deux cartes alimentaires.

Vos frères travaillent sur un bateau de pêche, mais les poissons qu'ils attrapent sont vendus pour nourrir les animaux de compagnie des habitants riches.

Prenez trois cartes alimentaires, mais donnez-en deux à la personne qui a le plus de cartes alimentaires.

Il y a une guerre dans le nord de votre pays. Les membres de votre famille élargie qui y habitent sont venus habiter avec vous. Plusieurs réfugiés du Nord viennent dans votre village parce qu'ils n'ont pas d'autre endroit. Les vivres de votre famille qui sont normalement partagés entre les huit membres de votre famille doivent maintenant être partagés entre 14 personnes pour nourrir toute votre famille élargie.

Choisissez deux personnes comme membres de votre famille élargie. Prenez toutes les cartes alimentaires que vous avez et divisez-les en 3. Donnez un tiers de vos cartes à chaque membre de votre famille.

Vous êtes agriculteur au Ghana. Une nouvelle variété de fèves est introduite dans votre ferme. Celles-ci tolèrent mieux la sécheresse. Même s'il n'a pas beaucoup plu cette année, c'est suffisant pour obtenir un bon rendement dans les récoltes. Votre famille a assez de fèves pour nourrir toute votre famille et pour en vendre et faire de l'argent.

Prenez une carte alimentaire.

Votre mère a la malaria, une maladie tropicale. Elle est malade et ne peut récolter les cultures de votre ferme. Vous devez vous absenter de l'école pour faire les récoltes. Par contre, sans l'aide de votre mère vous êtes incapable de terminer avant qu'une partie des récoltes ne pourrisse.

Remettez trois cartes alimentaires.

Votre famille a terrassé la colline de votre ferme (en créant plusieurs niveaux qui ressemblent à des escaliers, plutôt qu'une pente). Ceci a beaucoup réduit l'érosion. Les éléments nutritifs du sol sont restés dans le sol vers le haut de la colline, ce qui a donné aux cultures les éléments nutritifs nécessaires pour la récolte. Vos récoltes ont augmenté.

Prenez une carte alimentaire.

BLM 3.1 suite - Le vrai survivant, cartes d'apprentissage

Votre frère a quitté la ferme familiale pour terminer ses études. Sa présence manque parce qu'il connaissait tout ce qu'il fallait savoir pour obtenir de bonnes cultures et il servait au labourage. Vos récoltes ont diminué cette année parce qu'il n'était pas là. Par contre, après ses études, il trouvera du travail et pourra envoyer de l'argent à la ferme. Grâce à cet argent, votre famille pourra acheter des poules et payer vos frais de scolarité.

Prenez une carte alimentaire à votre prochain tour.

Même si vos deux parents sont sans emploi, vous habitez dans un pays où ils bénéficient d'une assurance sociale.

Prenez trois cartes alimentaires.

BLM 3.2 - Cartes nourriture

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

BLM 3.3 – Les facteurs qui influencent la sécurité des aliments

Qu'est-ce que la sécurité des aliments ?

La sécurité des aliments concerne les facteurs qui permettent à chaque personne d'avoir suffisamment de nourriture en tout temps. Cette nourriture doit répondre à l'ensemble de ses besoins alimentaires.

Les facteurs qui influencent la sécurité des aliments

Environnement	Social
Économique et infrastructure	Politique

Prenez une feuille de papier et choisissez trois facteurs dans la liste ci-dessus. Expliquez comment ces facteurs influencent la sécurité des aliments.

Assessment

Each student's contributions to the class and small group discussions can be observed and recorded anecdotally by the teacher. A rubric is provided that can be used for assessment/evaluation purposes of the Factors that Affect Food Security worksheet (BLM 3.3).

The Real Survivor

Student's Name: _____

Evaluator: Teacher: ____ Peer: ____ Self: ____

Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/ Understanding	Demonstrates limited knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates thorough knowledge and understanding of concepts.
Communication	Expresses and organizes ideas and information with limited effectiveness. Uses language conventions and terminology with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness. Uses language conventions and terminology with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness. Uses language conventions and terminology with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness. Uses language conventions and terminology with a high degree of effectiveness.
Application	Makes connections between contexts (environmental; social; cultural) with limited effectiveness.	Makes connections between contexts (environmental; social; cultural) with some effectiveness.	Makes connections between contexts (environmental; social; cultural) with considerable effectiveness.	Makes connections between contexts (environmental; social; cultural) with a high degree of effectiveness.

Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Country Information

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

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

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

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

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

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

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

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

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

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

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

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

Resources

Reference Books

Hammond World Atlas 3e, by Hammond, 1999

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

Web Sites

CHF www.chf-partners.ca

Gifts That Matter campaign www.giftsthatmatter.ca

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

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

Footprint of Nations www.ecologicalfootprint.org

Global Footprint Network www.ecofoot.net

Transfair Canada Website www.transfair.ca

Make Poverty History Website www.makepovertyhistory.ca/

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

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

The Assembly of First Nations Website: Making Poverty History Article

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

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

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

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

www.fao.org/forestry/en/

Campaign 2000 Website www.campaign2000.ca/rc/

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

UN Millennium Project www.unmillenniumproject.org/

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

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

Global Education Network www.global-ed.org

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

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

Summary & Next Steps

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

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

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

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

CHF encourages your school to get involved!

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

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