

CHF

*What's Rights with this Picture?*





# 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

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,

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