

GEAR

Global Education Activity Resource



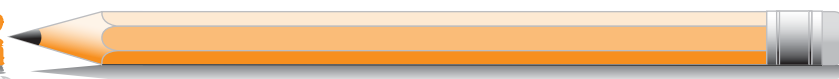
An educational resource for grades 2 to 8
supporting curriculum expectations in
social studies, language arts and arts

**A Global Classroom:
Building the Foundation**

**Understanding Rights
and Responsibilities**

**Exploring
Global Issues**

Looking to the Future



Acknowledgements

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Produced by World Vision Canada, Education and Public Engagement, 1 World Drive, Mississauga, ON L5T 2Y4
1-800-268-5863 global_ed@worldvision.ca

Writers: Jennifer Hales and Nancy Del Col
Editors: Sarah Hutchison and Nancy Del Col
Copy Editor: Mila Santiago
Design: Herman Roebelen,
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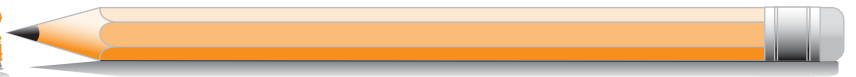


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Introduction

A Note to Teachers

Global educators think and teach in a unique way. By bringing global issues into the classroom, they teach an appreciation for diversity and the importance of community, offering a wide range of perspectives about the world's interconnected systems. Global education is more than just facts and statistics. It's an approach to learning that crosses all subject areas and grades.

GEAR, the **Global Education Activity Resource for grades 2 to 8**, has been developed by **World Vision Canada** to support global education learning outcomes in the elementary classroom. **GEAR** engages students in the learning cycle of global education: increasing knowledge about global issues, building values of empathy and compassion, and giving students the skills they need to take action.

GEAR is for all global educators, whether experienced or beginning. Teachers may enter, exit and re-enter at any place in a section or topic of study, choosing to do one activity or an entire linked unit. While activities are suggested for use with specific grades, teachers are encouraged to use any activities they feel their students will understand and enjoy.

Each activity is matched with provincial curriculum learning outcomes for specific grade levels. As well, related international dates are provided to help teachers plan lessons throughout the year around specific themes and global issues. The resource is supported by three videos supplied on the **GEAR DVD**: *Communities: Around the World, Around the Corner*; *Safe Water for All*; and *Circle of Friends*. A short flash animation, *Water is Life*, is also included.

GEAR is divided into four main sections:

Section I: A Global Classroom: Building the Foundation

Encourage students to appreciate the diversity of backgrounds and perspectives in their own class. Energizers and team building activities introduce new topics, bridge between lessons, set the mood for learning and promote reflection on personal values. Revisit these activities throughout the school

year to build and reinforce a respectful, trusting classroom environment.

Section II: Understanding Rights and Responsibilities

Teach about the universal rights of children as set out in the United Nations Convention on the Rights of the Child (UNCRC), and how rights come with responsibilities. Create a charter of rights for your classroom and use it as a basis for further learning about local and global issues.

Section III: Exploring Global Issues

Issues such as *community development*, *safe water*, *access to education*, *HIV and AIDS* and *peace and conflict* affect all children around the world. Students reflect on their own lives and communities and those of children in Africa, Asia and Latin America.

Section IV: Looking to the Future

Introduce the ideas of *probable*, *possible* and *preferred* futures and get students to reflect on actions and strategies that could lead to these three scenarios.

Global educators are role models. They demonstrate responsible global citizenship for their students and guide them in taking actions towards a better future for all children. Thank you for your dedication and commitment to your students' development as global citizens and for adding **GEAR** to your classroom toolkit.

To comment, ask questions or order more copies of **GEAR**, please e-mail global_ed@worldvision.ca



Section I

A Global Classroom: Building the Foundation

This is the place where the global classroom begins. Use the activities in this section to foster a climate of trust and respect among your students and build a foundation that supports and enhances future learning.

This section contains a comprehensive selection of fun and instructive games for grades 2 through 8. The **Team Builders and Energizers** focus on relieving tension, encouraging risk-taking, energizing the group and promoting self-awareness and group solidarity.

The **Values and Perspectives** activities encourage students to assess their opinions and attitudes, challenge stereotypes, and appreciate the diversity of backgrounds and skills in their own classroom.

Use these games and activities anytime throughout the school year to start a lesson, bridge between two units or provide a break from more focused learning.

Team Builders and Energizers

All Grades

Demographics

Skills: verbal and non-verbal communication, active listening, team building

Use to: help students get to know each other, especially at the start of the school year

Group size: any

Space: open classroom area

Time: 5–10 minutes

Materials: none

Source: Pike, G. and Selby, D. *In the Global Classroom 2*. Toronto: Pippin Publishing Corp., 2000.

Instructions

Players sit on the floor in a circle. The teacher or leader reads out a list of questions and statements. Players respond in a lively manner by performing a required action such as “stand if you agree, lie flat on the floor if you disagree, and kneel if you’re not sure.” For more entertainment, all those who agree stand and switch places with someone else in the circle. At some point the leader turns the process over to the players so they can pose their own questions or make statements to elicit information they would like to know about the group.

Possible statements

“Stand up” if you own a pet, have lived in another country, love chocolate, have allergies, enjoy winter sports, take a bus to school, love to sing, have brothers/sisters, etc.

Variation: Players stand in the centre of the class. The leader makes an opinion statement, either lighthearted or serious. Those who strongly agree with the statement line up on one side of the room, those who strongly disagree on the other. The rest stand somewhere on the imaginary line in between. Statements can be used to introduce unit themes or topics: e.g. *I believe that children have the right to go to school.*

Making Faces

Skills: team building, cooperation, non-verbal communication

Use to: lighten and energize classroom mood at start or end of activity on a difficult issue; reaffirm group solidarity

Group size: any

Space: open classroom area, gym or outdoors

Time: 15–20 minutes

Materials: none

Source: Original title of activity is “Cooperative Gurning” from Pike, G. and Selby, D. *In the Global Classroom 2*. Toronto: Pippin Publishing Corp., 2000.

Instructions

Players stand in a circle and choose a leader to start the game. The leader makes a funny face and turns to the person on the left, who imitates the face. That person then turns to his or her left, and alters the face in some way before passing it on to the next person. Once the face has travelled partway around the circle, the leader starts another face travelling to the right and, later, another to the left. This activity generates a great deal of fun and laughter.

Variation: Add sounds, hand gestures or dance moves to the faces. Choose two leaders passing faces at the same time.

Cooperative Squiggles

Skills: cooperation, trust, non-verbal communication, problem solving, creativity
Use to: facilitate different learning styles and forms of expression; develop negotiation and presentation skills
Group size: 15–30
Space: any classroom space with desks
Time: 15–20 minutes
Materials: large pieces of blank drawing paper; pencils, pastels or crayons

Source: Pike, G. and Selby, D. *In the Global Classroom 1*. Toronto: Pippin Publishing Corp., 1999.

Instructions

Students form pairs. With eyes firmly closed or blindfolded, both partners put their pencils in the middle of one large piece of paper and move the pencils around without taking them off the paper. They continue until they think all of the paper has been covered. On opening their eyes, pairs must agree upon a picture they can make out of the squiggles. The pictures are then drawn (or the pair might feel that the squiggles already depict something). Finished products are shared with the class.

Variation: After the pairs decide on the picture they can make out of the squiggles, they create a story about the picture that is also shared with the class.

Crowns and Statues

Skills: team building, non-verbal communication, risk-taking, problem solving
Use to: build trust and reflect on the benefits of cooperation
Group size: any
Space: large open classroom area, gym or outdoors
Time: 15–20 minutes. Extra time needed for making and decorating paper hats (crowns)
Materials: paper for making paper hats (crowns); music

Source: Fountain, Susan. *Learning Together: Global Education 4–7*. England: Stanley Thornes Ltd., 1990.

Instructions

Players make paper “crowns” and balance them on their heads. The teacher or leader puts on music and the players move in rhythm around the room. If a crown falls off, that player becomes a frozen “statue”. The statue cannot move until someone picks up the fallen crown and replaces it on the statue’s head. This requires a decision to be made on the part of the rescuers, since picking up the fallen crown creates the risk of losing their own and having to become frozen. The objective is not to be frozen when the music ends.

Variation: Younger students may find it hard to focus with large numbers of people moving around the room. It may be helpful to have the players work in pairs. One partner from each pair sits at the side of the room, while the other moves to the music. If the moving partner’s crown falls off, s/he is frozen until the seated partner comes and replaces it. Then the partners switch roles.

Screamers

Skills: verbal and non-verbal communication, cooperation, risk-taking

Use to: relieve tension, energize the class and mix groups

Group size: 10–30

Space: open classroom area

Time: 10–15 minutes

Materials: none

Instructions

The group stands in a circle so everyone can see each other. There are two instructions: “heads down” (everyone looks down) and “heads up” (everyone looks up). The game begins with everyone “heads down”. On the “heads up” instruction, students look directly at someone else in the circle. If they look at someone who is not making eye contact with them, nothing happens. However, if they look at someone who is making eye contact with them, both players point at each other in an exaggerated manner and scream. Afterwards the pair leaves the circle together. The circle closes and the instructions are repeated until there are only two people left. This icebreaker can be used to create partners for subsequent activities.

Variation: If noise is a concern, make exaggerated facial expressions and mute or mime the screams.

Will You Buy My Donkey?

Skills: verbal and non-verbal communication, cooperation, risk-taking

Use to: lighten the mood of the class; energize the group

Group size: works best with groups of 10 or more

Space: open classroom area

Time: 15–20 minutes

Materials: none

Instructions

Players are seated in a circle. Designate one person to be the “donkey” and another to be the “donkey seller”. Both are seated in the centre of the circle. The donkey seller will try to sell the donkey to those seated around the circle by selecting one person and asking, “Will you buy my donkey?” The chosen player must answer “No thank you” with a straight face. Then the seller says, “But my donkey can do amazing things like (jump, dance, sing, tap dance, do somersaults, etc.)” The “donkey” must do the things that the seller says it can do. The player in the circle must keep saying “No thank you” without laughing. When the player laughs s/he becomes the new donkey, the donkey becomes the seller, and the seller rejoins the circle. Continue until each player has participated in the game.

Farmyard

Skills: team building, verbal communication, active listening, cooperation

Use to: energize the class

Group size: 15 or more

Space: open classroom area

Time: 15–20 minutes

Materials: none

Source: Fountain, Susan. *Learning Together: Global Education 4–7*. England: Stanley Thornes Ltd., 1990.

Instructions

Players stand in a circle. The teacher or leader walks around to each one whispering the name of a farm animal in their ears. There should be about five or six players for each animal. It may be necessary to discuss what sound each animal makes before beginning the activity. Once each player is assigned an animal, everyone closes their eyes and moves around the room, making the sound of their animal and listening for similar sounds. When two of the same animals meet, they hold hands and continue moving around the room with their eyes closed, until everyone belonging to that animal group has found each other.

Rainstorm

Skills: team building, non-verbal communication, attentive listening

Use to: create a calm mood and a sense of group solidarity

Group size: any size, but works best with a larger group

Time: 15 minutes

Space: open classroom area

Materials: none

Source: Pike, G. and Selby, D. *Global Teacher, Global Learner*. London: Hodder & Stoughton Ltd., 1988. Reproduced by permission.

Instructions

Players stand in a close circle. The teacher or leader rubs her hands together to imitate the sound of *wind rustling in leaves* and makes eye contact with the person on her right who copies the action, makes eye contact and passes the action to the next person on the right, and so on around the circle until everyone is rubbing hands together. Once the action and eye contact come back to the leader, a new action is initiated and passed on. Hand rubbing is followed by: finger snapping (*first drops of rain*), clapping hands (*steady rain*), slapping thighs (*heavy rain*), and stamping feet (*storm crescendo*). The stages are then followed in reverse order (*storm dies down*) until all participants are still and quiet.

Variation: Stand front to back in the circle with hands above heads. Anyone can initiate a change in action so it can be copied by the person behind and passed back around the circle. Substitute *gentle* back-slapping for slapping thighs, and place hands on shoulders while stamping feet.

Group Machines

Skills: team building, cooperation, communication, creativity

Use to: foster risk-taking and trust

Group size: class is divided into groups of 6–8

Space: open classroom space

Time: 20–30 minutes

Materials: none

Source: Pike, G. and Selby, D. *Global Teacher, Global Learner*. London: Hodder & Stoughton Ltd., 1988. Reproduced by permission.

Instructions

Divide class into groups of six to eight. Each group will construct a “machine” with moving parts, using all members of the group. The only resource available is their bodies. Groups will need about 10 minutes to plan and rehearse their creations. Finished machines are presented to other members of the class, who try to guess what the machine is and what it does. The machines can be created with a particular theme (e.g. kitchen appliances, service machines, fantasy machines) or allow the groups to develop their own ideas.

Variation: Group members make sounds to accompany the working parts of the machines. Machines can be themed to fit with topics of study (e.g. peacemaking machines, clean water machines, etc.).

Team Builders and Energizers Grades 4–8

Evolution

Skills: cooperation, verbal and non-verbal communication, team building, friendly competition

Use to: energize a group, relieve tension and lighten the mood

Group size: works well in groups of 15 or more

Space: open classroom space, gym or outdoors

Time: 15–20 minutes

Materials: none

Instructions

Before beginning, review the game rock-paper-scissors. All players begin as *amoebas* and can move up to higher levels (*amoeba* to *egg* to *chicken* to *dinosaur* to *superhero*) by challenging another player at the same level to a game of rock-paper-scissors. The goal is to “evolve” to the highest level of superhero, where one can no longer be challenged. In each round of rock-paper-scissors, the winner advances one level and the loser goes back one level (e.g. the winner between two eggs becomes a chicken; the loser goes back to being an amoeba). Each role is accompanied by an identifying action or sound: amoebas wave their arms over their heads; eggs walk crouched to the ground; chickens flap their arms and make clucking noises; dinosaurs roar and paw the air; and superheroes pose as bodybuilders, showing off imaginary muscles.

Variation: Explore other forms of “evolving” by using the stages of metamorphosis (caterpillar to cocoon to butterfly) or a series of organisms along a food chain (insect to frog to fish to cat).

Going Dotty

Skills: cooperation, non-verbal communication, group problem solving, team building

Use to: create mixed groups, promote group affirmation, and illustrate the concepts of interdependence and identity

Group size: any

Space: open classroom space so that students can move freely

Time: 15 minutes

Materials: self-adhesive coloured dots (at least 4 colours), one for each player

Source: Pike, G. and Selby, D. *In the Global Classroom 1*. Toronto: Pippin Publishing Corp., 1999.

Instructions

Students form a circle, close their eyes and remain silent. Each player has a coloured dot stuck on his/her forehead. Different colours should be distributed equally among the class so that neighbouring students do not have the same colour. When instructed, students open their eyes and try to form groups of the same-coloured dots without speaking, pointing to the colours, looking for reflections or peeling off the dot. Game can be used to randomly group students for further activities.

Variation: Use this exercise to develop geographic knowledge. Draw a chalk outline of a country or continent on the floor, ground or blackboard. Stick labels with the names of cities, towns, rivers, mountains, etc. on backs of players. Using only non-verbal communication, students help each other determine their location on the map and guess what is written on their labels. Once students answer correctly, they place their labels at the correct map location.

Divergent Thinking

Skills: verbal communication, brainstorming, creative problem-solving

Use to: encourage critical thinking and group consensus; reflect on perceptions of everyday objects

Group size: 15–30, divided into groups of 3 or 4

Space: any classroom area with desks

Time: 20 minutes

Materials: paper and pencil for each group of students; actual objects (optional)

Source: Pike, G. and Selby, D. *In the Global Classroom 1*. Toronto: Pippin Publishing Corp., 1999.

Instructions

Students work in groups of three or four, with one member acting as secretary. Groups are given the name of an object (e.g. paperclip, blanket, tent, toothbrush). They write down as many uses for the object as they can brainstorm in two minutes. When time is up, groups are asked to stop and count the total number of brainstormed uses. They choose from their lists the *three* uses they think other groups might not have thought of and share these with the class. Repeat the process for another object.

Variation: Choose objects that relate to a topic of study, such as water and wells (bucket, pump, rope, water jug) or education (pencil, chalk, desk). A discussion can follow on the ingenuity of people who have few resources and must use ordinary objects in creative ways. Another variation is to supply the object to the groups and have them pass the object from one person to another while miming a new use for it (e.g. a toothbrush can be a backscratcher).

Two by Four

Skills: verbal communication, group consensus, problem solving, team building

Use to: build team cooperation, leadership and problem solving skills

Group size: works well with large classes (divided into groups of 8)

Space: large open classroom area

Time: 10–15 minutes

Materials: none

Instructions

Ask groups of 8 players to line up shoulder-to-shoulder facing the front of the playing space and alternating boy/girl. The object of the game is to move the players two at a time (in pairs) until the four boys are at one end of the line and the four girls at the other end. The rules are as follows:

1. The team needs to strategize to complete the task with the fewest possible moves.
2. All moves must be made in pairs. Any person next to you makes a potential pair.
3. As a pair moves it creates an empty spot in the line that must eventually be filled by another pair.
4. Pairs may not pivot or turn around to face in the other direction.
5. The completed line must be solid with no gaps.

Variation: If there is an imbalance in the number of boys and girls in the class, other visual distinguishing cues can be used such as stickers, labels or sports pinnys.

Double Line-up

Skills: non-verbal communication, cooperation, team building, problem solving, observation

Use to: energize a class and highlight the need for cooperation in achieving a group task

Group size: any

Space: open classroom area

Time: 10–15 minutes

Materials: one chair per student

Source: Pike, G. and Selby, D. *In the Global Classroom 1*. Toronto: Pippin Publishing Corp., 1999.

Instructions

Set out a row of chairs, one per player. Students form a line in front of the chairs according to the month and date of their birthdays. Designate one end of the row as January 1 and the other, December 31. They must avoid speaking, but can use gesture and mime to organize themselves. Once everyone is positioned, conduct a verbal check going person to person along the line. Participants in the wrong places are encouraged to change positions. Now ask students to remove their shoes and stand on the chairs. The second task is to reform the line according to height, with the tallest at one end of the row and the shortest at the other. Once again, they cannot speak and must do their best to avoid getting down from the chairs unless it is absolutely necessary to re-form the line. Conduct a visual check afterwards.

Variation: Use other organizing themes such as house numbers, shoe size, number of siblings, first letters of names, etc.

Wink

Skills: focus, concentration, non-verbal communication, friendly competition

Use to: energize a group or relieve tension; build observation skills

Group size: 15 or more. Uneven number of players needed

Space: large open classroom space

Time: 15–20 minutes

Materials: chairs for half the class

Source: Booth, David. *Games for Everyone*. Canada: Pembroke Publishers Ltd., 1986.

Instructions

This game requires an uneven number of players. (The teacher or leader can participate if necessary.) Set up a circle of chairs equal to half the number of players plus one. One person stands behind each chair, playing the guard, while another player sits in the chair. The extra chair has no seated player, only a guard (e.g., in a class of 21 students, 11 chairs are in the circle with 11 players standing behind them as guards and 10 players seated in the chairs). The goal for the guard of the empty chair is to fill his chair. All the seated players must look at the guard with the empty chair. The guard winks at someone who is seated. That player must run to fill the empty chair before his or her own guard places both hands on the player's shoulders to hold him or her back. Guards must keep their hands at their sides and not touch the shoulders of the seated players until they are winked at. If a guard is caught "off guard", a new empty seat is created. End the game after a specified time period or when the original chair is empty again.

Note: Instruct players not to pull on clothing or get too physical. Only a light tap on the shoulders is allowed.

Variation: Make the game more challenging by changing the signals, such as a nod of the head, or having the guards stand farther back from the players they are guarding.

Running Pictionary

Skills: team building, cooperation, non-verbal communication, friendly competition

Use to: create a "hook" for introducing new topics; energize the group

Group Size: 15–35 students

Space: open space in a classroom, gym or outdoors

Time: 15–20 minutes

Materials: sheets of blank paper, markers, 10–15 pictionary words on index cards

Instructions

Divide group into three or four teams. Place each team in a corner of the playing space and distribute blank sheets of paper and markers. Situate teacher or student leader in the centre of playing space, an equal distance from each team. Teams choose one member to be at the centre. Leader whispers first round pictionary word to each player or secretly shows the index card to each one. *Warn them they must not say the word out loud or write it down!* Words can be randomly themed or based on a topic for a new unit of study (e.g. introduce the topic of peace with words such as "peace", "friendship", "conflict", "war", etc.). Players run back to their teams and draw pictures on a sheet of paper that represent the word (e.g. "peace" as a dove). Once a team member correctly guesses the word, he or she runs back to the leader and whispers the answer. The leader gives a new word to the player, who runs back to his or her team for the second round. Continue until the list of 10–15 words is completed. Play until all teams have completed all the words.

Variation: Once teams finish they can use the list of pictionary words to compose a short message or poem for presentation to the class.

The Web

Skills: verbal communication, cooperation, team building.

Use to: affirm personal skills and attributes; build self-awareness; encourage appreciation of diversity in the classroom

Group size: 5–25

Space: open classroom area

Time: 20 minutes

Materials: a large ball of wool, string or ribbon

Instructions

Players sit in a large circle. One person holds on to the ball of string, names another player in the circle and says something positive about him or her. This could be a skill or attribute that the speaker admires. While holding on to one end of the string, the speaker passes the ball to that player who then chooses another person to say something positive about. The ball is passed on to that participant while the second speaker keeps hold of the length of string. Continue until everyone has been mentioned or all the string has been used (have an extra one on hand just in case). The resulting web of string symbolizes a web of positive ideas, skills and attributes possessed by the class.

Variation: A more challenging “life web” could show the interconnectedness between systems in natural and human environments. For example, if the system being explored is a farm, players could represent farmers, crops, fields, soil, farm machinery, animals, food markets, etc. Use sticky labels or place cards to identify players’ roles. Players state their connections to other components in the system and pass the ball of string between them (e.g. fields need good soil, soil produces crops, crops are sold by farmers, farmers sell to food stores, etc.) The resulting web shows the many connections between different parts of a system.

Values and Perspectives All Grades

What’s Fair?

Skills: consensus making, critical thinking and listening, supporting a point of view

Use to: clarify concepts of fair and unfair, just and unjust; appreciate diversity of opinions

Group size: any

Space: any classroom area

Time: 30 minutes (more time is required for the extension activity)

Materials: two sets of four “What’s Fair?” situations (page 18), scissors, glue, chart paper

Source: Fountain, Susan. *Education for Development*. UNICEF, 1995.

Instructions

Working in pairs, students read one set of four “What’s Fair?” situations, cut them into strips and categorize each situation as *fair*, *unfair* or *unsure*. After labelling their situations, they join another pair of students with four different situations. In groups of four, students discuss all eight situations, coming to consensus on which situations are fair or unfair and which ones they are unsure about. Groups glue their strips onto chart paper with the same headings and discuss the following questions:

- a. Which situations did you describe as fair? Why?
- b. Which situations did you describe as unfair? Why?
- c. Which situations were difficult to decide upon? Why?

Since there may be differences of opinion in each category, keep the discussion open and encourage students to listen to all points of view.

Extension: Each pair of students selects one “unfair” situation and uses it as the beginning of a story. They must complete the story so the ending is fair for the protagonist. Students share their endings with the class. Discuss how families, schools, the community and nations prevent unfair occurrences through rules or laws that protect rights.

Variation: Use photos or print images depicting unfair situations. The class makes one large chart to show how the photos were classified.

“What’s Fair?” Situations (set 1)

Gina wants to play football with a group of boys at recess, but they won’t let her play because she is a girl. Is this fair to Gina?

Saleema’s grandfather gave her some money for her birthday. Saleema wants to buy candy. Her parents say she cannot, because candy is bad for her health. Is this fair to Saleema?

Ali is 10 years old and likes to go to school. His family needs him to get a job to earn some money, because there are younger children to feed. So Ali does not get to finish primary school. Is this fair to Ali?

Marta comes to school without having done her homework. The teacher makes her stay indoors at break time to do it. Is this fair to Marta?

“What’s Fair?” Situations (set 2)

Lee lives in a country that is at war. It is dangerous to travel. He cannot go to the health clinic to get his immunization shots. Is this fair to Lee?

Chris doesn’t like school and wants to leave. His parents say he can’t leave because he is only 10 years old. Is this fair to Chris?

Rose and her sister are living in a new country and learning to speak a new language. Sometimes in school they speak their home language to each other. The teacher stops Rose while she is talking to her sister and says she must learn to speak like everyone else in school. Is this fair to Rose?

George tells a joke about a classmate that makes his friends laugh. The teacher tells George he must stop, and that saying cruel things about people is not allowed in this school. Is this fair to George?

Affirmation Notebook

Skills: verbal and non-verbal communication, creativity, observation, math skills

Use to: create group and self-affirmation; promote self-awareness of skills and values; celebrate diversity in classroom; build empathy and trust

Group size: any

Space: open classroom area

Time: 60 minutes per session (books will take a few sessions to complete)

Materials: sheets of paper with headings as described; crayons, pencils or felt-tip pens

Source: Fountain, Susan. *Learning Together: Global Education 4–7*. England: Stanley Thornes Ltd., 1990.

Instructions

Students create book pages by completing the suggested sentences below (one sentence per page). They can add pictures and colour or decorate their pages as they like. When all pages are completed, they assemble them between two sheets of coloured paper to form a cover, and write the title “A Book About Me” (or substitute name of student). Self-portraits, hand tracings, drawings, stickers, etc. can be added to decorate the cover. The finished books are shared and discussed with the class through presentations, a book fair or board display.

Suggestions for page headings

1. *My name is...* Students write their name and age on another line that says *I am... years old*. They complete the page by drawing a picture of themselves. *Follow-up:* discuss when birthdays occur in class and age differences. Create a class graph or pie chart of birthday dates.
2. *There are...people in my house*. Students write the number of people that live in their home and draw a picture of each person. *Note:* Some students may live with family members other than parents or in non-traditional situations. *Follow-up:* Who has two people living in their house? Three? Four? Create a class graph illustrating household sizes.
3. *Things I like to do*. Draw the activities, or create a graphic to fill in (e.g. balloon clusters). *Follow-up:* What different activities do students enjoy? Do you share similar interests with someone else in class? What different skills do class members have?
4. *My five senses*. Students complete each of the following statements: *I like to see... hear... taste... touch... smell*. *Follow-up:* Share similarities and differences of perceptions.
5. *What I look like*. Students determine the colour of their hair, skin and eyes, and complete corresponding sentences. *Follow-up:* In an ethnically diverse class, create class graphs of the different numbers of hair, skin and eye colours.
6. Other suggested page headings: *I feel happy when... I feel sad when... I feel angry when... If I could have one wish come true... My friends are... Some things we like about...* (On this page, other students write or dictate comments about their classmate. The student who is the subject of the page chooses who to ask for comments, or names can be selected at random.)
7. Final page: *I'm glad to be me because...* Encourage students to self-reflect on their personality, characteristics and skills.

The Candy Game

Skills: cooperation, friendly competition

Use to: demonstrate how more is achieved through cooperation than competition; help students assess tendency to be cooperative or competitive

Group size: any

Space: any classroom space with desks

Time: 10 minutes (make sure time limit is clearly set)

Materials: a large bag of candy (check for allergies); paper and pencils to record scores

Source: Pike, G. and Selby, D. *In the Global Classroom 2*. Toronto: Pippin Publishing Corp., 2000.

Instructions

Students form pairs and sit across from each other at a desk so they can clasp hands for arm wrestling. The teacher or leader holds up the box of candy and tells the class that each time one partner's hand touches the table the other partner wins a candy. Pairs will need to record scores for the final "payout". Play continues until all the candy is gone. Some pairs will compete to press each other's arms down, with the result that neither can "win" quickly or easily.

Meanwhile, some pairs will realize that a cooperative approach, in which each in turn allows the other to press his or her arm to the table, will enable them to accumulate candy more quickly. Follow the play with a discussion of the strategies used and focus on the relative merits of competitive versus cooperative approaches. Raise the question as to whether the candies should be redistributed. Are those with the greatest number comfortable with the uneven distribution?

Variation: Substitute thumb wrestling for arm wrestling (students hook fingers of opposite hands together and try to pin down each other's thumbs), or use a point system instead of candy as incentive.

Values and Perspectives Grades 4–8

Corners

Skills: verbal and non-verbal communication, active listening, critical thinking and evaluation

Use to: introduce basic facts about global issues; challenge negative or stereotypical perceptions portrayed in the media

Group size: any

Space: open classroom area, gym

Time: 25–30 minutes

Materials: two large "True" and "False" signs in opposite corners of the room; a series of statements about global issues (page 21)

Source: Fountain, Susan. *Education for Development*. UNICEF, 1995.

Instructions

Students stand in the centre of the room. The teacher reads a series of statements about global issues (see below). As each statement is read, students take a position in one corner of the room, depending on whether they think the statement is true or false. Students who are uncertain remain standing in the centre of the room. Students explain why they think the statement is true or false and the teacher reads the correct answer. Students discuss their perceptions of global issues and where they come from. As a follow-up, the class can search for outdated or distorted images of stereotypes in various media, such as the Internet, books, magazines, newspaper or television.

Variation: Statistics from different countries or regions of the world can be used to address stereotypes or build knowledge about a specific country being studied in class.

Suggested statements

(For more statistics, see *Appendix E: The Hard Facts*.)

Children, unlike adults, do not suffer from HIV and AIDS.

False. Each day 904 children die from AIDS-related diseases. Another 1,150 become infected. (Source: UNAIDS, AIDS Epidemic Update 2007)

You can get HIV by hugging or touching someone who has HIV or AIDS.

False. HIV is contracted through an exchange of bodily fluids.

The number of children enrolled in school around the world is increasing.

True. The number of children out of school fell from 100 million to 77 million between 1999 and 2004. (Source: ActionAid Annual Report 2006)

The percentage of overweight children in Canada equals the percentage of underweight children worldwide.

True. 25% of the world's children are underweight. 26% of Canadian children are overweight.

Open-Handedness

Skills: non-verbal communication, cooperation, risk taking, evaluation, decision making

Use to: explore concepts of trust and cooperation versus competition; create awareness of personal values

Group size: any

Space: any classroom area with desks

Time: 15 minutes

Materials: a score chart prominently displayed in the classroom

Source: Pike, G. and Selby, D. *In the Global Classroom 2*. Toronto: Pippin Publishing Corp., 1999.

Instructions

Students form groups of three. Two are players and one is the referee. The players sit facing each other across a table, with their hands out of sight on their laps. The referee says, “One, two, three... now” and on “now”, slaps the table. This is a signal for the players to bring their right hands above the table, either in a fist or an open hand.

If both players show a fist, they receive one point each. If both have open hands, they get two points each. If one has a fist and the other an open hand, then the former gets four points and the latter none. This continues for six rounds. Players may not talk. A few seconds for quiet reflection are given between each round. The referee keeps note of the points scored in each round and records them on the class score chart.

If the players decide the goal of the game is to ensure both partners receive a high but equal score, each student should always raise an open hand. However, this outcome depends on the level of trust and cooperation between players. *Note: Allow students to come to this conclusion on their own.*

Follow this activity with a discussion about goals and decision-making processes. Did they perceive the activity as a contest to be won? Or as a problem requiring cooperation for a mutually satisfying result?

Variation: Students form groups of seven. Two subgroups of three sit opposite each other at a table. The seventh student acts as referee. The procedure followed is same as above except that: (a) group members take turns at bringing their hands above the table; and (b) groups are allowed to move away from the table for a brief round of quiet tactical discussion.

Affirmation on Paper

Skills: verbal and nonverbal communication, creativity, risk-taking

Use to: promote self and group affirmation; strengthen self-awareness and group solidarity; appreciate diversity in the classroom

Group size: any size divided into groups of 6 to 8

Space: any classroom area

Time: 60 minutes

Materials: paper and pencils for each student

Optional: large sheets of craft paper, paints and/or collage materials for body maps

Source: Fountain, Susan, *Learning Together: Global Education 4–7*. England: Stanley Thornes Ltd., 1990.

Instructions

Students sit in a circle in groups of six to eight. Each person writes his or her name on the bottom of a sheet of paper. The paper is passed to the person on the right. Each person in the circle now has a paper with someone else's name on it. At the top of the paper everyone writes an affirming word, phrase or sentence about the person whose name appears on the bottom, and then folds the paper so that the line of writing is concealed. Papers are passed again to the right, and the procedure is repeated. When the papers reach their original owners they are unfolded and read silently. One at a time, each student (if comfortable doing so) reads out what is on the sheet, preceding each line with the words "I am..."

Variation: Students use the affirming comments to make body maps. Each one lies down on a large sheet of craft paper, and has his or her silhouette traced by a partner or the teacher. Each student transfers statements from the affirmation exercise onto their silhouette (e.g. "smart" may be written on the head, "good athlete" on the legs, etc). Decorate the body maps using paints and/or collage materials. The life-size body maps can be displayed around the room.

Poverty Exercise: What Do You Think?

Skills: critical thinking, group discussion

Use to: explore personal and cultural perceptions of poverty; show how our attitudes affect our responses

Group size: any

Space: any classroom area

Time: 45 minutes

Materials: flip chart, blackboard or blank overhead; coloured markers or chalk

Instructions

Ask students to brainstorm words and phrases that come to mind when they think of poor people. Record responses on the board, flip chart or overhead. Ask: "What do you notice about the words and phrases on the list?" In most situations, students will notice a negative bias in their answers. Mark these negative responses with a star. Now ask students to balance the list with more positive words and phrases associated with the poor. Be prepared to help out if they have difficulty with this. Use a different coloured marker to record these positive descriptors. In the end, students will be more aware of their own biases and capacities to see the other side of an issue.

Follow-up Discussion

1. What kinds of poverty exist? How are they different?
Note: Economic poverty is most obvious. However, social, cultural, spiritual and political poverty also exist.
2. Why do we need prompting to think of the positive qualities of poor people?
3. If only the negative (starred) responses described our attitudes towards the poor, what solutions might we propose to the problem of poverty?
4. If the more positive responses described our attitudes, how might that change our responses?

Media Values Audit

Skills: verbal communication, self-evaluation, critical thinking

Use to: identify common messages in media; examine the values behind media messages; identify personal values and how they relate to popular media messages

Group size: any

Space: any classroom area

Time: 40–50 minutes

Materials: a variety of print or new media (magazines, newspapers, flyers, posters, Internet if computer access is available); paper and pencils for recording ideas in groups

Instructions

1. Place students in small groups of three or four and distribute a variety of print media to each group (if computers are available, assign some groups to work on new media). Groups quickly brainstorm and list common messages found in the media. The messages can be simple and straightforward such as “Buy product X”.
2. Ask students to set aside their group lists of media messages for later use. Provide a few minutes for them to conduct a *personal* values audit by individually listing those things they value most in life. They might complete the phrase “The most important things in life are...”
3. Students find partners and share any items they wish from their lists. They may want to add new items they hear from their partners. The newly formed pairs then join another pair and repeat the exercise.

4. Working again in their original small groups, students conduct a media values audit. Have them retrieve their lists of media messages compiled earlier. Ask each group to discern the accompanying values behind the messages. For example, a shampoo ad might value looking your best while a magazine article on an endangered species might value animal rights.
5. Have students compare the media values audit they have just created with their own personal values audits, looking for similarities and differences. This can be done individually, followed by small group or class discussions.

Follow-up Discussion

In what ways do your personal values differ from or match with the values in the media messages? Are your values influenced by the media? What other things influence our values? (e.g. family, culture, religion) What values do you think should be represented more/less in the media? Why?

Silent Stigma Simulation

Skills: non-verbal communication

Use to: illustrate the feeling of being discriminated against; explore the negative effects of stigma on individuals within a community

Group size: any

Space: open classroom area

Time: 15–20 minutes

Materials: deck of playing cards
with smaller groups distribute fewer face cards

Instructions

Ask students to define the concepts of *stigma* and *discrimination* and discuss briefly. Ask them to share real examples. Prepare students for the simulation. They will each receive one playing card *that they must not look at* or the game will not be effective. On being told to start, the card is held against their foreheads, facing out so others in the room can see it. Students walk around the room, greeting the people in their community, but *they cannot communicate verbally*. Before beginning, it is important to explain the special characteristics of Jacks, Queens and Kings. Instruct students to respond to each of these people accordingly, using only facial expressions and body language.

- *Jacks* have a deadly, highly communicable disease
- *Queens* are nasty people who appear nice but cannot be trusted
- *Kings* are the wealthiest in the community and will help people they deem worthy
- All other cards are ordinary citizens

Allow the simulated community greetings to continue for about 5 minutes. Instruct students to stop and hold their cards against their chests. Ask them to reflect on how others in the class behaved when greeting them and guess which type of card they have. Ask students to form a single line. Students who think they are Kings line up at one end. Jacks stand at the opposite end. Queens stand next to the Jacks and regular community members line up between the Queens and Kings. Allow students to look at their cards and change positions in the line if they guessed incorrectly.

Follow-up Discussion

1. What was it like to be privileged (*Kings*)? Avoided (*Queens* and *Jacks*)? Living near someone with a deadly disease? (*citizens*)
2. What specific gestures or actions did others make towards you that helped you determine which type of person you were?
3. Which groups of people experience discrimination? (e.g. immigrants, refugees, the poor, women and girls, people with HIV or AIDS, child soldiers, people with disabilities, etc.)
4. What responsibility do we have to act when we see discrimination happening?



Section II

Understanding Rights and Responsibilities

What do children need to survive and live a healthy, happy life? The activities in this section help students distinguish the difference between the things they want and the things they need.

Students will come to understand that needs such as clean water, education and protection from abuse are things that all children have a *right* to. These rights are enshrined in the United Nations Convention for the Rights of the Child.

As citizens of their classroom, school and community, students will also learn that each right that protects them comes with an individual responsibility to act.

The activities in this section provide an excellent starting point for *Section III: Exploring Global Issues*.

Grades 2–3 Understanding Rights and Responsibilities

Journey to a New Planet

Students will

- differentiate between wants and needs
- generate, gather and exchange ideas and use critical thinking skills
- demonstrate understanding of basic human rights

Related International Dates

- National Child Day (November 20); UN
- International Human Rights Day (December 10)

Preparation

- Photocopy and cut out a set of *Wants and Needs* cards (pages 28–29) for each pair of students. *Note: Choose any 16 from those provided. Create others using the Word template on the GEAR DVD.*
- Prepare a simple drawing of the solar system and a spaceship (optional).

Instructions

1. Organize the students into pairs. Give each pair a set of *Wants and Needs* cards.
2. Explain that Mission Control (which you represent) has discovered a new planet and each pair will go there to start up a new community. Set the mood by naming the planet and the reasons for going there.
3. Ask the students to close their eyes and imagine the new planet. How long will it take to get there? What does it look like? Do other people live there? Where will they set up the new community? Tell them to form a picture of this community in their minds.
4. With their eyes still closed, ask students to think about the things they will **want** and **need** in their new community. Have students open their eyes and discuss their ideas with their partners.
5. Explain that Mission Control will provide each pair of students with 16 things they could bring with them to set up their new community. Ask them to spread out the *Wants and Needs* cards and examine them.
6. Announce that Mission Control says space on the journey is limited. The students can now take only 12 items on the spaceship. Partners negotiate to eliminate four cards and set them aside.
7. Inform the students that Mission Control has issued an emergency announcement and there is even less space available. Students may now take only eight items with them. Partners negotiate to eliminate four more items, leaving only the eight most essential for their survival.

Discussion

- What was difficult about doing this activity? What was easy?
- Which items were easy to discard first? Why?
- Were some items harder to eliminate than others? Which ones? Why?
- What is the difference between a want and a need? What do we need for survival?

Follow-up Activities

- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Complete the activity *Creating a Classroom Charter of Rights and Responsibilities* (page 40).

Adapted from: “Journey to a New Planet” from *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995, UNICEF.

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Wants and Needs Cards

Note: The following activity cards are for use with both *Journey to a New Planet* and *Forming a New Government*. The template is available as a Word document on the GEAR DVD.

Nutritious Food



Clean Water



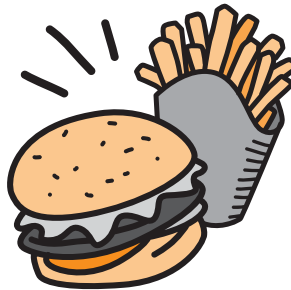
Music



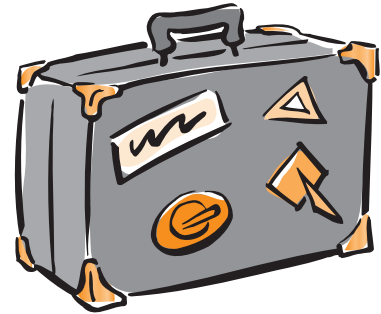
TV



Fast Food



Vacation



Spending Money



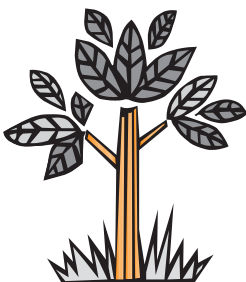
Fashionable Clothing



Shelter



Clean Air



Protection from discrimination



Education



Understanding Rights and Responsibilities

Your own bedroom



Freedom to express your opinion and be listened to



Freedom to practice your own religion



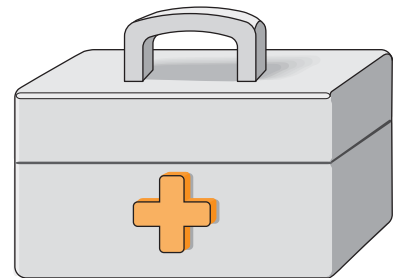
Family Car



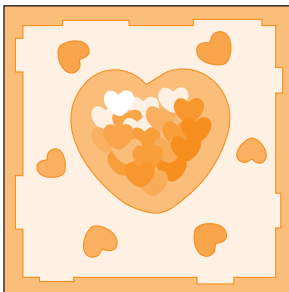
Protection from abuse and neglect



Medical Care



Friends



Family



Your own computer



Grades 4–6

The Rights Balloon

Students will

- understand the difference between rights and wants and prioritize various rights in their lives
- brainstorm and communicate ideas in collaboration with others and apply critical thinking skills

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

Photocopy a class set of *The Rights Balloon* (page 31).

Instructions

1. Ask students to brainstorm things they need or enjoy having in their lives. Write their responses on the board or chart paper.
2. Hand out *The Rights Balloon* activity sheet to each student and explain that a *right* is something every person is entitled to for survival and a good life.
3. Ask students to close their eyes and imagine they are alone in a hot-air balloon floating high above the ground. Describe what they might see and ask them to choose a destination (e.g. another country or visiting a friend) Tell them they each have 10 rights on board and each one weighs 2 kilograms.
4. Suddenly the balloon begins to drop. To stop descending they must throw one right overboard. Ask students to open their eyes and, without discussion, select one item from the list they are willing to give up. Instruct them to write number 1 in the “Me” column beside their choice.
5. Tell students to close their eyes again. They can continue imagining their journey now that the balloon has safely levelled out. After a few seconds tell them the balloon is descending again and they must select another item to throw overboard. Write number 2 in the “Me” column beside the second right they surrender.
6. Continue in this way, with students choosing rights to throw overboard each time the balloon descends and numbering their choices until only one item remains in the balloon. The last right—the one most important to them—is numbered 10.
7. Ask students to share responses with a partner. Discuss each other’s decisions. If necessary, agree on a new ordering of the rights, and record this new order in the “Us” column. Reassure them that the way they prioritize their choices may differ from their classmates.

Discussion

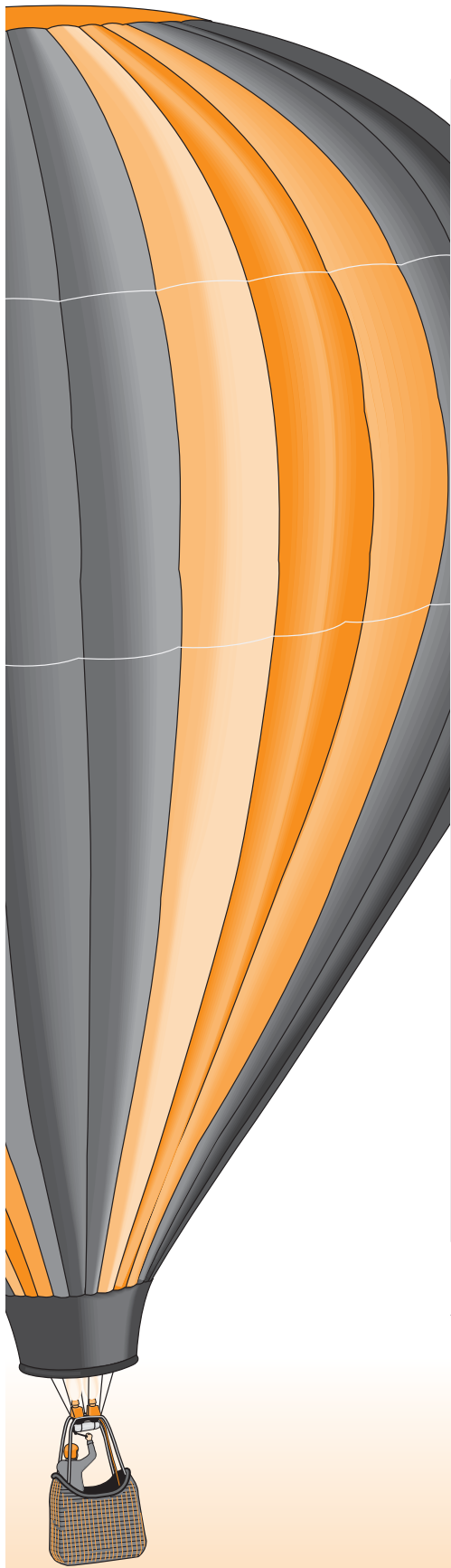
- Which rights were easiest to give up? Which were the most difficult?
- What is the difference between the things you need (rights) and the things you want?
- Are there any rights so basic you would never give them up? Which ones and why?
- How would you define a basic or universal human right? *The concept of human rights is based on the belief that we have rights simply because we are human beings. A right is something you are entitled to in order to survive and have a meaningful, healthy, satisfying life.*
- What responsibilities come with the rights on the Rights Balloon list? (e.g. *the right to your own bedroom comes with the responsibility to keep it clean*)
- Debate this statement: “Those who have rights should speak out for those whose rights are denied.”

Follow-up Activity

- Complete the activity *You Have Rights!* (page 32).

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The Rights Balloon



| Rights | Me | Us |
|------------------------------|----|----|
| A school to learn in | | |
| A doctor's care | | |
| Spending money | | |
| Healthy food and clean water | | |
| TV | | |
| Family and friends | | |
| Time to play and have fun | | |
| Toys | | |
| My own bedroom | | |
| A safe home to live in | | |

Activity and worksheet adapted by permission from *Children Changing the World* by SOPAR, 2002. (www.sopar.ca). Original source: *Global Teacher, Global Learner* by Graham Pike and David Selby. Copyright © 1988. Hodder & Stoughton Publishing, London.

You Have Rights!

Students will

- create a list of rights to which all children are entitled
- become familiar with the UN Convention on the Rights of the Child (UNCRC)
- develop, organize and communicate ideas

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

- Read information on the UNCRC (page 37) for background reference.
- Prepare photocopies or an overhead of *All Children Have These Rights* (page 33).
- Obtain a copy of *For Every Child: The Rights of the Child in Words and Pictures*¹ (optional)

Instructions

1. Review the list of items from *The Rights Balloon*. Write only the items that are rights on the board: *education, healthcare, food, clean water, a safe home to live in, family, play and fun*.
2. Explain that all children are entitled to these and other rights. In 1989, the countries of the United Nations made an agreement called The Convention on the Rights of the Child (UNCRC). This convention contains over 30 rights for children.
3. Ask students to think about what other rights are missing from *The Rights Balloon* list. Have them work in pairs or small groups to make a list of rights children are entitled to, including those already on the board. Challenge them to come up with at least three to five more rights.
4. Distribute the handout *All Children Have These Rights* or show the overhead. Explain that the list represents a summary of the UNCRC. Have each student in the class stand up and read aloud one line from the handout. Rehearse this until it is seamless and add a dramatic gesture or voice intonation to each one. *Option: To further illustrate the convention, use For Every Child or a similar book.*²
5. Discuss the following questions:
 - How does the UN list compare to your list?
 - Does anything on the UN list surprise you?
 - Do you think that all these rights of children are being respected? Why or why not?
6. Give students time to amend their own list of rights.

Follow-up Activities

- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Complete the activity *Creating a Classroom Charter of Rights and Responsibilities* (page 40).

¹ *For Every Child: The Rights of the Child in Words and Pictures* is a UNICEF publication (ISBN-13: 978-0803726505). This book contains 14 rights of the child written in child-friendly language with illustrations by artists from around the world.

² For titles of other picture books that address children's rights, see Appendix F.

Reproducible Master

All Children Have These Rights¹

**no matter who they are
where they live
what their parents do
what language they speak
what their religion is
whether they are a boy or girl
what their culture is
whether they have a disability
whether they are rich or poor**

No child should be treated unfairly on any basis.

- ⇒ The right to be alive
- ⇒ The right to an identity, name and nationality
- ⇒ The right to live with a family who cares for you
- ⇒ The right to give your opinion, be listened to and taken seriously, unless your opinion harms others
- ⇒ The right to choose your friends and set up groups, as long as doing so doesn't harm others
- ⇒ The right to privacy
- ⇒ The right to get and understand information that is important, yet not harmful, to your well-being
- ⇒ The right to special education and care if disabled
- ⇒ The right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well
- ⇒ The right to clothing, to a safe place to live and to have your basic needs met
- ⇒ The right to a good quality education
- ⇒ The right to practice your own culture and religion and to speak your own language
- ⇒ The right to play and rest
- ⇒ The right to protection from being hurt or mistreated (e.g. protection from cruelty and abuse, protection from work that harms you, protection from harmful drugs)
- ⇒ The right to protection and freedom from war
- ⇒ The right to legal help and fair treatment in the justice system
- ⇒ The right to know your rights!

¹ Adapted from a child-friendly version of the UN Convention on the Rights of the Child, available at: http://www.rcmp-grc.gc.ca/pdfs/NCD-poster_e.pdf. A child is defined as a person under the age of 18.

Grades 7–8

Forming a New Government

Students will

- distinguish between wants and needs and understand that basic needs can be considered rights
- apply critical thinking skills to defend a position
- work constructively in groups

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Prepare a set of 24 *Wants and Needs* cards (pages 28–29) for each group of four students. If possible, use different identifying colours for each set.

Instructions

1. Have students form groups of four. Give each group a set of *Wants and Needs* cards.
2. Ask students to imagine that a new government is being formed in their village, town or city and that you, the teacher, are the government representative. This government wants to ensure all young people have the basic things they want and need and has asked for their input. This is a unique opportunity for them. The cards represent the wants and needs the elected officials have agreed upon. Ask groups to decide if any items are missing and write these on the three blank cards.
3. Announce that for political and economic reasons, the new government can provide only 16 of the 24 items listed on the cards. Ask groups to decide which eight items they are willing to give up. Return these cards to the teacher/government representative.
4. Announce that further cuts must be made due to budget constraints. Groups must eliminate another eight items and return the cards.
5. The government has received many petitions from different community groups for other needs and wants. Announce that a maximum of four requests will be considered from the town youth council. At this point, the teacher/government representative asks the class to select two leaders for their youth council

who will collect the top four cards from each group. One person from each group presents arguments for their selections and actively petitions the leaders to consider their choices (this can be done as dramatic presentations for the class).

6. Send the two chosen leaders out of the classroom to confer. From all the cards submitted they will choose the four to be presented to the government. Meanwhile, involve the class in the following discussion questions:

Discussion

- What was difficult about doing this activity? What was easy?
 - Which items were missing from the cards supplied by the government?
 - Which items did you eliminate first? Why?
 - Were some items harder to eliminate than others? Which ones? Why?
 - Do you feel satisfied with the input you are able to give the government?
 - What is the difference between a want and a need?
7. After the discussion, the youth council leaders return to class and announce their top four choices and the reasons for choosing them.
 8. As a follow-up, explain that basic needs are sometimes referred to as *rights*. Have students in groups brainstorm their own definition of rights. Challenge the class to come to a consensus on its definition of rights. *The concept of human rights is based on the belief that we have rights simply because we are human beings. A right is something you are entitled to in order to survive and have a meaningful, satisfying life.*
 9. Have students write a list of basic rights for people their age. Compare this list with the handout *All Children Have These Rights* (page 33).

Follow-up Activity

- Complete the activity *Children's Rights Hoopla* (page 35).

Adapted from “Wants and Needs” in *It's Only Right: A Practical Guide to Learning about the Convention on the Rights of the Child* by Susan Fountain. Copyright © 1993. UNICEF.

Children’s Rights Hoopla

Students will

- become familiar with the rights enshrined by the United Nations Convention on the Rights of the Child (UNCRC)
- demonstrate understanding of how children’s rights are interconnected
- draw conclusions and communicate connected ideas

Related International Dates

- National Child Day (November 20); UN International Human Rights Day (December 10)

Preparation

- Photocopy four or five class sets of *Children’s Rights Hoopla Cards* (page 36).
- Display a large *Types of Rights Chart* (page 37) and make copies for each group of students.
- Read the background information on the UNCRC (page 37).
- Collect four or five sets of materials, each containing: scissors, six blank cards and six lengths of cut string (approximately 60 cm). Have extra cards and strings on hand.

Instructions

1. Introduce the UNCRC, the UN Convention on the Rights of the Child (page 37).
2. Ask students to form groups of four. Distribute the *Children’s Rights Hoopla Cards*, *Types of Rights Chart* and other materials to each group. Inform the class that the cards describe many of the rights enshrined in the UNCRC. Briefly discuss the different categories of rights on the chart.
3. After cutting the cards apart, students lay them out flat in groups according to the categories in the *Types of Rights Chart*. Using the string provided, they encircle each grouping of cards, with the title of the category written on a blank card. If a card appears to fit into more than one category, circles of strings or “hoops” can be made to overlap so that the card appears in two

or more clusters. When all groups have completed the task, students circulate to review each other’s work.

Discussion

Discussion can centre on the cards that appear under two or more categories. The key point to emphasize is that rights in any one category can impact rights under other categories. For example, the right to meet together with other children, which is a participation right, also fosters children’s development. In this sense, rights are *indivisible* and *interconnected*: if one is eroded, the ability to enjoy and defend the others is weakened.

- Was the activity difficult or challenging? Why?
- Reflect on the rights you placed under each category. Which rights fit into more than one?
- Give examples of how rights are interconnected or linked. *For instance, if a child did not have good health care, he might not go to school, or play with other children, so the right to an education and the right to play would also be denied.*

Follow-up Activities

- Create a class poster of “Types of Rights” by listing the 24 items in their categories.
- Read print or online newspapers for articles featuring child rights issues. Share with the class.
- Complete the activity *Two Sides of a Coin: Rights and Responsibilities* (page 38).
- Create a *Classroom Charter of Rights and Responsibilities* (page 40).

Adapted from “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Reproducible Master

Children’s Rights Hoopla Cards: A Summary of the UN Convention on the Rights of the Child

| | |
|---|---|
| 1. The right to express our opinions about things that affect us personally | 2. The right not to be tortured, or treated or punished in a cruel, unkind or humiliating way |
| 3. The right, if we belong to a minority group, to have our own culture, practice our own religion and speak our own language | 4. The right to meet together with other children or teenagers and to join and set up clubs, groups and associations |
| 5. The right to be protected from abuse of any kind | 6. The right to the best health care available |
| 7. The right to benefit from money given by the government to parents and guardians to help them raise children | 8. The right, if disabled, to special care and training that will help us lead a dignified, independent and active life |
| 9. The right to privacy | 10. The right to an identity, name and nationality |
| 11. The right to freely communicate our views to others through various media (e.g. letters, posters, petitions, artwork) | 12. The right to access information and ideas from a wide variety of sources but also to be protected from information that could harm us |
| 13. The right not to be exploited for purposes of money making (e.g. doing dangerous work or working long hours for little pay) | 14. The right of child refugees and of children deprived of their families to special assistance and protection |
| 15. The right to an education that considers our real needs and develops all our talents and abilities | 16. The right to living standards and conditions that enable us to grow and mature (e.g. enough food, warm clothing, money, good housing) |
| 17. The right to be protected from drugs | 18. The right to life |
| 19. The right to have fun, to play and to join in leisure and cultural activities | 20. The right to be protected from bad treatment by parents and others responsible for us |
| 21. The right to our own thoughts and beliefs and, if religious, to practice our faith | 22. The right not to be recruited into the armed forces or to fight in wars |
| 23. The right to live with our parents or, if they are separated, to see both parents regularly unless it is not in our best interest | 24. The right to an education in which we learn how to live in a spirit of understanding, peace, tolerance, equality, friendship and respect for human rights and the natural environment |

Source: “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Reproducible Master

Types of Rights Chart

1. **Survival Rights** – rights that ensure we survive and grow (nutritious food and clean water, medical care, love and affection)
2. **Development Rights** – rights that enable us to develop the varied aspects of ourselves (thinking abilities, ability to distinguish right from wrong, social abilities, play and leisure activities, cultural and religious practices)
3. **Protection Rights** – rights that protect us from harmful treatment and influences
4. **Participation Rights** – rights that allow us to express what we think, to have a say about things that affect us, and to play an active part in society

Source: “Children’s Rights Hoopla” in *In the Global Classroom 2* by Graham Pike and David Selby. Copyright © 2000. Pippin Publishing Corporation. Used with permission.

Background Information on the UNCRC

United Nations Convention on the Rights of the Child (1989)

In the early 1920s, England’s Eglantyne Jebb, founder of Save the Children Fund, campaigned for better protection of the world’s children after the suffering caused by World War I. In 1923, she drafted the first Children’s Charter, considered to be the basis of the present UN Convention on the Rights of the Child. World War II further highlighted the particular vulnerability of children and the special consideration they deserve. Growing recognition of children’s rights led to the adoption by the General Assembly of the UN of the Declaration of the Rights of the Child on November 20, 1959, and then, 30 years later, to the adoption of the Convention on the Rights of the Child (CRC) on November 20, 1989. According to the CRC, a child is a person under 18 years of age. The CRC stipulates that the rights it enshrines apply to all children equally regardless of race, color, gender, caste, class, language, religion, place of birth or any other factor. Of the 192 member states of the UN, 191 are party to the CRC. Canada signed the CRC in 1990 and ratified it in 1991.

Sources:

1. Mower, A.G. *The Convention on the Rights of the Child: International Law Support for Children*. Greenwood Press. London, 1997.
2. *The United Nations*: www.un.org
3. *UN Office of the High Commissioner for Human Rights*: www.ohchr.org/english/law/crc.htm (contains the full text of the UNCRC).

All Grades

Two Sides of a Coin: Rights and Responsibilities

Note: This activity works best after completing previous activities for the grade level in the Rights and Responsibilities section of this resource.

Students will

- understand that with rights come responsibilities in the classroom, school and community
- demonstrate an awareness of rights and responsibilities by creating a variety of images

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Photocopy a double-sided class set of *Two Sides of a Coin Graphic* (page 39).
- Provide coloured markers, pencils or crayons for illustrating the graphics.

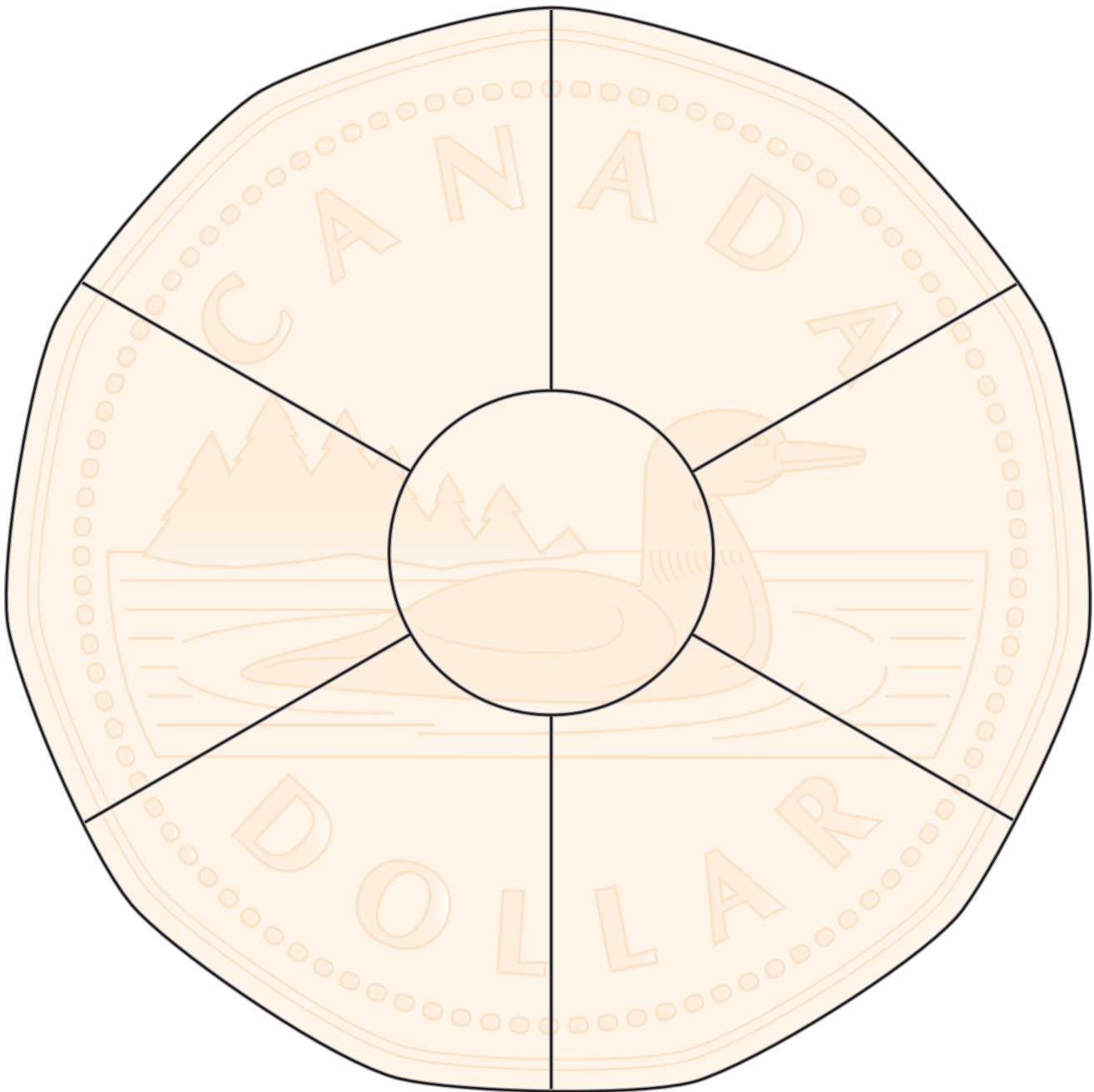
Instructions

1. Review the concept of *rights* and refer to the lists of rights students created in the preceding activities: *You Have Rights!* (grades 4–6) or *Children’s Rights Hoopla* (grades 7–8). For grades 2–3, review the difference between *wants* and *needs* from *Journey to a New Planet* (page 27) and explain how needs are things we have a right to in order to live a happy life.
2. Discuss the concept of *responsibility*. Explain that with rights come responsibilities. Rights and responsibilities are like two sides of the same coin. You can’t have one without the other.
 - What is a responsibility? What does it mean to be responsible?
 - If you have the right to learn in a classroom, what is your responsibility? *You are responsible for doing your work and not disrupting the learning of others.*
3. Have students work together as a class, in pairs or individually to think of a responsibility that goes with each right on their list (see step 1). For grades 2–3, select from the *Wants and Needs* cards (pages 28–29).
4. Hand out double-sided copies of the *Two Sides of a Coin* graphic (page 39) to each student. In the centre of one side of the graphic, ask students to write “_____’s Rights” and in the centre of the other side, “_____’s Responsibilities”. Students write their names in the blanks. Instruct them to transfer six rights and six corresponding responsibilities from their lists to opposite sides of the coin. When the coin is turned over, each right and its responsibility will match up in the same section. If desired, illustrate each item with a simple drawing or symbol and decorate the coin. *Note: Older students will have many rights and responsibilities and should choose the six that are most important to them.*
5. Cut out and display the completed coins around the classroom or use them to create a large hanging mobile.

Reproducible Master: Student Worksheet

Two Sides of a Coin Graphic

On one side of the coin, name and illustrate six rights. Title this “(Your Name)’s Rights” in the centre. On the other side of the coin, name and illustrate the six responsibilities that come with those rights. Title this “(Your Name)’s Responsibilities” in the centre.



All Grades

Creating a Classroom Charter of Rights and Responsibilities

Students will

- demonstrate understanding of the connection between individual rights and group responsibilities
- understand that rights protect every individual
- create a classroom Charter of Rights and Responsibilities

Related International Dates

- National Citizenship Week (3rd week of October); UN International Human Rights Day (December 10)

Preparation

- Review the *Sample Classroom Rights and Responsibilities* (page 41).

Instructions

1. Review the definition of *rights* (pages 30 and 34). Ask students to think specifically about the rights they each have while at school. On the board write “In our classroom, we have the right to...” Ask guiding questions such as: why do you come to school? (i.e. to learn); what do you need in order for that to occur?
2. Have students brainstorm, in pairs, all the rights they think they are entitled to in their classroom. Remind them to record *rights* and not *wants*. Ask them to circle the five most important rights from their list. This may require some negotiation with partners. When each pair has finished, they compare their five top rights with those of another pair and make changes if they want.
3. Come together as a class and have pairs share their five rights. Record each right on chart paper or on the board, but not more than once if it is repeated. From the list, have students vote on the five or more most important rights for their classroom (see *Consensus Building Procedure: Fist to Five*).
4. Review the concept that with rights come responsibilities (see *Two Sides of a Coin* activity). Ask students to think about what responsibilities they have to ensure that the classroom rights are met for everyone. Record their ideas.
5. Create and display your classroom charter of rights and responsibilities (see *Sample Classroom Rights and Responsibilities*, page 41). If necessary, this charter can be revisited and amended throughout the year by voting and reaching a consensus. You may also want to institute positive and negative consequences associated with the charter. (See *Sample Consequences*, page 41).

Consensus Building Procedure: Fist to Five

Whenever a group needs to come to a decision on a matter, Fist-to-Five is a good tool to determine each person’s opinion. To use this technique the leader restates a decision or suggestion and asks everyone to show a level of support by voting with a fist or the number of fingers reflecting their opinion.

Fist: A “No” vote. I need to talk more about the idea and require changes for it to be accepted.

1 Finger: I still need to discuss certain issues and suggest changes that should be made.

2 Fingers: I am somewhat comfortable with the idea but have some minor issues.

3 Fingers: I’m not in total agreement but feel comfortable about accepting this without further discussion.

4 Fingers: I think it’s a good idea and will work for it.

5 Fingers: It’s a great idea and I will be one of the leaders in implementing it.

Each person who holds up fewer than three fingers states his or her objections so the group can address the concerns. Continue the Fist-to-Five process until consensus is reached (a minimum of three fingers or higher from everyone) or the group decides to move on to the next idea.

Source: <http://www.freechild.org/Firestarter/Fist2Five.htm>

Reproducible Master

Sample Classroom Rights and Responsibilities

You have the right to:

1. Feel safe
2. Be yourself
3. Be treated fairly
4. Express your ideas
5. Learn and get a good education
6. Be told when to get your books

You are responsible for:

1. Respecting others
2. Your own actions
3. Listening to others
4. Keeping the classroom neat
5. Completing your homework
6. Treating others as you wish to be treated
7. Keeping track of your agenda

Source: http://www.annikeris.com/classroom_rights_responsibilities.html. Used with permission from Michael Ojeda.

Rights

1. The right to respect
2. The right to make mistakes
3. The right to participate
4. The right to work undisturbed
5. The right to privacy of possessions

Source: http://hannahmeans.bizland.com/first_day.htm

Responsibilities

1. Be positive.
2. Be polite.
3. Be punctual.
4. Be prepared.
5. Be a participant.

Source: teachers.yourhomework.com/rodriguez/

Sample Consequences

Positive consequences

- An excellent education
- School Spirit Points
- Class Awards
- “Warm Fuzzies”
- Class parties

Negative consequences

- 1st offence – warning
- 2nd offence – conference during class
- 3rd offence – conference during recess
- 4th offence – conference with parent
- 5th offence – referral to the office

Source: http://www.annikeris.com/classroom_rights_responsibilities.html. Used with permission from Michael Ojeda.



Section III

Exploring Global Issues

What is life like for children living in communities around the world?

What would your life be like if you did not have clean water to drink, or the chance to go to school?

How do children affected by difficult circumstances, such as disease and conflict, manage to live healthy and satisfying lives?

In the following section, you and your students will explore the answers to these questions and learn how the basic rights of young people around the world can be protected. The themes and activities are designed with specific grade levels in mind:

- **Grades 2–3: Communities**
- **Grades 4–6: Water and Education**
- **Grades 7–8: Children and HIV & AIDS and Peace and Conflict**

The activities are accompanied by three videos included on the GEAR DVD: *Communities: Around the World, Around the Corner*; *Safe Water for All*; and *Circle of Friends*.

While activities are recommended for specific grades, teachers may adapt lessons from other sections for their classes. Activities can stand alone, or be completed as part of a larger unit.

All activities are linked to *Curriculum Outcomes* (Appendices A to C) and *Calendar of International Dates* (Appendix D) that can be used to plan your lessons throughout the school year.

Communities Grades 2–3

Stone Soup

Students will

- describe ways individuals can contribute to the common good of a community
- generate predictions
- express their thoughts through group participation in drama and/or creating a poster

Related International Dates

- World Food Day (October 16); World Storytelling Day (March 19); National Citizenship Week (3rd week of October)

Background

There are many variations on the folktale *Stone Soup*.¹ In one version, the main protagonists are three hungry soldiers returning from war. In another, it is a lone stranger. At first the villagers hide all their food, but the visitors coax one stingy villager after another into donating ingredients to a pot of stones. Eventually, the pot brims over with a rich and hearty soup to be shared by all. This folktale teaches that by sharing what little we have, we can produce plenty for everyone. In healthy communities we look out for one another.

Preparation

- Locate a *Stone Soup* picture book or online story, or use the version provided (page 44).
- Optional: Collect objects from the story such as a large pot, a few medium-to large-sized stones, a ladle, water, etc.

Instructions

1. Students sit in a circle on the floor so they can all see the teacher or leader. Place the pot, ladle, stones and a jug of water in the centre of the circle. Arouse curiosity by asking the students to predict what a story with these items could be about.

2. Read the *Stone Soup* story. Pause at various places and ask students to predict the next plot detail.

Discussion

- Did you like this story? Why or why not?
- Why did the main character(s) use stones to make the soup? Was it the stones that made the soup taste good?
- What happened to the villagers while the soup was being made? What changed about them?
- What is the main message or lesson of the story?
- What happens when people in a community don't share what they have with others? Why is it important that they do?

Follow-up Activities

- If you have access to a kitchen, make a large pot of soup with the class. Assign one ingredient for each student to bring in. Give the soup recipe a special name. Eat the soup together, or invite another class to join you for a “village feast”.
- Use coloured construction paper to make a cutout of a soup pot. On paper stones, each student writes one word describing a non-food “ingredient” that makes the *Stone Soup* recipe a success (i.e. sharing, trust, helping, working together, friends, etc.). Glue each stone onto the soup pot and display.
- Divide students into groups to create a dramatic tableau of a scene from the story. Present the tableaux in chronological order with a narrator reading the text out loud.
- Discuss the importance of good nutrition. Grow vegetables, such as carrots and beans.

¹ One delightful Canadian version is *Bone Button Borscht* by Aubrey Davis (Kids Can Press, 1995). Online versions are at: <http://www.dltk-teach.com/fables/stonesoup/mtale.htm> and <http://www.storybin.com/sponsor/sponsor116.shtml>

Reproducible Master

Communities
Grades 2-3

Stone Soup

Three soldiers trudged down a road in a strange country. They were on their way home from the wars. Besides being tired, they were hungry. In fact, they had eaten nothing for two days.

“How I would like a good dinner tonight,” said the first. “And a bed to sleep in,” added the second. “But that is impossible,” said the third.

On they marched until ahead of them they saw the lights of a village. “Maybe we’ll find a bite to eat and a bed to sleep in,” they thought.

Now the peasants of the place feared strangers. When they heard that three soldiers were coming down the road, they talked among themselves. “Here come three soldiers,” they said. “Soldiers are always hungry. But we have so little for ourselves.” And they hurried to hide their food. They hid the barley in haylofts, carrots under quilts, and buckets of milk down the wells. They hid all they had to eat. Then they waited.

The soldiers stopped at the first house. “Good evening to you,” they said. “Could you spare a bit of food for three hungry soldiers?” “We have no food for ourselves,” the residents lied. “It has been a poor harvest.”

The soldiers went to the next house. “Could you spare a bit of food?” they asked. “And do you have a corner where we could sleep for the night?” “Oh, no,” the man said. “We gave all we could spare to the soldiers who came before you.” “And our beds are full,” lied the woman.

At each house, the response was the same. No one had food or a place for the soldiers to stay. The peasants had very good reasons, like feeding the sick and children. The villagers stood in the street and sighed. They looked as hungry as they could.

The soldiers talked together. The first soldier called out, “Good people! We are three hungry soldiers in a strange land. We have asked you for food and you have no food. Well, we will have to make stone soup.” The peasants stared.

The soldiers asked for a big iron pot, water to fill it, and a fire to heat it. “And now, if you please, three round, smooth stones.” The soldiers dropped the stones into the pot.

“Any soup needs salt and pepper,” the first soldier said, so children ran to fetch salt and pepper.

“Stones make good soup, but carrots would make it so much better,” the second soldier added. One woman said, “Why, I think I have a carrot or two!” She ran to get the carrots.

“A good stone soup should have some cabbage, but no use asking for what we don’t have!” said the third soldier. Another woman said, “I think I can probably find some cabbage,” and off she scurried.

“If only we had a bit of beef and some potatoes, this soup would be fit for a rich man’s table.” The peasants thought it over, and ran to fetch what they had hidden in their cellars. A rich man’s soup, and all from a few stones! It seemed like magic!

The soldiers said, “If only we had a bit of barley and some milk, this soup would be fit for a king!” And so the peasants managed to retrieve some barley and milk.

“The soup is ready,” said the cooks, “and all will taste it, but first we need to set the tables.” Tables and torches were set up in the square, and all sat down to eat. Some of the peasants said, “Such a great soup would be better with bread and cider.” So they brought forth the last two items and the banquet was enjoyed by all. Never had there been such a feast. Never had the peasants tasted such delicious soup, and all made from stones! They ate and drank and danced well into the night.

The soldiers asked again if there was a loft where they might sleep for the night. “Oh, no!” said the town folk. “You wise men must have the best beds in the village!” So one soldier spent the night in the priest’s house, one in the baker’s house, and one in the mayor’s house.

In the morning, the villagers gathered to say goodbye. “Many thanks to you,” the people said, “for we shall never go hungry now that you have taught us how to make soup from stones!”

Source: *The Story Bin*. <http://www.storybin.com/sponsor/sponsor116.shtml>

Communities Grades 2-3

Ideal Communities Cubes

Students will

- understand some of the things that make communities better places for all people
- express their thoughts by creating artistic representations
- express and exchange ideas and reflect on contributions of others

Related International Dates

- UN World Habitat Day (1st Monday in October);
- Canadian Multiculturalism Day (June 27)

Preparation

- Photocopy a set of Cube Patterns (page 46), one for each group of six students. Enlarge as needed.
- Provide blank drawing paper and drawing materials.

Instructions

1. Remind students about the communities they set up in the *Journey to a New Planet* activity (page 27). Did everyone in the group or class want the same things in their ideal, or perfect, community?
2. Ask students to form groups of six. In their groups, brainstorm things that make their neighbourhood or community a great place to live. Discuss what things they would like to have to make it even better. Collect and share each group's ideas on the blackboard or chart paper.
3. Tell students they are going to make an "ideal community" cube. Give each group a cube pattern (page 46) to cut out and assemble (cube size can be modified to match available paper sizes; cubes can also be pre-made).
4. Distribute blank papers which students will cut to match the size of one cube side without the tabs. Using available art materials each student creates a panel for their group cube. Instruct them to illustrate their panel with the things they would personally like to have in their ideal community. As each student completes a panel it is pasted on one side of the cube. Students can sign their names on their artwork.
Option: Use magazines to cut out pictures and words that can be pasted on each cube panel.
5. Display all the cubes in the class. Ask students to examine them and note the differences in individual interpretations, both within each cube and between groups. Explain that this diversity makes our communities even richer places to live in.

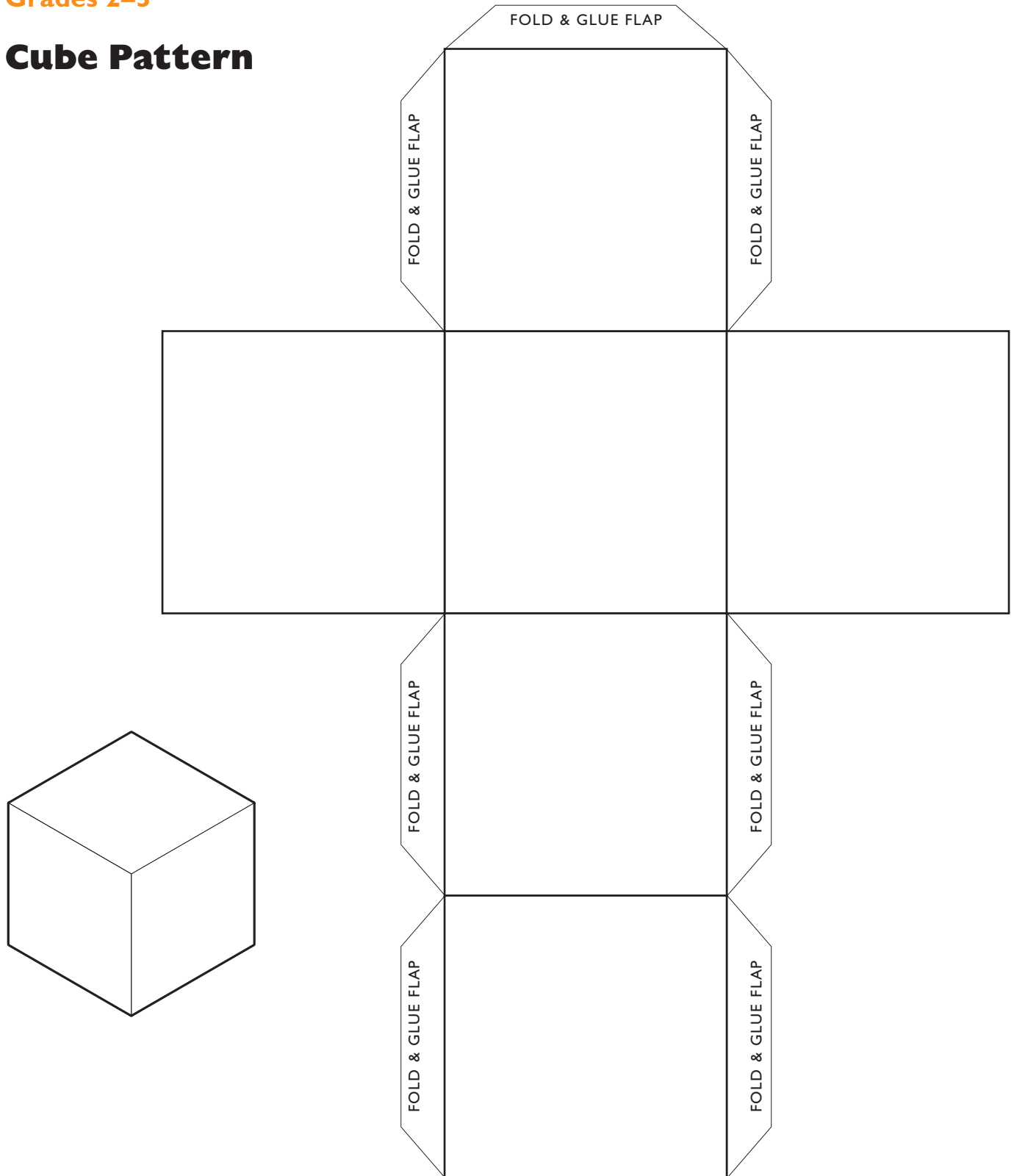
Follow-up Activity

- Do additional activities from the *Communities: Around the World, Around the Corner* resource. Download the study guide at WorldVison.ca/resources. The video is provided on the GEAR DVD.

Reproducible Master

Communities
Grades 2-3

Cube Pattern



Communities Grades 2–3

Two Stories: The Gifting Goat and Pigs and Pineapples

Students will

- identify cultural and lifestyle similarities and differences in the ways communities around the world meet their needs
- explain how individuals and groups contribute to the well-being of others
- understand how personal roles, rights and responsibilities affect community well-being
- generate, exchange and reflect on ideas

Related International Dates

- UN International Day for the Eradication of Poverty (October 17); UN International Day of Families (May 15)

3. Hand out copies of *The Gifting Goat* to students. Ask them to read the story alone, in pairs, or out loud with you. If the story is read aloud, pause at unfamiliar vocabulary and allow students to ask questions. Pass around the photos that accompany the story.

Discussion

- How did the story and photos compare to your predictions? Did anything surprise you?
- What kinds of gifts do you get? Would you enjoy receiving a goat as a gift?
- Why did Paritosh's family receive a goat?
- How did the goat make life easier for Paritosh and his family?
- How will the goat help other people in Paritosh's community? What other types of animals would be useful?
- Why is the story called *The Gifting Goat*?
- In what ways is *The Gifting Goat* like the *Stone Soup* story?

Follow-up Activity

- To release some energy at the end of this lesson, play the *Farmyard* game in the *Team Builders and Energizers* section (page 12).

The Gifting Goat

Preparation

- Photocopy a class set of *The Gifting Goat* story (page 49) and copy the accompanying photos (page 50).
- Provide a world map or globe.
- Gather objects that represent items from the story (a toy goat, school supplies, food, a miniature village, etc.).

Instructions

1. Ask students to locate Canada and India using the world map or globe. Encourage them to share anything they know about India.
2. Inform students they will be reading a story about a boy named Paritosh from a village in India. Tell them the title, show items from the story and ask them to predict what the story is about. Accept responses without comment.

Communities Grades 2–3

Pigs and Pineapples

Preparation

- Photocopy a class set of *Pigs and Pineapples* (page 51) and copy the accompanying photos (page 52).
- Provide a world map or globe.
- Gather items from the stories (toy pig, school supplies, pineapple, ear of corn, ginger root, toy motorbike, etc.).

Instructions

1. Using a map or globe of the world, ask students to locate Canada, the continent of Asia, and the country of Laos. Emphasize the distance between Laos and Canada.
2. Explain that you will be reading a story about a boy called Hhamphouy who lives in a village in Laos. (If the class has done the *Stone Soup* activity, ask what they remember about the village in that story.) Tell them the title, show items from the story and ask them to predict what the story is about. Accept all responses without comment.
3. Hand out copies of *Pigs and Pineapples* to the students. Ask them to read the story alone, in pairs, or out loud with you. If the story is read aloud, pause at unfamiliar vocabulary and allow students to ask questions. Pass around the photos that accompany the story.

Discussion

- Who is Hhamphouy? Describe what he does during a day. How is your life the same or different?
- Did anything about Hhamphouy's life surprise you?
- In what ways did having pigs make Hhamphouy's life easier?
- What other things have made life easier for Hhamphouy and his family?
- What parts of this story remind you of *Stone Soup*?

Connecting to Rights and Responsibilities

Refer back to the activities on children's rights (pages 38–41) and your classroom *Charter of Rights and Responsibilities*. Discuss which rights are being protected for Paritosh and Hhamphouy, and any that are not. Make and illustrate a *Two Sides of the Same Coin* graphic for Paritosh and/or Hhamphouy (page 39).

Follow-up Activities for The Gifting Goat and Pigs and Pineapples

- Conduct an interview with Paritosh or Hhamphouy. Compose five questions you would like to ask. Write the questions and the responses you think he would give. With a partner, present the interview as a TV talk show.
- Make a Venn diagram illustrating what is the same or different between your life and Paritosh's or Hhamphouy's.
- Name Paritosh's goat or Hhamphouy's pig. Create a "Wanted" poster for it.
- Make a list of the things Hhamphouy does from the time he gets up to the time he goes to bed. Include the time of day and the activity. Make a similar list for yourself and compare the two.
- Imagine Paritosh's or Hhamphouy's life in one year, five years, 10 years? Draw a comic strip about his life in the future.
- Design a book cover for *Pigs and Pineapples* or *The Gifting Goat* and write the story from the point of view of another family member.
- Pretend you are a child in a family that receives a kid (baby goat) from Paritosh's family. Write a thank you letter to Paritosh explaining how you feel about the gift and how it will help your family.
- Make a shoebox diorama of a scene from either story. *A diorama is a 3-D scene that includes models of people, animals and other things in the story.* Include a written description of the scene.
- Do some research on India or Laos. Pretend you are going on a journey to meet Hhamphouy or Paritosh. What will you need to take with you? How will you get there? What will you do when you meet them? Dramatize the journey and the meeting or write diary entries for your trip.

Reproducible Master

Communities
Grades 2–3**The Gifting Goat**

Paritosh lives in Sobail village in India. Here is his story.

*Namaskar!*¹ Hello! My name is Paritosh and I am 10 years old. I live in Sobail village in the Indian state of West Bengal, on the border of a country called Bangladesh.

I like my village, but it is very poor. I live with my parents and my little sister. We live in a simple hut with broken fences and broken mud walls. My parents don't earn very much money, not enough to fix the broken walls. My father says that buying food for the family and sending my sister and me to school are more important than fixing a wall right now. But I know it's hard for my parents. Sometimes I notice that they don't eat just so there will be enough money to pay our school fees. That makes me sad.

Our village is so poor and there are so few jobs here that some of my friends' fathers have gone to bigger towns and cities looking for work. I'm glad my father hasn't had to leave. He has been able to stay with us because our family is doing better now, thanks to some help from World Vision.

I am a member of a children's club in my village. This is a very important club. Sometimes the adults in our village have meetings, and they ask the children in the club about things that concern us, such as going to school. Because I am a member of the children's club, my family was selected to receive a gift from the development workers.

Can you guess what we were given? A goat! That's right—a goat! My sister and I were so happy. From the moment we received our goat, we took good care of her. She soon became pregnant and, after a few months, gave birth to a little kid, right behind the mud walls of our home. I remember every moment of its birth as if it was yesterday. I don't have a name for my little black-coloured kid, but I know he understands me. I love communicating with animals.

Over the next few years our goat will have more babies and, when they get bigger, my father will sell them. The money he makes from selling goats will help pay for our

food and pay for me to go to high school. This will make life much easier for all of us.

I am looking forward to going to high school. Not many people in my village have gone to high school, but my parents and I know how important it is for me to get an education. Then I'll be able to get a good job and help support my family.

I almost forgot to tell you something important. In order for my family to receive our goat, we had to promise to give her first-born female kid to another family who doesn't have a goat and who needs some help, just like my family needed help before we got our goat. My mother said, "This is a noble idea, a great help to other families in the village." My mother is very kind. I know she is more than happy to share what she has with another family. So am I. That's one of the reasons I'm glad we received a goat as a gift. Now we can help other people in our village

¹ *Namaskar* means "hello" in Bengali.

Reproducible Master

The Gifting Goat Photos



Paritosh and his sister play with their little kid.



Paritosh walking with his family.

Reproducible Master

Communities
Grades 2–3**Pigs and Pineapples**

*Hhamphouy*¹ lives in Sieng Si Village in a country called Laos. Here is his story.

*Sabai-dee!*² Hello! My name is Hhamphouy. I am 10 years old. I live in Sieng Si Village in Laos in a village surrounded by beautiful mountains. I live with my mom, dad, brothers and sister. I have one older brother, Phout, who is 12. My younger brother, Phai, is six. My sister, Phou, is the youngest. She is four years old. We all live together in a concrete house with a tin roof. There are two bedrooms. My parents sleep in one room and I sleep with my siblings in another room.

For many years, we did not have any animals or many things to grow in our field. My parents didn't have much work to do and couldn't earn any money. Life was very hard. Since then, our life has improved a lot. World Vision gave us pigs, chicken, fish and pineapple seeds. In the beginning of the project, we received two pigs. Soon, we had 10 pigs! My parents sold five of our pigs to buy a motorbike so we could take our crops to the market more easily.

Life is easier now that we also have a new water supply system. I used to walk 20 minutes to get to the mountain spring, but now I just walk a few metres from my house to the water tap to get water for our family. Soon, our fish will be big enough for my parents to sell. Next year, if we need school supplies, my parents will have the money to buy what my brother and I need to keep going to school.

Right now I am in the second grade and my favourite subject is mathematics. Phout is also in second grade. We hope to be the first in our family to complete primary school. I want to finish primary school and continue to high school. If I complete high school, one day I can find a good job. I want to be a policeman so I can protect people and help our country.

Every morning I wake up at 4 a.m. After I get dressed I make a fire so my mom can steam rice. I also fetch water from the water tap. Then I wash dishes and help clean the

house. Once the house is clean, I walk a few minutes down the mountain to feed our pigs, chicken and fish. Then I go back to the house, wash my face and get ready for school.

My parents are both farmers, so they go to the field everyday. They grow pineapples, corn, ginger and rice. When my older brother Phout and I go to school, my parents take my younger siblings to the field with them.

When school finishes at 4 p.m., I go to our family's field to work. Our field is on a hillside close to my house. I bring water to my parents and join my siblings to help clear weeds from the land. Today, my parents are growing lots of pineapples on the hill. I work for about two hours before my family goes home for dinner. On my way back to the house, I feed the pigs and fish again. After dinner, I do my homework then go play with my friends or watch TV. I go to bed around 8 p.m. everyday.

On weekends, I go to the field with my family for the whole day. Usually we leave the house around 7 a.m. and come home at 5:30 p.m., so I don't have much free time. When I do, I like to play football with my friends.

These days my parents have a lot of things to do to help them earn money so they can buy the things my family needs, especially food and clothes. Even though I am very busy and tired at the end of each day, I know that life is better than it was before.

¹ Hhamphouy is pronounced "Ham-po-ee". Pronunciation of other names: Phout = Pote. Phai = Pie. Phou = Po.

² Sabai-dee means "hello" in Laos. The "ai" in sabai-dee sounds like the "i" in like.

Reproducible Master

Pigs and Pineapples Photos



Hhamphouy feeds the pigs.



Hhamphouy and his family standing in the pineapple field.

Communities Grades 2-3

DVD Activity: Comparing Communities Around the World

Students will

- identify cultural and lifestyle similarities and differences among communities around the world, including their own community
- describe how communities around the world meet their needs

Related International Dates

- International Development Week (1st week of February); UN International Day of Families (May 15)

Preparation

- Preview the video *Communities: Around the World, Around the Corner*, included on the DVD in the GEAR resource.
- Read *Profiles: The Children and Their Communities* (page 56) about children in Tanzania, Nicaragua and India.
- Provide a world map or globe, and DVD viewing equipment.
- Prepare a copy of the *Comparing Communities Chart* (page 55) on a large piece of chart paper or the board.

Instructions

1. Before showing the video to the class, introduce students to the children they will meet in the video. See *Profiles: The Children and Their Communities* (page 56). Help students with any new vocabulary such as: nomads, Maasai, slum, poverty, etc., (see italicized words). Locate Tanzania, Mount Kilimanjaro, Nicaragua, India and Delhi on a map or globe. Show how far these places are from Canada.
2. Using some or all of the categories in the chart below, have students brainstorm some similarities and differences between the lives of children in the video and their own lives in Canada. Record their ideas on the large class chart. Tell students that the class will revisit the chart after watching the video to see how their predictions matched and to make any needed changes.
3. Show the video (18 minutes).
4. After discussion of the video, revise the class chart where necessary. *Note: There may be variations in the responses to the "Our Class" category based on students' backgrounds. Acknowledge these differences and inform students that not all children in Tanzania, Nicaragua or India live exactly the same way either.*

Discussion

- How are Nairiamu's, Jaime's and Rehka's lives different from what you expected? What things surprised you most about each child?
- In Nairiamu's community, people meet together outside to sing and exchange news. Think of occasions and places where people in your community come together (school assemblies, church, street festivals, etc.). Do you meet outside or inside? What do you do when you get together?
- Jaime's village in Nicaragua is very poor. Compare the ways Jaime's community meets basic needs such as food, shelter and education with how our communities meet their needs.
- Rehka lives with many other people in a large city. In what ways do people in her community help each other (sewing, mending shoes, selling food on the street, driving rickshaws, recycling, etc.)? Generate a list of businesses and services in your community that help families.

Communities Grades 2–3

Simulation Exercise

Nairiamu and Rehka do not attend school. In Jaime’s country, Nicaragua, only five out of every 10 children continue school beyond grade 5. Use the following simulation to help students imagine what this might be like.

1. Instruct two of every 10 students to leave the classroom (or sit apart from the others). These are children who are not in school.
2. Tell the remaining students to imagine they are in grade 5. By this time, three more of every 10 children have dropped out: two to help at home and one because the family could not afford school materials. Ask three more children to leave each group.
3. ”Teach” the remaining students ”something important” (read a story or tell a joke).
4. Invite the excluded students back and debrief. How did it feel to miss the lesson? For those who stayed, how did it feel to be the ”privileged” few still in class? How is life different for children who do not attend school? Will they have the same opportunities when they are older as those who stayed in school?

Connecting to Rights and Responsibilities

Refer back to the lessons on children’s rights (pages 38–41) and your classroom *Charter of Rights and Responsibilities*. Discuss the rights that are upheld or denied for Nairiamu, Jaime and Rehka. As a class create a Charter of Rights and Responsibilities for one or all of these children and compare it to your own.

Follow-up Activities

- Write a letter and send a drawing of your community to one of the children in the video. In the letter, tell Nairiamu, Jaime or Rehka about your life.
- In small groups, role-play a day in the life of each child featured in the video.
- Create a family coat of arms for your family and for one of the children’s families. Categories can include: My Family, My Home, My Favourite Things to Do, Future Dreams

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Comparing Communities Chart

| | Family | School | Play | Food and Water | Shelter | Health | Chores and Responsibilities |
|------------------------|--------|--------|------|----------------|---------|--------|-----------------------------|
| Our Class | | | | | | | |
| Nairiamu (Tanzania) | | | | | | | |
| Jaime (Nicaragua) | | | | | | | |
| Rehka (India) | | | | | | | |

Reproducible Master

Communities
Grades 2–3**Profiles: The Children and Their Communities**

Nairiamu (Nare-ee-ah'-moo) Nairiamu is an eight-year-old girl from the *Maasai* tribe. She lives in Tanzania, in eastern Africa, within sight of majestic *Mount Kilimanjaro*. Nairiamu works every day to help her family. She carries water from a river, gathers firewood in the bush, sweeps out the family hut and helps care for her little brothers. Nairiamu would like to go to school, but for now she has to stay home and help her mother.

Traditionally, the Maasai are *nomads*, moving from place to place looking for fresh grass for their cattle to eat. Today, as *grazing* land is harder to find, many Maasai are settling down to live in *permanent* communities. They live in groups of small huts made of sticks and mud. These simple shelters are built in a circle with space in the middle for animals. Huts are used for cooking, sleeping, and protection from wildlife such as snakes and lions. Singing is very important in the Maasai community. Men, women and children often gather together to talk, sing and exchange news.

Jaime (Hi'-mee) Jaime Salinas is a 10-year-old boy who lives in a small mountain village of La Escoba in Nicaragua, Central America. Jaime and his brothers attend a school built by parents in the community with the help of World Vision. Jaime's father, Andres, was loaned money to buy chickens. Now the family has 85 chickens, providing meat and eggs to eat and sell at the local market. The community of La Escoba receives health care at a medical clinic built by World Vision.

Nicaragua is a very poor country that has suffered many years of war. Communities in mountainous regions far away from the capital city, like Jaime's, are among the poorest. Primary and secondary school is free in Nicaragua, and by law all children must attend, but many rural areas lack proper schools, teachers or school supplies. *Poverty* forces children to drop out of school and work to help their families. Only 50 per cent of the children reach grade 5.

Rehka (Ray'-kah) Rehka is an 11-year-old girl living in Delhi, the capital city of India. Her father was a *bricklayer* in the country. However, the family was too poor to buy a house, so the family moved to the city to make a living. The only place they could afford to live was in the Janakpuri *slum*, one of the poorest and most crowded sections of Delhi. Rehka's father began a *recycling* business, picking garbage off the streets. Rehka helps her mother in her job of cleaning houses so the family can have money for food.

India is the seventh-largest country in the world. The population of the city of Delhi alone is close to 15 million, almost half the population of Canada. Delhi has a modern *economy* with high tech companies as well as more traditional craft-based jobs. The downside of the growing economy is overcrowding, poor housing, traffic congestion and pollution. And many people, like Rehka and her family, are still very poor.

Water Grades 4–6

Water is Life: Flash Animation Activity

Students will

- understand that not everyone in the world has access to safe water
- reflect on the ways they use water in their lives
- use media sources to identify key information about natural resources and their uses
- apply critical thinking skills and demonstrate growing social awareness

Related International Dates

- World Water Day (March 22); World Environment Day (June 5)

Preparation

- Preview the flash animation *Water is Life* included on the DVD in the GEAR resource.
- Read information in the *Water is Life: Flash Animation Couplets* (page 58). Copy for follow-up activity (one couplet per group).
- Review *Quick Facts About Water* (page 60). Copy for follow-up activity (one per group).
- Provide laptop and projector for viewing *Water is Life* flash animation on GEAR DVD.

Instructions

1. Show the *Water is Life* flash animation. Do not reveal what it is about. Tell the class that the video presents a riddle and they are tasked with solving it. Once they figure it out, ask them to write their answer on a piece of paper, fold it in half and wait until the end of the video to give their answer.
2. After viewing, ask the students what they think the riddle is about. When they say “water”, ask:
 - How do you know it is about water?
 - Did any of the information about water in the flash animation surprise you? Concern you? Puzzle you? (You may need to show the flash animation to them again.)
3. Tell the students you are going to focus on one of the statements from the video: **One in six people don’t have enough of it; others use it like no one else needs it.** Write this statement on the board.
4. Ask students to stand at their desks. Have them number out loud from 1 to 6. Ask all the students numbered 2 through 6 to sit down. The students numbered 1 remain standing. They represent the fraction of people in the world who do not have access to safe water.
5. Repeat the statement. Pause. Read it aloud again, followed by another pause before asking the questions below. Pauses and silences are powerful ways to make a point, and provide time for students to reflect on a concept. Ask the students who are standing to sit.

Discussion

- What are your thoughts when you hear the statement: *One in six people don’t have enough of it; others use it like no one else needs it.*
- Why is it important to have access to clean and safe water?
- How does your family get its water each day?
- Do you have enough water for your daily needs? Was there ever a time in your life when you did not have enough water or had to conserve water? What did you do?
- Has the water you use ever been unsafe to drink? What was it like? What did you do?

Follow-up Activity

Use the *Water is Life: Flash Animation Couplets* as a basis for small group work. Ask students to form groups of two or three, assign each group one couplet and give them time to discuss the questions and the quotation. Give each group a copy of *Quick Facts About Water*. Each “expert” group presents one fact and two ideas to the class inspired by the problem identified in the couplet.

Reproducible Master [Provide as Word doc on CD]

Water Grades 4–6

Water is Life: Flash Animation Couplets

1. It is the basis of all life, yet we fail to respect it.

In its smallest form, water is remarkably simple, just three tiny atoms (H₂O—two hydrogen and one oxygen). Yet there exists on Earth an incredibly complex web of life, all dependent on this one incredible molecule.

- What are the properties of water that allow it to sustain life?
- In what ways is water the basis for all life?
- How do humans show their disrespect for water?

As children of a culture born in a water-rich environment, we have never really learned how important water is to us. We understand it, but we do not respect it.—William Ashworth

2. While we waste it here on our own, we search for it on distant planets.

Water is critical to sustaining human life. Scientists have forever been fascinated by the connection between living things and this elixir of life. They have searched in far-off places for evidence of water, desperate to claim that life once existed there or still does. The irony is that the resources we spend to find water on other planets could be used to protect and restore our own sources of water here at home.

- Where and how have scientists been searching for water in far-off places?
- What can we do to better manage and protect our water resources on Earth?

All the water that will ever be, is right now.
—National Geographic (October 1993)

3. We've shared it with ancient dinosaurs, and it will be here long after we're gone.

The amount of water on Earth is all there ever was, and all there will ever be. We drink the same water that someone living long ago drank, and we bathe in the

same water that dinosaurs once used. The water cycle ensures that water is continuously recycled or renewed. Water is a timeless resource.

- If a resource is renewable, can humans use as much of it as we want? Why or why not?
- Name some key ways that humans can be better stewards (guardians) of their water for future generations.

Between Earth and the Earth's atmosphere, the amount of water remains constant; there is never a drop more, never a drop less. This is a story of circular infinity, of a planet birthing itself.
—Linda Hogan

4. One in six people don't have enough of it; others use it like no one else needs it.

One billion people on this earth do not have access to safe water. And yet there are people living in water-rich nations who treat water as if it is a limitless resource. The world has declared safe water a priority for development by including it in the Millennium Development Goals (MDGs).

- What can be done to improve access to safe water in developing countries?
- What can be done to discourage water over-use and misuse in developed countries?

We never know the worth of water till the well is dry.
—Thomas Fuller

5. For many it costs next to nothing, still they spend billions to buy it.

In Canada and other industrialized nations, we take safe, clean water for granted. Our tap water is safe to drink and affordable, yet the bottled water industry in Canada is a billion-dollar-a-year industry.

- The average Canadian uses 335 litres of water each day. How might this compare with the amounts of water used by people in developing countries?
- Do you think it is a good thing that we drink so much bottled water in Canada? Why or why not?

Life has no price, so water has no price.
—Virginia Museo

6. Some walk hours just for a little; others simply reach out for more than they need.

Water scarcity has many far-reaching effects. Sometimes it means travelling several kilometres a day in search of water. Other times it means using a water supply that is contaminated or unsafe. The disparities between water-rich countries and water-scarce countries are staggering.

- What would be the impact on families in countries where water is scarce?
- Canada has more than its fair share of the world’s available fresh water. What are some global implications of our water wealth?

For many of us, water simply flows from a faucet, and we think little about it beyond this point of contact. We have lost a sense of respect for the wild river, for the complex workings of a wetland, for the intricate web of life that water supports.

—Sandra Postel

7. Some people argue it’s a basic human right; others claim it and sell it for profit.

There is much controversy over water. Some people believe it is a basic human right that should be available to all. Others think they have a right to own it. There is a struggle between the public and private sectors over who should be in control of our waters.

- Is water a basic human right for all? Why or why not?
- What could be the results if the world’s fresh water resources were bought and sold for profit by governments or companies?

Water has become a highly precious resource. There are some places where a barrel of water costs more than a barrel of oil.

—Lloyd Axworthy

8. It determines the way we live, without most people even noticing.

Most of us take for granted the importance of water. Water is not only critical for life and good health, it is also important for a healthy economy.

- Think about all the ways that water has an impact on your daily life. Can you think of any product you use that does not involve water in some part of its production?

- How does water contribute to a strong economy?

Water is the driving force of all nature.

—Leonardo da Vinci

9. It has the power to form a community and the power to start a war.

Water can be a reason for people to work together, or a reason for people to fight. Some countries have rich water resources, while others have none. Some bodies of water are contained within the boundaries of one country, while others, like the Great Lakes of Canada or Africa, are shared between two or more countries.

- Do you think countries should have ownership over all the water within their borders?
- In the future, do you think wars will be fought over water? If so, how can these wars be prevented?

The wars of the future are going to be fought over water.

—Maude Barlow

10. It gives life. It can take life too. You might even say it is life itself.

Water is the basis of all life. It sustains all living things on Earth. In Africa, where water is often scarce, there is a saying that “Water is life”.

- How can water give life and take life too?
- What could you do to help shape a future in which there is water for all?

There is no substitute for water, this precious liquid so essential to life.

—Vandana Shiva

Water Grades 4–6

Quick Facts About Water

- Worldwide, one billion people lack access to safe drinking water; 2.4 billion to adequate sanitation.
- Water-related diseases are a growing human tragedy, killing more than five million people each year, 10 times the number of people killed in wars. Every year, 1.8 million people die from diarrheal diseases (including cholera); 90% are children under five, mostly in developing countries.
- Over the past 10 years, Africa has experienced nearly one-third of all water-related disasters that have occurred worldwide (mostly droughts), with nearly 135 million people affected.
- The average distance that women in Africa and Asia walk to collect water is six kilometres. The weight of water that these women carry on their heads is equivalent to your airport luggage allowance (20 kilograms).
- Residential indoor water use in Canada: toilet, 30%; bathing and showering, 35%; laundry, 20%; kitchen use and drinking, 10%; and cleaning, 5%. A five-minute shower with a standard showerhead uses 100 litres of water. A five-minute shower with a low-flow showerhead uses less than 50 litres.
- About 83% of our blood is water, which helps us digest our food, transport waste and control body temperature.
- Each day humans must replace 2.4 litres of water, some through drinking and the rest absorbed from the foods we eat. It is recommended that people drink 2 to 3 litres (about 8 glasses) of fluid every day.
- You can survive about a month without food, but only 5 to 7 days without water.
- Water is used in the manufacture of almost every product. To make a single car requires about 120,000 litres of water—80,000 to make one tonne of steel and another 40,000 to put it all together. Saving paper saves more than trees: approximately 300 litres of water is required to produce 1 kilogram of paper (one piece of paper from the photocopier represents 1.5 litres of water).
- Approximately 10 litres of water are required to manufacture one litre of gasoline. One drop of oil can contaminate 25 million litres of water and make it unfit for drinking.
- A single lawn sprinkler spraying 19 litres per minute uses more water in just one hour than 10 toilet flushes, two five-minute showers, two dishwasher loads and a full load of clothes combined.
- Today, around 3,800 cubic kilometres of fresh water is withdrawn annually from the world's lakes, rivers and aquifers. This is twice the volume extracted 50 years.
- Ninety per cent of the 14 billion water bottles sold in the United States in 2002 were not recycled and became landfill.
- The Great Lakes provide drinking water to 8.5 million Canadians, support 25% of Canada's agriculture and 45% of Canada's industry, and contribute \$180 billion to Canada–U.S. trade each year.

Sources:

- Environment Canada's Freshwater website: www.ec.gc.ca/water/en/e_quickfacts.htm
- "Life Cycle Studies: Bottled Water," *World Watch*, Vol. 17, No. 2, March/April 2004, inside cover.
- United Nations' International Year of Freshwater (2003) website: www.wateryear2003.org

Water Grades 4–6

Waste Not, Want Not

Students will

- understand that not everyone in the world has easy access to water
- calculate their approximate daily water use and discuss ways to conserve water
- predict outcomes and solve problems involving collection and analysis of data
- develop a plan of action to address a global problem

Related International Dates

- World Water Day (March 22); Environment Week (1st week of June)

Preparation

- Collect materials: 2 buckets of water totalling 15 litres, 2 large tubs for “waste” water, one-litre graduated measuring cup or bottle, washbasin.
- Copy class sets of *World Water Use Fact Sheet* (page 63) and *Down the Drain: Personal Water Use Chart* (page 64).

Note: This activity is done as a demonstration because of the large amount of water and materials needed. It could also work as a station that students rotate through or as a group activity if you have access to enough supplies. Choose a location where water spillage will not pose a problem (e.g. outdoors).

Instructions

1. Set up water, tubs, measuring cup and washbasin. Ask for three volunteers to help with this activity. Tell the class to imagine they have just collected their personal daily water supply (15 litres) in a bucket. Some people walk long distances to get their water. Ask them about the weight of the water. Can they imagine carrying the full bucket one kilometre? Two kilometres? More? Ask for volunteers to test the weight of a small bucket of water by carrying it around the classroom, down the hallway and back, or around the outside of the school.

2. The 15 litres of “clean” water is all they have for one day. Explain that whenever water is “used,” it goes into the wastewater container. List on the board or chart paper the following water uses typical of the daily needs for families in water-scarce countries:
 1. Making porridge for breakfast
 2. Washing dishes
 3. Washing some clothes
 4. Drinking water for you and your three children
 5. Drinking water for your cow and chickens
 6. Watering your garden, where you grow vegetables and fruit to feed your family
 7. Bathing the children
 8. Taking a bath yourself after a hard working day
3. Students suggest how much water should be used for each activity on the list. The class comes to a consensus around each amount. *Try using a voting procedure such as Fist to Five* (page 40). The volunteers then measure out the water, transferring from the “clean” water supply to the wastewater container. The goal is to be strategic in using the supply so that all the daily activities can be fulfilled. Encourage students to think of ways to “recycle” the waste water.

Discussion

- Did you have enough water? If not, at what point did you run out of water? If you did have enough water, how did you make sure there was enough?
- Did you or can you think of a way to conserve fresh water? (e.g. reuse/recycle wastewater for other purposes)
- Which tasks do you consider to be the most important? Why?
- What is the minimum amount of water a person needs to bathe? *In some parts of the world, people wash themselves using only 250 millilitres of water.*
- How much water do we use in Canada to accomplish the same tasks?

Water Grades 4–6

Extension Activity: Down the Drain

1. Ask students to create individual mind maps, webs or charts that illustrate at least 10 uses of water in their daily lives. Share ideas with a partner and add any uses that were left out. Predict which activities would use the most and least water and rank them in number order on their charts.
2. Hand out *Down the Drain: Personal Water Use Chart* (page 64) to each student. Review the chart and have students complete all sections. Collect all responses and calculate the class average for daily personal water use.
3. *Optional Math Activity:* Using the Domestic Water Use statistics from the *World Water Use Fact Sheet*, create a bar graph illustrating daily water use in various countries.

Discussion

- How did your predictions of daily water use compare to your calculations?
- Which three activities use the most water? Which use the least?
- Look at the *World Water Use Fact Sheet*. How does the class average compare with the average for Canadians and people in other countries?
- Do Canadians use too much water? Why do people in some countries use less? How can Canadians decrease the amount of water we use?
- As a water-rich country, debate whether or not Canada should share its water resources (this could be a journal assignment).

Reproducible Master

**World Water Use
Fact Sheet¹**

| Country | Domestic Water Use ² (Average water use in litres/day/person) |
|---------------|--|
| Kenya | 45 |
| Ethiopia | 15 |
| Uganda | 15 |
| Mozambique | 5 |
| Niger | 27 |
| | |
| Brazil | 188 |
| Haiti | 15 |
| Peru | 172 |
| | |
| Denmark | 200 |
| France | 288 |
| Italy | 385 |
| UK | 149 |
| | |
| Canada | 335 |
| Mexico | 365 |
| United States | 575 |
| | |
| Bangladesh | 45 |
| Cambodia | 15 |
| China | 86 |
| Japan | 375 |

¹ Figures are from the Human Development Report 2006, “*Beyond scarcity: Power, poverty and the global water crisis*” available at <http://hdr.undp.org/en/media/hdro6-complete.pdf>, p. 34.

² Domestic water consumption includes the quantity of water used for household purposes such as washing, food preparation and bathing: <http://atlas.nrcan.gc.ca/>

Student Worksheet

Water
Grades 4–6

Down the Drain: Personal Water Use Chart

| Activity | A Average # of times activity is done each day | B Estimated water use in litres | C Total daily water use in litres C=A X B | D Rank daily water use from most (#1) to least (#11) |
|--|---|---------------------------------------|--|---|
| Taking a shower (10 minutes with standard shower head) | | 200 (20/min) | | |
| Taking a shower (10 minutes with low-flow shower head) | | 90 (9/min) | | |
| Taking a bath | | 150 | | |
| Brushing teeth (water running) | | 8 | | |
| Flushing the toilet (standard flow toilet) | | 15 | | |
| Flushing the toilet (low-flow toilet) | | 6 | | |
| Washing dishes by hand | | 38 | | |
| Running a dishwasher | | 48 | | |
| Doing a load of laundry | | 120 | | |
| Watering lawn | | 1136 | | |
| Washing car | | 190 | | |
| TOTAL Daily Water Use by Household Member (litres) | | | = <input style="width: 100px; height: 20px;" type="text"/> | = |

- Sources: 1. Children’s Water Education Council: www.cwec.ca
 2. Environment Canada: www.ec.gc.ca
 3. Water Partners International: www.water.org

Water Grades 4–6

DVD Activity Safe Water for All

Students will

- understand how water scarcity impacts the lives of people in a community
- use critical thinking skills to analyze cause and effect relationships
- engage in problem solving and hypothesizing

Related International Dates

- World Water Day (March 22); International Development Week (1st week of February)

Preparation

- Provide a world map to locate Niger.
- Preview the *Safe Water for All* DVD and cue for viewing.
- Copy two class sets of *Safe Water Cause and Effect Web* (page 66) plus one copy for overhead.

Instructions

1. To begin this activity, refer back to the Rights activities from Section II (if the class did these). Find the right that deals with food and safe water.
2. Hand out blank cause and effect webs. In pairs, students brainstorm ways their lives would be affected if they did not have access to safe water. In the centre square, students write: “Not enough clean water”. The effects of this “cause” are written in the web emanating from the centre square. Some effects will have secondary effects or impacts. See *Sample Safe Water Cause and Effect Web* (page 67). Collect ideas on an overhead copy of the blank web.
3. Instruct students to set aside their webs to revisit later. Tell them they will be watching a video about water, set in Niger in western Africa. Locate Niger on a world map and explain that it is a landlocked country with a very hot and dry climate. Niger is prone to long periods of drought in which people cannot grow enough food.
4. Zalifa and Abida are two children featured in the video. They live in two different villages in Niger, both of which have problems with access to safe water. Ask students to predict the ways Zalifa and Abida and their communities may be affected by lack of access to safe water. Instruct them to write down any effects they see when watching the video. Show the class the *Safe Water for All* DVD.

Discussion

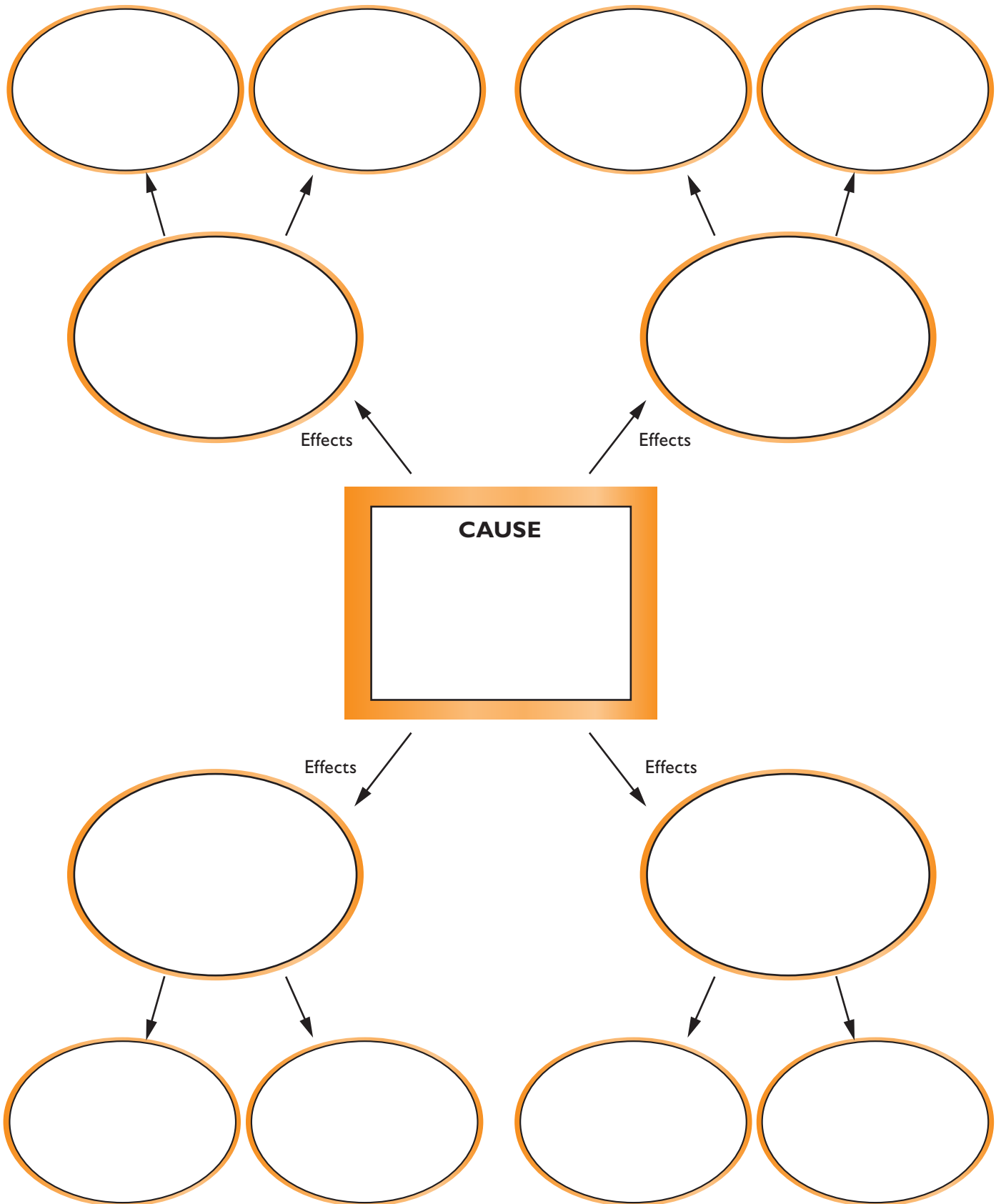
- What did you learn from the video? What surprised you? What questions do you have?
- Zalifa’s village does not have easy access to safe water. What is the impact on her village?
- The new well has improved life in Abida’s village. What have been the positive effects of having clean water?
- How do your predictions compare with the video?
- At the end of the video, a man says: “Water is everyone’s companion, everyone’s friend”. What does he mean?
- Finish the discussion on water with the *Rainstorm* team building game (page 12).

Cause and Effect Webs for Zalifa and Abida

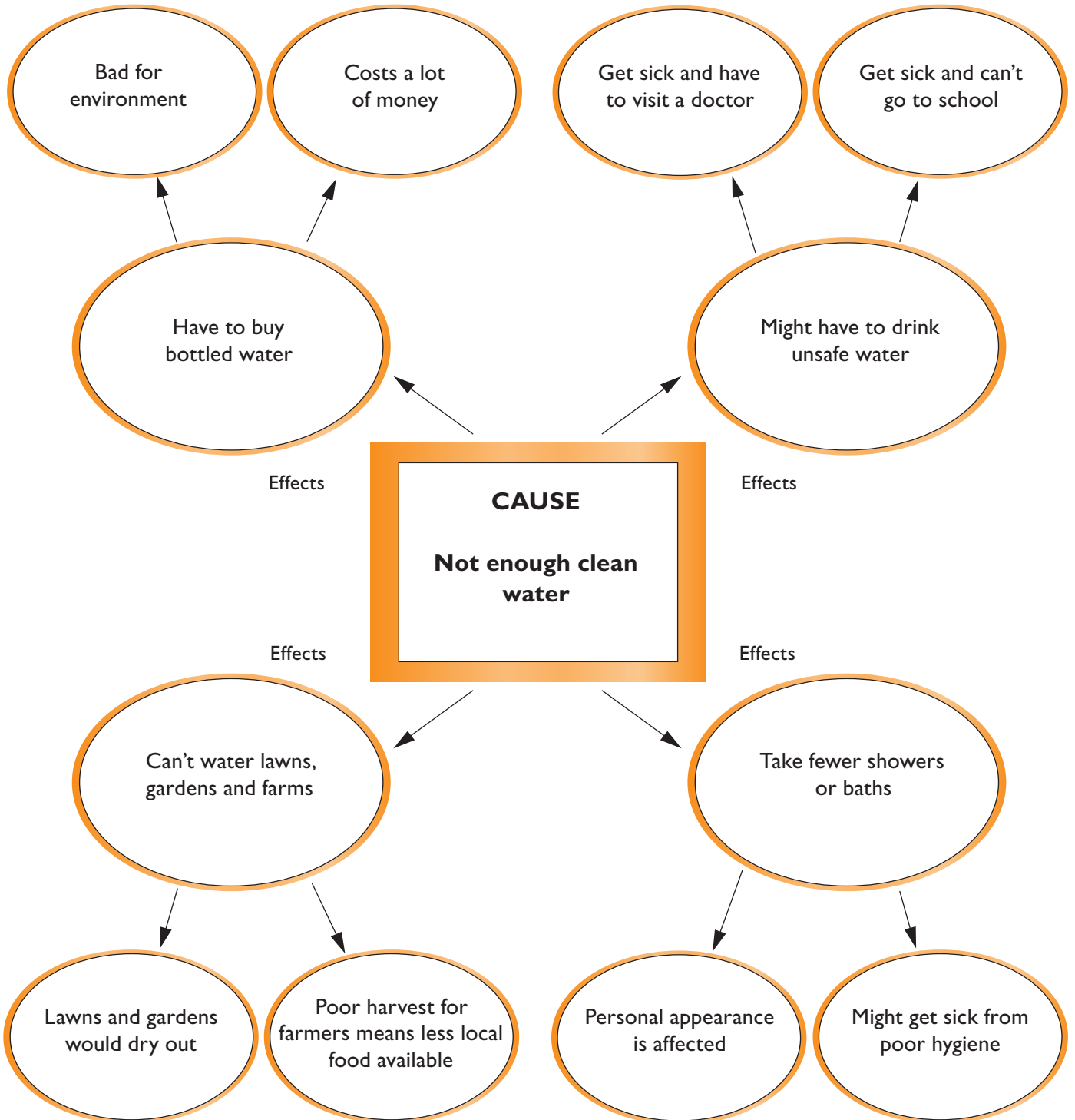
1. In partners, ask half the class to fill in a blank cause and effect web for Zalifa, and the other half for Abida. The “cause” for Zalifa will be “Lack of easy access to safe water” and the “cause” for Abida will be “A new borehole well and lots of clean water”. Obviously, the effects for Zalifa will be negative, for Abida positive. See *Sample Zalifa and Abida Webs* (page 68).
2. Pairs join to make groups of four, with one web for each of Zalifa and Abida between them. In groups discuss the differences between the two webs.
3. Still working in groups of four, create a poster that promotes the importance of water conservation. Create a public poster display for everyone in the school to see. Time this school awareness event with World Water Day on March 22. Consider running a poster contest for the whole school.

Reproducible Master

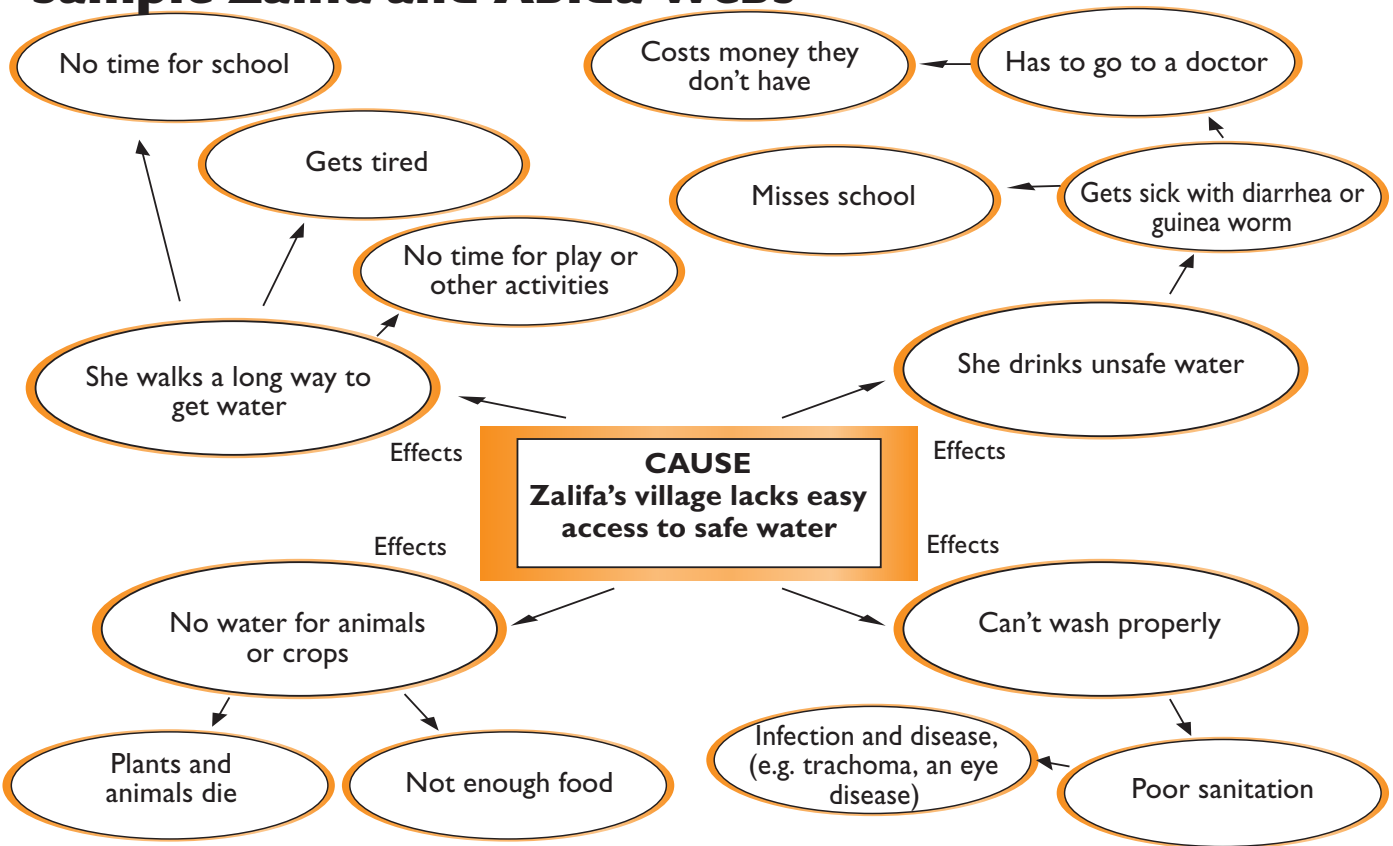
Safe Water Cause and Effect Web



Sample Safe Water Cause and Effect Web



Sample Zalifa and Abida Webs



Education Grades 4–6

Splitting Images

Students will

- understand that some children have limited school resources
- perceive, respond to and reflect on visual images
- use prior knowledge to make inferences
- compare Canadian society with the society of a developing country

Related International Dates

- International Literacy Day (September 8); World Teacher's Day (October 5)

Preparation

- Photocopy class sets of the *Splitting Images Photo (left side)* (page 71) and the *Splitting Images Photo (right side)* (page 72).
- Read *About Malawi* (page 70) for background reference.
- Provide coloured pencils and markers.

Instructions

1. Give each student a copy of the *Splitting Images Photo (left side)*. This photo features a teacher standing at a blackboard. Do not reveal any background information about the photo. Ask students to hypothesize what the missing part of the photo might look like. Instruct them to brainstorm possible responses and questions prompted by the split photo and to write them across the top or on the back of their paper.
2. Ask students to choose one of their ideas and complete the photo by drawing the missing half on the blank part of the paper.
3. When all the drawings are completed, have students form groups of four and share their completed drawings. Look for similarities and differences in their drawn predictions.

4. Distribute a copy of the *Splitting Images Photo (right side)* to each group. Explain that the scene is a typical school classroom in Malawi, Africa. Provide students with information from the *About Malawi* fact sheet.
5. Compare the group drawings with the actual missing piece of the photo. *Option: Cut the missing right side of the photo into puzzle pieces and get the groups to put the puzzle together.*

Discussion

- Compare your prediction with the actual picture. What is in the missing photo piece that you did not expect?
- What common elements show up in the drawings of your group members? What assumptions did you make and why?
- In what ways is the schooling experience of these children different from yours?
- What would it be like to go to a school like this one? Can young people learn effectively in such an environment? If yes, explain why. If no, what do they need to improve their learning situation?

Education Grades 4–6

Background Information

About Malawi

Malawi is a beautiful country nicknamed “the warm heart of Africa” because the people are so friendly. Tourists visit Malawi to see its national parks where there are leopards, elephants, zebras and other animals.

The country is home to about 12.8 million people, with 90 per cent of them depending on agriculture to make a living. Most people live in rural areas, growing enough maize to feed their families plus a little extra to sell.

There are two seasons each year—a wet season from November to March and a dry season from April to October. For four months during the dry season there is no rain at all, so farmers can usually only plant and grow their crops during the wet season. Some years there is a drought when the rains hardly come at all, so the maize crops fail.

The country has had a long drought in recent years, with up to 25 per cent of people experiencing food shortages for six to nine months of the year.

Malawi is a very poor country. The main crops are tobacco, sugar cane and tea. There are tobacco, tea, cement and cotton factories in Lilongwe and Blantyre cities.

There are a number of health risks in Malawi. Hunger, protein deficiency and diarrhea cause many problems, especially for young children. Many people get sick because they don't have clean drinking water. Mosquitoes carry malaria, a disease which causes ongoing chills and fevers. Malawi's main health problem is HIV and AIDS, which affects 14 per cent of the adult population.¹

Newspapers are published in the main cities but about 40 per cent of adults cannot read or write. There are more than 2.6 million radios tuning in to 15 radio stations. The main language spoken in Malawi is Chichewa but most people who have been to school can speak some English.

Religion is important to people and around 90 per cent of people in Malawi go to a church or a mosque.

Most of the countryside has no electricity so people use firewood for cooking. Mobile phones outnumber telephones, because the telephone system is limited to towns. Offices in the cities use computers.

Malawi was ruled by Britain from 1878 until 1964. In 1964, the country became independent from Britain and was ruled by a dictator, President Hastings Kamuu Banda. In 1994, it became a democracy, with an elected government and elections held every five years.

¹ Source: UNAIDS Global Report 2006 Data. http://www.unaids-srستاsa.org/countries/malawi/malawi.html#global_report

Reproducible Master
Splitting Images Photo (left side)



Reproducible Master
Splitting Images Photo (right side)



Education Grades 4–6

Is There Enough for Everyone?

Students will

- understand that resources, such as access to education and appropriate school supplies, are not distributed equally
- apply critical thinking skills to a selected problem

Related International Dates

- International Literacy Day (September 8); World Teacher’s Day (October 5); International Development Week (1st week of February); Global Campaign for Education: Global Action Week (4th week of April)

Preparation

- Place two piles of papers and pencils at the front of the class: one pile with four pencils and four pieces of paper (or a number equivalent to $\frac{1}{8}$ of your class), and one pile with 28 pencils and 28 pieces of paper (or a number equivalent to $\frac{7}{8}$ of your class).
- Preview *Education Facts* (page 74) for background information.

Instructions

1. Divide the class into two groups: a small group ($\frac{1}{8}$ of your class) and a large group ($\frac{7}{8}$ of your class). Tell the larger group to sit in an area that is $\frac{1}{8}$ of the classroom area (i.e. approximately four desks). It will be crowded and students cannot move, so they will have to sit on the floor if necessary. The smaller group sits in the remaining (and larger) area of the classroom.
2. Tell the class that they will be taking a spelling test. Explain that this test is important and their marks will be recorded. They will be given six dictation words and must write their individual answers on the paper provided to them.
3. Distribute the large pile of paper and pencils to the *smaller* group and the small pile of paper and pencils to the *larger* group. Give students time to divide the supplies. At this point the larger group will realize their disadvantage.
4. Dictate spelling words (e.g. education, resources, share, group, problem, etc.) at a challenging pace but a speed at which students in the small group will do well. Respond to objections from the large group by telling them to do their best with what they have. Do not allow them to leave their places.
5. Collect the papers, keeping those from the small group on top. Scan the papers in front of the class and announce who passed. Congratulate the small group members for passing. Reveal that this was a simulation and not a real spelling test.

Discussion

- How did you feel doing this simulation?
- What words describe the situation that was created? (e.g. unfair, unjust)
- Did you try to do anything to balance the situation? What did you do?
- What does this activity demonstrate?
- How is learning affected when children don’t have access to schools, teachers or enough school supplies? What might be the long-term effects of this on children and communities?

Education Grades 4–6

Education Facts

Facts

- About 90 million primary school-aged children worldwide are not in school.
- In many countries, fewer than three out of 10 students complete primary school.
- The amount of money needed to provide education for all primary school-aged children is US\$10 billion. The amount Americans spend on ice cream each year is US\$20 billion.
- Girls have less access to education than boys: 57% of children not in primary school are girls. Only 2% of disabled children in developing countries receive education.
- In the 1980s, when South Africa was under *apartheid*, black South Africans made up 7/8 of the population but received only 1/8 of the government's budget for education. The rest went to white South Africans. *(Note: Since the end of apartheid in 1994, South Africa has become one of the highest spending countries on education.)*

Sources: UNESCO Institute for Statistics (UIS) 2007. *Education for All* Global Monitoring Report; ActionAid 2006; Child Rights Information Network 2007.

Why can't all kids go to school?

School is expensive—A child needs school supplies such as pencils, paper and books. In some places, there are fees simply to attend school. Some schools require that students purchase and wear a uniform.

Kids work—Some kids have to work to help their families earn an income or simply survive. Some spend hours each day just collecting water or firewood. Some look after younger siblings or do household chores such as cleaning and cooking. They don't have time to go to school or, if they do, to complete their homework.

War—When there is a war, some kids can't go to school because it's unsafe, so they stay at home. Sometimes families have to move because of war, and kids have to leave school to go with their families.

Not enough teachers—In some countries, there are 40, 80 or even 100 students in one classroom with only one teacher! And sometimes that teacher has not had the opportunity to be trained well.

Source: "Quality Education for All: End Exclusion Now!" Canadian Global Campaign for Education, 2008. [http://www.campaignforeducationcanada.org/gaw/gawfiles/CGCE_Curriculum_2008_-_English%20\(2\).pdf](http://www.campaignforeducationcanada.org/gaw/gawfiles/CGCE_Curriculum_2008_-_English%20(2).pdf)

Children and HIV & AIDS Grades 7–8

DVD Activities Circle of Friends

Photo Puzzler

Students will

- use prior knowledge and experiences to make inferences about children's lives in Malawi
- respond to images in ways that demonstrate understanding of the underlying social context
- contribute and work constructively in groups

Related International Dates

- World AIDS Day (December 1); UN International Day of Families (May 15)

Note to Teachers

The following activities introduce the topic of HIV and AIDS and its effects on five school friends in rural Malawi. The activities work best as a linked unit supported by the Circle of Friends video. The stories of these children put a human face on the issue and show one community's response to the challenges of the disease.

Preparation

- Photocopy two sets of *Circle of Friends* photos 1–8 (pages 76–83). Cut one set into puzzle pieces (one puzzle piece per student, or approximately four or five per photo).
- Provide markers, chart paper, masking tape and glue for eight groups.
- Review *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi* (pages 84–85).
- Preview *Circle of Friends* on the GEAR DVD and provide DVD viewing equipment.

Instructions

1. Distribute one photo puzzle piece to each student. Explain that the puzzle pieces form eight different photos. The objective is for each student to find the others who have pieces that complete their puzzle. Allow students to move around the room and gather with their groups.

2. Once groups have formed, distribute chart paper, tape, glue and markers. Instruct students to assemble their puzzles and glue them in the centre of the chart paper. Distribute original uncut photos afterwards. *Note: If possible, provide the puzzle pieces in colour, although it will be more challenging with black and white photos.*
3. Instruct groups to study their photos carefully. Students brainstorm questions about what is happening in the photo. Tell them to write these questions on the chart paper and draw arrows to the detail(s) in the photo that relate to each question. For example: *What are the boys studying? Why does the school have no roof?*
4. Using details and clues from the photo, their own knowledge and experience, and ideas formed during their initial questioning, students form hypotheses about the people, places and activities in the photo. Draw their attention to the following questions on the board (or on an overhead transparency) to guide their discussion:
 - Who are the people in the photo? (e.g., teacher, students)
 - Where do you think this photo was taken?
 - Describe what is happening in the photo and why it is happening.
5. Students complete the group discussions and reach a consensus on a single hypothesis that answers all the above questions. This hypothesis is recorded on the chart paper. For example: *Two boys in an African country are cooking their meal over a fire because they do not own a stove.*
6. Once completed, post all the chart papers around the room. Students circulate and read them. Explain that the photos give a glimpse into the lives of a group of friends in Malawi (locate on world map). *Note: The chart paper projects can be saved for use in the Matching Captions DVD activity.*

Follow-up Activities

- Complete *Meet Children in Malawi* DVD activity (page 86) to learn more about the people in the photos. After watching the video, students can change their hypotheses to include any new information.
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Reproducible Master
Circle of Friends



Children and HIV & AIDS Grades 7–8

Background Information

Some Basic Facts on HIV and AIDS

| | | | |
|-------------------------|-------------------------------|--------------------------|---|
| Human | Affects humans | Acquired | Not born with or inherited, but developed |
| Immunodeficiency | Weakness of the immune system | Immune Deficiency | Weakness of the immune system |
| Virus | A type of micro-organism | Syndrome | A set of signs or symptoms that are common for a certain condition or disease |

1. AIDS is caused by HIV.

Acquired Immune Deficiency Syndrome (AIDS) is caused by the Human Immunodeficiency Virus (HIV), which damages the body's immune system. People who have AIDS become weaker because their bodies lose the ability to fight all illnesses. They eventually die.

2. People who have the virus are known as *HIV-positive*.

Once the immune system is damaged, HIV-positive people develop a group of diseases that are known as AIDS. Tuberculosis, pneumonia, skin cancer, fevers or other infections take hold and eventually cause death. There is no cure for HIV but it can be controlled through drugs called *anti-retrovirals* (ARVs).

3. The onset of AIDS can take up to 10 years.

The onset of AIDS can take up to 10 years from the time of infection with HIV. Therefore, a person infected with HIV may look and feel healthy for many years, but still be able to infect someone else. New medicines (ARVs) can help a person stay healthier for longer periods of time but the person will still have HIV and can transmit the virus.

4. HIV is transmitted through HIV-infected bodily fluids.

HIV is transmitted through the exchange of any HIV-infected bodily fluids. Transfer may occur during all stages of the infection/disease. HIV is found in the following fluids: blood, semen, vaginal secretions and breast milk. This means HIV can be transmitted through injected drug use, blood transfusions, sexual intercourse, childbirth and breastfeeding. HIV is most frequently transmitted sexually.

5. HIV is not transmitted by everyday contact.

HIV is *not* transmitted by: hugging; kissing; shaking hands; casual contact; swimming pools; toilet seats; sharing eating utensils, food or bed linen; mosquito or other insect bites; coughing or sneezing.

6. The risk of sexual transmission of HIV can be reduced.

Condoms and other “barrier” birth control methods can reduce the risk of sexual transmission of HIV. They do not guarantee protection. People who have sexually transmitted infections (STIs) are at greater risk of being infected with HIV and of transmitting their infection to others. Abstinence is the only 100% way of protecting yourself from sexually transmitted HIV.

7. People who inject themselves with drugs are at high risk of becoming infected with HIV.

HIV can also be transmitted when the skin is cut or pierced using an unsterilized needle, syringe, razor blade, knife or any other tool. People who inject themselves with drugs or have sex with drug users are at high risk of becoming infected with HIV. Moreover, drug use alters people's judgment and can lead to risky sexual behaviour, such as not using condoms.

8. Everyone deserves compassion and support.

HIV/AIDS does not care about the colour of your skin, your religious beliefs, your sexuality, your age or your socio-economic standing—it is an equal opportunity virus. Discriminating against people who are infected with or affected by HIV and AIDS violates individual human rights and endangers public health. Everyone infected with and affected by HIV and AIDS deserves compassion and support (Article 2 of the Convention on the Rights of the Child).

Source: Adapted from “The Voices of Youth” website at: www.unicef.org.voy

Children and HIV & AIDS Grades 7–8

Background Information

HIV and AIDS in Malawi¹

Malawi is one of the worst AIDS-affected countries in southern Africa, with the eighth-highest adult prevalence rate in the world (14.1 per cent in 2006)². The estimated number of people living with HIV and AIDS at the end of 2006 was 940,000.

HIV infection is increasing in younger age groups, particularly among women. Less than 3 per cent of people know their HIV status, despite high general awareness of HIV and AIDS.

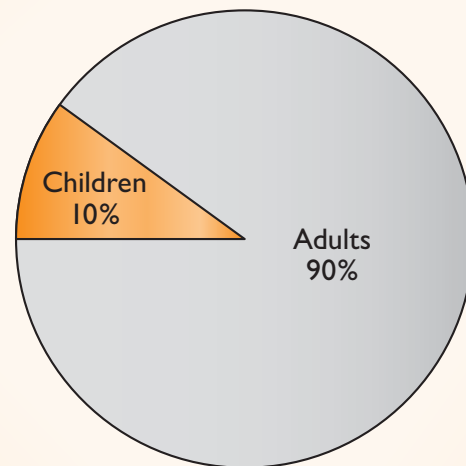
Life expectancy at birth is 41 years for men and 42 years for women, down from 47 years in 1991, but up from 38 years in 2002. Loss of large numbers of the country's workforce due to ill health is affecting productivity and damaging the economy.

There is much social distress as orphans, vulnerable children, widows and extended families struggle to cope with sickness and the cycle of poverty. There are 550,000 children under the age of 18 who have been orphaned by AIDS.

AIDS threatens Malawi's social networks, economic growth and political stability, and is causing an ongoing and deepening humanitarian crisis.

However, changes are starting to happen. Malawi has been successful in mobilizing resources for HIV and AIDS control. In 2003, Malawi signed an agreement with The Global Fund to receive US\$196 million over the next five years. The World Bank, through its Multi-Country AIDS Program (MAP), also approved US\$35 million over four years. Over time the aim

Proportion of adults and children living with HIV and AIDS in Malawi



is to reverse the rapidly increasing growth of HIV and AIDS in Malawi.

HIV and AIDS in Nthondo

Evidence of the effects of HIV and AIDS can be seen everywhere in Nthondo (n-ton-do). Churches sometimes hold six funerals a week and graveyards are expanding. When Malawi was hit by droughts in 2002 and 2003, harvests failed and people went hungry. People already weak with AIDS didn't survive and the number of orphans in Nthondo increased.

In Malawi, children are called orphans when they have one parent as well as when they have no parents. In 1999, one village in Nthondo had five orphans under five years old. Four years later in 2003 the same village had 100 orphans.

With 15 per cent of adults being HIV-positive, approximately 1,500 more parents will die. This might leave 4,500 more orphans needing care in Nthondo.

Nthondo Fact File

Population: 20,000
 Number of villages: 157
 Number of households: 4,500
 Children under 15 years: 7,334
 Number of orphans: 1,753
 Households looking after orphans: 1,262
 Home-based care patients: 337

¹ Source: UNAIDS Global Report 2006 Data. http://www.unaidsrtesa.org/countries/malawi/malawi.html#global_report

² Source: CIA World Factbook, June 2008. <https://www.cia.gov/library/publications/the-world-factbook/rankorder/215rank.html>

Children and HIV & AIDS Grades 7–8

Meet Children in Malawi

Students will

- respond to images in ways that demonstrate an understanding of their underlying social context
- apply critical thinking skills and prior knowledge to a significant issue
- ask questions to clarify thinking

Related International Dates

- World AIDS Day (December 1); UN World Health Day (April 7)

Preparation

- Preview the *Circle of Friends* video and cue on DVD viewing equipment.
- Photocopy a class set of the *Circle of Friends Anticipation Guide* (page 87).
- Review *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi* (pages 84–85).
- Provide a world map.

Instructions

1. Before watching the video, explain that *Circle of Friends* is about a group of friends living in a rural community in Malawi, Africa. The video focuses on the effects of HIV and AIDS on the Nthondo community and the strategies its people use to cope with the disease. Locate Malawi on a world map. Share background information from *Some Basic Facts on HIV and AIDS* and *HIV and AIDS in Malawi*.
2. Distribute one copy of the *Anticipation Guide* to each student. Instruct students to complete the worksheet individually. Students read each statement, decide whether they “agree”, “disagree” or “don’t know” in response to the statement, and circle the appropriate answer in the “Before Viewing” column. Ask them to share their responses with a partner and discuss where their opinions differ.

3. View the *Circle of Friends* video.

4. After viewing, have students individually complete the “After Viewing” column of their *Anticipation Guide*. Once again, partners share their responses and discuss whether any of their opinions changed as a result of watching the video.

Discussion

Review and discuss students’ observations and opinions on the topics raised in the video.

- How did you feel watching the video? Were some parts harder to watch than others?
- What did you learn from watching the video? Did any of your opinions in the Anticipation Guide change? If so, about which statements and why?
- What surprised you about Nthondo?
- Review the *Children’s Rights Hoopla Cards: A Summary of the UNCRC* (page 36). Which rights in the community of Nthondo have been affected by HIV and AIDS?

Follow-up Activities

- Divide students into groups of five or six. Each group chooses one of the three stories and develops a series of dramatic tableaux or mime scenes that tell the stories of the protagonists, with students taking on various roles. Watch the video again to refresh students’ memories. Each group presents its dramatic scenes to the class with one student narrating the action for each scene. This activity helps reinforce understanding of the individual children’s stories.
- Complete *Matching Captions* DVD activity (page 88).
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Student Worksheet

Children and HIV & AIDS
Grades 7–8**Circle of Friends Anticipation Guide**

Name: _____

Before viewing the video *Circle of Friends*, circle “Agree”, “Disagree” or “Don’t know” for each statement in the “Before Viewing” column. After you watch the video, circle the appropriate statement in the “After Viewing” column. Check to see if your opinion has changed.

| Before Viewing | Statements | After Viewing |
|----------------------------------|--|----------------------------------|
| Agree / Disagree / Don't know | Children who live in Malawi, Africa, probably have different goals in life from children who live in Canada. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | Children should not have to go to school AND work. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | AIDS affects only the people who have it. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | Doctors and medicine are available for everyone. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | Providing an education is one of the most important ways to help people get jobs. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | One of the biggest challenges for a community is to care for children orphaned by AIDS. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | One of the most important roles for a parent is to teach children new skills. | Agree / Disagree / Don't know |
| Agree / Disagree / Don't know | Very little is being done about HIV and AIDS in Africa. | Agree / Disagree / Don't know |

Children and HIV & AIDS Grades 7–8

Matching Captions

Students will

- respond to images in ways that demonstrate understanding of their underlying social context
- understand that HIV and AIDS impacts communities in various ways
- apply critical thinking skills (comparing and inferring) to a significant issue
- draw conclusions and communicate connected ideas

Related International Dates

- World AIDS Day (December 1); UN World Health Day (April 7); International Day of Families (May 15)

Preparation

- Make one copy per group of *Photo Captions* (page 89).
- Provide a pair of scissors and glue for each group.
- Provide group chart papers created in the *Photo Puzzler* activity (page 75).
- Optional: Copy *Safe Water Cause and Effect Web* graphic organizer, one for each group (page 66).

Instructions

1. Place students in the same groups they worked with for the Photo Puzzler activity. Distribute one set of the photo captions to each group. Display the *Photo Puzzler* group chart papers randomly on the board or on the walls and number each one.
2. Ask groups to match each caption with the number of the photo that best describes it. Once they have determined all the matches, cut out and glue the correct photo caption on their own “puzzle” photo.
3. Discuss the meaning of “impact” with the class. Use the example below to help with the discussion.

Impact: *The negative or positive effect of one thing on another.*

Example: *The impact of not getting enough sleep is that you don’t perform well in school (negative effect). The impact of being praised is that you feel proud of yourself and your abilities (positive effect).*

Ask groups to brainstorm more examples of “impact”, either positive or negative, from their own experience. Share these ideas with the class.

4. Many parents in Nthondo have died from AIDS and left orphaned children behind. *Note: Orphans may have lost one or both parents.* This one impact has even further impacts on the community. In their groups, ask students to identify and project further impacts of AIDS on the Nthondo community (e.g. children not attending school, children responsible for tending crops, loss of family income, etc.) Identify the impacts of AIDS that link specifically with their group “puzzle” photo. Transfer these ideas onto the chart papers. *Note: For this activity use the blank cause and effect web organizer from the Safe Water for All unit (page 66) to record impact ideas.*
5. Invite each group to share their photos, the matching captions and their “impact” ideas with the class.

Connecting to Rights

- In groups, review details of the stories of Jessie, Chimwemwe, Lute, Benson and Benwell. It may be necessary to watch the video again. Refer to the *Children’s Rights Hoopla Cards: A Summary of the UNCRC* (page 36). Using information from the *Circle of Friends* DVD and from the chart papers created in the *Photo Puzzler* activity, determine which rights are upheld or denied for the children. Fill in the *Circle of Friends: What Are Their Rights?* chart (page 90) to summarize ideas. Share with the class.

Follow-up Activities

- In groups, choose one of the three stories. Propose a three-to-five step Action Plan that the child/children might take to help realize their future dreams. What resources or help will they need? Share action plans with the class and vote on the most feasible action plans for each child.
- Complete other activities from the *Circle of Friends* study guide at WorldVision.ca/resources

Reproducible Master

Children and HIV & AIDS
Grades 7–8**Photo Captions**

For use with Matching Captions post-viewing activity

| Photo # | Caption |
|---------|--|
| | Chimwemwe visits her parent's grave with her family for the first time. It is a sad occasion, reminding her of their loss and difficulties. There are many small cemeteries like this around villages in Nthondo because so many parents have died from AIDS. |
| | Benson and Benwell are studying plant nutrients and soil in their agriculture class and the life cycle of the housefly in science. They do their schoolwork in English. With no electricity or windows, it's too dark inside to read. They miss their father who used to teach them lots of things and help them learn English. |
| | This grade 2 class learns to write in their language, Chichewa. Their parents are helping make concrete tiles needed to finish the classroom roof. There is a teacher shortage because of HIV and AIDS, so classes may have up to 90 students. Some schools have to teach outside because there are not enough classrooms with desks and chairs. |
| | Jessie and her classmates perform an anti-AIDS song that helps people learn how to prevent the virus from spreading. All community events include music and because AIDS is such a big issue, everyone remembers the words. |
| | Cooking takes a while when you first have to collect wood to build your fire. Benson and Benwell have put a pot of water on the fire to boil. They also sweep around the house, do the dishes, look after livestock, wash their clothes and work in the garden. |
| | Community volunteers run a childcare centre for orphans and vulnerable children. The pre-school children get a meal, play games and prepare for school. The volunteers check the children's health too. If parents are sick or working, they send their younger children here two mornings a week, so older brothers and sisters can go to school instead of staying at home to care for their younger siblings. |
| | Chimwemwe and Lute earn some extra money for food to help their family survive. They work for other people after the maize harvest, removing husks off the cobs. Their grandmother can't provide for all of their needs. |
| | On weekends and holidays, Chimwemwe and Lute pound maize kernels in a wooden bowl to make flour. It takes a long time and is hard work. If they do some of this pounding by hand then they might have enough money to finish the grinding at the flour mill. |

Reproducible Master

Children and HIV & AIDS
Grades 7–8

Circle of Friends: What Are Their Rights?

| Category | Name of child | The right to... | Upheld or Denied |
|---------------------|---------------|-----------------|------------------|
| Survival right | | | |
| Development right | | | |
| Protection right | | | |
| Participation right | | | |

Peace and Conflict Grades 7–8

What is Peace? What is Conflict?

Students will

- define the natures of peace and conflict and understand that they can take many forms
- understand that not all conflict involves physical violence
- cooperatively plan and present a strategy or course of action that addresses conflict resolution
- explore and express thoughts through dramatic presentations

Related International Dates

- International Day of Peace (September 21); UN International Day of Non-Violence (October 2); UN Disarmament Week (4th week in October); Remembrance Day (November 11)

Preparation

- Provide paper and coloured pencils for each student.
- Optional: Copy a class set of *Six-Step Problem-Solving* (page 92).

Instructions

1. To set the tone and introduce the theme, begin with an activity from *Building the Foundation* that highlights the benefits of and need for cooperation and communication skills in resolving conflict and maintaining peace. Some suggestions: *The Candy Game* (page 20), *Open-Handedness* (page 21), *Group Machines* (page 13), *The Web* (page 17), *Two by Four* (page 15), *Double Line-up* (page 15).
2. Write the word “CONFLICT” on the board. Ask students to draw pictures of what comes to mind when they see this word. Students share and explain drawings with partners.
3. As a full group, brainstorm as many different words or phrases that can be associated with the word “conflict”. Write these on one side of the board, but without comment or discussion at this stage.

4. Write the word “PEACE” on the board. Once again, students draw representations of this word and share with partners.
5. As a full group, brainstorm as many different words or phrases that can be associated with the word “peace”. Write these on the other side of the board without commenting.

Discussion

- Review the results of the two brainstorms. Which ideas surprised you? Which ones were new to you? Which ones don't belong?
- What is the difference between “conflict” and “violence”? Is conflict always physical in nature? Give examples of types of conflicts other than physical ones (e.g. verbal disagreements, lawsuits, spreading nasty rumours, excluding people, etc.)
- Discuss the following statements: 1) *Conflict is natural and normal.* 2) *Conflict creates opportunities for peace.*
- Create class definitions of “conflict” and “peace”. Display on large pieces of paper in the classroom.

Follow-up Activity: Six-Step Problem Solving

- Introduce students to *Six-Step Problem-Solving* (page 92) as a structured way of resolving interpersonal conflict.
- In groups, create role-play scenarios to demonstrate how conflicts can be resolved using the *Six-Step Problem-Solving* approach. *For example: someone in class starts a rumour about you and now your friends are not talking to you; everyone in your class has been invited to a party except for the new student.*
- Once students are familiar with the six-step process through role-playing, it can be applied as a mediation process for actual conflicts that occur in the class. Students may wish to set up a space in their classroom, or a location in the school, where students in conflict can work out a situation with the help of a third-party mediator (ideally another student).

Source: Adapted from “Defining Peace and Conflict” in *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.

Reproducible Master

Peace and Conflict
Grades 7–8**Six-Step Problem-Solving**

| | |
|--|--|
| <p>1. IDENTIFY NEEDS</p> <p><i>What do you need (or want)?</i></p> | <p>Each person in the conflict should answer this question without blaming or accusing the other person or persons.</p> |
| <p>2. DEFINE THE PROBLEM</p> <p><i>What do you think is the problem here?</i></p> | <p>Come up with a response that includes the needs of both parties, but does not blame. Others in the group can help with this, but the persons involved in the conflict must agree to the definition of the problem.</p> |
| <p>3. BRAINSTORM LOTS OF SOLUTIONS</p> <p><i>How might you solve this problem?</i></p> | <p>Come up with as many possible solutions as you can. Anyone in the group may offer a response. These should be written down and received without comment, judgment or evaluation. The aim of this step is to come up with as many potential solutions as possible.</p> |
| <p>4. EVALUATE THE SOLUTIONS</p> <p><i>Would you be happy with this solution?</i></p> | <p>Each party in the conflict goes through the list of possible solutions and says which ones would or would not be acceptable to her/him.</p> |
| <p>5. DECIDE ON THE BEST SOLUTION</p> <p><i>Do you both agree to this solution? Is the problem solved?</i></p> | <p>Both parties must agree and acknowledge their efforts in working out the solution.</p> |
| <p>6. CHECK TO SEE HOW THE SOLUTION IS WORKING</p> <p><i>Let's talk to each other again soon to make sure the problem is really solved.</i></p> | <p>A plan is made about how to evaluate the solution. The evaluation may take place in a few minutes, an hour or the next day or week, depending on the nature of the conflict and the age of the persons involved.</p> |

Source: "Six-Step Problem-Solving" from *Education for Development: A Teacher's Resource for Global Learning* by Susan Fountain.

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Peace and Conflict Grades 7–8

Classifying Conflict

Students will

- demonstrate understanding of the causes of conflict and identify types of conflicts
- demonstrate understanding of factors that contribute to change in a society
- apply critical thinking skills such as classifying and identifying connections

Related International Dates

- UN International Day of Peace (September 21); UN International Day of Non-Violence (October 2); UN Disarmament Week (4th week in October); Remembrance Day (November 11)

Preparation

- Cut pieces of paper into small squares, four to six per student, or use index cards.

Instructions

1. Organize students into groups of four, and give each group a stack of paper squares (four to six per student). Review the concept or definition of “conflict”.
2. Each student writes or draws examples of conflict, one on each piece of paper. These can be conflicts they have experienced or ones they know of from school, youth groups, home, the community, their own country or other countries. *Note: Some students in your classroom may have come from war-torn countries and will need to be handled with sensitivity in this activity.*
3. When each group has finished, students share the conflicts with each other and group together conflicts that have elements in common. The students come up with a name or category for each cluster of conflicts.
4. As a class, discuss the categories each group devised, providing an example for each one.
5. Write the words “THINGS”, “FEELINGS” and “IDEAS” on the board or chart paper. Explain that

these are categories that can be used to classify conflicts. The terms can be explained as follows:

Conflicts over Things – occur when two or more persons or parties want the same object, material or resource, and there is not enough to go around.

Conflicts over Feelings – happen because of people’s needs for friendship, love, self-respect, power, status, attention or admiration. Every person has some of these needs; sometimes groups of people or countries have these needs as well. Conflict can arise when feelings are hurt, denied or not taken into consideration.

Conflicts over Ideas – relate to the beliefs and values that a person, a group of people or even a country feels are most important and fundamental. They often come from religious beliefs, cultural traditions and political systems. They may also be very personal.

6. Students reclassify their papers as conflicts over Things, Feelings or Ideas. Some conflicts will appear to fit into two or even all three categories. Some may not appear to fit into any category.

Discussion

- How did this system of classifying conflicts compare to the one you came up with in your group?
- Which system would be most useful in helping you find a solution to a conflict? Why?

Follow-up Activities

- Students try other ways of classifying their conflicts such as: *easy to resolve/difficult to resolve; violent/non-violent; important/not important; between people/between groups/between nations.*
- Students find newspaper or Internet articles about local, national or international conflicts and classify them using one or two systems of classification. Ask them to look for patterns among these conflicts, i.e. do most international conflicts seem to be about the same things? Present findings to the class.

Source: “Classifying Conflict” from *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.

Peace and Conflict Grades 7–8

Conflict Stories

Students will

- be introduced to the concepts of negative peace, positive peace and structural violence
- contribute and work constructively in groups.
- research and compile a body of information from a range of sources.
- explore and express thoughts by creating a variety of images.

Related International Dates

- UN International Day of Peace (September 21); UN International Day of Non-Violence (October 2); Remembrance Day (November 11); Peace Tree Day (June 2)

Preparation

- Photocopy enough *Conflict Stories* (page 95) for each group of three students.

Instructions

1. Organize students into groups of three. Distribute one conflict story (Victor, Paul, Ana or Tanya) to each group. Instruct students to read the story and develop two endings, one that is peaceful and one that is not.
2. Instruct each group to join with another group to share their conflict stories and the endings they devised. Ask them to discuss the elements of peace and conflict that emerged in each story and write them down. *Refer to classroom definitions of peace and conflict from What is Peace? What is Conflict?*
3. Introduce students to the following terms describing different states of peace and conflict:
Negative peace is peace achieved through the absence of war and the reduction of violent conflict.
Positive peace is achieved through the absence of war and violent conflict, but also includes reducing or removing factors that harm individual quality of life and cause conflict to happen. Positive peace requires economic and social justice, elimination of poverty and discrimination, and a healthy ecology.

Structural violence is not open physical violence, but the less obvious violence caused by poverty, racism, sexism and human rights abuses. Whenever institutions or social systems give some people power while depriving others of their basic human rights, it can be said that structural violence exists.

Discussion

- Determine which of the three states are reflected in your conflict stories. Support with examples.
- Classify your class, school, community and country as being in a state of negative or positive peace. Give examples to support your classification.

Connecting to Rights

Discuss instances of structural violence in your school, community, country or elsewhere in the world. Which basic human rights are/were denied in each instance? What actions would need to be taken to address each type of structural violence? *Note: Refer to Children’s Rights Hoopla Cards: A Summary of the UNCRC (page 36).*

Follow-up Activities

- Create a timeline based on one of the conflict stories, extending beyond the devised endings to include future possible outcomes of situations involving negative or positive peace or structural violence.
- Research on the Internet the significance of and history behind various symbols of peace. In small groups, choose one. Create a poster, painting, wall hanging, paper model or other artistic representation of the symbol. Present your peace symbol to the class and create a display for Remembrance Day or other significant date. Invite other classes in your school to visit the display.
- Create your own symbol of peace and write a short explanation of its design elements.
- Create a classroom “Peace Tree” for Peace Tree Day (June 2). See www.peacetreeday.com/makeapeacetre.htm for more information.

Source: “Conflict Stories” from *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.

Reproducible Master

Peace and Conflict Grades 7–8

Conflict Stories

Victor

Victor is a black student in a secondary school with students of many different races and nationalities. Some students in this school do not get along well with people of cultures different than their own. The school has no program to help students understand these different cultures and their ways of communicating.

One day, as Victor is walking down the hall, two students call him a racist name. Victor reports the incident to the principal. The principal tells him that he is sorry about the name-calling, but since no one actually got into a fight, he feels it is best to ignore it for now. He tells Victor that if there are any more problems with these two students he is to come and talk about it. Victor leaves the office feeling angry that the principal doesn't care enough to do anything about the situation. He tells two friends about it at lunchtime. The boys decide to....

Paul

Paul is 14 years old and uses a wheelchair to get around his school. The building is all on one level and the doorways were built to be wide enough so that people with a range of different physical abilities would still be able to attend the school. Paul has many friends in his class; he helps coach the volleyball team after school, and is a peer conflict mediator.

One day, Paul's literature class takes a trip to a local theatre to see a drama performance. When they arrive at the theatre, they discover that there is a steep flight of steps leading to the entrance, and no ramp. The theatre manager says that he is sorry, and that if Paul's teacher had phoned ahead, he would have told her that the theatre is not one that physically challenged people can easily visit. Two of Paul's friends decide to...

Ana

Ana is 12 years old and a refugee who has just moved to Canada from a war-torn country. Her father and older brother both disappeared during the war, and the family does not know what happened to them. She and her mother now live in the community with her aunt and uncle. Ana is silent most of the time, but becomes angry and violent over even the smallest incident.

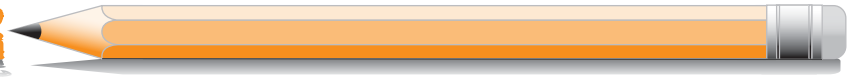
One day a girl in Ana's class accidentally bumps into Ana while lining up to get on the school bus. Ana turns on the girl and begins shouting in her own language, then starts pushing the girl away from her. You and your friend decide to...

Tanya

Tanya is a grade 7 student. She wants to play ice hockey, but the only teams in her community are for boys. Tanya is a good skater and has been playing road hockey with kids in her neighbourhood. Her parents encourage her to try out for the local boys' hockey team. She registers and the coach welcomes her to come out for the first practice.

During the practice, Tanya is bullied by the male players. They say nasty things to her under their breath and when the coach isn't looking, try to trip her with their sticks. By the end of the practice, Tanya is in tears and ready to give up. She decides to...

Source: Victor's and Paul's stories are from "Conflict Stories" in *Education for Development: A Teacher's Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.



Section IV

Looking to the Future

Completing the cycle of learning in global education requires a take action activity. Once students have explored the issues and increased their awareness about problems that affect children around the world, they will be moved to do something. To achieve a preferred future state—one with less poverty, conflict and injustice—they can make changes in their own lives and behaviours, or plan and propose changes in their schools and communities.

The activities in this section are intended to help students from grades 2 to 8 think about *probable*, *possible* and *preferred* futures, and the actions they might take to realize a preferred or ideal future.

With your students, brainstorm other things they can do to “take action” such as: fundraise for a charity; invite guest speakers on important issues into the classroom; build awareness about global issues by reading or listening to the news; watch documentaries; take field trips; write letters to local newspapers or politicians; or share their knowledge with other students through presentations, assemblies and awareness events.

Drawing Upon the Future

Students will

- envision probable, possible and preferred futures
- apply critical thinking skills to a selected problem
- explore and express their thoughts by creating artistic drawings
- identify personal values and perspectives

Recommended Grade Level

- Grades 2–8

Preparation

- Provide one half-sheet of blank paper per student, markers and crayons.

Instructions

1. Ask students to imagine and then draw a vision of the future. Students interpret the task in their own ways and decide for themselves how to represent their visions on paper. Encourage graphic representation. If needed, an additional written explanation can be included. Quality artwork is not as important as the depiction of ideas about the future.
2. After completing the drawings, students form pairs or small groups to share and explain their visions for the future.
3. With older students, introduce the concepts of *probable*, *possible* and *preferred* futures:

Probable future is the future that is *likely* to happen if people continue to act as they do today.

Possible future is the future that *could* appear if certain behaviours or conditions changed.

Preferred future is the future that students would *ideally* like to see come about.

Discussion

- What things were common to most of the drawings you saw?
- Were the visions mostly positive or negative?
- Classify your personal vision as a *probable*, *possible* or *preferred* future. In your pairs or small groups, determine which futures were most common. Share your results with the class.
- Did the class focus mainly on personal futures, the future of the community, or national and global futures?
- What do our visions of the future tell us about ourselves?
- How can we each contribute to the future we desire (i.e. the preferred one)? How can we prevent negative future scenarios from happening?

Follow-up Activity (Grades 4–8)

Monitor daily news sources (newspaper, Internet, radio, television) for examples of people and events that could lead to a *preferred* future. List these ideas on a chart under the 5W headings: Who, What, When, Where and Why. After doing this, do (or revisit) the *Media Values Audit* exercise in Values and Perspectives (page 23).

Source: Adapted from Pike, G. and Selby, D. *In the Global Classroom 1*. Toronto: Pippin Publishing Corp., 1999.

Positive Change Interviews

Students will

- understand that change occurs over time and reflect on the factors that bring about change
- describe ways individuals can contribute to the common good of a community
- generate, gather and exchange ideas
- develop questioning, listening, recording and presentation skills

Recommended Grade Level

- Grades 2– 8

Preparation

- Provide paper, pencils and voice recorders (optional).

Instructions

1. Prepare students to interview an adult member of their local community about a positive local or national change that has happened over their lifetime (for example, a river is restored after being polluted, or a long-standing dispute over land is resolved). They can invite someone from their family, school, neighbourhood or community to participate. The positive change can relate to a current topic of study or simply be of interest to the students themselves.
2. Students work individually, in pairs or as a class (for younger grades) to plan the questions they will ask during the interview.

Sample Interview Questions

- Describe the positive change that has occurred in your lifetime.
- What was the situation before any change occurred?
- What factors brought about this change?
- Were there setbacks or challenges along the way?
- Are there still things that need to be changed about this situation?
- If so, how would you recommend those changes be made?
- What should we learn from this situation as we plan for the future?

3. Have students conduct the interviews as a homework project or invite the adults into the classroom to conduct the interview(s) all together.
4. Invite students to share the results of their interviews. Students can make presentations, show videos of the interviews, share illustrations of the positive change, etc.

Follow-up Activities

- Compile a class book of the interview summaries entitled *Change in Our World*.
- Monitor daily news sources (newspaper, Internet, television, radio) for further examples of positive change and record these on a classroom chart under the 5W headings.

Source: Adapted from “Interviews about Change” in *Education for Development: A Teacher’s Resource for Global Learning* by Susan Fountain. Copyright © 1995. UNICEF.

Future Timelines

Students will

- see the past, present and future as a related continuum
- understand the concepts of **preferred** and **probable** futures
- predict outcomes and plan actions towards a preferred future at a local or global level

Recommended Grade Level

- Grades 7–8. See Adaptations below for younger grades.

Preparation

- Provide one large sheet of chart paper and markers for each pair of students.

Instructions

1. Instruct students to prepare timelines of their lives (see Figure 1). Between point B (birth) and N (now), they fill in key events that have happened in their lives which they think will influence the future. Students decide whether to focus on one or more of personal, local, national and global events.
 - From N to PRO (probable future), they fill in events considered **most likely to happen** in their lifetimes.
 - From N to PRE (preferred future), they fill in events that **would be ideal to see happen** during their lifetimes.

Example: Starting school at age five leads to going to secondary school, then university, studying to be a doctor and maybe finding a cure for HIV and AIDS (as a preferred future course).

2. Instruct students to decide how far apart the PRO and PRE stems should be. The more dissimilar the probable and preferred visions, the more divergent the lines will be. If the probable future is also their preference, the two stems can merge.
3. When the timelines are completed, students form pairs to share their work, compare visions and look for differences between the probable and preferred futures.
4. Bring the students back together for a whole-class discussion.

Discussion

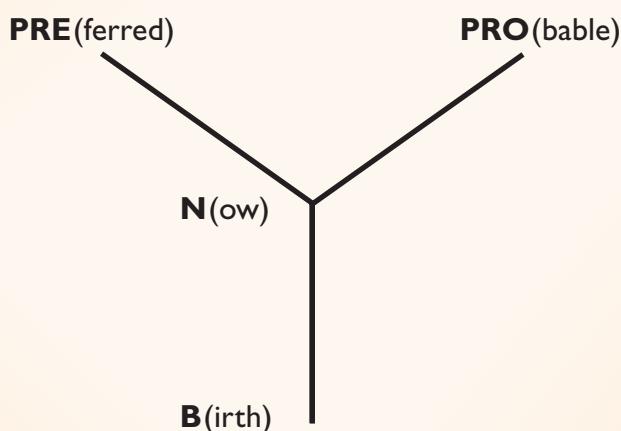
- Did you include events (past, present, future) of a national or global nature? If so, what were those events?
- Do you feel your preferred future is likely to occur? Why or why not?
- What would need to happen now in order for your preferred future to become reality? Which of these actions are easiest to do?

Adaptations for Younger Grades

- Model creating a timeline by drawing one that plots events from a story the class has recently read.
- Have students complete simple personal timelines of past, present and future events, without distinguishing between preferred and probable futures.

Source: Adapted from “Future Timelines” in *In the Global Classroom 1* by Graham Pike and David Selby. Toronto: Pippin Publishing Corp., 1999.

Figure 1



Changing the Future

Students will

- plan the steps towards a preferred future
- work cooperatively in groups

Recommended Grade Level

- Grades 4–8

Preparation

- Provide time for preliminary research in the school library and/or computer lab.
- Copy group sets of the *Action Plan for Change* chart (page 101).

Instructions

1. Students work in groups to research a local, national or global issue/situation of interest, and project into the future to a time when a *preferred* solution or resolution is achieved. See *Drawing Upon the Future* (page 97) for the definition of a preferred future. Once the topic is chosen, they develop a proposed scenario such as the one in the example below:

Example:

A local grocery store is currently debating whether to continue providing plastic bags available to customers. In the preferred future, two years from now, the store has completely phased out plastic bags and requires all customers to bring their own reusable bags or bins.

2. Instruct students to envision the steps that need to happen in order for their preferred future vision to occur. Use the *Action Plan for Change* chart (page 101).

3. Groups present their preferred future and the steps needed to achieve it to the rest of the class. They can choose a creative way to do this presentation such as: series of tableaux, comic strip, series of posters, an original song, spoken word, choreographed dance piece, painted wall mural, street signs, etc.

Follow-up Activity

Get the class or an extracurricular school club to tackle a specific issue/problem by actually implementing one of the proposed action plans. Consider a way of involving the entire school.

Sample Action Plan

- Step 1:** Conduct an educational campaign, informing customers of the environmental costs associated with using plastic bags.
- Step 2:** Make reusable bags and bins available for purchase.
- Step 3:** Encourage customers to use reusable bags and bins with incentive programs (such as points or rewards).
- Step 4:** Stop offering plastic bags as an option for customers.

Reproducible Master

Action Plan for Change

Names of Group Members: _____

Name of Project: _____

| Step | Action | Who will do it and when | Resources we need (things and people) | How we'll know the action was successful |
|------|--------|-------------------------|---------------------------------------|--|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |
| 4 | | | | |
| 5 | | | | |

Letter to Myself

Students will

- predict outcomes
- understand the value of personal goal setting

Recommended Grade Level

- Grades 2–8
- *Note: Due to the time span of this activity, it is recommended to do it within the first half of the school year.*

Preparation

- Provide lined paper, pencils and mailing envelopes (letter size) for each student.
- Supply postage for mailing letters back to students.

Instructions

1. Before doing this activity, students will need to know their full mailing address. Instruct them to bring this information to class as an assigned homework exercise.
2. Inform students that they will be writing a letter to themselves. In this letter, they must list three changes they intend to make in the next three to six months to demonstrate a sense of local and/or global citizenship (e.g. encourage my family to recycle all recyclable household materials, pick up garbage in the school playground, write a letter to the local government representative about a local issue, walk or bike to school as often as possible, etc.)
3. Each student writes a “Letter to Myself” and places it in a self-addressed envelope. Ask them to double check the accuracy of the address.
4. Ask students to seal the letter and hand it in. Tell them you will mail the letter to them in three to six months time. At this point, they can check to see whether they have kept their commitments.
5. After three to six months, mail the letters to the students. If it is possible to get feedback (i.e. if the students are still in your class), ask them to report back on whether they have kept their commitments.

Variation

In Japan, children write wishes for the future and tie them with ribbons onto a bamboo tanabata tree during the Tanabata (or Star) Festival in July. Make a paper tree in your class, or bring in a large potted plant. Cut strips of lightweight origami paper in different colours. Ask each student to write a wish for the future on a strip of paper and tie it with a ribbon to the tree. Display this tanabata tree for the whole school to see. Time this activity with the end of the school year. It will be especially meaningful for students graduating from grade 8 and going on to high school.

Appendices

Appendix A:

Curriculum Outcomes, Grades 2–3

Appendix B:

Curriculum Outcomes, Grades 4–6

Appendix C:

Curriculum Outcomes, Grades 7–8

Appendix D:

Calendar of International Dates

Appendix E:

The Hard Facts: Statistics on Global Issues

Appendix F:

Picture Book Bibliography: Grades 2–4

Appendix A: Curriculum Outcomes, Grades 2–3

| | | Curriculum Outcomes | | | | | |
|---|---|---------------------|--|--|--|--|--|
| | | Social Studies | | | | | |
| | | Language Arts | | | | | |
| | | Arts | | | | | |
| Activities Journey to a New Planet Two Sides of a Coin: Rights and Responsibilities Classroom Charter of Rights & Responsibilities Stone Soup Ideal Communities Cubes The Gifting Goat / Pigs and Pineapples Communities Around the World: DVD Activity | Describe how personal rights and responsibilities affect the well-being of the local and global community | | | | | | |
| | Describe some similarities and differences in the way communities around the world meet their needs | | | | | | |
| | Describe the importance of communities | | | | | | |
| | Describe ways individuals and groups can contribute to the common good of a community | | | | | | |
| | Identify cultural and lifestyle similarities and differences | | | | | | |
| | Present information using visual representations | | | | | | |
| | Apply critical thinking skills to defined problems, i.e. classifying, questioning and comparing | | | | | | |
| | Interpret and utilize simple maps to guide understanding | | | | | | |
| | Distinguish rights and responsibilities within the classroom, school and global community | | | | | | |
| | Generate and express ideas and predictions | | | | | | |
| | Exchange ideas and reflect on the contributions of others | | | | | | |
| | Explore and express thoughts and beliefs by creating artistic drawings and dramatic presentations | | | | | | |
| Demonstrate an understanding of basic rights by creating an expressive image | | | | | | | |

Appendix B: Curriculum Outcomes, Grades 4–6

| | | Curriculum Outcomes | | | | | | | | | | | | | | | |
|------------|--|---------------------|--|---|--|--|---------------|--|--|------|--|------|--|---------|--|--|--|
| | | Social Studies | | | | | Language Arts | | | Arts | | Math | | Science | | | |
| Activities | The Rights Balloon | • | Apply critical thinking skills to selected problems including: comparing, imagining, inferring and summarizing | | | | | | | | | | | | | | |
| | You Have Rights! | • | | | | | | | | | | | | | | | |
| | Two Sides of a Coin: Rights and Responsibilities | • | | | | | | | | | | | | | | | |
| | Classroom Charter of Rights & Responsibilities | • | | | | | | | | | | | | | | | |
| | Water is Life | • | | | | | | | | | | | | | | | |
| | Waste Not, Want Not | • | | | | | | | | | | | | | | | |
| | Safe Water for All: DVD Activity | • | | | | | | | | | | | | | | | |
| | Splitting Images | • | | | | | | | | | | | | | | | |
| | Is There Enough for Everyone? | • | | | | | | | | | | | | | | | |
| | | | • | Compare Canadian society with the society of a developing country | | | | | | | | | | | | | |
| | | • | Defend a position on a selected topic | | | | | | | | | | | | | | |
| | | | Develop a plan of action to address a selected local or global problem | | | | | | | | | | | | | | |
| | | • | Demonstrate understanding of individual and group rights and understand that rights come with responsibilities | | | | | | | | | | | | | | |
| | | | Use and construct a variety of graphic organizers to sort, classify and interpret information | | | | | | | | | | | | | | |
| | | | Use media sources to identify and communicate key information about natural resources and their uses | | | | | | | | | | | | | | |
| | | • | Brainstorm, organize and communicate ideas and information in collaboration with others | | | | | | | | | | | | | | |
| | | | Express and respond to ideas and opinions clearly and concisely | | | | | | | | | | | | | | |
| | | | Identify main ideas through reading aloud | | | | | | | | | | | | | | |
| | | | Demonstrate a growing social awareness by creating a variety of images | | | | | | | | | | | | | | |
| | | | Perceive, respond to and reflect on images | | | | | | | | | | | | | | |
| | | • | Predict outcomes and solve problems through data analysis | | | | | | | | | | | | | | |
| | | | Develop bar graphs and solve problems through data collection and analysis | | | | | | | | | | | | | | |
| | | | Engage in scientific problem solving and hypothesizing | | | | | | | | | | | | | | |

Appendix B: Exploring Global Issues: Grades 4–6 Activities

Appendix C: Curriculum Outcomes, Grades 7–8

| | | Curriculum Outcomes | | | | | | | | | | | | | |
|------------|--|---------------------|--|--|--|--|---------------|--|--|------|--|--|--|--|--|
| | | Social Studies | | | | | Language Arts | | | Arts | | | | | |
| Activities | Forming a New Government | • | Apply critical thinking skills to a range of problems, i.e. comparing, classifying, inferring, identifying relationships and drawing conclusions | | | | | | | | | | | | |
| | Children's Rights Hoopla | • | Demonstrate an understanding of the nature of change and conflict, and identify types of conflict | | | | | | | | | | | | |
| | Two Sides of a Coin: Rights and Responsibilities | • | Cooperatively plan and implement a course of action that addresses the problem, issue or inquiry identified | | | | | | | | | | | | |
| | Classroom Charter of Rights and Responsibilities | • | Defend a position on a current or relevant issue | | | | | | | | | | | | |
| | Photo Puzzler | • | Demonstrate an understanding of the inherent connection between individual rights and responsibilities | | | | | | | | | | | | |
| | Meet Children in Malawi | • | Research and compile a body of information from a range of sources | | | | | | | | | | | | |
| | Matching Captions | • | Ask questions and engage in open discussion to clarify thinking | | | | | | | | | | | | |
| | What is Peace? What is Conflict? | • | Contribute and work constructively in groups | | | | | | | | | | | | |
| | Classifying Conflict | • | Draw conclusions and communicate connected ideas about written material | | | | | | | | | | | | |
| | Conflict Stories | • | Use speaking skills to express and present findings in a clear and effective manner | | | | | | | | | | | | |
| | | • | Explore thoughts and beliefs through dramatic group presentations or creation of images | | | | | | | | | | | | |
| | | • | Demonstrate a growing awareness of rights and responsibilities by creating a variety of images | | | | | | | | | | | | |
| | | • | Respond to images in ways that demonstrate an understanding of their underlying social context | | | | | | | | | | | | |

Appendix C: Exploring Global Issues: Grades 7–8 Activities

Appendix D: Calendar of International Dates

| Month | International Dates | More information |
|------------------|--|--|
| September | | |
| 8th | International Literacy Day | http://www.un.org/depts/dhl/literacy/ |
| 21st | UN International Day of Peace | http://www.internationaldayofpeace.org/ http://www.un.org/events/peaceday/2007/ |
| October | | |
| 1st Monday | UN World Habitat Day | http://www.unhabitat.org/ |
| 2nd | UN International Day of Non-Violence (Gandhi's Birthday) | http://www.un.org/events/nonviolence/ |
| 5th | UNESCO World Teacher's Day | http://portal.unesco.org/education/en/ev.php-URL_ID=53201&URL_DO=DO_TOPIC&URL_SECTION=201.html |
| 16th | World Food Day | http://www.fao.org/wfd2007/index_wfd2007.html |
| 17th | UN International Day for the Eradication of Poverty | http://www.un.org/events/poverty/2006/index.html |
| 3rd week | National Citizenship Week | http://www.cic.gc.ca/english/celebrate/celebrate.asp |
| 4th week | UN Disarmament Week | http://www.betterworld.net/movement/paths/disarmament.htm http://www.un.org/depts/dhl/disarmament/ |
| November | | |
| 11th | Remembrance Day | http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/other/remember |
| 15th | YMCA World Peace Day | 3rd Saturday in November |

Appendices

| Month | International Dates | More information |
|------------------------|---|--|
| November cont'd | | |
| 16th | International Day for Tolerance | http://www.un.org/depts/dhl/tolerance/ |
| 20th | National Child Day (Public Health Agency of Canada) | www.childday.gc.ca http://www.phac-aspc.gc.ca/ncd-jne/edu-eng.html |
| 25th | UN International Day to End Violence Against Women | http://www.unifem.org/campaigns/vaw/facts_figures.php |
| 28th | Buy Nothing Day | http://www.buynothingday.co.uk/ http://www.media-awareness.ca/english/resources/educational/teachable_moments/buy_nothing_day_TM.cfm |
| December | | |
| 1st | UN World AIDS Day | http://www.worldaidsday.org/ http://www.unaids.org/en/ |
| 3rd | UN International Day of Disabled Persons | http://www.un.org/disabilities/default.asp?navid=22&pid=109 |
| 10th | UN International Human Rights Day | http://www.un.org/events/humanrights/2007/ |
| January | | |
| 27th | Family Literacy Day | http://www.abc-canada.org/en/family_literacy/family_literacy_day |
| February | | |
| 1st–28th | Black History Month | http://blackhistorycanada.ca/ http://www.pch.gc.ca/progs/multi/black-noir/index_e.cfm |
| 3rd Monday | Family Day | Alberta, Saskatchewan, Manitoba and Ontario |
| 1st–7th | International Development Week | http://www.acdi-cida.gc.ca/idw |
| 4th week | Canadian Landmine Action Week | http://www.minesactioncanada.org/home/index.cfm?fuse=involved.claw |

Appendices

| Month | International Dates | More information |
|--------------|---|--|
| March | | |
| 8th | UN International Women's Day | http://www.infoplease.com/spot/womensday1.html |
| 19th | World Storytelling Day | http://www.freewebs.com/worldstorytellingday/index.htm |
| 21st | UN International Day for the Elimination of Racial Discrimination | http://www.un.org/cyberschoolbus/iderd/ |
| 22nd | World Water Day | http://www.worldwaterday.org/ |
| 29th | Earth Hour | http://www.earthhour.org/ |
| April | | |
| 7th | UN World Health Day | http://www.who.int/world-health-day/en/ http://www.un.org/depts/dhl/health/index.html |
| 22nd | Earth Day | www.earthday.ca |
| 3rd week | National Volunteer Week | http://volunteer.ca/nvw |
| 25th–27th | Global Youth Service Day | http://www.gysd.net/home/index.html?width=1024 |
| 4th week | Global Campaign for Education: Global Action Week | http://www.campaignforeducationcanada.org/en/index.php |
| May | | |
| 1st–31st | Asian Heritage Month | http://www.pch.gc.ca/progs/multi/asian-asiatique/index_e.cfm |
| 1st–15th | National Fair Trade Awareness Weeks | http://transfair.ca/en/nftw |
| 15th | UN International Day of Families | http://www.un.org/esa/socdev/family/ |

Appendices

| Month | International Dates | More information |
|-------------|-------------------------------|--|
| June | | |
| 1st week | Environment Week | http://www.ec.gc.ca/cew |
| 2nd | June Callwood Children's Day | Ontario only |
| | Peace Tree Day | http://www.peacetreeday.com |
| 4th | Clean Air Day | http://www.cleanairday.com/html/index.php |
| 5th | World Environment Day | http://www.unep.org/wed/2008/english/ |
| 8th | World Oceans Day | http://www.theoceanproject.org/wod/ |
| 20th | World Refugee Day | http://www.un.org/depts/dhl/refugee/ |
| 21st | National Aboriginals Day | www.ainc-inac.gc.ca/nad/index-eng.asp |
| 27th | Canadian Multiculturalism Day | www.canadianheritage.gc.ca/progs/multi/index_e.cfm |

Appendix E: The Hard Facts: Statistics on Global Issues

World Vision raises funds for programs that tackle critical problems linked directly to poverty, including water shortages, HIV and AIDS, lack of access to education, and children affected by conflict. Here are some key statistics about these issues that contribute to the cycle of poverty experienced by developing countries.

Hunger and Malnutrition

- Number of people in the world who suffer from chronic malnutrition: **854 million**
Note: Currently, the World Food Programme warns, “High global food prices are creating ‘a silent tsunami’, threatening to plunge more than 100 million people into hunger.”
SOURCES: Food and Agriculture Organization (FAO). *The State of Food Insecurity in the World 2008*; United Nations World Food Programme 2008.
- Percentage of underweight children under the age of five worldwide: **25%**
SOURCE: United Nation’s Children’s Fund (UNICEF). *The State of the World’s Children 2008*.
- Percentage of overweight children in Canada: **26%**
SOURCE: Statistics Canada. Canadian Community Health Survey-Nutrition (CCHS), 2004.
- Estimated number of child deaths worldwide each day linked to extreme poverty: **nearly 30,000**
SOURCE: United Nation’s Children’s Fund (UNICEF) 2005. *The State of the World’s Children 2008*.
- Canada’s official overseas development assistance in 2007, in terms of percentage of gross national income (Note: The goal is for every rich country to give 0.7%): **0.28% in 2007—down from 0.29% in 2006.**
SOURCE: Organization for Economic Co-operation and Development (OECD) 2008.

Water

- Number of people worldwide who do not have access to safe water: **1.1 billion**
SOURCE: United Nations Development Programme (UNDP). *Human Development Report (HDR) 2006*.
- Number of people who die each year of water-related diseases: **5 million (1.8 million are children)**
SOURCES: Pacific Institute 2002. *Dirty Water: Estimated Deaths from Water-Related Diseases 2000-2020*; UNDP HDR 2006.
- Average daily quantity of water used by a person living in a developing country: **10 litres**
SOURCE: United Nations Environment Programme (UNEP) 2003. World Environment Day website.
- Amount of water used during a five-minute shower: **100 litres**
SOURCE: Environment Canada 2007. Freshwater website: Quickfacts.
- Average daily quantity of water used by someone living in Canada: **335 litres**
SOURCE: Environment Canada 2007. Freshwater website: *Water: No Time to Waste*.
- Funding required to reach the goal of providing clean drinking water for everyone in the world: **\$12–\$35 billion additional funding annually**
SOURCE: United Nations Education and Scientific Cultural Organization (UNESCO) and World Water Assessment Programme (WWAP) 2007. The Millennium Development Goals and Water.

Education

- The number of children worldwide who are not in school: **90 million**
SOURCE: UNESCO Institute for Statistics (UIS) 2007. *Education For All Global Monitoring Report*.
- The average number of years of formal education for a child in Mozambique: **3 years** (In Canada, the average is 13–16 years.)
SOURCE: Global Campaign for Education 2006

Appendix F: Picture Book Bibliography: Grades 2–4

Aliki. *Marianthe's Story: Painted Words and Spoken Memories*. Harper Collins Canada, 1998.

In *Painted Words*, Marianthe's paintings help her become less of an outsider as she struggles to adjust to a new language and a new school. In *Spoken Memories*, Mari is finally able to use her new words to narrate the sequence of paintings she created, and share with her classmates memories of her homeland and the events that brought her family to their new country.

Bunting, Eve. *Gleam and Glow*. Harcourt Children's Books, 2001.

Inspired by real events, master storyteller Eve Bunting recounts the harrowing yet hopeful story of a family, a war and a dazzling discovery.

Castle, Caroline. *For Every Child: The UN Convention on the Rights of the Child in Words and Pictures*. Phyllis Fogelman Books, 2001.

This UNICEF publication features 14 of the most pertinent rights of the child, retold in simple, evocative text that can be easily understood by every child.

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. Harcourt Brace, 1990.

This lushly illustrated book is a plea for the rainforests of the earth.

Deitz Shea, Pegi. *The Carpet Boy's Gift*. Tilbury House Publishers, 2006.

Leadership comes easily for Nadeem, the biggest and oldest boy in a rug factory in Pakistan. But how can he lead the other child labourers to freedom after he's been shamed and beaten for his first attempt?

Deitz Shea, Pegi. *The Whispering Cloth: A Refugee's Story*. Boyds Mills Press, 1996.

A young girl in a Thai refugee camp in the mid-1970s finds the story within herself to create her own pa'ndau, a traditional story cloth.

Kindersley, Anabel, and Barnabas Kindersley. *Children Just Like Me*. UNICEF, 1995.

Through colourful pictures and children's own words, readers learn about the dreams and beliefs, hopes and fears and day-to-day events in the lives of children across the globe.

Pak, Soyung. *A Place to Grow*. Scholastic Press, 2002.

A father explains to his daughter that a family is like a seed, and that a seed needs a place to grow. A safe place, a place where it can get what it needs to flourish.

Pearson, Emily. *Ordinary Mary's Extraordinary Deed*. Gibbs-Smith Publishing, 2002.

Can one good deed from one ordinary girl change the world?

Peet, Bill. *The Wump World*. Houghton Mifflin, 1970.

The Wump World is an unspoiled place until huge monsters bring hordes of tiny creatures from the planet Pollutus.

Polacco, Patricia. *The Keeping Quilt*. Simon & Schuster Children's Publishing, 2001.

From a basket of old clothes, Anna's babushka, Uncle Vladimir's shirt, Aunt Havalah's nightdress and an apron of Aunt Natasha's become The Keeping Quilt, passed along from mother to daughter for almost a century.

Radunsky, Vladimir. *What Does Peace Feel Like?* Atheneum Books for Young Readers, 2004.

Simple text and illustrations portray what peace looks, sounds, tastes, feels and smells like to children around the world.

Rayner, Amanda, ed. *A Life Like Mine: How Children Live Around the World*. Dorling Kindersley and UNICEF, 2002.

A look at how children around the world live today. See the sort of homes they live in and where they build them, how they dress, what they eat, where they play, and how they survive in adverse conditions.

Appendices

- The percentage of disabled children in developing countries who receive an education: **2%**
SOURCE: Child Rights Information Network 2007
- The number of cases of HIV and AIDS that could be prevented in the next decade if every child received a primary education: **7 million**
SOURCE: ActionAid 2006
- The amount of additional aid money estimated to be required annually to reach the goal of universal primary education: **US\$10 billion**
SOURCE: ActionAid 2006
- The amount of money Americans spend on ice cream each year: **US\$20 billion**
SOURCE: ActionAid 2006
- The percentage of yearly spending on weapons that would be needed to put every child into school (as of 2000): **1%**
SOURCE: UNICEF 2005
- The percentage of HIV-positive children in sub-Saharan Africa (in 2006) who have access to the anti-retroviral drugs they need: **15%**
SOURCE: WHO, UNAIDS and UNICEF 2007. *Towards Universal Access: Progress Report*
- The number of children who have lost one or both parents to AIDS: **more than 15 million**. (This number is projected to reach 20 million by 2010.)
SOURCE: UNICEF, UNAIDS and WHO 2007. *Children and AIDS: A Stocktaking Report*.
- Amount pledged by Canada to the Global Fund to Fight AIDS, Tuberculosis and Malaria 2008-2010: **\$450 million**
SOURCE: Government of Canada, Ministry of Finance Budget 2008.

HIV and AIDS

- Number of people living with HIV in the world today: **33.2 million**
SOURCE: Joint United Nations Programme on HIV and AIDS (UNAIDS). *2007 AIDS Epidemic Update: Global Summary*.
- Number of people under age 25 who become HIV-positive every minute: **4** (1,150 children are newly infected each day.)
SOURCE: Joint United Nations Programme on HIV and AIDS (UNAIDS). *2007 AIDS Epidemic Update: Introduction*.
- Number of people infected with HIV in Canada: **58,000** (An estimated 27% of these people are unaware they are infected.)
SOURCES: Health Canada 2006. *The State of the HIV and AIDS Epidemic in Canada*; AIDS Committee of Toronto (ACT).
- The number of people who die each day of AIDS: **5,753**
SOURCE: Joint United Nations Programme on HIV and AIDS (UNAIDS) 2007. *AIDS Epidemic Update: Global Summary*.
- Number of child soldiers under age 18 currently serving in government forces or armed rebel groups: **300,000**
SOURCE: Human Rights Watch 2006. *Facts About Child Soldiers*.
- Number of countries where children are currently serving in armed forces: **36**
SOURCE: Human Rights Watch, 2006. *Facts About Child Soldiers*.
- Number of children who have been forced to flee their homes and live as refugees: **9 million**
SOURCE: United Nations High Commissioner for Refugees (UNHCR) 2007.
- Annual worldwide military spending: **\$1.3 trillion**
SOURCE: Stockholm International Peace Research Institute. *SIPRI Yearbook 2008. Armaments, Disarmament and International Security*.

Children Affected by Conflict

Appendices

Ruurs, Margriet. *My Librarian Is a Camel: How Books Are Brought to Children Around the World*. Boyd's Mills Press, 2005.

If it weren't for librarians and volunteers, people in remote parts of the world might never have books to read. In other countries, books are delivered in unusual ways: by camel, bus, boat, elephant, donkey, train or even by wheelbarrow.

Shoveller, Herb. *Ryan and Jimmy: And the Well in Africa That Brought Them Together*. Kids Can Press, 2006.

The story of one little boy's dream to provide clean drinking water to the people of Africa.

Smith, David. *If the World Were a Village: A Book About the World's People*. Kids Can Press, 2002.

Imagine if the whole world was a single village of 100 people, 61 from Asia and only five from Canada and the United States. Nine speak English, 22 speak a Chinese dialect. Sixty people are always hungry. By getting to know these 100 villagers, children discover that people in other parts of the world often lead very different lives and have problems that affect everyone on earth.

Smith Milway, Katie. *One Hen: How One Small Loan Made a Big Difference*. Kids Can Press, 2008.

The story of a young boy in an African village introduces children to the idea of sustainable community development.

Spalding, Andrea. *Me and Mr. Mah*. Orca Book Publishers, 2001.

After his parents' separation, Ian and his mother move to the city, where Ian makes friends with Mr. Mah, the elderly Chinese immigrant next door, who teaches him about gardening and Chinese culture.

Stand Up; Speak Out and Stand Up for Your Rights. UNICEF, 2001.

Focus on the United Nations Convention on the Rights of the Child (UNCRC). A collaboration of facts, interviews, opinions, stories, poems and photographs from young people around the world on the content and meaning of the Convention.

Williams, Karen L. *Galimoto*. Spoken Arts, 2001.

Kondi, a young boy in Malawi, works to construct a galimoto. Galimoto means "car" in Chichewa, the national language of Malawi. It is also the name for a type of push toy made by children. Old wires, sticks, cornstalks and pieces of yam are shaped into cars, trucks, bicycles, trains and helicopters.

Feedback Form

Your feedback on this study guide is important to us as we constantly strive to measure impact and improve our resources. Please take the time to fill out this feedback form and email, fax or mail it to us. We would also appreciate any comments or lesson suggestions.

School: _____ **City and Province:** _____

1. How did you learn about this resource?

2. With what grade(s) and subject(s) did you use the resource?

3. What was your objective in using the resource?

4. Was this resource effective in helping you to meet your objectives?

5. Please evaluate the resource according to the following criteria.

| | (Poor) | 1 | 2 | 3 | 4 (Excellent) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Overall quality of the resource | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clarity of instructions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Breadth and depth of subject matter covered | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

6. What component or activity did you find most useful?

7. What did you find least useful?

8. Please comment on the impact(s) that you perceive resulting from the use of this resource (e.g. changed attitudes, actions taken by your group or yourself).

Are you a member of the World Vision Teacher Network? If not, would you like to join?

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Thank you!



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World Vision Canada

1 World Drive

Mississauga, ON L5T 2Y4

Phone: 1 800 268-1650 ext: 3192

Fax: (905) 696-2166

Email: global_ed@worldvision.ca