

Global Groundwork: youth creating foundations for the future

Welcome to the *Global Groundwork: youth creating foundations for the future* resource kit. As a conclusion to the year-long *Global Groundwork* program, a writing team from the Ontario Institute for Studies in Education has developed this resource package to help teachers bring global issues into the classroom. Designed for use in grades 6 to 8, the kit provides an overview of international development issues in the following areas:

- Canada's global role
- education
- food and agriculture
- healthcare
- poverty
- water

You will also find helpful information about how your school can make its mark on the world stage through awareness building and the raising of funds.

Create a global classroom and mentor world change-makers

Global education needs to be included in every classroom. Students need to be given the opportunity to understand global issues and to form their own opinions. As a teacher, you need to ask difficult questions, to encourage critical thinking and to provide opportunities for leadership development.

Consider this – in the world today, there are close to 40 wars being fought; we hear of only a few. Two million children died in armed conflict in the 1990s – will the same or worse occur this decade? At any given time, approximately 300,000 children are being used in hostilities as soldiers – children who have endured kidnapping, abuse and rape – how can this happen? Every day, children die of preventable disease, women walk miles to retrieve small amounts of often contaminated water, children are orphaned because of AIDS, families living in slums become ill from inhaling fumes created by faecal matter in the streets, and children who should be attending school are working in inhumane conditions to earn a meagre amount just to live. Snap your fingers, again, again – one child dies every three seconds from poverty related causes. How many children died while you read this?

We can change this. It is possible to eliminate poverty, to have every child attend school, to stop the spread of HIV. *Global Groundwork* will help you bring global issues into your classroom. You will be mentoring world change-makers by opening their eyes to a world that is rarely shown on the news. Challenge your students to ask questions, develop solutions and to raise funds and awareness. It is possible to eliminate poverty – but everyone must work together.

Students learn about development issues at one-day conference

In November 2005, more than 500 Peel District School Board students in grades 7 to 12 gathered at the Pearson Convention Centre in Brampton for a one-day conference on global development. Students listened to a keynote presentation by Dr. Richard Heinzl, the founder of Canada's Doctors Without Borders, and attended workshops facilitated by:

- Canadian International Development Agency (CIDA)
- Canadian Physicians for Aid and Relief (CPAR)
- Canadian Red Cross
- Doctors Without Borders
- Free the Children/ Leaders Today
- UNICEF Canada

- World Vision

Students vote to take action!

Students also voted on a development project to take on collectively. Secondary students chose to fundraise to support infrastructure in Kono, Sierra Leone, the community in which Peel board secondary students built a school in 2005. Middle school students chose to fundraise to build a school in the Ampara district of Sri Lanka, an area heavily affected by the December 2004 tsunami.

To see their goals to fruition, students attended leadership workshops facilitated by Leaders Today. They learned about action planning, public speaking and fundraising.

How to use the kit

The Global Groundwork resource kit is designed to be used with the accompanying CD-ROM. Many of the lessons require you to download images, presentations, worksheets or a video from the CD-ROM. Many of these files are also available through the Peel board's website at www.peelschools.org/slge in the 'resource kit' section.

Internet links

Throughout the resource book, references are made to certain websites. As many of the addresses are too long to retype, please refer to the file titled 'Internet Links' on the CD-ROM which accompanies this kit. By clicking on the hyperlinks in this file, you will be taken directly to the website that is referenced.

Water

Water

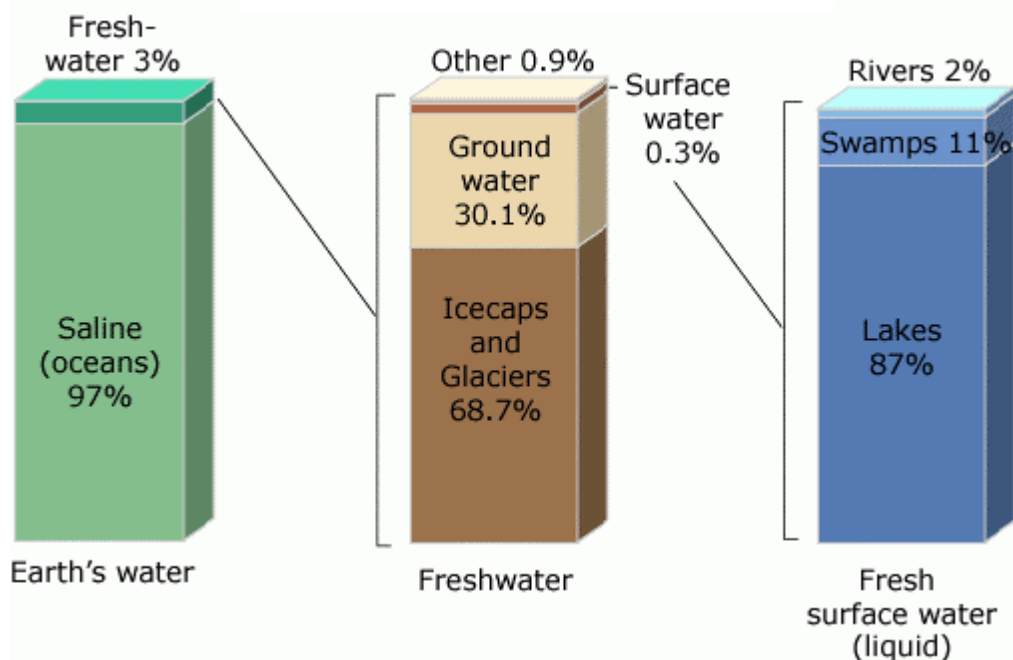
Distribution of water on earth

The Earth from space appears blue and speckled with moving cloud cover because of the presence of large water bodies which cover about 70 per cent of its area. Though we have so much water on Earth, people living in some parts of the world do not have sufficient water for drinking, sanitation or irrigation.

Why is this so? Let's try to understand.

Oceans have about 97 per cent of all water; it is saline, so we are left with only three per cent fresh water. Again, a large chunk of the fresh water, about 69 per cent, is in the form of ice or permanent snow in glaciers and icecaps, and another 30 per cent is underground. So we are left with only about one per cent of the fresh water, of which only 1/3 or 0.3 per cent is surface water. The rest is in the form of clouds, soil moisture, etc. This surface water also includes swamps which take up 11 per cent from this last fraction. The remaining fresh water in rivers and lakes is the only easily available water which human beings and other organisms can use. This fraction is about 1/10,000th of the total water on earth, which means that out of every 10,000 litres of water, only one litre is easily available fresh water.

Fig 1: Distribution of Earth's Water



source: US Geological Survey

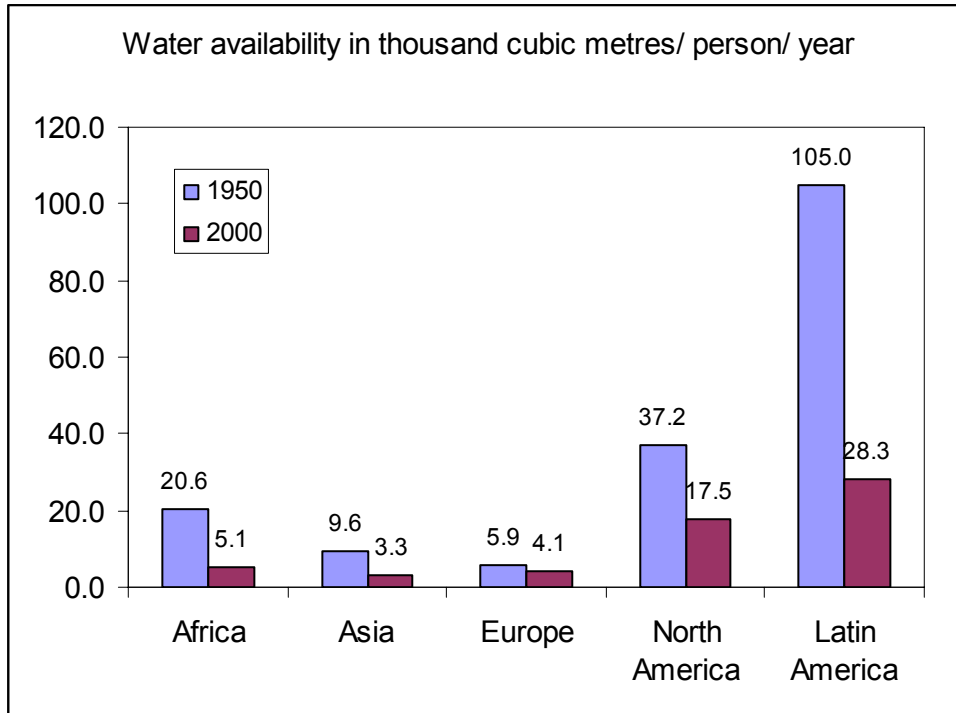
Fresh water is not uniformly distributed on Earth's surface. Some countries/regions have plenty of it, and in some places, people are in a constant struggle to keep themselves alive. Canada has plenty of fresh water. Canadian rivers account for nine per cent of the renewable water supply of the world, while the population of Canada is only 0.5 per cent of the world's population (about 6.5 billion people).

More than 30 countries, mainly in Africa and the Middle East, face a shortage of water. Water stressed areas include most of the southwestern United States, Texas, Florida, China, India, the Middle East and North Africa. According to a United Nations (UN) study, one fifth (approx. 1.1 billion) people face drinking water shortage and more than one third (2.6 billion) people suffer

from deficient sanitation. Due to unsanitary conditions, about 3.1 million children were killed by diarrhea and malaria in 2002. The UN aims to halve this water shortage by the year 2015.

Some governments are even considering privatization of the drinking water supply, which may eliminate the basic right of clean drinking water from a sizeable poor world population.

Fig. 2: Water availability per capita



Source: Food and Agricultural Organization of the United Nations (FAO)

Pollution of water

Throughout the world, water sources are being polluted from agricultural, industrial and municipal sources. This pollution is having deleterious effects on all living organisms, even killing some of them. The pollutants may enter directly as an oil spill into the water – these are called point source pollutants – or indirectly, as the runoff from fertilizer applied to increase crop yield in a field – called non-point source pollutants. It is easy to locate and deal with point source pollutants, while it is difficult to identify and control the non-point sources of pollution.

The runoff from agricultural land and sewage from industrial and municipal sources may contain solid, organic and inorganic substances and even pathogens. In developed countries, legislation requires that before being passed on to water bodies, sewage be treated to remove harmful materials. Even though some rules exist to clean the sewage in developing countries, these are seldom implemented. Disposal of untreated sewage starts flowing into rivers, right from their initial sources, leaving the water unfit for recreation or human consumption. But, because the poor living near these water sources have no other alternative, they continue to use this polluted water, leading to disease and premature death.

In many developing countries, people have no access to flushing toilets and they defecate in open fields, which

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FAST FACTS:

- 2.6 billion people, which is 38 per cent of the world's population, do not have access to adequate sanitation facilities
- 1.3 billion people do not have access to safe drinking water
- water-related illnesses kill one child every eight seconds
- the most deadly water related disease is diarrhoea, killing 1.3 million children and almost one million adults each year
- approximately 21 million barrels worth of oil make their way into the oceans each year
- the world's largest dam, the Three Gorges Project in China, displaced an estimated 1.2 million people from their homes
- water use is expected to increase by an additional 40 per cent by 2025

source: United Nations

pollutes water sources with pathogens, leading to epidemics of dangerous diseases such as diarrhoea, typhoid and polio. Many industrialists, to avoid expenses of treatment plants, either do not construct these, or if they have the treatment plants, avoid running these, thus discharging the harmful pollutants in water bodies.

The United Nations World Water Development Report II starts with the following comments:

'For some, the water crisis means having to walk long distances every day to fetch enough drinking water – clean or unclean – just to get by. For others, it means suffering from avoidable malnutrition or disease caused by drought, flood or inadequate sanitation. Each year in Africa, between 100,000 and 200,000 cases of cholera are reported. Each child under five years living in Sub-Saharan Africa and South Asia suffers on an average, three episodes of diarrhoea per year. Over half of those without improved sanitation - nearly 1.5 billion people - live in China and India. ***If safe drinking water and adequate sanitation and hygiene were provided, 1.7 million deaths per year could be avoided.***

Depletion of underground water

A large portion of all fresh water is underground and many people depend on this source for drinking, sanitation, and household and agricultural purposes. In Canada, there is more underground water than on the surface and more than one quarter of the population (approximately 8 million) depend on the ground water for their household needs. In addition, this ground water is also being bottled and sold as "spring water" or "mineral water" in other parts of Canada. Large subterranean areas, with permeable rock or loose material that holds water are called aquifers. These are usually interconnected with rivers and lakes and may emerge as springs and keep many streams running during dry weather periods.

Commercialization of agriculture has put tremendous pressure on this precious resource, and in many parts of the world farmers are pumping more water from underground sources than can be recharged by natural means, resulting in falling water tables. This necessitates installation of expensive submersible pumps, and higher energy is required to pump this water to the surface.

The countries where water tables are decreasing include China, India, and the United States. Together, these countries account for nearly half of the global grain harvest. The areas include most of the south-west and Great Plains of the US, many states of India, including its breadbasket – the Punjab, and the northern half of China. Some of these aquifers are fossil aquifers, meaning water is not being replenished. Once depleted it will mean the end of pumping, and new sources will need to be tapped.

In some countries such as China, Saudi Arabia and Yemen, falling water tables and the depletion of aquifers are already reducing the grain harvest. In India, water tables are falling at an alarming rate. In North Gujarat, Tamil Nadu, Punjab and Haryana, small farmers have no money to dig deep for wells. In Mexico, water tables are falling throughout the more arid north.

Drought, crop failure and famines

Rain-fed agriculture occupies more than five times (84 per cent) the area of irrigated crops, contributing about 60 per cent of the global harvest. The harvest from these farms is dependent upon rains and if the rains fail, farmers not only lose their harvest but whatever they have spent on raising the crop is also wasted. The farmers cultivating on rain-fed area are mostly poor, especially in the developing world, and may have no surplus grains. If one or two successive crops fail, they face starvation and even death. Most of the farmers fall deep in debt and are sometimes even unable to pay for the inputs required to sow the next crop. In these rain-fed areas, especially in developing world, the farms are cultivated using animal power. The drought, leading to famine, takes the lives of these farm animals first. This is a financial and emotional loss.

Canadian farmers also suffer from low rain/snowfall and their crops also fail. In the early 20th century, especially in the prairies, farmers had very difficult times with scanty rainfall. This period was named “dustbowl years”. Their sufferings were compounded by the invasion of grasshoppers in such seasons, which ate everything green in their path. James Gray describes one of the worst "grasshopper blizzards" in 1938: "The grasshoppers covered everything — the walls of buildings, sidewalks, streets, telephone lines. Then it rained and the downpour washed grasshoppers into storm sewers in such numbers that the intakes were clogged and the streets were flooded. Anybody who lived in Regina that summer, and could not get over being squeamish about walking on wall-to-wall grasshoppers, stayed indoors."

Recalling those years in his radio talk on CBC, which runs for about 14 minutes, Gray describes the harsh conditions and the way people were living under those circumstances, bringing water in barrels from 10 to 12 km and hay for their cattle from 70 to 80 km. He narrates an incident when, as normally everyone will do, he threw the dirty water away after washing his hands and a 7 year old boy ran to tell his mother, “Mom, Mom, he threw the water away”.

Dams: advantages and disadvantages

With the start of agriculture, when humans changed from food gatherers to food growers, the importance of irrigation and dams was recognized. Sumerians started building small dams to irrigate their crops about eight thousand years ago. However the size of dams remained small in the absence of proper technology to build larger dams. With the invention of the electric bulb and turbines in late 1800s, the dams also became important for producing electric power, and by the turn of the century hydro plants were functioning in the United States, Norway and Italy. Large dams were being constructed at a feverish pitch in the 1930s, and today, most of the large rivers of the world are dammed with about 40,000 large (over 15 m high) dams and approximately 800,000 smaller ones.

Once called the new “temples of development” by Indian Prime Minister Jawaharlal Nehru, the large dams are now being held responsible for environmental and social devastation.

Advantages of Dams

1. The dams helped increase areas under irrigated agriculture, increasing crop yields, reducing poverty and making many developing countries such as India self-sufficient in food production
2. Are source of pollution-free, cheap hydro power, a renewable energy source
3. Provide drinking water to a large number of people throughout the world.
4. Help in controlling floods thus saving loss of life and property each year
5. The artificially created lakes provide sources of recreation.

Disadvantages of Dams

1. People living in the area which comes under water behind a new dam are forced to leave their homes. The alternative place of resettlement is seldom liked by these displaced people, as the new area is often very different from the one they were accustomed to. For example, the people living in the inundated area of Bhakhra Dam in India, which is hilly, were given some plots of land in Rajasthan, which is a hot and dry desert. A few settled there and the rest sold their land. The poor are the worst affected. They get almost negligible compensation, as they have no property to their names. In addition to leaving the land of their ancestors, they lose their jobs, which are difficult to find elsewhere. Most of them end up living in slums of large cities.

2. The other organisms living in this area also lose their habitat, and the whole ecosystem gets disrupted. Some species such as salmon are unable to reach their breeding grounds. Today, fish ladders are being provided to help the fish move upstream.
3. Some dams have submerged places of cultural and historical importance.
4. Fertile soil carried by river water ends up silting the lake, rather than fertilizing the area down the dam, around the river beds.

Pre-lesson questions: How much of Earth's surface is covered with water? In which forms and places can you notice water on Earth?

Lesson Plan: Water, water, everywhere: understanding the water cycle and distribution of water on Earth

Grade Level: 8

Curriculum Area: Science

Context:
To help students understand the water cycle on Earth.
To give students an idea that even though $\frac{3}{4}$ of Earth is covered with water, the readily available quantity of fresh water is limited and precious. To teach students to value water and understand the devastating effect of polluting and wasting the available fresh water.

Central Concepts: Water cycle and distribution of water on Earth in various forms to show that a very small percentage of readily available fresh water is present.

Expectations:

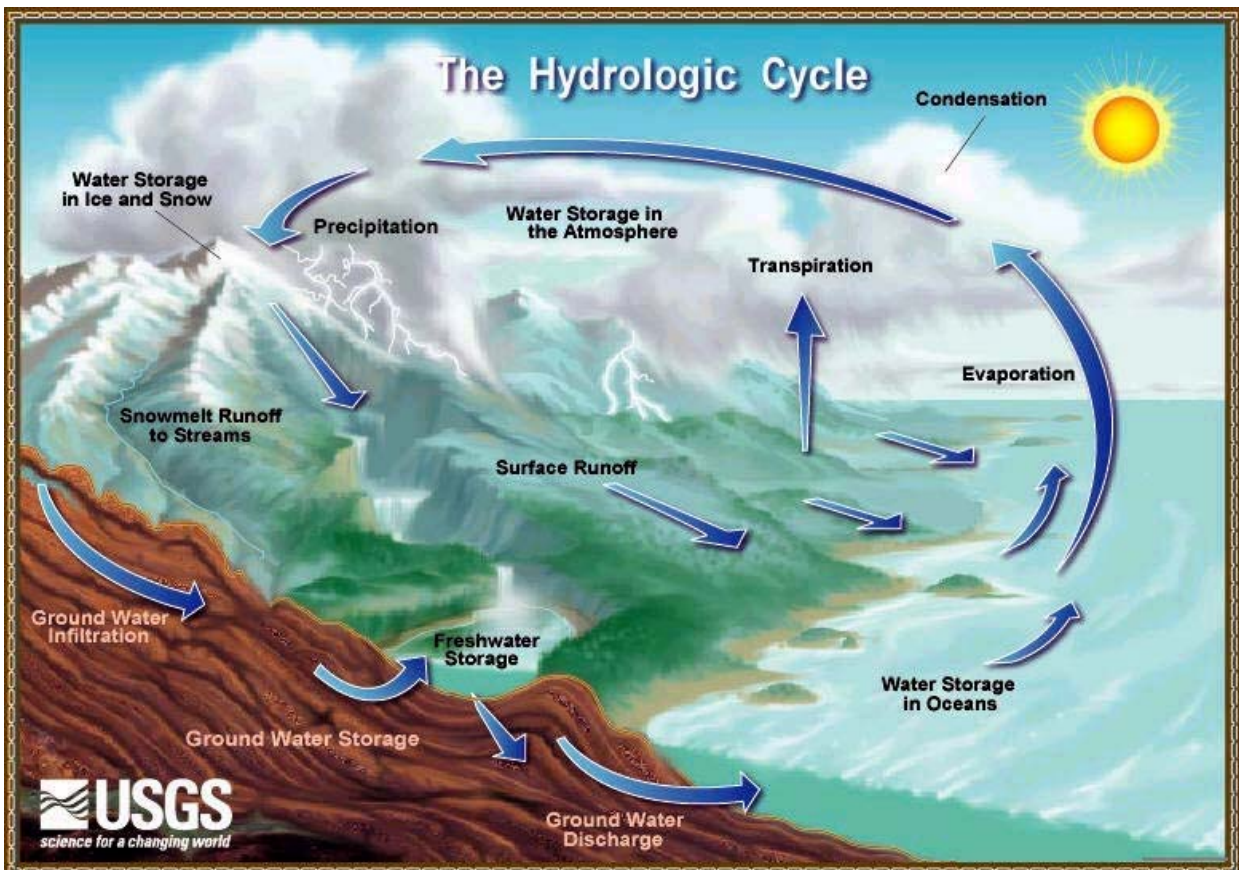
- investigate the major features of the Earth's water resources (e.g. oceans, rivers, lakes, glaciers, icecaps, snowfall, clouds) and the effects of large bodies of water on global climate and ecosystems
- examine how humans use resources from Earth's different water systems, and identify the factors involved in managing these resources for sustainability
- describe the distribution and circulation of water on Earth (e.g. oceans, glaciers, rivers, groundwater, the atmosphere)

Materials

- One 10-litre transparent water container
- Beakers 500 ml, 1
- Beakers 250 ml, 4
- Measuring cylinders 100 ml, 1
- Measuring cylinder 10 ml, 1
- Pipette, 1

Instructions:

Project figure 1 showing distribution of water in various forms (this is called *Water, water everywhere* on the CD-ROM). Now skip to the second slide, showing the Hydrological Cycle. Discuss with the class how water on Earth goes from one form to another and where and in what forms it is available.



(source US Geological survey)

http://eo.ucar.edu/basics/images/usgs_water_cycle.jpg

(also available at <http://ga.water.usgs.gov/edu/watercycle.html> where students can get more information by clicking at various points in the figure)

Ask the students to draw the water cycle in groups of two, so that they have a better understanding of the cycle.

Now, show and discuss, with the help of figure 1, the distribution of water on the Earth in various forms, and relate it to the water cycle. Help students understand the source of each form of water.

Activity 1

Demonstration

To give the students a visual understanding of the quantities of water in different forms, demonstrate the following:

Label one 250 ml beaker 'ice/snow', put 206 ml of water and keep it in the freezer, so that it turns to ice before the class starts.

Half fill another 250 ml beaker with fine sand, label it 'ground water' and keep it for the demonstration.

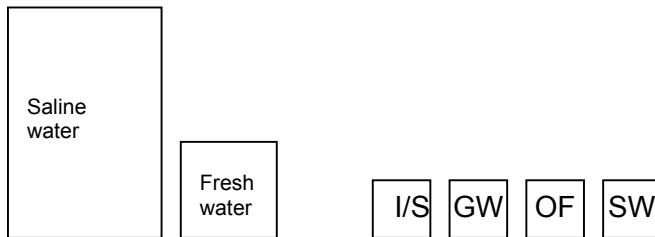
Put 10 litres of water in the transparent water container.
From it, measure 300 ml and put in 500 cc beaker.
Place this beaker with the large container.

Label the large vessel 'saline water' and the beaker 'fresh water'. Explain to the students that as represented here in this large vessel, most of the water on Earth is saline.

To represent the availability of fresh water in various forms,

1. Take out the beaker kept in the freezer containing 206 ml of frozen water, labelled 'ice/snow', place in on the counter.
2. Next on the counter is the beaker half filled with sand, labelled 'ground water'. Add 90 ml of water to it.
3. After the groundwater, place an empty beaker labelled 'other forms' and put 3 ml of water into it.
4. To another empty beaker, labelled 'surface water', add 1 ml of water and place it fourth in the row.

Your setup should look like this:



Explain that the water in the form of ice and snow is not readily available for consumption, as it is lying in glaciers on mountain tops or as ice in polar regions.

Water in 'other forms' is also not easily available to humans.

The ground water is being utilized for drinking, agricultural and industrial use; however, in certain parts of the world, the underground water (aquifer) is not being replenished, thus it is bound to finish after some time. Underground water also requires energy to be extracted.

The quantity of fresh water readily available in lakes and rivers is very limited (surface water), and we need to use this precious commodity cautiously and try not to waste it.

Furthermore, the water in lakes can only be utilized by people living on their shores. Only the rivers take water to large distances and populations, which is just two percent of the surface water. To show the students how much water is in the rivers ask them to do the following:

Activity 2

The surface water, 1 ml out of every 10 litres, is further divided as follows:

Lakes: 87 percent
Swamps: 11 percent
Rivers: 2 percent

To have a visual idea of the amount of water available in all these places, ask the students to perform the following activity in pairs:

Take one ml of water in a pipette

Count the number of drops in this amount of water three times and have students draw and complete the following table. (available on CD-ROM, titled *Surface water experiment table*)

Source	Percent Water as of total on the Earth	Percent surface water	Number of drops out of one ml			
			Trial 1	Trial 2	Trial 3	Mean
Total surface water	0.01	100				
Lakes	0.0087	87				
Swamps	0.0011	11				
Rivers	0.0002	2				

Students will realize that the amount of water in rivers, out of every 10 litres on Earth, is even less than one drop.

Evaluation

The second activity may be evaluated as a wet lab, and the students marked for teamwork, organization and work habits, which are part of learning skills.

Conclusion:

Students will realize what a precious commodity fresh water is, and upon making this realization, try to conserve as much water as possible. Discuss conservation methods with your students.

Pre Lesson Question:	How much water do you use daily in your home?
Lesson Plan:	Evaluating personal water consumption: daily water use in Canada and its availability around the world
Grade Level:	7
Curriculum Area:	Geography
Context:	To gain knowledge about the amount of water we use daily in Canada, and realize the difficulties people face under acute shortages of water, and how people adapt to these shortages.
Central Concepts:	Water use under comfortable conditions of assured safe water supply and water stress conditions; ways to judiciously use fresh water.
Expectations:	<ul style="list-style-type: none"> • describe a variety of ways in which people use and manage renewable, non-renewable, and flow resources to meet their needs; • Identify patterns in the distribution and use of natural resources throughout the world; • Locate and record relevant information from a variety of primary and secondary sources (e.g., <i>primary sources</i>: eyewitness interviews, field studies; <i>secondary sources</i>: maps, illustrations, diagrams, print materials, videos, CD-ROMs, Internet sites);
Materials:	<ul style="list-style-type: none"> • computer access • www.google.ca • http://www.on.ec.gc.ca/reseau/waterCalculator/login_e.html (Environment Canada) • http://archives.cbc.ca/IDC-1-70-1407-9038/disasters_tragedies/drought/clip3 • http://www.ec.gc.ca/water/en/info/pubs/primer/e_prim10.htm • Atlases, Almanacs, and other print sources

Instructions:

Download the 'Distribution of Water' powerpoint from www.peelschools.org/slgd in the "resource kit" section, or opening it from the CDROM that accompanied this package. It will depict:

1. distribution of Earth's water
2. per capita availability of fresh water
3. worldwide fresh water availability today
4. water supply and distribution of unserved population
5. sanitation, distribution of unserved population

Show the first five slides to the class and, utilizing the information given in the booklet, impress upon the students the scarcity of fresh water in the world and its uneven availability.

Then show students the remaining slides to illustrate how people under scarcity of water are compelled to use even unsafe sources of water for drinking and sanitation.

To provide information about the existence of drought conditions in Canada and the hardships experienced by Canadian farmers in the dry years of the 1930s, ask one of the students to read the following paragraph (available on CD-ROM accompanying kit).

“Canadian farmers also suffer from low rain/snowfall and their crops also fail. In the early 20th century, especially in the prairies, farmers had very difficult times in scanty rainfall. This period was named “dustbowl years”. Their sufferings were compounded by the invasion of grasshoppers in such seasons, which ate everything green in their path. James Gray in his book, *The Winter Years: Depression on the Prairies*, written in 1966, describes one of the worst “grasshopper blizzards” in 1938: “The grasshoppers covered everything — the walls of buildings, sidewalks, streets, telephone lines. Then it rained and the downpour washed grasshoppers into storm sewers in such numbers that the intakes were clogged and the streets were flooded. Anybody who lived in Regina that summer and could not get over being squeamish about walking on wall-to-wall grasshoppers stayed indoors.”

Follow it by playing the recording of the radio talk with James Gray, broadcasted on July 1, 1982 on CBC. It is available on http://archives.cbc.ca/IDC-1-70-1407-9038/disasters_tragedies/drought/clip3 and runs for about 14 minutes.*

** In this talk, recalling the times, James Gray describes the harsh conditions of those years and the way people were living under those circumstances, bringing water in barrels from 10-12 km and hay for their cattle from 70-80 km. He narrates an incident when, as normally everyone will do, he threw the dirty water after washing his hands and a 7-8 year old boy ran to tell his mother “Mom, Mom, he threw the water away”.*

To give an idea to students how much water each of them is utilizing daily, take the class to computer lab.

- Log on to http://www.on.ec.gc.ca/reseau/waterCalculator/login_e.html (Environment Canada)
- Follow the instructions and let every student calculate the amount of water he/she is using daily.
- Ask students to record his/her daily consumption and also the figures for their province and the country.
- Ask students to write a paragraph about how they feel about the figures they have recorded.
- Next ask the students to visit Environment Canada's Dos and Don'ts website at http://www.ec.gc.ca/water/en/info/pubs/primer/e_prim10.htm
- Ask each student to select five points from the site that he/she feels would have the greatest impact on water use and that are not currently being followed in their home.
- Suggest that students track the figures in the water and sewage bill receive in their home and note whether following the rules they selected have reduced water usage in their home or not.

Follow up activity:

- Encourage students to talk to other individuals in their home about conserving fresh water
- Talk to your region about water saving attachments for facets or other at home kits to help with conservation. If in Peel, got to www.watersmartpeel.ca
- Visit the Environment Canada website for information on incentives and rebates

Poverty

Poverty

In Canada, most of us live in comfort and with security, but more than one-fifth of the world's population lives in poverty. Around the world, poverty appears when people are not able to achieve the standard of living that is usual for their society. Today, standards of living vary greatly among nations; however, the effects of poverty remain constant: hunger, homelessness, lack of education, and lack of resources to fulfill basic human needs.



Poverty is not only having no money. A person can be poor when they don't have access to employment, basic health care, education and essentials like food, clothing and water.

Definitions of poverty

Extreme (or absolute) poverty: Living in extreme poverty (less than \$1 a day) and not being able to afford the most basic necessities to ensure survival. Eight million people a year die from absolute poverty.

Moderate poverty: Moderate poverty, defined as earning about \$1 to \$2 a day, enables households to just barely meet their basic needs, but they still must forgo many of the things – education, health care – that some of us take for granted. The smallest misfortune (health issue, job loss, etc.) threatens survival.

Relative poverty: relative poverty means that a household has an income below the national average.

Based on definitions established by the World Bank (above), nearly 3 billion people—half of the world's population—are considered poor. But poverty isn't simply a numbers game. It's about scores of men, women and children enduring unimaginable obstacles that keep them from fulfilling their most basic human rights and achieving their individual potentials.

When the United Nations created the Universal Declaration of Human Rights in 1948, signatories proclaimed that all people have the right to education, work, health and well-being. But today, millions around the world are too crippled by poverty to fulfill these basic rights. Millions continue to go hungry. Scores of children never step inside a classroom. Families watch their loved ones die from largely preventable causes, because they do not have access to adequate medical care. In essence, poverty is a denial of human rights.

A global partnership to fight poverty

According to the United Nations, and its affiliated development experts, an end to extreme poverty can be achieved. Effectively tackling global poverty demands a multi-pronged approach and there is no single cure-all. Issues of poverty are many and complex; initiatives must address interwoven but distinct issues such as children's rights, women's rights, epidemics such as HIV/AIDS, access to clean water and sanitation, and preservation of the world's natural resources—just to name a few.

The *Millennium Development Goals*, agreed to by the international community in 2000, represent an unprecedented opportunity for the world to usher in a new era of collaboration in fighting poverty. The Goals set forth concrete targets for significantly reducing extreme poverty and related ills by 2015. We are now one-third of the way to the deadline, and with just under a decade to go, there is much work to be done.

What is Poverty?

There are plenty of statistics and data about global poverty – these are just a few:

- Each year, more than 8 million people around the world die because they are too poor to stay alive.
- Over 1 billion people—1 in 6 people around the world—live in extreme poverty, defined as living on less than \$1 a day.
- More than 800 million people go hungry each day.
- Over 100 million primary school-age children cannot go to school.

Based on current trends, most developing countries will fail to meet the majority of the MDG's by 2015. The world has heralded 2005 as a milestone year in the fight against poverty, and it was given the moniker of "The Year of Development."

Many believe that achieving the MDGs must involve a real and measurable focus on goal 8: *partnerships for development*. Governments working together with civil society, multilateral institutions and private sector entities is not just a nice idea, it is indeed what is needed to make poverty history.

Millennium Development Goals to be reached by 2015

Taken from United Nations fact sheet on MDGs

1. Halve extreme poverty and hunger

1.2 billion people still live on less than \$1 a day. But, 43 countries, with more than 60 per cent of the world's people, have already met or are on track to meet the goal of cutting hunger in half by 2015.

2. Achieve universal primary education

113 million children do not attend school, but this goal is within reach

3. Empower women and promote equality between women and men

Two-thirds of the world's illiterates are women, and 80 per cent of its refugees are women and children. Since the 1997 Microcredit Summit, progress has been made in reaching and empowering poor women, nearly 19 million in 2000 alone.

4. Reduce under-five mortality by two-thirds

Eleven million young children die every year, but that number is down from 15 million in 1980.

5. Reduce maternal mortality by three-quarters

In the developing world, the risk of dying during childbirth is one in 48. But virtually all countries now have safe motherhood programs and are poised for progress.

6. Reverse the spread of diseases, especially HIV/AIDS and Malaria

Killer diseases have erased a generation of development gains. Countries like Brazil, Senegal, Thailand and Uganda have shown that we can stop HIV in its tracks.

7. Ensure environmental sustainability

More than one billion people still lack access to safe drinking water; however, during the 1990s, nearly one billion people gained access to safe water and as many to sanitation.

8. Create a global partnership for development, with targets for aid, trade and debt relief

Too many developing countries are spending more on debt service than on social services. New aid commitments made in the first half of 2002 alone will reach an additional \$12 billion per year by 2006.

Pre Lesson Question: Do you know what poverty is?

Lesson Plan: Poverty, Media and North America

Grade Level: 7/8

Curriculum Area: Language Arts, Visual Arts

Context: This lesson is designed to introduce students to the concepts of poverty, such as relative and absolute poverty, with the purpose to help students become aware of what it is, where it exists and how it affects people. Also, it will discuss how media influences people's spending decisions.

Central Concepts: Poverty, Canada in relationship to the rest of the world, awareness, empathy, solutions

Expectations:

Language Arts:

- Demonstrate the ability to concentrate by identifying main points and staying on topic
- Identify various types of media works and a variety of techniques used in them
- Analyse and interpret media works

Visual Arts:

- Produce two and three dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for purposes and to specific audiences, using appropriate art forms

Materials:

- chart paper
- magazines
- LCD projector to watch short videos:
<http://www.makepovertyhistory.org/video/>
- LCD projector to navigate site:
(<http://www.globalaware.net/affluence/>)
- PowerPoint with poverty images from CD-ROM title *The face of poverty*

Instructions:

Pose question to students: What is it like to live in North America?

Have students to go through magazines and/or other media sources, and ask them to select and cut out everything that they think is representative of life in North America. This can be group work. (Students don't need to know that lesson is about poverty at this point). Have students create collages of images and words representative of North America and display art around classroom. Do a gallery walk as a class and ask students to reflect on how they feel about the images as they walk.

Have a class discussion and ask one student to record some of the words and comments on the board. Talk about things that came to mind when looking at the collages. Were any images more common? What surprised the students? What do the pictures say about life in North America?

Ask students to get back into their groups and give each group a three-column chart (taken from the CD-ROM, titled *need_want chart*).

- ask students to fill in the 'Need' and 'Want' columns first.
- ask students how they decided what is a need and what is a want
- Talk about how the media influences consumers. Have student give examples they can think of about how the media influences consumers (i.e.: celebrity endorsement). Talk about persuasion techniques.

On their own, have students choose a magazine ad. Ask students to answer the following questions about the ad they have selected:

- What is the ad for?
- Who (age group/gender) is the ad targeting
- What are they hoping readers will do as a result of seeing the ad
- How does the ad grab the reader's attention? Does it use attention grabbing words or images?

Pose a question to students: What would it be like to live a life without any of the items they claim to need and/or want? Have a class discussion.

- ask students if they know what poverty is
- develop a classroom definition of poverty
- show images of poverty from *The face of poverty* on CD-ROM
- Go over definitions of poverty from the resource package

Have students get back into their groups and refer back to the three-column chart and fill in the last column: "Things I can do without." Help students analyze what they have and what the people in the pictures don't have.

Introduce students to the knowledge that there are many things being done to try to eradicate poverty. One of them is bringing awareness to people, for example the video on "Make Poverty History". Link available by opening 'Internet Links' file on CD-ROM.

- Play clip of your choice for students
- Ask students to explain how they felt after watching the video and seeing the images.
- Introduce students to the concept of affluence. Ask if they know what it is.
- Introduce students to the "Make Affluence History" website (<http://www.globalaware.net/affluence/>) and discuss solutions. Link available by opening 'Internet Links' file on CD-ROM.
- Discuss with students whether poverty is something that just happens to some people or whether it has something to do with resources not being equally distributed.
- Ask students if they think that North American consumerist behaviour contributes to poverty, how?
- Ask students if they would like to, and how they can help to make poverty history.



***How can you help?
Brainstorm ideas with your students about how they can make a difference for people living in poverty.***

- run a food drive
- collect clothing and toys to donate to a shelter or other charity
- organize a henna tattoo day and sell tattoos to support a charity (CPAR, UNICEF)
- organize a charity dance
- organize a community garage sale for charity

Pre-lesson question: Do you know what a dollar is worth?

Lesson plan: Extending on poverty awareness learning: learning about the value of money and how to better save/ spend your money.

Grade Level: 7/8

Curriculum Area: Geography, Mathematics

Context: This lesson is designed to introduce students to the concept of the value of money and to expand on the learning of poverty. Students will become aware of consumerist trends, impulsive buying and personal disposable income. Students will also learn the value of working time in relation to money, and how people receive different rates of pay for the same job.

Central Concepts: The value of time and money in our society. Impulsive buying, personal disposable income.

Expectations:

Geography: (grade 8)

- Describe the characteristics of different types of economic systems and the factors that influence them, including economic relationship and levels of industrial development;
- Compare the economies of different communities, regions, or countries, including the influence of factors such as industries, access to resources, and access to markets;

Geography: (grade 7)

- Describe how humans acquire, manage and use natural resources, and identify factors that affect the importance of those resources;
- Describe positive and negative ways in which human activity can affect resource sustainability and the health of the environment;

Mathematics:

- Demonstrate an understanding of the rules applied in the multiplication and division of integers; (grade 8)
- Compare, order, and represent decimals, integers, multiples, factors and square roots; (grade 7)

Materials:

Several supermarket flyers
Computer access
May need to book gym time
Fake money

Instructions:

Math:

Arrange students in groups of 2 or 3. Provide each group with a supermarket flyer, or visit supermarket websites. Ask students to assume that they must feed their group off of \$30 a week. Using their flyer and calculators, have students determine what items they would buy for the week. If they are purchasing fruit or meat, and it is priced by the pound, have students note how many pounds they will buy. They should create a grocery bill. If any items are missing (milk,

eggs, bread) write an average price on the board. Do not worry about adding taxes to prepared foods.

Now, using their purchases, have students plan three meals a day for five days.

Is this possible? Were any of the groups successful? Have each group present their menu and talk about some of the challenges they faced. Follow up with a class discussion about the activity. Explain that this is a situation that some families face.

Geography:

Outline the fundamental questions that all economic systems must answer:

What goods are produced, how they are produced, for whom they are produced, by whom they are produced and how they are distributed.

Where does our food come from?

Have students access the website for a grocery store of their choice: Sobeys, Ultra Food and Drug, Fortinos, No Frills. Have them make a chart listing all of the produce in the current flyer and where it is imported from. What percentage of the produce is imported from the USA? What percentage is Canadian? What percentage is from Ontario? What other countries do we import from?

Farming subsidies for farmers in developed countries have a negative effect on small farmers in developing countries. It becomes cheaper for the developing countries to import goods from subsidised farmers than to buy from local farmers (*see the food and agriculture section for more details). Explain this concept to your students.

Minimum Wage Activity

- explain that there are salary ranges depending on the job, the minimum wage, and the country in which you live
- explain that not everyone gets the same wage, even though they may be doing the same job
- divide the class roughly in four groups: Male/Female from developed world and Male/Female from developing world

breakdown:

- *Males from developed world will earn a minimum wage of \$ 1*
- *Females from developed world will earn a minimum wage of \$0.50*
- *Males from developing world will earn a minimum wage of \$ 0.15*
- *Females from developing world will earn a minimum wage of \$ 0.05*

Set-up a mock market in class by using flyers from various stores: grocery, electronics, clothing.

Students will earn their “salaries” by “working” (Work is shooting basket balls into the net). When they go to the mock market, they see the price of the items they want to buy and will have to shoot the corresponding number of baskets to get the money if they want to buy it.

(For example, if an item is priced at \$24, Males from developed worlds will have to shoot 24 times correctly to get \$24 dollars. However, the other groups will have to shot more balls in other to get the same \$24 item, and they all have the same job (shooting basket balls)

Students will realize that if they are from a developing country, they need to work for longer to earn enough to buy something. Explain to students that the cost of living in developing countries is lower, therefore items would be less expensive.

Personal Disposable Income Activity

Talk to students about personal disposable income (PDI). Personal disposable income is the money left over after all expenses are paid. Give each of the four groups a different scenario and ask them to calculate the personal disposable income for their family. Scenarios are available on the CD-ROM that accompanies the resource kit.

PDI Scenarios

Scenario one:

You are a family of five. You live in Toronto, Ontario. You are a single income family. Dad earns \$35 per hour working in a factory eight hours a day. Your monthly expenses include: \$1,300 rent (inc. hydro, heat, water)

- \$300 car payment
- \$200 car, house, life insurance
- \$80 cable, Internet and phone
- \$400 food
- \$200 gas

This month, dad worked 8 hours of overtime at twice his hourly rate. The following additional expenses occurred this month:

- dance class \$100
- soccer team \$100
- new shoes for kids \$150

How much PDI does your family have at the end of the month. Is there anything else you think you should spend your money on? What could you do with your remaining money?

Scenario two:

You are a single female living on her own in London, Ontario. You're 19 and are attending Fanshaw College for nursing. Your work as a waitress about 20 hours a week and earn \$6 per hour plus an average of \$10 per hour in tips. Your expenses include:

- \$700 rent
- \$50 cat food
- \$200 food
- \$30 laundry
- \$150 transit
- \$80 cell phone
- \$60 cable, Internet

Since it is September, you have a few extra expenses this month. You're happy that your parents have agreed to pay your first semester tuition, but you know you will need to pay second semester's tuition in December. Luckily you have saved \$2000 over the summer. You are also able to pick up 10 extra hours at work this month. Your additional expenses include:

- \$450 books for school
- \$100 school supplies
- \$25 student card
- \$20 gym pass
- \$50 new shoes for work

What is your PDI before the additional expenses? How much of the \$2000 saved will you need to use to cover your additional expenses? What will you do with your remaining money?

Scenario three:

You are a newly-wed couple who has moved to Chatham, Ontario. You are trying to save to purchase a house, but in the meantime, you are renting a basement apartment. You are a dual-income family, earning \$70,000 per year, after taxes, between both of you. Your expenses include:

- \$750 rent
- \$80 cable, Internet, phone
- \$160 cell phones
- \$300 car, house, life insurance
- \$150 student loan payment
- \$300 food
- \$200 gas
- \$350 car payments
- \$40 laundry

You try to put away money each month towards your house, and always seem to have additional expenses. These include:

- \$30 oil change
- \$400 house savings
- \$200 new clothing for work
- \$100 wedding gift for friend

How much PDI do you have after all of your expenses are covered? Is there additional money that you can put towards your house? Or will you need to save less this month?

Scenario four:

You are a single mother raising six children in rural Zambia. Your husband left for the mines over two years ago and has not returned. You work in the fields and earn about 4000 Kwacha a month (600 Kwacha is equivalent to \$1 USD). To feed your family, you must purchase Mealie-Meal (corn flour, similar to wheat germ). This is your staple diet. It costs 600 Kwacha for 20 kilos of Mealie-Meal. To eat three meals each day, 20 kilos would last your family about one week. Your eldest son, who is 11, takes two days off of the government run school each week to earn for the family. He looks for piecemeal work and earns an average of 10 to 15 Kwacha a day.

Your family lives in a one-room hut which you built using materials that were given to you by your employer.

Do you have any personal disposable income at the end of the month?

Do you have enough money to eat three meals a day?

How many meals can your family eat each day?

Consider having students complete a journal entry about this lesson. Do they have a different perception of the value of money?

Access to health care

Health care

Preventable and treatable diseases plague the developing world

Malaria has been eradicated from the United States since the 1950s, but continues to be a problem for people living in developing countries and for travellers. Malaria is an infection of the red blood cells that is transferred through mosquitoes. Malaria is picked up from an infected human by the mosquito and then passed on to another human. It causes chills, fever, weakness and in some cases death.

Malaria ranks third among major infectious disease threats in Africa, where 90 per cent of all malaria cases are reported. Many tropical and subtropical regions are affected by this disease and, according to African Medical and Research Foundation, infection rates range from 300-500 million people globally each year. This means that 40 per cent of the world's population is at risk of contracting malaria. The vast majority of those who die are children under the age of five.

Another leading cause of death in developing countries is tuberculosis (TB). TB is a respiratory system illness and is spread by sneezing and coughing. Each year, TB kills approximately two million people and those who are particularly vulnerable are individuals who live in poverty. A lack of access or limited access to health care, poor nutrition, overcrowded living conditions and similar factors result in higher incidences of communicable diseases such as TB. Moreover, individuals who are HIV positive are at an even greater risk due to their already weakened immune systems.

What makes these statistics even more tragic is the fact these diseases are both highly treatable and preventable.

Amid the disheartening reports of the current situation, there are some success stories in the battle against infectious diseases. The following are two examples from the Global Health Council website that demonstrate how decisive action and response to the threat of communicable diseases can result in very encouraging outcomes.

► Malaria

Thanks to simple interventions, such as insecticide-treated nets to prevent transmission of infection and early and effective treatment, malaria has been contained in a number of countries around the world. It is estimated that as many as one in two malaria deaths can be prevented if people have ready access to rapid diagnosis and prompt treatment with appropriate medicine.

► Tuberculosis

More than a million lives have been spared from tuberculosis in the past decade due to the success of TB control efforts in countries such as China, India, Nepal and Peru.

AIDS in Africa

In 2000, United Nations Secretary General Kofi Annan said that in the last year (1999-2000), more people in Africa died from AIDS than from all of the wars on the continent.

This is a crisis.

With treatment available to significantly extend the life of a person living with AIDS, why are so many people suffering? Why isn't the global community doing more?



Fast facts about HIV/AIDS

- HIV stands for Human Immunodeficiency Virus.
- AIDS stands for Acquired Immune Deficiency Syndrome.
- There is *no* vaccine or cure for HIV.
- All people, regardless of their sexual orientation, gender and/or age, are at risk of contracting HIV.
- HIV is *not* spread by hugging, kissing, shaking hands or through food or water.
- Most people who are newly infected with HIV have no symptoms and may not have symptoms for up to ten years. In fact, for every person who tests HIV positive, it is estimated that there are ten people who are also positive but do not know it. These people could unknowingly spread the disease to others.

Human misery is not the only impact of the AIDS pandemic. Working-age people are dying, reversing decades of development work in many African countries. Imagine a community that loses nurses, teachers, construction workers, leaders and entrepreneurs to the disease. Imagine households headed by grandparents, or by the eldest child, because the parents have died from AIDS. The world is now home to about 15 million AIDS orphans. Fields are left uncultivated because people are too sick and weak to work and children cannot attend school because there are no teachers to teach.

Millennium Development Goals

- to halt and begin to reverse the spread of HIV/AIDS by 2015
- this goal will not be achieved if more money is not put into the Global Fund to Fight AIDS, Tuberculosis and Malaria
- also, in many African countries, the remaining Millennium Development Goals will not be reached if AIDS is not combated

Canada's role in fighting the AIDS pandemic

In 2000, the Canadian International Development Agency (CIDA) made HIV/AIDS one of its development priorities. Between 2000 and 2005, CIDA's annual funding for HIV/AIDS is quadrupled, for a total five-year investment of \$270 million.

In 2003, Canada was the first country to implement the World Trade Organization's decision to make less expensive versions of patented medicines available to developing countries facing public health problems.

Canada supports the [Global Fund to Fight AIDS, Tuberculosis and Malaria](#), is a leading donor in the World Health Organization's [3 by 5 Initiative](#) and supports the [International AIDS Vaccine Initiative](#).

CIDA also works through Canadian non-governmental organizations to provide care to AIDS patients in developing countries.

- Pre-lesson question:** What do you do when you get sick?
- Lesson plan:** Access to health care around the world
- Grade Level:** 7/8
- Curriculum Area:** Language: Oral and Visual Communication/Writing
- Context:** Students will compare their situation with the experiences of others around the world. They will also examine three cases of children living in poverty and what happens to them when they get sick. The purpose of the activity is to create awareness of the conditions that many people live in and to get students thinking about possible solutions.
- Central Concepts:** Access to health care, creating awareness, empathy, looking for solutions
- Expectations:**
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
 - ask questions and discuss different aspects of ideas in order to clarify thinking
 - communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view)
- Materials:**
- biographies from:
(<http://www.un.org/cyberschoolbus/poverty2000/healthclass.asp>)
 - access to computers and Internet

Instructions:

Begin by asking students if they have ever been sick, and what type of illness they had. Give them some time to talk about their experiences and how they felt. Now ask the class what they do when they get sick. What do their parents do? Most likely they will say that they go see their doctor, to the nearby walk-in clinic, or maybe to the pharmacy to purchase the medicine they need.

Explain to students that for many people, including children their age, these options are just not available. Tell students that today they will learn about what happens to children in developing countries and those who are living in poverty when they get sick. You will need to divide the class into three groups and give each group one child's case (See *Health care case studies* – available on CD-ROM). Each story gives some background information about the child and about the medical care available to that child. Explain to students that they are to read through the cases and then answer the accompanying questions. The questions are asking for possible ways to solve these problems. Ask them to provide more than one solution for each. When each group has completed the task, they will present their case and the solutions to the class.

Case #1:

Mwangi and his family live in a village in Nigeria and like most people in his community they do not have very much money. Two months ago he began developing a very severe cough. He finds it very hard to breathe and he has become quite weak. However, there is no doctor in Mwangi's village and the nearest one is 35 miles away. His family does not have any transportation to get there and although his parents are very concerned and worried, they do not know what to do.

Doctor #1:

Dr. Nauba lives 30 miles from Mwangi's village. He has many patients because he is the only doctor for many villages in his area. He is very busy and has limited medical supplies. Today he has twenty-three people waiting at his office when he arrives there in the morning. He helps as many people as he can, but fears that he is not treating all of the sick people in the surrounding area who can't get to his office.

- What should Mwangi's parents do?
- What should the doctor do?
- Is it up to the government to help Mwangi?

Case #2:

Simon lives in the South Bronx of New York City. He lives with his mother in an apartment. Simon has AIDS. Today Simon woke up feeling terrible. He says that some days are better than others, but today is especially bad. Simon's mom does not have health insurance. They are on welfare. His mom can take him to the city hospital, but usually when they go they wait for hours to see, even talk, to doctor or nurse. He doesn't like the hospital. It's not clean, it's too noisy, and there are too many sick people always waiting to see a doctor or nurse there.

Doctor #2:

Dr. Bruckner works at the city hospital where Simon goes. Dr. Bruckner sometimes works 14 to 16 hours a day. She knows the hospital is not perfect, but she tries to help as many patients as she can. It bothers her that they are short on supplies and nurses. She sometimes has to let patients wait all day before someone can help them because they just don't have enough doctors and nurses.

- What should Simon do?
- What can Dr. Bruckner do?
- What can the hospital do?

Case #3:

Farida lives in a slum in India where living conditions are rather horrible. The slum is overcrowded and has poor sanitation due to improper disposal of waste. Slum dwellers lack access to clean, basic hygiene, proper disposal of waste and sanitation. As a result, their living conditions are unsanitary and meager. Farida has been feeling weak lately and her parents are afraid she might have Hepatitis A. Several of their neighbours have suffered from the disease and they know it can cause permanent damage, even death.

Doctor #3:

Dr. Andes works in a missionary hospital near Farida's neighborhood. She has seen many cases of Hepatitis A at the hospital. The hospital was set up to help families like Farida's, but they have had to turn people away because they are full. Dr. Andes tries to take care of as many patients as she can who come to the hospital without being able to admit them.

- What should Farida's parents do?
- What can Dr. Andes do?
- How can Farida's parents help to prevent Hepatitis A from spreading to Farida's siblings?

Source: <http://www.un.org/cyberschoolbus/poverty2000/healthclass.asp>

At the end of the activity, explain to the class that there have been a number of initiatives and steps taken to address the pressing issue of access to medical care in developing countries and among poor communities elsewhere. Now tell students that in groups of five or six, they will pick an organization from the following list and find out what they do (i.e. their objective), what parts of the world they work in, what they have achieved, and any other important information. They will need to have access to a computer to complete this.

Organizations

Doctors Without Borders

AMREF

International Medical Corps (IMC)

Red Cross/Red Crescent

Canadian Physicians for Aid and Relief (CPAR)

Pre-lesson question:	What do you know about AIDS?
Lesson Plan:	The HIV/AIDS Epidemic
Grade Level:	7/8
Curriculum Area:	Geography, Language: Oral and Visual Communication/Writing
Context:	The activity will help students better understand HIV/AIDS by teaching what the disease actually is, its mode of transmission, symptoms, incidence and distribution, treatment, prevention, and vaccination. They will also look how this pandemic has affected different parts of the world.
Central Concepts:	Looking at the HIV/AIDS phenomenon and areas affected around the world

Expectations:

- create and use maps for a variety of purposes
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- ask questions and discuss different aspects of ideas in order to clarify thinking
- communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view)

Materials:

- access to a computer
- outline of world map
- data showing statistics and regions

Instructions:

Explain to students that one of the biggest problems facing the world today is the HIV/AIDS epidemic. Ask students what they know about this disease/illness. It is likely they have heard something about this illness but may not really know what it is exactly. As a class, discuss what students initially think of or how they feel when they hear HIV/AIDS mentioned and allow some time to share thoughts and ideas. Now, to help students better understand what HIV/AIDS is, you will need to give them some information about the disease such as a description of it, mode of transmission, symptoms, incidence and distribution, treatment, prevention, and vaccination. Although this information is available from numerous sources, here is one website where you can access it: <http://cyberschoolbus.un.org/special/health/disease/aidshiv.htm>. A fact sheet has also been included on the CD-ROM.

Once they understand what this disease is, provide students with UNICEF's country-by-country statistics on HIV/AIDS (available on CD-ROM). Give each student an outline of a world map (CD-ROM) and explain to the class that using this data, they will create a legend, and plot the information on their maps. They will probably need to refer to an atlas or globe to find some of the regions and countries affected. They should create ranges on their legend and shade countries according to their rate of infection. You may choose to suggest that students only look at 20 countries.

Following the activity, ask the class what they observe from looking at the map and the statistics. They may say that one area is affected more than others, or one country more than another etc. They may also observe that areas with high poverty rates have been affected the hardest. Ask them what they think the reasons are behind this.

Pre-lesson question: What are the stages of the HIV/AIDS cycle?

Lesson Plan: The HIV/AIDS cycle

Grade Level: 7/8

Curriculum Area: Language: Oral and Visual Communication/Writing

Context: Students will examine the different stages of the HIV/AIDS cycle and then explore and discuss possible ways of addressing this crisis.

Central Concepts: Looking at the HIV/AIDS phenomenon, the stages of the cycle

Expectations:

- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- ask questions and discuss different aspects of ideas in order to clarify thinking
- communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view)

Materials:

- the 12 stages (cut these up and place them in an envelope; one for each group)
- access to a computer and an LCD monitor

Instructions:

At this point students have been introduced to the HIV/AIDS epidemic. They will now be looking at the different stages that make up the vicious cycle of this crisis. Divide class into groups of four or five. Give each group the twelve steps or stages (The 12 stages of HIV/AIDS is available on the CD-ROM) but make sure to cut and mix them up and then place them into an envelope. Give each group an envelope and explain that they are to discuss with one another and decide the correct order of the stages.

Once students have completed this, each group can share what they did and provide their rationale for arranging the stages in the order they did. After each group has had a chance to do this, provide the class with the correct order (below). In their groups, ask student to answer the following questions in their workbooks, and then discuss as a class.

- ▶ Is HIV/AIDS a social, political, or economic problem?
- ▶ What can be done to break this vicious cycle?

The Vicious Cycle of HIV/AIDS

The government finds it difficult to pay its international debts
The government cuts back its services in both health and education
There are fewer education campaigns about HIV/AIDS
People don't learn about how to protect themselves against HIV/AIDS
People get HIV/AIDS from having unprotected sex
There aren't enough hospitals to treat patients and they can't afford medicines that slow the disease
People develop full-blown AIDS
Poor living conditions mean that people with AIDS quickly catch tuberculosis
Hospitals can't afford medicines to treat tuberculosis
People die
Fewer workers pay taxes to contribute to the government's finances
The government has less money

As a follow-up to this activity, have students view the film *Their Brothers' Keepers: Orphaned by AIDS*. The film follows AIDS orphans in Africa showing how they survive on their own in child-headed households. After viewing the movie, have the class record their response to the film in their journals. You may also want to have a class discussion.

The video is available through the Peel District School Board's professional library. If you are not a teacher with the Peel board, check with your professional library.

Access to education

Education

During a United Nations conference titled *HIV/AIDS: The Greatest Leadership Challenge*, in 2000, Carol Bellamy, the executive director of UNICEF, held a press conference to announce that UNICEF would initiate a campaign to abolish school fees across the continent of Africa.



"Education is the centrepiece of a child's life. A school gives a sense of place, confidence and worth. Our only salvation is the strength of our education system."

— Stephen Lewis,
UN Special Envoy for AIDS in Africa

This campaign, if successful, would help fulfill the second Millennium Development Goal (MDG) – to achieve universal primary education. It would also reaffirm Article 28, sub-1(a) of the Convention on the Rights of the Child: "Make primary education compulsory and available free for all..."

But the campaign was not successful. Soon after the announcement was made, the momentum died. Today, between 105 and 120 million children worldwide are not receiving primary education. Forty-four million of those

children are in Africa, of whom 60 per cent are female. As a result, more than 800 million adults remain illiterate in developing countries.

That the campaign was not launched successfully is nothing new. Since the International Conference on Education in 1934, there have been 21 different occasions that the international community has enforced the importance of primary education as a human right, and argued that every child must be in school.



Achieving universal primary education

According to the World Bank, to fulfil the second MDG of achieving universal primary education by 2015 it would cost the world between \$10 and \$15 billion.

Some countries have started to abolish school fees, but there are hidden fees that often replace them like the cost of uniforms, examination fees or parent-teacher fees. For children who are orphaned, or whose families are living below the poverty line (1.1 billion people world-wide live on less than a dollar a day), attending school is impossible.

"Every time I travel to Africa, I encounter orphan children who are desperate to be in school, who need friends and teachers and attention, who need one meal a day that could come from a school feeding program, who need the sense of self-worth that education could bring, who want so much to learn, and who are denied all of it because the costs of schooling are prohibitive."

— Stephen Lewis

What is the global community doing to help?

Canadian organizations are working overseas to help make universal education a reality.

Free the Children is an organization that believes that education is the key to breaking the cycle of poverty and child exploitation. Through the Brick-by-Brick campaign, schools, individuals, community groups and businesses have fundraised to build over 400 schools worldwide.

Using money from the more than 250,000 Canadian who donate to World Vision, the organization is able to work with communities to initiate infrastructure projects that help the community grow and prosper. These projects include working with the local people to build a school and to train teachers.

Save the Children Canada is working to provide basic education to children worldwide. The organization works on two fronts:

- To enhance the formal education system to provide access to quality education by working with teachers to ensure an inclusive environment for all children, including disabled and indigenous children, and to provide school materials and textbooks for children. A variety of

Global Groundwork: youth creating foundations for the future

formal and non-formal educational services are provided depending on the specific needs of the children.

- To provide life skills and vocational training to children who the formal school system cannot reach. The notion of 'profitable education' is promoted to enable children to gain skills that will help them earn a living upon completion.

CARE Canada is committed to supporting basic education for all. CARE projects help to facilitate discussion between parents, teachers and community leaders to overcome the barriers to education that often keep children out of school. CARE also provides economic incentives to help parents cover the cost of education.

Pre-lesson question: Do you believe education is a human right?

Lesson plan: Unequal Access to Education

Grade level: 7/8

Curriculum area: Language: Oral and Visual Communication/Writing

Context:

This is a simulation activity demonstrating how inadequate resources or a lack of resources altogether affect individuals and the education they receive. Although the inequity highlighted here is a result of poverty, in other situations it may be due to racial discrimination, gender bias etc.

Central Concepts: Access to education, creating awareness, empathy

Expectations:

- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- ask questions and discuss different aspects of ideas in order to clarify thinking
- communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view)

Materials:

- Writing materials (pens, pencils, paper)

Instructions:

In order to do this activity you will first need to have a task or assignment prepared for the students to complete. The type of task you choose is up to you but just ensure that the assignment involves students using items such as books, paper, pencils etc.

Divide the classroom into two areas and mark them off with tape on the floor. One area should be rather small (e.g. roughly one eighth of the total classroom). You will also need to somewhat rearrange the classroom by putting most of the resources (i.e. pencils, pens, paper, tables, chairs, books) in the larger area. In the smaller area, allocate a small portion of the classroom's resources.

As students enter the classroom, select a few of them and instruct them to sit in the larger area. Have the rest of the students sit in the smaller area – students should not bring any notebooks, pencil cases or book bags into the area. What you should have are a couple of students with a lot of space while the majority of the class seat themselves in a relatively small area. Now, introduce and explain the task that you have prepared for students to do and tell them that no one is allowed to move from their area, or use any resources except what can be found there. Proceed with the activity and inform students that they have only a certain amount of time to complete it. At the end of the task, collect students' work. You can announce the names of students who have done really well. Most likely, these will be students situated in the larger area.

Debrief the activity and explain to students that the purpose of this task was to demonstrate the unequal access to education that exists in many parts of the world. After this simulation, students will probably have strong feelings which they will wish to express. As a class, discuss some of the following questions: How did each group feel about their position and why?

- For those students who lacked some of the resources required for the task, did you feel like you were being denied some rights? What did you want to do about this, and what did you actually do?
- For those individuals who were at an advantage, did you feel any responsibility towards the others who were clearly disadvantaged? If so, what did you feel like doing in response to the unfair circumstances? Did you feel guilty about having the resources available to you while they were not available to the majority of the class?
- What would be the long-term consequences of such a situation?
- In the longer term, how does the distribution of resources affect education?

Lesson Plan: The Importance of Education

Grade Level: 7/8

Curriculum Area: Language: Oral and Visual Communication/Writing

Context: In this lesson, students will discuss their understanding of what a 'right' is and will explore the importance of education, which is a right for all.

Central Concepts: Rights, the right to an education, importance of education

Expectations:

- listen and respond constructively to alternative ideas or viewpoints
- contribute collaboratively in group situations by asking questions and building on the ideas of others
- express and respond to a range of ideas and opinions concisely, clearly, and appropriately
- ask questions and discuss different aspects of ideas in order to clarify thinking

Materials:

- United Nations Convention on the Rights of the Child - www.unicef.org/crc/crc.htm
- Case Studies - http://www.campaignforeducationusa.org/facts_casestudies.asp

Instructions

Ask students what they think a 'right' is. In groups of four or five, have them list what they believe are the most important rights an individual should have, and share them with the class. Students may or may not have listed education, but explain to them that this is what will be explored in this lesson. Explain to students that free education is a right under the United Nations Convention on the Rights of the Child (see www.unicef.org/crc/crc.htm). What this means is that no matter where someone lives, what they do, or who they are, they are entitled to an education. Ask students why education is so important and why everyone should have this as a right.

Back in their groups have students discuss and come up with reasons why education is important in general, and how it is important to them in particular. Students should also provide their rationale for the reasons they listed. Give each group one of the case studies below and give them some time to read through them. Ask students how they feel about the circumstances of these children.

As a class, identify the places where these children are from, and some of the key issues that arose. Students are to then respond to the following in their journals/writing books: *How do you think your life would be different if you did not have access to an education? What do you think it would be like to live in one of these countries? Why is education important to you?*

Case Studies (available on CD-ROM)

Sarkim, Indonesia: age 13

Sarkim is 13 and lives in Indonesia, Southeast Asia. He had to leave school after three years because his family did not have enough money to pay his fees. His parents, Pak Sardi and Ibu Ida, make a small income from selling rice cakes but must buy food because they have no land.

Sarkim explains: "My friends still go to school and I want to go, too. I can read. But I don't have any idea about what to do with my life."

Koki, Kenya: age 7

Koki is seven and lives in Kenya, in east Africa, with her sister, Rukiya, and mother, Mariam. "I beg every day on the street so we can find food. We came from Mariakani to Mombasa because we didn't have food to eat. I don't know my father. It was better at home. I went to nursery school, just once, then the money ran out. I'd like to be at school."

Ana, Guatemala

Ana's father, Pedro Hu Pacheco, lives in Sotzil, in Guatemala, Central America, and has 11 children. He tells us, 'The people in this community have to go to other places to find work and are paid a very low salary. If we could recover the land taken from our grandparents, we would be able to grow coffee, maize, and beans and sell what was left to earn money. We would be able to send the children to school. Only one of my children is studying – my 16-year-old son. My other children have to work, so that we can support ourselves. I only reached the fourth grade in primary school. Without an education, people have no knowledge, and they aren't able to defend their rights. The landowners take advantage of the fact that people can't read or write.' What do you think Ana would say?

Swami, India: age 6

Six-year-old Swami lives in a small, crowded hut with his father, his mother, his father's second wife, and three younger siblings. Because of a disability, Swami's father is unable to work, and his first wife (Swami's mother) must stay at home and care for her infant son, Gopi. The burden of sustaining the seven-member family, therefore, falls solely on the second wife, whose seasonal agricultural job earns her a meager 25 Rupees--less--a day.

Neighbors have tried to help Swami's family by sharing their food grains, but it is still not enough to sustain the large family. Because of this situation, Swami is unable to go to school: He must stay at home and look after his three-year-old sister, Aadhilakshmi.

Under these difficult circumstances, Swami may never have had the chance to get the education that could help his family have a better life. "If somebody helps me, I shall go to school and study," says the six-year-old. Thanks to funding provided by STA Travel, that "somebody" is the Sanghamitra Service Society. Sanghamitra works in Andhra Pradesh, where Swami and so many other impoverished children live, to increase student enrollment in local schools. The community-focused organization is working to ensure that all children, regardless of social or economic backgrounds, are able to access an education to improve their quality of life now and in the future.

Wang Xiaoli, China: age 18

My name is Wang Xiaoli. I'm an 18-year-old girl from Longxi, Gansu Province. There are more than 10 girls like me in our village who dropped out of school for various family reasons. Girls are not encouraged to leave and work outside of the home, because the local people believe that they will become corrupt and have a difficult time finding a husband. They also believe that girls in their teens have a chance of finding a good husband, but once they are 20, no man will want to marry them because they are too old. As a result, girls in their late teens just stay at home, waiting for a matchmaker to find them a husband.

"I left school when I was in junior high because my father fell ill, and we spent almost all the money we had to treat his illness. I lost my self-confidence after leaving school. I felt doomed to farm in the field all my life and marry early like the other girls in the village. I wanted to go out and see the world. At first, my parents did not agree, so I found work in a small inn in the countryside. I felt gloomy thinking of my classmates who were still attending school. At night, I had a reoccurring dream: With mop and bucket in hand, I would show up at the nearby school, asking to be allowed in and learn. But the teacher refused to let me in. My dream was more like a

nightmare. Each time, after the dream, I woke up crying. How I wished I could return to the classroom, even if only for one day!"

"One day, teachers from the Practical Skills Training Center for Rural Women offered me the opportunity to go back to school. When I sat back in the classroom on 16 April, I felt excited. I have changed greatly since I came here. The kind teachers here showed me the value of my life. I have learned to be self-confident. I've also learned that, just like many people have given me things, I should also give to others. I know it is very difficult for girls to realize their dreams in the countryside. So I have now decided to find a good job in Beijing and send money to the Practical Skills Training Center for Rural Women. I want to help other girls like me."

Hazara, Pakistan: age 9

Hazara is only 9 years old, but she already knows what she wants to do when she grows up. "I want to be a teacher," she says proudly. Education is important to Hazara, and she wants to help others. And with the help of Developments In Literacy, a local program helping girls like Hazara go to school, and Khwendo Kor, she may get her wish. "There are fifteen people in my family," Hazara explains, "but we are not poor. We never go to sleep hungry." Even so, there are members of Hazara's family who do not wish her to go to school past the fifth grade. One of her brothers has told her that there's no need for her to learn once she is able to read the Koran. In 1985, in Hazara's village, there were no girls in school. The president of the Village Education Committee applied to the government for assistance, but received none. He then applied to Khwendo Kor, and almost immediately a school was established. On the first day of class, 50 girls attended; on the second day, 83 girls attended. The work that Khwendo Kor has done in the community has sparked debate and led to a change in opinion about girls' education. For girls like Hazara, this will make a big difference.

(Case Studies from: http://www.campaignforeducationusa.org/facts_casestudies.asp)

Food and agriculture

Food and Agriculture

Malthus predicted in 1798 that if the human population growth remained unchecked, it will outrun food production and ultimately deaths due to famine will reduce world population to the level, where it would be sustainable by the available food products. So far this prediction has not come true, because food production has been increasing in response to population increase.

Have there been no famines or deaths due to hunger? Unfortunately, even when the world has plenty of food to feed all the human beings living on Earth, the uneven distribution of resources has resulted in situations where the people, in the absence of power to purchase the food, have died of starvation in many countries. In developing countries like India, the governments have been blamed for allowing people to go hungry when its own warehouses were full and the grains were rotting in the absence of market demand.

Poverty and hunger are interrelated. It is estimated that about half of the world's population lives on less than two dollars per day. Most of these people are either chronically malnourished or continually worried about their next meal.

The world population of about 6.5 billion is equally distributed in cities and rural areas. Of the three billion inhabitants of cities, a recent United Nations report indicates that close to one billion live in slums and estimates show that their number will increase by about 300 per cent over the next 50 years.

The other half of the world's population lives in rural areas, most of them farmers. Those with access to land can usually provide food for their families and may even sell a part to fulfil other needs, but the vast majority, which is landless or living on marginal lands, is living a precarious life.

Migration of populations

Mechanization of agriculture is reducing demand for labour in the rural areas. This reduces work and income of landless labourers. The reduced demand coupled with rising population, increases unemployment, forcing people to look at the cities for work.

In developed countries, this process of migration started in the 16th century and continued through the 20th century. Industrialization created new job opportunities where this surplus labour was absorbed. Some people migrated to other colonies under control of their governments and even larger numbers came to Canada, the United States and Australia, where land and other resources appropriated from native populations supported these migrating groups.

But these days, though a large number of people are being displaced from rural areas in the developing world, there is no corresponding increase in industrialization or openings to migrate to developed countries. As a result, they fail to get productive employment anywhere, swelling the population living in wretched conditions in slums.

It is feared that the new regime of world trade, which advocates for opening borders to import all items including agricultural products, creates conditions unfavourable for the small farmers of developing countries. Critics ask how a poor farmer, owning less than two hectares, and having very limited subsidies from his government, can compete with a farmer of a developed country with more than 500 hectares and getting sometimes three times the actual rate of the crop as subsidies from his government. No serious thought is being given as to where these farmers will earn their livelihood after they are forced off their lands by this competition.



Poverty and hunger are inextricably linked, and hunger is more than just lack of food. Food production in developing countries has actually tripled since the early 1970s, more than keeping up with population growth. In a world with more than enough food, the problem is not supply, but access. About 800 million people still go hungry every day.

Source: CIDA, Canadian Geographic

How slums develop- Life of Ramu

Based on a true story

In the developing world, in search of greener pastures, poor people without any resources at home, or already in debt from the small moneylenders of the villages, migrate to the big cities in search of employment. Their number is estimated to be 20 to 30 million in a year. Here is the story of one such young person who left his home to start a better life elsewhere.

Fortunate enough to study up to grade 4, Ramu was born and raised in the Bihar state of India, where the only employment available was working in the fields of the landlord of the village who would provide him free meals and about \$3 a month in cash.

In search of better employment, he left behind his wife and two small children and taking a loan for the ticket, he traveled to Bathinda city in Punjab, India, where wages are comparatively higher and if one works from morning until evening in construction, in a factory or fields, he can earn about \$2 a day. But, looking at the lack of availability of regular work, he decided to run a rickshaw. He could not afford to purchase one, so he rented instead. During the day, the competition for commuters was very hard, so he started running the rickshaw at night. Working for about 12 hours during the night, pulling two persons sitting on his rickshaw from one place to another, he would earn \$3 on a good day, out of which he had to pay half a dollar as rent to the rickshaw owner, thus earning about \$70 a month.

He shared a room that was about 9 by 11 feet, with five other people from his state, which he used only to sleep during day with two other inmates, the rest used the room to sleep during the night as they were working during day. For cooking, bathing and if time permitted for some rest, they were sharing an open courtyard in front of their room, having one hand pump installed for water, which they shared with the inhabitants of five other rooms in that house. By turn, two of them would prepare meals for all of them, which usually consisted of simple rice and some pulses, with a lot of hot gravy. Once or twice a week, they enjoyed some vegetables. Ramu spent about \$15 to \$20 on his living and the rest, \$50 to \$55, he regularly sent back in the form of a money order to his family.

After working for three years, Ramu decided to bring his wife and children to live with him to Bathinda. Unable to pay rent for one full room on his own, he decided to live in a slum, which was coming up near a posh colony, where in all likelihood, his wife could find a job as a housemaid in a middle class family. He was fortunate enough to get a small plot of land about 12 by 15 feet, with the help of a politician, whom he paid \$50. The politician claimed that he was helping poor people settle on a plot of government land, on which they had due right as human beings. He also helped all the families settling there to get ration cards, and registered them as voters of the region. All of the slum dwellers were very appreciative of the politician and his men and always voted for him.

People living there were talking in hushed tones that the land had been acquired by the Punjab Housing Corporation to build a posh colony, but nobody cared, as they were assured the help of the politician of the area and some other social workers, whom they believed, would not let them be displaced from this 'colony'(slum). Everyone fortunate enough to get a piece of land in this area built his own one living room and Ramu made one nine by 12 feet, from some material which he could get free from the fields and some other sources. Ramu was now living with his family: his wife, one daughter and one son. His wife got a job as a housemaid, and the two children also started earning for the family. With sunrise, they would put large filthy gunny bags on their backs and collect discarded plastic bags from the garbage dumps in the surrounding areas, before the municipality tractors would come and collect the garbage. Then, they would move to the outer areas of the city, where the garbage was thrown by people but never collected by the municipality, and collect discarded plastic from these areas and sell it to junk dealers in the evening. There was a government run primary school nearby, but the family needed income from these children to run the house, so they could not go to school. Ramu with his family was now earning about \$100 a month.

The slum was the home to about 1000 people, and had just two hand pumps for water. The streets were about seven feet wide and also functioned as open drains. They usually remained filled with sewage water. There was no place for lavatories, so all of the residents were making use of open spaces around the slum to defecate. No garbage was collected from the slum, people just piled it up at the side of the colony, on a vacant plot of land. In every monsoon, epidemics of gastrointestinal diseases erupted. People could not access private doctors as they were too expensive and the poor had difficulty getting medical facilities in the local government hospitals. Drunken brawls were common every evening. Police could be seen regularly arresting one or the other resident of the slum on various charges. Some had also developed makeshift shops selling various items of daily use to the people.

In spite of all these difficulties, Ramu was living his life in this slum, when suddenly one day, disaster struck. With the help of police, the housing board had all of the slum dwellings leveled. Ramu had the opportunity to take his meager belongings while the less fortunate lost everything.

At the start of the 20th century, slums also existed in Canada. An account of one is below:

“By 1891, eastern Canada had its share of both large urban centres and problems associated with city life. While the booming economic centres of Toronto and Montreal were complete with electricity and telephones in the cities' wealthiest areas, by the turn of the century, slum conditions characterized the poorest areas like the district known as 'the Ward' in Toronto. Chickens and pigs ran through the streets; privy buckets spilled onto backyards and lanes creating cesspools in urban slums.”

Namrita Talwar, describes the conditions in slums: “Feces fill up the deep ditches that pockmark the unpaved streets of numerous slum cities in the industrializing world. Some 900 million slum dwellers the world over inhale the foul air and walk through the narrow lanes whose surface is splattered with fetid fluids and littered with plastic bags. Matchbox tenements line the winding lanes, where inhabitants daily battle buzzing flies and disease-injecting mosquitoes, and muddle through ever-migrating rural populations that live under these festering conditions”

Malnutrition

Though not as obvious as famine, chronic malnutrition has a disastrous effect on the poor. Physical and mental development of children, who may be underweight or experience stunted growth, increased susceptibility to diseases, and difficulty in learning, among other issues are linked to malnutrition. UN estimates show that about 840 million people, including 10 million in the developed countries, suffered from undernourishment during the period 1999 to 2001 and this number is increasing. Malnutrition affects people of all ages but children are most at risk as the stunted growth cannot be corrected, even if the person achieves a balanced diet later in life. World Health Organization estimates show that as many as 27 per cent of children younger than age five are underweight, especially those who are six to 24 months old. The Canadian International Development Agency (CIDA) reported that over 2 billion individuals in the world suffer from deficiencies of specific micronutrients such as vitamin A, iodine and iron.

Though people who have insufficient amounts of food are more likely to be malnourished, some people may be malnourished because they lack or don't consume food which can provide sufficient nutrients, minerals and vitamins or they have a disease or condition that does not allow the body to digest or absorb the food properly.

In developed countries, and in upper echelons of society in the developing countries, some adolescents, particularly girls, experience fear of becoming overweight, resulting in severe health problems. Even though they are normal or very thin, they are terrified of gaining weight and thus fail to consume a nutritious diet. The Ontario government is trying to fight this disorder by allocating more funds to hospitals and organizations fighting eating disorders.

Deficiency symptoms of nutrients are different for various nutrients. The following are some of these symptoms.

- underweight
- fatigue and low energy
- poor growth
- dizziness
- decaying teeth
- reduced ability of the body to fight infections
- painful joints
- dry, scaly skin
- swollen and bleeding gums
- bloated stomach (in severe cases)
- osteoporosis, or fragile bones that break easily (in severe cases)
- muscle weakness
- trouble paying attention

Genetically modified plants and food security:

A genetically modified organism (GMO) is an organism whose genetic material has been altered. The projected potential benefit of genetically modified crops is that it is the only technology that can feed the growing population of the world. But critics say that most hungry people live in countries that have food surpluses rather than deficits. To remove hunger, it is necessary either to give people access to land on which they can grow food or money so that they can buy food.

According to the UN Food and Agriculture Organization (FAO), we are already producing one and a half times the amount of food needed to provide everyone in the world with an adequate and nutritious diet, yet one in seven people is suffering from hunger.

The industrial agriculture being promoted in the world today prompts farmers to produce crops to sell on world market, rather than growing food to meet the needs of local communities for a healthy diet.

Though the GMO technology holds greater promise in the developing world to increase crop productivity by evolving crop varieties resistant to such limiting factors as pests, diseases and drought, its inappropriate use can result in more environmental damage and in pushing small farmers out of agriculture. A solution would be to regulate GMO's and evaluate them on a case-by-case basis.

Benefits of Genetically modified crops:

Benefits to Farmers:

- crop yield increases as loss due to pests and diseases is reduced
- reduced use of pesticides, plants themselves can have chemicals that can kill, repel or inhibit feeding of insects
- use of weedicides reduces tillage and in turn soil erosion
- crops can be grown even on saline soils or under less irrigation facilities
- increased yield and productivity due to decreased losses from pests and diseases
- decreased use of certain chemical pesticides because the plant itself becomes the pesticide

Benefits to consumers:

- food with increased nutritious value, such as Golden rice and tomatoes containing compounds which can be converted to vitamin A in the body and Canola oil rich in vitamin E
- products which can stay fresh for longer periods, such as tomatoes and fruits
- fruits with vaccines, such as bananas with vaccines against diarrhea, cholera and hepatitis-B

Controversies surrounding GMO's.

- may reduce biodiversity by harming flora and fauna. The genes may end up in plants such as weeds by cross pollination, making them resistant to weedicides or insects thus creating super-weeds.
- control of food production by a few big companies that have access to these technologies
- mixing genes of animals and plants, thus tampering with nature, which may have some unknown deleterious effects
- new genes in the animals may prove stressing to them
- these technologies may make some countries more competitive than others in agriculture, thus damaging the interests of others.
- reduced agricultural biodiversity, by loss of local varieties in favour of the GM varieties

**Consider having a class debate on this topic.

Sustainable agriculture

The advances in agricultural production have enabled us to feed the growing world population, but we have paid a price in the form of soil erosion, increased cost of production, water pollution, underground water depletion, reliance on chemical fertilizers and pesticides and disintegration of self-sufficient rural communities. If these problems are not tackled then yields from future agricultural production may decrease rather than increase. To deal with this problem, the concept of 'sustainable agriculture' is being promoted. Sustainable agriculture advocates less reliance on non-renewable sources and keeps in view the environmental health, economic profitability and social and economic equity. It aims at meeting the present needs of the world, without compromising the ability of future generations to meet their own needs.

Integrated pest management

Pests are responsible for considerable pre and post harvest crop losses totalling billions of dollars at the world level. After World War II, the development of organic pesticides gave more potent weapons to mankind to control pests and helped reduce the losses. However, the excessive use of pesticides led to the realization of their limitations and dangerous side effects, which were highlighted by Rachel Carson in her book, *Silent Spring* in 1962. She made people aware of the dangers of these chemicals to the environment, the bio-magnification of residues in organisms and the development of resistance by insects to these toxic chemicals, leading to the use of higher doses. Scientists started advocating the integration of all the possible pest control measures, including use of resistance varieties, biological, cultural, mechanical, genetic and chemical controls. In Integrated Pest Management, pesticide use is the last option, used only when no other environmentally safe control method is effective. Even then, the use of selective, rapidly degradable and comparatively less toxic chemicals is recommended. After an assessment, the use of the chemical is economically and environmentally justified.

Role of Canada in reducing hunger and malnutrition



© ACIDI/CIDA Photo : Roger LeMoynes

Wheat is distributed by Swanirvar, a local non-governmental organization, in a flooded village in Bangladesh. This program is financed by CIDA

Canada, through its Canadian International Development Agency (CIDA), finances programs run by the local governments, which aim at reducing hunger, malnutrition and communicable diseases. CIDA also collaborates with United Nations World Food Program, UNICEF and other organizations in collecting timely information and responding to emergency situations throughout the world.

CIDA is specifically focused on reducing deficiencies of vitamin A and Iodine by supporting vitamin A programs and iodization of common salt. Vitamin A deficiency causes blindness and mortality in young children, while iodine deficiency is the most important cause of preventable brain damage in the world.

Pre-lesson question:	What is a pest and what are pesticides?
Lesson Plan:	Insects, pesticides and the ecosystem: advantages and disadvantages of pesticides
Grade Level:	7
Curriculum Area:	Science
Context:	To familiarize students about the disruptive effect of insecticides in the canola crop ecosystem. To know how the insecticides disrupt the ecosystem and what are the advantages and disadvantages of insecticides.
Central Concepts:	Bad effects of pesticides on environment and the rationale of using these toxic chemicals, under some circumstances.
Expectations:	<ul style="list-style-type: none"> • demonstrate an understanding of the interactions of plants, animals, fungi and micro-organisms in an ecosystem • investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem (e.g., forest fires, parasites) • demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems • interpret food webs that show the transfer of energy among several food chains, and evaluate the effects of the elimination or weakening of any part of the food web • compile qualitative and quantitative data gathered through investigation in order to record and present results using diagrams, flow charts, frequency tables, bar graphs, line graphs, and stem-and-leaf plots produced by hand or with a computer (e.g. use a chart to record the number of producers and consumers in a particular habitat) • communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings (e.g., design a multimedia presentation explaining the interrelationships of biotic and abiotic elements in a specific ecosystem) • investigate the impact of the use of technology on the environment (e.g., the “greenhouse effect”; redirection of water flow for human needs; use of pesticides)
Materials:	<ul style="list-style-type: none"> • computer access • www.google.ca • http://www.canola-council.org/images_insects.html • chart papers, coloured pen • small plastic collection tubes for temporarily keeping the insects to show to the teacher

Instructions:

Take the students on a field trip to a farmer's field who has the canola crop sown on his farm. Ask student to look for insects and record the common names of the insects they see, teacher can help students record the names of insects unfamiliar to them. Make a list of harmful (pest) insects and beneficial insects (predators and parasitoides or natural enemies) observed in the canola field.

If it is not possible to visit a farmer's field, go to the web page of canola council of Canada, http://www.canola-council.org/images_insects.html and utilize the list of harmful and beneficial insects given on this page for making the web. Looking at the photographs, the students will also familiarize themselves with the harmful and beneficial insects in a canola crop. The photographs can also be utilized to identify the insects collected by students themselves from the canola field.

Next day, ask the students in groups of 3-4 to make a food web, from the list of insects normally observed in the canola fields, on a chart paper.

The students then prepare another food web, of natural ecosystem, around their school, where instead of mainly one type of plants (crop ecosystem), there are many types of plants (producers).

Let the students compare these two types of food webs and understand, the more complex (bio-diverse) the ecosystem, the more stable it becomes, as the change in the population (number) of one type of producer/consumer/carnivore is balanced by other components in a complex ecosystem.

Then the students should think of the scenario of insecticide application, which is equally toxic to all types of insects in the canola crop. They should answer:

1. What happens to the pests in the crop (large numbers killed by insecticide, but a few still remain. For this surviving population of pests, there is plenty of food and no competition and in the presence of less number of natural enemies, their number increases rapidly)
2. How the natural enemies are affected (killed by insecticide and then they suffer due to the unavailability of their food i.e., other insects)
3. What is the effect on subsequent generations of the insects? (the insects which have survived could tolerate the concentration of insecticide used so their next generation will be more tolerant to the same or similar insecticides, leading to insecticide resistance in the near future)
4. How this problem of insecticide resistance can be managed (avoiding spray of insecticide as long as possible i.e. use alternative pest control measures, such as biological control, pest resistance varieties, cultural control, etc.)
5. General estimates show that only 1 per cent of insecticide applied is actually used to kill the insects. Where does the rest of the insecticide go? (Leaches to the ground, polluting the underground water and ultimately going to large water bodies, some gets washed away and enters the water, reaching rivers, lakes and oceans. Some amount of insecticide falls on the leaves and other plant parts during spray; the leaves when mature fall on the ground and take the insecticide with them.)
6. What are the conditions that determine the amount of the insecticide, being added to and remaining in the environment and affecting the non-target organisms? (persistence or half life of insecticide, wind velocity at the time of application, mode of spray, by aeroplane, or tractor mounted sprayers)
7. What happens when the persistent insecticides reach lakes and enter the food chain? (The insecticide concentration increases as it passes higher up in the food chain -bio-magnification)

8. If there are so many disadvantages of insecticides, then why do we use these? Ask students to give 2-3 points in favour of use of insecticides. (Only tool to reduce the very high population of pests, easy to apply, cost effective - gives better returns per \$ spent)

Evaluation

The students can be assessed on the basis of their performance in making and then comparing the two types of food webs. The knowledge gained from the part on advantages and disadvantages of insecticides may be evaluated by the inclusion of a question on advantages and disadvantage of insecticides in the weekly quiz.

Conclusion:

Student will have a better understanding of interaction of living organisms in an ecosystem. By understanding the advantages and disadvantages of pesticides, students will form their own opinions on judicious use of pesticides.

Pre-lesson question: How is the world's food supply distributed compared to population?

Lesson Plan: More for less and less for more: analyzing the uneven distribution of food

Context: To help students understand how the world food supply is distributed in relation to world population.

Curriculum area: Language arts

Central Concepts: Food is not evenly distributed. Areas with a greater population have less food.

Expectations:

- use instructions and explanations to plan and organize work
- ask question to discuss different aspects of ideas in order to clarify their thinking
- express and respond to a range of ideas and opinions concisely, clearly and appropriately
- create a variety of media work

Materials:

- 100 pieces of wrapped candy

Instructions:

Gather your class in a group and choose five people to represent:

- Asia
- Africa
- South America
- North America
- Europe

Have each leader choose a different section of the room or different cluster of desks to be their continent (you may want to move desks to proportionately represent land mass)

Now, have those five people decide among them how to divide up the rest of the class onto their continents to proportionately represent the world. By dividing 100 by the total number of students in the class, they can calculate how many people each student represents. Once they are satisfied with their decision, go through each continent one by one to determine if it is accurate (you must know the total number of students to calculate the percentage). Ask students to guess the percentage of the world population that lives on the continent.

Approx. distribution of world population:

Asia 61%
Africa 9%
South America 10%
North America 6%
Europe 14%

Once the continent groups are accurate, have each group elect a leader. Now, create a pile containing 100 wrapped candies at the front of the room. Tell students that when you say go, the leader will run to the candy (food) and try to grab as much as they can to take back to their

continent. Ask students not to eat the candy right away. The leader should not share the candy with the rest of the population immediately.

Once each group has candy, ask the leader to count how many pieces of candy they have. Now, continent by continent, have students guess what percentage of the world's food each continent has.

Approx. distribution of world food supplies:

Asia 19%

Africa 3%

South America 5%

North America 30%

Europe 44%

Tell students the actual percentage and have each leader redistribute the candy so that it is accurately representing the world's food allocation. As a class, calculate the ratio of people to food (ie: Asia is 3:1).

Ask students in Asia how it feels to have so much less candy than those in North America or Europe. Is this fair? Why does it happen? What can be done about it?

Suggest that students pool the candy again before they eat it so everyone can have an equal amount.

Evaluation

Have students write a 300-word news article about an aspect of distribution of food. They can talk about trade subsidies, the different types of food that are available in various countries, or the uneven distribution. This will require additional research. As a class, develop a magazine containing each article.

This activity can also count towards a class participation mark.

Pre-lesson question:	What do you know about slums in the world?
Lesson plan:	Slums: comparing quality of life in different parts of the world
Grade Level:	8
Curriculum Area:	Geography/social studies
Context:	To learn about the difficult conditions in which a part of the world population lives. To help students understand problems being faced by people living in some parts of the world and also appreciate the better living conditions in their country, Canada.
Central Concepts:	Visual and factual information about Canada and the rest of the world, especially the people living in wretched conditions in the slums.

Expectations:

- Compare living and working conditions in countries with different patterns of settlement, and examine how demographic factors could affect their own lives in the future.
- Compare the characteristics of places with high and low population densities.
- Locate relevant information from a variety of primary and secondary sources (e.g., *primary sources*: interviews, field studies, surveys; *secondary sources*: statistics, maps, diagrams, illustrations, print material, videos, CD-ROMs, Internet sites).
- Communicate the results of inquiries for specific purposes and audiences using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts, maps, models, and graphs. (e.g. create graphs to compare factors affecting quality of life; create an illustrated brochure outlining positive feature of a developing nation; map ten of the highest and lowest countries on the Human Development index, interpret population pyramids to predict population trends in other countries.)
- Compare key characteristics (e.g., quality of life, level of industrialization and urbanization) of a number of developed and developing countries.

Materials:

- Computer access
- www.google.ca
- http://www.ucl.ac.uk/dpu-projects/Global_Report/home.htm (Understanding slums-Case studies for the Global Report 2003)
- Atlases, Almanacs, and other printed sources

Instructions:

To gain a basic understanding of the topic, students should read information on migration of populations and slums from the resource kit. This part can be given to students in print form and finished as homework.

- In a computer lab, student will log on to http://www.ucl.ac.uk/dpu-projects/Global_Report/home.htm.
- Click on the map to start collecting information about slums in various parts of the world.
- Each student will select two cities, one from the developed world and one from the developing world.
- From each city the student will collect brief information on:
 1. the history of the city
 2. definition of the slum in the city, and various names given to the slums
 3. try to collect the maximum information from the report and the photos imbedded in the report about:
 - a. the type of houses (Single storey or double storey, mud or brick construction, roofs leaking or giving proper shelter from rain, windows present or absent etc.
 - b. the passages/ streets (how wide, paved or unpaved)
 - c. arrangement for drains or sewers
 - d. availability of drinking water
 - e. electric supply available or not
 - f. running water supply existing or not
 - g. population per km²
 - h. parks or other entertainment areas available or not
 4. majority of race/ethnic groups in the slums
 5. efforts being made by various agencies to ameliorate the living conditions of the slum dwellers
- Show students images of slums from the PowerPoint provided on the CD-ROM accompanying this kit.
- Ask students to compare the information collected to their own living conditions in Canada.
- Students will be required to tabulate the information collected for the two cities and about their own neighbourhood.

Based upon this data, each student will write a brief essay, highlighting the difference or similarities in all three situations. With the essay, students should include a map of the world, showing the actual position of the cities from where the two slums were selected and their own city, as well as a table, comparing information about the two sites and their own city.

Evaluation

Students will be evaluated on the basis of their written report, including the table comparing the three situations. Based on the total information included in the table they should be able to describe the difficulties being faced by the inhabitants of these two slums, or any advantages, if any, they see to living in those conditions.

Conclusion:

Students will gain knowledge about the life of people living in poor countries or poor parts of developed countries and will appreciate the better living conditions of their country.

Pre-lesson question:	What are alien species?
Lesson plan:	Introducing aliens: analyzing the risks of introduction of alien species and biological control of insect pests and weeds
Grade Level:	7
Curriculum area:	science
Context:	To learn about the risks of introducing new organisms in an area and ways to prevent transfer of unwanted organisms to new places. To have preliminary knowledge about, biological control, the eco-friendly pest control method.
Central Concepts:	Invasive alien species, biological control.
Expectations:	<ul style="list-style-type: none"> • Demonstrate an understanding of the interactions of plants, animals, fungi and microorganisms in an ecosystem. • Investigate the interactions in an ecosystem, and identify factors that affect the balance among the components of an ecosystem. (e.g., forest fires, parasites) • Demonstrate an understanding of the effects of human activities and technological innovations, as well as the effects of changes that take place naturally, on the sustainability of ecosystems. • Interpret food webs that show the transfer of energy among several food chains, and evaluate the effects of the elimination or weakening of any part of the food web. • Compile qualitative and quantitative data gathered through investigation in order to record and present results, using diagrams, flow charts, frequency tables, bar graphs, line graphs, and stem-and-leaf plots produced by hand or with a computer. (e.g., Use a chart to record the number of producers and consumers in a particular habitat) • Communicate the procedures and results of investigations for specific purposes and to specific audiences, using media works, oral presentations, written notes and descriptions, charts, graphs, and drawings. (e.g., Design a multimedia presentation explaining the interrelationships of biotic and abiotic elements in a specific ecosystem.)
Materials:	<ul style="list-style-type: none"> • chart papers, coloured pen • copies of table 1 (available on CD-ROM)

Instructions:

Ask students to separate examples of organisms given in Table 1, which are not native to Canada but have been introduced intentionally or unintentionally from various parts of the world, into trees, herbs, grasses, water plants, molluscs, insects, fish, birds etc. to give them an idea, that if extreme care is not taken, then many types of organisms can get introduced into local ecosystems where they can be harmful.

Let them collect the pictures of alien plants or animals they think are harmful to local plants or animals.

Students, then in groups of 3-4 select one plant and one animal of their choice and make two food webs, keeping the picture of the plant in one and of the selected animal in another.

Encourage them to speculate on the positive or negative effects of these alien organisms on the local organisms, and on what will happen if an insect or a plant is taken from a food web and introduced in another country, where it has no natural enemies. (i.e. it has the potential of becoming a serious pest and destroying the crops of the region. A new plant can become a weed and an insect a pest.)

Discuss with the students classical biological control, which aims at bringing the natural enemies of introduced pests, from their native place, and then releasing them in the fields/forests/water bodies, after increasing their numbers in the laboratories.

Discuss the advantages of biological control over the chemical control of pests (i.e. if successful it is permanent and inexpensive, leaves no toxic residues and is thus safe) and its limitations. (successful mostly against introduced pests only, even against these, some natural enemies may not be successful)

From long distances, most of the unwanted organisms are transported deliberately or inadvertently by man. Every country of the world has rules and regulations to prevent the entry of unnecessary organisms through their borders. Even interprovincial movement of living material is regulated in many countries of the world.

Divide the class into three groups, and ask them to enumerate the precautions they should take, so that no unwanted organism is introduced by their activities into new places.

Each group should select one of the following situations:

1. while travelling from one country to another
2. moving long distances, crossing interprovincial border within a country
3. going on recreational trips

After all the three groups have listed the precautions related with their situations, the charts should be posted in front of the class and discussed, so that all the students understand the importance of these precautions. Teacher can also mention the existence of quarantine laws being followed at the Canadian ports of entry.

Table 1. Some examples of animals and plants introduced in Canada and their effect on other organisms

Plant/animal	Native place	Effect on other organisms/ecosystem
Scotch Pine <i>Pinus sylvestris</i>	Europe and Asia	Can grow in and around plantations
White mulberry <i>Morus alba</i>	Eastern and central China	Reduces the numbers of Pure red mulberry by hybridizing with it
Common Buckthorn <i>Rhamnus cathartica</i>	Europe and Asia	Makes dense growth and suppresses native vegetation; host for oat rust
Glossy Buckthorn <i>Rhamnus frangula</i>	North Africa, Europe and Asia	Makes dense growth and suppresses native vegetation; host for oat rust
Garlic mustard <i>Alliaria petiolata</i>	Europe	Forms dense stands replacing local vegetation
Smooth Brome <i>Bromus inermis</i>	Europe and Asia	Replaces native prairie
Leafy spurge <i>Euphorbia esula</i>	Europe and Asia	Replaces grasses and forms in open areas, mountain lowland, dry rangeland and prairies
Reed Canary Grass <i>Phalaris arundinacea</i>	Europe	Threat to protected area wetlands and shorelines
Frog-bit <i>Hydrocharis morusranae</i>	Europe	Forms dense vegetation at the surface, suppressing other native water plants
Eurasian Milfoil <i>Myriophyllum spicatum</i>	Europe and Asia	Replaces local water plants
Zebra Mussel <i>Dreissena polymorpha</i>	Europe and Asia	Very large populations in Lake Erie and Ontario, leaves no food for other clam species, larval fishes and other species. Decreases the turbidity of waters by filter feeding, thus changing the aquatic habitats
Honey bee <i>Apis mellifera</i>	Europe, Asia and Africa	Adversely affects the other honey bee species and pollinators
European Cabbage Butterfly <i>Pieris rapae</i>	Europe	Pest of almost all species of Mustard
Gypsy Moth <i>Lymantria dispar</i>	Europe, Asia and Africa	Defoliates trees in forested regions; some cities have to resort to aerial spraying to control this insect in parks and on roadside trees.
House sparrow <i>Passer domesticus</i>	Europe	Appropriates nesting cavities of bluebirds, chickadees, swallows, woodpeckers etc.
Horse <i>Equus caballus</i>	Europe and Asia	On Sable Island causes major overgrazing
Red Fox <i>Vulpes vulpes</i>	Result of interbreeding of	Dangerous for ground nesting birds

	introduced and local population	
Norway Rat <i>Rattus norvegicus</i>	Asia	Marine shoreline nesting birds are adversely affected
Starling <i>Sturnus vulgaris</i>	Europe, Asia and North Africa	Occupies nesting cavities of bluebirds, swallows, woodpeckers etc.
Sea Lamprey <i>Petromyzon marinus</i>	Atlantic ocean	Parasitic on large number of fish in the Great Lakes.

Conclusion:

At the end of the lesson students will learn the importance of precautions they should take while travelling long distances to avoid transfer of unwanted organisms, and will have some knowledge about biological control.

Canada's Global Role

Canada's Global Role

Canada's strong international role has helped to develop lasting relationships with countries around the world. The federal government is often called on to make recommendations that will help developing countries and countries in transition to design or implement effective policies and programs to help establish a strong, prosperous and equal society, similar to Canada's.

The world is facing many challenges today, but Canada has the opportunity to emerge as a leader and to continue to strengthen our international ties. Canada operates with a focus on what's best for the world, not just what is best for Canada. This is made clear when we are so quick to ratify international treaties, to support development programs, and by the generosity of Canadian citizens to provide for other humans in need.

What is development assistance?

Development assistance is the provision of goods, service, knowledge, skills, and financial contributions to developing countries. All of Canada's assistance, excluding disaster aid and emergency relief, is intended to improve the quality of life for children, women and men in developing countries and countries in transition.

Who controls Canada's foreign aid?

The Canadian International Development Agency (CIDA) is the federal agency that is responsible for 80 per cent of Canada's foreign aid. After the release of the new International Policy Statement in 2005 and the 2004-2006 Sustainable Development Strategy, foreign aid has been better targeted to make the greatest impact possible.

- to support integrated, long-term projects
- to focus aid on countries committed to poverty reduction and good governance
- to focus more on economic growth by supporting rural and agricultural development
- to increase focus on Africa, where the needs are greatest

How does CIDA focus its funding?

Based on the Millennium Development Goals, CIDA focuses its development assistance in four (4) main areas:

- **Social development** – basic education, child protection, health and nutrition, HIV/AIDS
- **Economic well-being** – economic growth and improved living standards for the poor through a renewed focus on agricultural development and private sector development
- **Environmental sustainability** – protection, conservation, and management of the environment
- **Governance** – human rights, democracy and good governance

Who controls the remaining 20 per cent of Canada's foreign aid?

The remaining 20 per cent of Canada's foreign aid is administered through the Department of Finance and the Department of Foreign Affairs and International Trade. This aid is for specific aspects of the program such as Canada's contribution to the World Bank and other international organizations.

What is the world doing?

Millennium Development Goals

In 2000, the United Nations developed eight *Millennium Development Goals (MDGs)*. These goals have been agreed upon by all the world's countries and provide the framework for the entire UN structure to work together towards a common end.



Millennium Development Goals to be reached by 2015

Taken from United Nations fact sheet on MDGs

Halve extreme poverty and hunger

1.2 billion people still live on less than \$1 a day. But, 43 countries, with more than 60 per cent of the world's people, have already met or are on track to meet the goal of cutting hunger in half by 2015.

Achieve universal primary education

113 million children do not attend school, but this goal is within reach; India, for example, should have 95 per cent of its children in school by 2005

Empower women and promote equality between women and men

Two-thirds of the world's illiterates are women, and 80 per cent of its refugees are women and children. Since the 1997 Microcredit Summit, progress has been made in reaching and empowering poor women, nearly 19 million in 2000 alone.

Reduce under-five mortality by two-thirds

Eleven million young children die every year, but that number is down from 15 million in 1980.

Reduce maternal mortality by three-quarters

In the developing world, the risk of dying during childbirth is one in 48. But virtually all countries now have safe motherhood programs and are poised for progress.

Reverse the spread of diseases, especially HIV/AIDS and Malaria

Killer diseases have erased a generation of development gains. Countries like Brazil, Senegal, Thailand and Uganda have shown that we can stop HIV in its tracks.

Ensure environmental sustainability

More than one billion people still lack access to safe drinking water; however, during the 1990s, nearly one billion people gained access to safe water and as many to sanitation.

Create a global partnership for development, with targets for aid, trade and debt relief

Too many developing countries are spending more on debt service than on social services. New aid commitments made in the first half of 2002 alone will reach an additional \$12 billion per year by 2006.

"We will have time to reach the Millennium Development Goals – world-wide and in most, or even all, individual countries – but only if we break with business as usual. We cannot win overnight. Success will require sustained action across the entire decade between now and the deadline. It takes time to train the teachers, nurses and engineers; to build the roads, schools and hospitals; to grow the small and large businesses able to create the jobs and income needed. So we must start now. And we must more than double global development assistance over the next few years. Nothing less will help to achieve the Goals."

United Nations Secretary-General
Kofi A. Annan

Pre-lesson question: What can Canadian youth do to get involved with global issues?

Lesson Plan: Opportunities for Canadian youth

Grade Level: 7/8

Curriculum area: Language arts

Context: To help students understand how they can become involved with global issues through school, volunteering or travelling

Expectations:

- Use instructions and explanations to plan and organize work
- Ask questions to discuss different aspects of ideas in order to clarify their thinking
- Express and respond to a range of ideas and opinions concisely, clearly and appropriately
- Create a variety of media work
- Identify various types of media work and describe the techniques used in them

Central Concepts: Understanding and analysing opportunities for youth

Materials:

- Computer access
- LCD

Instructions:

Have the class divide into groups of three or four. Each team will then select a topic from a box. Write the following topics on small pieces of paper for students to choose from:

Canadian Red Cross
Canadian International Development Agency
York University
Trent University
University of Toronto – Trudeau Centre for Peace and Conflict Studies
Free the Children
Leaders Today – summer academy
Free the Children volunteer trips
Canadian Physicians for Aid and Relief – tools for action
Canadian Physicians for Aid and Relief study tour
World Vision volunteer trips
Canadian Corps (through CIDA)
Amnesty International action groups
University of Winnipeg
Stephen Lewis Foundation

After selecting a topic, students are to prepare one of the following:

- five-minute presentation
- a three-fold brochure

- a website
- a commercial/public service announcement
- a newspaper/magazine article
- a medium of their choice approved by the teacher

Provide three periods of class time to divide work and begin research. The project must answer some of the following questions:

What opportunities exist for young people who are interested in global development issues?

How does a young person get involved?

What work does the organization do?

Explain to students that their project is promoting the organization, volunteering, a specific school program or an overseas trip. They should assume they work for the organization/school and they are trying to promote it or its programs to students.

Students should use the Internet to research. They may also want to contact someone from the organization and conduct an interview.

Put up a schedule and have students sign up for presentations, and set a due date for all printed material.

Pre Lesson Question: Do you know what the Millennium Development Goals are?

Lesson Plan: Learning about the Millennium Development Goals

Grade: 7/8

Curriculum Area: Patterns in Human Geography, Language Arts

Context: This lesson is designed to introduce students to the Millennium Development Goals (MDGs) with the purpose to help students understand what the MDGs are, what each student can do about them and what has been done so far. Students will create posters and presentations promoting the goals.

Expectations:

- Communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose and features appropriate to the form;
- Use writing for various purposes and in a range of contexts, including school work;
- Listen attentively to organize and classify information and to clarify thinking;
- Express and respond to a range of ideas and opinions concisely, clearly and appropriately;
- Produce two- and three-dimensional works of art that communicate a variety of ideas (thoughts, feelings, experiences) for purposes and to specific audiences, using appropriate art forms;

Materials:

- Computer access
- Worksheet about the Millennium Development Goals (available on CD-ROM)
- <http://www.undp.org/mdg/>
- <http://www.who.int/mdg/en/>

Instructions:

- Use a KWL chart and ask students what they know about the MDGs.
- Have the students research using the Internet and fill in the MDG worksheet provided on the CD-ROM.
- Use “Think-Pair-Share” and let students share three things they didn’t know about the MDG.
- Divide Students in 8 groups (one group for each of the goals) and have them create a poster and presentation to promote that goal.
- Teachers are encouraged to work with the students to develop an awareness campaign in their school.
- Contact a journalist from the local newspaper and inform them of your campaign, presentation or display – they may be interested in covering the story.
- Students should pick a country of their choice and find out information on their living, education and health conditions and compare that to Canada’s conditions.
- Students can list the differences in a chart or essay format.
- Ask students to reflect back to the MDG and the goals – what are their feelings and thoughts.

If you have the capability, use a LCD projector and computer to access the Internet as a class. Visit the Your Voice Counts campaign at <http://www.millenniumcampaign.org/site/pp.asp?c=grKVL2NLE&b=496093>.

Explore the site together. Consider submitting news about what your class is doing to make "Your Voice Count."

Pre Lesson Question:	Do you know what CIDA is?
Lesson Plan:	Learning about what Canada is doing on the world stage
Grade:	7/8
Curriculum Area:	Language Arts, Drama
Context:	This lesson is designed to introduce students to the Canadian International Development Agency (CIDA), and help them become aware of how Canada is active on the world stage.

Expectations

- Interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures; selecting and combining complex drama and dance techniques.
- Create drama pieces, selecting and using a variety of techniques.
- Communicate ideas and information for a variety of purposes (to evaluate information, to compare points of view) and to specific audiences, using forms appropriate for their purpose and features appropriate to the form.
- Use writing for various purposes and in a range of contexts, including school work.
- Listen attentively to organize and classify information and to clarify thinking.
- Express and respond to a range of ideas and opinions concisely, clearly and appropriately.

Materials:

- Computer access
- <http://www.acdi-cida.gc.ca/index-e.htm>
- presentation about CIDA from CD-ROM in the resource package

Instructions:

- Use a KWL chart and ask students what they know about CIDA.
 - Have the students research about CIDA by visiting the website www.acdi-cida.gc.ca.
 - Have student watch the CIDA presentation on the CD-ROM.
 - Use the “Think-Pair-Share” and let students share three things they didn’t know about CIDA.
 - Have the students research who Canada’s UN Ambassador and Canada’s Minister of Foreign Affairs are.
 - In groups and using CIDA's website, ask students to research the following five topics:
 - **AIDS**
 - **education**
 - **children's rights and protection**
 - **environmental sustainability**
 - **governance.**
- *students can be divided into five or ten groups and each group will research one topic***
- Students will then present Canada's role on the world stage regarding their topic by pretending to be newscasters. Other group members should be involved with the skit. They could portray aid workers, locals or government officials.

- If students have any thoughts or feelings they would like to express, suggest that they write letters to Canada's UN Ambassador or the Minister of Foreign Affairs. These can be packaged and mailed together.

Other teaching resources

Check out these other great resources for teachers!

A number of Canadian organizations have developed lesson plans and teaching resources to help you bring global issues into the classroom. This list has also been saved on the CD-ROM so that you may select the hyperlink and go straight to the website.

We've also listed books and websites that may aid you in teaching global issues.

Peel Water Story

<http://www.region.peel.on.ca/pw/waterstory/>

Available in all libraries in Peel schools, the Peel Water Story looks at the history of water use in the region of Peel. With lessons designed for all grade levels and to supplement both the science and social science curriculum, this is a valuable resource to any teacher in Peel. The Peel Water Story was created by the Region of Peel and was launched in spring 2006.

Water is Life

<http://www.worldvision.ca/home/education-and-justice/teacher-resources/global-citizenship/>

Created by World Vision, this resource supports the science, language arts and geography curriculum in grades 7 to 12. The resource is free and will help teachers bring the issue of water shortage into the classroom, including the question about whether water is a human right or a human need.

Blue Gold: The Fight to Stop the Corporate Theft of the World's Water

By Maude Barlow and Tony Clark

This book looks at the global water shortage and highlights the effect that privatization of this precious resource has had on a number of countries. *Blue Gold* argues for water to become a human right, thus making it illegal to sell for a profit, and requiring it to be available for all humans on a not-for-profit basis.

Maude Barlow was the keynote speaker at the Peel board's 11th annual Model UN, *Water for Life*, on March 3, 2006. Her address was recorded and is available to Peel board teachers. A copy was sent to your school. You may also contact Alison Farbar at alison.farbar@peelsb.com to inquire about obtaining a copy for yourself.

Oxfam's Cool Planet

<http://www.oxfam.org.uk/coolplanet/index.htm>

This site includes a number of teaching resources. You can order a series of posters for your classroom to promote the Millennium Development Goals. Although produced in the United Kingdom, you'll find many of the resources relevant for use in Canada.

World Vision Hunger and Poverty resources

<http://www.worldvision.ca/home/education-and-justice/teacher-resources/hunger-and-poverty/>

This website includes some free resources to help teachers bring the issue of poverty into the classroom. You will also find a resource kit to help start a Make Poverty History campaign in your school.

Canadian Geographic

<http://www.canadiangeographic.ca/worldmap/cida/teachers.asp?language=EN&Resolution=1024x768>

The Canadian Geographic website offers a searchable database of lesson plans that focus on a number of topics around global development, including poverty and hunger. You can also order a copy of the *A Developing World* map created by Canadian Geographic and the Canadian International Development Agency.

Race Against Time – Stephen Lewis

Containing a series of five speeches presented by Stephen Lewis for the CBC's Lecture Series, the book *Race Against Time* provides a comprehensive overview of the issues plaguing Africa – including a speech on HIV/AIDS. Although the book focuses on Africa, there is a strong message of the need for UN reform throughout – an excellent read.

Tools for Learning – Canadian Physicians for Aid and Relief (CPAR)

<http://www.cpar.ca/globalkidz.asp?page=toolslearn>

Tied to the Ontario curriculum, CPAR has created a series of units, each containing three lessons. These lessons are intended for secondary school teachers, but can be adapted to apply to an intermediate classroom. The resources include a PowerPoint presentation and homework assignments. Let CPAR know that you are using the resource and they will send you materials for your classroom walls.

Global Voices – Free the Children

<http://www.freethechildren.org/pressroom/globalvoices.htm>

In partnership with the Toronto Star and Nipissing University, Free the Children has developed the Global Voices program. Aligned with the grade 6 and 10 Ontario curriculum, Global Voices uses a bi-monthly column and a complimentary lesson plan to help teachers bring current world issues into the classroom. Students will have the opportunity to become junior journalists by submitting their article about social justice issues on the Global Voices website. Sign up online to begin receiving columns and curriculum by e-mail.

Cyber School Bus – United Nations

<http://cyberschoolbus.un.org/>

This website offers background information, case studies and lessons on a variety of topics for a variety of grade levels. Created by the United Nations, the lessons are not aligned with Canadian curriculum, but can be applied to any classroom.

Right to Play Canadian School Program

http://www.righttoplay.com/site/PageServer?pagename=canadian_schoolprogram

This new resource by Right to Play provides lesson plans for grades 4 to 6 with a focus on global issues and active play. The kit is free and comes with a red Right to Play soccer ball.

Global Campaign for Education

<http://www.campaignforeducationusa.org/default.asp>

The Global Campaign for Education (GCE), founded in 1999, brings together major NGOs and teachers' unions in more than 150 countries around the world to promote education as a basic human right and to mobilize public pressure on the international community and governments to fulfill their promises to provide free basic education for all people.

OneGlobalTribe

<http://www.globaltribenet.org/index.php>

OneGlobalTribe is an exciting new program that connects young people around the world through meaningful service projects. It provides youth with concrete opportunities to create lasting change on a global scale, and in turn, make a real difference on issues critical to our planet. OneGlobalTribe is an initiative of Creative Visions, a U.S.-based public foundation that uses the power of media - including books, websites and documentaries - to inspire positive social change.

Make A Difference!

Fundraising from A to Z!

- A** auction
- B** bake sale
- C** caramel or candy apple sale
- D** dance-a-thon
- E** e-mail – send an email to everyone on your contact list asking for pledges or participation
- F** freezie sale in the summer
- G** golf tournament
- H** henna tattoo day
- I** inkjet sales (<http://www.fundraisingmom.com/fundraising-ideas-inkjets.htm>)
- J** Jube Jube jar guessing
- K** Krispy Kreme donut sale
- L** locker decorating contest
- M** muffin and cookie batter sale (<http://www.macmillans.on.ca/>)
- N** Nitrogen ice cream stand
(<http://www.polsci.wvu.edu/Henry/Icecream/Icecream.html> – great idea for a science class)
- O** Odd jobs – do odd jobs around the community for a donation
- P** pizza day – contact your local Dominos store about a community pizza day fundraiser
- Q** quiet-a-thon (collect pledges to remain silent for 24 hours – great for human rights fundraiser)
- R** recipe book (collect favourite recipes from parents and print book for sale)
- S** silent auction
- T** Thirty-hour famine
- U** Unwanted gift sale (family members donate unwanted gifts after holiday season)
- V** Valentine's Day matchmaker fundraiser
(<http://www.matchmake.com/canada/index.htm>)
- W** winter carnival for community
- X** Xmas season craft sale
- Y** yard sale
- Z** Zoot Suit party (swing dancing theme dance)

As a class, attempt to make your own A to Z list!

Creating an Action Plan

Once you have sparked passion in your students about any of the issues discussed in this package, it is time to create an action plan. This may mean a school-wide initiative to raise awareness or funds, a creative writing assignment, an independent action plan assignment or another creative idea you develop.

To begin taking any sort of action you need to first establish your goal. Host a brainstorming session with your class or group to decide what you would like to achieve through the action you take. Create a mandate. An example of a mandate is:

"Our mandate is to hold a barbecue and car wash in the school parking lot to collect funds that will be used to purchase school supplies for the Peel board school in Kono, Sierra Leone"

Some other ideas may include:

- Raise funds to build a school in Sierra Leone through Free the Children
- Raise funds to send school kits to a village in need through UNICEF
- Raise funds to build a water project through CPAR
- Increase awareness in the school, community or in feeder schools about the issue of war-affected children
- Create a world issues club at the school

Now, **how** will this goal be achieved?

On the next page you will find a template *Action Plan* that can be used as a guide for creating your class' plan. Consider an individual or group assignment that requires students to create their own action plan. This template is also available on the CD-ROM to use as a handout.

ACTION PLAN TEMPLATE

What do you hope to achieve through your action plan (what is your goal)?

Who are your team members and what are their roles?

What non-governmental organizations exist for your cause and can be contacted for information or resources?

What activities or events have you planned?

How will these activities help to achieve your goal?

What research needs to be conducted before implementing the plan?

Who may be opposed to your action and what might their argument be? What is your counter-argument?

What is your timeline, when will your team meet? (it is helpful to use a calendar when mapping out a timeline)

What is your budget and where will you obtain the funds?

How will you use the media to attract attention to your cause?

Issue + Gift = Change

Taken from Leaders Today workshop for secondary students

This activity is a great way to wrap up a unit on world issues.

Supplies:

- Ball of yarn or string

Process:

- Gather the class in a circle. Have one person start with the ball of yarn or string. They will state an issue they are concerned about (child labour, poverty, homelessness in Toronto, abuse, war-affected children) and then toss the yarn to someone else in the circle while still holding their end. The next person will do the same thing and will continue to hold the string as well.
- Once you have gone through the whole class, you will have a web of issues. Point out to students how their web shows that all issues are connected. If you flick on piece of the string in the web, the whole web shakes.
- The only way to undo the web is to take action. To do this, the student holding the ball of yarn, who ended the first part of the activity, should state something they can do in the next week to take action towards their issue (conduct research about the issue to become more aware, send out a mass email, form a committee, start planning a fundraiser, volunteer...). They should then toss the string to the person who tossed it to them originally (unwinding the web). Each person will state an action until the web is undone.

Info on Canadian organizations

While preparing this resource kit, the writing team sent out a questionnaire to many Canadian organizations. Below are the responses we received:

What is the full, and abbreviated (if applicable) name of your organization?

Canadian Red Cross Society

Provide a brief history of your organization:

Henri Dunant, a Swiss businessman, developed the idea of the Red Cross Society after witnessing suffering during the Battle of Solferino in 1859. In 1863 The International Committee of the Red Cross was founded. In 1919 The Federation of Red Cross/Red Crescent Societies was founded. The Red Cross/Red Crescent Society currently exists in more than 183 countries. The Canadian Red Cross was founded in 1896 by Major General Sir George Sterling Ryerson as the first overseas branch of the British Red Cross. In 1909, the Canadian Red Cross was incorporated through a special Act of Parliament; which established it as the corporate body responsible for providing volunteer aid in Canada according to the Geneva Conventions. In 1927 Canadian Red Cross Society was recognized by the International Committee of the Red Cross as autonomous national Red Cross Society.

Following Henri Dunant's vision, the Red Cross Movement works to alleviate suffering caused by fighting. The Movement uses the 4 Geneva Conventions of 1949 and the 2 Additional Protocols of 1977 to implement and supervise compliance to the Basic Rules of International Humanitarian Law (IHL). The Red Cross also helps people in times of peace to strengthen their capacities to live healthier lives and avoid conflicts and disasters. Red Cross actions and decisions are based upon humanitarian values, as expressed in our Fundamental Principles; respect, dignity and care for one another within and outside of Red Cross, and integrity, accountability, effectiveness, and transparency.

What is your organization's mandate/mission?

The mission of the Canadian Red Cross Society is to improve the lives of vulnerable people by mobilizing the power of humanity in Canada and around the world.

In which countries does your organization have operations set up?

Our global efforts, which can involve many National Red Cross and Red Crescent Societies around the world, are coordinated through the International Federation of the Red Cross and Red Crescent Societies and the International Committee of the Red Cross, both based in Geneva, Switzerland.

Briefly describe the work you do in those countries:

The Canadian Red Cross provides support to more than 40 countries around the world, and directly manages projects in more than 15 countries. These international programs help the most vulnerable – victims of armed conflicts and communities destroyed by devastating disasters. Canadian Red Cross is one of the 183 National Societies that along with the International Committee of the Red Cross (ICRC) and International Federation of Red Cross and Red Crescent Societies (Federation) make up the world's largest humanitarian network – also known as the International Red Cross Movement.

As part of the emergency relief operations, we work in partnership with other members of the Red Cross Movement to bring relief supplies to victims, reunite families and help communities get back on their feet. We also manage longer term development and rehabilitation programs.

Global Groundwork: youth creating foundations for the future

Another major contribution is provided in the form of Canadian personnel/delegates who have the required specific skills and expertise and are dispatched to work on Red Cross projects overseas. In addition, Canadian Red Cross – often with the generous support of the Canadian public through fundraising appeals and the Canadian International Development Agency (CIDA) – makes financial contributions to support the relief efforts.

Guided by the Movement's Fundamental Principles, Canadian Red Cross aims to alleviate human suffering and provide help to whomever needs it, wherever they are, whatever their race, political beliefs, religion, social status or culture may be.

List some volunteering opportunities that exist with your organization (including overseas volunteering):

Volunteers at the Canadian Red Cross deliver a range of services to improve the lives of the most vulnerable and contribute to a strong civil society in Canada. While volunteer opportunities and needs constantly change, potential areas of volunteer involvement include: Governance volunteers in capacities such as Committee and Council members or board of governors. Program /Service delivery volunteers in the following: drivers, Educators, Responders (Emergency/Disaster), Office Administration and fund development/special events teams. Project Specific volunteering such as serving vulnerable populations in various capacities.

How can the average Canadian contribute to your organization?

The Canadian Red Cross Society relies on the generosity of Canadians in order to meet the needs of the most vulnerable. Individuals can volunteer their time or make financial contributions to the Red Cross. Volunteers are needed for a number of programs and greatly contribute to the preparation, implementation and continued smooth overall functioning of Red Cross programs and services. Donations are always welcome as they help keep our programs running and our staff and volunteers trained to continue to provide services to the most vulnerable populations in Canada.

Do you offer opportunities for schools to fundraise for a specific goal (i.e.: build a well, sponsor a child, etc.)?

The Red Cross offers opportunities for schools to fundraise for specific international appeals the Red Cross is involved in or to fundraise for specific local programs/services.

How can Canadian students help out? What would you like them to know? Who can they contact if they want to help?

Red Cross volunteers aged 15 to 25 play an important role through Youth Councils in Red Cross branches and university/college campuses. These volunteers plan community activities, disseminate information on global education and assist with fundraising activities. High school students can get involved too!. They can start a Red Cross club in their school, join the youth committee of the Canadian Red Cross, set up fundraising events within their school and become a volunteer. Elementary and middle school students can also get involved by participating in fundraising activities.

Program areas the youth can get involved in include the following: water safety, first aid/CPR training, babysitting training, transportation services, disaster services, Respected: Violence and Abuse Prevention, international humanitarian law dissemination, meals on wheels program, home safety and home makers services, tracing and reunification services, seniors services, community programs and home healthcare equipment services.

If students would like to help, they can contact their local branch, which can be found on the Red Cross website at: www.redcross.ca.

Do you have speakers from your organization that would be willing to go to school and speak with the students?

Yes. Most branches have speakers who go into schools and deliver workshops on topics such as: RespectED: Violence and Abuse Prevention, International Humanitarian Law, child soldiers, refugees, disaster preparedness, international disasters and on the Red Cross Movement in general. Other workshops can be delivered, often tailored to the needs of the audience.

Facts about the Red Cross

- Thanks to the work of Canadian Red Cross Water Safety Services, since 1946 more than 27 million Canadians have learned how to swim and safely enjoy water activities
- Everyone deserves to grow up free from abuse, neglect, harassment and violence. Canadian Red Cross RespectED: Violence and Abuse Prevention program has been helping to break the cycle of abuse, harassment and interpersonal violence for 22 years
- For more than 70 years, the Canadian Red Cross has been providing in-home community services to help individuals in Ontario live as independently as possible.
- Canadian Red Cross trains over 300,000 participants each year in our various First Aid & Injury Prevention programs.
- Canadian Red Cross conducts workshops on mines awareness, International Humanitarian Law and Promotion of humanitarian values.
- The Canadian Red Cross Restoring Family Links program helps Canadians to re-establish contact with immediate family members after separation due to war, internal conflict, natural disaster and other humanitarian crises
- On a regular basis, the Canadian Red Cross contributes financial support, in-kind donations, and/or personnel to International Red Cross/Red Crescent operations around the world.

Contact the Red Cross

Greater Toronto Area Offices:

Leslie Street: 1859 Leslie Street, Toronto, ON

Toronto: 1623 Yonge Street, Toronto, ON

Region of York: 16700 Bayview Ave Unit 214, New Market, ON

Region of Peel: 5700 Cancross Court, Mississauga, ON

Etobicoke: 4210 Dundas Street West, Etobicoke, ON

We would like to encourage students to visit our website for more information on new initiatives or what is happening in their community: www.redcross.ca

If you would like to make a donation, please call: 1-800-418-1111 or donate online.

What is the full, and abbreviated (if applicable) name of your organization?

Mines Action Canada (MAC)

Provide a brief history of your organization:

Originally, the coalition's primary concerns were the human and socio-economic impacts of landmines and other weapons causing similar humanitarian impacts. As a consequence, this coalition advocated for a complete ban on the use, production, stockpiling and trade of anti-personnel mines and addressed concerns about other weapons which function like anti-personnel mines; including cluster munitions and anti-vehicle/anti-tank mines with anti-personnel effect. The coalition also committed itself to help meet the needs of people physically, socially, and economically affected by mines.

The seed for the Canadian campaign to ban landmines was planted in early 1993 when concerned individuals and organizations received more and more information from non-governmental organizations (NGOs) witnessing first hand the horrors of landmines in the field. Recognizing the importance for immediate action, these individuals proceeded to contact other Canadian NGOs whose interest areas were cross-cutting with the issue at hand - groups such as those working in landmine-affected countries or those who were involved in issues related to peace and disarmament. Several of these organizations responded positively, leading to the first face-to-face meeting addressing this issue in September of 1994. At this meeting, participants agreed to formal objectives and a mandate. The result was the formation of a coalition of development, social justice, peace, faith, health, and relief organizations. This coalition requested and was granted a first meeting with Canadian government officials on the landmine issue. In March of the following year, the Mines Action Canada (MAC) coalition was formally launched. Physicians for Global Survival generously hosted MAC during its first four years of existence and provided invaluable support and guidance.

What is your organization's mandate/mission?

Mines Action Canada (MAC), a coalition of Canadian non-governmental organizations, is an international leader working to eliminate the serious humanitarian, environmental and development consequences of landmines and other explosive remnants of war (ERW).

Our vision is to bring humanity one step closer to peace and social justice by eliminating the impacts of victim-activated weapons and restoring the rights and dignity of affected individuals and communities.

The human-made disaster caused by these weapons is solvable in our lifetime. We exist to advocate for alleviation of the impact of these weapons on the rights, dignity and well-being of civilian populations.

We do this by engaging the Canadian public; building our partners' capacity domestically and internationally; researching and monitoring the performance and compliance levels of disarmament and humanitarian laws, treaties and norms; and developing and disseminating resources.

MAC seeks to create an enabling environment to achieve its goals based upon the core values of peace, social justice, partnership, solidarity, cooperation, and innovation.

In which countries does your organization have operations set up?

MAC is based out of Ottawa, Canada and has run a volunteer domestic outreach and education program for youth nationally over the past 8 years in most major cities across the country.

At present, MAC also runs an international youth internship program, the Young Professionals International Mine Action Ambassador Program (YPIMAAP), annually that places young professionals with international campaign partners in countries such as: Azerbaijan, India, Lebanon, Poland, Switzerland, Syria, Thailand, Mozambique, Senegal, Ethiopia, and Uganda.

MAC also coordinates and facilitates regional youth capacity building programs entitled "Youth LEAP" (Youth Leadership, Education and Action Program) to ensure that the next generation of civil society has the advocacy and public engagement skills necessary to ensure full universalization and implementation of the Ottawa Convention. Workshops are held with non-governmental organizations focused on how to effectively work with youth and with nominated regional youth leaders on how to be effective leaders in their communities. Recent workshops have occurred in Lebanon, Egypt, Sri Lanka and India. Related to this are the "*In Our Lifetime*" annual international youth symposiums held in conjunction with annual UN meetings on the

Ottawa Convention, organized by MAC and involving young activists from around the world. The first was held in Nairobi, Kenya in 2004, the second in Zagreb, Croatia in 2005.

Finally, MAC is responsible for the overall production and coordination of the annual Landmine Monitor Report, a unique civil society monitoring mechanism monitoring all progress made on State obligations under the Ottawa Convention. This involves coordinating a network of in-country researchers in 77 countries.

Briefly describe the work you do in those countries:

In addition to the specific examples outlined in the above section, MAC's activities can be broken down into four areas:

1) Advocacy including:

- Increasing focus on advocating for greater resources for mine action
- Refining and developing more strategic relationships with Canadian decision makers and bureaucrats

2) Public Engagement including:

- Integrating of public engagement activities into all MAC staff positions
- Increasing the leverage of youth and volunteer contributions to MAC's strategic goals
- Increasing attention to disseminating and promoting MAC's updated mission and strategic plan

3) Capacity Building including:

- Increasing scope and coverage of Youth LEAP
- Increasing scope, coverage and capacity of the Landmine Monitor network
- Seeking opportunities to share MAC's experiences and expertise

4) Research and Monitoring including:

- Maintaining MAC's current role as lead agency for the Landmine Monitor
- Refining focus on advocacy, in Canada and abroad, pertaining to preventing the serious impact of victim-activated weapons on civilian populations

List some volunteering opportunities that exist with your organization (including overseas volunteering):

In August 2005, MAC launched a new domestic program called the Community Mine Action Ambassador Program, in which five young people were selected to recruit and engage young people in their region and form a team of volunteers to conduct outreach and fundraising on the landmines issue. The four Community Ambassadors were volunteers, and each one actively sought volunteers to aid with their various events including public education, community mobilisation, media, special event support, fundraising and training. In addition to this need, the MAC office in Ottawa regularly seeks volunteers and a large number is sought to help out with activities during Canadian Landmine Awareness Week, held annually at the end of February/start of March.

How can the average Canadian contribute to your organization?

Volunteer! Offer your time to your nearest MAC representative and assist with fundraising and outreach as per your availability.

Donate! Visit www.minesactioncanada.org and look for the "Donate Now" button to make an instant online donation (secure site).

Fundraise! If there is not a MAC representative in your region but you are still interested in raising awareness or funds, contact the MAC office to get ideas for conducting your own event for a mine free world.

Do you offer opportunities for schools to fundraise for a specific goal (ie: build a well, sponsor a child, etc.)?

Yes! In 2006, MAC created a “Raise It & Donate It” Kit intended to give students of many ages the tools with which to design and conduct a fundraiser. The suggested ideas represent a broad range of fundraising tactics and all money raised is returned to MAC and reinvested in domestic programming.

MAC also co-ordinates an annual button/ribbon campaign that coincides with Canadian Landmine Awareness Week celebrations where schools and youth groups across Canada are encouraged to sell them in return for special privileges that day (i.e. hat day, casual clothes day, etc.).

MAC also works with schools to raise funds for the purchase and training of dogs that clear landmines and to bring youth activists/survivors from mine-affected countries to share their experiences with Canadian youth.

For information on participating, email info@minesactioncanada.org

How can Canadian students help out? What would you like them to know? Who can they contact if they want to help?

MAC puts a special emphasis on engaging students and young people, recognizing that the fight against landmines will need to be continued by a new generation. Some ways that students can become involved are as follows:

- Volunteer at the MAC office or for a Community Ambassador
- Organize a fundraising or awareness event at your own school, with support from a Community Ambassador
- Contact your local MP and let them know you want Canada to remain a world leader on the landmine issue and finish the job!

The best point of contact is to email info@minesactioncanada.org, and you will be directed to the person nearest your region.

Do you have speakers from your organization that would be willing to go to school and speak with the students?

Yes. Each Community Ambassador and MAC staff member is well-versed on this issue and prepared with teaching resources such as games and videos for classroom presentation purposes. School outreach has long been a focus of MAC’s domestic action. Again, the best way to locate the nearest Community Ambassador is to email info@minesactioncanada.org.

Quick Facts

Landmines

- How many landmines are there in the ground?
60-100 million (ICBL website)
- How many countries are affected by landmines?
83 countries (LM 2004, pg. 27)
- How many types of mines exist?
More than 350 (ICBL website)
- How much does it cost to produce a landmine?

\$3 - \$30 US.

- How much does it cost to remove a landmine?
\$300 - \$1000 US.
- How many landmines are stockpiled around the world?
200 million in 67 countries (LM 2004, pg. 13)
- How many countries are there with new landmine casualties?
66 countries (LM 2004, pg. 48)
- Which non-signatory countries have used landmines?
Africa: *Burundi* (rebels), *DR Congo* (non-state actors), *Somalia* (various factions), *Uganda* (LRA rebels)
Americas: *Bolivia* (non-state actors), *Colombia* (FARC and other rebels, AUC, paramilitaries), *Peru* (Shining Path rebels)
Asia/Pacific: *Bhutan* (Indian rebels), *Burma/Myanmar* (government and 15 rebel groups), *India* (rebels), *Nepal* (government and Maoist rebels), *Philippines* (rebels).
Europe/Central Asia: *Georgia* (government and non-state actors), *Russia* (government and rebels [in Chechnya and North Ossetia]), *Turkey* (PKK rebels).
Middle East/North Africa: *Iraq* (non-state actors).
(LM 2004, pg. 8)
- Which countries continue to produce, or retain the right to produce landmines? (Note: this does not necessarily mean that the following countries *are* producing landmines, for example the U.S. is *not* producing landmines currently.)
Burma, China, Cuba, Egypt, India, Iran, Iraq, Nepal, North Korea, South Korea, Pakistan, Russia, Singapore, United States, Vietnam (LM 2004, pg. 11)

Survivor Assistance

- What is the percentage of landmine victims who are children?
For 2003-2004 – 23% (LM 2004, pg. 47)
- How many people are injured by mines every year?
15,000 – 20,000 people (ICBL website)
- How many landmine survivors are there?
It is reasonable to assume that there are somewhere between 300,000 – 400,000 mine survivors in the world today. (LM 2004, pg. 47)
- How often to children have to change their prosthetic limbs?
On average, every 6 months (ICRC)
- How often to adults have to change their prosthetic limbs?
Every 3-5 years (ICRC)
- How much does a prosthesis cost?
Depending on the country, the cost of an artificial limb starts at \$125 US.
(YAW website)

Mine Detection

- How much land can a de-miner clear in one day?
Depending on the terrain, approximately 20-50 square meters a day.
- What is the cost of a Mine Detection Dog?
The complete training of a Mine Detection Dog including purchase, care, feeding and housing is approximately \$30,000. (ICBL)

What is the full, and abbreviated (if applicable) name of your organization?

GlobalAware Independent Media Organization, aka GlobalAware, or GA

Provide a brief history of your organization:

Work on GlobalAware started in early 2002. The original founding members, a journalist, a photographer and an academic were for different reasons all travelling in Ecuador where they witnessed first hand the destruction an oil pipeline can cause. As thousands of Ecuadorians began protests against the pipeline and its investors (Canadian EnCana is the lead investor), the entire Ecuadorian oil industry was brought to a standstill and pictures of protesters on foreign company oil platforms filled the front pages of Ecuador's newspapers. A state of emergency was declared and the army sent to oil territory to confront protestors. When the smoke cleared 4 people were dead, 2 of them children, and numerous others were jailed or injured or both. When we contacted the Calgary HQ of Alberta/EnCana, they told us social problems were not their responsibility. No Canadian magazine or newspaper was interested in the story of corruption, intimidation and environmental abuse we uncovered as we researched the pipeline.

The dual tragedy of social injustice in Ecuador and media indifference in Canada prompted us to found GlobalAware Independent Media Organisation. Since those early days our numbers and our goals have multiplied. GlobalAware has attracted a team of resourceful and enthusiastic Canadians dedicated to Global justice.

What is your organization's mandate/mission?

GlobalAware is founded on the premise that all humans and the natural world in which they live are interconnected and interdependent. It has become obvious that we rely on a healthy global environment for our survival and that we share collective responsibility to that environment and to one another in the pursuit of a sustainable and dignified human future. We believe that there is no disconnection between environmental and human rights and that social justice is environmental justice.

We seek to bring that message to Canadians and provide them with concrete outlets for active global citizenship. GlobalAware uses innovative media and a wide network of international information resources to educate and inspire Canadians to act for a better common future. Our focus is Canada's role in North-South relations and the consequences of that role for people and our environment here and around the world. We are part of a wide network of people and organizations working to improve our individual and collective contribution to global justice

In which countries does your organization have operations set up?

Canada, Germany, UK, USA

Briefly describe the work you do in those countries:

Public education and promotion of young journalists (photographers) working on social/environmental justice issues around the world are our twin goals in all countries.

List some volunteering opportunities that exist with your organization (including overseas volunteering):

No overseas volunteering as of yet... we seek volunteers to help us attend events, organize exhibits and fundraise by selling GA products to the public. As well, we are looking for researchers to keep our websites updated with current event information of relevance to social/enviro justice

How can the average Canadian contribute to your organization?

Buy our alternative media products, sign up to receive updates, tell a friend about us...

Do you offer opportunities for schools to fundraise for a specific goal (ie: build a well, sponsor a child, etc.)?

We can arrange to use funds raised for specific campaigns like Make Affluence History or the bubble (an internet directory of ethical businesses)

How can Canadian students help out? What would you like them to know? Who can they contact if they want to help?

They can fundraise for us or use our products to fundraise for others; they can visit us on Queen West at Black Market and bring their friends, they can volunteer if they have time, they can contact jane@GlobalAware.org

Do you have speakers from your organization that would be willing to go to school and speak with the students?

Yes, we do public talks about a range of topics including Canadian colonialism in Haiti, the past situation in Ecuador (EnCana sold its interests in Ecuador in part due to our activism), the state of Canadian media, affluence and its consequences, a range of environmental topics, making activism a part of everyday life and photography as a tool of social change...

Is there anything else you would like us to include in the resource package about your organization?

We are open to hearing about others' ideas for the future of the planet and the future of GA. We are an inclusive organization with many dynamic young members and participants. We want to challenge accepted 'wisdoms' wherever we find them and try to get as many people as possible to do the same. Only when we question and examine as a way of life will we have a viable future. Everything is possible if you open your eyes...

Check out these other organization for fundraising ideas and information:

Amnesty
Canadian Feed the Children
Canadian Physicians for Aid and Relief
Doctors Without Borders
Free the Children
Leaders Today
Oxfam
Right to Play
Save the Children
UNICEF Canada
World Vision

Glossary of terms

Taken from *Race Against Time* by Stephen Lewis

ADF	African Development Forum
Antiretrovirals	Drugs used for the treatment of AIDS
CD4 count	A measure of the body's infection-fighting white blood cells, used to determine when AIDS treatment should begin.
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CIDA	Canadian International Development Agency
DAW	United Nations Division for the Advancement of Women
FAO	United Nations Food and Agriculture Organization
FDA	United States Food and Drug Administration
FTI	Fast-Track Initiative – a World Bank administered process for identifying the developing country education plans that are consider suitable for donors' support
G8	The "Group of Eight," a grouping of seven of the world's leading industrialized, democratic nations (Canada, France, Germany, Italy, Japan, the United Kingdom and the United States), plus Russia.
HIV	Human Immunodeficiency Virus
IFIS	The International Financial Institutions, including the World Bank, the International Monetary Fund, the African Development Bank, and other regional banks
ILO	United Nations International Labour Organization
IMF	International Monetary Fund
Make Poverty History	Global movement on behalf of developing countries that promotes trade justice, debt cancellation, more and better aid, and full funding to address HIV/AIDS
MAP	World Bank's Multi-country HIV/AIDS Program for Africa
MDGS	Millennium Development Goals
NDP	New Democratic Party of Canada
Nevirapine	Drug prescribed for HIV and AIDS patients, and to prevent the transmission of HIV during labour and delivery
NGO	Non-governmental organization
ODA	Official development assistance
PEPFAR	U.S. President's Emergency Plan for AIDS Relief
PLWA	People Living With AIDS
SAP	Structural Adjustment Program
The Global Fund	The Global Fund to Fight AIDS, Tuberculosis and Malaria
Three by five	United Nations initiative to put 3 million people with HIV/AIDS into antiretroviral treatment in developing countries by the end of 2005
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
WFP	United Nations World Food Program
Cash Crop	A crop grown for export rather than local consumption. Cash crops can be a major cause of hunger and food insecurity locally; they often take up the best farmlands, leaving poor farmers to work marginal lands.
MI-M3	A measurement of malnutrition where M3 refers to the most critical condition. M2 is moderate and M1 in comparatively mild.
WHO	World Health Organization

Credits

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