



BRIDGES THAT UNITE

An Exploration of International Development

A teaching resource for use in Grades 5–8
Social Science, Social Studies and Geography

Supporting education about

- Canada and the world
- Global citizenship
- Democracy, action and participation
- World geography, cultures and economies

www.bridgesthatunite.ca



CLASSROOM CONNECTIONS

This resource was initiated by Aga Khan Foundation Canada (AKFC) and developed by Classroom Connections. The activities are designed to be used on their own to help students explore global issues and international development, and they can be used to support and enhance class visits to the Bridges that Unite touring exhibition.

AKFC (www.akfc.ca) is a non-denominational, non-profit international development agency that supports social and economic development initiatives in Asia and Africa. As a member of the Aga Khan Development Network (AKDN), AKFC works to address the root causes of poverty, finding and sharing effective solutions to improve the quality of life in poor communities. Programs focus on four core areas: health, education, rural development and building the capacity of non-governmental organizations. Gender equity and protecting the environment are integrated into every program.

For 25 years, Canada, AKFC and the AKDN have helped to create democratic, village-level institutions that value and build on the resources and ideas of communities in the developing world. Working primarily in resource-poor and marginalized regions, programs address the multifaceted nature of poverty and recognize the need for a long-term commitment to finding sustainable solutions. This approach has achieved measurable results, including sharp reductions in poverty, dramatic increases in per capita income and impressive gains in literacy rates, and has generated considerable knowledge and lessons for Canada and the world.

The Bridges that Unite exhibit is a bilingual, interactive exhibition that invites visitors to explore Canada's role in international development through the lens of the 25-year partnership with the AKDN. The exhibit comes alive with the creative interplay of audio, video, computer kiosks and stunning photography. Students will see how the process of social change begins in a simple ring of chairs and hear the voices of people in communities from around the world. They will meet Canadian Agents of Change, who are working to address the roots of poverty, and will be inspired to think about their own potential as global citizens. For more information, visit www.bridgesthatunite.ca and consult the Bridges that Unite insert (provided with this resource) for ideas on maximizing the learning opportunities offered through the exhibit.

Classroom Connections is a non-profit organization that creates and distributes innovative educational resources free to publicly funded schools across Canada. Our goal is to inspire youth to reach their full potential as informed, socially responsible and engaged citizens. Since 1997 we have developed and delivered more than 15 free resource packages to schools, communities and faculties of education across the country. To download our full range of materials, please go to www.classroomconnections.ca. To order additional copies of this resource, contact us at info@classroomconnections.ca or 1-888-992-8865.



An initiative of:
AGA KHAN FOUNDATION CANADA
a member of the Aga Khan Development Network



This project was supported by the **Canadian International Development Agency (CIDA)**.

ABOUT THIS RESOURCE

What difference will this resource make?

This resource encourages students to deepen their understanding of global poverty—to see our connections to the rest of the world, to explore the roots of inequities and to understand the importance of assistance that preserves human dignity, values diversity and unleashes the inherent power of community. Experience has shown that successful development is possible—if initiatives invest in people and ensure that beneficiaries over time become the owners of the development process. This means addressing the intertwined causes of poverty and helping communities mobilize their resources so that they can help themselves. Ultimately, it means providing a **hand up instead of a handout**. The stories contained in this resource draw on the long-term experience of Canada and Canadians in the developing world, and encourage students to see themselves as part of the bridge of hope that unites us as global citizens.



Pedagogical approach

This resource uses a student-centred, activity-based education model founded in the perspective that youth learn best when they are encouraged to construct meaning for themselves—learning *through* experiences, not just learning *about* facts. The activities incorporate multiple learning styles as students move between individual, pair and group work, scaffolding understanding and enhancing the ability to internalize complex concepts within a short time frame. This approach also encourages teachers to act as facilitators and co-learners, minimizing the need for extensive knowledge or expertise in international development. Where helpful, suggested facts and responses are included to assist in leading class discussions or to provide the concrete source material needed to maximize the potential outcomes of the learning opportunities provided.

Tips for using this resource

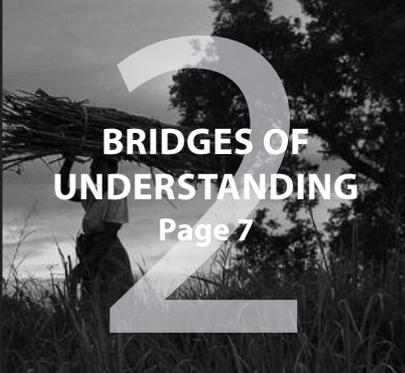
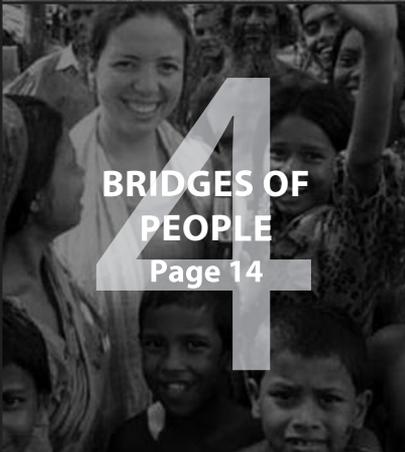
The lessons in this resource have been created as a unit that builds foundational understanding and encourages exploration of key concepts and critical global issues to allow for deeper learning and meaningful attitudinal change. While we recommend that the lessons be used together, each set of lesson activities can also stand alone to provide learning opportunities around a particular aspect of international development. The term “lesson” does not imply that it can be completed within one class. Class periods vary with timetables, and experience in co-operative learning, language levels and group dynamics can all affect the time needed to complete these activities. The teacher is the best judge of these factors.

Curriculum connections

The themes and concepts presented provide excellent links to Ministry of Education curricular objectives/expectations in Social Science, History and Geography programs across the country. Activities also maximize a variety of specific skill-based objectives/expectations and competencies such as critical thinking, problem solving, communication, social skills and map analysis. Each lesson outlines general objectives/expectations to assist teachers in program planning. The activities can easily be adjusted for grade and level by providing varying degrees of support, allowing additional time and adjusting expected outcomes.

Assessment

The focus of assessment within this resource is on providing examples of real problems where a “right answer” is not always the goal. Attitudinal shifts as well as the acquisition of knowledge and the development of critical thinking are key outcomes. Throughout the resource, students’ work from lesson activities and extensions can be used in formative assessment, providing a variety of methods for demonstrating learning. Rubrics, observation sheets, and peer and self-assessment are recommended to help students take responsibility for their own learning.

LESSON	OVERVIEW	HANDOUTS
 <p>BRIDGES THAT CONNECT Page 3</p>	<p>This lesson helps students to build a bridge between life in Canada and life in the developing world. The activities raise awareness of our global interconnections and examine inequities in quality of life as an introduction to the concepts of poverty and development. Learning opportunities help students to recognize commonalities and reduce “us versus them” perspectives.</p>	<p><i>Handout 1:</i> My Story</p>
 <p>BRIDGES OF UNDERSTANDING Page 7</p>	<p>This lesson encourages students to explore fundamental human needs in order to expand their definition of poverty beyond simply a lack of economic resources. Through examination of international measures and goals relating to world poverty, students begin to build an understanding of the multiple and interconnected causes of poverty that need to be considered in building effective solutions.</p>	<p><i>Handout 2:</i> What Do I Need?</p>
 <p>BRIDGES OF ACTION Page 11</p>	<p>This lesson challenges student perceptions of what it means to “help” others. By analyzing school and community level scenarios as well as international examples, students will identify key factors in providing effective assistance. Activities will clarify concepts such as helping people help themselves (capacity building), the need for community leadership, disaster relief and development.</p>	<p><i>Handout 3:</i> A Helping Hand</p>
 <p>BRIDGES OF PEOPLE Page 14</p>	<p>This lesson explores creative methods for building capacity and looks at some of the less visible ways that poverty affects individuals, communities and countries. The activities provide opportunities for students to make a human connection with development, culminating in the chance to interview a Canadian “Agent of Change” working in a developing country. Students will apply what they have learned about helping others to creating their own action projects.</p>	<p><i>Handout 4:</i> Kabul to Cairo</p>

LESSON 1: BRIDGES THAT CONNECT

Objectives/Expectations

Students will:

- develop awareness of the multiple ways that Canadians are linked with the rest of the world
- understand that quality of life varies greatly for children globally and within Canada
- deconstruct “us versus them” thinking by recognizing core commonalities they share with other children wherever and however they are living
- begin to build initial awareness of global issues such as poverty, water safety/scarcity, access to education, lack of infrastructure, food security, etc.



Activity 1: Making Connections

1. Give students 15 minutes to interview classmates and find as many connections as they can to countries outside Canada. Have students record the countries and the connections in a two-column chart. If they are stuck, have them ask about favourite foods, music, travel, sports, etc., and suggest checking belongings—shoes, school supplies, lunch items—for marks of origin.
2. Gather students in front of the **A Developing World** map (included with this resource) to share connections, list countries represented and locate the countries identified. As connections are shared, group them into like items, and have students categorize the types of connections found (*e.g., trade, immigration, travel, cultural influences*).
3. Get feedback from students and debrief with the following questions:
 - What surprises you most about the connections we have?
 - How do you think these connections influence us as individuals?
As a country?
 - Do you think our class list or map would look different if we lived in a bigger/smaller city or in another province? How? Why?
(*There is greater immigration to large cities—especially Vancouver, Toronto and Montréal. Smaller rural areas have fewer new immigrants but may share a similar immigration history.*)
 - Do you think Canadians in general have a lot of connections to the rest of the world? How? (*Point out the people connection: almost 20% of our population was born outside Canada and over 200 languages are spoken here.*)
 - It has been said by many people that “the world needs more Canada.” What do you think they mean?
What strengths do you think we could share with the rest of the world?
4. Have students collect media stories that show Canada’s connection to the rest of the world. Post stories around the **A Developing World** map, and use push-pins and string to make connections to the locations identified.



Activity 2: Sharing Stories

1. As a class, ask students to brainstorm what happens for them on a typical day (e.g., *brush teeth, get a ride to school, do homework after school, watch TV, play on the computer*).
2. Distribute a copy of **Handout 1: My Story** to all students, giving them time to read through the story individually. Have students work in pairs to answer the questions on the handout.
3. Have students locate Kenya on the **A Developing World** map. Record class responses to the first two questions in a large Venn diagram on the board, where one circle represents *things unique to their lives*, one circle represents *things unique to Halima's life* and the intersecting segment represents *things they have in common*. Ask students to note any patterns in the different sections of the diagram. (*This is a great opportunity to introduce universal human needs, both material and emotional, as well as culturally specific wants.*)



Education—Beyond the Basics

Education is a powerful tool for poverty reduction and overall development, especially for girls. While universal primary education is an important goal for developing nations, experience has shown that early childhood education increases rates of attendance and academic success in primary school, improving later learning and life opportunities. It also helps ensure that girls receive an education, and when a country educates its girls, mortality rates fall, fertility rates decline, and the health, education and standard of living of the next generation improve. International development organizations like Aga Khan Foundation Canada (AKFC) support the establishment of community-based preschools that integrate the best of early childhood education with local culture and values. Taking a system-wide approach, AKFC also invests in education at the primary, secondary and university levels to foster the development of local leaders and a new generation of professionals ready to take on the challenges facing their region. This builds internal capacity that will help strengthen countries over time.

4. Have students sit in a large circle for this discussion, simulating the Ring of Chairs used in village meetings. Use a flip chart to record ideas while asking the following questions:
 - How do you think Halima feels about her family? Her life? Her future? Are these feelings you can understand or relate to?
 - What strengths can you identify in Halima's community? (e.g., *a willingness to work together, people helping them, a new well, hope/plans for future*)
 - Why do you think it is so important for girls to get an education in Halima's country? (*See the text box on this page: Education—Beyond the Basics.*)
 - Why is the new well so important for the community? (*Make the connection between Halima's mother's death and water-borne illnesses like cholera, typhoid and diarrhea.*)
 - Do you think that many people in the world live in similar circumstances to Halima's? (*Almost half the children in the world live in poverty, and almost half of the world's population lives without access to clean water or proper sanitation.*)
 - Do you think "play" is something every child needs to have? (*The right for children to play is protected in the international Declaration of the Rights of the Child.*)
 - How is it different when people sit in a circle to have a discussion instead of sitting in rows with a speaker at the front? (*The circle of chairs encourages participation, joint decision-making and equality.*)

Extension Activities

- Ask students to brainstorm how they might apply the concept of *harambee* in their families, their class or their school.
- Download a plain language version of the Declaration of the Rights of the Child at www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp, and have students determine if Halima's rights are being protected.
- Have students go to www.bridgesthatunite.ca/resources to complete the **Education Exploration** as follows:
 - View a short video of a *Preschool in Zanzibar*. What languages do the children learn?
 - View photos of *Inbal Volunteering* in a community preschool in Zanzibar, East Africa. Choose the photo you think is the most interesting and explain why.
 - Browse the *Education Photo Gallery* to research education in other countries or to identify similarities and differences.
 - See *Lucia's Story* about studying nursing at the University in Nairobi, and describe the challenges she has overcome.

MY STORY

Halima is 12 and lives in the Kwale District of Kenya. Her story was recorded and translated from an interview with a student from Canada who is trying to share the voices of youth from developing countries.



Most days I get up before everyone else to help my sister Numa (she's 6) get ready to go to the Ngoloko Preschool. I light the lanterns, and we wash and brush our teeth using the water from the bucket in the courtyard. When there is food, I make something for her and my brother Zafir (he's 9).



Children playing counting games at the preschool.

Numa loves going to school! She plays and sings, and she learns English, Arabic, Swahili and math with boys and girls from all different religions. At night she teaches everything to the rest of us. She writes and draws on the dirt floor with a stick, and we all pay attention (most of the time!). She even shows us how to make "school supplies" like the counting games and finger puppets the teachers make for her class. We use bottle caps, stones, shells and bits of fabric.

Sometimes at night (when I am not worrying about my family) I dream about teaching in the preschool. A woman from Mombassa who trains teachers came and talked to the parents in our school committee about training more local women to become teachers. She said it takes two years, and they teach you everything about how to help little children to learn and grow. You can get trained even if you haven't graduated (which is good—I have never been to school!). I want to help children get a good start with education so they can go on to live better lives. My mother always told us that education was hope—especially for girls.

But right now I have too much to do at home. My mother died, and I help take care of my family. My father farms cassava and pigeon peas. We eat some of what he grows, and he takes the rest to the market in the town, Kwale. I try to help out too. A man came to our village to help us start vegetable gardens beside our homes. I grow spinach and chilies, and my father sells these at the market too. It feels very good to earn money for my family, and now we can contribute to a village savings box to raise our own money for village projects like fixing the road into the market or building our well. We call this *harambee*: pulling together to do more than we could do on our own.

I also spend a lot of time each day walking to get water from the new well (I wish it was here two years ago—my mother wouldn't have gotten sick). I like talking and singing with the other women and girls from the village. Some days we all work together to build a fire to make the *Ugali* (a porridge from maize flour). Most days I make dinner by myself. Some days it is the only meal we eat. There have been many days when we have nothing at all, but that hasn't happened for a while.

My brother Zafir helps my father in the fields and going to the market. He also helps me gather firewood for cooking. Sometimes we get to play kickball with a boy in our village. My brother always teases me that I want to marry him (I DON'T!!). I hope that Zafir will be able to go to school next year. He loves learning English from Numa almost as much as he loves playing soccer (and teasing me).

Primary school is free now (it used to cost a lot of money), but there is no school near us. Most people in our village have never been to school. The schools in Kwale are far away and very crowded—sometimes they have 100 children in a class! Our village is talking about using the money we have saved in the village savings box to build a primary school here. We would need to get help, maybe from the teacher training centre, but I think it will happen, which would be incredible! I will go every day to dig dirt or carry things. The whole village will build it together. Again, it will be *harambee* that makes this dream come true.



Our village meets in a Ring of Chairs.



Harambee at work—parents help to build a new community centre.

Zafir is so excited that he has started talking about high school—and more. My Aunt Lucia went to study nursing at the university in Nairobi, and now Zafir talks about going to university too. He wants to learn about the world, and he wants to become an important leader here in Kenya. My mother would be very proud of him. We all will be.

1. Make a list of things you have in common with Halima.
2. Make a list of things in Halima's life that are very different from your life.
3. What things in Halima's life are positive or sound like fun?
4. What things sound challenging or difficult?
5. Explain what the term *harambee* means.
6. Can you think of a situation where you have seen *harambee* in action? Give a brief description.
7. How do Halima and her family feel about school? Do you think they feel the same way as most Canadian kids? Why or why not?
8. In the picture of the village meeting, why do you think the villagers are sitting in a circle? What does the Ring of Chairs symbolize?

LESSON 2: BRIDGES OF UNDERSTANDING



Objectives/Expectations

Students will:

- expand the definition of quality of life beyond strictly economic poverty to include poverty of opportunity and lack of human security
- recognize international measures and goals regarding poverty and quality of life (e.g., the Human Development Index and the Millennium Development Goals)
- increase awareness of the multiple and connected causes of poverty in the world

Activity 1: Building Foundations

1. Ask students to work in groups of four. Have one student cut up the cards in **Handout 2: What Do I Need?** while the other three students each create one of the following category labels: “Essential,” “Important” and “Low priority.”
2. At a large table, have students space the category labels out on the table while one student “deals” an equal number of cards to each group member. First ask students to look at their cards and think about whether or not they could live without these items. Then have each student place the cards into one of the three categories (“Essential,” “Important” and “Low priority”).
3. Once everyone has placed their cards, have groups discuss the content of the categories and make any changes they agree to. If a student wants to move a card, he or she needs to provide an explanation (e.g., “I think rain should be “Essential” because without it you can’t grow food.”).
4. Once students have finalized the categorization, have them prioritize items within each category. Again, they must provide an explanation before they can move a card, and they must convince the other group members of the change. If some students are not participating fully, ask groups to take turns moving cards. (There are no “correct” choices. The debate over ranking will help students see the interconnection between these needs and wants.) When they reach agreement, have students do a gallery tour to other groups to compare priorities, ask about differences and explain choices.
5. After students rejoin their original groups, ask them to look at their priorities and consider whether they think Halima (from Lesson 1, **Handout 1: My Story**) would prioritize the items differently. Why or why not? Debrief with the following questions:
 - Which of the items can be bought? Which ones can’t?
 - Do you think that Halima has the same opportunities and choices in her life as most kids in North America? Why or why not? Do you think that’s fair?

Defining Poverty

Poverty has many faces and dimensions. The most common definition of global poverty is the World Bank’s **absolute poverty line** of \$2.00 per day or less, with extreme poverty set at \$1.00 a day or less. While a lack of economic resources is a key aspect, it fails to address the full **deprivation of basic human needs**, including food, safe drinking water, sanitation facilities, health care, shelter, education, information and participation. The United Nations has developed the **Human Development Index** to go beyond economic poverty to include a variety of composite measures grouped into three factors: longevity (life expectancy at birth), knowledge (adult literacy and school enrolment) and standard of living (approximate yearly earnings per person). Many feel, however, that the true measure of poverty is a **lack of empowerment**: the inability of an individual to make choices regarding his or her life or an inability to effect change. In the end these measures add up to **poverty of opportunity**, where life options are severely limited because of circumstances.



Activity 2: Building Understanding

1. After students form groups of four, have them reflect on Halima's story from Lesson 1 as well as the priorities for living that they completed in Activity 1 of this lesson. Ask students to write the word *POVERTY* in a large rectangle in the centre of a sheet of newsprint and divide the sheet into four. Have each student individually record his/her understanding of poverty in one of the quadrants.
2. Ask students to discuss their ideas as a group and reach a consensus on a definition, writing it in the central rectangle. Have each group present their explanation, and work as a class to develop a shared definition. *(There is no "correct" definition, and there are multiple measures in use. See the text box on the previous page: **Defining Poverty**. The purpose is to explore the complexity of this concept and the difficulties in finding an inclusive definition that is also measurable.)*
3. Debrief with the following questions:
 - Was it difficult to come up with a definition? Why or why not?
 - Would it be easy to measure poverty and compare countries based on the definition that the class came up with? Why or why not? *(Although income is easy to measure, other aspects of poverty, including lack of opportunity or choice, can be very difficult to measure and compare.)*
 - Why do we need to compare countries or measure improvements in poverty levels? *(It helps us to identify countries in need of assistance and it helps to monitor change.)*
4. Introduce the international Human Development Index (HDI) for measuring developed and developing countries. Compare student definitions of poverty with the three index factors used. Ask the following:
 - Are there similarities or connections with your own definitions?
 - How are your ideas related? *(e.g., What kinds of things would affect life expectancy?)*
 - If you were creating a measurement index, would you add anything else?
5. Looking at the **A Developing World** map included with this resource, have students comment on what they notice about the map (e.g., colour variations). Ask them the following:
 - Find/compare the development statistics for Canada and Kenya.
 - What continent has the largest percentage of countries with a low HDI?
 - How does that compare with North America?
 - Why do you think the map is entitled "A Developing World"?
 - Do you think there are people in Canada who live in poverty or without basic necessities? *(More than one out of every six children (over one million children) in Canada lives in poverty. As of August 2008, over 100 Aboriginal communities were under a Drinking Water Advisory because their water was unsafe to drink. An estimated 150,000 people in Canada are homeless.)*
 - Who is responsible for making sure that all people in the world have access to the basic necessities of life and opportunity to change their futures? *(Discuss the role of individuals, governments, the United Nations, non-governmental organizations (NGOs), businesses and charitable organizations.)*



Note: This activity can be done online with an interactive version of the map at www.canadiangeographic.ca/worldmap.

Activity 3: Building Solutions

1. Introduce the Millennium Development Goals (MDGs). (*Eight international development goals have been agreed to by 192 countries—including Canada—and at least 23 international organizations. All of the countries and organizations have decided to work together to help reach specific targets by 2015.*) Ask students the following:
 - Why is it important to set goals? Why can goals be helpful?
 - Looking at the text boxes at the bottom of the **A Developing World** map, can you identify some of the specific targets associated with the MDGs? (*e.g., cutting in half the number of people worldwide living on less than a dollar a day—about 1.2 billion people*)
 - What government agency in Canada is working to help the world meet these targets? (*Have students look around on the map for CIDA, the Canadian International Development Agency.*)
 - What should happen after 2015? (*Ask how many people will still be hungry, and discuss the concept that these goals represent a floor, not a ceiling.*)
 - Are these goals enough? Should anything else be added? (*e.g., increasing the number of people who can vote, making sure more kids can go to high school or university*)
2. Write down the following eight Millennium Development Goals on the board:
 - Get rid of poverty and hunger
 - Reduce child death rates
 - Improve the health of mothers
 - Guarantee universal primary education
 - Make sure boys and girls are treated equally
 - Improve environmental problems (e.g., clean water)
 - Fight diseases like malaria and HIV/AIDS
 - Create partnerships to help developing countries
3. Have students form a large circle. Throw a ball of yarn to one of the students and ask him/her to read one of the goals. Ask the rest of the students if they can see any connection between that goal and any other goal listed (*e.g., If people don't have clean water, they might get a disease.*) Ask the student with the yarn to hold one end and toss the ball to the student that makes the connection. Continue until students have created a web of interconnections. Debrief with the following questions:
 - What things would make it hard to earn a living and support your family? (*e.g., lack of education, poor health*)
 - How could the natural environment and geography of where you live affect your quality of life? (*e.g., very little rain and poor soil for growing things, no natural resources to use and sell, some areas that are more likely to have natural disasters like earthquakes and floods*)
 - How could the government of the country or politics affect poverty and living conditions? (*e.g., war, poor economy, no government services for people who need them*)
4. Have students collect newspaper, magazine and online news stories on poverty issues in Canada and around the world. Do they notice any trends? Can they identify any causes or solutions within the stories?



Extension Activities

- Have students go to <http://hdr.undp.org/en/statistics/> and find out what 10 countries have the highest development rating on the Human Development Index (HDI).
- Ask groups of students to create a visual display, web page or PowerPoint presentation around one of the Millennium Development Goals, including targets, progress made and something youth can do to help the world meet these goals (visit www.un.org/Pubs/CyberSchoolBus/mdgs/index.asp).
- Have students visit www.bridgesthatunite.ca/resources to look at the *Rural Development Photo Gallery*. Ask them to list what the people in the photos are doing and how it could be helping to make their lives better.

WHAT DO I NEED?

medicine

health

friendship

love

electricity

access to
school

television

food

shelter/
housing

a safe
community

a place
to sleep

toilet/sewers

family

computer

books/
newspapers

telephone

clean water

transportation

rain

a clean
environment

heat

roads

air conditioning

clothes

tools

hot water

soap/toothpaste

refrigerator

ability to vote

access to
money

oven

a way to
earn a living



LESSON 3: BRIDGES OF ACTION



Objectives/Expectations

Students will:

- examine a variety of strategies for how we can help other people (e.g., help them to help themselves)
- recognize the differences between ways of helping: charity, disaster relief, aid and development
- understand that successful, sustainable development builds capacity, is community-led, takes long-term commitment and addresses multiple causes (e.g., education, health, infrastructure)

Activity 1: A Helping Hand

1. Cut **Handout 3** into separate parts. Distribute **Part A and Part B** to all students, and ask them to form groups of four. Have students read the stories in groups and come to a consensus over what they would do. Have them map out the possible results for each strategy and answer the following questions:
 - Which strategy is the easiest to do? Which one would take the longest?
 - Which strategy would have the best long-term results?
 - Which strategy would make the people being helped feel good about themselves? Why?
 - Which approach demonstrates *harambee*? (See **Handout 1: My Story** on page 5.)
2. As a class, discuss students' choices, pros and cons, etc., and ask students to reflect on the following proverb:

Give a man a fish and you feed him for a day. Teach a man how to fish and you feed him for a lifetime.

For story A, ask students whose advice best fits with the meaning of the proverb. Explain that “helping people help themselves” is sometimes called capacity building. Discuss the advantage of this approach as opposed to just “giving” someone something (charity).

For story B, ask students what makes the approach of Committee C so unique. Explain that this is a true example. When the city was looking into possible solutions, it found that many skate parks went unused because kids thought that they were badly designed. As a result, youth kept using public spaces and the problems continued. When the city talked to kids directly, they explained what a great skate park should be like. The kids were also excited to be involved and had lots of great ideas. The city decided that it would help youth create the park for themselves—so that they would be more invested in using it. It worked. The skate park is always busy, and no one goes to the city buildings to skate!

Ask students why they think it is a better approach to have solutions led by the people that will be affected. Why would participating in the solutions be important?



What Is International Development?

International development generally refers to the process by which communities, governments and institutions work to help improve the quality of life in regions of the world with high levels of poverty. Effective development builds capacity, is community-led, takes long-term commitment, and addresses the multiple and complex factors that contribute to poverty and lowered quality of life, such as health care, education, governance, gender equity and the environment. Development is different from **humanitarian aid** or **disaster relief**, which are usually short-term interventions in a crisis. In many cases, however, humanitarian aid lays the foundation for long-term development. Both short-term aid and long-term development may be needed to respond effectively to the problems of poverty.

Activity 2: Reaching Out

1. Ask students to form groups of three, and give them **Part C and Part D of Handout 3**. After they have read the stories, have each group do the following:

- Create a Plus/Minus/Interesting chart to analyze the approaches for each story. (*Record positive results in the Plus (+) column, negative results in the Minus (-) column and comments/questions in the Interesting (?) column.*)
- Come to an agreement over which organization students think that they would want to support in each situation.

*(There are no right or wrong answers: each type of assistance might be needed in different situations. The activity is designed to initiate discussion on types of development, the need for multiple approaches and to expand the perspective of development beyond providing humanitarian relief. See the text box on page 11, **What Is International Development?**, for more information.)*



2. Have students locate India and Tajikistan on the **A Developing World** map, and discuss student decisions. Debrief with the following questions:

- Which approaches help people to help themselves? How?
- Which approaches encourage community participation in planning and solutions? Explain.
- Which approaches would be the fastest to get in place? Why?
- Which approaches would have the biggest long-term results? (*This is arguable on different levels. If people don't receive immediate assistance, they will not survive in the days and weeks following a disaster, but without long-term solutions, poverty deepens.*)
- Is there a need for each type of assistance that the organizations are offering? What would be most important when? (*e.g., Immediate aid is necessary in a disaster.*)
- What do you think makes people decide to raise or give money to development agencies? (*Discuss media, personal interest, connection to an issue, values, global citizenship, etc.*)
- When do you think most people donate money for helping people in developing countries? (*Discuss disasters, crises, news coverage and celebrity endorsements.*)
- What happens in places where there is no big emergency, but the conditions in the country or region are difficult all the time? (*Discuss the differences between humanitarian relief and the need for long-term development.*)

Extension Activities

- Have students go to www.bridgesthatunite.ca/resources and do the following:
 - View the *Mountains of Hope* video clip on development in Tajikistan. What surprises you the most about this family's life?
 - Go to *Every Photo Tells a Story*, choose your favourite and explain why you chose it.
- Have students create a consequence map for what might happen without intervention in each scenario on **Handout 3: A Helping Hand**. (*e.g., If a community does not have clean water, people get sick. If people get sick, they can't work or go to school. If people can't work, ...*)

A HELPING HAND

A

A classmate, Patrick, comes to you because there is a big math assignment due tomorrow and he doesn't know how to do it.

You've already finished the assignment, and you found it pretty easy. You want to help, but you're not sure what to do. You ask some of your friends.

- Daria thinks you should give him your assignment so he can copy your answers.
- Sanjay says you should work with him and help him to do the assignment this one time.
- Mario also had trouble with the assignment. He thinks the two of you should talk to some other students and set up a tutoring club for all the Grade 6 classes. Some people are really good in math and some, in English or science, so kids could offer help in the things they are good at.

B

A large city is having a problem with kids using the square in front of the city buildings to skateboard over stairs, benches and wheelchair

ramps. There have already been several accidents, and the city needs help finding a solution. The city asks three different committees to come up with proposals.

- Committee A wants to hire a security company to keep the kids out of the square.
- Committee B proposes hiring a company to design and build a new skate park.
- Committee C suggests going to the square and asking the kids to help create a new skate park. The Committee thinks that the kids could organize a group to get ideas from everyone who uses the area, and then they could work together to plan a new skate park themselves. An architect could work with them to finalize the design and a construction company would do most of the building, but, wherever possible, the Committee wants the kids to be involved in doing the work. It even wants them to help decide how to raise the money to build it.

C

After the tsunami hit the coast of India in 2004, survivors were left with nothing. They had lost family, shelter, water and electricity,

and had no way to earn a living to survive.

The situation was desperate, and many international development agencies tried to help.

- Organization 1 sent 2000 tons of bottled water to make sure that survivors didn't die from drinking contaminated water.
- Organization 2 got a team together and took water purification equipment to India, where they trained local people to operate and maintain the equipment.
- Organization 3 sent a team to meet with the community and find out what people needed most. The team helped fishermen to rebuild their boats and helped women to form a collective so they could start earning money in other ways. The organization provided loans of goats and chickens to help other people get started in agriculture. After the animals had babies, people were able to pay back the loans and still keep farming and producing milk and eggs from the new generation. The original goats and chickens were then lent to other villagers so the process could be repeated.

D

Tajikistan is one of the poorest countries in Central Asia. It is landlocked, very mountainous and doesn't have much industry

or business. Most of the people live in isolated, high mountain communities with nowhere to work, no stores and very little infrastructure like roads, water or electricity. People struggle to survive by farming small plots of land, but the soil is poor and there is very little rain. Many organizations want to help.

- Organization 1 is sending powdered milk and dropping food packages into the remote region.
- Organization 2 is sending money for the government to provide food to remote villages.
- Organization 3 is working with farmers to improve the soil and develop drought-resistant seeds. It is also providing advice and financial assistance to help local village organizations build and maintain an irrigation system for their fields.



LESSON 4: BRIDGES OF PEOPLE



Objectives/Expectations

Students will:

- recognize that successful development is possible and can be demonstrated in increased quality of life
- explore creative methods for building capacity and empowering high-poverty populations
- understand that individuals as well as organizations and governments can make a difference
- examine ways that they personally can become involved and make a difference, both locally and internationally

Activity 1: Building on Success

1. Distribute **Handout 4: Kabul to Cairo** to each student. As students read through the blog entry, ask them to do the following:

- Circle any words they don't understand.
- Underline things they find interesting.
- Put a question mark next to anything they want to know more about.

Have students compare and discuss notations and try to figure out any new words. Share responses as a class.

2. In an open area, tell students that you are going to read a list of items and want them to decide **how important they are for human beings to have in their lives.**

Designate one end of the area as representing an item as "Essential" and the other end as representing an item as "Low priority." Have students line up to create an imaginary continuum between the two points. Read the items below one at a time, and have students physically "choose" where they stand on the issue.

- Music
- Art
- Pride in your culture or history
- Green space
- Places to play
- Pride in your city or country

With each new item, randomly ask students at various points along the continuum to explain their location.

Provide an opportunity for people to move if they feel swayed by their classmate's reasoning. Discuss responses as you go along, and encourage students to explore how they would feel if *they* didn't have these things in their life. Also encourage them to reflect on what a city or country would be like without each of these items.

3. Moving students into groups of three, ask them to create a two-column chart labelled "Before restoration" and "After restoration". Have students re-read the blog, comparing the living conditions for the neighbourhoods in Kabul and Cairo before and after the development projects. As a class, record and discuss all the ways that quality of life improved for the residents. Debrief with the following:

- Did these projects "help people to help themselves"? How?
- Do you think the projects will have long-term results? Why or why not?
- Do you think it would be better to just give money to people instead of giving loans that they need to pay back? Why or why not? (*Issues include self-esteem, a hand up versus a handout, and ability to help more people with the same amount of money.*)
- What do you think the journalist, Louisa, meant when she talked about "breaking the cycle of poverty"? (*Illustrate with a simple circular example: I have no money, so I can't buy food. I have nothing to eat, so I get sick. I am sick, so I can't get a job. I don't have a job, so I have no money.*)
- What do you think she meant when she talked about the "upward spiral" that the microcredit loans can create? (*The loans allow people to help themselves, make a living to help their families and even provide work for others.*)



Activity 2: Agents of Change

1. As a class, use a branching organizer to brainstorm a list of people, organizations or businesses that helped make these projects happen. Although the blog entry specifically mentions the Aga Khan Trust for Culture and partner organizations, have students dig deeper to look at the different ways that people could have participated in making the projects happen.
 - Would everyone involved be working directly in another country, or could they be working in Canada? (*Be sure to cover the range from people working in the region, to people who work in Canada for an organization that is helping, to people who raise money for organizations to do their work.*)
 - How does the journalist help when she writes about the projects in newspapers or blogs?
 - Who else could be involved in raising awareness of issues and the organizations that help people internationally? (*Be sure to have students come to the realization that it could be them.*)
2. Explain to students that it's now their turn to be the reporter. They have the chance to do an email interview with a Canadian "Agent of Change" working on a development project in Africa or Asia and to write up a news article on their interview. Have students form groups of three to five to work on the following:
 - Do research on Canadians working in international development to help students think about the types of questions they might ask. Students can visit www.bridgesthatunite.ca/agentsofchange to read interviews with other Canadian Agents of Change.
 - Choose an "angle" for their interview and story. What will the focus be? How can they make the story interesting for readers? Some examples could be:
 - What is it like for a Canadian living in another country?
 - How can young people be agents of change?
 - Should Canadians care about global poverty?Be sure that students ask for details that will make the story interesting to read, such as:
 - Why did you get involved in this work?
 - What is your day-to-day life like?
 - What experience made the biggest impression on you?
 - Create a set of five questions that they would like the Agent of Change to answer.
 - Write an email introducing themselves and the story that they would like to write.

Note: Please have students go to www.bridgesthatunite.ca/resources, where they can send their email through the Agents of Change link. Emails will be forwarded to an Agent of Change working with Aga Khan Foundation Canada. It may take several weeks for a response depending on where the Agent of Change is located and the volume of requests received.
3. After the students have received a response from their Agent of Change, ask groups to:
 - Use the information to write up a short newspaper story.
 - Write a letter of thanks to their Agent of Change, attaching their edited story.
4. Put together a class newspaper (print or online) with student illustrations and any photos that the Agent of Change may have sent. Have the class choose one article to submit to a local or school paper.



Intangible Assets—Culture and Development

The notion of culture as an asset rather than a luxury is relatively new to the field of international development. Some people question spending scarce resources on restoring historic sites, for example, when social and economic needs remain unmet. In many parts of the world, communities with a rich cultural heritage live in poverty. Organizations like the Aga Khan Trust for Culture (AKTC) are demonstrating that the preservation of "intangible assets"—such as art, architecture and music—can be a springboard for social and economic development. Conservation and revitalization of culture not only restores a sense of personal pride but also validates traditional culture in the face of globalization.

Activity 3: Bridges of Action

1. Have students sit in a large circle to simulate the Ring of Chairs used to encourage participation and equality in village meetings (see Lesson 1). Ask students to reflect on the following statement:

It is this generation of youth who will have the understanding and tools to solve many of the world problems that face us today.

- Do they agree? Disagree? How does it make them feel?
2. As a class, or as part of a school initiative, have students undertake a culminating hands-on, action project, continuing to use the Ring of Chairs as a model for participation.
 - Brainstorm a list of possible issues that students are interested in, and select a specific issue through a vote, class debate or consensus.
 - Establish research teams to identify main issues, organizations working in the area and specific ways that students could get involved (e.g., *raising awareness through organized fundraisers, creating a novel way to raise funds, volunteering locally, taking on a community project*).
 - Have research teams report their findings back to the circle, and determine the action the class will take through a vote, class debate or consensus.
 - As a group, develop a plan of action and a timeline identifying key steps for each stage of planning and implementation: tasks, responsibilities, dates of completion, permissions needed, logistics, budget (if applicable), etc.
 - Allocate teams responsible for particular tasks, drawing on students' specific skills and interests. Encourage students to access their own networks for expertise and support.

Note: There are some excellent guides available to help students take action or develop project plans. Go to www.takingitglobal.org/action/guide/. Also, visit www.bridgesthatunite.ca/resources to view Suggested Action Projects for Students.

3. After students have completed their projects, have them create a summary "report" by creating an article, a video, a PowerPoint presentation or a blog about their project. Be sure that they reflect on the process, the impact and the sustainability (e.g., *What were the challenges? What would they do differently? Did they have the results they wanted? Could the project continue into the future?*). Have students share their summary reports with the class, the school or the organization they worked with (if applicable).

Note: They can also submit their project reports for possible posting on the Bridges that Unite website. Go to the Our Action Projects page link at www.bridgesthatunite.ca/resources.



Extension Activities

- Have students go to Google Earth (www.earth.google.com) to view satellite images and photos of al-Azhar park in Cairo and Baghe Babur in Kabul.
- Have students go to www.bridgesthatunite.ca/resources, where they can:
 - View the *You Can Bank on Me* video on microcredit stories in Cairo and name the businesses people started with their loans.
 - Look at the *Culture Photo Gallery* and describe what people are doing in the Cairo and Kabul parks.
 - Hear a clip of *Traditional Afghan Music* and then research the instrument being played.

KABUL TO CAIRO



From Winnipeg to Ouagadougou...

My name is Louisa Sakir. I am a journalist and videographer filming a series of TV stories on development projects around the world. I set up this blog to update viewers as I travel.



A view of Baghe Babur park, Kabul, Afghanistan. The historic buildings and water channels have all been restored after years in ruin.



Children playing in Baghe Babur. The park used to be filled with garbage and landmines. The trees had all been cut down for firewood.

Louisa Sakir: June 20. 09. 6:29 p.m. Kabul to Cairo

Sorry I've been off-line. If you've been following me, you'll know I've been on the road finding stories about people making a difference in developing countries. While I'm connected I've got to tell you about my latest travels.

OK, I thought it was kind of crazy—I've never seen development work like this before. But think about it. Kids and families picnicking and playing safely in a park that used to be filled with rotting garbage, rubble, burnt trees, landmines and flying bullets. You should see this place now! It's called Baghe Babur. It's this unbelievable 16th-century walled garden with huge terraced orchards, incredible historic tombs, and these ancient water channels and fountains. You won't believe this, but it's smack in the middle of Kabul, Afghanistan. Not long ago, it was in complete ruin after years of earthquakes, fires and war. But now the buildings and gardens have been restored, and the area is a "no firearms" zone. People meet, kids play and they have music concerts. (There's a special program in Kabul where famous older musicians teach traditional Afghan music to young musicians so it won't be lost forever.) In a city torn apart by war, the park has turned into a place where people can see something beautiful and feel proud of their history and their culture.

I know, you're thinking it's great to have a park and save a country's history, but how exactly is that development work? Last week I interviewed the man who directed the restoration for the Aga Khan Trust for Culture (AKTC). He said the project is also about improving the living conditions for the people who live nearby. You probably can't imagine what happens to a city after years of war, but it's pretty overwhelming. I was there three days ... and wow ... the smells, the destruction ... The city was once pretty modern, but now basic services like electricity and garbage collection have all fallen apart. Anyway, the restoration of the park and other historic buildings has been used to help fix that kind of infrastructure, repairing local roads, rebuilding sewers and getting a clean water supply for residents. They even restored the historic bath houses. It's the only place many mothers can go to wash with their children. Can you imagine what it must be like having no access to running water?

While I was there I talked with this guy Abdullah, who learned how to be a mason as part of the project. People from one of the organizations trained local people in all kinds of arts and trades so they could help with the restorations. Now he's using his new skills to work all over the city, repairing water channels and buildings. When people have jobs, they can take care of their families and they can buy things, so businesses have grown in the area as well.

And Kabul isn't the only place this kind of thing is happening. Right now I'm in Cairo, Egypt (and man is it hot). My guide took me to this incredible al-Azhar park—and get this—it had been a colossal garbage dump for over 500 years. It was piled high with dirt and trash that had been dumped by generations, but it was surrounded by



A young boy gets ready to launch his kite in al-Azhar park, once the site of a colossal garbage dump.



Haliz, a carver I met in Cairo who was working on the restoration. He now has steady work on other restoration projects.



Mrs. Hanam Ahmad Osman received a \$150 loan from the First Microfinance Foundation to open her convenience store.

a neighbourhood with more historic Islamic architecture than almost anywhere else in the world. The area was falling apart after most of the housing was abandoned, and it became home to some of the poorest people in Cairo. As the ancient buildings crumbled it became dirty, dangerous and a place to avoid. AKTC and its partners saw how the district could be a historical treasure, and they also saw an opportunity for the community to rebuild and improve their quality of life.

Today the park is the biggest green space in Cairo (which is pretty important since Cairo is one of the most congested and polluted cities in the world). Instead of toxic trash, the area is now alive with incredible trees, plants, fountains and restaurants. Yesterday I saw all these kids flying kites on the grass! And the surrounding neighbourhood, Darb al-Ahmar (the name means Red Road), is no longer a place to avoid. As part of the project, people were given loans to restore their historic homes. Electricity, running water and sewers were repaired, and programs were started to help people understand environmental problems and improve garbage disposal. (I want to do a story on the solar-powered rooftop water heaters and the environmental education programs for kids.)

Just like in Kabul, local people were trained in specific trades so they could do the incredible work involved in restoring the buildings and monuments (some are nearly 1000 years old). Darb al-Ahmar is now becoming a tourist spot with a great location next to the park and all of its attractions.

And here's where it gets really good. With support from a Canadian aid agency, this project has introduced microcredit (it's not as complicated as it sounds—it just means "small loans"). It's a great way to help people break the cycle of poverty. The thing is, when you're really poor, banks don't want to lend you money (especially if you are a woman with no income), and you probably don't have any savings. Maybe you have a great idea for a way to make a living, but you can't buy the equipment or materials you need to get started. Microcredit fills the gap by giving small loans (and some business training) to help set things up. Yesterday I talked to a man who got a loan to buy tin and glass for making these very traditional lanterns. His business grew, he paid back the loan (with interest), and eventually he got another loan to hire an employee and set up a real store next to one of the historic sites. That's the great thing—the local residents can now take advantage of the tourist traffic from the park and the historic sites. Today I met a woman, Zahia, who got a loan to buy two motorcycles. She rents them out by the hour and is paying back her loan in regular instalments. She told me that the loan has changed her life.

These microcredit programs aren't limited to big cities or even to loaning money. I was talking to one of the loan officers here in Cairo, and he told me about a program in Pakistan where they loan bees (yes, bees) so that people in rural areas can make honey, wax and pollen to sell. When the bee families multiply, the farmers return the original number of bees to the village organization, and they give them to another family. Talk about a gift that keeps on giving. The possibilities are endless—and so is the upward spiral that these loans can start. Gotta go. Leaving today to check out the bee farming and get some interviews. More later.