



Canadian Red Cross

BREAKING THE POVERTY DISEASE CYCLE

FACILITATOR GUIDE

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Canadian International
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Agence canadienne de
développement international

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Learning Objective

PURPOSE To increase public awareness and involvement in improving the conditions of poverty and suffering affecting almost three billion people worldwide

OBJECTIVES By the end of this session, participants will:

- 1) be able to explain and link many of the causes of poverty and ongoing vulnerability
- 2) be able to identify some long-term, sustainable solutions that can break the cycle, as well as some of the very real obstacles which lay ahead
- 3) understand how they can be involved at a local level to make a difference internationally that will change these vicious cycles to more 'virtuous' ones

Workshop Outline with Timings -- 75 mins.

PART I INTRODUCTION **15 mins.**

- | | |
|--|---|
| 1. Opening Exercise | 7 |
| 2. Introduction of facilitator and topic | 5 |
| 3. Red Cross and Development | 3 |

PART II DEVELOPMENT UPS & DOWNS BOARD GAME **25 mins.**

- | | |
|------------------------------|----|
| 1. Playing the Board Game | 15 |
| 2. Debriefing the Experience | 5 |
| 3. Problems and Challenges | 5 |

PART III BREAKING THE CYCLE **30 mins.**

- | | |
|---------------------------------|----|
| 1. Identifying solutions | 5 |
| 2. Changing the cycle | 15 |
| 3. Millennium Development Goals | 5 |
| 4. Obstacles to development | 5 |

PART IV CONCLUSION **5 mins.**

- | | |
|---------------------------|---|
| 1. "Check Your Pockets" | 4 |
| 2. Taking Action /Closure | 1 |

Notes to the Facilitator

The deadly poverty - disease cycle in the South or developing countries robs people of their future. A normally healthy subsistence farmer falls victim to disease that is easily preventable in the industrialized world; he can no longer work, so his family goes hungry.

A girl, denied schooling, doesn't learn to read ... but she also doesn't learn about her body and her rights, limiting her chances of breaking the cycle for her and her future family.

A country burdened with internal conflict, international debt and unfair trade conditions is unable to commit adequate money to the healthcare, education and social welfare of its people.

A family with no access to work, credit or land must make unhealthy choices that will affect the ability of the next generation to find meaningful solutions to their chronic vulnerability.

These are not isolated or exaggerated scenarios – roughly 1.3 billion people must survive on less than one dollar a day ... and a similar number on only two dollars a day.

What happens during this workshop?

The **Breaking the Poverty – Disease Cycle** workshop has been designed for high school aged-participants but can be used with older groups as well. The version outlined here lasts 75 minutes, but the workshop can be longer or stretched over two classes.

The workshop begins with a warm up activity—a role play situated in a real country with real people—to set the stage for the examination of people in the South and the development process itself.

Participants then play a board game, **Development Ups & Downs** (similar to *Snakes & Ladders*), played for 12 minutes in small groups. This experience puts students inside the daily lives of men, women and children in a lesser industrialized country. Through playing, they will discover many of the realities connected to health, education, nutrition, gender, debt, aid, work, and conflict.

They then identify and link the various problems that happened during the game, followed by small group work to come up with possible solutions that are then be inserted into the Poverty Cycle, changing the flow of events.

A critical examination of the UN Millennium Development Goals (MDGs) for 2015, as well as obstacles and challenges we face in implementing them, help participants understand what the world is doing and not doing in the face of the development needs explored so far.

Finally, participants are asked, in a fun way, to identify their relative wealth and good fortune, compared to many in the world—followed by a brainstorm on taking action, locally and globally, individually and together.

Facilitator's Tools

Your tools for the *Breaking the Poverty – Disease Cycle* session are the Facilitator Guide, the board game, the handouts, the slides, and the worksheets. They contain everything you need to facilitate this training workshop. They are all available to download from the Canadian Red Cross website.

It is important that you develop a base of knowledge around some of the obstacle to development covered towards the end of the workshop — in particular **aid**, **trade** and **debt** — so you can help participants understand their importance in the development process.

Facilitator Guide

The Facilitator Guide is your reference tool. In order for the training to proceed smoothly, it is essential that you use the Guide in both your preparation process and workshop facilitation. It outlines the training sequence, as well as suggestions for your interventions. It includes the following elements:

Top of page:

- Title of the section
- Duration of the section

Left column:

- Topic
- Approximate duration
- Material required for the topic

Right column:

- Learning activities: instructions for addressing topics, questions to ask, answers sought, key points to emphasize
- Speaking points are bulleted, whereas instructions to the facilitator are not.

Symbols Used



Flipchart



Handout



Slide / Overhead / Visual

List of Required Materials

Material

- “A Global Portrait – Mariama”
- ‘Development Ups & Downs’ game boards (download in four sections from website)
- Dice (10-12)
- Game pieces (for each player)
- Felt pens
- Sample solution strips
- Blank strips of paper
- Cycle of Poverty display poster (make from handout)
- ‘Lucky Ones’ script
- Adhesive gum

Handouts

- No 1: Oval diagram—Consequences and Solutions
- No 2: Cycle of Poverty
- No 3: Millennium Development Goals / Obstacles
- No 4: InfoAction Sheet

Slides

- No 1: Sierra Leone map
- No 2: Title
- No 3: Oval Diagram
- No 4: Cycle of Poverty
- No 5: Millennium Development Goals
- No 6: Obstacles

Topic / Duration / Materials	Learning Activities
<div data-bbox="347 449 412 541" data-label="Image"> </div> <p data-bbox="269 543 493 575">Duration: 7 mins</p> <div data-bbox="277 678 480 848" data-label="Image"> </div> <p data-bbox="274 850 487 911">Slide No 1 Sierra Leone Map</p> <p data-bbox="237 947 358 978">Material:</p> <ul data-bbox="237 1014 483 1077" style="list-style-type: none"> - A Global Portrait: 'Mariama' scenario 	<p data-bbox="805 411 1122 443" style="text-align: center;">OPENING EXERCISE</p> <p data-bbox="540 485 1383 590">-- some kind of a 'hook' which captures attention, confronts stereotypes, strikes a personal chord, or otherwise makes an impact at the outset. For example:</p> <p data-bbox="540 632 948 663">A Global Portrait (Scenario)</p> <p data-bbox="540 705 1383 768">Before the workshop begins, tape the 'Mariama' scenario under a desk or chair.</p> <p data-bbox="540 810 1383 915">Ask the students to look under their desk ... Then ask the 'winner' to stand up and read the scenario, as "Mariama", clearly and slowly.</p> <p data-bbox="540 957 987 989"><u>Ask "Mariama" a few questions:</u></p> <ul data-bbox="548 1031 1373 1220" style="list-style-type: none"> • What are the basic solutions to the health problems this village faces? • Do you think it is possible to immunize every child on earth? What is stopping us? <p data-bbox="540 1293 1383 1356">Then ask some (or all) of these questions <u>to the whole group</u>, accepting answers from anyone.</p> <ul data-bbox="548 1398 1354 1850" style="list-style-type: none"> • How can children die of such a harmless condition as diarrhoea? • Why doesn't the Sierra Leone government provide Aisha and the other children in her village with access to immunization programs, clean water and adequate sanitation? • If the family had a larger, more stable income, do you think they would have as many children? • What if none of the first few children had died?

Topic / Duration / Materials	Learning Activities
	<ul style="list-style-type: none"> • What are the main reasons for having so many children? • Are people poor because they have a lot of children? ... or do they have a lot of children because they are poor? [In other words, does overpopulation lead to poverty? ... or poverty to overpopulation?] • What happens when we deny education to children? ... especially to girls? • How can war make life more difficult for children? • ...These are some of the development issues, among many, that this workshop will explore.
<div style="text-align: center;">  <p>Duration: 5 mins</p> </div>	<p style="text-align: center;">INTRODUCTION OF FACILITATOR AND TOPIC</p> <p>Introduce the topic—“Breaking the Poverty-Disease Cycle”</p> <ul style="list-style-type: none"> ○ poverty, disease and various factors affecting the quality of life in developing countries ○ any relevant personal experience or 'story' or 'stage setting' <p>Provide some brief background—the “good news” and the “bad news”.</p> <ul style="list-style-type: none"> • We are making progress—hundreds of millions of people are living better lives than ever before. • However, almost half of humanity is affected by war, disaster, poverty, disease or social unrest of some kind; • ... and the gap between those that “have” and those that “don’t have” is widening. • one billion people are living in extreme poverty, barely surviving on less than one dollar a day, according to the UN. • What does that mean? Households cannot meet basic needs to survive, and thus: <ul style="list-style-type: none"> ○ are chronically hungry ○ are unable to get health care

Topic / Duration / Materials	Learning Activities
	<ul style="list-style-type: none"> ○ have no safe drinking water and sanitation ○ cannot afford education for their children ○ perhaps lack even basic shelter—a roof to keep the rain out ○ and lack basic articles of clothing, like shoes. <ul style="list-style-type: none"> ● Over 2.5 billion people must live on less than two dollars a day—meaning that basic needs are met but just barely.
 <p>Duration: 3 mins</p>	<p style="text-align: center;">RED CROSS AND DEVELOPMENT</p> <ul style="list-style-type: none"> ● What do you think of when you think about Red Cross? ● The Red Cross is best known for humanitarian protection and assistance to victims of war and disaster. ● But the Canadian and International Red Cross focus on providing impartial assistance to vulnerable people ... individuals, households or communities "at risk" from situations related to injury, illness, abuse, neglect, violence, disaster and/or deteriorating socio-economic conditions. ● There are over 185 Red Cross or Red Crescent Societies in the world—and much of what we will be exploring in today's workshop concerns Red Cross activities in many of those countries

Topic / Duration / Material	Learning Activities
<div style="text-align: center;">  <p>Duration: 15 min</p> </div> <p>Material:</p> <ul style="list-style-type: none"> - Development Ups & Downs board games - Dice - Game pieces (for each player) 	<p style="text-align: center;">PLAYING THE BOARD GAME</p> <p><u>Download from Canadian the Red Cross website</u></p> <p>The key material that drives the workshop is the board game. You have access to both a colour and a black and white version of the board, depending on your printing capacity.</p> <p>For either version:</p> <ol style="list-style-type: none"> 1. Print each of the four quadrants of the board game (8 ½ x 11) in landscape format. 2. Trim and tape the four sheets together, giving you a board that measures approximately 20” x 15” 3. It is advisable to laminate the boards, if you want to use them on an ongoing basis. 4. Then print off the Facilitator Guide and all the materials, handouts and worksheets needed for the workshop (listed in the Facilitator Guide). <p>Playing the board game will generate the ‘experience’ of living in a rural setting in a lesser industrialized country. Put participants into groups of three—if numbers don’t work out evenly, go with <u>some pairs</u>, rather than groups of four. The dynamic works better in three’s.</p> <p>Directions Tell participants that they are about to have an experience of living in a village somewhere in the lesser industrialized world:</p> <ul style="list-style-type: none"> • 3,000 people • agriculture is the basis of most economic activity • some cottage industries (crafts) • not close to large urban centre • hot, dry climate • recent civil conflict in this country <p>Explain the rules of the game. Many people have probably played 'Snakes & Ladders' at sometime in their childhood. Have the groups read along the instructions with you BEFORE you give out the dice.</p>

Topic / Duration / Material	Learning Activities
	<p>As participants play the game, they might tend to get caught up in the competition of winning. Impress on them that it is not a race, and that there are no winners or losers.</p> <p>Encourage them to carefully read and take in the events that happen to them at each turn. It is useful for everyone to read the square information out loud when they land on it — and to read both the ‘ODD’ and ‘EVEN’ possibilities BEFORE they throw again.</p> <p>Let them play in groups of two or three for about 12 minutes—long enough to provide the 'experience' that we will work with, both in the initial stage of debriefing and the subsequent activity.</p> <p>Playing for any longer will not yield any more benefit—and it is good to move on while the participants are still excited about the game’s content.</p> <p>Background for some of the game terminology:</p> <p>Square 17 - ‘tied aid’ — International aid that must be used to buy specific products from the donor country — and these goods are sometimes not appropriate or useful in the receiving country.</p> <p>Square 40 — bio-gas cooker a cooking device that uses animal or human waste to produce a odourless, effective gas.</p>
 <p>Duration: 5 min</p>	<p style="text-align: center;">DEBRIEFING THE GAME EXPERIENCE</p> <p>Processing - "What (happened)?"</p> <p>‘Hot Debriefing</p> <ul style="list-style-type: none"> • How was that experience? • How many reached the end? • What surprised you?Anybody else? • What other experiences did you have? • Were you frustrated? Why? • What kinds of ‘cycles’ did you get caught up in? • What role did “chance” play? In other words, was life ‘fair’? <ul style="list-style-type: none"> • In a few minutes we will explore the negative things that happened to you ...

Topic / Duration / Material	Learning Activities
	<ul style="list-style-type: none"> • But for now, let's explore some positive things that happened to you? • What were some beneficial events in your life? • Do you think the game reflects some of the realities of village life?
<div data-bbox="347 531 412 625"></div> <p data-bbox="266 625 493 657">Duration: 5 mins</p> <div data-bbox="266 814 490 1010"></div> <div data-bbox="266 1045 490 1268"></div> <p data-bbox="248 1268 511 1360">Handout No 1 Oval – Consequences and Solutions</p> <div data-bbox="277 1388 480 1562"></div> <p data-bbox="300 1562 461 1625">Slide No 2 Oval handout</p>	<p data-bbox="716 495 1208 527" style="text-align: center;">PROBLEMS AND CHALLENGES</p> <p data-bbox="537 569 1386 678">This brief step involves providing participants a diagrammatic summary of the problems they faced during the game.</p> <p data-bbox="537 716 1360 825">While the participants are playing the game, write three headings on the board / flip chart and put two of the more obvious items under each heading.</p> <p data-bbox="537 863 727 894">For example:</p> <p data-bbox="537 932 1252 968"><u>Medical / Health care</u> diseases, unsafe water</p> <p data-bbox="537 1005 1146 1041"><u>Economic</u> lack of land, international debt</p> <p data-bbox="537 1079 1352 1115"><u>Social Conditions</u> armed conflict, children leave school</p> <p data-bbox="537 1152 1386 1226">Ask students to collectively — and quickly — contribute as many other ideas as they can—in about 3-5 minutes !</p> <p data-bbox="537 1264 1289 1337">You <u>don't need to write</u> these suggestions on the board..</p> <p data-bbox="537 1375 1386 1518">After the 'brainstorm', just give out the 'oval' handout ... and ask them, for now, just to look at the consequences—including ones that may not have come out during the collective brainstorm.</p> <ul style="list-style-type: none"> • What we have diagrammed within this oval, in a way, is the probable future i.e. if nothing changes, this will be the reality tomorrow, and the next day, and so on...

Topic / Duration / Materials	Learning Activities
<div data-bbox="347 443 412 537" data-label="Image"> </div> <p data-bbox="267 537 492 569">Duration: 5 mins</p> <div data-bbox="267 905 492 1125" data-label="Image"> </div> <p data-bbox="248 1129 511 1220">Handout No 1 Oval – Consequences and Solutions</p>	<p data-bbox="760 411 1162 443" style="text-align: center;">IDENTIFYING SOLUTIONS</p> <ul data-bbox="540 485 1365 814" style="list-style-type: none"> • Now we want to begin to envision a different, possible future... i.e. what could happen if certain conditions were to change. • What ‘solutions’ (measures and programs) would you recommend in order to help people in developing countries attain a higher quality of life? Your task is to work on this in your groups. <p data-bbox="540 852 1341 957">Have participants work in the same groups of three that played the game. Two groups of two can be combined, if this works out.</p> <p data-bbox="540 999 1365 1066">Assign each group one of the three categories in the oval: Medical/Health care, Economic, general Social Conditions.</p> <p data-bbox="540 1108 1377 1213">Their task is to quickly brainstorm many possible solutions for the problems in their assigned part of the oval handout. Make sure they look at the oval handout under their topic.</p> <p data-bbox="540 1255 1365 1398">NOTE: You will need to go around to each group, helping them to go deeper when identifying solutions i.e. “foreign aid”, for example, is too broad ... push them to suggest what foreign aid could be specifically used to support.</p> <p data-bbox="540 1440 1305 1545">Remind students that the board game highlighted solutions, as well as problems, so ask them to also consider these in their discussion.</p> <p data-bbox="540 1549 1305 1617">As well, they can include information from the opening Global Portrait (Aisha), if applicable.</p>
<div data-bbox="347 1686 412 1780" data-label="Image"> </div> <p data-bbox="259 1780 500 1812">Duration: 10 mins</p>	<p data-bbox="776 1654 1146 1686" style="text-align: center;">CHANGING THE CYCLE</p> <p data-bbox="540 1728 1385 1871">After their initial “solution brainstorm” is complete, provide participants with two “somewhat complex” examples that show how a solution can be developed and applied to one of the problems from the board game.</p>

Topic / Duration / Materials	Learning Activities
<p>Materials:</p> <p>- Sample Solutions Micro and Macro</p>	<p>Provide two examples—one micro and one macro:</p> <p>#1 Micro In the game, Square 45 says: “ <i>Cholera disease is spreading quickly in the village. Your water well is near your outside toilet, so you get sick.</i>”</p> <p>Problem: Poor sanitation leads to the spread of disease—and many people in the world don’t have adequate sanitation, not even an outside toilet or latrine.</p> <p>Solution: Building latrines (outhouses) to prevent spread of infectious disease</p> <p>The full solution:</p> <ul style="list-style-type: none"> ➤ Establish a program of low-interest (or interest-free) loans for any and all families that want to build a latrine. ➤ Provide government or (international) engineers to train villagers to build latrines. ➤ Villagers will do the work themselves. ➤ Provide other hygiene information / education during construction process (washing hands, boiling water, importance of using latrines, perhaps even HIV/Aids prevention, and so on). <p>#2 Macro In the game, Square 9 points out that international debt makes it difficult for governments to provide basic education to children—and it also mentions that girls are the worst off in terms of education. Square 46 shows how many children have to work to help support the family, and thus are not able to go to school.</p> <p>Problem: The burden of debt repayment makes it difficult for countries to provide needed social services to their people.</p> <p>Solution: Cancel some of the debt but link it to spending on education.</p> <p>The full solution:</p> <ul style="list-style-type: none"> ➤ Developed nations will cancel some significant part of the debt of this country.

Topic / Duration / Materials	Learning Activities
<div data-bbox="277 300 480 472" data-label="Image"> </div> <p data-bbox="282 474 475 533">Slide No 3 Cycle of Poverty</p> <div data-bbox="267 569 490 787" data-label="Image"> </div> <p data-bbox="282 789 475 848">Handout No 2 Cycle of Poverty</p> <p data-bbox="237 884 358 911">Material:</p> <p data-bbox="237 951 467 1010">- Cycle of Poverty display poster</p> <p data-bbox="237 1688 358 1715">Material:</p> <p data-bbox="237 1755 412 1782">- Paper strips</p>	<div data-bbox="578 306 1365 632" data-label="List-Group"> <ul style="list-style-type: none"> ➤ The country will guarantee that the money not spent on debt payments will be spent on education—teacher salaries, books & supplies, construction and maintenance). ➤ All school fees will be dropped—even a small fee can be a huge barrier to families. ➤ Schools will provide food for children attending elementary school as an incentive for families who might normally have to send their children to work. </div> <p data-bbox="540 674 1268 701">Hand out a Cycle of Poverty sheet to each person.</p> <p data-bbox="540 743 1385 814">Go over the cycle of poverty with them as a large group (using a large display poster version, if possible).</p> <p data-bbox="540 856 1385 961">NOTE: This is an adaptation of the diagram on Page 347 of the <i>Counterpoint</i> Social Studies text¹, so students may be familiar with it already.</p> <p data-bbox="540 1003 1385 1255">Show where the “latrine” solution and the “school” solution could be inserted into the poverty cycle — and describe how this would change a few of the stages in the cycle in a positive way. For example, it would improve health situation, which would ensure better child development, which in turn would lead to better performance in school ...and so on.</p> <p data-bbox="540 1297 1385 1402">Ask each group to take one of their solutions from their brainstorm together—one they are the most interested in—and discuss:</p> <div data-bbox="594 1409 1365 1661" data-label="List-Group"> <ul style="list-style-type: none"> • how it could be implemented (such as the loans, training and village workers in the “latrine” example). • How it could address more than one problem with the project • where they would place it in the cycle. • how it would affect a few stages in the poverty cycle from that point on. </div> <p data-bbox="540 1703 1385 1808">Instruct each group to print this solution on a piece of paper (handed out)—using a few words printed in LARGE LETTERS using a coloured felt pen (handed out).</p>

¹ Counterpoints: Exploring Canadian Issues, Cranny and Moles, Prentice Hall, 2001

Topic / Duration / Materials	Learning Activities
	<p>Ask someone(s) from each of the groups to come up to the board and place their intervention on the large display version at the entry point they have chosen.</p> <p>Once they are all displayed, ask a few (three—one from each category) of the groups to explain their ‘solution’ in a bit of detail ...and then explain what changes in the cycle would or could result from this solution [... just a few stages each.... otherwise it will get quite repetitive.]</p> <p>As they do this, be sure to ask for, draw out, or explain some of the ‘finer’ points.</p> <p>Due to time restraints, other groups will not have the opportunity to present, unless the class time is longer than 75 minutes—and even then, you won’t be able to do all of them.</p> <p>It is still preferable to have more groups with fewer people, as it facilitates more involvement of the students in the task.</p>
 <p>Duration: 5 mins</p>  <p>Slide No 4 Millennium Development Goals</p>  <p>Handout No 3 Millennium Development Goals 2015</p>	<p style="text-align: center;">MILLENNIUM DEVELOPMENT GOALS (MDGS)</p> <p>Ask participants to look at the UN Millennium Development Goals (MDGs) for 2015.</p> <ul style="list-style-type: none"> • These are quite common sense—and represent the possible world envisioned by the UN. • We in Canada / industrialized countries have already largely reached these basic goals. • These are the same goals the world failed to reach for 2000. • Do these solutions make sense? • Would these solve some of the problems you faced in the board game?

Topic / Duration / Materials	Learning Activities
<div data-bbox="345 296 412 394"></div> <p data-bbox="261 394 496 422">Duration: 5 mins</p> <div data-bbox="277 516 480 688"></div> <p data-bbox="261 688 496 779">Slide No 5 Millennium Development Goals</p> <div data-bbox="269 842 488 1062"></div> <p data-bbox="298 1062 459 1157">Handout No 3 Obstacles to Development</p>	<p data-bbox="711 268 1214 296" style="text-align: center;">OBSTACLES TO DEVELOPMENT</p> <ul style="list-style-type: none"> <li data-bbox="540 344 1338 415">• <i>Why are many of these basic needs unmet for so many people?</i> <li data-bbox="540 457 1373 636">• The solutions that you just came up with, as well as the UN 2015 Millennium Development Goals, will likely make complete sense or be quite obvious. But yet we don't see them applied widely enough to address human suffering. <li data-bbox="540 678 784 709">• Why is this? <p data-bbox="540 751 1386 856">Here we want to get participants to consider some of the obstacles that seem to prevent the world from applying the above interventions.</p> <p data-bbox="540 898 1386 961">The following ten obstacles and realities are listed under the UN MDG in the handout.</p> <p data-bbox="540 1045 1036 1077"><u>Some key obstacles to draw out:</u></p> <p data-bbox="540 1119 1386 1182">Lack of money for social (public) spending, especially on health care and education</p> <ul style="list-style-type: none"> <li data-bbox="597 1192 954 1224">○ falling international aid <li data-bbox="597 1234 873 1266">○ high debt burden <li data-bbox="597 1276 1247 1308">○ unfair trade conditions (barriers, subsidies) <li data-bbox="597 1318 946 1350">○ high military spending <p data-bbox="540 1371 898 1402">Existing social realities</p> <ul style="list-style-type: none"> <li data-bbox="597 1413 873 1444">○ natural disasters <li data-bbox="597 1455 1044 1486">○ environmental degradation <li data-bbox="646 1497 1092 1528">... an increasingly critical factor <li data-bbox="597 1539 735 1570">○ conflict <li data-bbox="597 1581 1271 1612">○ disease (HIV/Aids, TB, malaria, water-borne) <li data-bbox="597 1623 1109 1654">○ lack of education (especially girls) <li data-bbox="597 1665 1141 1696">○ unstable or ineffective governments <p data-bbox="540 1738 1338 1843">If there is time, give some key points around a few of the obstacles. Otherwise, just bring their attention to the list, for future reference. For example:</p>

Topic / Duration / Materials	Learning Activities
	<p>1) falling international aid</p> <ul style="list-style-type: none"> • In 1969, developed nations pledged to provide point zero seven of one per cent(0.7%) of their GNI (Gross national Income) to international aid • Only a small handful of Northern European nations, such as Sweden, Denmark and Norway, have ever achieved this goal • Other European nations have issued pledges to reach this target soon. • Canada has never made it—in 2006-07, Canada's official development aid was about 0.33 per cent² of our GNI, or half of what we should be giving. <p>2) high debt burden</p> <ul style="list-style-type: none"> • There are about 41 nations 'crippled' by debt. But of the 22 nations receiving debt relief³, three-quarters will be spending over ten per cent of government revenue on debt this year. Sixteen countries will be spending more on debt than on the health of their citizens, and 10 will be spending more on debt than on primary education and health combined. • Debt diverts money away from social spending and towards interest payments. • Honduras and Nicaragua are both classified as Highly Indebted Poor Countries (HIPC). <p>3) unfair trade conditions (barriers, subsidies)</p> <ul style="list-style-type: none"> • Europe, the US and Japan subsidize their agricultural industries (and some others), which makes the prices artificially lower than those from the developing world. • Most developed countries place tariffs on imports of products from developing countries <p>4) little international action on reducing greenhouse gas emissions and environmental degradation</p> <ul style="list-style-type: none"> • Kyoto Accord became binding international agreement in Feb. 2005 • Intergovernmental Panel on Climate Change confirmed in Feb. 2007 that human activity is definitely linked with climate change. • Slow development of alternative fuel sources (solar, wind, hydrogen)

² Canadian Council for International Cooperation www.ccic.ca (Make Poverty History link)

³ www.oxfamamerica.org

Topic / Duration / Materials	Learning Activities
<div style="text-align: center;">  <p>Duration: 4 mins</p> </div> <p>Material:</p> <p>- We are the Lucky Ones</p>	<p style="text-align: center;">“CHECK YOUR POCKETS”</p> <ul style="list-style-type: none"> • How many of you consider your family wealthy? <p>Ask them to look in their wallet or purses or pockets.</p> <ul style="list-style-type: none"> • Can someone tell me one thing you have?...a healthcare card. How many have one of these? • Can someone else tell me another thing? ...and another? ... <p>Some of the items you will ‘fish’ for are:</p> <ul style="list-style-type: none"> provincial healthcare card drivers’ license credit card bank card money library card video store card gym card social insurance card bus pass / school ID <p>Ask them what these things mean or represent in our lives. For instance:</p> <ul style="list-style-type: none"> ○ A library card means you are literate. ○ A driver’s license means you have a home and access to a vehicle. ○ A bus pass / school ID means you attend school ... for free, usually. ○ Many things could indicate you have free time to relax, enjoy, learn, etc. ○ A healthcare card means you have health insurance. ○ A social insurance card means you have already begun a pension program. <p>Now read out “We are the Lucky Ones” passage---pointing out that our position puts us into a situation to be able to help.</p>

Topic / Duration / Materials	Learning Activities
 <p data-bbox="267 394 495 430">Duration: 1 min.</p>  <p data-bbox="300 688 462 745">Handout No 4 InfoAction</p>	<p data-bbox="738 268 1177 304" style="text-align: center;">TAKING ACTION / CLOSURE</p> <p data-bbox="738 336 1177 371" style="text-align: center;">What is the Preferred Future?</p> <p data-bbox="535 409 1388 483">... AND the future world <u>we are willing</u> to help work towards.</p> <p data-bbox="535 535 1388 651">Now we want to begin to consider our role in bringing about a better and preferred future for those who lack the basic needs... a future that we want for people.</p> <p data-bbox="535 693 1388 871">Offer students an INFOACTION handout, containing the “Where Can I Get More Information?” / “What Can I Do?” sections, which outline options available for continued learning, volunteering, and taking action locally to make a global difference.</p> <p data-bbox="535 913 1388 1092">Finish by referring back to ‘Mariama’ from the opening exercise. Ask how her life would improve significantly if some of the solutions we have explored today — large or small , often simple but not always easy — were applied in her village.</p>