



Canadian Red Cross

Development Ups & Downs



FACILITATOR GUIDE

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Printed in Canada ISBN 978-1-55104-453-8



Canadian International
Development Agency

Agence canadienne de
développement international

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Learning Objective

PURPOSE To increase awareness and understanding among junior and middle school-aged children of the realities facing people, especially children, in many countries in the world, as well as the steps that will improve their quality of life.

OBJECTIVES By the end of this session, participants will be able to:

- 1) explain and link many of the causes of poverty and suffering
- 2) identify and explain the basic rights that children everywhere have
- 3) understand what is being done to improve the lives of children and their families, including the role that youth can play here in Canada

Workshop Outline with Timings -- 3 x 50-minute classes = 150 mins.

Part I + Part II	50 mins
Part III + Part IV	50 mins
Part V + Part VI	50 mins

PART I INTRODUCTION **15 mins.**

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

PART II DEVELOPMENT UPS & DOWNS BOARD GAME **35 mins.**

- | | |
|-----------------------------------|----|
| 1. Playing the Board Game | 15 |
| 2. Debriefing the Game Experience | 10 |
| 3. Problems and Challenges | 10 |

PART III BASIC NEEDS **30 mins.**

- | | |
|--|----|
| 1. A Perfect Summer Day | 10 |
| 2. An Ideal World for Children in the Future | 10 |
| 3. Needs and Wants | 10 |

PART IV RIGHTS OF THE CHILD **20 mins.**

- | | |
|--|----|
| 1. Convention on the Rights of the Child (CRC) | 15 |
| 2. Multimedia Slide Show | 5 |

PART V MILLENNIUM DEVELOPMENT GOALS **40 mins.**

- | | |
|--|----|
| 1. What the World is Doing | 10 |
| 2. Millennium Development Goals (MDGs) | 10 |
| 2. Linking Back to Board Game | 20 |

PART VI CONCLUSION **10 min**

- | | |
|---------------------------|---|
| 1. "Check Your Pockets" | 7 |
| 2. Taking Action /Closure | 3 |

Notes to the Facilitator

Poverty, disease and the lack of basic needs and rights in the South or developing countries robs people of their future, especially children... 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 **Development Ups & Downs** workshop has been designed for junior or middle school-aged-participant. The version outlined here consists of three 50-minute lessons, but the workshop could be done in various units.

Part I and II 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.

Part III and IV They then do exercises that get them to imagine and reflect on the quality of life they have—and from there, identify what are the basic needs a person, especially a child, has.

This is linked in to an examination of the Convention on the Rights of the Child, helping students to see that children have an promise from almost all nations to be guaranteed a quality life.

Part V and VI Through a group exercise and a worksheet, students will then explore the UN Millennium Development Goals for 2015, which are aimed at providing a better life for children, their families and their communities.

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 *Development Ups & Downs* session are the Facilitator Guide, the board game, the handouts, PowerPoint slides, the worksheet and the answer sheet. They contain everything you need to facilitate this training workshop.

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



Duration



Flipchart



Handout



Slide / Overhead / Visual

List of Required Materials

Material

- “Mariama’ scenario strip
- Tape
- ‘Development Ups & Downs’ game boards
- Dice + game pieces
- Larger sheets of blank paper
- MDG Fact strips
- ‘Lucky Ones’ script

Handouts

- No 1: ‘Mariama’ Global Portrait
- No 2: Glossary
- No 3: Oval diagram—Problems
- No 4: UN Convention on the Rights of the Child
- No 5: Millennium Development Goals / Fact Worksheet
- No 6: InfoAction

Slides

- Sierra Leone Map
- Workshop Title
- Millennium Development Goals

Topic / Duration / Materials	Learning Activities
<div data-bbox="347 449 412 546"> </div> <p data-bbox="267 543 493 575">Duration: 7 mins</p> <p data-bbox="235 611 375 642">Materials:</p> <p data-bbox="235 678 503 709">- 'Mariama' scenario</p> <div data-bbox="277 743 480 919"> </div> <p data-bbox="263 919 498 984">Slide No 1 Sierra Leone Map</p> <div data-bbox="267 1018 492 1241"> </div> <p data-bbox="287 1241 470 1306">Handout No 1 'Mariama'</p>	<p data-bbox="802 352 1105 388" style="text-align: center;">Learning Activities</p> <p data-bbox="802 411 1122 445" style="text-align: center;">OPENING EXERCISE</p> <p data-bbox="539 480 948 516">A Global Portrait (Scenario)</p> <p data-bbox="539 556 1385 659">Before the workshop begins, cut the 'Mariama' scenario from the Global Portrait handout and tape it under a desk or chair.</p> <p data-bbox="539 701 1385 810">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="539 848 985 884"><u>Ask "Mariama" a few questions:</u></p> <ul data-bbox="539 924 1373 1108" 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="539 1146 1385 1215">Then ask some (or all) of these questions <u>to the whole group</u>, accepting answers from anyone.</p> <ul data-bbox="539 1257 1385 1808" style="list-style-type: none"> • How can children die of such a harmless condition as diarrhoea? (Students can explain reason with many factors. eg. literal medical explanation or a more subjective explanation which draws on social issues) • Why doesn't the Sierra Leone government provide Mariama and the other children in her village with access to immunization programs, clean water and adequate sanitation? Why do you think immunization is not a high priority? What possible conditions exist within the country? • These are some of the situations, among many, that this workshop will explore.

Topic / Duration / Materials	Learning Activities
 <p>Duration: 5 mins</p>  <p>Slide No 2 Workshop Title</p>	<p style="text-align: center;">INTRODUCTION OF TOPIC</p> <p>Introduce the topic—“Development Ups and Downs”</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 ○ 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. • 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 the Red Cross?

Topic / Duration / Materials	Learning Activities
	<ul style="list-style-type: none"> • 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

II “Development Ups & Downs” Board Game

35 minutes

Topic / Duration / Material	Learning Activities
<div data-bbox="347 428 412 527" data-label="Image"> </div> <p data-bbox="266 527 493 558">Duration: 15 min</p> <p data-bbox="237 625 358 657">Material:</p> <ul data-bbox="237 695 516 926" style="list-style-type: none"> - Development Ups & Downs board games - Dice - Board markers (for each player) 	<p data-bbox="740 401 1187 432" style="text-align: center;">PLAYING THE BOARD GAME</p> <p data-bbox="540 474 1365 688">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, as it keeps students engaged. (With four players, there is too much time between turns.)</p> <p data-bbox="540 722 1365 831">Downloading 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 data-bbox="540 869 797 900">For either version:</p> <ol data-bbox="589 905 1382 1157" style="list-style-type: none"> 1. Print each of the four quadrants (8 ½ x 11) that make up the board game. 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. <p data-bbox="540 1199 1365 1297">Directions Tell participants that they are about to have an experience of living in a village somewhere in the lesser industrialized world:</p> <ul data-bbox="589 1310 1317 1535" 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 data-bbox="540 1577 1382 1717">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> <p data-bbox="540 1759 1382 1864">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 there are no winners or losers.</p>

Topic / Duration / Material	Learning Activities
 <p data-bbox="285 827 475 890">Handout No 2 Glossary</p>	<p data-bbox="537 268 1385 449">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 data-bbox="537 489 1385 669">Let them play in groups of three (with some two’s if numbers don’t work out evenly n three’s) 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 data-bbox="537 672 1385 779">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 data-bbox="537 819 1385 926">Give students the glossary of terms that might need some explanation—and add to it, if necessary, according to the group’s level</p>
 <p data-bbox="269 1058 492 1087">Duration: 10 min</p>	<p data-bbox="667 930 1256 959" style="text-align: center;">DEBRIEFING THE GAME EXPERIENCE</p> <p data-bbox="537 1003 760 1033">Hot Debriefing</p> <ul data-bbox="537 1045 1385 1612" 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’? • In a few minutes we will explore the negative things that happened to you ... • 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?
 <p data-bbox="269 1778 492 1808">Duration: 5 mins</p>	<p data-bbox="719 1650 1206 1680" style="text-align: center;">PROBLEMS AND CHALLENGES</p> <p data-bbox="537 1724 1385 1831">This brief step involves providing participants a diagrammatic summary of the problems they faced during the game.</p>



Handout No 3
Oval Diagram -
Problems

While the participants are playing the game, write **three headings** on the board and put two of the more obvious items under each heading.

For example:

Medical / Health care diseases, unsafe water

Economic lack of land, no jobs

Social Conditions war, children leave school

Ask students work in small groups to collectively — and quickly — contribute as many other problems as they can! Write them on the flip chart as they come up, placing them in the appropriate category.

After their ideas are exhausted, give out the Oval Diagram for students to consider.

- What we have diagrammed here is, in a way, the **probable future** i.e. if nothing changes, this will be the reality for these people tomorrow, and the next day, and so on...

Topic / Duration / Materials	Learning Activities
 <p>Duration: 10 min</p>	<p style="text-align: center;">A PERFECT SUMMER DAY</p> <p>Some of the following activities on needs and child rights have been taken and adapted from the United Nations cyber school bus website. http://www.cyberschoolbus.un.org/crc/index.html.</p> <ul style="list-style-type: none"> • Quietly think back to last summer (or earlier summers) and try to envision a <u>perfect</u> summer day. • If you took a picture of this day, what would it look like? • What would you be doing? Who would you be with? How would you feel? What senses beyond vision / sight would be involved? • Try to capture your thoughts in one paragraph, as if you had to somehow capture this moment in a single image.
 <p>Duration: 10 mins</p> <p>Materials:</p> <p>- Larger sheets of paper</p>	<p style="text-align: center;">AN IDEAL WORLD FOR CHILDREN IN THE FUTURE</p> <ul style="list-style-type: none"> • Once you've written about your vision of a summer day, turn to a couple of classmates sitting next to you and share your memory. Discuss any similarities and differences. • Together, on a large sheet of paper, make a list of common characteristics of a perfect summer day. • Ask each other to imagine an ideal world for children in the future. ... What would it look like? Anything like your perfect day? What would children be doing? How would children feel in this world? • Ask each other to imagine the things that are essential to ensuring the well being of children in this world you envision. Together, brainstorm a list of these "childhood essentials."

Topic / Duration / Materials	Learning Activities
 <p>Duration: 10 mins</p>	<p style="text-align: center;">NEEDS AND WANTS</p> <ul style="list-style-type: none"> • Which items on your list are <i>needs</i>? — things that you need to survive... [food, water, shelter, proper sanitation, clothing, medical care] • Which items are <i>preferences or wants</i>? —things you would like to have but could do without. • Are there any items that may not necessary to physically live, but which are key to a successful, full life? [education, play/'fun time', beliefs, being listened to, protection] • Why do some children both in poorer countries and here in Canada not have their needs met? [poor economy, no jobs, damaged environment, discrimination, violence, war] • Do children have a right to have all their needs met?

Topic / Duration / Materials	Learning Activities
 <p>Duration: 15 mins</p>  <p>Handout No 4 Rights of the Child</p>	<p>CONVENTION ON THE RIGHTS OF THE CHILD (CRC)</p> <ul style="list-style-type: none"> • The UN has created the Convention on the Rights of the Child—signed by almost every nation on earth—that describes children’s needs and explains that every child has the right to have these needs met— and everyone under 18 years of age has these rights. • Carefully read over the Convention on the Rights of the Child. Are there any articles in the Convention that match your memory of a perfect summer day? • Are there any articles in the CRC that match your vision of a perfect childhood world in the future? • Try to draw parallels to the childhood essentials you brain-stormed as a group. • The 189 nations that have signed the Convention on the Rights of the Child have made a promise—a legal promise— to give the children of their country all the rights outlined in the convention. • After this final group activity, a representative from your group should go to the chalk board and list your childhood essentials which were rewritten into guidelines and their parallel rights from the Convention on the Rights of the Child. <p>Close this activity with a general discussion of how their memories, experiences, childhood essentials, and visions are related to the standards of human rights for children.</p>
 <p>Duration: 5 mins</p>	<p>MULTIMEDIA SLIDE SHOW</p> <p>NOTE: If you have access to the internet and the ability to project something for all to see in your classroom, Show “a Multi-media Interpretation on the Convention” by Magnuminmotion on the UN Cyberschool bus site, ‘CRC in Motion’ http://www.cyberschoolbus.un.org/crc/index.html</p>

Topic / Duration / Materials	Learning Activities
 <p>Duration: 10 mins</p> <p>Materials:</p> <p>- cut up facts</p>	<p style="text-align: center;">WHAT THE WORLD IS DOING</p> <ul style="list-style-type: none"> • At the UN in 2000, 189 Heads of State Governments pledged to work together to make a better world for all by 2015. • On behalf of their people, they signed the Millennium Declaration, which promises to free men, women and children from the dehumanizing conditions of extreme poverty and make the right to development a reality for everyone—to help make real the rights guaranteed in the Convention on the Rights of the Child . <p>From the MDG / Fact worksheet, cut up and give pairs of students a fact (from right column) supporting the need for a MDG. Based on the fact, ask students to guess and write in their own words the goal that will achieve this fact.</p> <p>Ask pairs to read aloud their fact and goal response.</p>
 <p>Duration: 10 mins</p>  <p>Handout No 5 MDG / Fact Worksheet</p>  <p>Slide No 3 MDGs</p>	<p style="text-align: center;">MILLENNIUM DEVELOPMENT GOALS WORKSHEET</p> <p>Hand out the MDG/ Fact worksheet for students to complete.</p> <p>Ask participants to look at the UN Millennium Development Goals 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						
 <p>Duration: 20 mins</p>	<p align="center">LINKING IT BACK TO THE BOARD GAME</p> <p>Arrange students in small groups (3-4).</p> <ul style="list-style-type: none"> • Pick one MDG and apply it something that happened during the board game. • Identify the problem, think about the reason for the problem (cause and effect), possible solutions connected to the MDG—including ones from the board game—and drawbacks of the solution. <p>Students should record their thoughts on large chart paper and format their ideas in a T chart...</p> <table border="1" data-bbox="540 814 1380 999"> <thead> <tr> <th colspan="2" data-bbox="540 814 1380 888">Millennium Development Goal</th> </tr> <tr> <th data-bbox="540 888 963 999"><u>Problem / Situation</u></th> <th data-bbox="963 888 1380 999"><u>Solution</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="540 999 963 999"> </td> <td data-bbox="963 999 1380 999"> </td> </tr> </tbody> </table> <p>Ask groups to present their ideas....and the class to give their feedback.</p> <p>Possible resource for familiarizing oneself with the MDG: http://cyberschoolbus.un.org/mdgs/goal.asp?iGoal=9&iLang=en&iKeyword=about</p>	Millennium Development Goal		<u>Problem / Situation</u>	<u>Solution</u>		
Millennium Development Goal							
<u>Problem / Situation</u>	<u>Solution</u>						

Topic / Duration / Materials	Learning Activities
<div style="text-align: center;">  <p>Duration: 7 mins</p> </div> <p>Materials:</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 pockets...or think about what they might have in their knapsacks or school bags.</p> <ul style="list-style-type: none"> • Can someone tell me one thing you have? ...some money.? OK, how many have some money? • 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"> bank card money library card student card cell phone / other electronic devices gym / rec centre card bus pass / tickets books food <p>Ask them what these things mean or represent in our lives. For instance:</p> <ul style="list-style-type: none"> ○ A library card or book means you are literate. ○ A bus pass / school ID means you attend school, for free, usually. ○ Many things could indicate you have free time to relax, enjoy, exercise, learn, etc. <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> <p>OPTION: You could also distribute and talk about a version of the handout “If the world were a village of 100 people” (easily available on the internet) — and there is also a YouTube cartoon version that you could show.</p>

Topic / Duration / Materials	Learning Activities
<div data-bbox="347 302 412 401" data-label="Image"> </div> <p data-bbox="266 396 493 428">Duration: 3 min.</p> <div data-bbox="269 600 490 821" data-label="Image"> </div> <p data-bbox="289 823 472 884">Handout No 6 InfoAction</p>	<p data-bbox="818 268 1089 300" style="text-align: center;">TAKING ACTION</p> <p data-bbox="537 342 1341 449">What is the Preferred future for people everywhere—the future world we want for everyone and which we <u>are willing</u> to help work towards?</p> <p data-bbox="537 495 1385 678">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="537 716 1385 787">Closure Finish by referring back to ‘Mariama’ from the opening exercise.</p> <ul data-bbox="537 831 1385 1192" style="list-style-type: none"> • How would her life would improve significantly if some of the solutions we have explored today were applied in her village. • They might be large or small, often simple but not always easy to achieve. • It is very important that we see and value the needs and rights of all people — and see how we can part of the solution.