

THE PROMISE OF RWANDA

Gender Equality, Education and the Komera Scholars



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Letter from Margaret Butler, co-founder and President

Dear friends,

I am thrilled that you are participating in our program. We believe in the power of education and we hope that this curriculum will help you learn about our work and education around the world.

I started Komera in 2007 with the vision of just helping one girl. I wanted to make a difference in her life and empower her through education. I knew that helping a girl through secondary school would increase her earning potential and she would also be more likely to send her own children to school. I believe that if we can help just one girl at a time then the long-term effect will be exponential. I am thrilled that we have been able to help many more girls finish secondary school, and I am grateful that it's also important to you to help. This is a partnership of like-minded individuals who want to reach out beyond their borders and embrace our global community.

I hope that you find this curriculum fulfilling and helpful. We are eager to hear from you about your experience—please feel free to reach out to us.

Thank you for your support and encouragement, we couldn't do this without you.

Yours in peace,

Margaret Butler



AN INTRODUCTION TO THE KOMERA PROJECT

History

In 2007, Komera founder and primary school teacher Margaret Butler spent a year living in a remote village in Rwanda. She explored the countryside during her daily runs, and occasionally, a local girl would join her, only to stop when she realized that her behavior wasn't socially acceptable. Margaret also noticed that the few girls who actually made it through elementary school did not have an opportunity to attend secondary school because they were expected to stay at home to tend to household duties. Those few brave girls who completed their primary education inspired Margaret to host a girls-only "fun run" to promote the rights and education of Rwandan girls. As the intrepid girls took off, shouts of "Komera!" could be heard from the crowd. Others in the community saw the strength and courage of the girls, who were empowered by the opportunity to run together.



In Komera's first year, ten scholars were selected to receive secondary school scholar-ships. Five years later, Komera supports 62 scholars. Our first class proudly graduated in the winter of 2011.

Description and Mission

In Rwanda, "Komera" means "be strong, have courage." Komera is a 501(c)(3) non-profit that supports the secondary education of girls in Rwanda by providing direct financial support, in-kind donations, and mentoring to a select group of "Komera Scholars" for whom funding and access to secondary education is otherwise not possible.

Komera understands that education is key to improving girls' health, earning potential, and sense of self-worth, thereby enabling them to break the vicious cycle of poverty. Each girl receives a comprehensive scholarship package that includes tuition for boarding school, health insurance, and the personal and educational supplies needed to successfully achieve her academic goals.

Our fundraising model depends on the direct contributions of individuals, and through "fun runs" with schools and other organizations worldwide. Komera also sponsors an annual "Girls' Fun Run" in Rwinkwavu, Rwanda, which is supported by concurrent fundraising runs in various U.S. and Canadian cities by local communities and students. Over 400 girls participate in this exciting and empowering event.

Our governing body is comprised of an all-volunteer, five-member Board of Directors that coordinates closely with Partners In Health (PIH) and other individuals in Rwanda. Our PIH partnership allows us to closely monitor the progress of our scholars "on the ground," and helps us select those girls with the compassion, drive and leadership to complete their secondary education.



A KOMERA SCHOLAR PROFILE

Janviere Mukaniringiyimana

AGE: 17

GRADE: 9

**WANTS TO BE: GOVERNMENT MINISTER AND
KOMERA SPONSOR**

Janviere is an orphan. She lost both of her parents when she was just a baby and was brought up by her aunt and uncle. While they were able to provide a home for her, she was never part of the family. Janviere was desperate to go to school but the family could not afford to send her. She was more useful as household help—taking care of the other children, preparing the food in the morning and evenings, and cleaning.

Without Komera’s support, she would not have attended high school.

“WITHOUT KOMERA, I WOULD NOT HAVE GONE TO SCHOOL. I WAS MORE VALUABLE TO MY AUNT AND UNCLE IN THE HOUSE. ALICE (THE PARTNERS IN HEALTH SOCIAL WORKER) WAS ABLE TO TALK TO MY FAMILY AND CONVINCED THEM TO LET ME GO TO SCHOOL.”

Janviere is a leader at her school. She is a phenomenal singer and dancer and is the class president. She is determined to become a Government Minister and to one day make sure that she supports girls just like herself. She wants to one day be a Komera Sponsor.



Author's Note:

To all users of this unit of study, I hope you find these ideas useful or at least give you some inspiration to try some social justice activities of your own in your own classroom. I have gleaned some of these activities from other sources and have tried to make a note of those within each lesson informally. Many of the activities I have tried in my own classroom, especially the activities on child activism and found that no matter what academic level my students were at, they loved learning about kids' issues in other countries and loved even more trying to get involved and empower themselves to become child activists. It has been truly amazing for me to see what my class of 3/4/5s is capable of doing!

I hope you have fun!

Tracy Gates

KOMERA CURRICULUM: UNIT OBJECTIVES

Students will be able to:

1. Locate Rwanda on a map and note relevant political and geographical features.
2. Make comparisons between Rwanda and Canada in terms of lifestyle, geography, economy, quality of life indicators, etc.
3. Identify some major issues and causes related to education in developing countries.
4. Define and identify countries classified as developing, specifically Rwanda and identify challenges faced by Rwandans as a result of poverty, education, health, gender inequality.
5. Identify and describe specific issues related to gender equality and girls' education in the developing world.
6. Identify and describe the social, economic and health benefits of educating girls in the developing world.
7. Describe the mission and goals of Komera
8. Demonstrate a basic understanding of the lives of Komera scholars and the challenges they face with respect education.
9. Define and identify child activists and ways that they can engage in child activism themselves.
10. Develop and implement a plan of action to either educate or fundraise in ways that demonstrate being a responsible and active global citizen.



Skills Applied

- Mapping skills
- Internet research
- Note-taking
- Compare and contrast
- Cause and effect
- Critical thinking and problem solving
- Inferences
- Drawing conclusions
- Analyzing images
- Synthesizing and summarizing
- Self and peer assessment
- Reflection and making connections to self and others
- Reading, interpreting and creating graphs
- Computer skills involving, word processing, research, creating power-points, using Publisher, etc.
- Groups and pair work
- Creating and implementing a plan with set goals

Ongoing Activities

1. Maintain a reflection journal the student can write in a few times a week, or after every lesson. Guiding questions can be used to help focus the writing on issues such as gender inequality, the importance of education, poverty in other countries, being a good global citizen, child activism, Rwanda, or making connections with the scholarship recipients. I have included guiding questions for each lesson following the lesson objectives. You can use these or use your own.
2. Self and group assessment based on being prepared, working cooperatively, actively listening to others, demonstrating understanding of concepts, completing assignments, etc.
3. Summative—"Education Fair"- students create displays or other presentations to aid them in describing the issues concerning girl's education in Rwanda/developing world and the work of Komera. These fairs can take place in the school, at community centres, local school board offices, etc..
4. Another record keeping option is to video tape different activities along the way or to take digital photos so that when the project is complete you can compile and use a visual scrapbook of learning.

LESSON 1: VIRTUAL VACATION TO RWANDA

Objectives: students will be able to

1. Locate and describe the geography and environment of Rwanda
2. Describe Rwandan society and compare to Canada/USA
3. Research and create a travel brochure/series of postcards
4. Write a compare and contrast essay

Guiding Questions

How is Rwanda the same as or different to Canada/USA?

What are some challenges you might face living in a country like Rwanda?

Introduction

1. **DISPLAY A SERIES OF IMAGES THAT DEPICT TYPICAL RWANDA**, (mountain gorillas, children walking to school on a path, bustling Kigali market, etc.). See if students can guess what continent and country this might be.
2. **INTRODUCE THE COUNTRY OF RWANDA**. Use Google Earth to zoom in from space locating first the continent of Africa, Rwanda and the capital city of Kigali. If Google Earth is unavailable to you, use a large wall map or students can go on a hunt to try and find Rwanda in a student atlas based on oral clues you give them.
3. **DISTRIBUTE THE ANTICIPATION GUIDE**. Discuss the questions with the students and allow them to individually complete. After the lesson is over, students revisit the Guide and adjust any answers they want based on information they have learned during the lesson.
4. Return to Google Earth if available and **ACCESS PHOTOS OF DIFFERENT GEOGRAPHIC REGIONS**. Have students infer from the location of Rwanda which is near the equator, what the weather or vegetation might be like there. Note that Rwanda is split into provinces. The following link from the UN has a detailed map of Rwanda <http://www.un.org/Depts/Cartographic/map/profile/rwanda.pdf>



Lesson

1. HAVE STUDENTS CONDUCT A MAPPING ACTIVITY IDENTIFYING

- Capital city
- Provinces
- Neighbors
- Important lakes, rivers, other geographical features

This can be done as a group with Google Earth having the students fill out the map individually or the students can use student atlases to individually or in pairs complete the map.

2. RWANDA RESEARCH

http://www.unicef.org/infobycountry/rwanda_statistics.html#67

http://www.unicef.org/statistics/index_step1.php?sid=od9836b70d2f7acd11bb6ef737fdcec9

<https://www.cia.gov/library/publications/the-world-factbook/geos/rw.html>

Use the previous websites that contain relevant statistics on Rwanda and Canada/U.S.A. to compare the 2 countries. The UNICEF website has the ability to choose 2 countries, select the relevant indicators and create a unique comparison chart suited for your needs that you can view online or print out. See the following example:

Canada/Rwanda Comparison Facts

	CANADA	RWANDA
Infant mortality rate (under 1), 2008	6	72
Total population (thousands), 2008	33 259	9 721
GNI per capita (US\$), 2008	41 730	410
Life expectancy at birth (years), 2008	81	50
Total adult literacy rate (%), 2003-2008*	-	65
Primary school net enrolment/ attendance (%), 2003-2008*	100	86
Primary school attendance ratio 2003-2008*, net, male	-	84
Primary school attendance ratio 2003-2008*, net, female	-	87
Secondary school attendance ratio 2003-2008*, net, male	-	5
Secondary school attendance ratio 2003-2008*, net, female	-	5
Life expectancy, 2008	81	50
Child labour (5-14 years) 1999-2008*, total	-	35

- Depending on the age of the students, have them use the website to **CREATE THEIR OWN FACT SHEET** based on your preferred indicators *OR* use the above sheet/create your own and have the students use the information from the sheet to fill out the following comparison sheet. After filling out the comparison sheet, students can infer and draw some conclusions about the standard of living in both countries.

Concluding Activities

A. COMPARE AND CONTRAST ESSAY

Use the following graphic organizer, the comparison fact sheet from above and the relevant compare/contrast language to write a multi-paragraph essay comparing and contrasting the similarities and differences of the two countries. The following links lead you to assessment rubrics you can adapt as needed.

http://www.readwritethink.org/files/resources/lesson_images/lesson275/comcon_rubric.pdf

B. VIRTUAL VACATION TRAVEL BROCHURE

- Traveler's Item List*: Brainstorm with students items they think they might need on a trip to Rwanda. Then give them a copy of the *Item List* and have them check off 7 items they think are the most important for their trip. They can use several of the websites below to research their answers and justify their choices.

<http://www.rwandatourism.com/test/index.php>

<http://www.rwanda-online.org/rwanda-travel/rwanda-travel-guide/>

<http://www.go2africa.com/rwanda/african-safari-guide/travel-tips>

**parts of this activity have been modified from a similar activity from KENYA: Our global friend developed by CIDA*

- Travel Brochure*: Have students create a paper travel brochure using Publisher or create a travel presentation using Power Point. Each category should include appropriate images illustrating each topic and text with adequate detail. These projects could be used later in the unit during the Education Fair to help illustrate the beauty of the country.

C. CATEGORIES

- **Useful Phrases**—have students research a handful of useful Rwandan phrases in 1 or more of the official languages
- **Interesting Sites and Tours**
- **Weather/Climate**—also recommend the best time to visit Rwanda
- **Health and Safety Tips**—recommend necessary vaccinations and health precautions as well as how to stay safe while in Rwanda
- **References and Sources** of further travel information



Anticipation Guide – Rwanda

Read each sentence carefully and check if you agree or not.

BEFORE			AFTER	
AGREE	DISAGREE		AGREE	DISAGREE
		1. Daily life in Rwanda and Canada/U.S. is similar.		
		2. Most Rwandans have computers and cell phones like Canadians and Americans.		
		3. In Rwanda, people can speak French and English.		
		4. Most people in Rwanda make a living from farming		
		5. Many girls are not allowed to go to school in Rwanda.		
		6. Rwanda is cold in the winter and hot in the summers.		
		7. Rwanda is a rich country with many modern roads and cities.		
		8. Rwanda is home to a famous endangered animal.		
		9. Rwanda needs help from other countries including Canada and the U.S.A.		
		10. Almost everyone in Rwanda can read and write.		

Comparing Rwanda

	CANADA/ USA	RWANDA
Location		
Capital City		
Population		
Climate		
Land Area		
Languages		
Government		
Employment/Income		
Literacy (Adult rate)		
% boys attending Elementary school		
% girls attending Elementary school		
% boys attending Secondary school		
% girls attending Secondary school		
Infant mortality rate		
Number of phones Per 100 people		
Number of internet Users per 100 people		

Compare/Contrast

Name: Date:

COUNTRY 1:

COUNTRY 2:

SIMILARITIES –How are they the same?

Handwriting practice area for similarities, consisting of a light blue shaded background with ten horizontal lines.

DIFFERENCES –How are they different?

Handwriting practice area for differences, consisting of two light blue shaded columns with horizontal lines. Four double-headed arrows are positioned between the columns to indicate comparison points.

Compare and Contrast

KEY WORDS

Key words commonly used to express comparison include:

LIKE	SIMILAR	AS
SAME	IN THE SAME WAY	TOO
BOTH	MOST IMPORTANT	HAVE IN COMMON
THE SAME AS	SIMILARLY	AS WELL AS

Key words commonly used to express contrast include:

ALTHOUGH	YET	WHEREAS
HOWEVER	BUT	WHILE
DIFFER	INSTEAD	UNLESS
UNLIKE	ON THE CONTRARY	CONTRARY TO
EVEN THOUGH	ON THE OTHER HAND	THE REVERSE

Traveler's Item Checklist

Read each item carefully and decide which 7 items you think are the most important to take on a trip to Rwanda. Consider the temperature, places you will be staying, your health, time you will spend out of doors, recreation and safety. You already will be bringing the local type of money (currency), have your passport, travel visa and yellow fever/malaria vaccinations. Choose carefully and be ready to explain each of your choices.

- ✓ CELL PHONE
- ✓ SWIMSUIT
- ✓ SUNSCREEN
- ✓ BOTTLED WATER
- ✓ WATER PURIFYING TABLETS
- ✓ RAIN JACKET OR WARM JACKET
- ✓ RUNNERS OR COMFORTABLE WALKING SHOES
- ✓ CANDY
- ✓ I-POD
- ✓ CANDY
- ✓ COMPUTER
- ✓ INSECT SPRAY
- ✓ CAMERA
- ✓ FRENCH PHRASE BOOK
- ✓ BINOCULARS
- ✓ HAT
- ✓ SUNGLASSES
- ✓ FLASHLIGHT AND BATTERIES

LESSON 2: EDUCATION IN THE DEVELOPING WORLD

Objectives: students will be able to

1. Identify and describe several reasons for lack of access to quality education occurs in the developing world through analyzing simple case studies.
2. Identify a variety of reasons why literacy/education is important to all people and how it leads to a better standard of living.
3. Engage in several simulations that demonstrate the inequality worldwide in access to quality education and compare that to our own ability to access quality education in North America.
4. Create graphs based on the statistics on children out of school in the developing world.
5. Will read several books illustrating the similarities and differences between education in North America and the developing world.

**Statistics on children out of school worldwide can be found at the following UNICEF website: <http://www.childinfo.org/education.html>. It shows a breakdown of statistics by world regions and gender.*

Guiding

Questions

How are schools different in the developing world and the USA/Canada?

How does getting a good education help you have a better life?

What are some of the challenges children in the developing world face trying to get a good education?

Introduction

Engage the students in several simulations which demonstrate the inequality in accessing quality schooling. You may use one or several of the following activities to illustrate this point.

- A.
- 1) This activity illustrates the lack of access to resources for a quality education. Divide the students into two groups. The first group should consist of one-eighth of the students present. Allow this group to sit anywhere in the classroom. The remaining students (seven-eighths of the class) should be seated or standing in a smaller, marked off area of the classroom. The result will be that the smaller group of students will have the larger space in which to sit.
 - 2) Explain to the class that they are going to have a memory test and that you will uncover five hidden objects for ten seconds. In order to pass the test, the students must draw or write down the objects on their own sheet of paper after the objects have been covered back up.
 - 3) Ensure that each student has a pencil. Distribute the larger pile of paper (seven-eighths of the group) to the smaller group of students, and the smaller pile of paper (one-eighth the total) to the larger group of students. (In a class of 32, 4 students will get 28 papers, and the larger group will get only 4). Make it clear that no one is allowed to move from their area of the classroom, nor use anything else but the paper and pencils given out.



4) Ask students to write their name on their paper (if they have a piece of paper), and then uncover all of the hidden objects for five to ten seconds. Give students two minutes to write or draw the objects on their paper, and then have the students self correct their papers, or correct their neighbour's. Collect the students' work and praise those who "passed the test." Most students will feel this is unfair and this can begin a discussion on access to resources, expectations for achievement, feelings of hopelessness and reasons for failure or dropping out of school.

**this activity has been modified from an activity developed in the Canadian Global Education Campaign website*

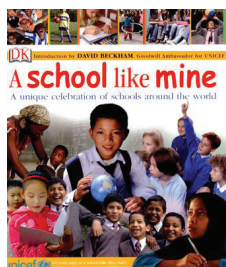
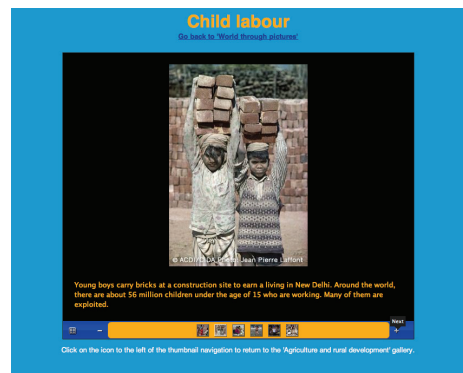
- B. A modification on the activity above is to conduct a simple activity such as the memory test, but in another language unfamiliar to your students. There will be mass confusion and students will be able to understand the difficulties in learning academic work in a language other than their home language, as is the case in many developing world schools.
- C. Engage the students in the following activity which demonstrates the importance of education for all, including girls. Have the class stand up and count them off by 3s.
- 1) On paper or the chalkboard write down the following:
 - 1-finished high school
 - 2-finished elementary school
 - 3-never went to school
 - 2) The object of the activity is to get to the other side of the room. You will read a set of questions to them and ask them for their answers. Their answers determine how far they are allowed to move forward across the class.
 - **QUESTION 1** – Which group (1, 2 or 3), would have the best chance of getting a well-paid job? Discuss. Then group 1 takes 3 steps forward, groups 2 can take 2 steps forward and group 3 steps forward only once.
 - **QUESTION 2** – Which group do you think will have the best health and nutrition? Why? Discuss. Again the groups advance in the same way. Continue on with the following questions in the same manner.
 - **QUESTION 3** – Which group do you think will be most able to help their children do well in school?
 - **QUESTION 4** – Which group do you think would know the most about helping their children eat well and be healthy?
 - **QUESTION 5** – Which group would be most able to get correct medical information from doctors and follow directions for taking medication correctly?
 - **QUESTION 6** – Which group would be most able to open a bank account, and make good decisions about how to budget and spend money?
 - **QUESTION 7** – Which of the groups have gotten the farthest and what does this teach you about the importance of education and how it affects the rest of your life?

**This activity was adapted from the Fatna's Story unit on the Teachunicef website*

Lesson

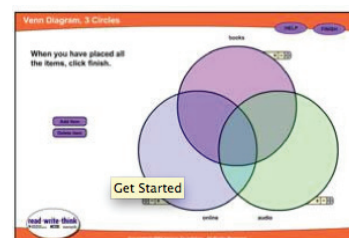
1) Show students several photos that illustrate different issues that affect a child's ability to attend quality school. Students can take brief notes in the following chart as they view the photos and then guess what the category or issue might be and fill it in the box at the top of each section. I have attached links to some websites that have photos that illustrate some of these reasons.

- Child labour or needing to work to support their family
http://www.tc2.ca/wp/wp-content/themes/tc2_3col/tc2_3col/wtp/cl/es_cl.html
- Lack of access to any school close by, schools destroyed by war and lack of adequate facilities
http://www.tc2.ca/wp/wp-content/themes/tc2_3col/tc2_3col/wtp/efa/es_efa.html
- Girls needing to stay home to child mind (5th picture in the series)
http://www.tc2.ca/wp/wp-content/themes/tc2_3col/tc2_3col/wtp/han/es_han.html
- Fetching water instead of going to school
http://www.tc2.ca/wp/wp-content/themes/tc2_3col/tc2_3col/wtp/was/es_was.html
- School Fees for uniforms, tuition, books, materials, etc.
<http://www.5fm.co.za/competitions/win-r5000-in-the-look-foward-to-school-promotion-with-sasol-1>
- Lack of proper bathroom facilities, especially for girls (scroll midway down for an appropriate photo) <http://endtheneglect.org/category/water-and-sanitation/>



2) Using the UNICEF books *A School Like Mine: A unique celebration of schools around the world*, have students explore several regions of the world, such as India, Africa, South America and complete a Venn diagram or for more of a challenge a Triple Venn Diagram comparing similarities and differences in daily school life in these areas compared with a North American school day. A link to an online Venn diagram generator website follows, where you can type in the facts for each circle, drag the fact to the appropriate spot and then print out the finished product.

- 3 Circle Venn Diagram <http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-a-30032.html>
- 2 Circle Venn Diagram <http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-30006.html>



3) Students can write another compare and contrast paragraph or complete an art activity to illustrate the differences. Students could complete an ABC type book that identifies different aspects of schooling in the developing world from the UNICEF books and illustrate a page for each letter. *A is For Africa* by Ifeoma Onyefulu is a book that can be used as a model that depicts daily African life. As well, using the book *Children Around the World* by Donata Montanari as a model, the students could create a book entitled *Schools Around the World*, that have simple descriptions of schools in different countries around the world narrated by fictional students.

- 4) For older students, you can access the World Development Indicator Database located at <http://data.worldbank.org> to find statistics to complete a bar graph illustrating the progress (or lack thereof) different countries have made in increasing the number of students who are enrolled in school. Following this lesson there is a worksheet to help guide the students in completing a table and bar graph on this topic. I have left the chart blank so that you or the students can use the information from the database to include the statistics on whichever countries you are most interested in. Follow the steps below to find the correct information:
- On the homepage <http://data.worldbank.org> click on the **BY TOPIC** tab midway down the page
 - Midway down the Topic page there is a list of featured indicators; click on **Children out of School, primary, male or female**. As you can now see, there are many interesting indicators you could choose from as well if you want to explore more areas of education and literacy in the developing world.
 - This page features a table with the data for most countries in the world separated by years. Use this information to fill out the chart on the following worksheet and create a bar graph illustrating the changes over time.
- 5) As an option, students could transfer the small graph they created and enlarge it to wall size using butcher paper and construction paper squares to illustrate school enrollment in the developing world. This allows students in other classes to learn from your work. Students could also create trivia questions based on their bar graph that are displayed on the bulletin board and answered weekly during school announcements.
- 6) Just for fun there is a website called **GapMinder** which shows interactive statistics that “move” across a line graph. It is really neat to watch and you can pull up and see almost any development indicator move and see how things have change across the years.

Here is the link to the brief tutorial:

[http://www.gapminder.org/world/#\\$majorMode=chart\\$;shi=t;ly=2003;lb=f;il=t;fs=11;al=30;stl=t;st=t;ns1=t;se=t\\$wst;tts=C\\$ts;sp=1.03677419354838;ti=2007\\$zpv;v=0\\$inc_x;mmid=XCOORDS;iid=pyj6tScZqmEd2yhQYTc_pcw;by=ind\\$inc_y;mmid=YCOORDS;iid=pyj6tScZqmEd2yhQYTc_pcw;by=ind\\$inc_s;uniValue=8.21;iid=phAwcNAVuyjoXOoBL_n5tAQ;by=ind\\$inc_c;uniValue=255;gid=CATID0;by=grp\\$map_x;scale=lin;dataMin=0;dataMax=20267806\\$map_y;scale=lin;dataMin=0;dataMax=20267806\\$map_s;sma=49;smi=2.65\\$cd;bd=0\\$inds=](http://www.gapminder.org/world/#$majorMode=chart$;shi=t;ly=2003;lb=f;il=t;fs=11;al=30;stl=t;st=t;ns1=t;se=t$wst;tts=C$ts;sp=1.03677419354838;ti=2007$zpv;v=0$inc_x;mmid=XCOORDS;iid=pyj6tScZqmEd2yhQYTc_pcw;by=ind$inc_y;mmid=YCOORDS;iid=pyj6tScZqmEd2yhQYTc_pcw;by=ind$inc_s;uniValue=8.21;iid=phAwcNAVuyjoXOoBL_n5tAQ;by=ind$inc_c;uniValue=255;gid=CATID0;by=grp$map_x;scale=lin;dataMin=0;dataMax=20267806$map_y;scale=lin;dataMin=0;dataMax=20267806$map_s;sma=49;smi=2.65$cd;bd=0$inds=)

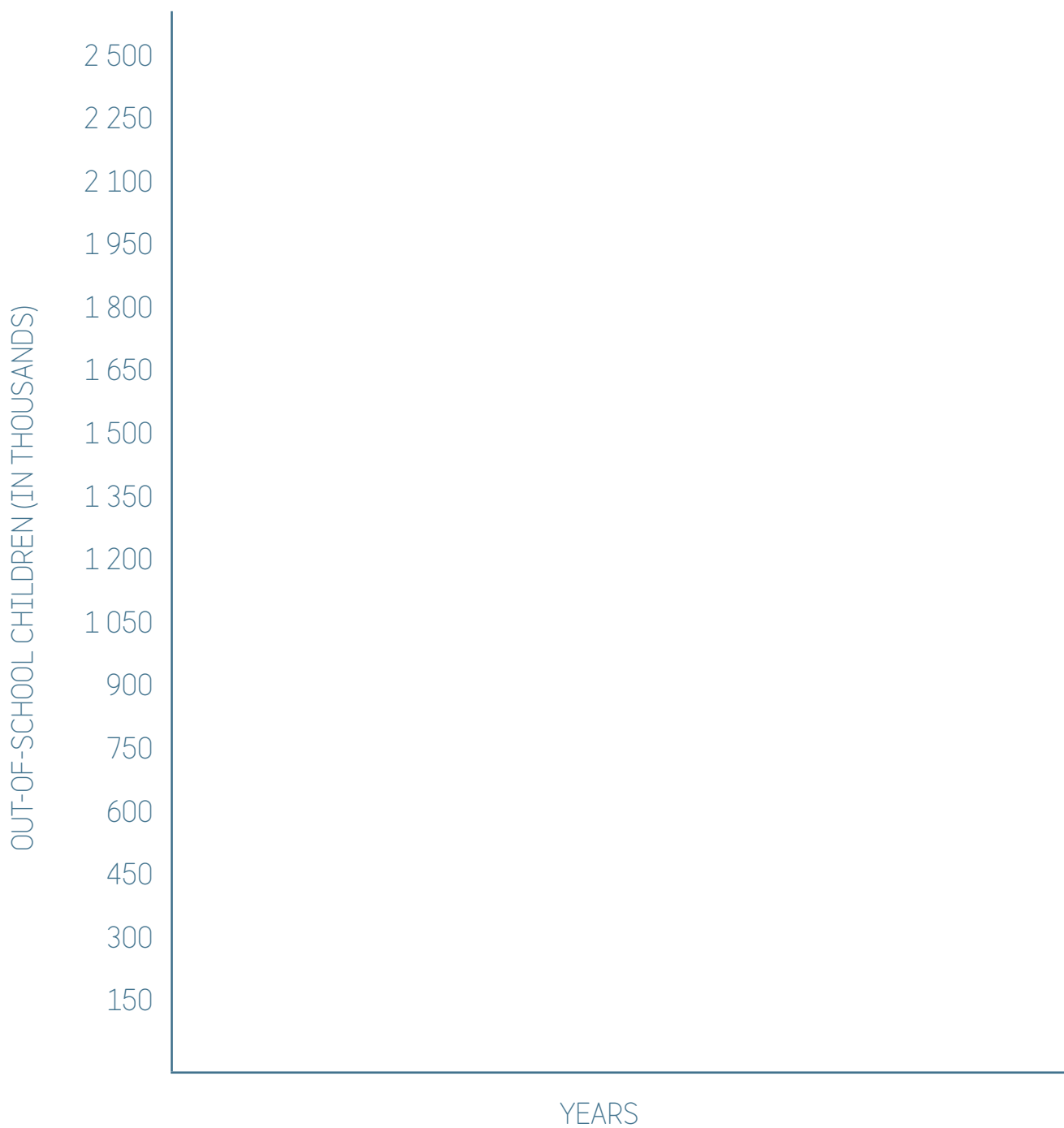
Here is the link to the website itself:

[http://www.gapminder.org/world/#\\$majorMode=chart\\$;shi=t;ly=2003;lb=f;il=t;fs=11;al=30;stl=t;st=t;ns1=t;se=t\\$wst;tts=C\\$ts;sp=5.59290322580644;ti=2009\\$zpv;v=0\\$inc_x;mmid=XCOORDS;iid=phAwcNAVuyjiMAkmqiMg;by=ind\\$inc_y;mmid=YCOORDS;iid=phAwcNAVuyj2tPLxKvvnNPA;by=ind\\$inc_s;uniValue=8.21;iid=phAwcNAVuyjoXOoBL_n5tAQ;by=ind\\$inc_c;uniValue=255;gid=CATID0;by=grp\\$map_x;scale=log;dataMin=295;dataMax=79210\\$map_y;scale=lin;dataMin=19;dataMax=86\\$map_s;sma=49;smi=2.65\\$cd;bd=0\\$inds=;example=75](http://www.gapminder.org/world/#$majorMode=chart$;shi=t;ly=2003;lb=f;il=t;fs=11;al=30;stl=t;st=t;ns1=t;se=t$wst;tts=C$ts;sp=5.59290322580644;ti=2009$zpv;v=0$inc_x;mmid=XCOORDS;iid=phAwcNAVuyjiMAkmqiMg;by=ind$inc_y;mmid=YCOORDS;iid=phAwcNAVuyj2tPLxKvvnNPA;by=ind$inc_s;uniValue=8.21;iid=phAwcNAVuyjoXOoBL_n5tAQ;by=ind$inc_c;uniValue=255;gid=CATID0;by=grp$map_x;scale=log;dataMin=295;dataMax=79210$map_y;scale=lin;dataMin=19;dataMax=86$map_s;sma=49;smi=2.65$cd;bd=0$inds=;example=75)

You can adjust for indicators on the graph to see education statistics, enlarge the window, and the most important thing I discovered was that you can slow down the progression of the years by adjusting a small tab located right beside the play button.

Country

NUMBER OF OUT-OF-SCHOOL CHILDREN



LESSON 3: GENDER INEQUALITY AND GIRLS' EDUCATION

Objectives: students will be able to

1. Identify and describe several reasons that prevent girls from accessing education in the developing world
2. Analyze images that highlight possible challenges that inhibit girls from receiving education and infer the effect on the girl, family and community
3. Engage in several activities that demonstrate gender inequality in the developing world, specifically with respect to education
4. Read several stories online or in print that illustrate the life of a typical girl the developing world and make connections/reflect in a journal
5. Research and analyze basic statistics illustrating gender inequality in education

Guiding

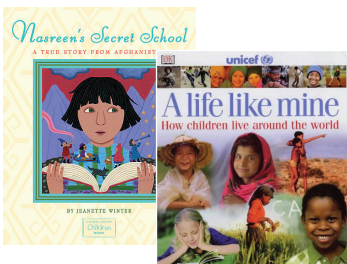
Questions

What are some common reasons why girls have a more challenging time getting to and staying in school in the developing world?

How is a girl's life in Canada/USA different from a girl's life in a developing country?

Introduction

1. Create 2 random groups of students based on a random characteristic, such as birthdays, eye colour, height, etc. One group represents men in the world and the other, women. Do not tell the students what the groups represent.
2. Using chairs or pylons create a box on the classroom floor that represents about 1 percent of the room's space. The entire group of "women" must sit in that box to do the rest of the activity. The "men" group is free to sit wherever they wish.
3. A bag of writing utensils is given to both groups, but only approximately 10 percent is given to the "women" group and the rest is given to the "men".
4. Now the students will be doing writing assignments. The "women" group must complete 2 assignments but the "men" only 1 and they must stay within the space assigned and only use the materials already given out.



5. Read one of the following stories about girls' education in the developing world: *Nasreen's Secret School* a true story from Afghanistan by Jeanette Winter; *A Life Like Mine* How children live around the world pgs. 48-55; *Maha of the Mountains* (online only) <http://www.campaignforeducation.org/bigread/pdf/en/The%20Big%20Read-en.pdf>



6. Have students answer comprehension questions based on the stories or complete a journal reflecting on the story.
7. After a short time and probably plenty of frustration and complaining from the “women” group, reveal the objective of the activity and show them the following statistic:
Women work two-thirds of the world’s working hours and yet earn only 10 percent of the world’s income and own less than one percent of the world’s property.

This can lead to a discussion as to the unfairness of the distribution of wealth and work and why women have been relegated to this role (lack of education and discrimination).

**This activity has been adapted from an activity found in the Free the Children Educator Resource Guide.*

Lesson

1. The following activity, creating a “**Life Map**”, will give the students a sense of why education is important, how it has already positively affected their lives and how different their life would be without access to quality education.
2. On the board write the phrase “**When I grow up I want to...**” Have students turn to others near them and do a Think-Pair-Share. Then have them share in the larger group. Also ask them to guess what they might have to do in order to achieve that final goal, e.g. To be a doctor I will need to finish elementary school, then finish high school, be accepted into university and then get into medical school.
3. On a large 11 by 17 sheet of paper, have students create a personal “**Life Map**”. The map can take on the shape of a traditional straight linear timeline or it can be more creative. If a child is 10 then they should try and create 10 important educational milestones in their life that they can label and illustrate, e.g. I began to walk at 1 year. I said my first word “Mom” at 18 months. I went to my first swimming lesson at age 3. In kindergarten I learned how to print my name. In grade 1 I learned how to add 3 + 3. In grade 4 I learned how to write paragraphs and I am thinking about becoming a teacher when I grow up.
4. The end of the map should end with the statement “**When I finish school I want to be...**” Life maps can be evaluated using a simple criterion or rubric.
5. Lead the class in a discussion starting with “**Would you still be able to become what you wish if you had to stop going to school this year? What would your life be like if you didn’t have a school to attend?**”
6. On the following links, there are a number of narrated photo essays depicting the daily life a girl in a developing country. The links to Nicaraguan, Senegalese, Angolan and Papua New Guinean girls, have appropriate and easy to follow stories.

http://www.ungei.org/news/index_1593.html

Students can view this as a whole or if you have access to multiple computers, they can view them in pairs.

7. After viewing the stories, students can write down some basic facts they learned about daily life for girls and what might some of the reasons might be for them not being able to go to school.

8. Using the following links to **UNICEF websites**, students can go on a web search trying to find the facts on girls' education worldwide.

http://www.unicef.org/voy/explore/education/explore_166.html

http://www.unicef.org/voy/explore/education/explore_129.html

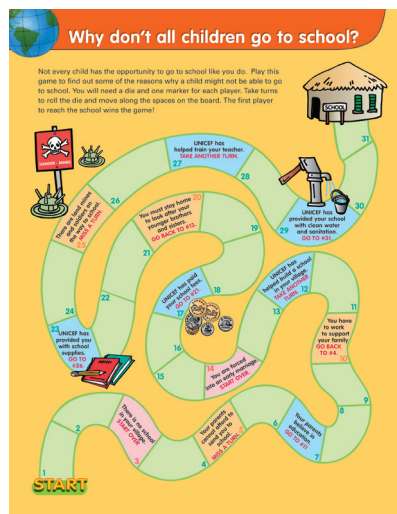
9. Older students can complete the worksheet following this lesson that outlines statistics on boys vs. girls' primary school attendance using the second web link from above.

Younger students can complete another simpler worksheet that supplies the information right on the sheet. The younger students can take the figures from the table and transfer them onto a map of the world so they have a visual reference.

The following link has an outline map of the world by continents that is clear and can be printed out on larger sheet of paper. You could easily label the continents (or the students could) and then have them colour the map according to the regions on the UNICEF data (see links above) and have the students insert the corresponding number of millions of children out of school, or they could create a colour key to represent different numbers.

http://www.nationsonline.org/oneworld/small_world_outline_map.htm

10. Students have an option of either creating a **PowerPoint presentation** or a **large poster** with the objective of educating others in the school about girls' education in developing countries. The PowerPoint or poster should include statistics and facts learned from the previous lessons and visuals that are relevant and effective. Students are expected to orally present either within the class, during an education fair within the school or at another location. Students that create PowerPoint could also email these later on in the unit as a way to educate others that they know and as a tool for fundraising.



Concluding Activity (Optional)

The following are 2 links to downloadable board games that teach children about the challenges children face in accessing school in the developing world.

<http://www.cgce.ca/storage/global-action-week/lesson-plans/UNICEF%20Game.pdf>

<http://www.cgce.ca/storage/global-action-week/lesson-plans/Lesson%20-%20Around%20the%20World%20For%20Education.pdf>



How many kids are out of school world wide?

Use the information from the chart to help you answer these questions. Some answers you can find right on the chart and for other answers you will have to do some adding or subtracting as well.

1. In total world-wide, how many elementary school kids are out of school?

2. What is the difference, world-wide between how many boys are out of school and how many girls are out of school?

3. Which area of the world has the most children out of school in total?

4. Which 2 areas of the world have more boys out of school than girls?

5. Which 2 areas of the world have the most girls out of school?

6. Which area has the greatest difference between the number of girls that are out of school and the number of boys out of school?

7. Why do you think that some of the areas of the world have so many more kids not able to go to elementary school, than other parts of the world?

How many kids are out of school world wide?

Number of School Age Children Out of School (in millions)	BOYS	GIRLS	TOTAL
World Wide	53.8	61.6	115.4
Sub-Saharan Africa	21.6	23.8	
East Asia	5.2	4.9	
South/Central America Caribbean	1.8	1.5	
Central/Eastern Europe and Baltic States	1.3	1.6	
Developed Countries (North America/Western Europe)	1.4	1.2	
North Africa/Middle East	3.7	5.1	
South Asia	18.7	23.6	

How many kids are out of school world wide?

Number of School Age Children Out of School (in millions)	BOYS	GIRLS	TOTAL
World Wide			
Sub-Saharan Africa			
East Asia			
South/Central America Caribbean			
Central/Eastern Europe and Baltic States			
Developed Countries (North America/Western Europe)			
North Africa/Middle East			
South Asia			

LESSON 4: BENEFITS OF GIRLS' EDUCATION

Objectives: students will be able to

1. Identify and describe several benefits (for the girls, families and communities) of girls receiving a quality education in the developing world
2. Research and navigate several websites to identify and describe these benefits
3. Create a cartoon illustrating the positive effects of education for girls

Guiding

Questions

What are some of the ways that an education helps make a girl's life better?

How can education help the families of the girls or the community she lives in?

Introduction

View the “Meena” series of cartoons developed by UNICEF to illustrate the different issues surrounding gender equity. You can show the whole series or choose which particular episode you think best fits your needs.

<http://moveyourworld.unicef.ca/en/learn/video.htm>

Lesson

1. Use the following web links to allow students to research the various benefits of educating girls through primary and high school, not only for her as an individual but the many positive effects that it has on her family, community and nation.

The UNICEF website has some brief facts and some stories if you want to explore more.

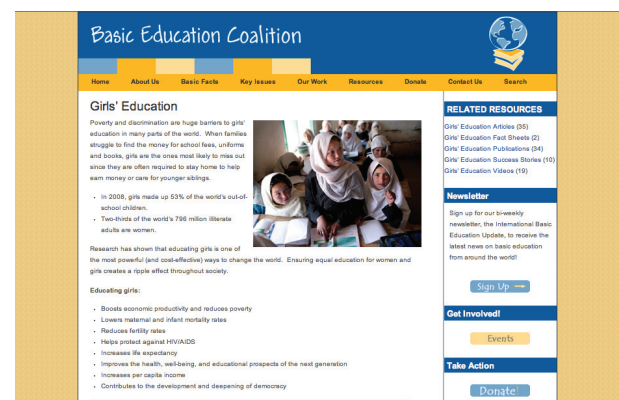
http://www.unicef.org/voy/explore/education/explore_161.html

Basic Ed is a website that covers many education issues. If you scroll to the bottom of the page there is a very easy to read and understand Key Fact text box that kids can glean information from.

http://www.basiced.org/?page_id=130

Following this lesson you will find a graphic organizer that the students can use to help them record their findings.

2. Once students have completed the graphic organizer, debrief to be sure the students understand the many benefits of educating girls worldwide and the social, economic and health benefits for the individual and community.



Concluding Activity

Have students create a cartoon of their own illustrating one of the positive effects of girls' education. There are a variety of tools available to assist children with this. They could complete the cartoon as part of art class by manually creating a cartoon or use one of the many software programs to create a cartoon such as ComicLife on Apple computers or use an online animation program called XtraNormal that is very easy to use to create simple animated videos. The link below will take you to a website called MakeBeliefsComix that allows students to create online comics using fairly basic tools. You can print the comics straight from the website.

<http://www.makebeliefscomix.com/Comix/>



LESSON 5: KOMERA

Objectives: students will be able to

1. Identify and describe the goals and history of Komera
2. Orally present a brief biography of one of the current recipients of a financial scholarship
3. Describe several ways Komera creates awareness and raises funds for the financial scholarships
4. Begin connecting with the girls of the Komera Project via letter writing



Guiding Questions

What is the purpose of the Komera?

How does Komera try and reach its goal of putting more Rwandan girls through high school?

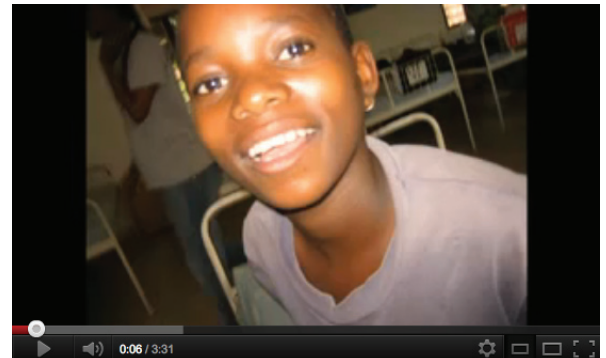
What are some of the similarities in the lives of the Komera scholars?

Introduction

1. Go to the YouTube website and view the Komera Project video.

http://www.youtube.com/watch?v=yhF2akgJ_uM&context=C48479a9ADvjVQa1PpcFPOPd_9Er8XE5UOBYjmeTr1BX5kC5v6T5E=

Guide students to share what they learned or what they could infer from the images and statements on the video. Tell students they will be learning about the Komera Project, the work of which is highlighted in the video.



Lesson

1. Students will complete a Fact Scavenger Hunt through the <http://www.komera.org/> website. Students will (in pairs) search through the Komera website to find the answers to the questions on the following **SCAVENGER HUNT WORKSHEET**. For each correct answer kids could be assigned points. You could award prizes for groups obtaining a certain level or for a more cooperative approach, tally all the pairs points and if the class as a whole reaches a certain level, the whole class receives some sort of reward, like a free period for board games or an extra P. E. class, etc.



2. Debrief with the students to ensure that all the students have a good understanding of what the purpose of Komera is. A good way to check this might be to assign the students to orally explain what Komera is, its' purpose and who it helps, to an adult at home. The adult then can write down a 1-2 sentence response and sign it off and return it to class or you could create a simple checklist that the adult sends back checking whether or not the child explained clearly those 3 points.
3. The students now are ready to learn more about the Komera Scholars themselves. There are biographies of 12 of the girls who are receiving financial scholarships available to read. I could not connect it directly to this curriculum because it is a PDF file, however it should be sent to you along with this document. If not, please contact Margaret Butler and she can send it along to you. There is a brief paragraph including their age, career aspirations and a little about their life circumstances as well as a photo. Instruct the students to read all of the biographies, perhaps pairing students up to help readers who have more difficulties.

NOTE: In some of the biographies there is mention of relatives being killed during the Rwandan Genocide. You may need to have a brief, age appropriate discussion about what this means and how it may have affected some of these girls' lives.

4. As a group, discuss some of the similarities in the girls' lives and some of the issues that keep arising. The students should connect the issues the Komera Scholars have with some of the general girls' education issues covered in previous lessons.
5. Have students individually or in partners, choose a girl they are especially interested in learning more about and who they will be corresponding with. Ask them to orally explain their special interest in this scholar.
6. Again as a group, brainstorm some questions for the girls to include in a letter and some points your students would like to share about themselves. After, the students can finish writing down their suggestions on their own.
7. Have students complete a draft copy of their minimum 2 paragraph letter following proper friendly letter format. Be sure to check to appropriateness of the questions and sharing points and guide the students to make not only general "getting to know you" questions, but also to form some more thoughtful questions about their dreams and educational realities.

Komera Scavenger Hunt

1. What does "Komera" mean in Rwanda?

2. What are some of the things that the Komera Scholarship money can buy for the girls?

3. Why was Komera created?

4. Who started the Komera?

5. What did the founder do every day in Rwanda?

6. What year did Komera start?

7. As of 2010, how many girls from Rwanda is Komera helping to put through high school?

8. How much does it cost to sponsor 1 girl through high school for 1 year?

9. What is the name of the town in Rwanda where Komera finds girls to sponsor?

10. What is "Run to Rwanda"?

Letter-Writing: Letters to Rwanda

Student Name:

CATEGORY	4	3	2	1
Content of Body	The letter contains at least 5 appropriate questions for the girls. The letter contains at least 7 facts about you with an appropriate greeting and closing.	The letter contains at least 4 appropriate questions for the girls. The letter contains at least 5 facts about you with an appropriate greeting and closing.	The letter contains at least 3 appropriate questions for the girls. The letter contains at least 3 facts about you with an appropriate greeting and closing.	The letter contains fewer than 3 appropriate questions for the girls. The letter contains fewer than 3 facts about you and lacks an appropriate greeting or closing.
Format	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	The letter is missing many of the components of a friendly letter.
Conventions	Writer makes no errors in grammar, spelling or punctuation	Writer makes 1-2 errors in grammar, spelling and/or punctuation.	Writer makes 3-4 conventions errors.	Writer makes more than 4 errors and such errors are making the letter difficult to read.
Neatness	Letter is typed or written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed or written and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed/written, looks unclean and not taken care of. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

LESSON 6: HOW CAN I HELP? CHILD ACTIVISM!

Objectives: students will be able to

1. Define child activism and identify several child activists and summarize their causes.
2. Infer and describe several of the traits that an effective child activist would have and justify these choices.
3. Create a reasonable plan of action that creates awareness or fundraises for Komera.
4. Work collaboratively with others to implement this plan.
5. Engage in peer and self assessment to evaluate the effectiveness of the plan and other socially responsible traits such as cooperative work.

NOTE: This “lesson” really could be broken down into several lessons and needs to be taught over the course of several days. As well, the planning and fundraising portions of the lessons need to be spread out over several weeks.

Guiding

Questions

What is a child activist and what kinds of character traits do you need to be one?

How can I help educate others about the challenges facing girls who are trying to get a good education in developing countries?

How can I help raise money to sponsor Komera scholars?

How will I work with others to develop a reasonable plan and achieve our goals?

Introduction

1. Show the students the 4 “mini-episodes” on the BizKids website from the following link.
<http://www.bizkids.com/show.aspx> (BizKids Episode 126 Season 1)
You may want to show the Room to Read, Richard’s Rwanda and TayBear episodes before the first episode on Social Entrepreneurship so that you can focus first on examples of child activism before introducing the concepts of philanthropy and social entrepreneurship. If you have problems viewing these, you can contact the BizKids show itself and they may send you a copy of the episode (at least they did for me!).
2. Guide students to brainstorm all the things that these stories had in common. For example, they were all children or youth, they were all in a group, they were all working cooperatively, they were all raising money or supplies, they were all helping children in other places, etc.
3. Tell students that there is a name for kids who are involved in this type of work, child activists and as a group come up with a suitable definition.



Lesson

Exploring and Defining Child Activism and Social Entrepreneurship

1. Create a class chart to help you keep a record of the child activists that you will be reading about over the next few days. You can also include the kids from the BizKids episodes. There is a sample chart following this lesson that you can use as a model or to duplicate and give to students so they can record their own.
2. There are countless books written about and on-line examples of child activists but there are a few more well known ones I will list along with their books or websites. There are several child activists and child heroes featured on the website **THE MY HERO PROJECT** if you search under Stories and then Young Heroes you will find many examples that you can highlight or your students can research.
 - **Ruby Bridges:** *The Story of Ruby Bridges* by Robert Coles
 - **Ruby Bridges:** *Through My Eyes* by Ruby Bridges
 - **Ruby Bridges:** http://www.pbs.org/newshour/bb/race_relations/jan-june97/bridges_2-18.html features an online interview with Ruby Bridges about her school experiences
 - **Iqbal Masih:** there are several YouTube videos on his life including this one <http://www.youtube.com/watch?v=t0D6K18wq8A>
 - **Iqbal Masih:** *Iqbal* by Francesco D'Adamo
 - **Iqbal Masih:** *The Carpet Boy's Gift* - Pegi Deitz Shea (this is not the true story of Iqbal but a fictionalized version that follows the theme of Iqbal's story)
 - **Iqbal Masih:** http://www.myhero.com/go/hero.asp?hero=Iqbal_foresthills_MS_06
 - **Craig Kielburger:** *It Takes a Child* by Craig Kielburger
 - **Craig Kielburger:** *Craig Kielburger* (Remarkable Canadians Series) by Bryan Pezzi
 - **Craig Kielburger:** http://myhero.com/go/hero.asp?hero=c_Kielburger
 - **Craig Kielburger:** www.freethechildren.com is the Kielburger website that has so many resources it would be difficult to list them all here. They also have some invaluable teacher and adult resources you may find useful.
 - **Ryan Hreljac:** *Ryan and Jimmy and the Well in Africa that Brought Them Together* by Herb Shoveller
 - **Ryan Hreljac:** www.Ryanswell.ca highlights the work being done to provide clean water in Africa. As well there is a DVD you can order, a YouTube clip and lesson plans that specifically target this project.
 - **Hannah Taylor:** http://www.myhero.com/go/hero.asp?hero=htaylor_canada_06
 - **Hannah Taylor:** <http://www.ladybugfoundation.ca/home.php> At this website you can also access an online version of Hannah's own book called Ruby's Hope <http://www.ladybugfoundation.ca/youcanhelp-rubyshope.php#>

3. At the end of this lesson, I will list several other resources for children and teachers that give great ideas for fundraising and educating others on social action. Some of these books also contain short excerpts on other kids across North America that are involved in social entrepreneurship and social justice activities.
4. Now that students have a good understanding of what a child activist is, you could go back and view the remaining BizKids episode on social entrepreneurship to define what that is and as kids for solid examples from the previous readings.

Defining, Summarizing and Planning

5. Students are now ready to consolidate what they have learned from this and previous lessons so that they can plan for their fundraising and educating of others about the issues of girls' education in Rwanda. Following this lesson there is a "Research Summary" page that students can use to help consolidate their learning and help you evaluate their depth of knowledge of the various concepts covered. It may be helpful for students to do this in pairs. The younger students would benefit from adding in sentence frames to get them started and help them structure their answers.
6. Now that the students are able to articulate exactly what the problem is, what Komera does to help and know the power of child activism, they are ready to start planning out how they would like to help. Students can plan fundraising or educational activities. Remember: part of successful fundraising is educating others on the problem so the students need to have a solid plan for how they are going to make sure that others understand the problem girls are facing in Rwanda. The best plans/ideas tend to come from the students themselves but there are some "suggestions" you can guide them towards that can be very successful for educating others.
 - Education Fairs-students can host an education fair in the school gym much like a science fair. Groups of students can develop PowerPoint productions, display boards with illustrations and statistics, or even produce informational pamphlets using a program like Publisher. Education fairs can be mobile as well. You can travel to other schools and host a fair for students there, or even camp out in the school board lobby for an afternoon to educate the "higher ups" in your district. **FYI:** this can also be a great opportunity to fundraise by asking for donations or selling raffle tickets for donated items. Just be sure to time the education fair to a day when you know there will be an important meeting or many administrators around ;)
 - Letter Writing or E-mail campaigns
 - Construct an informational website that you can guide people to and then send out a mass e-mail with the link attached
 - Create a Podcast
 - Create some informational "jingles or songs" that you can present at an assembly or over the P.A.
 - Create an interactive or informational bulletin board that changes daily or weekly
7. In the attached resource list, there are several books that have great, creative ideas for fundraising. You can make copies of some of these to give students a starting place or simply let them get together in groups and see what they come up with! Based on my experience, some of the suggestions can be a bit crazy but they are much more motivated when the ideas come from themselves. Just give them some guidelines or criteria to follow and see what they come up.



8. It is your choice whether to plan something as a whole class or split the class into smaller groups and allow each group to come up with their own fundraising ideas. I have done both ways and they each have their advantages and disadvantages. Of course, having the entire class focus on the same fundraising activity at the same time is an easier activity to organize but it does often leave out kids who tend to let some of the more assertive students take over most of the work. Following this lesson there is a Proposal Sheet that you can use for the whole class or for smaller groups if you choose.
9. Now you are off and running! Allow the students to take as much control as possible for 2 reasons: **1) The more control they have the more motivated they are which means there are less behaviour or management problems** and **2) Allowing them more control lets them have an authentic fundraising experience full of little problems they need to solve.**

This also allows you to do some informal assessing. There are 2 tools I've included to help you assess. Following this lesson there is a **REFLECTING ON OUR PROJECT WORKSHEET** that students can fill out individually or in small groups/pairs. As well, there is a **REFLECTION JOURNAL** page that has sentence starters to help students express their own feeling during this unit on social activism and gender equality in education. Depending on where you teach there are several social justice, global education, citizenship, social responsibility, character education, etc. objectives that you can assess for using these types of tools.

Concluding Activity

1. As your unit concludes and your fundraising for this year is completed, it is nice idea to have some sort of celebration. Nearing the end it is a nice surprise to save the final total of money raised from the students and announce it with a big flourish in front of the whole class or school during an assembly. Other ideas are to take digital photos or videotape many of the fundraising and planning activities and then show them at the end when you are having your celebration. You could also send a final videotaped message to the Komera Scholar recipients as part of your final celebration and send it with Margaret to deliver to the girls. One idea that is more involved than others is to video tape moments from the entire unit and then to create a "documentary" type video after project is completed. Depending on your access to funds, time and energy, you can create a simple or more involved DVD documenting your class's journey learning about Komera, girls' education and child activism.

Weekly Reflection Journal

Once during the week you will write me a letter telling us some things you have learned, questions you have or feelings you have about our child activism/Komera project. I want to know about how you are feeling and what you are learning as we go through the next few months.

THE LETTERS HAVE THE FOLLOWING CRITERIA:

- Half a page minimum single spaced
- Date
- Legible
- Circle words you do not know how to spell
- Thoughtful questions, feelings and facts
- Start with Dear _____

HERE ARE SOME SENTENCE STARTERS THAT CAN HELP YOU IF YOU GET STUCK

- This week I learned that.....
- This makes me feel...because....
- I think that...
- In my opinion.....
- I felt.....when.....because.....
- I hope that...
- I don't understand why.....
- Why does/do.....?
- How can I/ we?
- I wonder?
- I liked or didn't like because
- I wish.....
- It reminded me of when.....

What is really important to me is that you are really thinking about what you are reading in books, seeing on videos, reading on websites and talking about with your classmates.

Weekly Reflection Journal

SAMPLE:

Feb. 15, 2010

Dear Mr. /Ms./Mrs. _____,

This week I read about Craig Kielburger and his Free the Children organization. I also went onto his website when I went home. I learned a lot of things like.....I am really surprised at what such a young person was able to accomplish. It makes me feel like maybe I could do something....just maybe not such a big thing! I wonder what I would be able to help with if I really wanted to. I also felt really.....when I was listening to our guest speaker because I felt very sorry for him

Proposal

Our _____ week total goal is to raise money or educate (circle one or both).

At the end of _____ weeks we hope to

BI-WEEKLY GOAL 1 Date _____

Goal _____

BI-WEEKLY GOAL 2 Date _____

Goal _____

BI-WEEKLY GOAL 3 Date _____

Goal _____

BI-WEEKLY GOAL 4 Date _____

Goal _____

Proposal

During each Bi-Weekly goal each team member will be assessing themselves and other people in the group as to how well they are working together and if they are doing their jobs properly and on time. The team leader will also be keeping track of how people are working.

Bi Weekly Goal 1 2 3 4

Team Member	Job	Due Date	Comments

Information Sheet for Team Leader or Teacher

MONEY RAISED PER BI-WEEKLY GOALS

Goal 1 \$ _____

Goal 2 \$ _____

Goal 3 \$ _____

Goal 4 \$ _____

EXPENSES _____

LETTERS OR COMMUNICATION TO POTENTIAL DONORS OR ORGANIZATIONS

INFORMATION FAIR JOB DUTIES

Team Member	Job Duties	Due Date

THANK YOU LETTERS OR CARDS TO BE SENT OUT

Recipient/Address	Team Member to Write	Due Date

Reflecting On Our Project

Identify 2 ways in which you think this project was successful.

1. This project was successful because

2. This project was successful because ...

List 3 factors (things that happened) that helped and 3 factors that hindered (made it more difficult) the project

MADE IT EASIER

MADE IT HARDER

1. _____

2. _____

3. _____

If you had a chance to do it again, what would you do differently to make your project more successful?

What is the most important thing you have learned so far about being a child activist and trying to make a difference?

Research Summary

What is the problem? Just use one or two sentences.

Where is the problem occurring? _____

What is an organization that tries to help solve this problem?

Summary of Problem we want to solve:

What EXACTLY is the problem? Please use some of the statistics and information you have learned from our lessons or the Komera website to help you.

What are some of the reasons for this problem?

How can this problem be solved?

Research Summary

What does Komera do to try and solve that problem?

Other Facts:

RESOURCE LIST

These are a few more resources you might find helpful. I apologize for not having the complete information for all of them. They should be readily available in most public libraries.

1. The Kid's Guide to Social Action: How to solve the social problems you choose and turn creative thinking into positive action
2. The Kids' Volunteering Book
3. Raise Your Voice, Lend a Hand, Change the World by Susan Hughes
4. Everyday Heroes of the Heart
5. Making Change: Tips from an underage overachiever by Bilaal Rajan
6. Eco-Fairs & Carnivals: A Complete guide to raising funds for the environment
7. Take Action! A Guide to active citizenship
8. The Teen Guide to Global Action: How to connect with others
9. Volunteering to Help In Your Neighborhood
10. The Scholastic "Moving Up With Literacy Place" Grade 4 Series contains the following materials. They all focus on children who are making a difference either in real life or in fictional situations. They may also be found in other places.

Ryan's Well (speeches)

The City of Ember

What Kind of Volunteer Are You? (quiz)

The Right Whale

A Friend for Mr. Granville

Jackson Jones and Mission Greentop

Chocolate River Rescue

