Teaching Guide

See Me, Share My World

Understanding the Third World through Children's Art

see me, share my world

Understanding the Third World through Children's Art

By the year 2000, 80 percent of the world's population will be living in Asia, Africa and Latin America, and the children in our elementary schools will be young adults. The degree to which they can understand, care about, and relate to this majority of the world's inhabitants is being determined now, in our schools. Thus, in our global community, international understanding is essential.

For years, private voluntary organizations such as Foster Parents Plan have been working to help improve the living conditions of the poor in the Third World. It's exciting to see some of these private voluntary organizations now joining hands with educators to make their own expertise and resources available to American classrooms. Since they have focused mainly on secondary students, I am especially glad that Foster Parents Plan has established their school partnership with the aim of reaching children at an earlier and critical stage of their education.

See Me, Share My World: Understanding the Third World through Children's Art is designed for students in the elementary grades. With their endless curiosity, their natural egalitarian instincts, and their capacity to identify with others – especially other children – elementary school students are perhaps the most receptive to this kind of teaching.

The children lucky enough to participate in *See Me, Share My World* will find much to engage them, no matter what subjects they may be studying at the time. Because *See Me, Share My World* is visual and thematic, it is inherently interdisciplinary and infinitely adaptable to a wide variety of teaching contexts.

Nothing cuts through barriers of time, space and culture like art. There is an immediacy to the drawings by Third World children that could only be matched were those young artists themselves able to enter the classroom and tell their own stories in person.

For me, two aspects of this program are particularly important: its capacity to make direct links between human beings who might otherwise never come to appreciate one another; and its ability to place the learner at the very center of his or her own learning process. On the basis of my own research and experience teaching about the Third World, the need to help learners of all ages make people-to-people connections cannot be over-emphasized. For only by doing so can we increase empathy, tolerance, and compassion for the rest of our human family. The learner-centered activities such as role-playing, games and active discussion, all built into this program's teaching unit, have been shown in report after report on school improvement to be crucial elements in stimulating the desire to know.

Finally, I want to remind us of what may seem obvious, but should not be overlooked: *See Me, Share My World* is an *arts* program. That is, it communicates its messages – about Third World children and about the conditions in which they live – and stimulates new thinking about the student's own life, through an aesthetic medium. By so doing, it enriches not only the mind but the emotions and the creative faculty as well.

If programs like *See Me, Share My World* can gain a foothold in our elementary school systems, I feel certain the young adults of the future will receive an invaluable opportunity to become the responsible global citizens that a just and peaceful world requires.

Carrol Joy
New York City, 1989

Acknowledgements

See Me, Share My World is a tribute to the universal language of art – its disregard for national boundaries and its ability to bond people through common human experience. The artwork is the ambassador of the Third World children and their communities, the catalyst for learning about the Third World in American classrooms, and the inspiration for all of us who have worked in developing this project over the last two years.

See Me, Share My World would not be possible without many contributions. Our special thanks to: *our funders* – the U. S. Agency for International Development, Rhode Island Committee for the Humanities, Rhode Island Hospital Trust, Blackstone Valley Electric Company and Providence Gas Company – for their foresight and generosity; SlideMakers, Space Visual Design, ColorLab and National Laminating for their donated services; *teachers* throughout Rhode Island who have adopted the project as their own and guided its development; *school administrators* who have made it possible to bring a new project into the schools; the *young students* in Rhode Island that have let us know what works and what doesn't; *experts* from all disciplines who have contributed their time and insight; *Foster Parents Plan field staff* who responded to our initial request for children's art; and to the *children overseas* who have touched our hearts through their art.

Jaya Sarkar
Project Supervisor

Meg Little Warren
Project Manager

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Introduction

"The art attracts with the familiar and intrigues with the differences."

See Me, Share My World: Understanding the Third World through children's art is a two-week multidisciplinary teaching unit intended for use in the upper elementary grades.

The unit is based on a *travelling exhibit* of original artwork drawn by children in Colombia, Honduras, India, Indonesia, Sierra Leone and Thailand. Drawings, photographs and graphic materials are combined to create a composite portrait of daily life in developing countries as seen through the eyes of children.

The exhibit comes with this *teaching guide* which provides an overview of the unit, background information on developing countries and suggested instructional strategies, and *student activity books* including reproductions of the artwork. *Laminated prints* of exhibit artwork are also available.

Goals

The teaching unit is designed to be flexible and to be adapted to different curricular requirements, while reinforcing grade level skills in geography, social studies, language arts and art. Upon completion of the unit, students will be able to:

- Recognize essential kinship with their peers in developing countries through shared needs and interests;
- Give examples of Rhode Island's interdependent relations with people in developing countries;
- Discover how art conveys a unique personal sense of cultural values and social conditions; and
- Identify similarities and differences between their lives and the daily lives of children in developing countries.

"Artwork can be used to enhance students' basic language art skills. There is a strong relation between the visual arts and reading. Art is the visual expression of concepts, ideas and feelings just as words are the verbal expressions. When students are helped to interpret art, they are also being helped to further the thinking skills so necessary for effective reading."

Organization and Key Concepts

The teaching unit is structured as six thematic stations linked under the umbrella topic "daily life of a child." Motivating questions – *Where do you live? What do you eat? Who teaches you? What keeps you healthy? Why do you work? How do you have fun?* – introduce each station and provide a focus for viewing and discussing the artwork and photographs in a comparative framework.

Ten class periods provide adequate time to introduce the unit and spend one or two periods on each of the stations. Or you might want to focus entirely on one station and draw in the other themes as they relate to your central topic.

There are three main concepts that link all of the stations:

1. Art as personal expression. Children overseas have responded to the motivating questions through drawing. Their artwork is a personal interpretation of their environment, reflecting the cultural values and social conditions in which they live. The children's images are authentic. They convey the human reality. Photographs present another perspective.

2. Similarities and differences. Throughout the exhibit there is much that is familiar and much that is different. Encourage students to look for similarities to build a sense of kinship with peers overseas. The differences are also important. There is a rich diversity in approach to life. Each culture, however, must be understood within its own context and rationale.

3. Connections. Our lives are increasingly linked to people in developing countries through trade, travel, television and political events. The problems of one country become the problems of all. We share a common humanity and a common fate.

Viewing the exhibit

Art is a uniquely personal experience both for the artist and the viewer. In the initial viewing of the artwork and photographs, stimulate student responses through open-ended questions. *Which picture or photograph do you like best? What do you see? How does it make*

you feel? Children will see different things depending on their own background and experience. There is no "correct" answer. The viewer is partner in creating a bond with the artist.

Allow the reactions of the children to the exhibit to give focus to discussion of development issues outlined in the teaching guide. The artwork and photographs will help them remember images and concepts.

"I communicate excitement about the art. I ask many questions – many diverse questions. The responses are unbelievable. My students realize that it's not bad to be different, that they have something very special to share."

Multidisciplinary approach

The teaching unit provides an excellent opportunity to integrate social studies, language arts, art, music, science, health and physical education. Even math concepts, such as proportion and percentages can be incorporated in the analysis of population distribution or economic differences between developed and developing nations.

The starting point is the art itself and the expression of reactions to the drawings. A social studies lesson could follow up with location of countries, discussion of differences in environment and climate, of universal human needs or specific issues related to developing countries. Science and health education concepts can be introduced as part of food production and nutrition.

An art teacher might use the motivating questions, *What do you eat, Who teaches you?* as topics for drawings in a variety of media. Children can then write descriptions of their drawings and compare their artwork to those of their peers in developing countries. The possibilities for collaboration and teamwork are limitless.

Culminating activities

The final thematic station, *How do you have fun?*, is an ideal way to bring closure to the unit by producing a final product (mural, class book) or performance (play, festival) or following up with a class project (food drive, penpals). The resource section of this guide suggests additional ideas.

Culminating activities and projects provide an opportunity to share the program with the rest of the school and wider community. Teachers can also use culminating activities, especially student products like artwork and writing, as a basis for documenting and evaluating the results of the program.

"All children, even if they do not speak English can appreciate and communicate through art – a very effective medium to use in a bilingual class."

1 Where do you live?

This station orients the students to the concept of developing countries through world maps, photographs of people, and activities.

Objectives

Students will:

- Locate selected developing and developed countries on a world map;
- Distinguish basic differences between developing and developed countries;
- Discuss how these differences may affect the lives of children growing up in developing countries and, despite the differences, what experiences are common to children everywhere; and
- Recognize local connections to developing countries and the importance of learning about them.

All good people agree, And all good people say, All nice people, like Us, are We, And everyone else is They: But if you cross over the sea, Instead of over the way, You may end by (think of it) looking on We, As only a sort of They!
(from Rudyard Kipling's poem "We and They")

Procedure

A. Where in the world...?

View the first station of the exhibit with the students. Encourage students' responses to the maps and the photos of children around the world. *What do these children have in common with each other and with you?* Encourage a variety of responses, stressing universal human qualities and basic needs shared by children worldwide.

How are the children different? Point out the diversity of language, geographic and cultural origin, and economic background.

Introduce the lesson by explaining that the class is going to look at artwork drawn by children in Colombia, Honduras, India, Indonesia, Sierra Leone and Thailand. Ask for volunteers to find these countries on a world map and describe their relative positions on the globe. *On which continents are the countries located?*

B. Definitions and concepts

Point out that Colombia, Honduras, India, Indonesia, Sierra Leone and Thailand are considered to be "developing countries," part of the "Third World" or "South." It is difficult for many people in these countries to obtain the basic necessities of life – food, clean water, health care, education and work.They must face a daily struggle for survival.

What's in a name? According to the World Bank, there are 97 countries in the world characterized by a low standard of living and a web of economic and social conditions linked to poverty. They sustain over three-fourths of the world's population yet maintain less than one-fifth of its wealth. *Developing countries*, the *South*, and the *Third World* all refer to these countries – and are all terms that are misleading.

Developing countries is a misleading term because all countries are developing; that is, they are in a continual process of growth and change. Also, many developing countries have elaborate social, artistic and cultural systems that are far more "developed" than those of developed countries. *Developed countries*, in general, are the nations with the most industrialized economies. Less than one-quarter of the world's people live in developed countries, but they claim 81 percent of the world's income. Usually included in this group are the United States, Canada, Japan, Australia, New Zealand, the Soviet Union and nearly all the nations of Europe.

The South. All of the developing countries are located south of the 30 degree parallel in the northern hemisphere and south of industrialized countries in Europe and North America. Hence the common designation of *South.* But the industrialized countries of Australia and New Zealand also fall under this term.

Third World is a term that originated in the 1950s when the world was more clearly divided into opposing power blocs. It was applied to the countries which were not aligned with either the Soviet Union – the *Second World* – or the United States – the *First World.* Today, the terms are inaccurate since the political alignments have shifted. The countries of the Third World neither form a unified group nor make up a separate world. Furthermore, the designation of First, Second and Third implies ranking and suggests that the Third World is somehow inferior.

In this guide we will use the term "developing countries," the "Third World" and the "South" interchangeably.

Distinctions between developing and developed countries are frequently made on the basis of economic criteria. For example, the World Bank categorizes countries on the basis of per capita Gross National Product (GNP); that is, the value of all the goods and services that a country produces in one year, divided equally among all the people. Countries with an average per capita GNP of more than $2,000 are defined as *developed.* Those countries with a per capita income of less than $2,000 are called *developing*. Developing countries are classified further as *low-income* or *middle-income.*

Broad categories based upon economic criteria and statistical averages can be misleading. They do not reflect differences of wealth within a country. They also lead to generalizing and stereotyping. One danger is to set up a false dichotomy between "developing" and "developed," or "us" and "them." Moreover, many aspects of a society, such as culture and arts or values and ideas, cannot be measured by economic criteria.

The Peters' map: a new way of looking at the world. The fundamental challenge of creating a map is representing a round object on a flat surface. In the process of doing this, there will always be distortions. Each map challenges us to think about the way we look at the world.

The Mercator map that most of us have grown up with distorts the size of countries in order to represent their shapes. The Peters' map that we have chosen to use for this teaching unit corrects these size distortions. We chose to show the true size of countries at the expense of their true shapes.

Why learning about developing countries is important. The Peters' map alone should be a convincing statement. Over two-thirds of the world's land area is occupied by developing nations. More importantly, by the year 2000, eighty percent of the world's people will live in these countries.

At home, the signs of global interdependence and connections to developing countries are everywhere – in grocery stores, at shopping malls, on television. Developing countries

"Before you finish eating this morning, you've depended on more than half the world. This is the way our universe is structured. We aren't going to have peace on earth until we recognize this basic fact of the interrelated structure of all reality."

– Dr. Martin Luther King, Jr.

	Annual GNP per capita (US $)	Life expectancy at birth (years)	Under 5 mortality rate (per 1000 births)	% of adults literate (male/female)	% of population urbanized	% of population with access to drinking water (urban/rural)
Colombia	1230	65	69	89/87	69	89/28
Honduras	740	65	111	61/58	41	91/55
India	290	59	152	57/29	27	80/47
Indonesia	490	57	120	83/65	27	53/30
Sierra Leone	310	42	270	38/21	30	61/6
Thailand	810	66	51	94/88	21	50/70
USA	17,480	76	13	*	74	*

*Data not available

Adapted from *The State of the World's Children 1989*, UNICEF

are sources of goods and resources which we consume as well as markets for goods produced.

In addition, many of our cities and schools are hosts to recent immigrants from developing countries in South and Central America, Asia, Africa and the Caribbean. Today, more than ever before, our lives are linked closely to people and events in the Third World.

C. Student activity book

Introduction: Using the *"Who are you?"* activity on page 1 of the Activity Book, students can record information about themselves and compare it to how some of the children overseas might write.

Connections: Using the graphic and checklist on page 2, students can identify their own personal connections to developing countries. As follow-up, they can design their own graphic or collage on the "Connections" theme.

World in a Room: Using the facts and symbols on page 4, students can graph and analyze worldwide distribution of people and resources. This activity can also be conducted as a simulation and math exercise by dividing up the class into groups representing regions, continents and resources.

Kids' Bill of Rights: Students can draft, either individually or as a group, their own Bill of Rights and compare this version to the UN Convention on the Rights of the Child. [see Children's Rights box]

Mapwork: Using the Peters' map on page 12 of the Activity Book, students can locate developing countries from which the art has come. Activities might include comparing developing and developed countries in terms of land mass and geographic location. *How might geographic factors affect the daily life of children in these countries?*

Children's rights

Children are in a particularly vulnerable position in the world. They must depend upon adults to act in their best interest to protect their rights.

Unfortunately, many of the world's children do not receive the support and security they need. Some are abused by the very family that is meant to support them. Many children are the victims of war, natural disaster, unemployment, poverty and their parents' lack of education.

In order to establish children's rights in international law, an International Convention on the Rights of the Child was created through the United Nations to form a legal agreement that will be binding on all nations that ratify it. The Rights of the Child are categorized under three main headings:

- **The right to survival** – through the provision of adequate food, shelter, clean water and primary health care;
- **The right to protection** – from abuse, neglect and exploitation, including the right to special protection in times of war;
- **The right to develop** – in a safe environment, through the provision of formal education, constructive play, advanced health care and the opportunity to participate in the social, economic, religious and political life of the culture, free from discrimination.

– from *In the Child's Best Interest* by Kay Castelle

Additional activities

Art. Show children photographs from the *Family of Man* collection. Or have them create their own "family of man" collages using pictures from *National Geographic* and other magazines. Discuss similarities and differences, emphasizing commonalities and universal human needs for love, protection, food, housing, clothing, etc.

Language Arts. Read Peter Spier's illustrated book *People* and discuss what it would be like if everyone in the world were the same. *What can we learn from differences?*

Social Studies/Geography. Games like "Twenty Questions," "Where am I?," T.V. quiz-bowls and puzzles can make learning geography fun. Children can make up their own geography questions and games and play them on each other.

Social Studies. Conduct the "Candle" simulation in which all lights are turned off and only candles are burning. *What would it be like to live in a developing country where electricity is often not available?*

COLOMBIA

See Me, Share My World artwork from Colombia was done by primary school children living in rural areas outside of Tuluá. Tuluá is located in the center of a fertile valley formed by the Cauca River and the Andes. This valley is one of the most fertile areas of the world and a main producer of Colombia's coffee and sugar exports.

The only country in South America with both a Pacific and a Caribbean coastline, Colombia is larger than California and Texas combined.

With 26.9 million people, Colombia has the fourth largest population in Latin America. The national language is Spanish. Nearly 60% of the people are mestizos who have a blend of ethnic heritages, primarily Spanish and Indian. The descendants of African slaves brought to Colombia predominate in the coastal areas. Two-thirds of the people live in urban areas.

Over 95% of the population is Roman Catholic, the national religion. Catholicism is an important part of family life. Extended families are strong.

HONDURAS

See Me, Share My World artwork from Honduras was done by primary school children living in La Venta, a small village in central Honduras about one and one half hours by bus from the capital city, Tegucigalpa.

Slightly bigger than Tennessee, Honduras is the second largest country in Central America. It is bordered on the north by the Caribbean Sea, on the south by Nicaragua and the Pacific Ocean and on the west by El Salvador and Guatemala. More than 80% of the land is mountainous.

Hondurans have a blend of ethnic heritages, primarily Spanish and Indian. The national language is Spanish. A few are descended from African slaves. In recent years Honduras has been host to a flood of refugees from its war-torn neighbors, El Salvador and Nicaragua.

Most of the population is Roman Catholic with a small percentage of Protestants. In the rural areas traditional religious practices are deeply interwoven into the fabric of everyday life.

As in many Latin American cultures, there is a strong sense of family. It is common for members of the extended family, including grandparents, cousins and other relatives to live in the same house. However, the migration of rural poor to the cities in search of a better life is breaking up the traditional family structure.

INDONESIA

See Me, Share My World artwork from Indonesia was done by children living on the island of Bali.

Indonesia is an archipelago stretching along the equator consisting of 13,000 islands. It is the third largest country in Asia. With 165 million people, it has the fifth largest population of any country in the world. Over four-fifths of Indonesian people live in rural areas. But even the countryside is densely populated. The national language is Bahasa Indonesian.

Family is the most important unit of society, a source of support and strength. Family needs and obligations take priority over everything else. Children often live with grandparents and other relatives for long periods of time.

Religion is a strong influence in daily life. About 90% of Indonesians are of the Islamic faith, but the island of Bali is predominantly Hindu.

INDIA

See Me, Share My World artwork from India was done by primary school children living in slums around the capital city of New Delhi.

One-third the size of the United States, India's population of 773 million is three times as large as that of the U.S. – the second largest in the world. India is the world's largest democracy with regular and freely contested elections.

India is a land of great diversity. Each of India's 22 states has its own traits – reflected in religion, language, art, dress, housing and food. Though 80% of the people are Hindus, India is host to all the major religions of the world. Hindi is the national language with 14 other languages officially recognized by the government.

Almost three-quarters of Indians live in rural areas. There they uphold many of the old traditions, but the presence of change and modernization is also visible. The rest live in urban areas filled with modern industry, science and technology – but the presence of tradition is visible.

For Indians, the family is the most important unit of society. Most children live in an extended family or with their relatives nearby. Parents and older relatives are highly respected. Younger siblings must respect their older brothers and sisters who in turn set a model for them and look after them.

SIERRA LEONE

See Me, Share My World artwork from Sierra Leone was done by primary school children living in rural villages near Makeni, a town in the Bombali District of Sierra Leone's Northern Province.

Sierra Leone is located on the west coast of Africa, bordered on the north and east by the Republic of Guinea and on the southeast by Liberia. Sierra Leone is slightly smaller than South Carolina.

Portuguese explorers in the 15th century called the country "Serra Lyoa" meaning "lion range" to describe the mountains on the peninsula. The capital Freetown was named for the freed slaves that returned to Africa. The land in the north is characterized by savanna grasslands, and "bush," cultivated by slash and burn agricultural methods.

Throughout its history Sierra Leone has been influenced by Portuguese, British and French traders who came for gold, ivory, pepper and slaves. After ten years as a nation within the British Commonwealth, Sierra Leone became a republic in 1971. The national language is English.

Like most African countries, Sierra Leone's population of 3.7 million consists of numerous ethnic groups, which have their own distinct histories, cultures and languages. There are at least 18 different groups.

Grandparents, aunts, uncles and cousins are all part of the immediate family and tend to live together. The traditional religions of the area are still strong and people generally do not feel that old practices conflict with Christianity or Islam. About 30% of Sierra Leoneans are Muslim and 10% are Christian.

THAILAND

See Me, Share My World artwork from Thailand was done by primary school children living in rural villages near Khon Kaen, a town in the drought-ridden northeastern region of the country.

Thailand in the Thai language means "Land of the Free." The Thai are proud to be the only Southeast Asian nation which was never a colony. The national language is Thai.

Almost three-quarters the size of Texas, Thailand is located in the heart of Southeast Asia and bordered by Burma, Laos, Kampuchea and Malaysia. The population is 52.3 million. The northeastern area produces most of Thailand's glutinous rice, its staple food and primary export.

In the northeast, the Issan, or Hill Tribes, are descendants of Laotian and Khmer settlers who came to Thailand in the 11th and 12th centuries. Each group has distinctive dialect, hairstyle and clothing.

The family, especially among rural people, is very important. The opinions of elder family members and village leaders are sought and highly valued by the young. Most people practice a form of Buddhism. Families will often send a son to serve as a monk for some time.

2 What do you eat?

This station focuses on food production, distribution and preparation in developing countries. Students are introduced to staple foods and the different types of hunger.

Objectives

Students will:

- Compare how food reaches the table in their homes with the route food takes in some of the developing countries featured in the exhibit;
- Define "staple food" and give examples of staple foods around the world;
- Compare their own diets with those of children in developing countries; and
- Recognize that food has a different significance in different cultures.

Procedure

A. What do you eat?

What scenes do you see? How are they related? What food is being grown? How many different ways is it used? What people are involved in the process and how are they dependent on one another?

Some of the pictures show food being produced and eaten, others convey a broader idea of food. The drawings of the monks from Thailand and the masked dancers from Sierra Leone show that food takes on a symbolic meaning beyond mere sustenance in these cultures.

B. Discussion of development issues

Agriculture and food production engage a much larger percentage of the population in developing countries than in developed countries. For example, in Colombia, 26% of the labor force is in agriculture, in contrast to only 3% in the United States. In Africa, the percentage of the labor force in agriculture is 69% and in Asia 66%.

Families such as Yovanny's (see artwork on page 13) might own a small piece of land. This must provide food for their own subsistence and enough cash to cover their other needs.

Food distribution. Despite the hard work that farmers in Africa, Asia and Latin America put into food production, many of them do not get enough to eat themselves. There are many factors that contribute to this.

Many farmers in developing countries do not own the land they farm. They are paid minimally and given food during the harvest season that often does not last through the off-season.

Those who are fortunate enough to own land must choose between growing food for their own consumption and for local markets, or growing cash crops, such as tobacco, for export.

Many farmers are not able to make a profit on their crops because of an insufficient support system or infrastructure. For example, farmers often do not have access to credit that would enable them to invest in fertilizer, or new farming equipment.

Hunger – what does it mean? When we think of hunger overseas, images of children with swollen bellies come to mind. Actually, hunger takes on many forms, and the severe conditions of famine account for less than 10% of hunger-related deaths.

In developing countries, hunger takes the form of *undernutrition, malnutrition, malabsorption, seasonal hunger* and *famine.*

- *Undernutrition* is a chronic condition for many of the poor in developing countries. It means simply not getting enough to eat – consuming fewer calories and less protein than

the body needs. This weakens resistance to disease and decreases energy.

- *Malnutrition* is not eating the balance of foods needed to maintain good health. There are many malnutrition-related deaths and it takes its toll on the living. For example, 250,000 children become blind each year due to a deficiency in Vitamin A in their diets.
- *Malabsorption* is a condition in which the body is unable to absorb nutrients. This is often due to intestinal parasites and is common in areas with contaminated water.
- *Seasonal hunger* occurs before each harvest when the food from the last harvest runs out.
- *Famine* is widespread lack of food caused by drought, flood or war. Famine occurs in countries that do not have the infrastructure – food storage facilities, roads, transportation – to compensate for natural disaster or political disruption.

Food and culture are closely connected. Attitudes toward food reflect cultural beliefs and values. Certain foods are avoided. Other foods are considered special and take on symbolic importance. In countries where the food supply is not always dependable, sharing food becomes very significant.

In Sierra Leone, production, preparation and consumption of food is a communal affair. Cooking outdoors is a highly sociable time. Women talk with other women. Children fetch firewood and water. Food is eaten out of a common bowl without utensils. Hospitality abounds and visitors are always offered something.

In many cultures, the status and rank of members of an extended family can be easily determined by observing who cooks, who serves and in what order family members are served. In many cultures, men eat first, then sons, then daughters, then wives. In times when food is scarce, who eats first can make a big difference.

C. Student activity book

Journey of Cornbread: Students compare the journey of cornbread as shown in the drawing by Yovanny Sanclemente (page 6) to the graphic showing the journey from seed to table in this country. *How are the journeys similar? Which one is longer? Why?*

Diet Diary: Students record the foods they eat for a day on the chart on page 7 and analyze their diets on the basis of caloric intake and nutritional value. They then compare their findings with the diets of peers in Sierra Leone, India and Colombia.

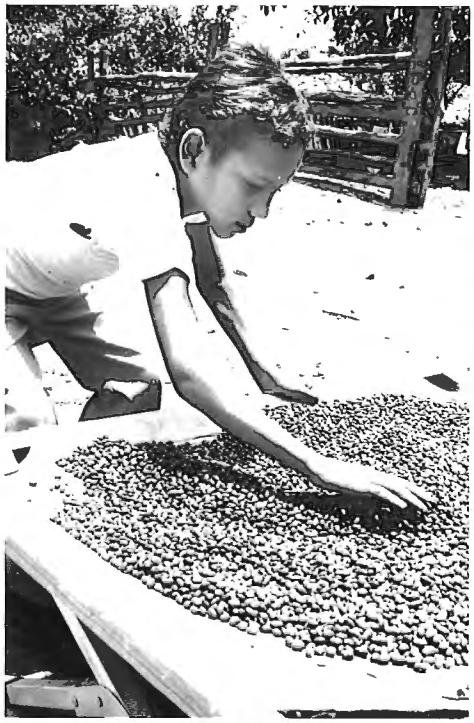
Food Folk Tale: Students read Indian folk tale on page 8 about a generous family in a time of famine and answer questions based on the story. The folk tale can also be related to the education station and the role of folk tales, story-telling and other oral forms of communication in imparting cultural values and beliefs.

Expanding our notion of food. *Why are the pictures of monks in the food station?*

Food not only fills the basic need for sustenance, but also takes on other meanings in different cultures. For example, in deciding where to eat out here, sustenance is not the only motivation in choosing a restaurant. In Thailand, food takes on a religious significance.

In Khon Kaen, where the Thai drawings are from, most of the people are Buddhist. Buddhists believe that people determine their fate through their own actions. Performing good actions will bring merit in this life and the lives to come. Buddhism also teaches that every action a person makes affects the balance of life. Thus, Buddhists have the responsibility to perform good actions for their own salvation *and* for the good of others.

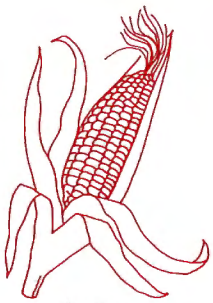
One of the principles that guides good action is *dana* which means generosity, the act of giving and the gift itself. Even the poor who can ill afford it will give to increase their merit. *Dana* is often associated with giving alms to the monks.



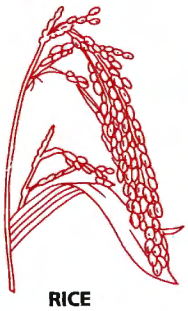
Additional activities

Art. Collage, mural or drawing of favorite foods.
Art. Students make food "shield" by drawing big square or circle, dividing it with lines into sections and drawing pictures: their favorite food; a celebration food; a food they like to prepare; a special cultural food their families eat.
Economics. Survey the local supermarket to determine what products come from Third World countries. Or analyze labels of packaged/canned goods in the home.
Reading. Many folk tales (eg. *Spider Tales from Sierra Leone*) deal with the subject of food. Read folk tales; act them out; compare with own nursery rhymes related to food. Write stories about food.
Science. Experiment with plants, showing the different effects of withholding water and/or adding fertilizer. Chart and compare what happens to each plant. Relate to topic of increasing food production in developing countries.
Social Studies. Mapwork, showing the differences among countries and the relation of staple foods to geography and climate: eg. cereals vs. yams in West Africa.
Social Studies. Cafeteria garbage monitoring project to measure waste.
Social Studies. Collect class food basket for local food banks. Visit a soup kitchen.

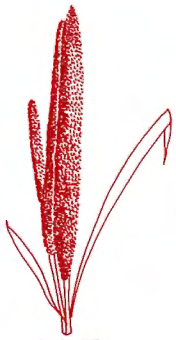
Staple foods



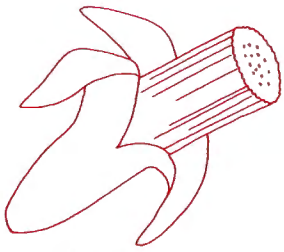
CORN
Corn is the second most common staple food. It was discovered in North America and taken to Africa.



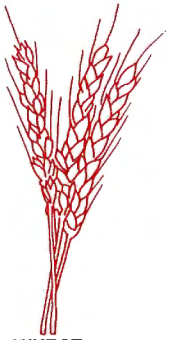
RICE
Rice is the world's most important food crop. It provides the staple for 6 out of 10 people. It grows in a warm climate with plenty of water. It needs no grinding to eat.



MILLET **SORGHUM**
Millet and ***sorghum*** are staple grains for millions of people in Africa and Asia. These grains can grow in very dry soil where no other cereal can be raised.



PLANTAIN
Plantain is similar to a banana, and is a staple food in many parts of Africa.



WHEAT
Wheat grows best in climates that are not too hot. Most wheat growing-areas are in the northern hemisphere. Wheat is used widely in the making of bread.

SOYBEAN
Soybean is native to Asia, particularly China and Japan. It is also used in Africa. Soybeans are high in protein.

CASSAVA

YAM
Cassava and ***yams*** are starchy roots that grow well in tropical areas near the equator. They provide the least nutrition of all the staple foods.

3 Who teaches you?

This station addresses the issues of access to education, literacy and learning outside the school classroom. Students are challenged to think of what they need to know to be a member of their society and recognize what they learn from their culture and arts.

"We are poor, very, very poor. But we are not stupid. That is why we despise our illiteracy."

– from *Silver Shackles: Women and Development in India,* Maitrayee Mukhopadhyay

Objectives

Students will:

- Define "education" and distinguish different forms of learning, discussing where and from whom people learn;
- Compare their classroom and school day with that of children in developing countries;
- Give reasons for differences in educational opportunity; and
- Show how language, folklore, music and art both reflect and teach societal values.

Procedure

A. Who teaches you?

Encourage the student's responses to the exhibit station. *What particularly impressed them? Do the schools in the pictures look the same as theirs? What is different?* Note the school uniforms – they are required in most schools in developing countries.

Did they understand the graphic? What would it mean not to be able to read? Many children in developing countries must quit school by sixth grade. *What would your students do if they had to quit school?*

B. Discussion of development issues

Education is a very broad concept. Much is learned from people and events outside the school and classroom. For example, there are many things that we must know to function in our society. A broad definition of education includes *formal education* – what is learned in schools; *nonformal education* – what is learned through organized activities outside school; and *informal education* – what we learn from life.

Low literacy rates generally characterize developing countries. In Sierra Leone only 38% of adult men and 21% of adult women can read and write. Few of Sullay's (see artwork on page 14) classmates – 23% of boys and 11% of girls – will continue on to secondary school. Formal education ends in primary school for the majority of children in developing countries. For example, in Thailand, enrollment rates for primary school are 98%, but secondary school enrollments are only 35%.

Thailand, unlike Sierra Leone, has very high literacy rates, with 93% of men and 83% of women able to read and write. This is due in large part to a historic tradition where reading and writing were taught by Buddhist monks.

Literacy and survival. Low literacy rates are more than just statistics. Not being able to read affects many aspects of life. Recent studies show that the more educated the mother, the greater are the chances that her children will survive until five. Education also increases the productivity of farmers. Fundamentally, education gives people access to more opportunities to improve their lives.

Access to formal education is limited, especially in rural areas where schools are few and far between. In some communities, children must actually help to build their own schools. Sullay may have to walk two hours to get to school. Many schools do not have teachers year-round. Some teachers may not have had the opportunity to complete secondary school themselves. Schools also lack supplies and equipment.

(continued on page 21)

Education – for whom and for what?

Many women in the world want non-formal training to help meet the immediate needs of their families. Education that will improve their well-being, such as improved farming techniques or health lessons, and vocational training that will help them to earn money have the most impact on their condition.

For their children, they want formal education. They believe that the opportunity to learn will automatically bring the ability to earn.

Third World Women Speak Out
Perdita Huston

Notice the tractor in Yovanny's picture. Colombia is wealthier than most developing countries. In India and other developing countries, farming is not yet fully mechanized.

Farming

In my home town agriculture is the most important activity we engage in. Our parents are farmers. They grow vegetables and fruit in order to make a living.

To have a good harvest first you have to plow the earth and then you plant a seed. After you plant the seeds you must water them constantly so that they sprout and grow. You have to spray them frequently to kill the insects and parasites that might destroy them. When the corn is ripe comes the time of harvest.

The corn is used in many ways. We can eat it in the form of *arepas*, or corn bread, *envueltos*, a softer form of cornbread and soups. We can sell it in the market so that other people can eat it. You can also feed animals with it.

Yovanny Sanclemente Restrepo, Colombia

Food production is the occupation of most of the poor in developing countries. Encourage students to compare what Yovanny has drawn about food to their own notion of it. The four parts of the picture illustrate these different aspects. Note the amount of detail in this picture.

In the Classroom
We are in the classroom and we are learning Mathematics – the first lesson of the day. There are both boys and girls in our classroom. We all like our teacher because he teaches us well and he does not flog us.
Sullay Kamara, Sierra Leone

Note how sparse the classroom is. Textbooks, school equipment, and sometimes even teachers are hard to come by in rural areas. The number of students shown is deceiving as many rural schools are overcrowded with students of all ages and skill levels.

Many rural schools include agriculture in their curriculum. In Thailand, girls hoe a garden that will provide food for the school's lunch.

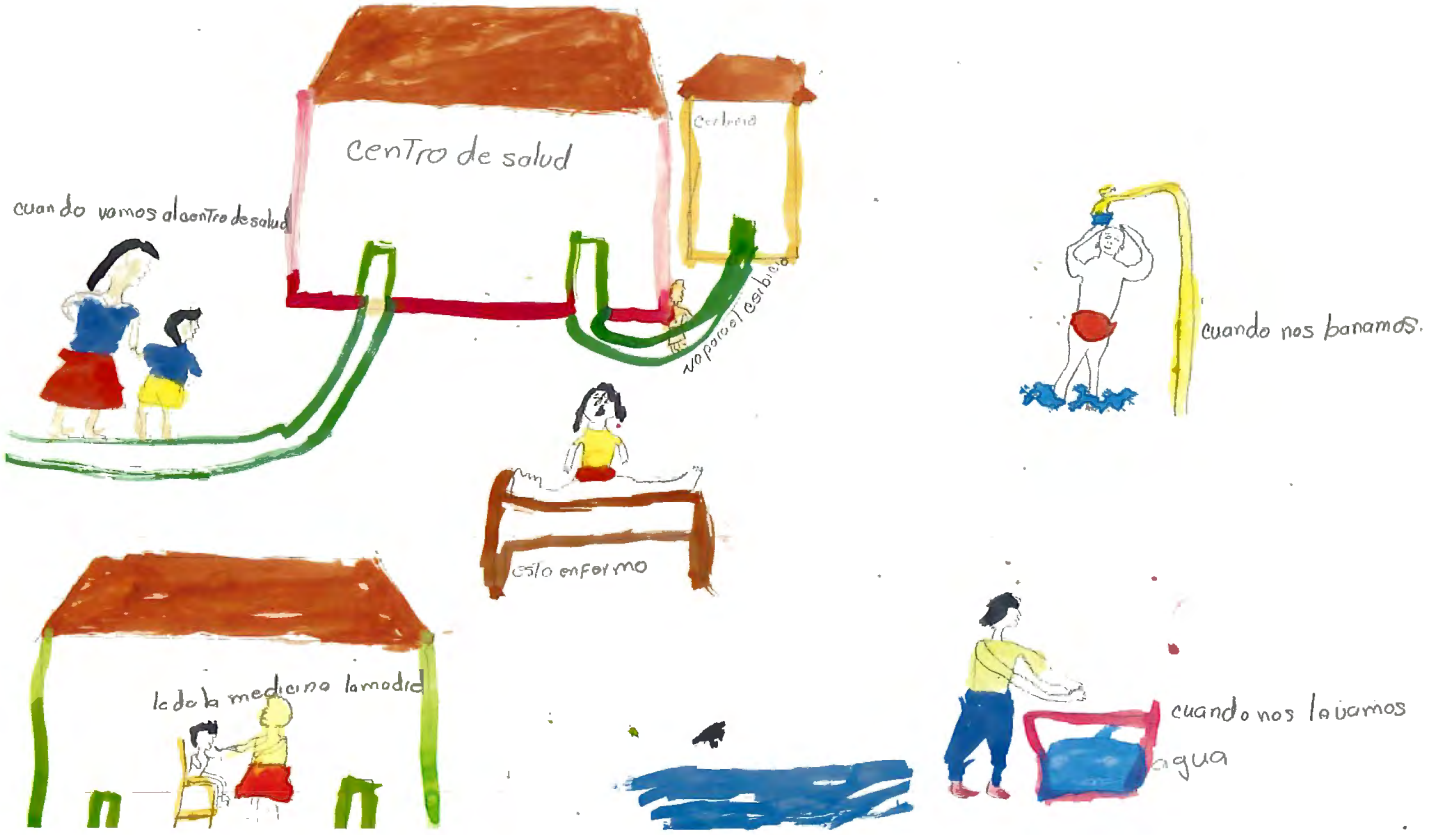
Vocational training is important for the poor in developing countries. In Sierra Leone, young women learn to sew. This skill can be a source of income to them that is not dependent on the weather.

The School

At school we are learning useful things for later in life. We play and we learn. In my painting you can see: a lot of trees, mountains, rocks, children, plants and a little window, so that you can look outside. We have a few benches. We also have flowers.

Cristina Lozano Chavez, Colombia

Notice the amount of detail, so characteristic of the artwork from Colombia. Literacy rates for Colombia are relatively high. But, like most developing countries, enrollment rates for secondary school are very low.

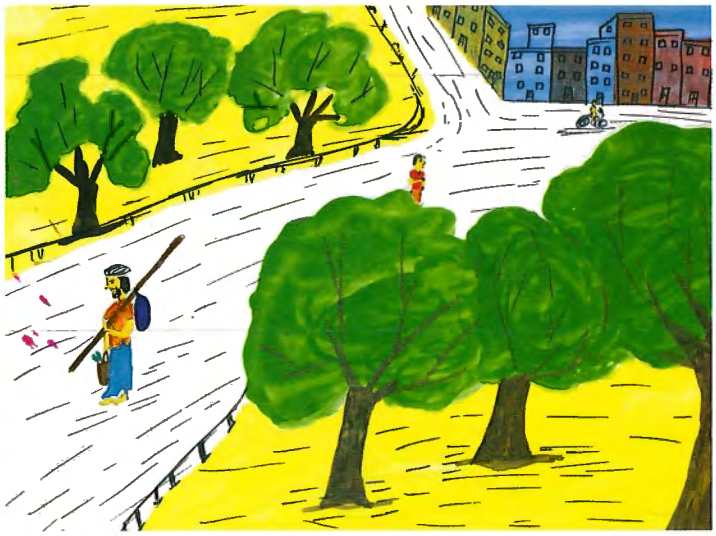


How I Stay Healthy
When we go to the health center. We use the latrine. We bathe. When I am sick, my mother gives me medicine.
Nahilia Damaris Castillo, Honduras

Most of the artwork from Honduras came with the labels on them as if the artists wanted to be absolutely certain we would understand them. There are some mistakes here that Spanish-speaking students may help correct.

Basic health measures such as the ones pictured here can save the lives of many children in developing countries.

Too many children in developing countries are not vaccinated against deadly diseases. The problem of cold storage for vaccines and lack of education among parents contribute to this problem.



Rural families sell what produce they can for cash to buy other necessities. Trips to the local market can often take an entire day.

My Family Sells Balloons

1. My family earns money by selling balloons. My father has gone to the market to buy balloons. A man is selling toys on a hand driven cart and there is a beggar on the street. The shops are open and people are coming to shop.

2. My father has returned to the house with the balloons he bought. My family lives in a small room (10′ x 8′). The plaster of the walls has fallen at many places. I help put air in the balloons and my father knots them to make fancy shapes. My mother is making dolls to sell. My little brother is waving goodbye as my father goes to work.

3. My father is selling balloons in the community. The children want to buy the balloons. A child is begging his father for a balloon as a few of the others are watching from their houses.

4. It is evening. My father has sold all the balloons. He used the money to buy vegetables for our family's dinner.

Sushila Kumar, India

Most of the urban poor have migrated from rural areas. In the city, many depend upon their entrepreneurship to feed their families. Small businesses, such as balloon-selling often barely meet a family's basic needs.

Scaring Birds
This is our rice farm. It is my duty to scare birds with a sling and stones. My father built a special hut for this purpose, locally called a koron. If it rains he can take shelter in this hut. Inside the hut I can make a fire to keep me warm and boil groundnuts to eat when I am hungry.
Ismaila Lamin, Sierra Leone

Children play an extremely important role in the rural family. Families depend on them to meet their responsibilities – such as taking care of younger siblings – from a very young age. Scaring birds away from crops is a common task throughout developing countries. Using a slingshot makes it something of a game.

In the city, children may help in their family's business or find odd jobs for small payment. This boy from Honduras will be paid some small amount for sweeping.

There are similarities and differences in celebrations throughout the world. In India, Republic Day is celebrated with a parade which includes an elephant in elaborate traditional dress and marching bands not unlike our own.

Songkran Festival

After having finished farming, there are many festivals celebrated in the villages. Such as *Songkran* festival in April and *Loy Krathong* festival in November. In celebrations, villagers make merit by offering food to monks in the morning, and at night there are many kinds of entertainment such as *Mor-lam* (northeastern folksong), *Li-ke* (classical drama) and boxing.

Jittar Lekklar, Thailand

This picture is typical of the detailed Thai style. It is interesting to note the combination of religious (eg. the priest seated in the middle of the picture) and the secular (eg. the boxing match on the movie screen in the upper right).

Bo Train
We play this game during moon light. We join hands and move round and round singing: *"Alata-lata, alata-lata gbamulata, Alata-lata-lata gbamulata, Alatao."* At the end of the song everybody should remain still. Anyone who moves loses the game. This is continued until only one person remains as the winner.
Kambia Conteh, Sierra Leone

Children throughout the world find time to play. Bo Train is played by moonlight. Imagine how special moonlit nights must be in a village without electricity. Notice how movement and perspective is so adeptly portrayed by the Sierra Leone artists.

Here, girls in Indonesia play a circle game at school in broad day light.

School Lunch Program – Tuluá, Colombia

Too many children in the world go to school in the morning without having eaten. We know that without eating, levels of concentration and discipline are low and learning is not optimal.

Many economically disadvantaged students in Tuluá, Colombia got help to meet the expenses of school fees and uniforms. However, this program did not address the problem of malnutrition that was affecting their studies.

Parents and teachers decided that the problem of malnutrition could be tackled by a school lunch program. They approached the appropriate government department and, with the active participation of school teachers and the community, launched the program. It was a success. As one teacher describes it:

"If you could be here and see it, then you would understand what a difference the school lunch program has made. The level of concentration, discipline and results have improved tremendously. The children have begun to look better. They feel happy and play a lot more."

Foster Parents Plan Field Report
Tuluá, Colombia

Poverty affects educational opportunity. School fees and the cost of books and required uniforms can be a heavy economic burden for a family. Sullay, like other boys in Sierra Leone, may be the only child his family can afford to send to school. His sisters are needed at home to work in the field or care for younger children. Education for girls is often of lower priority.

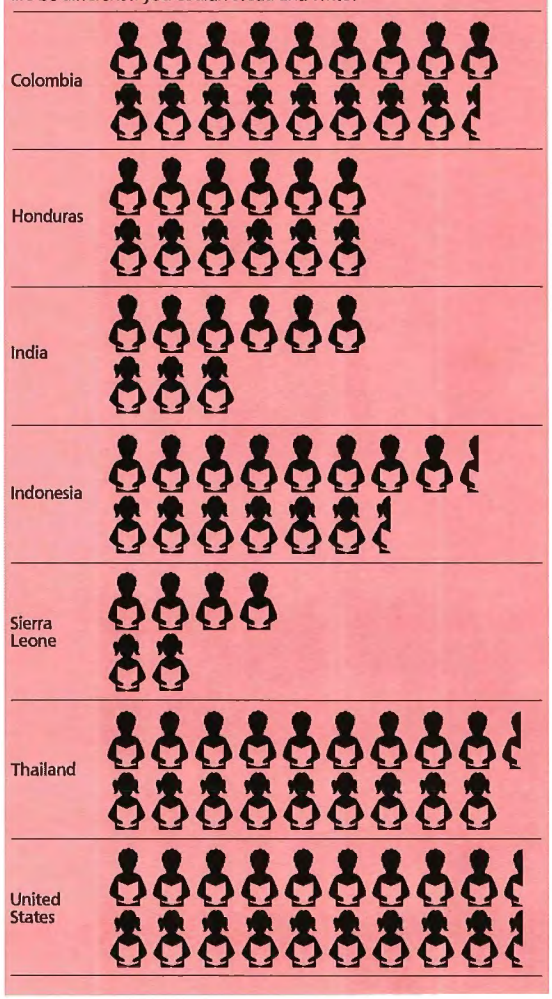
Nonformal education plays an important role in increasing educational opportunities in developing countries. The nonformal classroom can be anywhere – in the fields, at a health center or at a school. The emphasis is on teaching practical skills to meet local needs. Examples range from agricultural and vocational training to classes in family health and nutrition.

Education and culture are closely connected. Many developing countries rely on traditional ways of educating and preparing children for the responsibilities of adulthood.

Some of the methods of transmitting information are through stories, songs and the arts. In most societies art keeps a record of history and also informs about current events. This is particularly significant in countries with low literacy rates and also in those where the media is censored. Teenagers in Colombia have made a mural reflecting the developments in their community; people in Sierra Leone sing of the difficulties of men leaving their families to go to work in the mines; travelling theater groups in India educate about current issues; and in Thailand, rock stars have begun to address the problems of the poor in their songs.

Who can read?

The chart below shows the literacy rate (how many boys and girls out of every ten can read) in each of the countries listed. How would your life be different if you couldn't read and write?



C. Student activity book

Alike/Different Chart. Students identify similarities and differences between their classroom and the one in the book (exhibit) by completing the chart on page 9.

Learning Hindi, Krio, Thai and Spanish. Using the chart on page 10, children compute easy math problems in another language and script.

Literacy rates of men and women Students interpret a graphic on page 10, showing literacy rates of men and women in selected developing countries and answer questions based upon analysis of the data. (Alternative: fill in graphs themselves given symbols and statistics.)

A Day in the Life of Abdulai Kamara. Students read an account of Abdulai's day on page 11 and make a schedule of the events in his day to compare to their own.

Additional activities

Art/Music. Construct African masks used in initiation rites. Research their role and function in imparting values and beliefs. Make the "talking" drums used in West Africa and discuss how they are used to communicate important messages.

Language Arts. Post signs with important instructions in another language so children can see how much they depend on language. Children make "international" signs or posters that can be understood by children in any developing country. Signs must communicate without using words.

Social Studies/Art. Simulate a classroom in Sierra Leone and the scarcity of learning materials. Children can brainstorm substitutes for paper, pencil and books and experiment using them for a class period. Chalk or stone chips can be used for pencils. A slate can be made from cardboard painted black. Introduce an abacus for counting. *How is the learning process affected?*

Social Studies/Role Play. Using case studies of children in Sierra Leone, role play a classroom situation, demonstrating difficulties children face in getting to school and continuing education. One student may be unable to afford the cost of a uniform, etc. *What kind of future is possible? What will children do once they drop out of school?*

4 What keeps you healthy?

Revolutions in health
"In a little over a decade, a public health revolution has quietly taken place."

During the mid-1970s, nearly 5 million young children were dying every year of measles, tetanus, whooping cough, diphtheria, tuberculosis, and polio. Millions more were permanently disabled by these six deadly diseases, all of which can be prevented by immunization. Then, barely 5% of children in developing countries were immunized. By 1990, 70% to 80% of them will be immunized.

The progress made in public health is a tribute to international cooperation. Researchers, educators and technicians joined to develop vaccines that could be easily transported, stored and administered. The involvement of people – from scientists to parents, governments to fieldworkers, and media to community leaders – made it possible.

– *JOURNEY Magazine* Summer 1988

This station establishes the connections between health, environment and nutrition. Students examine elements of their daily life that keep them healthy. Causes of child mortality in developing countries are discussed.

Objectives

Students will:

- Identify factors contributing to good health in their own lives;
- Analyze statistics to compare health conditions in developing and developed countries;
- Explain connections between poverty and disease and the role of education in improving health conditions; and
- Discuss effective approaches to health care including role of traditional healing methods in the U.S. and developing countries.

Procedure

A. What keeps you healthy?

Ask students to explain the statement, "Health is not everything, but without health you have nothing." *What does it mean to be healthy? What happens when you are sick?* Encourage a variety of responses.

There are basic things in our daily life that keep us healthy. *Can you name a few?* Encourage students to think of environmental factors – sanitation, water – as well as medical – immunization, health care. Point out that many children in developing countries die from diseases that have known cures.

B. Discussion of development issues

What does health mean? For many in developing countries, health means survival. The combined factors of poor sanitation, lack of clean water, malnutrition and lack of access to health care cause many child deaths. In Honduras, 111 of every 1,000 children die before they reach age five, compared to 13 per 1,000 in the United States.

Scarcity of clean water and poor sanitation cause 80 percent of infection and disease in the world, according to the World Health Organization. Contaminated drinking water often carries parasites that cause diarrhea and stomach disorders. Mosquitoes that carry malaria and yellow fever breed in stagnant water. Blackflies, which can cause river blindness, are found near fast-moving water. Poor sanitation helps spread communicable disease. Frequent illness and inadequate diet lead to malnutrition and a high rate of child mortality.

Health services in rural areas are limited. In some rural areas, villagers cannot get to a hospital during the rainy season. Many children are not immunized against the six killer diseases – measles, tetanus, whooping cough, diphtheria, tuberculosis and polio. Educating parents about the value of immunizations is a critical step.

Often, villagers cannot afford the expense of travelling to a clinic or the doctor's high fees and rely on traditional methods of healing such as herbal medicines and visits to a traditional healer. These healers can provide treatment for many ailments. Modern medicine was derived in part from traditional herbal medicines.

Health facilities are more readily available to city dwellers, but these facilities are hard-pressed to meet the needs of the growing number of urban poor.

Education and preventive care play a crucial role in reducing infant mortality. UNICEF has identified four low-cost health measures which can potentially cut in half the

number of young children dying in the developing world. These measures are identified by the acronym"GOBI" for Growth monitoring, Oral rehydration, Breast feeding, and Immunization.

The most dramatic of these measures is oral rehydration therapy (a simple drink of clean water with sugar and salt) to treat diarrhea. Dehydration caused by diarrhea is the single largest killer of children in the developing world, so it was a breakthrough to distribute a simple remedy that can be administered by a parent or health worker in the home for less than ten cents per treatment.

The number of deaths caused by diarrheal dehydration is steadily falling. According to the World Health Organization, Oral Rehydration Therapy may now be preventing almost 1 million dehydration deaths a year.

Eradication is possible!
On October 26, 1977, after an intense, 10-year immunization campaign, the last case of small pox was reported in East Africa. *For the first time, a devastating human disease was eradicated from the earth!*

Although the vaccine was developed in 1796, as recently as 1967 almost 15 million people contracted smallpox each year and some two million died.

The success of the smallpox eradication campaign was due to a dramatic international effort. The campaign, coordinated by the World Health Organization, combined the best of researchers with the energetic and committed workers in the field to administer the vaccine.

The global elimination of polio, like that of smallpox, is technically feasible.

Polio is almost eradicated in developed countries, but in developing countries, polio still disables over 250,000 children a year and kills another 23,000. Only ten years ago, fewer than 5% of infants in developing countries were being immunized. Today, this number has jumped to 55%.

By the year 2000, the fight against polio can be won.

– *JOURNEY Magazine* Summer 1988

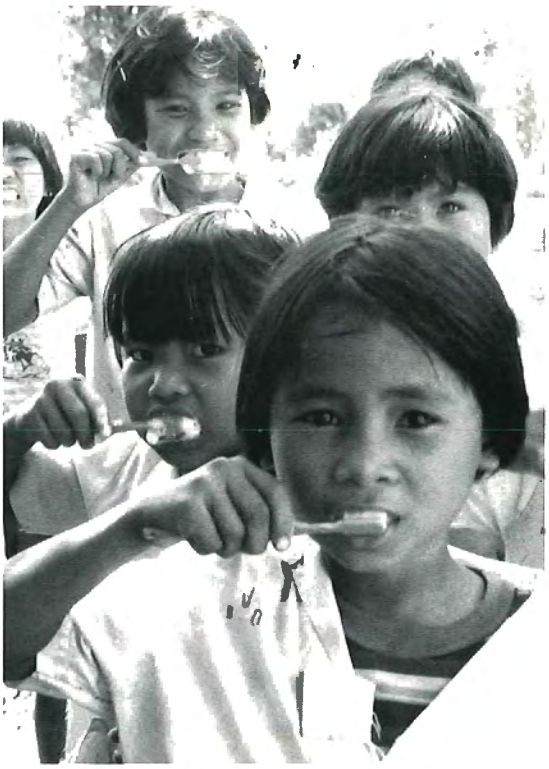
C. Student activity book

Graph/chart. Students fill in graphs and charts (pages 14-15) showing infant mortality, life expectancy and GNP per capita in selected countries and answer questions on the relationship of these indicators.

Language activity. Students use Spanish/English glossary on page 15 to translate Spanish subtitles of art work from Nahilia in Honduras describing what happens when a child gets sick in her village.

Additional activities

Art. Collage, mural or drawing on "water" theme, expressing feelings and attitudes toward water.
Health Education. Children bring in baby pictures and "baby books" or interview their parents to find out weight and height at birth. Discuss importance of birth weight. Make arm circumference bands, a simple device used in developing countries to monitor children's growth and detect malnutrition. Graph children's weights on growth charts.
Language Arts. Imagine a state of emergency in which all water has been contaminated and has to be rationed on the basis of need. Children develop a list and debate priorities.
Math. Children determine personal water use by recording daily amounts used for various functions such as bathing, drinking, etc. and compare total to the average of six liters (one and a half gallons) used in some developing countries. Flushing the toilet requires 25 liters.
Social Studies/Art. Compare housing in Rhode Island, Sierra Leone and Thailand. Discuss how environmental safety and health concerns affect the way people build their houses and the kinds of clothes they wear.



	% of population with access to drinking water (urban/rural)	% of population with access to health services
Colombia	89/28	60
Honduras	91/55	73
India	80/47	*
Indonesia	53/30	75
Sierra Leone	61/6	*
Thailand	50/70	70
USA	*	*

*Data not available
Adapted from *The State of the World's Children 1989*, UNICEF

5 Why do you work?

This station examines the role of children's work in rural and urban families in developing countries. It shows that the poor are not poor because they do not work hard, but rather because they do not earn enough to meet their basic needs.

Objectives

Students will:
- Define "work" and discuss types of wages;
- Compare their daily chores with those of children in developing countries;
- Distinguish between rural and urban working conditions; and
- Recognize how work reflects culture and community values.

Procedure

A. Why do you work?

What do you see in the exhibit station? What different kinds of tasks are being performed? Are people working alone or in groups? Some people say that the poor in developing countries are lazy. Look at the graphic that shows how much a daily wage can buy. *Do you think their hard work pays off?*

Look at the pictures. *What are some of the differences between work in urban and rural areas? What sorts of jobs do you see children doing? What do you think would happen if they were not able to do them?*

B. Discussion of development issues

Rural families make up the bulk of people in developing countries. They depend on farming, raising animals and fishing as ways to feed themselves and earn income. Rural families must work hard to cover their expenses.

Many families do not own farmland. They rent land from landowners and, in Thailand, even rent the water buffalo to work the rice fields in exchange for a share of the crop. If the rains come on time and the harvest is good, the villagers might have a little extra to sell at the market.

The work day for rural people begins before sunrise. Water must be drawn, animals fed, children sent off to school and the work begun in the fields before the heat of the noon-day sun. The villagers may break during the hottest part of the day and then return to work until sundown.

Frequent drought and lack of irrigation result in infertile soil, poor harvests and food shortages. Rice can be grown only during the wet season. During the dry season many villagers leave their homes to find work elsewhere.

Poor urban families are generally recent immigrants from rural areas who could no longer feed their families off the land. Although they are skilled as farmers, they do not have the skills for jobs in the urban areas. Many are further handicapped because they cannot read.

In the city, unemployment is high and jobs are low-paying. The poor find work wherever they can – in factories, as vendors and construction workers, or as taxi, bus and pedicab drivers. Many depend on their entrepreneurship to start small businesses, like the balloon man in New Delhi (see artwork on page 17).

Children's work is indispensable to the family income. In fact, many children have to leave school in order to help support their families. A lot of children take care of younger children while parents work. Some work on the family farm or in their parents' business.

Women's work is labor intensive and time-consuming. There are few conveniences. For

	Annual GNP per capita (US $)
Colombia	1230
Honduras	740
India	290
Indonesia	490
Sierra Leone	310
Thailand	810
USA	17,480

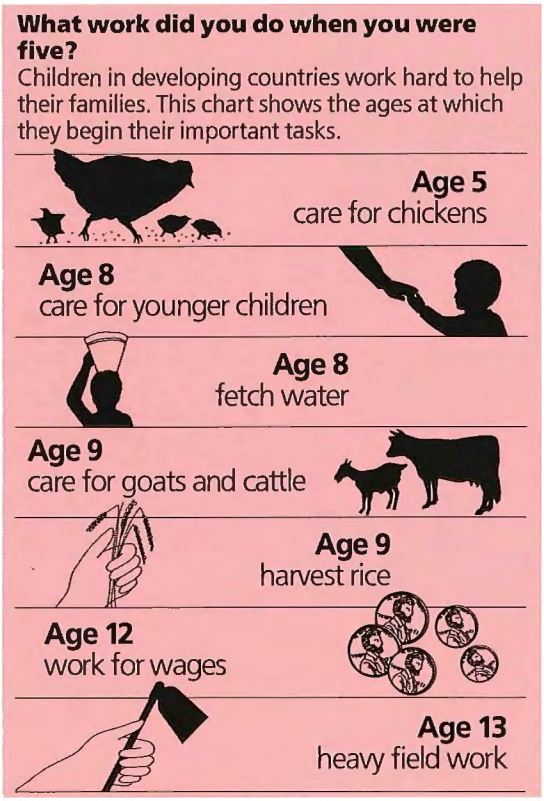
Adapted from *The State of the World's Children 1989*, UNICEF

example, pounding and grinding the coarse grains that are the staple foods can occupy hours. In many cases, water must be carried by hand from a well or stream. Firewood needs to be collected. Dinner is cooked on an open fire. Care of children and household chores take up the little time that is left.

Vocational training can help break the cycle of poverty. Teaching adults and children alternative methods of food production – planting vegetables, growing peanuts, cultivating mushrooms, raising chickens or fish – increases the variety of food sources available and helps sustain families during the off-season. Vocational training and loans to small businesses to market local handicrafts can also lead to financial independence.

Traditional forms of community cooperation enable the poor to handle the heavy workload during harvest and planting time, and to survive the lean times. For example, in Thailand, farmers continue the tradition of contributing rice to a community rice bank so that in periods of drought they can borrow it back. Many rural communities form cooperatives including water buffalo banks, fertilizer banks and women's thrift groups.

The poor in the cities come from many different areas and it is more difficult for them to form cohesive community groups, because they lack a common background.



C. Student activity book

Matching the description. Students match and sequence the descriptions that go with a series of drawings about a balloon vendor in Delhi and then answer questions on page 17 about his work and the involvement of his family.

My work. Students complete a work chart on page 18, analyze the kinds of work that they do, the consequences of not doing the work and its significance to them and others.

Photo analysis. Students review photographs of children working in developing countries on page 18, analyze the kinds of work performed and the consequences of what would happen if the jobs were not done.

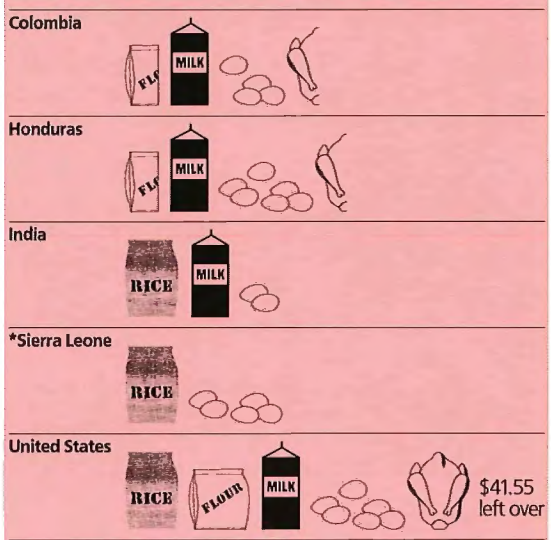
Women's Work. Students interpret a graphic on page 18 and answer questions about the role of women in developing countries.

Additional activities

Language Arts. Children can compare the responsibilities of Laura and her sisters in *Little House on the Prairie* with their own chores and those of children in developing countries. Discuss similarities between life in developing countries and rural life in 19th century United States.
Music. Children learn different "work" songs and discuss how music, singing and group cooperation can make work go faster and also make working fun. Children can make up their own "work" songs and/or experiment with working alone and as part of a team. *Which is faster? Which is more fun?*
Science. Children research traditional work animals, eg. water buffalo, oxen, horse, donkey; then develop a chart, comparing the efficiency of human, animal and machine labor. *What are the advantages and disadvantages of different kinds of labor?*
Social Studies. Children record in a "Food Time" chart the number of hours spent in their household on food-related activities (shopping, cooking, washing dishes, etc.). *Who does the work? What are the total hours involved? How does this compare to the number of hours spent in a developing country? What accounts for the differences?* Make a list of all the labor-saving devices that we take for granted or write a paragraph on "Life without Electricity."

Does a full day's work buy dinner?

This table shows how much food daily wages can buy in each of the listed countries – if the entire amount of a day's earnings is spent on food.



rice 2.2 lbs. / flour 2.2 lbs. / milk 1 quart / eggs (6) / chicken (whole)

*Statistics not available. Comparable West African country shown.

6 How do you have fun?

This station focuses on the universality of festivals and games. Students find similarities in games children play around the world and explore festivals as expressions of culture.

Objectives

Students will:

- Identify common elements in the ways that holidays are celebrated among themselves and by children in developing countries;
- Show connections between festivals and events in nature;
- Recognize how festivals combine secular and religious traditions; and
- Appreciate the diversity of customs and traditions in the U.S. and in developing countries.

Procedure

A. How do you have fun?

Encourage students to respond to what they see in the exhibit. *Do the children see events that look familiar to them? Do they recognize some of the games children play in developing countries? What different activities are shown in the drawings? Who is involved? What are they doing? What makes holidays fun and special?*

B. Discussion of cultural universals

Children everywhere find time to play. Without toys from the store, many children in developing countries must create their own toys and design their own games. Keeping an old tire rim rolling is common throughout the world (including old New England). Many of the games are organized and others are more spontaneous. Games like "Bo Train" from Sierra Leone on page 20 have their parallels in games that children play in the United States.

Festivals are an important part of every culture. They teach children the traditions, values and beliefs of a community.

Although particular practices change from generation to generation, festivals and celebrations are what hold a people and a community together.

Festivals may be held to celebrate religious or national holidays. Many times the relious and secular are combined. There are many similarities. For example, celebrations of National or Independence Days generally include parades and fireworks.

Religious festivals often include prayer or going to the temple, church or mosque. Celebrations often include the preparation of special foods and provide a chance for families and communities to come together.

All cultures observe and celebrate special days. A day might be special because it marks a patriotic event such as gaining a country's independence. In the United States we celebrate July 4th. Thai people honor October 23rd as a national holiday in memory of the King of Thailand (1868-1910) who abolished slavery and brought about other needed reforms in Thai laws and customs. In Sierra Leone, April 27th is a national holiday commemorating the country's independence in 1961.

Natural and seasonal events offer occasions for celebration and fellowship. Many festivals are linked to the cycle of farming. In Thailand, the beginning and the end of the rainy season are times of festival, prayer and thanksgiving. *Loy Krathong* occurs in mid-November at the height of the monsoon rains when people give thanks for the precious resource of water which has helped crops grow.

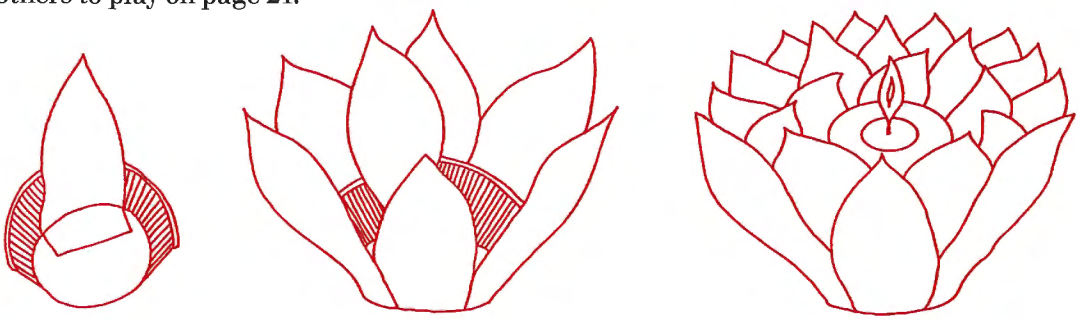
Songkran is celebrated in mid-April at the end of the dry weather. In anticipation of the

rains, young people have fun throwing water at each other. At one time it was believed that throwing water would bring abundant rainfall and assure a good growing season.

In Thailand and India the new year is celebrated both in April, based upon the system of counting lunar months, and on January 1st, according to the western calendar. The date of the new year may vary from culture to culture and even within a culture. However, the feelings of hope and joy associated with new beginnings remain constant.

C. Student activity book

Make *krathongs.* Students read about *Loy Krathong* on page 20 and then make *krathongs* out of aluminum foil to float in water (see instructions [direction]).
Alike/Different chart. Students identify similarities and differences between holidays they celebrate and the one Jittar has drawn on page 21.
Write a cinquain. Students write a cinquain (five-line poem) describing their favorite festival on page 21.
Drawing a game. Students draw their favorite game and write down the instructions for others to play on page 21.



To make a krathong:

1. Cut out 24 petals — 4 3/8" long and 1 3/4" wide — out of aluminum foil (triple thickness).
2. Glue six of them with contact cement to the outside of an aluminum foil cupcake tin. Cover the outside bottom with a circle of foil.
3. Glue the remaining 18 petals to the inside of the cupcake tin, overlapping them slightly. Cover the inside bottom with a circle of foil.
4. Place a candle in melted wax in the center of cup. Light, place in the water, send off and make a wish.

Additional activities

Art. Make a toy out of scrap materials. Discuss factors that influence children's choice of toys in developing countries, such as the natural materials available to them. *Do all children need and have playthings?* Set up a class toy museum, including store bought and homemade toys.
Art. Play games with action and movement, like freeze tag. Watch others jumping and running. Try to capture the movement in a drawing. Analyze how the artwork from Sierra Leone expresses action and movement.
Art/Language Arts. Compare children's artwork from Sierra Leone, Thailand and Colombia. Describe in sentences how the styles are different or similar.
Art/Language Arts. Draw and write down the instructions of favorite games to compile a class game book.
Language Arts. Interview parents and grandparents on festivals that they celebrated or games that they played as children. Make a Festival or Games Book, describing how times have changed (or stayed the same).
Music. Listen to festival music from different developing countries. Draw feelings that the music evokes. Make musical instruments.
Physical Education. Learn children's games from Sierra Leone, Thailand and Colombia. *How are they similar? How are they different? What do you learn from playing games? Why play sports?*
Social Studies. New Year's Day is celebrated around the world, but on different days and in diverse ways. Research new year's traditions of developing and developed countries. *What do new year's celebrations have in common? How are they different?*
Social Studies. National holidays usually commemorate past patriotic events or honor a country's heroes. Find out the national holidays for different developing countries and what they stand for. Design and illustrate a calendar of national holidays. *Who are the national heroes of Thailand, Sierra Leone, India or Colombia? Who are our popular heroes?*

Culminating Activities, Sources & References

Culminating Activities

Culminating activities and projects provide an opportunity for students to articulate what they have learned in a variety of ways and share it with others in the rest of the school and wider community.

Here are just a few ideas:

Group mural, portraying "Daily Life of a Child in Rhode Island." Display it in the main foyer or auditorium.

Dramatic presentation or role play of scenes depicted in exhibit artwork. Accompany the performance with music. World Music Press (11 Myrtle Ave., Danbury, CT 06813) has a wide selection of tapes and records from Africa and Asia.

International foods festival featuring different foods from developing countries. UNICEF's international cookbook, *Many Friends Cooking* (NY: Philomel Books, 1980) includes many easy recipes.

International games day. Demonstrate and teach children's games from developing countries. UNICEF's *Games Around the World* (NY: UNICEF, 1981) provides instructions for 40 games.

Speakers. To arrange for a speaker from a developing country, contact International House's World Discovery Classroom Project (8 Stimson Ave., Providence, RI 02906. Tel. 401-421-7181). Or invite a returned Peace Corps volunteer or Foster Parents Plan speaker to visit your class. For further information, call Meg Warren (Foster Parents Plan, 155 Plan Way, Warwick, RI 02886 Tel. 401-738-5600).

Field trip to Haffenreffer Museum in Bristol, RI (Tel. 401-253-8388) to view arts and crafts native to South America and West Africa. *Rhode Island School of Design, Museum of Art* in Providence (Tel. 401-331-3511) has an excellent Asian collection, including "culture" kits available for loan to classrooms.

Arrange for penpals. Contact Information Center for Childrens' Cultures, (U.S. Committee for UNICEF, 331 East 38th Street, New York, NY 10016) for list of pen pal organizations. The Center also provides study kits on selected countries and topics, film lists and extensive bibliographies on children's books.

Art exchange. International Society for Education through Art (1515 Moffit Ave., Hewlett, NY 11557. Tel. 516-374-4989) sponsors student art exchanges among art educators from around the world. Also check the May 1989 issue of *Art Education* featuring international art exchange.

Create a Rhode Island time capsule or "culture kit" to send to a school or classroom in a developing country. To connect with another school, contact Lasting Links (6231 Leesbury Pike, Suite 612, Falls Church, VA, Tel. 703-241-3700), or call Foster Parents Plan (Tel. 401-738-5600).

Social Action Projects. Organize a class or school canned goods collection to distribute to a local food bank. Learn about hunger in the United States and Rhode Island.

Sources of Audiovisual Materials

Church World Service Office of Global Education P.O. Box 968, Elkhart, IN 46515
Offers a large free-lending library of films, including children's filmstrips. Catalog available.

Foster Parents Plan 155 Plan Way, Warwick, RI 02886 *"Sanata" videotape*

United Nations Children's Fund (UNICEF) 866 United Nations Plaza, New York, NY 10017
Extensive collection of publications, slides, films, and tapes. Catalog available.

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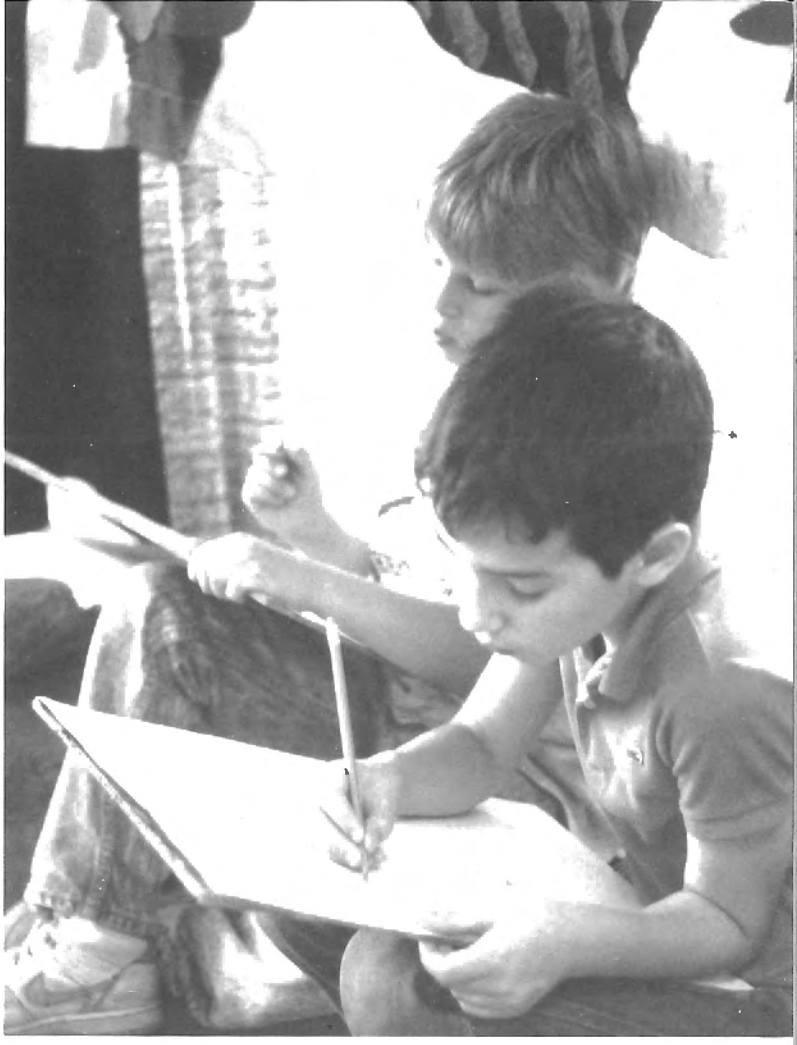

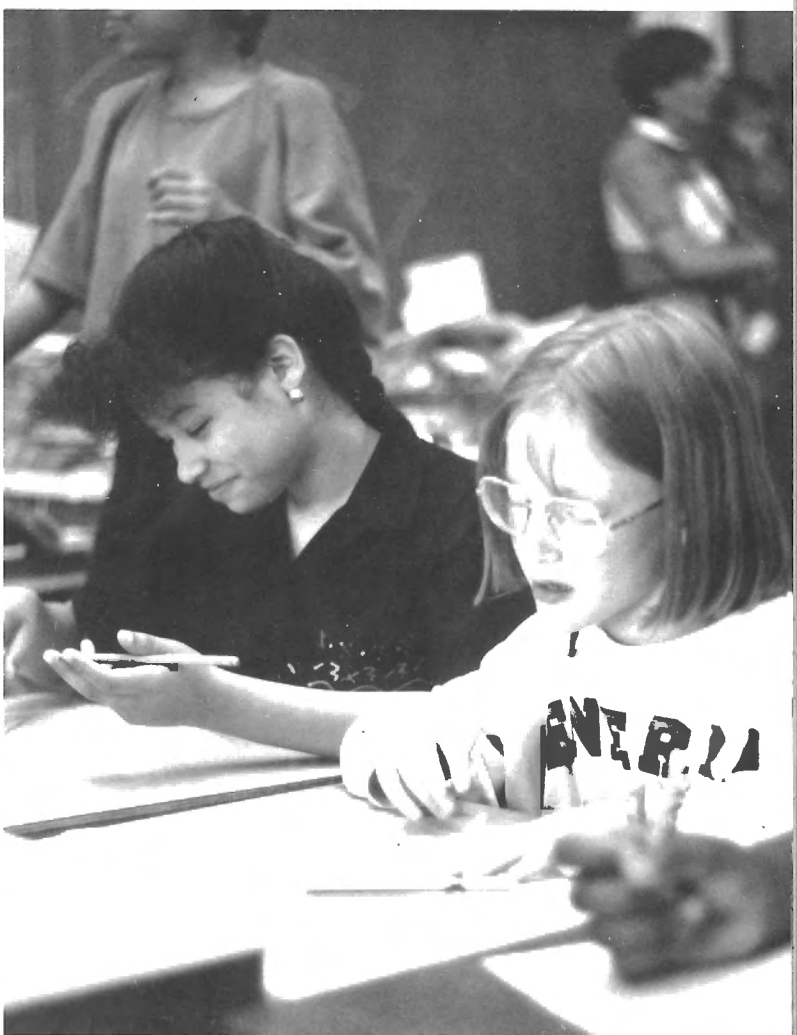

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155 Plan Way, Warwick RI 02886
(401) 738-5600