

Global Classroom Initiative

“Connecting Classrooms and Communities for Global Awareness”

Grade 3 Thematic Unit

“Children and Communities: Stories from P.E.I. and Kenya”

February, 2007

“Children and Communities: Stories from P.E.I. and Kenya”

The lessons in this thematic unit are designed to meet a portion of the required Grade 3 Social Studies outcomes for Prince Edward Island classrooms. Outcomes from other curricular areas such as Language Arts, Science, and Mathematics have been integrated where possible, so that a teacher using this unit can teach or reinforce outcomes from many subject areas.

Specific Social Studies Outcomes:

3.1.1 Locate their province in the Atlantic region, Canada, North America, and the world

- develop the concepts of location and scale
- locate their province in relation to the other Atlantic Provinces
- locate their province in relation to the other provinces and territories of Canada
- locate their province in relation to North America and the world

3.1.2 Describe the major physical features, climates, and vegetation of their province and region

- locate specific land forms and bodies of water in their province and region
- describe specific land forms and bodies of water in their province and region
- describe the climates of the Atlantic region and how it affects their lives
- describe the vegetation patterns of the Atlantic region

3.1.3 Examine where people live and how people make a living in their province

- compare the concepts of urban and rural
- identify urban and rural communities in their province
- recognize how location and natural resources influence the development of communities
- explain how transportation and communication influence where people live and work in their province
- explain how the exchange of goods and services creates economic opportunities in their province

3.2.3 Take age-appropriate action to promote positive interactions among people

- explain the importance of positive interactions among people
- examine how stereotyping can lead to prejudice and discrimination
- plan and carry out an action that promotes positive interactions among people

3.3.2. Examine the rights and responsibilities of citizens in a democracy

- define citizenship
- describe the attributes of a responsible citizen
- examine children’s rights and responsibilities
- describe how individuals demonstrate noteworthy citizenship (local, national, global)

3.3.3. **Take age-appropriate action to practice responsible citizenship**

- describe different methods of decision making
- illustrate how decisions often result in change and can cause conflict
- explain how individuals and groups can influence elected representatives and their decisions
- plan and carry out an action that demonstrates responsible citizenship

“Children and Communities: Stories from P.E.I. and Kenya” addresses Social Studies Specific Outcomes 3.1.1, 3.1.2, 3.1.3, and 3.2.3 through a series of stories that compare and contrast the geography, climate, and population patterns of P.E.I. and Kenya. It also addresses Specific Outcome 3.3.2 and 3.3.3 through an exploration of the concepts of citizens, rights, and responsibilities with examples from Kenya and P.E.I. Teachers may wish to refer to their Social Studies curriculum document for additional teaching strategies to expand and enrich student learning of these outcomes as they relate specifically to *PEI - Provincial Identity*.

Summary of Lessons:

Introduction:

Through a story and visuals about a “Flat Stanley” project of a grade 3/4 class at Dundas Consolidated, students will be introduced to the idea of locating P.E.I. in relation to the world, using Stanley’s trip from P.E.I. to Kenya, and to the concepts of scale and mapping.

(Outcome 3.1.1)

Stations 1 through 5:

Each station consists of two “Notebooks” containing stories, maps, and photos, a Student Instruction Sheet, and Student Activity Sheet(s). The concepts are developed throughout these stations using the stories of two children, Vickie from PEI and Victor from Kenya. This provides students with opportunities to make connections to their own experiences and to compare those with the experiences of a child living in a developing country. Global issues are incorporated into the stories from the perspectives of the two children.

Station 1: Geography

Station 2: Climate and Vegetation

Station 3: The People and Where They Live

Station 4: Agriculture

Station 5: School Life

In this series of five learning stations, students will explore, locate, and describe P.E.I. in terms of its geography, climate, vegetation, and where people live and work.

(Outcomes 3.1.1, 3.1.2, and 3.1.3).

Lessons 6 through 10:

Children will examine issues and interactions among people, and then describe, plan and practice positive interactions. They will examine individuals’ wants versus needs and explore the rights and responsibilities of children as citizens. The final activity in this section will involve an examination of how children, adults, and organizations demonstrate their citizenship locally, nationally, and internationally. **(Outcomes 3.2.3 and 3.3.2)**

Lesson 11

The culminating activity for the unit will be a true story from Kenya, “Owen and Mzee.” This story about a tortoise and hippopotamus highlights the idea of friendship and interdependence among us all, regardless of differences. (**Outcome 3.2.3** - positive interaction through the use of a true animal story).

Caution to teachers regarding web site URLs:

At the time of publication, the web sites contained within this module were functioning and appropriate in content. However with time, there is always a possibility that the URLs have moved, become non-functional, or corrupted. Teachers are advised to check out each URL before distributing to students to ensure that the integrity of the site is intact.

About the Global Classroom Project and Vicki's and Victor's Notebooks

Background information for teachers and students

Hi, my name is Trudy White. I was very fortunate to have been part of a team of Island teachers who traveled to Kenya in March of 2006. Our mission, while we were there, was to see and learn as much about Kenya -- as a developing country, as we could. We also wanted to see first-hand how Canadians, particularly Islanders, are helping to make a difference in the lives of Kenyan farmers and their families. We visited 17 schools, many farms, a dairy, coffee and tea factories, a hospital, health clinics... the list goes on.

Since our return, we have been busy writing and sharing what we learned through stories and lesson activities for Island students. Vicki's and Victor's notebooks were written to give Grade 3 students an opportunity to compare and contrast their province with the country of Kenya and aspects of their lives with Vicki's and Victor's.

Vicki and Victor are real people. Vicki Vandenberghe was in my Grade Three class at Belfast Consolidated during the 2005-2006 school year and she co-authored the PEI stories with me! Vicki loves writing and illustrating her own stories, so it was a great pleasure to work with her on the PEI "notebooks". Vicki already knew a lot about Kenya before we started this project because our class had written and received letters from pen pals there. She also has a keen interest in farming and spends a lot of her spare time helping out on her grandparents' market garden farm. Vicki lives in Belview, PEI with her Mom, Dad, her two sisters, and her dog. She loves flowers and her favourite colour is pink!



I met Victor Maina when we were in Kenya. He lives in the Mukurwe-ini District where Farmers Helping Farmers partners on projects with the Wakulima Self Help Group Dairy. Carolyn Francis, our project coordinator, and I spent a night as guests at the home of Victor's aunt and uncle. Victor, his sister and his friends had a lot of fun practicing their English with us and taking photos for us. At home, Victor speaks Kikuyu, but English and Social Studies really are his favourite subjects at school. Victor would like to visit Canada. I hope someday he will be able to.

The design, layout and illustrations for the “notebooks” were done by Kwunsuk Lee. Kwunsuk is a graphic designer who works for the province of Prince Edward Island. Her outstanding work on this project is greatly appreciated.

All writers need editors and we had some great ones for this project. Evelyn MacLeod, Kathie MacPhee and Sandra Hoy helped with the editing from a curriculum perspective; Harry Baglole, of Farmers Helping Farmers and Patrick Augustine, of the Native Council of P.E.I. gave some great advice on historical and cultural content; Gary Schneider of the Macphail Woods Ecological Forestry Project and Sandra MacKinnon from the Department of Agriculture were also great sources of information and insight. We were also very fortunate to have had Jennifer Murogocho and Lucy Wachira read and advise on the Kenyan material. Finally, our field testing teachers: Marilyn Campbell, Nancy MacKinnon, and Julie Gallie, were wonderful and their patience and suggestions really helped bring the lessons together. Many other people -- too many to mention them all -- made valuable contributions by reading, sharing photos, and ideas. Thank you.

The project that helped send us to Kenya was called “Connecting Classrooms and Communities for Global Awareness”. It was initiated by Farmers Helping Farmers, an Island based non-governmental organization. Funding was provided by the Canadian International Development Agency and many generous local sponsors. Support and guidance was also provided by the PEI Department of Education, the Eastern and Western School Boards, the Prince Edward Island Teachers’ Federation and the UPEI Faculty of Education’s International Education Program.



For more information about the Global Classroom project visit:
<http://www.farmershelpingfarmers.ca>

Introduction: “Flat Stanley’s Photo Journal” - Flat Stanley travels to Kenya!

Social Studies Curriculum Outcome:

3.1.1 Locate their province in the Atlantic region, Canada, North America, and the world

- develop the concepts of location and scale
- locate their province in relation to the other Atlantic Provinces
- locate their province in relation to the other provinces and territories of Canada
- locate their province in relation to North America and the world

Learning Expectations:

Students will be able to locate the following places on the world map: Prince Edward Island, New Brunswick, Nova Scotia, Canada, North America, England, Africa, Kenya. Students will become aware of relative distances in terms of travel time to travel to various places, such as Halifax (½ hour flight) or Kenya (about 22 hours including waiting time at airports).

Students will be introduced to the “Connecting Classrooms and Communities for Global Awareness” project and the country of Kenya.

Estimated Minimum Time: Two classes of 45 minutes - which includes time to read the Flat Stanley book (if students are not familiar with Flat Stanley), and time to view the slide show, have relevant class discussion and use maps.

Materials:

- Maps of P.E.I., Canada, and the World (wall maps or overheads)
“Developing World Map” is included
- CD of “Flat Stanley’s Adventures” story and slide show
- Flat Stanley - 40th Anniversary edition

Note: Permission has been granted for the use of Flat Stanley as part of this unit in return for promotion of the “Official Flat Stanley Web-Site” which can be found at <http://flatstanley.enoroeo.on.ca/>. Teachers are invited to view and become involved in this literacy and communications activity for children. This project was initiated by a Canadian teacher, Dale Hubert, who received the Prime Minister’s Award for this project in 2001. Participation in a Flat Stanley Project is free of charge.

Teaching Strategies and Student Activities:

1. Determine if the class has knowledge of Flat Stanley and his adventures. If so, have the students contribute what they know. If not, the teacher may want to read the Flat Stanley book to introduce the character to the students.
2. View the slide show about the Flat Stanley project carried out by the Grade 3/4 class in Dundas Consolidated.

3. Use maps to track Stanley's travel. Involve students in finding the locations of P.E.I., the other Atlantic Canada provinces, Canada, North America, England, and Kenya. Use questioning to expand student's knowledge of geographical/mapping concepts.

Sample questions:

What do you know about the location of P.E.I.? Kenya? What continents are they in?

Which other Canadian provinces are close to P.E.I.? Which are farthest away?

What means of transportation did Stanley use to get from P.E.I. to Kenya?

Where did Stanley stop on the way? Find these places on the map.

Which direction did Stanley travel when he went to Kenya? What ocean did he cross?

Do you know anyone who has traveled to Kenya? What places have you traveled to?

Assessment:

1. Student participation and teacher observation.
2. Have students find the places they have traveled on the world map. Mark them with a post-it flag or in some other manner to help students locate PEI in relation to other parts of Canada, North America and the world.

Possible extension:

Mark the cultural origins of the children in the class on a world map.

Flat Stanley's Adventures

A Note to The Teacher. . . .

In 2006 while teaching grade 3/4 at Dundas Consolidated School, our class did a Flat Stanley Project.

Each student made a "Stanley" and mailed it to someone in a different province, country, or continent. The recipient was asked to take Stanley on an adventure, keep a journal, and take pictures of him along the way.

All students, except one boy, knew someone to whom they could mail their Stanley. Since I was a part of the Global Classroom Initiative going to Kenya, I took his Stanley with me.

The response we received, the curriculum outcomes reached, and the fun we had made this a wonderful project. The grade 3/4 class of 2005/2006 and I hope you enjoy this glimpse into our project as you hear about Stanley's adventures from P.E.I. to Kenya.

-Tanya MacIntyre

1. Flat Stanley's Adventures

One boy's awesome adventure from P.E.I. to Kenya. . . .

2. "Emunyak enkutuk nairo"

Fortunate is the mouth which speaks.

(It can tell others its needs) ~ Maasai Proverb

3. JAMBO!

"Hello" in the Swahili language

Hello boys and girls. My name is Stanley. I have been on some awesome adventures all around the world! All of this travelling began after I was flattened by my bulletin board while I was sleeping. Since then, I've been able to travel for the price of just a few stamps! On this adventure, a boy named Robert sent me with his grade three teacher to a country called Kenya in Africa.

Don't tell anyone this ... but , oh never mind... well O.K. I'll tell you – but don't laugh! At first I thought Africa was a country, but I learned Africa is the continent where Kenya and a lot of other countries are located. Did you know that? Silly me! But, I guess that is why I love school so much – I'm always learning new things!

Now, I am going to show you my photo-journal from Kenya. So, pull on your sandals, put on your sun screen, and grab your sunglasses because we are going on an adventure somewhere hot and far, far away!

Are you ready? What? I said, ARE YOU READY? All right, let's go!

4. This is Robert's teacher, Ms. MacIntyre, and me at the Charlottetown airport waiting for our adventure to begin. We are going on a small plane to Halifax, Nova Scotia. It's a short flight – only about a half hour. In Halifax, we will switch to a bigger plane and fly to London, England. Enjoy your flight and don't forget to chew your gum so your ears don't pop!

5. Hi everyone! I'm on the airplane from Halifax to London now. I'm having fun but it is a long flight across the Atlantic Ocean taking about six hours! The stewardess gave me my own headset so I can listen to the movie. Right now I'm watching Ice Age 2. The squirrel is so funny, ha ha, he just lost his acorn AGAIN! See you in London!

6. Cheers! I am now in London, England. Guess what? We missed our connecting flight to Kenya. Now we have to wait TEN HOURS for the next flight! Look who I met while I was in the airport, Prince Charles and Anne of Green Gables!

7. Nairobi is the capital city of Kenya where our plane will land in about eight hours. Can you find it on the map? I heard it is a very big city – much bigger than Charlottetown. I think I will watch one more movie and then go to sleep. When I wake up I will be in Kenya! Sweet dreams.

8. Let's take a quick break and learn a few words of a new language. Did you know that most Kenyan people learn three languages? First, they learn their "mother-tongue" which is the language of the tribe they are born into. Then, when they start school, they learn Swahili, which is the "national language" of Kenya. People use it so they can talk to people from other tribes. Thirdly, they are taught in English starting in grade 3 or 4.

Let's try to say some common sayings in Swahili:

Habari? - "How are you?"

Mzuri sana - "I'm fine."

Unatoka wapi? - "Where do you come from?"

Natoka Canada - "I come from Canada."

Asante sana - "Thank you very much!"

Pronunciation

ha-bar-ee

mi-zer-eei sa-na

oona-toe-ka wa-pee

na-toe-ka

a-san- tay sa- na

It's tough learning a new language, isn't it?

9. Here we are in Kenya!

First stop -- Rhoda's farm on the outskirts of Nairobi.

10. Rhoda's Farm

Rhoda and her family belong to the Maasai (ma-sigh) tribe. They live on a beautiful 1000 acre cattle farm. They have wild animals and different birds that just roam around their backyard. How would you like that for a backyard?

11. Maasai Tribe

Traditionally the Maasai people are cattle herders. They were once known as fierce warriors often feared by other tribes. There are more than forty tribes in Kenya today.

12. Kenyan Schools

Here I am at Mwati (m-wa-te) Primary School with Robert's teacher. We met some wonderful children at this school. Take a look!

13. Friendly Faces of Kenyan Children

14. Schools in Kenya

My first week has been so busy! I visited nineteen different schools. Some had dirt floors and no windows while other schools were very much like the one you go to. The children were always happy to see us. They were very busy learning but they took the time to welcome us, often singing to us. They were super singers!

15. School pictures

16. My Favorite Foods in Kenya

Travelling and visiting schools makes me hungry. Kenyans eat some different foods than I am used to. My favorites are rice, bananas, mangoes, ugali (oo-gal-e), and chapatis (cha-pat-ese). Excuse me while I drool... yummy!

Chapatis! - A flat, pan-fried bread, rolled up.

School lunch! This is a big pot of ugali. It is like a thick porridge made from the maize (corn).

17. Coffee and Tea

It is so interesting to see how coffee and tea are made!

18. On safari!

I am looking forward to seeing so many different animals!

19. Attention EVERYONE

IMPORTANT message to follow. . .

20. Never, and I mean NEVER EVER . . . pull on a lion's tail!

O.K., now we are ready to go on safari!

21. WILD ANIMALS!

Zebra

22. WILD ANIMALS

Chimpanzees

23. WILD ANIMALS

Giraffes

24. WILD ANIMALS

Rhinoceros

25. WILD ANIMALS

Lions

26. WILD ANIMALS

Flamingoes & Pelicans!

27. WILD ANIMALS

African Buffalo

28. WILD ANIMALS

Last, but not least, a hippopotamus!

29. It is time to leave Kenya, I am sad to say goodbye. I feel a little better because I get to meet the pilot and visit the cockpit of the airplane. The cockpit is at the front of the plane where the pilots sit and fly. There are so many buttons and things to look at. This is so awesome!

30. All in all, I had a great time visiting Kenya. I wish you could have come with me!

31. Did you enjoy my journal and pictures from Kenya? I really hope you did because I had such a great time and I learned so much! The people in Kenya were so kind to me and welcomed me wherever I went -- even though I was different. They saw me for me and liked me just the way I was! This is how I learned the most important lesson of all. Everyone, no matter what they look like or where they live, is important and valuable. We are all members of a global community.

Kwa Hari (kwa- har-e)! That's "Goodbye" in Swahili.

Stanley

Teacher Note:

Students will learn that the average farm size in Kenya is about two acres. So, they may wonder how it is that Rhoda's family's farm has 1000 acres. This is how Rhoda explained it:

Traditionally, the Maasai (ma-sigh) tribe controlled vast regions of land in Kenya and Tanzania where they lived and grazed their animals. They did not believe in the individual ownership of land and they willingly shared the vast grasslands with the herds of wild animals that also lived there. After Kenya gained its independence from Britain in 1963, there was a movement to have tribal groups formally identify their land claims and grant land titles to their individual members. Rhoda's father applied for and was granted 1000 acres - the maximum allocation for a Maasai. The property he was given was at the very edge of the Maasai territory - not a particularly favourable location in the eyes of the Maasai elders. However, Rhoda's father was pleased with the location since it was close to Nairobi where he worked.

Today this 1000 acre farm is located on the outskirts of the expanding city and it also borders on the Nairobi Game Park. It is an oasis for the herds of wild zebras, giraffes, and several kinds of gazelles that graze there alongside of the family's own cattle and sheep. During the severe drought of 2006, even though their own animals were dying from the shortage of grass, Rhoda and her brother did not prevent these wild animals from also seeking food in their pastures - in true Maasai fashion.

Stations 1 through 5 - Learning Stations - “Stories from P.E.I. and Kenya”

Overview

In this series of five learning stations, students will explore, locate, and describe P.E.I. in a variety of ways. (Outcomes 3.1.1 , 3.1.2, and 3.1.3) Much of this will be take place using stories and activities which compare aspects of P.E.I. with Kenya.

These stations, depending upon the classroom dynamics and individual teachers’ preference, may be used as stations where students work in groups or as a whole class format.

The stations are designed to act as stand alone centers so students can proceed in any order through the series. Each station consists of two “Notebooks” containing stories, maps, and photos, a Student Instruction Sheet, and Student Activity Sheet(s). Other materials such as crayons, dictionaries, or blank paper are identified as required.

Each station is designed to be completed in about two 45 minute sessions, with half of that time spent on reading and viewing the materials and half on the response activities. The reading level of the materials varies (approximately Level 21- 25 *Reading Recovery*), so mixed ability reading groups are suggested.

It is suggested that each student have a file folder or duo-tang in which to store their completed activity sheets. These sheets can then also be used by the teacher for assessment purposes.

Suggestions for additional teaching or assessment strategies are listed for each station. Teachers may want to prepare some of these activities for students who complete their stations early.

Topics for the stations are:

- Station 1: Geography
- Station 2: Climate and Vegetation
- Station 3: The People and Where They Live
- Station 4: Agriculture
- Station 5: School Life

Station 1: Geography

Social Studies Curriculum Outcomes:

3.1.1 **Locate their province in the Atlantic region, Canada, North America, and the world**

- develop the concepts of location and scale
- locate their province in relation to the other Atlantic Provinces
- locate their province in relation to the other provinces and territories of Canada
- locate their province in relation to North America and the world
-

3.1.2 **Describe the major physical features, climates, and vegetation of their province and region**

- locate specific land forms and bodies of water in their province and region
- describe specific land forms and bodies of water in their province and region
- describe the climates of the Atlantic region and how it affects their lives
- describe the vegetation patterns of the Atlantic region

Learning Expectations:

Students will be able to locate and describe bodies of water, cities, and provinces in Atlantic Canada.

Students, when locating PEI in relation to the Atlantic Provinces, North America and the world, will notice and describe PEI's size, population, and land forms as compared with Kenya.

Materials:

- Station 1 "Notebooks"
- Station 1 Student Instructions
- Station 1 Student Activity Sheets
- scissors, glue

Teaching Strategies:

When introducing this station, review with the students the difference between fiction and nonfiction. Ask them what kind they think Victor's and Vicki's stories are. (Nonfiction: Vicki and Victor are real children and the information in the texts is factual.)

Ask students if they know what the word **"geography"** means. Discuss as necessary.

Definition of geography: The study of the earth's physical and human features.

Source: <http://geography.about.com/od/geographyglossary/g/gggeography.htm>

Geography as described by primary children:

Geography is about countries and places in the world. We use maps to help us understand. Geography tells us all different things like what soil is in the area we are studying, as well as how many people live there, and what is the most popular job. We do geography because it helps us understand our world. If we did not have geography we would not know where we are.

Source:

http://www.qca.org.uk/geography/innovating/examples/rf10_GA_PG_Oct02_Catling.pdf

Advise them that they will be learning lots of new geography facts as they read Victor's and Vicki's stories and look at the photos and maps. Encourage the students to keep in mind that they are "reading for information." Challenge them to see if they can find where they live on the map of P.E.I.

Student Activities:

1. In their groups, students will read the stories and study the photos and maps in Vicki's and Victor's Notebooks.
2. Students will use the texts to locate, record, and compare information about P.E.I. and Kenya. (Student Activity Sheet 1)
3. Students will cut and glue names into the appropriate locations on their own maps, using the maps in the Notebooks for reference. (Student Activity Sheet 2)

Assessment:

Students successfully locate the major bodies of water, land forms, on a map of the Atlantic region

Students successfully locate and use information in the texts to complete a table of facts and answer questions about the information.

Possible Extension Activities:

1. Ask students to write a letter to someone who has never visited P.E.I. They should describe their province to this person using the information they learned from Vicki's poster and their own knowledge of the community they live in.
2. Teach students to use the alphabetized list of place names and mapping coordinates on a map of PEI. Have students draw place names out of an envelope and locate the place on a map of PEI. This could be done as a single lesson activity or a daily activity with a new student choosing a different place name each day and marking with a pin or post-it note.

Vicki's Story

Hi! My name is Victoria but people call me Vicki for short. I live in Prince Edward Island and we call it PEI for short. This is my story about the **geography of PEI**. I hope you like it!

Welcome to Prince Edward Island!

Prince Edward Island is located on the east coast of Canada. Did you know that Canada is the second largest country in the world? Canada is on the continent of North America. It is in the Northern Hemisphere.

PEI is the smallest province in Canada. There are 9 other provinces and 3 territories in our country. They are all a lot larger than PEI!

Because PEI is an island, it is surrounded by water. People used to take a ferry boat to get here from New Brunswick. But, since 1997, a bridge connects us to the mainland. It is 13 kilometres long! It is called the **Confederation Bridge**. Do you know where its name comes from?

You can still travel to PEI on a ferry from the province of Nova Scotia - but not in the winter. The Northumberland Strait that separates PEI from Nova Scotia and New Brunswick freezes over. There is another ferry that goes from PEI to the Magdalen Islands across the Gulf of St. Lawrence and lots of planes fly to and from PEI every day.

A person can drive from one end of PEI to the other in about 4 hours. Altogether, it is approximately 280 km. from the eastern tip to the western tip of the island. It is between 6 and 64 km. from the north shore to the south shore. The area of Prince Edward Island is 5656 square kilometres. Nova Scotia is about 10 times bigger than PEI. You could fit PEI into the country of Kenya 100 times!

The population of PEI is around 140,000 people. A little more than half of these Islanders live in the country, towns, and villages. The rest live in and around PEI's two cities.

Charlottetown is the largest city and it is also the capital of PEI. That's where the government meets and there are lots of stores and fun things to do there. PEI's other city is Summerside. It is also a very interesting place.

Mostly, PEI is flat with some rolling hills. There are great beaches and lots of special natural places like sand dunes, bogs, and forests. I am glad I live on Prince Edward Island.

Did you know?

Before Europeans came to Prince Edward Island, the Mi'kmaq people called it "Abegweit". That means "land cradled on the waves."
Do you think PEI looks a little like a cradle?

Did you know?

Confederation means “joined together.”

Prince Edward Island was where the first meetings about the **confederation** of Canada took place. In 1867, four colonies joined together to make Canada. Prince Edward Island joined Canada six years later in 1873. And, that’s where the Confederation Bridge gets its name!

Fast Facts: Prince Edward Island

Province of the country, Canada

Land area: 5656 square kilometres

Population: 140,000 (estimate)

Capital city: Charlottetown

Highest point: Springton (152 metres above sea level)

Victor's Story

Jambo! That means “**Hello**” in Swahili. My name is Victor. I live in Kenya. This is my story about the **geography of my country**. I hope you find it interesting!

Welcome to Kenya!

Kenya is a country on the east coast of the continent of Africa. An imaginary line called the **equator** runs right through the middle of Kenya. That means that part of Kenya is in the Northern Hemisphere and part of it is in the Southern Hemisphere!

The Indian Ocean is on the east coast of Kenya. The largest lake in Africa is found in the western part of Kenya. It is called Lake Victoria.

Kenya is not as big as Canada. It has an area of 582,650 square kilometres. It is about the same size as the Atlantic provinces - Nova Scotia, New Brunswick, Newfoundland, and Prince Edward Island put together.

If you want to travel to Kenya from PEI, it will take you about 22 hours of flying in planes and waiting in airports.

Even though Kenya is much smaller than Canada, its population is almost the same - about 32 million people. Most of the Kenyan people live in the country and villages. About two and a half million people live in the city of Nairobi. Nairobi is the capital city of Kenya.

There are lots of interesting places in Kenya. The second highest mountain in Africa is in Kenya. It is called Mount Kenya. It is the only place in Kenya where there is snow. Kenya is also famous for the Rift Valley and for its many wildlife parks. You can see elephants, zebras, giraffes, rhinos, and many other African animals when you visit one of our parks.

I hope you will come to visit us in Kenya someday.

Did you know?

Kenya is sometimes called “**the Cradle of Mankind.**” It was given that name because some of the oldest fossils of human beings have been found in Kenya’s Rift Valley.

Did you know?

The word *hemisphere* has two parts. The first part - *hemi* - means “half.” The second part - *sphere* - is the shape of our world. Kenya is in both the Northern and Southern Hemispheres. Which hemisphere is Canada in?

Fast Facts: Kenya

Country in Africa (Kenya has 8 provinces)

Land area: 582,650 square kilometers

Population: 35,000,000 (estimate)

Capital city: Nairobi

Highest point: Mount Kenya (5199 metres above sea level)

Student Instruction Sheet - Geography

1. Read Vicki's and Victor's stories and look at the pictures and maps of PEI and Kenya. Can you find where you live on the map of PEI?
2. Talk with the other members of your group about how PEI is alike and different from Kenya.
3. Use the information in Vicki's and Victor's notebooks to fill in the chart and answer the questions on Student Activity Sheet 1 (Hint: You are looking for **facts**.)
4. Use the maps in Vicki's and Victor's notebooks to help you put the names on your map of Atlantic Canada - Student Activity Sheet 2.



Name _____

Student Activity Sheet 1 - Geography

1. Use Vicki's and Victor's notebooks to find the geography facts you need to fill in the chart. Answer the questions below.

	Prince Edward Island	Kenya
Land area	square kilometres	square kilometres
Population		
Capital city		
Continent		
Highest point	metres above sea level	metres above sea level
Highest point (name)		

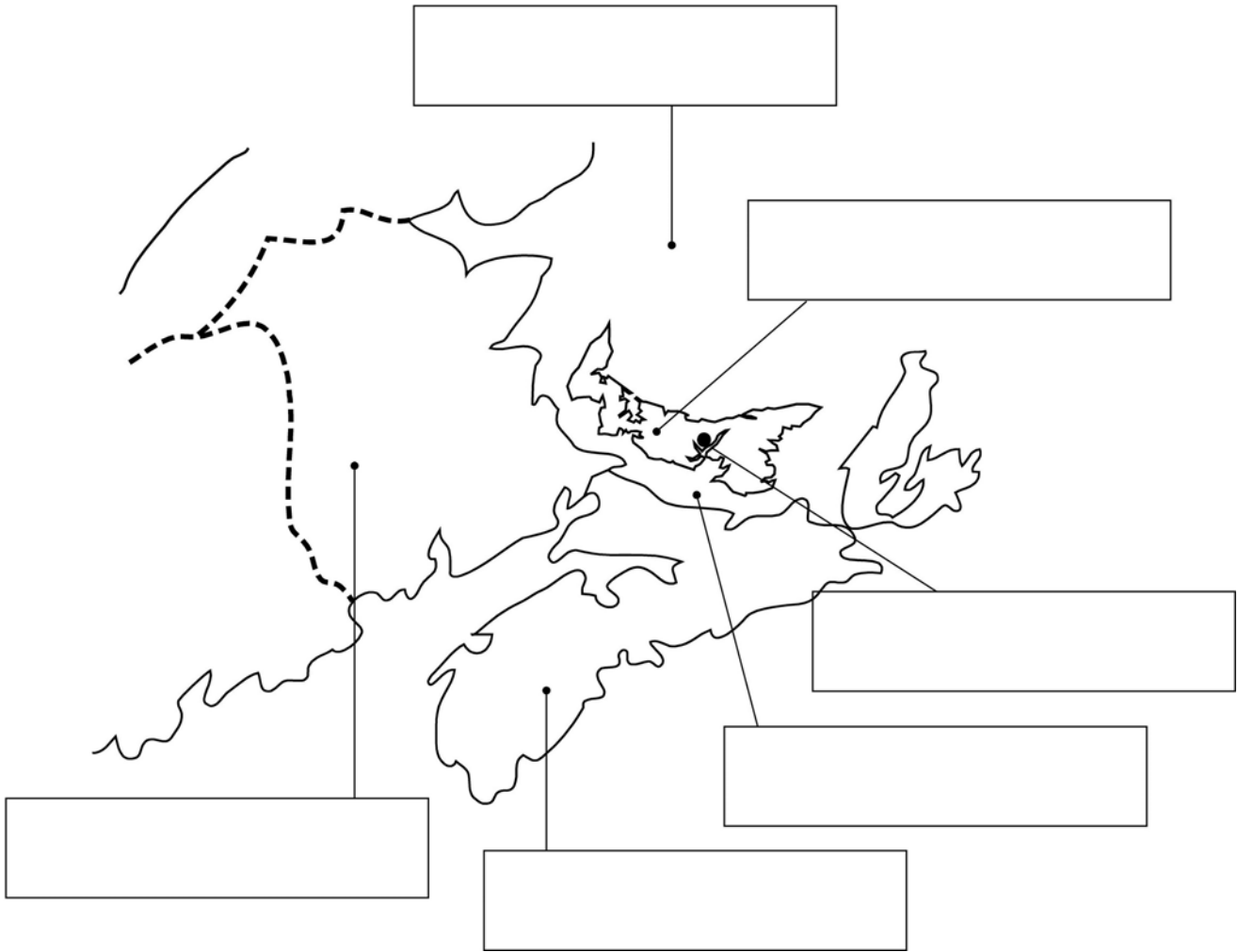
2. Which has the greater land area - PEI or Kenya? _____

3. What is the population of PEI?

4. What continent is PEI part of?

Name _____

Student Activity Sheet 2 - Geography



Prince Edward Island	Gulf of St. Lawrence	Nova Scotia
New Brunswick	Charlottetown	Northumberland Strait

Station 2: Climate and Vegetation

Social Studies Curriculum Connections:

3.1.2 Describe the major physical features, climates, and vegetation of their province and region

- locate specific land forms and bodies of water in their province and region
- describe specific land forms and bodies of water in their province and region
- describe the climates of the Atlantic region and how it affects their lives
- describe the vegetation patterns of the Atlantic region

Learning Expectations:

Students will be able to describe the climate and some vegetation patterns of P.E.I. and compare them to Kenya's.

Students will be introduced to the challenges that drought can create for people in a developing country and how Canadians are helping.

Materials:

- Station 2 "Notebooks"
- Station 2 Student Instructions
- Station 2 Student Activity Sheets
- Student dictionaries

Teaching Strategies:

When introducing this station, ask the students what they do when they encounter a word they don't understand. Review strategies of predicting and checking what a word means. Teach or review how to locate a word in a dictionary and the features of a dictionary entry (part of speech, pronunciation, possible meanings). Tell the students that in this station they will be reading Vicki's and Victor's stories about "climate" and "vegetation." Ask them to think about the similarities and differences in climate and vegetation between these two places as they read.

Student Activities:

1. In their groups, students will use a dictionary to locate and record meanings for the words "climate" and "vegetation" before they begin to read. (Student Activity Sheet 1)
2. In their groups, students will read Vicki's and Victor's notebooks to expand their understanding of the climate and vegetation of P.E.I. and Kenya.
3. Students will use a T-chart to record/compare information about the climate of P.E.I. and Kenya. (Student Activity Sheet 1)
4. Students will draw pictures to illustrate how the vegetation around their home or school changes with the seasons. (Student Activity Sheet 2)

Assessment:

Students successfully locate, organize, and compare information about the climate of P.E.I. and Kenya.

Students successfully illustrate seasonal changes in vegetation on P.E.I.

Possible Extension Activities:

1. Invite students to research and write about an animal that lives on P.E.I. or in Kenya. Ask them to tell about how this animal is able to survive with the climate and vegetation in its home.

2. Ask students to write about and draw a picture of interesting vegetation in a place on P.E.I. that they have visited.

3. Classroom books, *“Bringing the Rain to Kapiti Plain”* and *“The Drought Maker”* can be used to expand students understanding of drought.

4. Have students complete bar graphs to compare rainfall or temperature between PEI and Kenya.

Vicki's Stories

Hi! Here are some stories about the **climate** and **vegetation** of PEI. If these are new words for you, I hope these stories will help you to learn what they mean.

Climate

On Prince Edward Island the climate is **temperate**. We have four **seasons** - spring, summer, fall, and winter. Sometimes it rains a lot in the spring, but that is good for the plants and seeds that are just starting to grow. Soon, there will be lots of new green shoots and flowers. In the spring, the weather gets warmer and the days get longer.

Summer is my favourite season because the weather is warm. I like to go fishing and golfing with my dad. Our whole family likes to go to the beach. We don't go to school in the summer and lots of grown ups take vacations from their work. Many tourists visit PEI in the summer, too.

In the fall, the leaves on the hardwood trees turn different colours. Then they fall off. The trees are getting ready for their winter rest. It's fun to rake up a pile of leaves and jump in it! Many birds fly south in the fall because winters on PEI are so cold. Other animals, like squirrels and beavers, work hard to store food for the winter. People also work hard to get ready for the winter. Farmers harvest their crops and store feed for their livestock.

Even though it is usually cold, winter can be lots of fun, too. I love it when the snow lands on the branches of evergreen trees. It looks like a white fluffy blanket. It's fun to play in the snow, but you need to dress warmly. People need to have warm houses to live in and they put special tires on their cars and trucks so they don't slip off the icy roads.

Vegetation

When the first settlers arrived on Prince Edward Island, they found it mostly covered with forests. Lots of different kinds of plants grew in these forests. Hardwood trees like Sugar Maple, American Beech, and Yellow Birches were common. There were also many evergreen trees like White Pine, Hemlock, Red Spruce, and Balsam Fir. These mixed native woodlands were called **Acadian forests**.

Almost all of the original forests on PEI have been cut down but there are still many woodlots on the Island. A lot of people make their living by working in the woods cutting trees for lumber and firewood.

My class visited an Acadian forest at the Macphail Woods Ecological Forestry Project in Orwell. It was really cool! We learned to identify the different kinds of trees. We also found salamanders and we called to Barred Owls in the woods.

Some other special places where interesting plants grow are **bogs**, **wetlands**, and **sand dunes**. Prince Edward Island is famous for its sand dunes. We even have a National Park on PEI's north shore that helps protect them.

Sand dunes are very fragile. They can be damaged very easily by people or strong winds. A special kind of grass called marram grass has deep roots that hold the sand in place and keep it from blowing away. It is important not to walk or drive on the marram grass. Sand dunes are home to many kinds of rare plants and animals. The piping plover is an endangered bird that makes its nest on the pebble beaches near the sand dunes of PEI.

Did you know?

Bogs contain thick floating mats of a special moss called sphagnum (sfag-num). One of the unusual plants that live in bogs on PEI is the pitcher plant. Pitcher Plants get part of their food from insects that get caught in the water at the base of the plants' leaves!

Did you know?

Sometimes the start or end date of a season is different by one or two days, but usually:

Spring is from March 21 to June 21.

Summer is from June 21 to September 21.

Autumn or fall is from September 21 to December 21.

Winter is from December 21 to March 21.

The first day of summer is the longest day of the year and the first day of winter is the shortest.

Fast Facts:

Average rainfall in a year: 855 millimetres

Average snowfall in a year: 285 centimetres

Average daytime temperature in July: 23 degrees Celsius

Average daytime temperature in January: - 3 degrees Celsius

Provincial flower: Lady's Slipper

Provincial tree: Red Oak

Victor's Stories

Jambo! Here are my stories about the **climate** and **vegetation** of Kenya. Can you find some similarities and differences with the climate and vegetation of Prince Edward Island?

Climate

In Kenya, it is warm most of the time, but the climate can be different depending on where you are in the country. On the east coast, beside the Indian Ocean, it is usually hot and humid. In the highlands, it is sunny and warm during the day. It is cooler in the mornings and sometimes there are rain showers in the evening. In the north and east, it can be very hot and dry.

Because it is close to the equator, we say that Kenya has a **tropical** climate. It never gets really cold unless you go very high up - like on top of Mount Kenya. There's snow up there.

In Kenya, we have two rainy seasons and two dry seasons. The short rains usually fall during October and November. The long rains usually start in late March and last until early June. Most farmers wait for the rains to start before they plant their crops.

Sometimes the rainy season comes late or there is not enough rain. When this happens, the crops don't grow well. The grass for the animals dries up. When there is not enough rain, it is called a **drought** (dr-out).

In 2005 and 2006, there was a bad drought in some parts of Kenya. Some people and animals did not have enough food and water. Other people in Kenya and people from other countries tried to help out. A group from Prince Edward Island called Farmers Helping Farmers helped the families in one village by giving them corn and beans. These families were able to eat some of the corn and beans for food and they saved some for seeds for planting. When the rains finally did come, the Kenyan people were able to grow their crops again.

Vegetation

When you think of Kenya, do you imagine wide grasslands dotted with a few trees and grazing zebras and giraffes? Or do you imagine hills covered with small farms or thick jungles? Any of these pictures of Kenya would be right. There are many different landscapes in Kenya.

The grasslands are in the north and west of Kenya. They are home to many wild animals - lions, elephants, rhinos, zebras, and gazelles to name just a few. Some tribes of Kenyan people also live in the grasslands. They are herders and they move around so their cattle, sheep, and goats can eat the wild grasses.

Much of the central part of Kenya used to be covered with forests, but most of them have been cut down. Now, in some places, there is not enough wood because a lot of people use it to cook their food.

Some people are starting tree nurseries to grow more trees. Farmers Helping Farmers, from PEI, is helping some women farmers in a place called Muchui (moo -chewy) to grow tree seedlings. They plant some of the trees themselves, and they sell some of them to get extra money for their families. One kind of tree, called gravillia, is good for firewood because you can cut its branches off and it keeps growing. The Muchui women also grow Macadamia nut trees.

Did you know?

Giraffes have tough skin on their lips and tongue so they can eat the leaves on thorny bushes

Fast Facts:

Average rainfall in a year:

130 millimeters in dry areas

1750 millimetres near Lake Victoria

Average daytime temperature in July: 18 degrees Celsius

Average daytime temperature in January: 26 degrees Celsius

Short rainy season: October - November

Long rainy season: March - June

Student Instruction Sheet - Climate & Vegetation

1. Find **climate** and **vegetation** in a dictionary. Write the dictionary definitions on your Student Activity Sheet 1.
2. Read Vicki's and Victor's notebooks.
3. Talk with the other members of your group about what you learned about the climate and vegetation of PEI and Kenya. How are the two places alike or different?
4. Record three interesting facts you learned about the climate and vegetation of each place on your Student Activity Sheet 1.
5. Draw four pictures of the vegetation around your home or school. Show how that vegetation looks in each season - Student Activity Sheet 2.



Name _____

Student Activity Sheet 1 - Climate & Vegetation

1. Before you read Vicki's and Victor's notebooks, look up the words **climate** and **vegetation** in your dictionary. Record the meanings.

Climate means _____

Vegetation means _____

2. After you have read Vicki's and Victor's notebooks, choose three interesting things you learned about the climate and vegetation of PEI. Record these on the chart. Do the same for Kenya.

PEI - climate and vegetation	Kenya - climate and vegetation
1. _____ _____ _____	1. _____ _____ _____
2. _____ _____ _____	2. _____ _____ _____
3. _____ _____ _____	3. _____ _____ _____

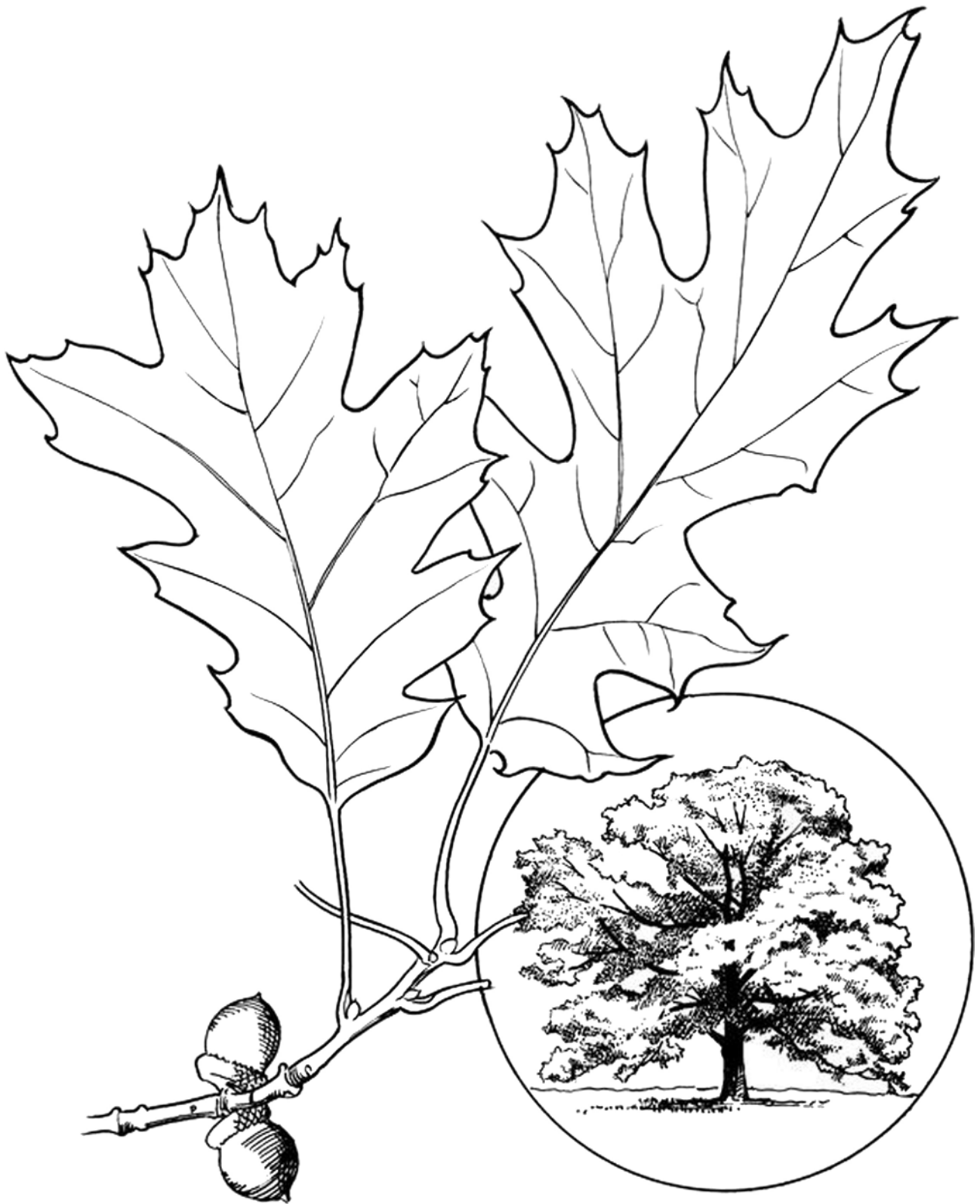
Name _____

Student Activity Sheet 2 - Climate & Vegetation

Think about the vegetation you see around your home or school. Draw and color a picture of what this vegetation looks like in each of the four seasons.

<p>SPRING</p>	<p>SUMMER</p>
<p>FALL</p>	<p>WINTER</p>

Colour the red oak leaves



Station 3: People and Where They Live

Social Studies Curriculum outcomes:

3.1.3 Examine where people live and how people make a living in their province

- **compare the concepts of urban and rural**
- **identify urban and rural communities in their province**
- recognize how location and natural resources influence the development of communities
- explain how transportation and communication influence where people live and work in their province
- explain how the exchange of goods and services creates economic opportunities in their province

Minimum time requirement: one hour

Learning Expectations:

Students will develop an understanding of the concepts of urban and rural. They will be able to identify P.E.I.'s urban centres and realize that P.E.I. has a large rural population. Students will become aware of the diversity of heritage that exists within P.E.I.'s population.
Students will be introduced to the plight of refugees as an international issue.

Materials:

- Station 3 “Notebooks”
- Station 3 Student Instructions
- Station 3 Student Activity Sheet
- Student Dictionaries
- Materials for making posters (magazines, scissors, glue, markers, crayons, paper)

Teaching Strategies:

When introducing this station, ask the students if they know what the terms “heritage” and “ancestors” mean. Discuss as necessary. Ask them if they know where their ancestors came from? Encourage critical thinking by asking students to think about the reasons why people sometimes leave their homes to move to other places. Discuss.
Review with the students what they do when they don't know what a word means.
Review/teach dictionary skills as necessary.

Student Activities:

1. In their groups, students will read Vicki's and Victor's Notebooks.
2. Using the text and photos, students will create their own definitions for "urban" and "rural" and compare these with dictionary definitions. (Student Activity Sheet 1)
3. Students will generate a list of characteristics of urban and rural communities. (Student Activity Sheet 1)
4. Working alone or in pairs, students will use pictures cut from magazines or draw their own pictures to create posters showing people working or things that they would find or do in rural and urban communities.

Assessment:

Students successfully describe, and illustrate the concepts of urban and rural and identify rural and urban areas in their province.

Possible Extension Activities:

1. Invite students to interview someone in their family to find out more about where their ancestors came from, when, and why.
2. Ask students to draw and/or write about the work that someone they know does. They should tell whether this type of work would be done in an urban or rural community - or in both.
3. Invite students to think about and discuss the advantages and disadvantages of both urban and rural living.
4. Have students examine housing structures in Kenya. The Village of Square Rounded Houses by Anne Griffaconi is an interesting resource for this exploration.

Vicki's Story

Hi! This story is about the people of PEI. It will give you some information about who they are and where they live. Do you know what country your ancestors came from? Did they come to PEI a long time ago or more recently?

The People of Prince Edward Island

The first people to live on Prince Edward Island were the Mi'kmaq. They called the island "Abegweit." These native people were hunters and fishers. They also gathered food like berries, mushrooms, and shellfish. When the first French settlers came to PEI, the Mi'kmaq welcomed them and helped them to survive their first winter on the Island. Today, there are still some communities of Mi'kmaq people on PEI at Lennox Island, Scotchfort, Rocky Point, and Morell. Every summer, the Mi'kmaq communities come together for a Pow-Wow at Panmure Island. It's a lot of fun!

More than half of the people who live on PEI now, are descended from settlers who came from the British Isles. That's Scotland, England, Ireland, and Wales. Also, about 15 percent of Islanders have Acadian (French) ancestors. Other groups of Islanders have ancestors who came here from Lebanon, Holland, and many other countries around the world. Every year, new people come from different countries to live on Prince Edward Island. I think it's important that we always try to make these newcomers feel welcome. PEI is a great place to live!

Prince Edward Island has a population of about 140,000 people. The population is almost evenly split between communities that are **rural** and **urban**. About 56 percent of the people live in the country or rural communities. About 44 percent live in or near the cities of Charlottetown or Summerside. These are the urban areas. About 4 percent live on farms. Percent means "out of 100".

Prince Edward Island is divided into 3 counties: Prince, Queens, and Kings. It has 2 cities which are Charlottetown and Summerside. It also has 6 towns and many villages.

My family lives in the country, but my parents aren't farmers. I really like going to my grandparents' farms, though. I like to help out with some of the farm chores.

Did you know?

The first people to live on Prince Edward Island were the Mi'kmaq. French Acadian settlers came in the 1700's and they were followed by other groups of settlers from the British Isles. Since then, people have come to live on Prince Edward Island from all around the world.

Fast Facts:

Population of Prince Edward Island: 140,000 (2006 estimate)

Population of Charlottetown: 32,245 (2006)

Population of Summerside: 14,654 (2006)

Official Languages: French and English

Caption for Mi'kmaq character:

The Mi'kmaq were the first people to live on PEI. Did you know that Mi'kmaq warriors earned their feathers with acts of bravery and good citizenship?

Victor's Story

Jambo! Here is my story about the people of Kenya. I think you will find it interesting.

People of Kenya

Most of the people in Kenya are of African heritage. There are also some Kenyans who have Asian, Arab, or European ancestors.

Today, there are more than 40 different tribes in Kenya and they each have their own language! But, almost everyone also speaks Swahili. Swahili is the national language of Kenya. It is good for people from the different tribes to be able to communicate with each other so they can make friends and do business. When someone says “Jambo!” to you in Swahili, you answer by saying “Habari” which means “How are you?”. Many Kenyans also speak English. I am learning Swahili and English in school. I also speak Kikuyu (kee-koo-you). That is my tribal language.

Most of Kenya's population lives in rural communities. About 70 percent of the people of Kenya live on small farms. But, Kenya also has many towns and cities which are urban communities. Our capital, Nairobi, is the largest city. A lot of people live there.

My family lives on a small farm. The farm used to be bigger but my grandparents divided it up into five smaller farms for each of their five sons. Like most Kenyan families, we grow most of the food our family eats on our farm. I like to help out with the planting and the farm chores.

Unfortunately, there are some people in Kenya who are not able to live on their own farms. When there is a bad drought, some people don't have enough food or water for themselves or their animals. Then, they have to move. Most of these people are also very poor, so it is hard for them. Other Kenyans and people from other countries try to help them by giving them places to stay and food to eat.

There are also some people, called **refugees**, who come to Kenya from other countries. They have to leave their homes because of wars or other problems that make it unsafe for them to stay there. Most of these refugees are very poor. The people of Kenya try to help them until it is safe for them to go home. Other countries like Canada also have programs that help refugees to move to safer places.

Did you know?

Kenya and Canada have almost the same population, even though the land area of Kenya is much smaller than Canada's.

Fast Facts:

Population: about 32,000,000 (2006 estimate)

Population of Nairobi: 2,500,000 (estimate)

Official Language: English

National Language: Swahili

Tribal languages: 46

Caption for Maasai character:

Jambo! I am a Maasai (ma-sigh). The people of my tribe are herders of cattle, sheep, and goats. In the past, the Maasai were also fierce warriors. They used shields and spears to protect themselves and their cattle - even against lions!

Student Instruction Sheet - People and Where They Live

1. Read Vicki's and Victor's notebooks. Look carefully at the photos showing urban and rural communities.
2. Write your ideas about what you think the words **urban** and **rural** mean on Student Activity Sheet 1.
3. Find **urban** and **rural** in a dictionary. How do these definitions compare with your ideas? Write the dictionary definitions on your Student Activity Sheet 1.
4. Talk with the other members of your group about the **characteristics** of urban and rural communities. Record three characteristics of urban and rural communities on your Student Activity Sheet 1. (Hint: Characteristics include things that you would expect to see, hear, or do in these communities.)
5. Work by yourself or with a partner to create a poster. On one side, show people living and working in rural communities. On the other side, show people living and working in urban communities. Use pictures that you cut from magazines or draw your own pictures.

Name _____

Student Activity Sheet - People & Where They Live

1. Look carefully at the photos in Vicki's and Victor's notebooks. Think about what the words **urban** and **rural** mean. Record your meanings on the chart. Then, find these words in a dictionary and record the dictionary meanings.

	Urban	Rural
Your meaning		
Dictionary meaning		

2. Write three characteristics of urban communities and three characteristics of rural communities on this chart.

Urban Communities	Rural Communities
1. _____ _____ _____ _____	1. _____ _____ _____ _____
2. _____ _____ _____ _____	2. _____ _____ _____ _____
3. _____ _____ _____ _____	3. _____ _____ _____ _____

Station 4: Agriculture

Social Studies Curriculum Outcomes:

3.1.2 Describe the major physical features, climates, and vegetation of their province and region

- locate specific land forms and bodies of water in their province and region
- describe specific land forms and bodies of water in their province and region
- **describe the climates of the Atlantic region and how it affects their lives**
- **describe the vegetation patterns of the Atlantic region**

3.1.3 Examine where people live and how people make a living in their province

- **compare the concepts of urban and rural**
- **identify urban and rural communities in their province**
- recognize how location and natural resources influence the development of communities
- explain how transportation and communication influence where people live and work in their province
- explain how the exchange of goods and services creates economic opportunities in their province

Learning Expectations:

Students will gain awareness of agriculture as a very important industry in P.E.I. and around the world.

Students will be introduced to some of the issues facing farm families around the world (e.g., low prices, farm size, mechanization, drought, soil protection).

Students will be introduced to what some Islanders are doing to support farmers in Kenya.

Materials:

- Station 4 “Notebooks”
- Station 4 Student Instructions
- Station 4 Student Activity Sheet 1
- ‘Growing potatoes’ story/activity

Teaching Strategies:

When introducing this station, begin by asking students if they know what kind of business/work earns more money for Islanders than any other. Explain that agriculture (or farming) is the “major industry” on P.E.I. (Fishing and tourism are second and third). Ask the class to brainstorm the kinds of farms we have on P.E.I. and/or the kinds of jobs that are associated with farming. Tell the students that in this station, Vicki and Victor will be describing the farms that belong to members of their family. Ask them to think about the similarities and differences between those farms, as they read. Tell the students that they will also be learning about how tea is grown in Kenya. They will be using this information and what they already know about how plants grow to help them “revise” a story about growing potatoes by putting the steps in the right order.

Student Activities:

1. In their groups, students will read Vicki’s and Victor’s notebooks and Joseph’s story about growing tea.
2. Students will look for, discuss, and record similarities and differences between agriculture in P.E.I. and Kenya.
3. Students will draw pictures to illustrate the differences and similarities between farms in Prince Edward Island and Kenya.
4. Students will use Joseph’s “Growing Tea” story as a model and their prior knowledge about how plants grow, to put the steps for growing potatoes into the correct sequence. (“Growing Potatoes” activity)

Assessment:

Students successfully demonstrate the differences and similarities between farms in P.E.I. and Kenya and gain an appreciation for the importance of agriculture in both places.

Possible Extension Activities

1. Visit Farmers Helping Farmers website at www.farmershelpingfarmers.ca to learn more about how Islanders are assisting farmers in Kenya.
2. Ask students to write about why farming is important.

Vicki's Story

Hi! Here is my story about farming on Prince Edward Island. Another word for farming is **agriculture**.

Agriculture on Prince Edward Island

I live just across the road from my grandparents' farm. I like to go there after school and on weekends. Sometimes I help with some of the farm chores like feeding the chickens and picking vegetables. My grandparents grow beets, potatoes, tomatoes, and other vegetables. Their specialty is corn. My favourite vegetable is carrots. What's yours?

My grandfather takes good care of his soil. He does this by making a big **compost** pile out of animal manure and vegetable waste and then he spreads the compost on the land. He believes it is important to take good care of the land for the people who will farm in the future.

My grandparents sell their produce directly to their customers. My grammy has a small booth right on the farm where people can come to buy their vegetables. On Saturdays, they sell some chickens and vegetables at the Charlottetown Farmers Market. People like to buy fresh food that is grown right here on PEI. Sometimes I go with my mom to the Farmers Market. When I'm hungry, I go to the doughnut stand. The doughnuts are very good!

My other grandparents also live on a little farm. They have chickens and beef cattle on their farm. They also grow apples and potatoes. My grandma makes the best apple cider. Yum!!

Potatoes are the biggest crop grown on Prince Edward Island. Did you know that farmers only grow potatoes in the same field once every three years? In the other years they grow grain, hay, or another crop. This is called **crop rotation** and it helps to protect the soil. Even though it is the smallest province, Prince Edward Island farmers grow more potatoes than any other province in Canada!

The average farm on Prince Edward Island is about 350 acres. There are many different kinds of farms on PEI. Milk, beef, pork, and chicken are all produced on Island farms. So are blueberries, honey, apples, greenhouse tomatoes and lots of other crops. There are even some fish farms. No wonder PEI is sometimes called the “Million Acre Farm.”

Did you know?

Only about 4 out of every 100 people on PEI live on a farm. It used to be a lot more, like in Kenya. But farming is still the largest industry on PEI. Even if they don't live on a farm, many other people have jobs that are related to farming. Can you think of some?

Did you know?

Plants need five things to help them grow:
sun, air, soil, water, and nutrients (in the soil or water).

Fast Facts:

Prince Edward Island's major industries are **agriculture, tourism, and fishing.**

Photo captions:

When my class visited the Orwell Corner Historic Village, we learned what farming was like 100 years ago. They used horses for some things and a lot of the work was done by hand. This is me making rope!

I never knew making ice cream was so much work!

Victor's Story

Jambo! Agriculture is the most important industry in Kenya - just like it is on PEI! But, there are lots of differences, too. Can you find some?

Agriculture in Kenya

Like most people in Kenya, I live on a farm. In Swahili, a farm is called a **shamba** (sham-ba). We have two acres of land. We grow maize (that's corn), beans, and coffee. We grow the corn and the beans as food for our family. When the corn seeds are dried, my mom grinds them to make a special food called **ugali** (oo-gal-ee). A lot of people in Kenya eat ugali. It's sort of like thick porridge and you can eat it hot or cold!

We grow the coffee to sell. We depend on the money we get from the coffee to buy the other things we need. When I am finished grade eight, my parents will need extra money to pay my school fees for secondary school. Unfortunately, sometimes we don't get paid very much for our coffee beans. We call our coffee a **cash crop**. Can you guess why?

I like to help plant the maize and beans. We plant our seeds when the rainy season starts so the seeds will have the water they need to grow. We also have bananas, papayas, and mango trees growing on our farm. Mangos are my favourite fruit!

Sometimes I go over to my uncle and aunt's farm. My uncle is a principal at a boarding school so he has to stay at the school all week and sometimes on the weekend. My aunt runs the farm. She has three cows and two calves. She grows maize, coffee, and a special grass for cows, called napier grass. The farm is small so the cows and calves stay in a little shed. The napier grass is cut and brought to them. This is called **zero grazing**.

My aunt sells her milk to the Wakulima Self Help Dairy Group Dairy. The Dairy has a big tank to keep the milk cold. A group of people from Prince Edward Island, called Farmers Helping Farmers, helped the Dairy to buy the tank. Sometimes, veterinarians from PEI come to Kenya, too. They help the farmers to keep their cows healthy, so they will have more milk to drink and to sell.

Did you know?

Out of every 100 people in Kenya, about 70 live on farms! However, this is changing because more and more people are moving to the cities to work.

Did you know?

Most of the farms in Kenya are small. Many are only about 2 acres. That's about the same size as a soccer field! Families try to grow all of the food they need on their farms and also a cash crop that they can sell to get some money for their other needs. You can see pictures of farms in Kenya and the Wakulima Dairy on the Farmers Helping Farmers website. The address is <http://www.farmershelpingfarmers.ca>

Did you know?

Kenya is the world's third largest producer of black tea. There are more than 300,000 tea farms. A few of the farms are very big but most are small family farms.

Fast Facts:

Kenya's major industries are **agriculture**, **tourism**, and **manufacturing**.

Joseph's story

Jambo! My name is Joseph and I live on a tea farm. Tea grows on bushes. It is the biggest crop grown for sale in Kenya, but it only grows in the highlands because it is cooler there and it rains almost every evening.

Would you like to know how we grow tea? I'll tell you.

Growing Tea

First, we have to prepare the soil in the field. All of the work is done by hand. My dad uses a big knife called a **panga** (pang-a) to cut down the bushes and wild grasses.

Next, he uses a big hoe, called a **jambe** (jam-bay), to break up the soil and get it ready for the new tea plants. I have a jambe, too, so I can help him. It usually takes us about two weeks to get an acre of land cleared and ready for the new tea plants.

When the field is ready, my dad buys small tea plants that have been growing in a nursery. They cost about 8 cents each. The people at the nursery start the new plants by cutting small branches from tea bushes that are already grown. These **cuttings** are protected and cared for at the nursery until they are big enough to be planted out in a field.

Then, the small tea plants are **transplanted** into rows in our field. We put fertilizer in the soil for the new plants to help them grow big and strong.

For the next few months one of my jobs is to pull out the weeds that also start to grow in the nice rich soil. My dad prunes the plants so they get thick and bushy.

It takes six to eight months before the tea plants are big enough to pick. When we pick tea, we take just two leaves and one bud from the tops of the branches. The tea bushes look flat like a table on top because every two weeks the new leaves are picked off.

That is how we grow tea! The tea plants will last for several years if we take good care of them and my family will earn a little extra money by selling the tea.

Student Instruction Sheet - Agriculture

1. Read Vicki's and Victor's stories and look at the pictures about farming in PEI and Kenya.
2. Talk with the other members of your group about how agriculture is alike and different in PEI and Kenya.
3. Draw a picture of a farm in Prince Edward Island and a picture of a farm in Kenya. Include in your pictures some of the things you might find on a farm in each of these places - Student Activity Sheet 1.
4. Read Joseph's story about "Growing Tea."
5. Help Katie put her story about "Growing Potatoes" back into the right order. Follow Katie's instructions and use Joseph's story to help you.



Name _____

Student Activity Sheet 1 - Farming in PEI and Kenya

A Farm in PEI

A Farm in Kenya



Growing Potatoes

Hi! My name is Katie and I live on a potato farm.

I wrote a story about how we grow our potatoes, but the steps got all mixed up! Can you help me put them back into the right order?

Instructions:

Cut out each of the story sections.

Read them all carefully and think about what needs to happen first, second, and so on.

Arrange them in the order that makes sense to you.

Glue them onto another piece of paper.

Then, the seed potatoes are planted into rows in the field. A machine called a **planter** is used for this. Fertilizer is added to the soil at the same time so the new potato plants will grow big and strong.

It takes about 3 to 4 months before the potatoes are ready to be dug. Another big machine called a **harvester** is used to dig the new potatoes out of the ground. The potatoes are then loaded into trucks and carried back to the warehouse to be stored until they are sold.

When the field is ready, my dad buys seed potatoes. These are not seeds. They are special potatoes that have been carefully grown and checked for diseases. It is important to start with disease-free seed potatoes, so that the plants that grow from them will be healthy, too.

First, the soil in the field needs to be prepared. My dad uses a tractor to pull his **plough** through the soil. The plough cuts through the ground and turns it over.

That is how we grow potatoes! My dad and his workers will pack some of the potatoes into small bags to be sold at stores. The rest of the potatoes will be sold to a company that makes french fries. The next time you eat french fries, think about all of the work that goes into growing them!

Next, he uses the tractor to pull big **discs** and then big **harrows** through the soil. By the time he is finished, the soil is ready for planting.

For the next several weeks, the new potato plants are watched carefully. The weeds are taken out with a machine called a **cultivator** and the ground is hilled up around the new plants. They are also checked carefully for insects and diseases. Sometimes my dad sprays the potato plants to protect them from these pests.

Growing Potatoes (Correct sequence)

First, the soil in the field needs to be prepared. My dad uses a tractor to pull his plough through the soil. The plough cuts through the ground and turns it over.

Next, he uses the tractor to pull big discs and then big harrows through the soil. By the time he is finished, the soil is ready for planting.

When the field is ready, my dad buys seed potatoes. These are not seeds. They are special potatoes that have been carefully grown and checked for diseases. It is important to start with disease-free seed potatoes, so that the plants that grow from them will be healthy, too.

Then, the seed potatoes are planted into rows in the field. A machine called a planter is used for this. Fertilizer is added to the soil at the same time so the new potato plants will grow big and strong.

For the next several weeks, the new potato plants are watched carefully. The weeds are taken out with a machine called a cultivator and the ground is hilled up around the new plants. They are also checked carefully for insects and diseases. Sometimes my dad sprays the potato plants to protect them from these pests.

It takes about 3 to 4 months before the potatoes are ready to be dug. Another big machine called a harvester is used to dig the new potatoes out of the ground. The potatoes are then loaded into trucks and carried back to the warehouse to be stored until they are sold.

That is how we grow potatoes! My dad and his workers will pack some of the potatoes into small bags to be sold at stores. The rest of the potatoes will be sold to a company that makes french fries. The next time you eat french fries, think about all of the work that goes into growing them!

Station 5: School Life in P.E.I. and Kenya

Social Studies Curriculum Connections:

- 3.1.3 Examine where people live and how people make a living in their province**
- **compare the concepts of urban and rural**
 - **identify urban and rural communities in their province**
 - recognize how location and natural resources influence the development of communities
 - explain how transportation and communication influence where people live and work in their province
 - explain how the exchange of goods and services creates economic opportunities in their province
- 3.2.3 Take age-appropriate action to promote positive interactions among people**
- **explain the importance of positive interactions among people**
 - examine how stereotyping can lead to prejudice and discrimination
 - plan and carry out an action that promotes positive interactions among people
- 3.3.2. Examine the rights and responsibilities of citizens in a democracy**
- define citizenship
 - describe the attributes of a responsible citizen
 - **examine children's rights and responsibilities**
 - describe how individuals demonstrate noteworthy citizenship (local, national, global)

Learning Expectations:

Students will gain an awareness of the similarities and differences between their own daily lives and that of a child in a developing country.

Students will be introduced to the concept of education as a right that not all children in the world have access to.

Students will be introduced to the connections being made between some island students and teachers with their counterparts in Kenya.

Materials:

- Station 5 “Notebooks”
- Station 5 Student Instructions
- Station 5 Student Activity Sheets

Teaching Strategies:

When introducing this station, ask the students if they have ever thought about what it would be like not to be able to go to school. Tell them that for many children in the world this is the case. However, in Kenya, since 2003, all children are now able to attend school up to grade 8 for free. Tell the students that the United Nations has a goal that by 2015, all children in the world will be able to attend school free of charge. They will learn more about this when they read Victor's notebook. Tell the students that in this station, Vicki and Victor will be describing what a typical school day is like for them. Ask the students, as they read, to be thinking about the similarities and differences to their own school day.

Student Activities:

1. In their groups, students will read Vicki's and Victor's notebooks about school life in P.E.I. and Kenya.
2. Students will discuss similarities and differences between education and school life in P.E.I. and Kenya and use their ideas to write their own responses. (Student Activity Sheet 1)
3. Students will discuss why it is important for all children in the world to have access to education and write their own response. (Student Activity Sheet 1)
4. Students will chart their own "typical" day. (Student Activity Sheet 2)

Assessment:

Students successfully respond to questions that compare education in Kenya and P.E.I.
Students successfully describe the importance of education as a human right for all children.

Possible Extension Activities:

1. Using their ideas they recorded on Student Activity Sheet 2, have the students use the *Inspiration* software program to prepare a graphic representation of "A Day in My Life."
2. Ask students to write a letter to a pretend "pen pal" in another country. They should introduce themselves and describe their life as a child in Canada. What questions would they have for their new pen pal?
3. Investigate opportunities for real pen pals. Learn more about Farmers Helping Farmers twinning project, "Karibu: Two Easts" at www.farmershelpingfarmers.ca

Vicki's Story

Hi! This year in Grade Three, my class learned about Prince Edward Island and Kenya. We wrote letters to the Standard Three students at Mwati Primary School in Kenya and they wrote back! My pen-pal's name is Mary. This is her picture.

We had a bake sale and raised some money to buy soccer balls and books for the students in Kenya. My teacher delivered them when she visited Kenya with Farmers Helping Farmers.

When we wrote the letters to our pen-pals, we told them what life was like on PEI. Here is a story I wrote about education on Prince Edward Island.

On Prince Edward Island, our school year begins in September and finishes the next June. Almost everyone goes to school from Kindergarten until Grade 12, and it's free. That's a good deal!

My school has about 250 students in Kindergarten to Grade Nine. Other schools can have different grades. Most high schools on PEI go from Grade 10 to Grade 12. Some students walk to school if they live close, but most kids on PEI travel to school on a bus. My sisters and I get picked up at our house at 7:50 in the morning and we get home at 3:30 in the afternoon.

All day, in school, my teacher keeps us busy. My favourite subject is Language Arts. I love making up stories and illustrating them too. I want to be an author and an illustrator when I grow up. Our other subjects are math, science, social studies, art, music, and physical education. This year we learned about agriculture and plants in science. It was fun. I used a little paint brush to pollinate the flowers that we grew in our classroom. In Social Studies, we did research projects on other countries with our pre-service teacher. I liked finding different places on maps and learning about what life is like for kids in other countries.

At my school, we have two recess times. When the weather is nice, we play outside. Sometimes, my friends and I play soccer. Sometimes we make forts and play games under the trees beside our playground.

When I get home from school, I have a snack, and then I play with my sisters. If it's nice out, we play outside. Other times we play on the computer or watch TV. Then, it's time for supper. After supper, I do my homework and have a bath, so I'm ready for the morning. Bedtime is at 8:30 - that's p.m. Sometimes, I read a story before I go to sleep.

When I'm not in school, my favourite sports are golf and soccer. What are yours?

Photo Captions

When we were learning about other countries, our class had visitors from Kenya and Japan. They told us about their countries and showed us lots of cool stuff!

Have you heard of Flat Stanley? He's a character in a book written by Jeff Brown. A grade 3/4 class at Dundas Consolidated sent a Flat Stanley to Kenya with their teacher. He visited lots of schools and made lots of new friends while he was there.

Did you know?

Education on Prince Edward Island has been free for more than 150 years! In 1852, the Free Education Act made PEI the first place in British North America to provide free education for students in Grades 1 to 10. In many other places in the world children still cannot attend school. In 2006, about 115 million children around the world were not able to go to primary school.

Victor's Story

"Hello! How are you?" I like to practice speaking English. I began learning English in Standard Three which is the same as Grade Three in Prince Edward Island. Now, I'm in Standard Four. I go to Mwati (—what-ee) Primary School.

I have never been to Prince Edward Island, but I feel like I have lots of friends there. That's because our school is twinned with a school in PEI. Sometimes, we write letters to the students in PEI and they write back. Our friends in PEI helped us buy building materials and books for our school. They even sent us a soccer ball! We also had some pre-service teachers come all the way from Prince Edward Island to teach at our school!

They were very fun teachers and I hope they come back!

Here is a story about schools in Kenya and what a school day is like for me.

Something wonderful happened in Kenya in 2003! Primary education was made free for everyone! Before that, families had to pay to send their children to school. Now, almost all children can go to school up to Standard Eight. But we still have to pay to go to high school. I hope someday that will be free, too.

My school has about 280 students in Standard One to Standard Eight. That's the same as Grade One to Grade Eight. In Kenya our school year starts in January and goes until November. We have three terms with breaks in between them.

On a school day, I get up at 6:00 a.m. The first thing I do is go to the well for water. I'm lucky because it isn't very far. I fill two containers and carry them back to the house. I get enough water for my mother to cook breakfast and so I can get washed. Then I go and fill another jug to take with me for the day. I put on my school uniform and I'm ready for school!

I join my friends to walk to school. Most kids in Kenya walk to school. Sometimes it takes a long time but it only takes me about 20 minutes. We arrive at school at 7:30. That gives us an hour to prepare our lessons before the teachers start teaching. We share books, read together, and help each other so we are ready when our classes begin.

My favourite subjects are English and Social Studies. I began learning English in Standard Three and I like to practice it. "Hello! How are you?" My other subjects are Math, Science, Swahili, and Religious Education. We also have a Scout troop at our school and I am a member.

We learn a lot of interesting things in Scouts and when we meet other Scouts we give them a three-finger salute.

At noon, most students walk home for lunch -- unless it is too far. A few schools in Kenya have lunch programs. These are very good because everyone can have a healthy meal at lunchtime. For the children from poor families this might be their best meal of the day.

After lunch, we return to school for more lessons. After our classes, we work on our homework for about an hour before we go home. We do our homework at school because there are not enough books for everyone to take home.

When I get home, I go for more water for cooking and washing. Then I help in the garden or play with my sister and my friends. It gets dark in Kenya at about 7:00 p.m.. We eat our supper as the sun is setting and then we go to bed.

My favourite sport is football. In Canada, you call it soccer. In Kenya, when we don't have a soccer ball, we roll up some plastic bags or some banana leaves and make our own ball!

Did you know?

In the year 2000, 189 countries got together at the United Nations and made a list of goals for the world. This list is called the Millennium Goals. One of the Millennium Goals is for every child in the world to have free primary education before 2015. You can learn more about the Millennium Goals and how the world is meeting them at UNICEF's Cyber Schoolbus website.

The web address is: <http://cyberschoolbus.un.org/mdgs/goal2.asp#>

St. Lucy's School for the Blind

St. Lucy's School for the Blind is a special school for children who have problems seeing. It is a boarding school which means the students also live at the school during the school term.

The students at St. Lucy's used to have to carry all the water for the school from a stream that was almost a kilometre away! Now, thanks to the Canadian International Development Agency (CIDA), they have large water tanks with clean water right at the school!

The students at St. Lucy's are very talented singers and dancers. They performed their dances when some teachers from Prince Edward Island visited their school.

Student Instruction Sheet - School Life in PEI and Kenya

1. Read Vicki's and Victor's stories about school life in PEI and Kenya.
2. Talk with the other members of your group about the differences in schools in Kenya and PEI.
Answer Questions 1 and 2 on Student Activity Sheet 1.
3. Talk with the members of your group about why it is important for all children around the world to be able to go to school. Use your ideas to answer Question 3 on Student Activity Sheet 1.
4. Use Student Activity Sheet 2 to make a chart of a day in your life. Use words and pictures.



Name _____

Student Activity Sheet 1 - School Life in PEI and Kenya

Use the information in Victor's and Vicki's notebooks and your own ideas to help you answer these questions. Please write your answers in sentences.

1. How is Victor's school different from your school?

2. How is Victor's school day different from yours?

3. Why is it important for all children in the world to be able to go to school?

Name _____

Student Activity Sheet 2 - "A Day in my Life"

How would you describe your day? Use words and pictures to describe what you do at different times of the day.

Parts of my day	What I do during this part of the day
Right after I wake up	
Morning	
Lunch	
Afternoon	
After school	
Evening	

Lesson 6: Water: Something We All Must Have

Social Studies Curriculum Outcomes:

3.3.2. **Examine the rights and responsibilities of citizens in a democracy**

- define citizenship
- **describe the attributes of a responsible citizen**
- **examine children's rights and responsibilities**
- **describe how individuals demonstrate noteworthy citizenship (local, national, global)**

Learning expectations:

Students will understand why water is important to all aspects of life.

Students will learn ways to protect and conserve water.

Students will be introduced to water as an essential human need and human right.

Materials:

- CD slide show of Maasai Water Myth, "*Rain God Story*"
- Estimated Water Use for Daily Activities- for teacher information
- Children and water: Global Statistics- for teacher information
- Water, Environment and Sanitation -Kenya- for teacher information
- Teachers may wish to use "*Bringing the Rain to Kapiti Plain*" to complement this lesson

Anticipated Time: 1 class

Teaching Strategies and Student Activities:

1. How do you use water?

Ask students to identify the ways in which they use water at home. List these on a flip chart or board.

Ask what are the most important uses of water. Talk with a partner and choose the top 5 ways in which you use water. Discuss the results.

2. How much water do you think you use? (discussion and information to think about)

How much water do you think you use when you wash your hands, take a short shower, or brush your teeth? Ask students to guess (estimate) the number of litres of water they use for their most common uses. Make sure students have a visual concept of how much a litre is - perhaps show a sample, for example a milk, juice, or water container. A chart of usage estimates for an average typical use is enclosed for teacher information. A teacher may wish to use some of these figures for discussion purposes.

3. How much water do Canadians and Kenyans use?

On average, a Canadian family uses 340 litres of water every day.

How much do you think an average family in Kenya uses in a day? (Between 30 and 80 litres per day depending upon how water is obtained - by walking to a source, from a piped supply, or in an urban area with a home water source)

To put this in an image that students will see clearly

In Canada, each person uses about 340 litres of water a day. That's about three big bathtubs full of water!

In sub-Saharan Africa, each person uses between 30 and 80 litres of water per day. (That's between a bit in the bottom of the tub and less than half a tub!) In the recent time of drought in the north-east of Kenya, people had less than the amount of water required to remain healthy.

Sources: <http://www.cwec.ca/eng/teachers/small%20world.pdf>
http://www.ifpri.org/media/water_countires.htm

For interest and cross-curricular integration, view the enclosed Maasai myth -text in Appendix and Slide show, “The Teachings of the Rain God.” **Stop before the last paragraph and ask students what the meanings of this myth might be. (See below.)**

A myth, in its simplest definition, is a story with a meaning attached to it other than it seems to have at first; and the fact that it has such a meaning is generally marked by some of its circumstances being extraordinary, or, in the common use of the word, unnatural.

This definition was made by John Ruskin, in 1869.

Source: <http://ancienthistory.about.com/od/religionmythology/g/mythdefinition.htm>

Additional teacher background information on water can be found at the following sites:

Project Wet - Water Education for Teachers

http://www.cwra.org/About_CWRA/Project_WET/project_wet.html

Water, environment and sanitation - Children and water: global statistics

Source- http://www.unicef.org/wes/index_31600.html

Kenya- Water, Environment and Sanitation

Source:- http://www.unicef.org/wes/files/Kenya_wes.pdf

UN Year of Fresh water

<http://www.wateryear2003.org>

4. Why do we need water?

The United Nations High Commission for Refugees estimates that an average human needs at least 30 litres of water per day -5 litres for drinking and cooking, 25 litres to keep clean.

5. What happens when we do not have enough water or it is not safe?

Children would likely say that we would get sick, and then miss school, etc.

See additional teacher information "UNICEF Children and Water: Global Statistics"

6. How can we use less water?

Students will have lots of ideas as to how they can conserve water in the bathroom, kitchen, laundry room, garden, and in the community. As many as possible should be generated by the class.

Ideas may include (Grade 3 students will not think of all of these or be expected to)

Inside:

- *Never pour water down the drain if there may be another way to use it such as for watering a plant, or cleaning.*
- *Repair dripping taps by replacing washers.*
- *Don't let the water run when you are brushing your teeth.*
- *Take shorter showers*
- *Replace your shower head with a low-flow version.*
- *Cut down on the amount of water needed to flush your toilet by putting a plastic container filled with water into the tank. This could save 45 litres every day*
- *Use the water that you washed your vegetables with to water your plants.*
- *When you wash your dishes, don't leave the water running when rinsing. Instead fill a sink for rinsing the dishes.*
- *In the shower, turn the water on to get wet; turn it off; get soapy, and then turn the shower back on to rinse off. Do the same when you wash your hair.*
- *Only operate your dish and clothes washers when they are fully loaded.*
- *Store drinking water in the fridge. Don't let the tap run to get the water cold.*

Outside:

- *Water your garden early in the morning or in the evening.*
- *Catch rainwater to water your plants.*
- *Water your plants at the ground level.*
- *When you clean your fish tank, use the water you drained off to fertilize your plants.*
- *Dig a small trench around your trees to help hold the water you put on the tree.*
- *Don't cut your grass too short; it will not dry out as soon.*
- *When you water your lawn, make sure that the water stays on the lawn, not on the walkway.*
- *When you clean your walkways, use a broom rather than a hose.*
- *Start a compost heap to use a mulch.*
- *Cover your swimming pool to prevent evaporation.*

- *When you wash your car, park it on the lawn and only have the hose on when you are rinsing off the car.*
- *Mulch around your plants to help hold in the moisture.*
- *Don't water your plants too much as the roots will be shallow and need more water.*

In your community:

- *Help keep your community clean by not littering and recycling as there will be less water needed to clean up.*
- *Be conscious of the importance of water to your community. Don't pollute any water sources in your community.*
- *Help your friends and family to become more water-use conscious.*
- *Learn as much as you can about how to protect our water supplies.*
- *Learn about where the water you drink comes from.*
- *Map the ways in which water is used in your school and community.*
- *Drink the water from your tap instead of using bottled water.*
- *Write letters to the authorities when you have a water concern.*

Sources:

http://www.wateryear2003.org/en/ev.php-URL_ID=2651&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://www.tampagov.net/dept_Water/conservation_education/Print_Pages/indoors.asp

7. Discuss what students can do to conserve and protect our water. (See list above)

Assessment: Make your own poster showing how you can conserve water in your home, either inside or outside. Write a sentence for each way you illustrate.

Possible Extension Activities:

An interesting activity booklet, "Thirstin's Wacky Water Adventure," and other water activities for children can be found at the following web-address:

<http://www.epa.gov/safewater/kids/index.html>

For Teacher Information Only
Estimated Water Use for Daily Activities

Activity	Estimated usage per event
Brushing your teeth with the tap running	4 litres
Brushing your teeth with the tap off	1 litre
Washing your face or hands	4 litres
Taking a Shower - standard shower head - low flow shower head	20 litres per minute 10 litres per minute
Taking a Bath	80 litres
Flushing the toilet - standard toilet - low flow toilet	20 litres 6 litres
Getting a drink	1 litre
Cooking a meal	12 litres
Washing the dishes by hand	25 litres
Using the dishwasher	55 litres
One load of laundry in the washing machine	200 litres
Washing the car(with a hose)	35 litres per minute
Watering the lawn or garden(with a hose or sprinkler)	35 litres per minute
Wasted water- A leaky tap, a tap left running,	50 litres per person per day

Sources: <http://www.k12science.org/curriculum/drainproj/personalwaterusechart.html>
 "Kids Who Care", Foster Parents Plan, 1998

The Teachings of the Rain God

Adapted from <http://www.wateryear2003.org/en/ev.php>

One day, many years ago, the elephant said to the Rain God: "You should be very satisfied. You have covered all the earth in green. But what will happen if I tear off all the grass, all the trees and the bushes? No green will be left! Then what? "

The Rain God answered him: "If I stopped sending rain, no more green will grow, and you would have nothing to eat. What will happen then?"

But the elephant wanted to challenge the Rain God, so he began tearing off all the trees, bushes and grass with his trunk to destroy all the green of the earth.

This made the Rain God angry so he made the rain stop. Soon deserts began to spread across the land. The elephant was very thirsty and he tried to dig where the rivers were, but he couldn't find a drop of water. In the end, he called to the Rain God: "Sir, I misbehaved. I was arrogant, and I am sorry. Please, forget it and let the rain come."

But the Rain God remained silent. Days went by, and every day it was more dry than the day before. Finally, the elephant sent the rooster to talk to the Rain God for him. The rooster looked for the Rain God everywhere, and in the end he found him hidden by a cloud. The rooster introduced himself. Then he prayed for rain with so much eloquence that the Rain God decided to send a little rain. The rain fell and it formed a little pool just in front of where the elephant lived. The elephant was very happy.

That next day, the elephant went to the woods to eat and he told the tortoise to protect the pool of water with these words: "Tortoise, if somebody comes to drink here, you will tell them that this is my personal pool and that nobody can drink from it but me."

When the elephant left, many thirsty animals came to the pool, but the tortoise would not let them drink, saying: "This water belongs to His Majesty the Elephant; you cannot drink it."

But when the lion came, he was not impressed by these words of the little tortoise. He told the tortoise to step aside and he drank the water until his thirst was quenched. Then he left without saying anything else. When the elephant came back, there was very little water was left in the pool. The tortoise tried to explain: "Sir, I am just a little animal and the other animals have little respect for me. The lion came, and I just went out of the way. What could I do? After that, all the other animals drank freely!"

Furious, the elephant raised his foot and stamped on the tortoise with the intention of crushing her. Fortunately, the tortoise shell was very strong and she managed to survive. But since then, the tortoise is a bit flat below. Suddenly, all the animals heard the voice of the Rain God which said: "Don't do as the elephant did. Don't destroy what you may need in the future. Don't ask a feeble one to defend your property, and don't punish an innocent servant. But, most important of all, don't be arrogant and don't try to own it all. Let those who need share in your fortune."

Myth's origin: Kenya

Ethnic group: Maasai

Lesson 7: Needs Versus Wants

Social Studies Curriculum Outcomes:

3.3.2. Examine the rights and responsibilities of citizens in a democracy

- define citizenship
- describe the attributes of a responsible citizen
- **examine children's rights and responsibilities**
- describe how individuals demonstrate noteworthy citizenship (local, national, global)

Learning expectations:

Students will develop their understanding of the concepts of 'needs' and 'wants' by examining various aspects of their lives.

Students will define what a 'need' is versus a 'want'.

Materials:

- Needs /Wants cards
- scissors

Anticipated Time: one class

Teaching Strategies and Student Activities:

1. Put the words NEEDS and WANTS on the board. Brainstorm with the students what is a NEED and a WANT. (This could be done individually or as a Think, Pair, Share activity followed by whole class discussion.)
2. Group the students into pairs and give each pair a set of Needs / Wants cards. Instruct the students to cut the cards apart and to sort them into two groups, NEEDS and WANTS. Allow sufficient time for discussion and sorting.
3. Next, ask each pair to double up to compare their sorting decisions. Ask the students to discuss, in their groups of four, any differences in their sorting and to try to decide together which are needs or wants.
4. Ask each group to present its final decision and their reasons to the rest of the class. Using a set of cards, the teacher will place each card in the WANTS or NEEDS column as agreed upon by the class. Facilitate lots of discussion for the items which are not clearly agreed upon by all. Sometimes a card may need to be included in both columns or in the middle - depending upon the situation in which it occurs.
5. Facilitate a discussion to generate a definition for 'needs' and 'wants'. Ask someone to check in a classroom dictionary or on-line at www.dictionary.com

Definitions from www.dictionary.com

need: A condition or situation in which something is required

want: Something desired

Assessment:

Students successfully sort 'wants' and 'needs' and explain their reasons.

Student participation and teacher observation

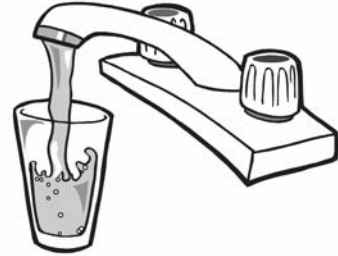
Wants-Needs Cards



health care



education



clean water



a television set



fashionable clothes



nutritious food



safety from harm



a telephone



a family

Lesson 8 - Children's Rights

Social Studies Curriculum Outcomes:

3.3.2. **Examine the rights and responsibilities of citizens in a democracy**

- define citizenship
- describe the attributes of a responsible citizen
- **examine children's rights and responsibilities**
- describe how individuals demonstrate noteworthy citizenship (local, national, global)

Learning expectations:

Students will understand that children have rights.

Students will become aware that there is a legal document called the *United Nations Convention on the Rights of the Child* that defines the rights of children.

Students will be able to name and describe some children's rights.

Students will become aware that not all children have all of these rights being met.

Materials:

- Background information for teachers
- ***Declaration of the Rights of the Child Plain Language Version*** Source:
<http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>
- "Children's Rights" slide show to illustrate some of the articles of the Convention

Anticipated Time: 1 hour

Teaching Strategies and Classroom Activities:

1. Review with the students the concepts of 'needs' and 'wants'. Ask them if they know what 'rights' are. (Possible responses may be "something that no one can take away, things that everyone needs") Give them the definition: **rights** are: "things that all people **need to live** or **need to be able to do.**"

2. Review the items they determined were needs in Lesson 8. Tell them that these things they identified as ‘needs’ are also ‘rights’, and as such, these rights and others are named and protected by a legal document called the United Nations Convention on the Rights of the Child. Tell the students about the United Nations and how this document - written in 1989 and adopted by almost every country in the world - is dedicated especially to protecting children’s rights. It has 54 parts called articles which name the rights of children and tell how these rights should be protected.
3. Introduce the students to some of the children’s rights named in the Convention. Use one or more of the resources available: *Declaration of the Rights of the Child, Plain Language Version* (included), the *Children’s Rights* slide show (included).
4. Facilitate a discussion of situations where children’s rights are not being met. Recall some of Victor’s stories about refugees, access to education, clean water, insufficient food. Tell the students that children who are orphans or who have disabilities also have rights to protect their special needs. Allow sufficient time for students to share and discuss their ideas and connections.
5. Invite children to choose a ‘right’ and illustrate it. Make a ‘children’s rights’ quilt to display in the classroom or hallway.

Assessment:

1. Student participation and teacher observation during discussion.
2. Students successfully illustrate a ‘right’.
3. Ask students to write a response to the question:

If you could give a gift of just one right to a child who doesn’t have many of his/her needs being met, what would you give?

Additional resource:

Papa, Do You Love Me?

Barbara M. Joosse, Illustrated by Barbara Lavallee

April, 2005

ISBN 0811842657

On-line teacher’s guide available at http://www.chroniclebooks.com/pdfs/Mama_Papa.pdf

Teacher Background Information

United Nations Convention on the Rights of the Child

In 1989 many countries of the world decided to form a Convention or international law, called the United Nations Convention on the Rights of a Child, that would describe the rights that all children in the world should have. This document provides a guideline for children's rights around the world. These rights (42 describing rights, an additional 11 which discuss implementation of the Convention) can be separated into five groups. These are **Guiding Principles, Survival and Development rights, Protection rights, Participation rights, and Implementation articles.**

Articles within the Convention which describe various attributes of children's rights:

Guiding principles: Articles 1, 2, 3, 6, 12

Survival and development rights: Articles 4, 5, 6, 7, 8, 9, 10, 14, 18, 20, 22, 23, 24, 26, 27, 28, 29, 30, 31, 42

Protection rights: Articles 11, 19, 20, 21, 22, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41

Participation rights: Articles 4, 12, 13, 14, 15, 16, 17

Implementation: Articles 43 to 54

Source: http://www.unicef.org/crc/index_30177.html

Included for **teacher information only** is a "*Fact Sheet: A summary of the rights under the Convention on the Rights of the Child*"

Source: www.unicef.org/crc/files/Rights_overview.pdf

For **students**, a simplified version with 10 statements is used so they will gain a simple yet overall understanding of the Declaration.

Source: <http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

Declaration of the Rights of the Child

Plain Language Version

1. All children have the right to what follows, no matter what their race, colour sex, language, religion, political or other opinion, or where they were born or who they were born to.
 - 2 You have the special right to grow up and to develop physically and spiritually in a healthy and normal way, free and with dignity.
 - 3 You have a right to a name and to be a member of a country.
 - 4 You have a right to special care and protection and to good food, housing and medical services.
 - 5 You have the right to special care if handicapped in any way.
 - 6 You have the right to love and understanding, preferably from parents and family, but from the government where these cannot help.
 - 7 You have the right to go to school for free, to play, and to have an equal chance to develop yourself and to learn to be responsible and useful.
- Your parents have special responsibilities for your education and guidance.
- 8 You have the right always to be among the first to get help.
 - 9 You have the right to be protected against cruel acts or exploitation, e.g., you shall not be obliged to do work which hinders your development both physically and mentally. You should not work before a minimum age and never when that would hinder your health, and your moral and physical development.
 - 10 You should be taught peace, understanding, tolerance and friendship among all people.

This plain language version is only given as a guide. For an exact rendering of each principle, refer students to the original. This version is based in part on the translation of a text, prepared in 1978, for the World Association for the School as an Instrument of Peace, by a Research Group of the University of Geneva, under the responsibility of Prof. L. Massarenti. In preparing the translation, the Group used a basic vocabulary of 2,500 words in use in the French-speaking part of Switzerland. Teachers may adopt this methodology by translating the text of the Universal Declaration in the language in use in their region

Source: <http://www0.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>

FACT SHEET: A summary of the rights under the Convention on the Rights of the Child

Article 1 (Definition of the child): The Convention defines a 'child' as a person below the age of 18, unless the laws of a particular country set the legal age for adulthood younger. The Committee on the Rights of the Child, the monitoring body for the Convention, has encouraged States to review the age of majority if it is set below 18 and to increase the level of protection for all children under 18.

Article 2 (Non-discrimination): The Convention applies to all children, whatever their race, religion or abilities; whatever they think or say, whatever type of family they come from. It doesn't matter where children live, what language they speak, what their parents do, whether they are boys or girls, what their culture is, whether they have a disability or whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 4 (Protection of rights): Governments have a responsibility to take all available measures to make sure children's rights are respected, protected and fulfilled. When countries ratify the Convention, they agree to review their laws relating to children. This involves assessing their social services, legal, health and educational systems, as well as levels of funding for these services. Governments are then obliged to take all necessary steps to ensure that the minimum standards set by the Convention in these areas are being met. They must help families protect children's rights and create an environment where they can grow and reach their potential. In some instances, this may involve changing existing laws or creating new ones. Such legislative changes are not imposed, but come about through the same process by which any law is created or reformed within a country. Article 41 of the Convention points out that when a country already has higher legal standards than those seen in the Convention, the higher standards always prevail.

Article 5 (Parental guidance): Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly. Helping children to understand their rights does not mean pushing them to make choices with consequences that they are too young to handle. Article 5 encourages parents to deal with rights issues "in a manner consistent with the evolving capacities of the child". The Convention does not take responsibility for children away from their parents and give more authority to governments. It does place on governments the responsibility to protect and assist families in fulfilling their essential role as nurturers of children.

Article 6 (Survival and development): Children have the right to live. Governments should ensure that children survive and develop healthily.

Article 7 (Registration, name, nationality, care): All children have the right to a legally registered name, officially recognized by the government. Children have the right to a nationality (to belong to a country). Children also have the right to know and, as far as possible, to be cared for by their parents.

Article 8 (Preservation of identity): Children have the right to an identity – an official record of who they are. Governments should respect children's right to a name, a nationality and family ties.

Article 9 (Separation from parents): Children have the right to live with their parent(s), unless it is bad for them. Children whose parents do not live together have the right to stay in contact with both parents, unless this might hurt the child.

Article 10 (Family reunification): Families whose members live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 (Kidnaping): Governments should take steps to stop children being taken out of their own country illegally. This article is particularly concerned with parental abductions. The Convention's Optional Protocol on the sale of children, child prostitution and child pornography has a provision that concerns abduction for financial gain.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account. This does not mean that children can now tell their parents what to do. This Convention encourages adults to listen to the opinions of children and involve them in decision-making -- not give children authority over adults. Article 12 does not interfere with parents' right and responsibility to express their views on matters affecting their children. Moreover, the Convention recognizes that the level of a child's participation in decisions must be appropriate to the child's level of maturity. Children's ability to form and express their opinions develops with age and most adults will naturally give the views of teenagers greater weight than those of a preschooler, whether in family, legal or administrative decisions.

Article 13 (Freedom of expression): Children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing.

Article 14 (Freedom of thought, conscience and religion): Children have the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should help guide their children in these matters. The Convention respects the rights and duties of parents in providing religious and moral guidance to their children. Religious groups around the world have expressed support for the Convention, which indicates that it in no way prevents parents from bringing their children up within a religious tradition. At the same time, the Convention recognizes that as children mature and are able to form their own views, some may question certain religious practices or cultural traditions. The Convention supports children's right to examine their beliefs, but it also states that their right to express their beliefs implies respect for the rights and freedoms of others.

Article 15 (Freedom of association): Children have the right to meet together and to join groups and organizations, as long as it does not stop other people from enjoying their rights. In exercising their rights, children have the responsibility to respect the rights, freedoms and reputations of others.

Article 16 (Right to privacy): Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17 (Access to information; mass media): Children have the right to get information that is important to their health and well-being. Governments should encourage mass media – radio, television, newspapers and Internet content sources – to provide information that children can understand and to not promote materials that could harm children. Mass media should particularly be encouraged to supply information in languages that minority and indigenous children can understand. Children should also have access to children's books.

Article 18 (Parental responsibilities; state assistance): Both parents share responsibility for bringing up their children, and should always consider what is best for each child. Governments must respect the responsibility of parents for providing appropriate guidance to their children – the Convention does not take responsibility for children away from their parents and give more authority to governments. It places a responsibility on governments to provide support services to parents, especially if both parents work outside the home.

Article 19 (Protection from all forms of violence): Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. In terms of discipline, the Convention does not specify what forms of punishment parents should use. However, any form of discipline involving violence is unacceptable. There are ways to discipline children that are effective in helping children learn about family and social expectations for their behaviour – ones that are non-violent, are appropriate to the child's level of development and take the best interests of the child into consideration. In most countries, laws already define what sorts of punishments are considered excessive or abusive. It is up to each government to review these laws in light of the Convention.

Article 20 (Children deprived of family environment): Children who cannot be looked after by their own family have a right to special care and must be looked after properly, by people who respect their ethnic group, religion, culture and language.

Article 21 (Adoption): Children have the right to care and protection if they are adopted or in foster care. The first concern must be what is best for them. The same rules should apply whether they are adopted in the country where they were born, or if they are taken to live in another country.

Article 22 (Refugee children): Children have the right to special protection and help if they are refugees (if they have been forced to leave their home and live in another country), as well as all the rights in this Convention.

Article 23 (Children with disabilities): Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.

Article 24 (Health and health services): Children have the right to good quality health care – the best health care possible – to safe drinking water, nutritious food, a clean and safe environment, and information to help them stay healthy. Rich countries should help poorer countries achieve this.

Article 25 (Review of treatment in care): Children who are looked after by their local authorities, rather than their parents, have the right to have these living arrangements looked at regularly to see if they are the most appropriate. Their care and treatment should always be based on “the best interests of the child.” (See Guiding Principles, Article 3)

Article 26 (Social security): Children – either through their guardians or directly – have the right to help from the government if they are poor or in need.

Article 27 (Adequate standard of living): Children have the right to a standard of living that is good enough to meet their physical and mental needs. Governments should help families and guardians who cannot afford to provide this, particularly with regard to food, clothing and housing.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity. Therefore, governments must ensure that school administrators review their discipline policies and eliminate any discipline practices involving physical or mental violence, abuse or neglect. The Convention places a high value on education. Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. The Convention does not address such issues as school uniforms, dress codes, the singing of the national anthem or prayer in schools. It is up to governments and school officials in each country to determine whether, in the context of their society and existing laws, such matters infringe upon other rights protected by the Convention.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. The right to practice one's own culture, language and religion applies to everyone; the Convention here highlights this right in instances where the practices are not shared by the majority of people in the country.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Article 32 (Child labour): The government should protect children from work that is dangerous or might harm their health or their education. While the Convention protects children from harmful and exploitative work, there is nothing in it that prohibits parents from expecting their children to help out at home in ways that are safe and appropriate to their age. If children help out in a family farm or business, the tasks they do be safe and suited to their level of development and comply with national labour laws. Children's work should not jeopardize any of their other rights, including the right to education, or the right to relaxation and play.

Article 33 (Drug abuse): Governments should use all means possible to protect children from the use of harmful drugs and from being used in the drug trade.

Article 34 (Sexual exploitation): Governments should protect children from all forms of sexual exploitation and abuse. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 35 (Abduction, sale and trafficking): The government should take all measures possible to make sure that children are not abducted, sold or trafficked. This provision in the Convention is augmented by the Optional Protocol on the sale of children, child prostitution and child pornography.

Article 36 (Other forms of exploitation): Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

Article 37 (Detention and punishment): No one is allowed to punish children in a cruel or harmful way. Children who break the law should not be treated cruelly. They should not be put in prison with adults, should be able to keep in contact with their families, and should not be sentenced to death or life imprisonment without possibility of release.

Article 38 (War and armed conflicts): Governments must do everything they can to protect and care for children affected by war. Children under 15 should not be forced or recruited to take part in a war or join the armed forces. The Convention's Optional Protocol on the involvement of children in armed conflict further develops this right, raising the age for direct participation in armed conflict to 18 and establishing a ban on compulsory recruitment for children under 18.

Article 39 (Rehabilitation of child victims): Children who have been neglected, abused or exploited should receive special help to physically and psychologically recover and reintegrate into society. Particular attention should be paid to restoring the health, self-respect and dignity of the child.

Article 40 (Juvenile justice): Children who are accused of breaking the law have the right to legal help and fair treatment in a justice system that respects their rights. Governments are required to set a minimum age below which children cannot be held criminally responsible and to provide minimum guarantees for the fairness and quick resolution of judicial or alternative proceedings.

Article 41 (Respect for superior national standards): If the laws of a country provide better protection of children's rights than the articles in this Convention, those laws should apply.

Article 42 (Knowledge of rights): Governments should make the Convention known to adults and children. Adults should help children learn about their rights, too. (See also article 4.)

Articles 43-54 (implementation measures): These articles discuss how governments and international organizations like UNICEF should work to ensure children are protected in their rights.

Source: http://www.unicef.org/crc/files/Rights_overview.pdf

Lesson 9 Citizens and Responsibilities

Social Studies Curriculum Connections:

3.3.2. **Examine the rights and responsibilities of citizens in a democracy**

- define citizenship
- describe the attributes of a responsible citizen
- examine children's rights and responsibilities
- describe how individuals demonstrate noteworthy citizenship (local, national, global)

Learning Expectations:

Students will explore the concept of *a citizen as a member of a community*.

Students will begin to think of themselves as citizens with rights and responsibilities.

Materials:

- Working knowledge of how to use *place mats* as a teaching tactic
- Chart paper and markers for that place mat activity
- Chart paper or board to record student responses about the responsibilities of citizens of different communities: classroom, town/local community, province, country, world

Anticipated time: 1 hour

Teaching Strategies and Student Activities:

1. Tell the students that in this lesson they are going to learn about citizens and their responsibilities. Students will already be familiar with their responsibilities as members of the classroom community. Begin by asking them to generate a list of some of their responsibilities as members of the classroom community. Record the responses on the board or chart paper. Responses may include the following: *the responsibility to be safe in the classroom, to take turns, to listen when others are speaking, to try to solve problems, to be respectful, to share our ideas and talents.*
2. Use a place mat activity to engage students in an exploration of the concept of a 'citizen'. Ask the question: *What is a citizen?* As the students work on their place mats, encourage their thinking with questions like: *Where does a citizen live? What does a citizen do? How do you know if someone is a citizen of a community? Do all citizens look the same? Think the same?*

3. Invite the groups to present their ideas from the place mats. Focus attention on ideas that identify a **citizen as someone who is a member of a community, whether the community is as small as the classroom or as large as their country or the entire world (global citizens)**. *“Point out that whether we live together in a school or a country, every person has a role in making it an interesting and successful place. While each may come from a different family background and have different talents we all have something in common. We all are citizens of that place and have something to contribute to make it a success.”*
CAMET Grade 3 Social Studies Draft
4. Tell the students that as citizens, we all have responsibilities. Return to their classroom list and point out that they already know what their responsibilities are as members and good citizens of their classroom. Ask them to again work in groups and to use the classroom list to help them think about what their responsibilities are as citizens of their town, province, country and the world? Assign a specific location to each group. In their groups, students will brainstorm and list on chart paper responsibilities for citizens of that location.
5. Ask a reporter for each group to present their list. Encourage the class to notice the similarities and differences for the different communities. Look for responses like: *be respectful of other people - even if they are different, help other people when they need it, keep the community safe, clean, respect the environment, try to solve problems.*

Assessment:

Teacher observation, student participation, and presentations from the place mat and brainstorming activities.

Ask the students to draw a picture and write a sentence showing themselves being “good citizens.”

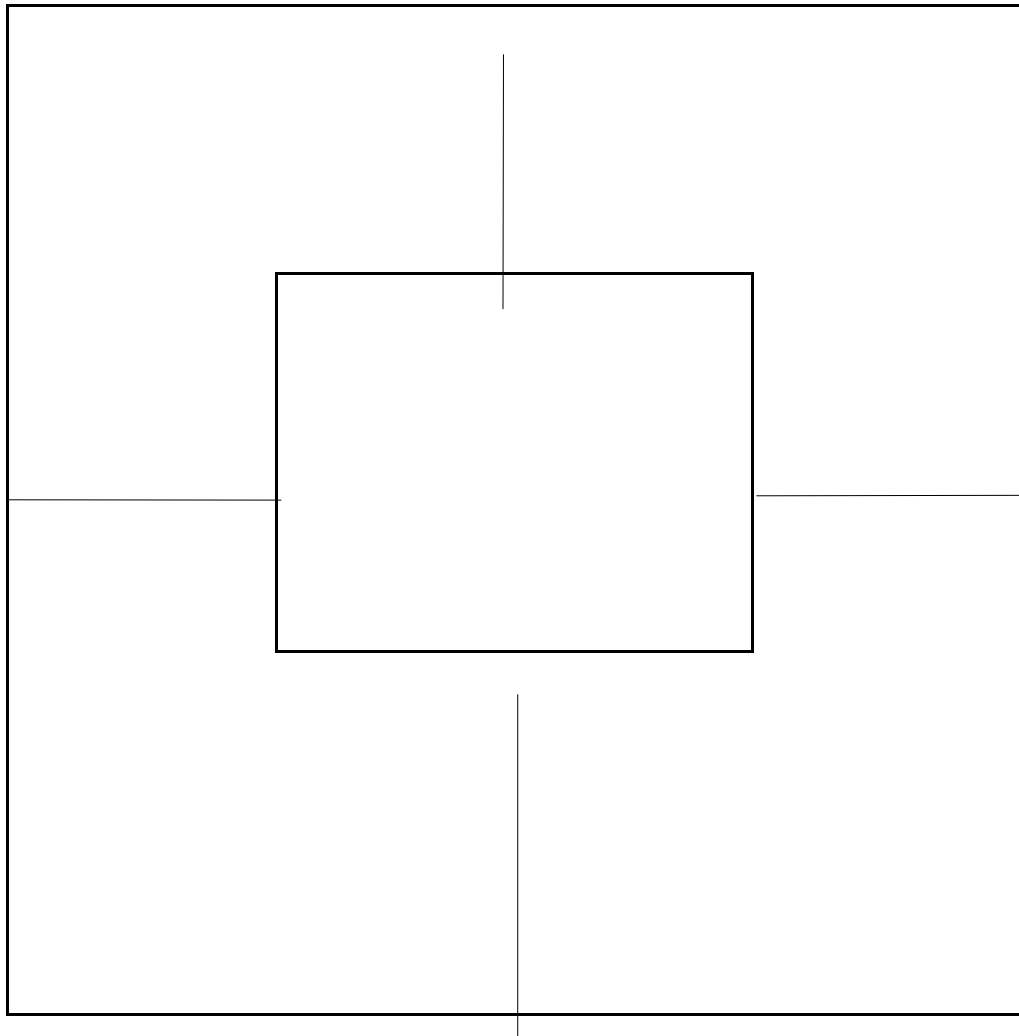
Place Mat Tactic

This tactic is useful for gathering information and ideas from individuals when they are working on a group activity.

The idea is that each person in the group is working on and around a single piece of paper.

The paper is marked off into pieces based upon the number in the group. The template below is for a group of four. There is a central square or circle which the results of the group's work are recorded after the individual work has been completed and discussed by the group.

Each student writes his/her own ideas for the assigned task in a corner space. After sharing, a common/combined response is placed in the central section.



Lesson 10 - Global Citizenship

Social Studies Curriculum Outcomes:

- 3.2.3 **Take age-appropriate action to promote positive interactions among people**
- **explain the importance of positive interactions among people**
 - examine how stereotyping can lead to prejudice and discrimination
 - **plan and carry out an action that promotes positive interactions among people**
- 3.3.2. **Examine the rights and responsibilities of citizens in a democracy**
- define citizenship
 - describe the attributes of a responsible citizen
 - examine children's rights and responsibilities
 - **describe how individuals demonstrate noteworthy citizenship (local, national, global)**

Learning Expectations:

Students will use what they learned about the responsibilities of citizens from the previous lesson to explore **actions** that illustrate good citizenship. They will examine the ways in which Canadians of all ages demonstrate 'noteworthy' citizenship. Finally, the students will plan an action of their own that will demonstrate positive citizenship.

Materials:

- Slide shows showing Islanders involved in Global Citizenship: "4-H Water Tank" (Millview-Vernon River 4-H and Farmers Helping Farmers), and "Building a School in Guatemala"
- Background Information for Teachers: *The Ladder of Children's Participation*, from Children's Participation: From Tokenism to Citizenship by Roger A. Hart, Innocenti Essays No.4, UNICEF, 1992.
- Examples of young people who are "noteworthy" citizens such as Terry Fox, Ryan Hreljac of Ryan's Well, or the Easter Seals Ambassador

Anticipated time: two hours

Teaching Strategies and Student Activities:

1. Brainstorm - **"Now that you know what a citizen is, how do good citizens show noteworthy citizenship?"** Discuss the term 'noteworthy' as necessary. Ensure that students understand that 'noteworthy' does not necessarily mean 'famous' and that small acts of citizenship can be equally as 'noteworthy' as big events. Record the students' suggestions on the board or on chart paper. Encourage their thinking by prompting them to consider ways in which *they* help out others, how *other members of their family or community* help out others and how *leaders in their community, province, and country* help around the world.

Alternatively, students could be divided into groups and each group asked to brainstorm and list examples of noteworthy citizenship at a **local, provincial, national, and global level**.

Examples given by students might include:

By myself, my family, or my community in P.E.I.

acts of kindness such as....welcoming visitors into our homes, school, new to neighbourhood...

not wasting water (for example, by...)

not polluting (by doing what?)

recycling

raising money for the turkey drive

donating food items to the Food Bank

helping seniors (visits, help shovel snow, etc.)

helping in a beach clean-up

adopt a family

Provincially/in country

obey laws (for example...)

write letters (to whom...)

raise money to help victims of natural disasters

learn about others in Canada and their cultures

Around the world

give to charities that help children in other countries such as Operation Christmas Child (shoe boxes)

twins with a school

have a pen pal in another country

encourage others to get involved (how?)

learn as much as you can about other places and people

letters to Canadian soldiers

purchasing fair trade products

2. Provide the students with examples of Canadians as noteworthy citizens locally and around the world. Continue to encourage the idea that ‘noteworthy’ citizens are ‘ordinary people’ whose actions make a difference. (See list at end of lesson.)

3. Explore with the students what actions they could take as individuals or as a class to show good citizenship. Gather ideas, record on the board or on chart paper.

Teacher note: Teachers should be sensitive to the fact that some children in their class may, themselves, be beneficiaries of assistance from others. Class actions to show good citizenship should allow all students to participate in some way. Recognition must be given to both small and large efforts of groups and individuals - the impact of an act of kindness by one child to another person cannot be underestimated.

4. Divide the children into groups. Ask the groups to evaluate the ideas generated by the class using the following questions:

How will this activity demonstrate good citizenship?

Is this an activity everyone in our class would be able to do?

Do we have the skills to do this activity?

Who, if anyone, would we need to help us with this activity?

Do we need permission from anyone to do this activity?

Does everyone in our group want to participate?

After discussing all of the ideas, each group will choose two ideas that they would like to do.

5. Ask each group to report their top two ideas and the reasons they chose them. Some teacher facilitation may be required to reach a whole class decision for an 'action' with consideration being given to what is possible and appropriate for the children.
6. Work with the students to develop a 'Plan of Action'. Have the students generate a list of activities which must be done for this action to be successfully carried out by the class. Find a process for selecting students or other helpers to take responsibilities for carrying out these activities. Set up a time line for completion of various activities. Ask "How will we know that our project has been successful?" Implement the plan.

Assessment:

Student participation in a student-directed citizen action.

Each student may be asked to write a response to the following:

"My contribution to the citizenship action taken by our class will be to....."

OR

"My personal citizenship action plan is to....."

Web addresses/contact information for various non-governmental organizations:

Farmers Helping Farmers

<http://www.farmershelpingfarmers.ca/>

PEI Easter Seals Campaign

http://www.easterseals.ca/docs/ambassador_pei.html

<http://www.charlottetown.rotarypei.com/easterseal/>

Ryan's Well

<http://www.ryanswell.ca/index.php?>

Upper Room Food Bank information

<http://www.gov.pe.ca/infopei/index.php3?number=44493&lang=E>

Canadian Association of Food Banks

[h <http://www.cafb-acba.ca/english/AboutCAFB.html#>](http://www.cafb-acba.ca/english/AboutCAFB.html#)

P.E.I. Association of Newcomers

Email: info@peianc.com

Website: <http://www.gov.pe.ca/infopei/index.php3?number=19280&lang=E>

<http://www.peianc.com>

Habitat for Humanity

<http://www.habitat.ca/>

Canadian Cancer Society

<http://www.cancer.ca>

Terry Fox Foundation

<http://www.terryfoxrun.org/english/foundation/default.asp?s=1>

For Teacher Information

Sources of information about a few noteworthy Canadians

Tom Jackson, <http://www.tomali.com/main/tomJackson/bio.shtml>

David Suzuki, http://www.davidsuzuki.org/About_us/Dr_David_Suzuki/

Rick Hansen, <http://www.rickhansen.com/>

Susan Aglukark, <http://www.susanaglukark.com/home.html>

Terry Fox, <http://www.terryfoxrun.org/english/home/default.asp?s=1>

Craig Kielberger, <http://www.freethechildren.com/index.php>

Sandra Schmirler, <http://www.sandraschmirler.org/>

Donovan Bailey, <http://www.donovanbailey.com/charities.asp>

Web-site describing all sorts of heroes: <http://www.myhero.com>

Stories of "Canadians Making a Difference in the World":

<http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/NIC-56153531-QYW>

Lesson 11 - “Owen and Mzee”

Social Studies Curriculum Outcomes

3.2.3 **Take age-appropriate action to promote positive interactions among people**

- **explain the importance of positive interactions among people**
- examine how stereotyping can lead to prejudice and discrimination

Learning expectations:

Using a true hippopotamus and tortoise story that took place in Kenya after the tsunami of December 2004, students will understand the importance of friendship and positive relationships/interactions with others.

Materials:

- Book, “Owen and Mzee, The True Story of a Remarkable Friendship”
Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu, Scholastic Books Inc.
ISBN 0-439-82973-9
- Teachers may wish to also use the story, “*Angel Child, Dragon Child*” which is listed for grade 3 Language Arts.
- Poem - “A Global Family”

Anticipated time for completion 1 class (unless additional activities are added)

In class Activities and learning Strategies:

1. Review with your class:

What they have learned about Kenya from these lessons

Why it is important to be a good citizen, both here and around the world

2. Tell the class that the unit of study will be completed using a true story from Kenya.

(Note that there is information at the back of Owen & Mzee on Kenya.) A summary of information on tsunamis can be found at <http://en.wikipedia.org/wiki/Tsunami>

3. Read “Owen & Mzee, The True Story of a Remarkable Friendship”.

4. Complete the unit with the following discussion:

Does this remind you of any other story you have read?

What interesting facts did you learn from the book reading?

What is the main idea of this book?

What surprised you the most?

Have you ever met someone who is different from you? What would you do if you meet someone who is? How do you think you should treat a new person you meet?

What could you learn from this story?

5. As time and access permit - use the colouring pages for fun, look up the web-sites, especially the caretaker web-log so the students can see how Owen and Mzee are doing.

Additional Activities:

6. Read aloud the summary of "Owen and Mzee" in its correct sequence to demonstrate a "retelling." Talk about why these points might be considered important events to be noted in the retelling. Then, have the students cut, rearrange, and paste the mixed-up events back into the correct sequence.

7. Teachers may wish to read the book "Angel Child, Dragon Child" in the *Reflexions* collection to address the outcome - *examine how stereotyping can lead to prejudice and discrimination*. Discuss with the students how a lack of understanding of people who are different can sometimes lead to their unfair treatment. Discuss how the children in the story got past their differences and were able to become friends. Give the children an opportunity to share their understandings of prejudice. After the students have had an opportunity to discuss the book, ask them to compare it to "Owen and Mzee" using a Venn diagram.

The following web sites will give additional information on Owen & Mzee

Source: http://www.npr.org/documents/2005/jul/owen&mzee_ebook.pdf This site is an on-line e-book of Owen & Mzee and the source of the enclosed drawings.

<http://www.npr.org/templates/story/story.php?storyId=4754996> for the news story about Owen, July 17, 2005

<http://www.lafargeecosystems.com/main/blog.php> for follow-up stories from Owen & Mzee's Caretaker web log. This site has an on-going dairy of Owen and friends. Children will love to look at this often!

Possible Extension Activities:

1. View the DVD - Safari Animals
2. Make a Global Alphabet book - A is for _____ and draw a picture to accompany the letter.
3. Read Robert Munsch's book - From Far Away , about a little girl's experience as a refugee in a new country.

Owen & Mzee Sequencing Activity

Use the story parts, below, to retell the story Owen and Mzee, by Isabella Hatkoff, Craig Hatkoff, and Dr. Paula Kahumbu. You will need to cut and paste the events into the correct sequence.

The next day, when the villagers checked on the hippos, they could only find one baby hippo. Unfortunately, he was stranded on a sandy coral reef, far from shore.

Dr. Paula and Stephen came to get Owen. They were going to take him to Haller Park, which would be his new home. It took them several hours to get him moved to the back of their truck and ready to make the 50 km trip.

When Owen was about a year old, heavy rains flooded the Saboki River. The hippos were washed down the river to the coastal town of Malinda.

The villagers tried to rescue the baby hippo with ropes and nets but he kept breaking them.

Owen wasn't always called Owen. When he was very young he was just another baby hippo. He lived with his mother and about 20 other hippos. They lived along the Saboki River in Kenya.

As the days and weeks went by, Owen and Mzee became best friends. No one really knows for sure why this happened. Some people think it might be because Owen thought Mzee looked like his mother. Whatever the reason, Owen was there when Mzee needed him like a true friend.

Finally, with a strong shark net and help from a visitor named Owen, they were able to get the baby hippo to shore and into a pick up truck. They decided to name him Owen after the visitor who tackled him.

As soon as Owen was let out of the truck at Haller Park, he rushed to Mzee, a giant 130 year old tortoise. Owen crouched behind Mzee the way a baby hippo hides behind his mother. Mzee hissed and crawled away but Owen kept following him.

In the morning, the park workers found Owen snuggled up against Mzee. And Mzee didn't seem to mind at all. Soon, Mzee seemed to be teaching Owen how to eat leaves.

On December 26, 2004, giant waves flooded the beaches of Malinda, damaging many fishing boats. Many fishermen had to be rescued.

Correct sequence for Owen and Mzee

Owen wasn't always called Owen. When he was very young he was just another baby hippo. He lived with his mother and about 20 other hippos. They lived along the Saboki River in Kenya.

When Owen was about a year old, heavy rains flooded the Saboki River. The hippos were washed down the river to the coastal town of Malinda. They stayed there and ate the grass in the villagers' yards.

On December 26, 2004, giant waves flooded the beaches of Malinda, damaging many fishing boats. Many fishermen had to be rescued.

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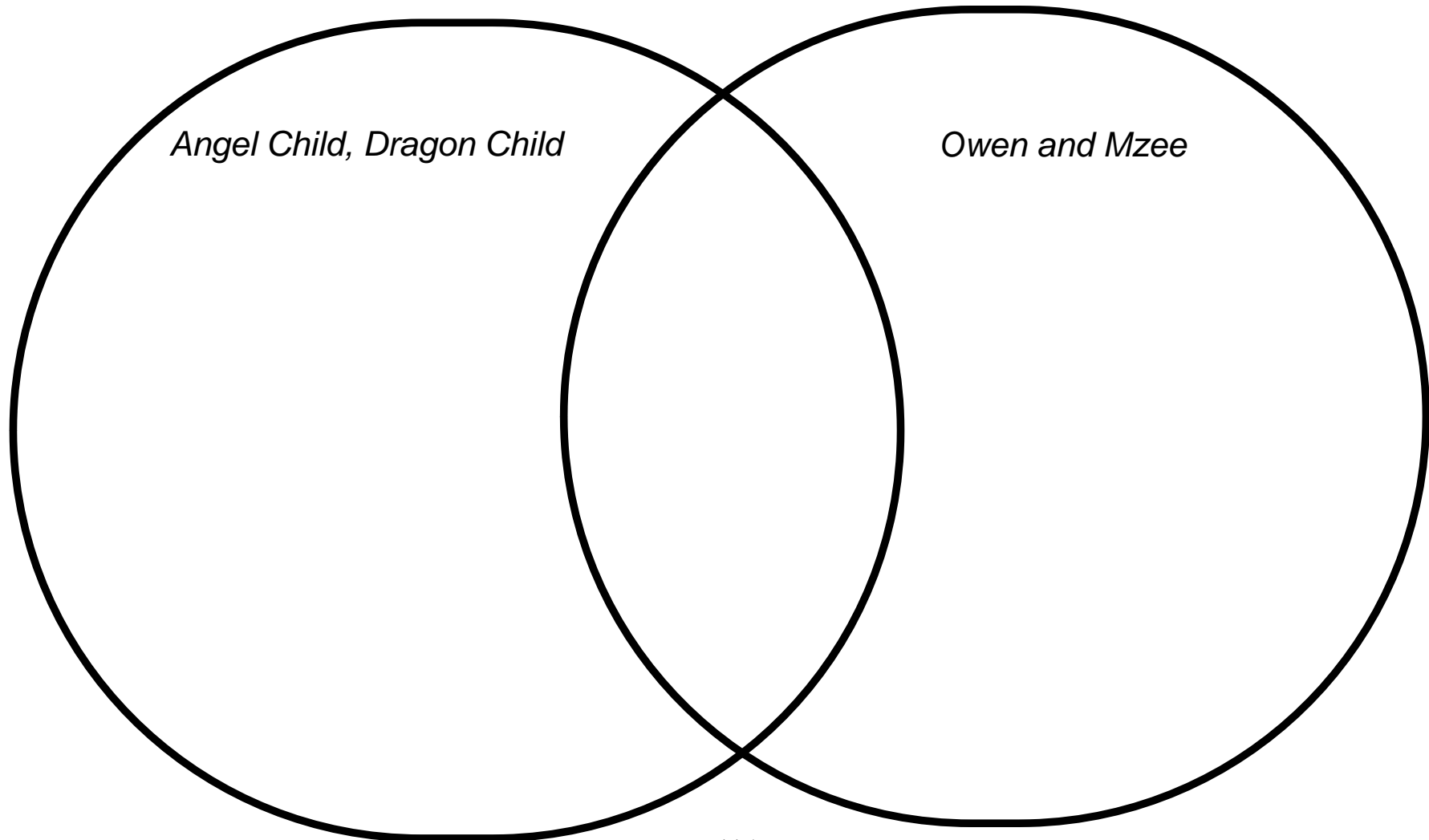
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Read the book *Angel Child, Dragon Child* by Michele Maria Surat.

Name_____

Think about how this story compares to the story of *Owen and Mzee*.

Use the Venn diagram below to organize your ideas about how the two stories are alike and different.



A Global Family

Hands across the ocean
Hearts across the sea
We're brothers and sisters on this earth
A global family.
We Island children want to say
This is a very happy day
Because you've come from far away
To share your stories and your ways.
By sharing what we know and have
And showing that we care
We'll make a kinder, safer world
For children everywhere.

This poem was written by Ms. Robbie Munn's Grade One class at Miscouche Consolidated. They recited it for Jennifer Murogocho and Lucy Wachira when the two Kenyan women visited their school in October, 2006. Jennifer and Lucy were on PEI as part of Farmers Helping Farmers' Global Classroom Initiative. Ms. Munn's class also read many stories about Africa and they learned to count to twenty in Swahili!

