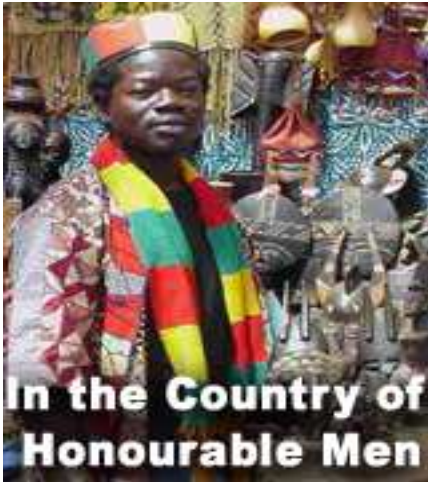


TEACHER'S GUIDE



Suggested Level	Secondary 1-2 (7 th -8 th grade)
Length	55 minutes
Subjects	English, teaching language
Broad Areas of Learning	Environmental awareness and consumer rights and responsibilities
Focuses of Development	Construction of a viable environment based on sustainable development
Educational Aim	Enhance the students' awareness of desertification in Burkina Faso.
Curriculum Specific Competencies	To read and listen to literary, popular and information-based texts
Cross Curricular Competencies	To use information



Background Information

Burkina Faso won its independence from France in 1960. Despite international aid projects, Burkina Faso is struggling to develop. It is part of the Sahel region, a transition zone between the Sahara desert and tropical regions. As a landlocked country, it does not have access to any ocean ports. The majority of the population lives on subsistence agriculture. Desertification and recent droughts are severely affecting agriculture, economy, the population, and the livestock. Close to half of the population (roughly equivalent to the population of Quebec) currently lives in absolute poverty.



Instructions

The students will read an interview given by a young intern. They will then attempt to respond to the six questions to verify their level of comprehension.



Responses to the questions

Please note that these are suggested responses.

- The NetCorps program, financed by Canadian International Development Agency (CIDA)
(followed by a combination of the following responses:)
 - is a program linking information and communication technologies to international development.
 - The intern works with a burkinabe partner and assists him/her in a project.
 - is a combination of expertise.
 - is a program that allows developing countries to have access to new technologies.
 - is a program that offers the sharing of knowledge, a way of building solidarity between different cultures.
- The student may give any two of the following, or any more descriptive details that are given in the background section of the text:
 - “A Sahel country” (Sahelian country)
 - “a country of fair men” (signification of Burkina Faso in More language).
 - “a landlocked country”
- Burkinabes speak French, which simplified the intern’s integration. This allowed the intern to discuss a variety of topics and to ask many questions.

4. A person diagnosed with HIV but who does not necessarily have AIDS and who is not yet sick from the infection.
5. Personal student response. The answers may be quoted from the text or be products of personal reflection.
6. Answer B. "It is part of the Sahel region, a transition zone between the Sahara desert and tropical regions. As a landlocked country, it does not have access to any ocean ports."

Map: *Sahelian countries.*



To learn more about the subject, you may wish to consult the following sources and propose them to your students:

NetCorps: www.netcorps-cyberjeunes.org/public/en/accueil.aspx (Information on the program)

Burkina Faso: en.wikipedia.org/wiki/Burkina_Faso (Informational Links)

Canadian International Development Agency:

www.acdi-cida.gc.ca/CIDAWEB/webcountry.nsf/VLUDocEn/BurkinaFaso-StoriesfromtheField (CIDA projects in Burkina Faso)



AN INITIATIVE OF THE
In-Terre-Actif Network of the Comité de Solidarité/Trois-Rivières



PRODUCED IN COLLABORATION WITH THE GOVERNMENT OF CANADA
THROUGH THE



Canadian
International
Development
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