

TEACHER'S GUIDE



Suggested Level	Secondary 1-2 (7 th -8 th Grades)
Length	55 minutes (1 period)
Subjects	English, language of instruction
Broad Areas of Learning	Citizenship and community life
Focuses of Development	Involvement in action in a spirit of cooperation and solidarity
Educational Aim	To help students understand the importance of sustainable development initiatives through a role playing activity.
Subject-Specific Competencies	To interact orally in English and communicate using various terms (to defend an idea)
Cross-Curricular Competencies	To solve problems



Background Information

Honduras was the Central American country hardest hit by Hurricane Mitch in 1998. This natural disaster took some 6 000 lives and just as many disappeared. 70% of all crops were destroyed, not to mention all of the damage caused to homes, services, and infrastructures. Today, Honduras and its population have not only recovered from this tragedy, but have begun a strong comeback thanks to an organized reconstruction program. However, two out of three people still live under the poverty line. Source: CIDA (PROMESAS Program), IDRC (International Development Research Center), CARE



Instructions

Ask the students to read the text on the handout. The role playing activity will put the students in a character's situation to solve problems which are facing them. Questions are then asked in order to guide a discussion on the simulated situation. Following this first section, a new character is introduced. A second discussion is encouraged, one that will take into consideration the new elements brought about by this character.

Procedure:

A- This oral role playing activity can be made more dynamic by dividing the students into small groups, or can be done in the form of a discussion, again in small groups.

- 1^e Divide the class into groups of four or five students.
- 2^e Read the **circumstances** and **Scene 1** of the role playing activity out loud OR ask the students to read them in small groups. Whichever method you decide on, make sure that each group has a copy of the text so that they can refer to it later on.
- 3^e Hand out a copy of the first four characters to each group.
- 4^e Ask the students to do the activity and the "council meeting" in small groups OR read the description of each character and imagine how the scene would take place.

Questions for thought:

After having played out the scene OR having thought about how the "council meeting" took place, ask the students to share their thoughts with the class (or in small groups) while keeping in mind the following questions:

- *Do the council members seem ready to accept the proposal that is offered to them?*
- *If not, why? What kind of offer would the council be ready to accept?*
- *If yes, is the decision unanimous? Who is reluctant about the proposal? Why?*

B- A New Element:

- 1^e Give each group the description of the fifth character.
- 2^e Read the class Scene 2. Ask them to act out the scene or to discuss the arrival of the aid-worker.

Questions for thought:

Ask the students to share their thoughts with the whole class (or in small groups) while keeping in mind the following questions:

- *Do the council members seem ready to accept the new proposal that is offered to them?*
- *If not, what is missing from the proposal so that the council will accept it?*
- *If yes, is the decision unanimous?*
- *How does the Canadian aid-worker's proposal differ from the first proposal? What are the advantages?*
- *Personally, which offer would you have accepted? Why?*

Leads for the teacher:

More and more often, growers are becoming aware of the importance of mid and long term support systems necessary for sustainable development. Annually, millions of dollars are given to relief funding, but to avoid putting money where it is not needed, investors want to ensure themselves of the quality and sustainability of the initiatives and projects that are financed. The investors understand, with good reason, that local initiatives, identification of needs by the targeted population, a dialogue with civilian authorities, and target group participation are key elements which guarantee the success of sustainable projects.

Here some quotes on the subject drawn from the International Development Research Center's Web site (translated from the french version):

« ...development participative the and durable one is a process with strong concentration of knowing, which requires that planning and the implementation of the projects be based on total and integrated methods. To be effective, the projects of development must be adapted to the local contexts, and must consequently call upon participative processes of collection and application of information and local knowledge.»

« In Honduras, just like in other areas, it is frequent that the determination are actors aimed by certain initiatives of development - or having a considerable influence on them - is made in a specific and surface way and that the group-keys are excluded from the process of planning and decision-making. It is essential to work out participative processes multi-speakers who support the participation of all the groups of actors aimed by an initiative of development given.»

« Of the researchers and the professionals of development Honduran in addition stressed that there was already a considerable quantity of information and relevant knowledge, but that those were not easily accessible or existed in a form which did not meet directly the needs for the speakers. The majority of the initiatives of development comprise any shutter on research and the training, neither the collection, the analysis and the pooling of relevant information during the cycle of the project, nor the setting in light of the great drawn lessons. Consequently, the professionals of developpement and the communities engaged in projects of development have the impression constantly "to reinvent the wheel" and to miss by the unique opportunities to use information available and to learn from their experiments.»

Source: www.idrc.ca

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

International Development Research Center (IDRC): www.idrc.ca

IDRC project in Honduras: www.idrc.ca

CARE Canada: www.care.ca (**Projects in Honduras:** www.care.ca/work/projects/country_f.asp?country_i=38)

Canadian International Development Agency (CIDA): www.acdi-cida.gc.ca



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
Agency