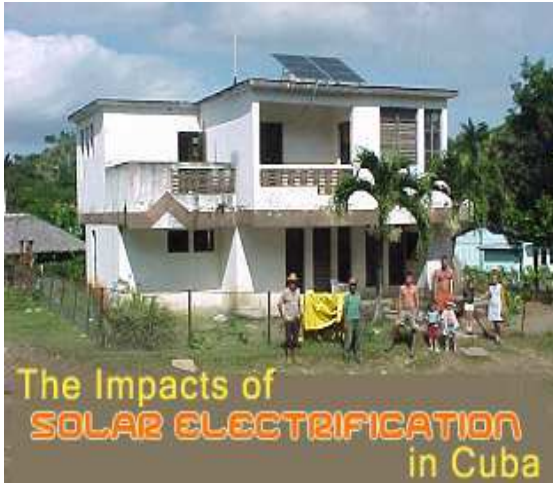


TEACHER'S GUIDE



Suggested Level	Secondary 1-2 (7 th -8 th grade)
Length	Approximately 55 minutes (1 period)
Subjects	English, language of instruction
Broad Areas of Learning	Citizenship and community life
Focuses of Development	Culture of peace
Educational Aim	Help the student to become aware of the impact of electrification, through solar energy, in Cuba, in the scope of a cooperation project initiated by a Canadian non-governmental organisation.
Subject-Specific Competencies	To read and listen to literary, popular and information-based texts
Cross-Curricular Competencies	To use information



Background Information

The *Comité de Solidarité/Trois-Rivières*, in collaboration with the Canadian International Development Agency and a Cuban partner, has for several years been supporting an electrification project for schools and medical clinics in remote areas of Cuba. This project has significant consequences for the communities involved.



Instructions

The students are invited to first read the informative text, and afterwards, to respond to the questions that follow in order to verify their degree of understanding of the text.



Answers to the Questions

1. The numerous direct benefits include:

- (a) the availability of medicine that requires refrigeration
- (b) better emergency response because of radio communication with larger hospitals
- (c) lighting for medical procedures
- (d) access to national news and educational programming

2. Juan is intrigued by the information available to him now about farming in Cuba. Through these educational opportunities he has found challenges that interest him. He is less isolated, has more educational opportunities, and is hence happier on the farm.

3. Students may give numerous reasons, some of which could be:

- (a) A lack of jobs in small towns, or a lack of job variety. For example, perhaps half the people in a small community work in one single factory or industry.
- (b) A lack of educational opportunities, such as universities or colleges
- (c) A lack of activities. Larger cities offer more cultural activities such as music, theatre, film, and sports. Many activities are only present in cities, such as festivals and museums. Finding people with similar interests can also be much easier in the city due to the presence of clubs and organisations.
- (d) A feeling of isolation. Neighbours are farther apart and there may be a lack of social activities.

4. A few indirect benefits include:

- (a) reducing the number of youth that leave the community to work in the city
- (b) less work for parents and grandparents who no longer have to travel to larger centres for their children's vaccinations and medical examinations
- (c) less alcohol abuse
- (d) more work in small villages due to the administration of vaccinations and medical examinations
- (e) more opportunities for community meetings, theatre, and education due to inside lighting in the evenings

5.	1998	2003
Alexi	<ul style="list-style-type: none">- aged 50- works to produce cocoa and fruits- abuses alcohol	<ul style="list-style-type: none">- likes to watch American action movies- watches an agricultural show- abuses alcohol less
Maria	<ul style="list-style-type: none">- aged 48- works to produce cocoa and fruits- housewife	<ul style="list-style-type: none">- cares for the young baby, including vaccinations
Carmen	<ul style="list-style-type: none">- aged 17- pregnant- has just finished high school- home for the summer	<ul style="list-style-type: none">- studying to be a nurse- working at the clinic- wants to travel
Josevani	<ul style="list-style-type: none">- aged 15- in school- hopes to someday work in the city	<ul style="list-style-type: none">- is finished high school- watches agricultural show- has lost the desire to work in the city

6. False. The parts of the solar system are somewhat complex and not manufactured locally. The community is dependent on the government program, and the technicians. Community members are usually trained to do basic maintenance, but do not generally have a good understanding of the system and definitely not any replacement parts, which for the most part are imported from other countries.

7. This gives the impression that the community is about to drastically change. It also suggests that the community may not understand the technology nor its benefits, and that receiving the technology perhaps wasn't their decision. The community hanging from a parachute, falling into the technological world also paints a picture of helplessness and fright. The sentence could be rewritten to say that communities receiving electricity are "time-warped" or simply "pulled" into the technological world. A multitude of verbs would give various impressions of the effect on a community of such technologies.

8. 1d, 2c, 3a, 4b

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

Comité de Solidarité/Trois-Rivieres (in French only): www.cs3r.org (Solar Panel Installation Project)

The In-Terre-Actif Network (informations on renewable energy): www.in-terre-actif.com/english/show.php?id=2722

The Canadian International Development Agency: 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