



Global Voices Information Sheet

Diaspora bonds



Through diaspora bonds, these new Canadians could help fight poverty in the countries they came from. (Photo: Canada.com)

Background Info

- According to the UN Population Fund, 214 million people live outside their country of birth today.
- The World Bank estimates that 161.5 million people from developing countries have immigrated to other countries.
- People who have emigrated from developing countries often send money home to family members who stayed behind. The World Bank predicts that by 2013, all the immigrants in the world put together will be sending more than \$404 billion dollars *every year*.
- Many governments sell savings bonds to their citizens to help pay for national programs. The Government of Canada first started selling Canada Savings Bonds during World War II to help pay for the war effort.
- Diaspora bonds are government savings bonds sold specifically to former citizens who now live in other countries.
- Israel was the first country to sell diaspora bonds starting in 1951, and has raised more than \$25 billion since then to support the country.
- India raised \$1.9 billion through diaspora bonds to fight an economic crisis in 1991.
- Other developing countries now selling diaspora bonds include Sri Lanka, Ethiopia and Kenya. Ethiopia is using the money from bonds to build the Grand Ethiopian Renaissance Hydroelectric Dam.

Key terms

- **Diaspora** – From an ancient Greek word meaning “scattered or dispersed”. Today diaspora refers to people who are living away from their ancestral homelands.
- **Government savings bond** – A way to save money and support your country. You buy them from a bank or other financial institution, or sometimes directly from the government. The government uses the money to support programs like health care. When you redeem the savings bond months or years later, you get your money back with interest.

Global Voices Elementary Educator Resources

Note to Educators:

The following activities are designed to stimulate a current events discussion. Generative in nature, these questions can be a launching point for additional assignments or research projects. Teachers are encouraged to adapt these activities to meet the contextual needs of their classroom.

In some cases, reading the article with students may be appropriate, coupled with reviewing the information sheet to further explore the concepts and contexts being discussed. From here, teachers can select from the questions provided below. Activities are structured to introduce students to the issues, then allow them to explore and apply their learnings. Extension and conclusion activities are included to challenge students and finally, encourage them to reflect on the issues at hand.

Since these activities are designed as discussions rather than formal lessons, assessment strategies are not included.

Themes and Course Connections

- Immigration, emigration, diaspora, multiculturalism, savings, family heritage, inclusion
- Course Connections: Social Studies and Language

Materials

- Chart paper or blackboard
- Markers
- Computers and internet

Specific Expectations and Learning Goals

Students will:

- Develop and express responses to issues and problems.
- Reassess their responses to issues on the basis of new information.
- Participate in active group work and class discussions.
- Communicate effectively in written and spoken language or other forms of expression.
- Demonstrate the ability to think critically.
- Develop, express, and defend a position on an issue and explain how to put the ideas into action.

Knowledge and Understanding

1. Issues Facing New Canadians (estimated time: 10 minutes)
 - a. To begin the activity, ask students why someone might leave their country to come to Canada. List answers on the board. (For example, more jobs, better education for children, health care etc.)
 - b. Divide the class into groups of four.
 - c. List the following issues that new Canadians might face on the board:
 - i. Language barriers
 - ii. Isolation
 - iii. Poverty
 - iv. Stereotypes and discrimination
 - v. Culture shock
 - vi. Learning a new system of government and laws

- d. Ask groups to pick any of the issues listed on the board, and discuss within their groups what kind of daily challenges a new Canadian might encounter because of that issue (For example, cannot read a bus schedule due to language barriers).
- e. After groups have finished discussing, bring the class back together and briefly share ideas.

Thinking

1. Guided Reading: The Global Voices Column (estimated time: 20 minutes)
 - a. Have students sit in a circle and distribute one copy of the Global Voices column to each student.
 - b. Pre-reading steps:
 - i. Make predictions: ask students to read the title of the column and view the pictures. After doing so, ask them to make predictions as to what the column is going to be about.
 - ii. Introduce vocabulary from the column.
 - iii. Assess prior knowledge: ask students to discuss what they already know about these topics.
 - c. Reading steps:
 - i. Go around the circle asking each student to read a section of the column to the class, so that everyone gets a turn.
 - ii. As students are reading, offer guidance and coaching by providing prompts, asking questions, and encouraging attempts at reading strategy application.
 - d. Post reading steps:
 - i. Encourage students to provide a summary of the column in order to ensure they have understood the series of events.
 - ii. Ask questions about the text to judge comprehension.
2. Media Literacy (estimated time: 15 minutes)
 - a. On a piece of paper ask each student to write the title of the column at the top of the page. Underneath the heading, have them create a chart with two columns across and five rows down.
 - b. In the first column, have them write the following questions:
 - i. What is the title of this column?
 - ii. Who is the author?
 - iii. What is the purpose of the column?
 - iv. What statistics or facts are listed in the column?
 - v. Are there biases or obvious points of view?
 - c. Have the students revisit the Global Voices column and fill in the chart answering the above questions.
 - d. Discuss the student's charts as a class. Address the reasons why it is important to understand the source and potential bias of a website or print resource offering news information. Explain that just because a source has a bias doesn't mean it has no value. One of the traditional purposes of publications is to express opinions and attempt to convince readers of their validity. Explain that this is why it's important for each of them to form their own opinion while reading publications instead of agreeing with everything.

Communication

1. Canada Savings Bond (estimated time: 20 minutes)
 - a. As a class, listen to this five minute podcast from a 1981 CBC kids radio show named *Anybody Home?*
http://archives.cbc.ca/economy_business/the_media/clips/16736/
Teacher Note: You may need to download the Windows Media plug-in to be able to play this clip.

- b. Ask students to take notes as they listen, and explain to them that they will be answering the following questions after listening to the podcast:
 - i. What are Canada Savings Bonds?
 - ii. What was the interest rate being offered in 1981?
 - iii. Why, according to the speaker, is this a good investment for consumers like us?
 - iv. How does the purchase of a Canada Savings Bond benefit the government, according to the speaker?
- c. Next, take the class to a computer lab, and let them know that they will be conducting some research about Canada Savings Bonds today. They can start at this website: <http://www.csb.gc.ca/resources/faqs/the-canada-savings-bond/>
- d. Ask them to answer the following questions:
 - i. How does the government define the Canada Savings Bond?
 - ii. What is the current interest rate being offered?
 - iii. Why has the interest rate changed so much?
- e. Ask students to write a paragraph listing the advantages and disadvantages of the Canada Savings Bond.

Application

1. Understanding Diaspora (estimated time: 10 minutes)
 - a. Read the following definition of Diaspora to the class: “Diaspora comes from an ancient Greek word meaning “scattered or dispersed”. Today diaspora refers to people who are living away from their ancestral homelands.”
 - b. Next explain to them that they will be participating in an activity that will help them understand diversity in their class.
 - c. Display a world map at the front of the room.
 - d. Ask the students to think about where their family is from and come to the front of the room and label this spot on the map.
 - e. After each student has had a turn, ask the class to look at the map and discuss what they see using the following questions:
 - i. What does this map teach us about the people in our class?
 - ii. How many people in the class are part of a Diaspora?
 - f. Ask the students to go home that night and ask their parents the following questions:
 - iii. Where is our family from?
 - iv. When did they first come to Canada?
 - v. Why did they first come to Canada?
 - vi. Where did they first settle?
 - vii. Are there any other interesting facts about my family?
 - viii. What major challenges or obstacles did we face when we first came to Canada?
 - ix. Do we ever send money home to any extended family?
 - x. Have we used Diaspora bonds to send money home?

Additional Resources

In addition to the above lesson plans, you may want to share some additional resources with your students. Listed below are some links to useful online resources:

Free The Children www.freethechildren.com

Weday.com www.weday.com

The Economist <http://www.economist.com/node/21526324>

Daily Ethiopia <http://www.dailyethiopia.com/index.php?aid=1012>