

ALTERNATIVE INCOME

ELEMENTARY LEVEL

Lesson Plan: For the elementary classroom

Rationale

On April 19, 1995, Free The Children was born. To celebrate our sixteenth anniversary, from April 11 to 15 we will go back to our roots to put the focus on some of the issues that fueled Free The Children in the beginning. Free from poverty and exploitation, free from disease and thirst. These four freedoms are the inspiration for our Adopt a Village model, a model which we feel creates the basis for change in the international communities we work in.

This lesson plan was created to provide educators with a comprehensive lesson on the purpose and inner workings of the alternative income pillar from Free The Children's Adopt a Village model. With this knowledge students will learn the value of their participation in Free The Children programming and understand the contribution they have made to free global communities from poverty. With this knowledge we encourage students to exercise their freedom to act by taking part in Free The Children's Five Days for Freedom campaign through dynamic fundraisers and awareness raising events.

This lesson is organized into four parts—orientation, core, conclusion and extension activities—and is followed by Blackline Masters and an assessment rubric. At the conclusion of this lesson, students will participate in Free The Children's Five Days for Freedom campaign as an engaging outlet for action.

Thank you for your ongoing contribution to Free The Children and the global community.

Details

- **Grade level:** elementary
- **Themes:** health, poverty, education, clean water, sanitation and freedom
- **Estimated time:** 195 minutes
- **Learning goals**
 - Students will:
 - Formulate and share opinions on global issues and problems.
 - Demonstrate research skills by compiling information from a variety of print and electronic resources.
 - Participate in active group work and class discussions.
 - Communicate effectively in written, oral and artistic forms.
 - Further develop the ability to think critically.
 - Raise awareness about an important global issue.
- **Resources required**
 - Writing materials
 - Drawing materials
 - Blank paper



- Projector and screen
- Blackboard, white board or chart paper
- Freedom Fest Guide, Freedom 101 and Action Guide
- Blackline Master 1 (B.L.M.1) - Blackline Master 4 (B.L.M.4)
- **Assessment**
 - Appendix 1: Assessment Rubric for Student Work

Free From Poverty: Exploring Poverty Activity

Orientation Activity

- **Purpose:** The purpose of this activity is for students to build an understanding of global poverty by discovering what it's like to live on \$2 a day.
- **Instructional method(s):** class discussion, group work
- **Differentiated instruction:**
 - Simplified: Students will work in pairs to determine how to spend their \$2.
 - Advanced: Collect grocery store flyers and retail catalogues and bring them into class, allowing students to search for items they can afford.
- **Curriculum connections:** Grades 2 – 8, The Arts, Health and Physical Education Program, Language, Mathematics, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
 1. Write the word "Poverty" on the board.
 2. Ask students to think of descriptive words that come to mind when they think of poverty. Write these words around the central title creating a word web.
 3. Ask students to think about their own life and reflect on the foods they eat on a regular basis as well as the activities they participate in. Make a list of these items on the board.
 4. Ask students to guess how much they think these basic items cost. Write the prices beside each item.
 5. Divide the class into groups of four and distribute B.L.M.1 to each student.

Teacher Note: The prices on B.L.M.1 were taken from No Frills, Loblaws, Shoppers Drug Mart and Giant Tiger catalogues.

6. Explain to the class that all they have are the clothes on their backs and \$2 that they have earned from working. Tell them that they have to make it through the day on this \$2. Based on B.L.M.1 and the things they need to do in the day, students must budget their money and purchase product(s) in order to fulfill their needs. Encourage students to brainstorm ideas and solutions amongst each other.
7. When each student has completed B.L.M.1, go around the room and ask each student to explain their decision making process and the items they decided to purchase.
8. After this discussion ask students the following suggested questions:
 - Is it possible to live on \$2 a day?
 - What problems did you encounter?
 - Are there any solutions?
9. Explain to students that around the world three billion people live on less than \$2 a day. These people have barely enough money to survive from day to day which robs them of the freedom to be able to decide how to live their life.
10. Read the following statistics to the students:
 - One-third of deaths — some 18 million people a year or 50,000 a day—are due to poverty-related causes.
 - 600 million of the world's children live in absolute poverty.
 - 800 million people go to bed hungry every day.
 - Every year, almost 11 million children die before their fifth birthday. That's 30,000 children a day. Most of these children live in developing countries and die from a disease or a combination of diseases that could be prevented or treated if the means were there. Sometimes, the cause is as simple as the



lack of antibiotics for treating pneumonia or oral rehydration salts for diarrhea. Malnutrition contributes to over half of these deaths.

11. After hearing these facts ask students the following suggested questions:
 - How did these statistics make you feel?
 - Why was this poverty activity important? What did it teach you about poverty?
12. Before concluding this activity ensure students are aware of poverty and its implications.

Free From Poverty: Poverty Around the World

Core Activity

- **Purpose:** The purpose of this activity is for students to learn about the seven countries Free The Children works in around the world and the ways poverty affects the livelihood of the people in these countries.
- **Instructional method(s):** class discussion, independent work
- **Differentiated instruction:**
 - Simplified: Choose one statistic in the statistics activity and focus on it by breaking it down and explaining it to the students.
 - Advanced: Students will read the story on their own and come to independent conclusions.
- **Curriculum connections:** Grades 4 – 8, Health and Physical Education Program, Language, Mathematics and Social Studies.
- **Estimated time:** 45 minutes
- **Steps:**
 1. Explain to students that Free The Children works in seven marginalized countries around the world, these countries are: China, Ecuador, Haiti, India, Kenya, Sierra Leone and Sri Lanka.
 2. Explain that these countries were selected because of their struggles with issues such as disease, exploitation, thirst and poverty.
 3. Distribute B.L.M.4 and ask students to colour in and label these seven countries.
 4. While students are working on their maps, write the following words on the board: literacy rate, child labour, under 5 growth stunting, primary school attendance, unemployment rate and poverty line.
 5. Tell students they are going to participate in a statistics demonstration, but first they must learn what the different statistics mean. Explain that all of the words on the board are development indicators. These are numerical measurements of the quality of life in a country. Run down the list of indicators and explain what each one means.

Teacher Note:

Literacy rate: the percentage of the population that can read and write.

Child labour: Percentage of children aged 5 to 14 years of age involved in child labour activities.

Under 5 growth stunting: the amount of children under age 5 who suffer from reduced growth rate

Primary school attendance: the percentage of children in the age group who attend school.

Unemployment rate: the percentage of the labour force that is without jobs.

Poverty line: is the minimum level of income deemed necessary to achieve an adequate standard of living

6. Discuss when an indicator suggests a low quality of life versus a high quality of life.
7. Begin the demonstration:

Teacher Note: Go down the list below one at a time, asking students to sit after each demonstration. At that time, ask them to write the information they learned on their map and discuss its meaning.

- Ask 2/3 of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the amount of people in Haiti who do not have a formal job.

- Ask 26% of the class to stand up (in a class of 20, this is 5 students). Tell them that this is the amount of children in Kenya who are forced to work.
 - Ask 15% of the class to stand up (in a class of 20, this is 3 students). Tell them that this is the amount of children under age 5 in China who suffer from stunting (reduced growth rate). This is due to inadequate nutrition.
 - Ask 83% of the class to stand up (in a class of 20, this is 17 students). Tell them that this is the amount of primary school children in India who attend school.
 - Ask 23% of the class to stand up (in a class of 20 this is 5 students). Tell them that this is the amount of people in Sri Lanka who live below the poverty line.
 - Ask 84% of the class to stand up (in a class of 20 this is 17 students). Tell them that this is the amount of people in Ecuador, age 15 and over, who are literate.
 - Ask 46% of the class to stand up (in a class of 20 this is 9 students). Tell them that this is the percentage of girls age 15 – 24 in Sierra Leone that are literate. Following this, ask 66% of the class to stand up (in a class of 20 this is 13 students). Tell them that this is the percentage of boys age 15 – 24 in Sierra Leone that are literate.
8. When this activity is complete, revisit the list of indicators and seven countries using the following suggested questions:
 - Why do these countries need to be freed from poverty?
 - Why is it important that Free The Children has chosen to work in these seven countries?
 9. Ask students to formulate a list of educated guesses that indicate any correlations between the indicators and poverty (e.g.: when people are unemployed they are likely to be living in poverty). Encourage students to think critically to find these relationships.
 10. When this discussion is complete gather the class together and read them the story “Breaking the Cycle” on B.L.M.2. After the completion of the story, ask students the following suggested questions:
 - What is the dilemma(s) that Leena and her family face?
 - What affect is poverty having on Leena and her family?
 - How is Free The Children helping free Leena and her family become free from poverty?
 11. In order to provide further information about the alternative income project, read students the story found on B.L.M.3, “Changing Lives: Meet Mrs. Ambrose.” After the completion of the story, ask students the following suggested questions:
 - What dilemma were Mrs. Ambrose and her grandchildren facing?
 - How did Free The Children help Mrs. Ambrose and her family? What was this called?
 12. To conclude this activity, ask students to write a reflection from either Leena or Mrs. Ambrose’s point of view about how alternative income projects will help free their families and communities from poverty.
 13. Students will hand in their reflections for grading.

Free From Poverty: The Alternative Income Pillar Activity

Concluding Activity

Purpose: The purpose of this activity is to educate students on Free The Children's alternative income pillar in order to learn about ways communities around the world can be freed from poverty.

- **Instructional method(s):** class discussion, partner work, class presentation
- **Differentiated instruction:**
 - Simplified: Teacher demonstrates what the different projects look like prior to partner work.
 - Advanced: Students work independently on their poster.
- **Curriculum connections:** Grades 4 – 8, The Arts, Health and Physical Education Program, Language, Science and Technology and Social Studies.
- **Estimated time:** 1 hour
- **Steps:**
 1. Tell students that Free The Children works in a variety of ways to help free communities from the cycle of poverty. Show the class the following video about Free The Children's Adopt A Village Alternative Income pillar:
<http://www.metowe.com/artisans/>
 2. After viewing this video, ask the students to reflect on the ways in which Free The Children is working to free communities from poverty.
 3. Divide the class into pairs.
 4. Explain to students that alternative income programs target marginalized parents, especially women, providing them with resources to generate a sustainable source of income, increase their savings and even start their own businesses. Explain to pairs that every country and community faces different challenges whether it's a lack of available jobs, restrictions due to traditional cultural practices or prevalence of child labour. Based on these challenges Free The Children chooses an appropriate alternative income program that will help free the specific community from poverty. Note to students that these projects are continually evolving as new technologies are developed and needs arise.
 5. Explain that each pair is going to choose an alternative income project that Free The Children has implemented in one of the seven countries they work in. When they have chosen their project, they must work together to create a poster that shows how this type of alternative income project frees communities from poverty.
 6. Allow pairs to choose one of the following alternative income projects:
 - Animal husbandry program – animals such as goats and pigs are given to families for long-term income generation. Families can use the animals for their own consumption and as a sustainable form of income generation through the selling of these products.
 - Micro-credit loans – in Sri Lanka, these are loans that allow women to start, diversify and expand their own businesses. The objective of this program is to enable economic empowerment. Businesses include dry fish making and packing, cake-making, tailoring, petty trading, grocery shops, food processing and hairdressing.
 - Honey harvesting – in Kenya, local women are provided with the training and resources necessary to harvest honey. The honey produced is pasteurized, bottled and sold, providing the mamas with extra income.
 - Financial literacy workshops – these are business training sessions for community members that provide the education, tools and skills necessary to help them sustain their income.



- Beadwork – in Kenya, women’s groups are taught how to produce quality beadwork such as wire bracelets, wedding necklaces and key rings. These products are then sold at a local 'Duka' (shop) for profit.
- 7. When pairs have completed their posters, ask them to explain their alternative income project to the class, outlining its benefits and how it works.
- 8. Display completed posters around the school to educate the student body on projects helping to free communities around the world from poverty.

Lesson Plan: Extension Activity

Extension activity: Five Days for Freedom

- **Purpose:** The purpose of this activity is to provide students with an outlet for action by engaging them in Free The Children's Five Days for Freedom campaign.
- **Instructional method(s):** class discussion
- **Differentiated instruction:**
 - Simplified: Teacher guides the students, prompting them with questions and ideas for the campaign.
 - Advanced: Allow the students to lead the discussion and determine what actions to take for the campaign.
- **Estimated time:** 25-30 minutes
- **Steps:**
 1. Ask students to reflect on all they have learned throughout the lesson.
 2. Explain to them that Free The Children's Five Days for Freedom campaign is a call to action, a tangible way that they can fundraise and raise awareness to protect children's freedoms around the world.
 3. Following this group work, further introduce the campaign by viewing the videos on the following websites:
 - Five Days For Freedom <http://www.fivedaysforfreedom.com/>
 - Free The Children's YouTube or TeacherTube channel "It's Not Charity"
 - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or
 - http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It_s_Not_Charity_Kenya
 4. Divide the class into small groups and distribute campaign resources to each group: Five Days for Freedom Action Guide, Freedom 101 Guide, and Freedom Fest Guide. Allow them five minutes to sort through the resources.
 5. Gather the students attention and ask them the following suggested questions about the Five Days for Freedom campaign:
 - Why is this campaign important?
 - What are the goals of this campaign?
 - How can we use this campaign to help free communities from poverty?
 - How can we use the knowledge learned during the course of this lesson to support our campaign initiatives?
 - What are the steps to take to participate in this campaign?
 - What do we want to achieve by the end of the campaign?
 6. Following this discussion, have students turn to the Five Days For Freedom Action Guide and determine an action plan for their campaign.

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 Five Days for Freedom campaign – www.freethechildren.com/fivedaysforfreedom
- Free The Children “It’s Not Charity” video - <http://www.youtube.com/watch?v=ZJjSYkGi1dk&feature=relmfu> or [http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It's Not Charity Kenya](http://www1.teachertube.com/viewVideo.php?video_id=210849&title=It's_Not_Charity_Kenya)
- Free The Children’s “Youth Impact” video - <http://www.youtube.com/watch?v=xvArZFUUpUKk> or [http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We Day Your Actions Your Impact](http://www1.teachertube.com/viewVideo.php?video_id=210862&title=We_Day_Your_Actions_Your_Impact)
- Global Voices column archives - <http://www.thestar.com/comment/columnists/94598>
- Adopt A Village Clean Water pillar - <http://www.freethechildren.com/whatwedo/international/aav/water/>
- Adopt A Village Alternative Income pillar - <http://www.freethechildren.com/whatwedo/international/aav/altincome/>
- Adopt A Village Education pillar - <http://www.freethechildren.com/whatwedo/international/aav/education/>
- Adopt A Village Health pillar - <http://www.freethechildren.com/whatwedo/international/aav/health/>

Appendix 1

Use the below assessment rubric to evaluate students' comprehension of issues and participation in the lesson plan activities. This rubric can be used in the following activities: Poverty, Free From Poverty, and The Alternative Income Pillar.

Assessment Rubric for Student Work

Performance Factors	Outstanding	Very Effective	Effective	Marginally Effective	Ineffective
Producing Quality Work	Produces high quality work.	Produces quality work.	Produces good quality work.	Produces work with limited quality.	Produces work with no quality.
Using Work Time Effectively	Always remains on task, showing exemplary adherence to boundaries and rules.	Consistently remains on task, showing respect to boundaries and rules.	Sometimes on task, showing inconsistent observance of boundaries and rules.	Sometimes on task, showing limited observance of boundaries and rules.	Not on task, showing no observance of boundaries and rules.
Knowledge of Topic	Demonstrates thorough knowledge and understanding of concepts.	Demonstrates considerable knowledge and understanding of concepts.	Demonstrates some knowledge and understanding of concepts.	Demonstrates limited knowledge and understanding of concepts.	Demonstrates no knowledge and understanding of concepts.
Communicating Effectively	Expresses and organizes ideas and information with a high degree of effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with no effectiveness.
Originality	Presents or selects a fresh and original idea.	Presents or selects a somewhat original idea.	Presents a somewhat predictable response to the topic.	Presents a predictable response to the topic.	Restates topic using no original ideas.

Blackline Master 1

Name: _____

My Needs

Item	Price	Choice	Why I made this decision
Bottle of Root Beer	\$1.99		
Bag of Frozen Corn	\$0.65		
Block of Cheddar Cheese	\$2.99		
Package of Hash Browns	\$2.19		
White Rice	\$2.55		
Bag of Chips	\$1.29		
Bag of Marshmallows	\$1.15		
Ritz Peanut Butter Crackers	\$0.65		
Loaf of Bread	\$1.90		
Package of Sandwich Meat	\$0.99		
Eggs	\$1.97		
Toilet Paper	\$1.50		
Frozen French Fries	\$1.00		
6 Nutrigrain Granola Bars	\$2.00		
Toothpaste	\$2.49		
Package of Bottled Water	\$1.99		
Chapstick	\$1.99		
Bag of Cookies	\$1.69		
1 Red Pepper	\$1.29		
1 Cucumber	\$1.09		
6 Bananas	\$0.79		
Apple	\$0.99		

Total cost: \$ _____

Blackline Master 2

Breaking the Cycle

“There are not many jobs in my village,” laments Warnakulasuriya Don Edna Leena, 46. “The economy is bad especially because of the war.”

A mother of three, Leena is from a small fishing village called Sea Street, north of Colombo, Sri Lanka. She has lived her whole adult life in the shadow of Sri Lanka’s 26-year civil war that both deliberately and unintentionally destroyed the livelihoods of thousands of people.

For years, Leena and her husband tried to get a bank loan for their dry fish business. “We both have good knowledge of making quality dry fish, but we did not have the money to establish a strong business. We applied to the bank for a loan many times, but we were denied a loan because of our weak economic situation.”

Leena’s family was caught in one kind of cycle of poverty: they needed a loan to improve their business, but they could not get a loan unless they had a more successful business. As food prices increased daily, Leena struggled to provide her children with nutritious meals on a household income of a little over \$3 a day.

In 2009, Free The Children’s Adopt a Village program helped to create the Livelihood Development Society (LDS), an organization run by and for the women of Sea Street to promote sustainable development. The Society has a bank that pools the resources of these women and provides microloans and savings accounts.

“The loan from the LDS was the chance I needed to help move my family out of poverty,” Leena proudly states. “Today, I am entrepreneur, and my husband and I work together and we have a good business. I put money in my savings account regularly, and we are able to take care of our children properly, especially their education needs which is important for me.”

Through her \$500 loan with the Livelihood Development Society, Leena has tripled her household income, providing the start she needed to free her family from poverty. With that freedom, she has whole-heartedly turned her focus on feeding her children and making sure they can go school.

Blackline Master 3

Changing Lives: Meet Mrs. Ambrose

Living in a mud hut in the Yomandu village in Sierra Leone, Mrs. Ambrose and her three orphaned grandchildren barely had enough money for one meal per day. With no source of regular income, Mrs. Ambrose was about to take her oldest grandchild out of school so that she could help to gather firewood each morning.

The Yomandu village in Sierra Leone witnessed terrible destruction during the civil war. Almost all of the village's infrastructure was burned and demolished—so much so that even today there exists a significant shortage of basic education, health and water facilities. This makes it extremely difficult for the residents of Yomandu to improve their living standards and break the cycle of poverty.

As part of Free The Children's alternative income program, Mrs. Ambrose was provided with a mating pair of goats. By selling the offspring of the goats, she now earns enough money to provide her family with three full meals every day. She has also replaced the grass roof of her hut with a metal sheet. But most importantly, the extra income provided by Free The Children's program has ensured that Mrs. Ambrose's grandchildren are able to receive the education they so richly deserve

World Map

