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# ALTERNATIVE INCOME

## ELEMENTARY LEVEL

### The Alternative Income Pillar Activity

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#### 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.

**Participate in Free The Children’s Five Days for Freedom campaign as an engaging outlet for youth action. Check out [www.weday.com/takeaction](http://www.weday.com/takeaction) to learn more.**