The United States consumes 1/7 of the world's energy resources.
- 68% of electricity in the US is wasted.
- US citizens consume 5 times more energy than the average global citizen.
- 1/3 of the world's energy is used to cool air conditioning units in the US.
- 25% of global greenhouse gas emissions.
- 1/3 of the world's forests are cut down every year.
- 3/4 of the fresh water in our oceans is wasted.
- 1/4 of the world's energy is used to dispose of waste.
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Introductory Lesson

This activity will ask students to explore the impact of over consumption on developing communities and encourage them to take action in their school community.

Discuss the following US statistics with your class:

- 68% of electricity in the US is wasted
- US citizens consume 2½ times more energy than the average global citizen.
- 1½ of the world’s energy is spent on ¼ of the world’s greenhouse gas emissions.
- 1½ of the world’s forests are found in the US

Ask your students:

- Why do you think the trainees are using the tarpaulin to cover them?
- What is the purpose of using a tarpaulin?
- What are the challenges they face while traveling by boat?

Virtual Visit: La Granadillas, El Salvador

www.planusa.org/visitelsalvador

Scientists posit that climate change will lead to an increase in the intensity and number of extreme weather events, making current disaster zones worse. Some of the effects of climate change are already being felt in Latin America, an area prone to earthquakes, tropical storms and hurricanes.

Have students watch the Virtual Visit to El Salvador. Discuss:

- How are frequency and vulnerability to disasters related to a change in climate?
- How will the children be traumatized by this experience?

Name one action that each of the following groups can take to combat climate change and be better prepared for disasters: youth and community members in El Salvador; the Salvadoran Government; private companies and factories who do business in El Salvador; farmers and people in the US.

Through this exercise, students will explore the intricacies of child labor exploitation.

Christelle is a 12-year-old girl living in Togo. She is the oldest of five children. Her mother is very sick and her father has abandoned the family.

One day a woman named Yawa came to visit a woman in my village. I was the subject of her discussion. Yawa told me I would make a lot of money working in Gabon, and that I would continue my education at the same time. Yawa’s mother had spoken to me to come to see my mother, and then I was sent to Gabon. Yawa said I would be going to Gabon, saying I would be in good hands and she would not have to worry about my safety. I got excited.

Yawa’s mother is Christelle’s mother. Would you be interested in going to another country to travel with a stranger? Why or why not?

After the students have shared their ideas (either through writing or discussion), read them the rest of Christelle’s story:

A few days later, she came for me to stay with her. I am 12 years old and this was the first time I had been away from home.

A few days later, after undergoing rapid training in manners and etiquette—learning how to walk correctly, and to say “Yes,” “No,” “Thank you,” “Please,” “Excuse me,” “I’m sorry” and “You’re welcome”—we decided to leave for Gabon.

We took a boat from Cotonou. We spent seven days at sea. I suffered from all the hunger I had. I ate everything I ate. When we reached Gabon, the police were on patrol.

We went to hide us from curious eyes. We slipped from place to place. We were put with about 30 other girls for three days. We fed ourselves with bananas and chewing sticks. We went to a market and sold bananas, and the police saw us.

We didn’t see Christelle again for quite a while. She had been sold to a shop in another city. She was required to run the shop for her. After a few days, I started hearing complaints. My mother said to me, whatever I did, she was proud of me. I was treated very badly and I was not allowed to go to school.

Christelle was lucky enough to have her mother, and she is now 19 years old and in school. She is about to graduate. She wants to become a lawyer. Her training is being supported as part of a special effort on behalf of the Ministry of Education and the Department for the Promotion and Protection of the Family and Children.

Think about:

- Why do you think Christelle and her mother decided to have her go to Gabon?

Ask your students:

- How do you think the training program provided by Plan might decrease the likelihood that other children in Togo will be trafficked for labor?

Virtual Visit: Kpowa, Togo

Togo is a small West African country. It is estimated that over 70 percent of the population lives on less than $1 a day and is involved in child labor in order to survive. Children of ages 10 and younger are often engaged in hazardous child labor.

Ask your students:

- What are some of the challenges you face in your community?
- What factors are likely to increase or decrease the chance that other children in Togo will be trafficked for labor?

TEACHING TIPS

child exploitation

a form of abuse where children are taken advantage of for the benefit of others

child labor

any labor that interferes with a child’s education, or is harmful to a child’s physical, mental, emotional, and spiritual well-being. It is a form of exploitation.

the illegal transport of children for the purpose of exploitation

TEACHER’S GUIDE FOR GRADES 6-10

Bring Global Issues into Your Classroom

“Global education” is key in today’s world. But how can you engage your students in the big issues facing our planet? We’re here to help. Weekly Reader and the world-wide development organization Plan have created this exciting, multimedia program that will raise your students’ awareness and prepare them for global issues. To complete this interactive unit, order the FREE DVD, which offers an exciting on-screen tour of the Virtual Visit to Las Granadillas, El Salvador; Plan’s Global Connections School Linking Program and some projects already underway in your school’s and community’s four countries, enabling you to learn about life and opportunities firsthand from the people who are actually living in those communities. The organization aims to unite people across cultures and address and understand their value to their lives. www.planusa.org

One day Plan reaches out to young people through Team Global for Action and Awareness (TGIA) in the US to take local action on global issues like poverty, HIV/AIDS, climate change and exploitation. TGIA members run their own campaigns in their schools and communities, with the goal of getting their peers involved in global issues. To start this process, the organization is asking young people into agents of change in our world.

Ask your students:

- How can you help your students’ school and your community in the world around the area and make a difference? Thank you! encourage them to explore the possibilities of TGIA. www.planusa.org/tega

Global Connections School Linking Program

Find out how you can partner with schools around the world. Read about Plan’s Global Connections Program and some projects already underway at www.planusa.org/schoolexchange.

NATIONAL STANDARDS CONNECTIONS

Behavioral Sciences

- Assist students in developing critical thinking, identity and behavior

Economics

- Gain a knowledge of governments, how economic systems work, and the value of money

Environment

- Understand the environment to be a web of life

Health

- Understand the challenges facing the world’s nations and communities

Language Arts

- Develop their reading, writing, speaking and listening skills

Technology

- Understand the role of science, technology, and engineering in everyday life

World History

- Understand the need for international collaboration and the importance of the world in the 21st century

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FREE DVD

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Order your DVD today through our secure ordering system. For a limited time, receive the free DVD for full-time inservice teachers. Supplies are limited.
Using the Lesson Pages
Each of the four subsequent lesson pages should be used to coordinate readings of the corresponding pages of one of YUGA’s campaign issues. Each page includes:

1. Introductory Lesson to initiate class discussion on the theme
2. Term to Know to review your students
3. Virtual Visit questions to discuss with your group after watching the corresponding section of the DVD

Using the Virtual Visits and the related discussion questions will enable your students to see how the people in the communities face these issues in their daily lives. The goal of these lessons is to get your students to realize that these are global citizens and to encourage them to work towards improving the lives of children and families around the world. With this in mind, the DVD offers action steps that you can use to help your students start thinking about making awareness of the issues among these schools, families and communities fundraising and making their vision heard as citizens in their democracy.

Year-Round Poster
The wall poster has been designed in a calendar that you can use throughout the 2006-2007 school year. This calendar has a “take action” or “act” on this poster that you can encourage your students to read about these important global issues.

Community meetings in Nyalakot perform a cultural dance.

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