How to Use This Kit

The poster, lesson plans and DVD offer you many ways to build your students' knowledge and understanding of each issue. Each lesson in this kit relates to one of YUGA’s campaigns on global poverty, HIV/AIDS, climate change and child exploitation (specifically child labor).

About the DVD

The DVD contains four parts of “Virtual Visits.” The Virtual Visit is an online experience that is directed, engaging and real, and is planned, filmed and produced by youth. Think about this. The DVD provides an opportunity to see the real changes made possible by community members (parents, teachers, children, store owners, and involved youth) to become more engaged—and in more ways. Visit evolved from increasing interest from Plan USA’s supporters to spread their knowledge and skills to their peers.

It’s important for youth to see their communities—to share their lives with other people and youth—not by their parents, not by their teachers, not by their peers. The videos, photos and other individual attributes of the people from around the world who have faced these issues in their daily lives. The goal of these lessons is to 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 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 enable your students to see how the people in the communities face these issues in their daily lives.

Suggested Uses of the DVD

• Invite a guest speaker to come and talk about his or her experiences with poverty
• Have your students watch a portion of the DVD as a whole class and design a project based on what they learned
• Split the class into smaller groups and have them watch separate portions of the DVD
• Use the DVD in clusters around the title word. Designate three different corners: Agree, Disagree and Don’t Know. As a group, as many words as they can that are related to the title word. This exercise will encourage students to examine prejudice and stereotypes, and to look at negative reactions towards HIV and AIDS pandemic is appropriate.

Introduction Lesson

In this short, 15-minute activity, students will explore the faces and myths surrounding poverty.

Ask the students to stand up and tell you if you are going to read 10 statements. Depending on what they say, you should choose to direct them to different corners of the room. Designate three different corners: Agree, Disagree and Don’t Know. Read the following statements and have students vote to the corner that represents their opinion.

Using the Lesson Pages

Each of the four subsequent lesson pages should be used to complete one of the activities described above.

How to Use This Kit

Using the Lesson Pages

Each of the four subsequent lesson pages should be used to complete one of YUGA’s campaign issues.

Using the Virtual Visits

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 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 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 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 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 enable your students to see how the people in the communities face these issues in their daily lives.

Contemporary issues in Nepal feature a complete article from the

Kate Ezzes

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Three billion people—half of the world’s population— live on less than $2 a day.

Virtual Visit: El Peron, Dominican Republic

www.planusa.org/visitDr

In the Dominican Republic, over 40% of the population live below the poverty line. Have your students watch several of the videos on the Virtual Visit to the Dominican Republic on the DVD. Discuss with them the following questions:

1. List 5 things you saw in the different videos that indicate poverty in this community.
2. How do you think poverty impacts the young people living in the community?
3. What do you think the responsibility of the government is in this country to address the issue of poverty?
4. Who (in the Dominican Republic and globally) shares the responsibility for addressing the causes of poverty?

Virtual Visit: Yugla, Nepal

www.planusa.org/visitYugla

The average price of a four-year private college is over $30,000 per year.

Economics

Minimum wage varies by state, with Washington state paying the lowest at $5.15 per hour, and Wyoming paying the highest at $8.07 per hour, and Wyoming paying the highest at $8.07 per hour.

have students move to the corner that represents their opinion. This activity has been adapted from an exercise found on www.avert.org. You can find other similar strategies and education resources there at www.avocadosforkids.com.

How are countries in other parts of the world portrayed in reports on HIV and AIDS?

What stereotypes and prejudices do people associate with HIV/AIDS?

What role does prejudice play in talking about AIDS?

What role do children and youth play in raising awareness about HIV/AIDS?

The whole group back together. Write both title words on the board. Ask a student from each group to share their ideas on the board. Encourage the students to look for any similarities among the different lists and share them.

Discuss with them the following questions:

“action days” on which you can do something for the people living in the community. You can also do something for the people living in the community. You can also do something for the people living in the community.

1. What role do children and youth play in raising awareness about HIV/AIDS?

2. How are the issues surrounding HIV/AIDS in these communities different from those faced in the US?

3. How are countries in other parts of the world portrayed in reports on HIV and AIDS?

4. What stereotypes and prejudices do people associate with HIV/AIDS?

5. What role does prejudice play in talking about AIDS?

6. What role do children and youth play in raising awareness about HIV/AIDS?

This activity has been adapted from an exercise found on www.avocadosforkids.com. You can find other similar strategies and education resources there at www.avocadosforkids.com.

Facts about poverty are often too simple.

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