

**CHILDREN CHANGING THE WORLD  
2011 - 2012  
SCHOOLS WORKING TOGETHER**

**ACTIVITIES BOOK FOR PRIMARY**



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SOPAR is a non profit and non governmental organization who work to reduce poverty in developing countries.



This document was produced by SOPAR with the financial support of the Canadian International Development Agency.

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# ACTIVITIES FOR 1<sup>ST</sup> CYCLE

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## ACTIVITY 1: RAJIV'S LETTER

**Objectives:** Make students aware of the fact that many children do not have access to quality education, and introduce them to Indian culture.

**Time Allocated:** 45 minutes

**Required Material:** Photocopies of *Rajiv's Letter* for the students, *Corrected letter* for the facilitator and *Thank you for Helping* video

### Activity

<p><b>Step 1:</b> Tell your students that a boy named Rajiv has written a letter to Canadian schoolchildren explaining how things work in India. Ask the children if they know India and can find it on a map. Add that since Rajiv can't write very well, he needs some help from your students.</p> <p><b>This is a fictitious letter prepared for this activity</b></p>	<p><b>Step 4:</b> Hold a brief discussion on Rajiv and his letter. Tell your students that an organization (SOPAR) has invited them to take part in a fundraising project to help provide schoolchildren like Rajiv with desks and seats</p>
<p><b>Step 2:</b> Distribute <i>Rajiv's Letter</i> to your students, and ask them to help Rajiv fill in the blanks with the words in the sidebar.</p>	<p><b>Step 5:</b> Watch <i>Thank you for Helping</i> with your students (3 minutes)</p>
<p><b>Step 3:</b> Once the activity is finished, read the <i>corrected letter</i> aloud so that each student can correct his or her own letter and hear the information contained in it once again.</p>	<p><b>Step 6:</b> You can now explain the project details (i.e. how much money to collect, fundraising activities, awarding of plaque with photo of newly outfitted classroom, etc.).</p>



## RAJIV'S LETTER

**Instructions: Rajiv is unable to finish his letter. Can you help him insert the following 13 words in the correct place?**

- |              |                |                 |            |
|--------------|----------------|-----------------|------------|
| 1) Hinduism  | 2) Bye for now | 3) 13.5 million | 4) Delhi   |
| 5) 2 dollars | 6) 14          | 7) erasing      | 8) monkeys |
| 9) beggars   | 10) Canada     | 11) 1.1 billion | 12) Ganesh |
| 13) desks    |                |                 |            |

Hello,

My name is Rajiv, and I'm from the village of Purrampalli in India. Do you know India? More than \_\_\_\_\_ people live in my country. Eleven people live in my house: my mother, my father, my uncle, my aunt, my grandmother, my two cousins, my brother, my two sisters, and me. What is truly different about India is that not all people speak the same language. The other day, I went with my father and uncle to sell oranges in India's capital city, \_\_\_\_\_ (my father told me this). When we arrived, the people were speaking a language I did not understand. My uncle explained to me that in India there are more than \_\_\_\_\_ different languages. What I really like here are the animals. They are everywhere, and of every kind: cows, wild boars, elephants, \_\_\_\_\_, dogs, snakes, goats, etc. But oddest thing is that these animals are even found in the village. For example, when I walk through my village, there are always monkeys who try to steal my food from me. Fortunately, my father has shown me how to defend myself.

Perhaps the most extraordinary thing in India is the celebrations. Every week, there is a celebration in my village or a neighbouring village. My aunt has told me that these are religious celebrations, and that there are many different religions here. But the most popular religion in India is \_\_\_\_\_. It is a very different religion from most religions in Canada. For example, Hindus have a number of gods, though my favourite is \_\_\_\_\_, who has a huge elephant head!

What I like least about India is the people who beg in the street for money. My mother has told me that these are \_\_\_\_\_, and that in India more than 250 million people (nearly nine times the population of Canada) live on less than \_\_\_\_\_ a day (the price of one chocolate bar). What I like even less is when I see children like me working as shoe shiners, fruit vendors, or in factories near my village. In India, some \_\_\_\_\_ children (nearly three times more than in Canada) do not attend school regularly. Fortunately, my father sends me to school every day. Sometimes I find it boring and would rather play with my friends, especially since we don't have chairs to sit on or \_\_\_\_\_ to write on. I spend long days sitting on the ground listening to the teacher speak. Ants constantly bite us, and the dust from the ground makes us cough. But the hardest thing is writing on the ground. My teacher is always scolding me for \_\_\_\_\_ my work, but it's not easy to write on the ground!!!

I have also heard that some schools in \_\_\_\_\_ are willing to help by providing us with desks and seats. Being able to sit comfortably would be wonderful, and make it easier to pay attention in class. If you can think of other ways to help, be sure to share them with your teacher.

I've enjoyed writing to you. I hope you're doing well and having lots of fun with your friends, as I am...

\_\_\_\_\_.



## Corrected letter

Hello,

My name is Rajiv, and I'm from the village of Purrampalli in India. Do you know India? More than **1.1 billion** people live in my country. Eleven people live in my house: my mother, my father, my uncle, my aunt, my grandmother, my two cousins, my brother, my two sisters, and me. What is truly different about India is that not all people speak the same language. The other day, I went with my father and uncle to sell oranges in India's capital city, **Delhi** (my father told me this). When we arrived, the people were speaking a language I did not understand. My uncle explained to me that in India there are more than **14** different languages. What I really like here are the animals. They are everywhere, and of every kind: cows, wild boars, elephants, **monkeys**, dogs, snakes, goats, etc. But oddest thing is that these animals are even found in the village. For example, when I walk through my village, there are always monkeys who try to steal my food from me. Fortunately, my father has shown me how to defend myself.

Perhaps the most extraordinary thing in India is the celebrations. Every week, there is a celebration in my village or a neighbouring village. My aunt has told me that these are religious celebrations, and that there are many different religions here. But the most popular religion in India is **Hinduism**. It is a very different religion from most religions in Canada. For example, Hindus have a number of gods, though my favourite is **Ganesh**, who has a huge elephant head!

What I like least about India is the people who beg in the street for money. My mother has told me that these are **beggars**, and that in India more than 250 million people (nearly nine times the population of Canada) live on less than **2 dollars** a day (the price of one chocolate bar). What I like even less is when I see children like me working as shoe shiners, fruit vendors, or in factories near my village. In India, some **13.5 million** children (nearly three times more than in Canada) do not attend school regularly. Fortunately, my father sends me to school every day. Sometimes I find it boring and would rather play with my friends, especially since we don't have chairs to sit on or **desks** to write on. I spend long days sitting on the ground listening to the teacher speak. Ants constantly bite us, and the dust from the ground makes us cough. But the hardest thing is writing on the ground. My teacher is always scolding me for **erasing** my work, but it's not easy to write on the ground!!!

I have also heard that some schools in **Canada** are willing to help by providing us with desks and seats. Being able to sit comfortably would be wonderful, and make it easier to pay attention in class. If you can think of other ways to help, be sure to share them with your teacher.

I've enjoyed writing to you. I hope you're doing well and having lots of fun with your friends, as I am...

**Bye for now.**



## ACTIVITY 2: CLASSROOM ON THE GROUND

**Objective:** Show your students how hard it would be to study on the ground, and encourage them to do something about it.

**Time Allocated:** 1.5 hours

**Material Required:** Pencils and sheets of paper for each student, *Thank You for Helping* (video)

### Activity

<p><b>Step 1:</b> Ask your students to put aside their desks and chairs, or move the class into the schoolyard.</p>	<p><b>Step 6:</b> Tell your students that an organization (SOPAR) has invited them to take part in a fundraising project to help provide schoolchildren in India with desks and seats.</p>
<p><b>Step 2:</b> Ask your students to sit on the ground, and distribute the pencils and sheets of paper.</p>	<p><b>Step 7:</b> Show <i>Thank You for Helping</i> video to your students (3 minutes)</p>
<p><b>Step 3:</b> Tell your students that for this activity, they must remain seated without getting up or leaning on their neighbour. Ask them to conduct an activity of your choice using the sheet of paper. They could also do Activity 1, completing <i>Rajiv's Letter</i> while seated on the ground.</p>	<p><b>Step 8:</b> Hold a brief discussion on <i>Thank You for Helping</i> video</p>
<p><b>Step 4:</b> After 30 minutes, ask your students to hand in their work. The exercise may be shorter depending on the age of your students. However, the longer the activity, the more likely they are to appreciate the importance of desks and seats.</p>	<p><b>Step 9:</b> You can now explain the project details (i.e. how much money to collect, fundraising activities, awarding of plaque with photo of newly outfitted classroom, etc.).</p>
<p><b>Step 5:</b> Conduct a debate on what your students have just experienced. Was it hard to write? To concentrate? Was it physically uncomfortable? Would they like to study in these conditions? Etc.</p>	



## ACTIVITIES FOR 2<sup>ND</sup> CYCLE

### ACTIVITY 1: THE DISCOVERY'S WORKSHOP

**Objective:** Introduce a reflection on the importance of the education in life.

**Time Allocated:** 1.5 hours

**Material Required:** Photocopies of *Shobha's dilemma* sheet for every pupil, *Thank You for Helping* video. To help, you can use the *Workshop Tips*.

### Activity

<b>Step 1:</b> Make the pupils to sit in circle to stimulate the discussion to come.	<b>Step 5:</b> Choose a comment or a question among those that are written on the board. The choice belongs to you, but to ensure the interest of the majority, a general vote could be a sensible choice.
<b>Step 2:</b> Distribute <i>Shobha's dilemma</i> sheet to every pupil.	<b>Step 6:</b> You can now introduce the discussion. To break the ice, the pupil who has written the question could clarify his/her point of view. The pupils are invited to communicate between themselves. It's important that the teacher understand that it is the student's discussion and the teacher's role is not to pass on information but to allow the pupils to have a space of discussion and harmonious exchange. It is not always easy to facilitate a workshop. That is why we prepared a <i>Workshop tip</i> where you will find practical advice allowing you to have a successful workshop!
<b>Step 3:</b> Ask to the pupils to read aloud and to alternate a sentence or several sentences of <i>Shobha's dilemma</i> story.	<b>Step 7:</b> When the discussion is ended, tell your students that an organization (SOPAR) has invited them to take part in a fundraising project to help provide schoolchildren in India with desks and seats. Watch the <i>Thank You for Helping</i> video with your pupils (3 minutes).
<b>Step 4:</b> When the children finished reading the text, ask them to write on the board what stood out to them, what surprised them, what they liked or any other questions. The pupils can write their names next to their comments.	<b>Step 8:</b> You can now explain the project details (i.e. how much money to collect, fundraising activities, awarding of plaque with photo of newly outfitted classroom, etc.).



## ***Shobha's Dilemma***

Shobha, a nine-year-old girl from the village of Mallacapalli in India, was the eldest of three children (two boys and a girl). The family subsisted on the income of Shobha's father who sold fruit and vegetables in the street, as her grandfather and great grandfather had done. Shobha came from a typical Indian family (i.e. the father worked, the mother took care of the household and worked in the fields to help make ends meet, and the children helped their mother with household chores).

At age four Shobha began school, where she quickly made friends and even started learning to read. But after the first year, Shobha grew tired of spending long days sitting on the ground waiting for the teacher to show up (Shobha's school had no chairs to sit on or desks to write on). When the bell rang the children had to sit on the ground and wait for the teacher, who often failed to show up. On such occasions, they would stay seated for hours before the principal told them to go home. Shobha's father grew fed up with this situation. He decided his daughter's studies were a waste of time, and felt she would be more useful at home. Her younger brothers were also now of school age, and under Indian tradition a boy's education is considered more important than a girl's. Shobha left school, since her parents felt she was old enough to help her mother by selling fruit and vegetables in the street.

Shobha was not unhappy to leave school – not just because she found it boring, but because she was proud to help her family. Shobha's parents showed her the basics of the trade, and within a few months she had become an excellent vendor.

But at age seven, Shobha's life was disrupted and changed forever. Her father was killed in a car accident, leaving Shobha and her mother with the task of providing for the family.

Shobha's work then became a vital source of income for the family. The few rupees (the Indian currency) that she earned allowed her brothers to attend school and her family to eat, which would otherwise have been impossible.

After a few years of work, Shobha began to regret leaving school. When she saw her friends leave for work early in the morning and return in the afternoon with smiles on their faces, she started to dream of a more rewarding and higher paid profession such as teaching or nursing. But when Shobha raised the idea of returning to school, her mother's answer was categorical: "It's out of the question".

Her mother explained that without Shobha's income, her brothers could not attend school and the whole family would suffer the consequences.

Shobha understood. She was not the only child worker in India. She was well aware that more than 13.5 million children in her country did not attend school, and that most of these children worked. She also knew her occupation was not a bad one compared to those of other children her age. She was also well aware that her family could not survive without her income. Above all, Shobha did not want her family to become beggars like millions of others in India.

However, she also knew that not going to school would condemn her to her current job for the rest of her life, which was not an appealing prospect. Shobha was caught in a trap. What a dilemma...

## Workshop Tips

Behavior of Students	Possible response from the facilitator
<i>The student focuses its argument on the person instead of the idea</i>	<ul style="list-style-type: none"> <li>- During the first workshops, the facilitator must reinforce the notion that the discussion is about ideas and opinions and that person directed comments will not be accepted.</li> <li>- Even though this is not desirable, some students may be excluded from the discussion if they do not accept to abide by the rules.</li> <li>- Intervening in the discussion: Can somebody answer the question instead of attacking X?</li> <li>- It does not connect with what X has just said; can somebody else add something to what X just said?</li> </ul>
<i>The student raises a topic which has nothing to do with what the others have said</i>	<ul style="list-style-type: none"> <li>- Would you tell us what you think is the relationship with what has just been said by the others?</li> <li>- Can you summarize what you think the others have just said before you?</li> <li>- Can you stick to the subject?</li> </ul>
<i>The idea proposed by the student does not come out clearly</i>	<ul style="list-style-type: none"> <li>- Can you repeat why you said using other words?</li> <li>- Do I understand that what you said is .....?</li> <li>- Can somebody repeat what X just said?</li> </ul>
<i>The student's idea is clear but he does not support it with some evidence</i>	<ul style="list-style-type: none"> <li>- Can you give me an example?</li> <li>- Can somebody give me another example?</li> </ul>
<i>The student enumerates a series of facts but cannot structure it his/her idea</i>	<ul style="list-style-type: none"> <li>- Can you tell us what the connection between all thee elements is in your opinion?</li> <li>- Can somebody summarize what X just is trying to explain?</li> </ul>
<i>The ideas expressed are based on a set of assumptions which are not supported by the rest of the class.</i>	<ul style="list-style-type: none"> <li>- If I follow you correctly you are assuming that...?</li> <li>- Could you identify the assumption behind this statement?</li> <li>- Can anybody identify what the assumption is in this case?</li> </ul>
<i>The idea leads into conclusions which are difficult to validate.</i>	<ul style="list-style-type: none"> <li>- If we agree with this argument, then we have no choice but to conclude that...?</li> <li>- Can you pursue this line of thinking and tell us what the conclusion/consequence would be?</li> <li>- Can somebody identify what the consequence of this would be?</li> </ul>
<i>One student is taking up all the speaking time</i>	<ul style="list-style-type: none"> <li>- The facilitator can establish a rule for allowing all students to have an opportunity to speak. Limit the time, alternate, raise your hand...etc.)</li> <li>- The facilitator can interrupt the individual and ask another person to pursue the line of thinking...</li> </ul>
<i>The discussion is limited to trying to define a term (a frequent occurrence)</i>	<ul style="list-style-type: none"> <li>- Can we agree on something here, on what criteria shall be select the right definition?</li> <li>- Can anybody suggest criteria which would be helpful to select the right definition of the term?</li> </ul>
<i>The whole group seem to have only one shared view of the problem</i>	<ul style="list-style-type: none"> <li>- The facilitator should attempt at getting the group to approach the problem from another angle... raise another problem which has not been identified. (be careful not to lead the discussion in another direction)</li> <li>- Can somebody describe the contrary?</li> <li>- Does everybody agree?</li> </ul>



## ACTIVITY 2: YOUNG CREATORS<sup>1</sup>

You can also use this awareness activity for fundraising purposes.

**Objectives:** Teach students about the United Nations *Convention on the Rights of the Child*, and make them aware of children’s living conditions in certain parts of the world.

**Time Required:** In-class awareness-raising: 1.25 hours  
However: the time required to complete the artistic project will vary from student to student

**Material Required:** *Shobha’s Dilemma* for each student, the *Convention on the Rights of the Child*, the *Artist’s Statement*, and *Thank You for Helping* video

### Activity

<b>Step 1:</b> Distribute <i>Shobha’s Dilemma</i> to your students, and ask them to read it.	<b>Step 5:</b> When the discussion is finished, tell your students that SOPAR has invited them to help protect the children’s right by providing schoolchildren in India with desks and chairs (you can make a link with the Article 28 which concerns quality of education). Watch <i>Thank You for Helping</i> video (3 minutes).
<b>Step 2:</b> Place students in groups of four to six, and distribute a copy of the <i>Convention on the Rights of the Child</i> to each student.	<b>Step 6:</b> You can now explain the project details (i.e. how much money to collect, fundraising activities, awarding of plaque with photo of newly outfitted classroom, etc.).
<b>Step 3:</b> Ask students to work in teams to identify Convention rights that <u>are not respected</u> in <i>Shobha’s Dilemma</i> .	<b>Step 7:</b> Suggest to your pupils that they can finance their project by creating art on the topic of the <i>Convention on the Rights of the Child</i> . The children will have to use the various subjects of the Convention to create a work (see below). These works may be used to help fund the project, or you may wish to raise awareness by exhibiting them in class or hanging them throughout the school.
<b>Step 4:</b> Hold a brief debate on some of the rights identified by your students.	

<sup>1</sup> The Young Creators activity is inspired by the Cape Breton University educational guide: *Teaching Children’s Rights Through Art*



## ***ARTWORK***

Ask your students to choose a *Convention of the Rights of the Child* theme, do some research on it, and create an artwork symbolizing their chosen theme.

For the project, students may use their medium of choice (i.e. painting, sculpture, still life, video, book, etc.).

Once the children have finished their works, ask them to complete the *Artist's Statement* to help convey and articulate their meaning.

The children may now exhibit their works in the school, or sell them to help fund the *Schools Working Together* project.

You may choose to have your students create their works individually or in teams.



## **ARTIST'S STATEMENT**

1. Describe briefly your work as if you spoke to somebody who did not see it.

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2. Explain what you tried to carry out or to represent.

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3. Describe the techniques used and why.

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4. Underline the most important part of your artistic work.

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5. Which is the most important message of your work concerning the rights of the children?

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**CONVENTION ON THE RIGHTS OF THE CHILD<sup>2</sup>**

<p><b>Article 1</b> For the purposes of the <i>Convention</i>, a child means every human being below the age of eighteen.</p>	<p><b>Article 13</b> You have the right to be informed and to freely share your views and ideas with others, either orally, in writing, in print, through art, or in any other manner, provided it does not harm or cause offence to others.</p>	<p><b>Article 25</b> If you live far from home, or are placed in the care of people far from your home, you have the right to a periodic review of your living conditions to ensure they are appropriate.</p>
<p><b>Article 2</b> Each child is entitled to the rights set forth in the <i>Convention</i> without discrimination of any kind, irrespective of the child's or his or her parent's identity, nationality, status, sex, disability, language, religion or culture.</p>	<p><b>Article 14</b> You have the right to freedom of thought, conscience and religion, and the right to be assisted and guided by your parents in the exercise of these rights.</p>	<p><b>Article 26</b> You have the right to government assistance if you are poor or disadvantaged.</p>
<p><b>Article 3</b> In all actions concerning children, the best interests of the child shall be a primary consideration.</p>	<p><b>Article 15</b> You have the right to choose your friends, join associations or form those of your own, insofar as it does not infringe on the rights and freedoms of others.</p>	<p><b>Article 27</b> You have the right to food, clothing, and a safe place to live and receive the care you need. You have the right not to be disadvantaged, and to be able to do most of the things other children can do.</p>
<p><b>Article 4</b> The government is responsible for ensuring your rights are respected. It must help your family to protect your rights and to create an environment that allows you to grow and develop your potential.</p>	<p><b>Article 16</b> You have the right to privacy.</p>	<p><b>Article 28</b> You have the right to a quality education, and to be able to pursue your studies on the basis of your ability.</p>
<p><b>Article 5</b> Your family is responsible for helping you to learn and exercise your rights, and for ensuring they are respected.</p>	<p><b>Article 17</b> You have the right to know what is important for your well-being, and to have access to this information through the radio, newspapers, books and computers. Adults must ensure that you can find and understand the information you need, and that it is not injurious to your well-being.</p>	<p><b>Article 29</b> Your education must allow you to use your talents and abilities, and help you learn to live in peace, protect the environment and respect other people.</p>
<p><b>Article 6</b> You have the inherent right to life.</p>	<p><b>Article 18</b> You have the right to be raised by your parents, if possible.</p>	<p><b>Article 30</b> You have the right to enjoy your own culture, profess and practise your own religion, and use your own language. To ensure this right is respected, minority and indigenous populations require special protection.</p>
<p><b>Article 7</b> You have the right from birth to a name, which must be officially registered, and the right to acquire a nationality (i.e. to belong to a country).</p>	<p><b>Article 19</b> You have the right to be protected from all forms of physical or mental violence and maltreatment.</p>	<p><b>Article 31</b> You have the right to rest, play and leisure.</p>
<p><b>Article 8</b> You have the right to an identity (i.e. an official document recognizing who you are), which no one can take away.</p>	<p><b>Article 20</b> You have the right to special protection and assistance, if you cannot live with your parents.</p>	<p><b>Article 32</b> You have the right not to perform work that is harmful to your health or likely to interfere with your education. If you work, you have the right to safe conditions and a reasonable wage.</p>
<p><b>Article 9</b> You have the right to live with your parents, except in cases of abuse or neglect. You have the right to live in a family that cares for you.</p>	<p><b>Article 21</b> You have the right to be cared for and protected, if you are adopted or placed in the custody of other legal guardians.</p>	<p><b>Article 33</b> You have the right to be protected from the illicit use and trafficking of narcotic drugs.</p>
<p><b>Article 10</b> If you do not live in the same country as your parents, you have the right to be with them.</p>	<p><b>Article 22</b> You have the right to special protection and assistance if you are a refugee (i.e. if you have been forced to leave your home or live in another country), and to the enjoyment of all other rights set forth in the <i>Convention</i>.</p>	<p><b>Article 34*</b> You have the right to be protected from sexual abuse.</p>
<p><b>Article 11</b> You have the right to be protected from abduction.</p>	<p><b>Article 23</b> You have the right to education and the care you need if you are disabled, and to the enjoyment of all other rights set forth in the <i>Convention</i>, to ensure a full and decent life in conditions that promote dignity, self-reliance and active participation in the community.</p>	<p><b>Article 35</b> No one has the right to abduct, sell or traffic you, for any purpose or in any form.</p>
<p><b>Article 12</b> You have the right to freely express your views, and to be listened to and taken seriously by adults.</p>	<p><b>Article 24</b> You have the right to the highest attainable standard of health care, clean drinking water, nutritious food, a clean and safe environment, and a basic knowledge of health and nutrition.</p>	<p><b>Article 36</b> You have the right to be protected from all forms of exploitation.</p>
		<p><b>Article 37</b> No one has the right to subject you to torture or to other cruel, inhumane or degrading treatment or punishment.</p>
		<p><b>Article 38*</b> You have the right to live in peace and to be protected if you live in a conflict zone. Children under the age of 15 cannot be forced to join an armed group or take part in hostilities</p>

<sup>2</sup> Excerpts from the UNICEF teacher's guide: *Rights, Wants and Needs*



## OTHER ACTIVITIES

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Description	Links
<b>CIDA (Youth Zone)</b> Links towards activities for the young people of school age on the international development	<a href="http://www.acdi-cida.gc.ca/">http://www.acdi-cida.gc.ca/</a>
<b>UN (International)</b> Cyber Schoolbus: Information intended for the children of school age with activities.	<a href="http://cyberschoolbus.un.org/french/index.asp">http://cyberschoolbus.un.org/french/index.asp</a>
<b>OXFAM (UK);</b> Case studies for student and the other educational activities	<a href="http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/">http://www.oxfam.org.uk/education/resources/change_the_world_in_eight_steps/</a>
<b>TERRE ACTIVE (Canada)</b> Interactive activities for youth on children's labor in developing countries.	<a href="http://www.in-terre-actif.com/trousse1/accueil.html">http://www.in-terre-actif.com/trousse1/accueil.html</a>
<b>LSF</b> Site including several games and activity for the pupils. Excellent!	<a href="http://www.lsf-lst.ca/">http://www.lsf-lst.ca/</a>
<b>Education for a Sustainable Future</b> Book containing numerous activities for international development.	<a href="http://www.edu.gov.mb.ca/k12/docs/support/future/sustainededucation.pdf">http://www.edu.gov.mb.ca/k12/docs/support/future/sustainededucation.pdf</a>
<b>Programme solidarité eau</b> Site containing information and resources about water in developing countries.	<a href="http://www.pseau.org/">http://www.pseau.org/</a>