



Global Classroom

Year of Club Activities



"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."

- Margaret Mead

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WORLD AFFAIRS COUNCIL

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USING THIS RESOURCE GUIDE –

WHAT TYPE OF ACTIVITY ARE YOU DOING \ WHAT YOU MAY NEED

Packet published: May 2011; Websites checked: April 2011

Please note: many descriptions were excerpted directly from the websites.



Recommended Resources



Educational Resources



Video



Fundraising



Transportation



Internet



Art



Game/Online Activity

Introduction

Dear Teachers and Students,

Compiled by the World Affairs Council's Global Classroom Program, this packet is intended to be used as a resource guide for educators, youth leaders, and club advisors who are helping student clubs/groups learn about current global issues and take action. This packet includes materials compiled from a variety of different resources and focuses on raising awareness about global issues in a middle or high school classroom, club, or other youth group setting.

Starting with club/group formation, the packet offers information and activity suggestions around major international days/months of awareness (such as World AIDS Day in December). The packet also includes fundraising ideas as well as an appendix that provides handouts, selected activity-specific information, and other helpful documents.

How can you use this packet?

- If your club or group is very active, you might go month-by-month, trying at least one activity for each month's topic.
- Another idea is to select one or more topics and do several activities in order to go into more depth on each one.
- A third approach would be to select one or more long-term projects, set specific goals, and work toward those goals over the whole year. Your project might culminate around Global Youth Service Day in April or around a different, relevant date.
- Alternatively, you may use this packet as a resource when students are interested in a given topic or to supplement your usual club activities.

NOTE: Within each month the projects and activities are **listed in order from short- to long-term**. Clubs can use the short term activities for weekly/monthly meetings, while the long term activities could occupy a group over a period of weeks or months.

Graphic icons delineate the activity type or specific tools needed, such as a computer or transportation. A suggested time frame is also listed next to each activity. Please refer to the Table of Contents page for an explanation of the icons used in this packet.

We hope that this resource guide will help your club/group have a satisfying experience learning about global issues, developing leadership skills, and taking meaningful action. Please feel free to contact the Global Classroom team at gc@world-affairs.org.

Starting Your Club

What steps do you need to take to start a club?

Steps to Starting a New Club at your school:

1. *Develop an Idea for your Club:* The first step to starting a club is to choose what you want your club to be about. Will your club focus on a specific region of the world, such as the Middle East? Will it focus on a specific issue, such as child labor? Will your club focus on awareness or fundraising? Will it be an original club or a chapter of an organization, such as Amnesty International or Invisible Children? Check websites for resources.
2. *Contact the Principal's Office:* Make sure there isn't already a club similar to the one you want to start. (If there is, consider joining and seeking leadership opportunities.) Then, find out what you have to do to get your club started. Most schools are very welcoming to clubs so the process should not be too hard but will likely include some paperwork.
3. *Find an Advisor:* Most of the time, a teacher or administrator must be a club advisor. Ask a teacher you have a good relationship with, who is well liked by other students, and teaches a subject related to or is interested in the topic of your club. If she/he says no, ask that person to recommend someone else.
4. *Create a Mission Statement for Your Club:* Now that your club is off the ground, it's time to more concretely determine the mission of your club. Create a mission statement that will let others know what your club is about and that will also orient club members (see sample mission statement below).
5. *Recruit Members:* Talk to your friends, classmates, and teachers to spread the word about your new club. Ask teachers if you may visit classes and do a 2-minute intro about the club; see if you can announce the new club's first meeting on school-wide announcements. Get permission from your school to post flyers in the hallways. Make sure the flyers include contact information for interested students.
6. *Hold Your First Meeting:* Discuss the direction of the club and activities it will pursue. Make sure students know the goals of the club so they know what they are getting in to. Also, food is always a hit! Ask for input from those who attend. Make them feel valued.
7. *Determine the Organization of the Club:* Elect officers and decide who will be responsible for what. Some important positions are President, Vice President, Publicity, and Treasurer.
8. *Start Planning:* Now it's time to plan any events your club wants to hold such as club meetings, fundraisers, or awareness activities!

Sample Paperwork

Club Application	School year of: _____
Name of Club: _____	Date Submitted: _____
Club Advisor: _____	Student Seeking Club: _____
Purpose of Club: _____ _____	
Regular Meeting Time & Place: _____	
How Officers Will Be Chosen: _____ _____	
Specific Goals: _____ _____	
Officers:	Title:
_____	_____
_____	_____
_____	_____
_____	_____
x _____	Date: _____
(President)	
x _____	Date: _____
(Advisor)	

ASB Representative _____	Date: _____
ASB Advisor _____	Date: _____
Principal _____	Date: _____

Sample Mission Statement (from: <http://www.toastmasters.org>)

Toastmasters International is the leading movement devoted to making effective oral communication a worldwide reality.

Through its member clubs, Toastmasters International helps men and women learn the arts of speaking, listening, and thinking -- vital skills that promote self-actualization, enhance leadership potential, foster human understanding, and contribute to the betterment of mankind.

It is basic to this mission that Toastmasters International continually expand its worldwide network of clubs, thereby offering ever-greater numbers of people the opportunity to benefit from its programs.

Activity Planning

Now that you've got your club started, what's next? What will you do to raise awareness about global issues at your school?

- If your club members are going to meet to learn more about particular global issues, you may use this packet to find activities to do at your meetings. See also: Teacher Resource Packets on the World Affairs Council website.
- If your club members want to plan a school-wide event or a fundraiser or an awareness campaign, you may use the following worksheets and info to help guide your efforts.

1. Name(s) and Grade Level(s):

2. School:

3. Who will support and work with you at your school?

(Please name a teacher/advisor, parents, peers, members of your club, etc.)

4. Goal(s):

My/Our goal is to raise _____ (awareness and/or funds) about this global issue: _____ (ex. AIDS, human rights, malaria in Africa, etc.)

5. Activities and/or Event(s):

(How do you plan on accomplishing your goal?)

A. Clubs

- Start your own club
- Join an existing club:

- Other _____

B. Have a fundraiser

- Bake sale
- Car wash
- Dance
- Run/Walk
- Banquet
- Other _____

C. Organize an awareness event

- Guest speaker(s)
- Panel discussion
- Awareness games/activities
- Movie viewing/ Book discussion
- Put up posters; speak to classes
- Other _____

D. Organize a service project

- Educate younger students about global issues
- Volunteer with an organization which focuses on a global issue
- Other _____

E. Other _____

How will you accomplish this?

By what date will you accomplish your plan? _____

Identify at least three steps you/your group need to take to accomplish your goal:

- 1) _____

- 2) _____

- 3) _____

- 4) _____

- 5) _____

Put these steps on a timeline to show when you will have them accomplished. Also, assign each member of your group a step of the plan. When assigning each person a task, consider your leadership goals. Take the lead on a task that is a little outside your comfort zone (ex. if you would like to become more comfortable speaking in public, take on the task of leading a club activity).

Task	Accomplish By (Date)	Lead Person

Sample Fundraising Flyer (created using Microsoft Publisher)



*If raising funds, include a URL on flyer so people can learn more about the organization & issue

Sample Informational Flyer

For Example: If you are having a bake sale to raise money to fight malaria, hand each person this info with their baked good

Facts about Malaria

- Malaria is a life-threatening disease caused by parasites that are transmitted to people through the bites of infected mosquitoes.
- In 2008, malaria caused nearly one million deaths, mostly among African children.
- Malaria is preventable and curable.
- Malaria can decrease gross domestic product by as much as 1.3% in countries with high disease rates.
- Non-immune travelers from malaria-free areas are very vulnerable to the disease when they get infected.



Thank you for supporting _____.

What steps do you take to get a guest speaker to come to your school?

Steps to Getting a Speaker:

1. *Determine the Type of Event and Plan Early:* Many speakers get booked far in advance so plan your event a couple of months in advance. What is the purpose of having the speaker? To help fundraise, to inform, to inspire? Who is the audience? A club, community members, donors at a fundraiser, students, at an assembly? What issue do you want your speaker to address? What are the date, time, and location for the event?
2. *Do your research:* Once you determine the answers to the above questions, start looking for potential speakers. Search for local organizations that deal with the same topic you want your speaker to address. The World Affairs Council is more than happy to help find a speaker.
3. *Consider* whether you will need to fund a speaker fee. Some will be willing to speak for free. Others may not, but it doesn't hurt to ask! If you really have your heart set on a particular speaker and need funds to pay that person, then talk to your advisor. You may want to do some fundraising or choose another speaker.
4. *Contact the Potential Speaker:* When making first contact with a potential speaker, be sure to be formal and respectful. Email is often the easiest way to contact speakers. Address the person using their formal title (ex. Ambassador, Dr., Mr., Ms., etc.). In the first paragraph, tell them why you are contacting them and who recommended you contact them (if applicable). In the following paragraph, tell the speaker a little bit about yourself as it relates to the speaking engagement, such as your interest in the issue. Next, tell the speaker about the event itself, the date, time, location, purpose of the event, why you think he or she would be a good speaker for the event, and a very short summary of what you want the speaker to address. Finally, close the email by thanking the person for their time, ask them to reply by a certain date, and express your enthusiasm for the possibility of them speaking. It is also a good idea to ask them to recommend someone else to speak if they are unable to do so themselves. (See the sample email below)
5. *Confirm the Speaker:* After the speaker confirms their availability to speak at your event, you should send them a thank-you and confirmation email. There are several things you should include in this email:
 - Confirmation of date, time, and location for the event (make sure to provide an arrival time **at least** 15 minutes before speaking)
 - Directions and parking info
 - Goal/purpose of the event
 - Event format including the length of time they have to speak and any info about the audience (Who? How many?) and other speakers
 - Any specific questions you would like the speaker to addressNote: If the person says no, be sure to reply and say thank you for responding, and thank you for recommending so-and-so (if applicable).
(See next page for a sample email)
6. After the event be sure to send your speaker a gracious thank you card or email. Personalizing these cards by pointing out your favorite part of their speech is also a great touch.

Sample Cold-Contact Email

Dear Ambassador Davis,

James Smith suggested that I contact you in regard to speaking to our Global Issues Club at Smithtown High School. Our club is working on raising awareness about global issues and learning about careers in international fields.

In regular meetings over the course of the fall semester of the 2010-2011 school year, we have brought together a group of 30 students who researched and planned service events for World Human Rights Day. When World Human Rights day arrived on December 10, we ran an informational booth during our school's lunch period and contributed over 50 hours of community service the following weekend. More information about our club's activities can be found on our school's webpage at www.smithtownhs.com.

On the evening of Thursday, April 20 we plan to bring our members and other interested students together again in order to capstone our efforts for our spring semester focus: Global Youth Service Day. We are hoping to find a speaker who will be able to touch on both a current issue in international relations and a career path that might interest students. James suggested that you would be an ideal speaker for this event because you possess both expertise in community organizing and experience as a public servant. Given that this event will occur on the weekend of Global Youth Service Day, we thought you might speak a bit about youth-related issues the State Department will face in the next decade, and then tell the students a bit about career paths in the State Department.

These students are very passionate about global issues. I know that they would be thrilled to hear directly from someone who has had such experiences as you have. Please let me know if you are interested in coming to speak with this group. I would be happy to answer any questions, and I hope to hear from you soon. If you could reply by Monday 11/3 we would be particularly grateful.

Thank you very much for considering this request.

Sincerely,
Mary Smith

Sample Confirmation Email

Hi Anna –

Thank you again for joining our career panel for high school students at Smithtown High School on Thursday, April 20th at 4:00pm. Please reply to confirm that you are still planning to be a part of this event.

Other panelists will include current students at the Smithtown School of International Affairs, an individual working in the field of Global Health, and another working in Global Education.

This event will take place in the Library at Smithtown High School. They recommend that we enter the building on the east side, nearest the football field. In the past, I have been able to find street parking along 110th Street. If you scroll down, I am pasting in directions from their website. Please plan to arrive a little before 4pm so that we can be sure we'll be all set to begin at 4:00.

Each panelist will have 5 minutes to introduce themselves and their field of work, followed by a question and answer session from attendees. We plan to finish up by 5:15.

Please let me know if you have any questions. I look forward to meeting you on Thursday. Thank you very much!

Icebreakers

Icebreakers and Activities

A good way to get people excited to participate is to start out a meeting or event with an activity that reminds them why the topic is important. The following are games and activities that can help encourage a productive and dedicated environment.

People Bingo (See Appendix 1)Page 50

People bingo allows students to get to know each other in a more specific way. Depending on your programming, you can pick the categories to encourage discussion on certain topics. For example, accompanying an International Peace Day program, a category could be "I have been personally affected by a global conflict" or "I have volunteered my time to encourage peace." These categories provide a basis for conversations and encourage building friendships.

We the Peoples Activity (See Appendix 2).....Page 51

Americans commonly identify the phrase "We the People" as the beginning of the United States Constitution, but it also stands at the beginning of another important document: the United Nations Charter. See the attached document on "We the Peoples" Activities for specific ideas about how to discuss the UN's role in world peace and peacekeeping.

Map Introductions Game (See Appendix 3).....Page 52

In this opening game, students will pair up and introduce themselves, including in their conversations one country in the world each student feels personally connected to. The country can be chosen for any number of reasons, including (but not limited to) family origin, recent visit, personal history, language, interest, or cultural affinity. After students have had ample time to discuss, they will introduce each other to the class and use a push pin (or country flag) to mark on a map of the world which country is important to their partner and why. This will help create an internationally-minded environment where students can better understand themselves as global citizens.

**Any world map will do, but you can find many options at www.mapsofworld.com

Hello in Different Languages Activity (See Appendix 4).....Page 53-54

The goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and to say "hello" in many different languages. This can be used as a fun warm-up, get-to-know-you activity with a cross-cultural theme. People often know more than they think about what's going on in the world. See the two documents in the Appendix to help facilitate this activity.

Humanity and Human Rights (See Appendix 5).....Page 55-59

Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs. It will aid in discussions on global equality and the concept of mutual responsibility.

International Day of Peace (September 21)

The United Nations' International Day of Peace is marked every year on September 21 as a global holiday when individuals, communities, nations and governments highlight efforts to end conflict and promote peace.

POSSIBLE CLUB ACTIVITIES: (in order from short to long term)

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion



GumBeat (Virtual Games)

<http://gambit.mit.edu/loadgame/gumbeat.php>

*Need to download game

Educational Issue: Human Rights

Description: In the world of GumBeat, players take the role of a defiant teenage girl who musters the courage to stand up against the oppressive government.

Developer: GAMBIT-MIT Lab

“When the power of love
overcomes the love of power, the
world will know peace.”

- Jimi Hendrix
Garfield High School, Seattle

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion



Education For All-Human Rights Game

<http://www.fanpop.com/external/3177404>

Educational Issues: Human rights, Education

Description: This game is set up like a memory card game with one set of statement cards and one set of picture cards to be matched. The text describes general issues of human rights of education.

Developer: Fanpop Beta

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion



A Force More Powerful

<http://www.aforcemorepowerful.org/game/index.php>

*Must purchase game for \$10 (call for institutional discounted orders)

Educational Issues: Nonviolence, Conflict Resolution

Description: A computer game to help learn how to defeat dictators, military occupiers, and corrupt rulers, not with lasers or AK47s, but with non-military strategy and nonviolent weapons.

Developer: International Center on Nonviolent Conflict (ICNC), Breakaway Ltd.

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion



Darfur is Dying

<http://www.darfurisdying.com/>

Educational Issues: Global Conflict

Description: Web-based, viral video game that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. The game is designed to raise awareness of the genocide taking place in Darfur and empower students to help stop the crisis.

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Against All Odds, Refugee Game UNHCR

<http://www.playagainstallodds.com/>

Educational Issues: Global Conflict, Human Rights

Description: This game teaches the global refugee experience from the time people are forced to leave their countries of origin to the beginning of their new life abroad.

Developer: UNHCR: The UN Refugee Agency



Pinwheels for Peace

Pinwheels for Peace is an art installation project started in 2005 by two art teachers, Ann Ayers and Ellen McMillan, who teach at Monarch High School in Coconut Creek, Florida, as a way for their students to express their feelings about what’s going on in the world and in their lives. Students create pinwheels representing their views on peace and then plant them throughout their city to raise awareness for issues concerning global peace and the International Day of Peace specifically.

Suggested Time Frame:
- 45- 50 Minutes to design pinwheels
- 15-20 Minutes to find locations and plant pinwheels around school

Ideas for Implementation: This project is appropriate for all age groups, but might work best when done in tandem between groups of older and younger students. High school clubs could make trips to elementary schools and perform the project with the younger students and then help them to plant their pinwheels outside of their school and in their neighborhoods. (See **APPENDIX 6**)

For more information on Pinwheels for Peace, visit:

http://www.pinwheelsforpeace.com/pinwheelsforpeace/the_project.html



Thank a UN Peacekeeper Program

This program delivers thank you letters to the 100,000 brave men and women from 160 countries serving as UN peacekeepers in 17 of the most difficult regions in the world. Participants will need access to computers and internet.

Suggested Time Frame:
- 20-30 minute introduction to UN Peacekeeping Program
- 20 minutes to browse website and sign letters

Ideas for Implementation: Start the program with an introduction to the United Nations, its history, and its goals. Then introduce the Peacekeeper Program, perhaps citing its involvement in sectarian conflicts like the Rwandan genocide. The Better World Campaign website has a number of videos that could be helpful in introducing and explaining the Peacekeeping Program’s components. Finally, have the students log on and send their own letters.

For more information on the UN Peacekeeper Program, visit:

<http://www.betterworldcampaign.org/un-peacekeeping/get-involved/thank-un-peacekeeper.html>



Design a Peace Poster Competition

Ask students in your school to design a poster representing their views on peace on Earth. After collecting all submissions, host a vote where students can pick which poster is the best representative of your school community. Enlarge the winner and display it outside of the school. This both raises awareness and gets students personally involved in discussions of peace.

Suggested Time Frame:
- 45 -60 minute to design poster
- 15 - 20 to vote

For more information on how to coordinate an effort like this, visit:

<http://www.globalartproject.org/>



Host a Viewing of "One Peace At A Time"

This documentary enlists the wisdom of Nobel Laureates Stephen Chu, Muhammad Yunus, Desmond Tutu, and others in discovering the key to ensuring that every child is afforded basic human rights.

For more information, visit:

<http://nobelity.org/one-peace-at-a-time/>

**This documentary is also available at the Seattle Public Library

Suggested Time Frame:
- 60 minutes to view
-20 minutes of discussion



Start a "Living Room Dialogue" with 20,000 Dialogues

20,000 Dialogues is a nationwide initiative that uses films to facilitate dialogue about Muslims and Islam. Sign up, choose a film and 20,000 dialogues will send you the DVD free of charge. Download free discussion guides from the website to use in your discussions.

To start a dialogue within your community, go to:

<http://www.2000dialogues.org/dialoguesteps.aspx> and follow the steps listed on the website. "Living Room Dialogues" educate and engage participants and foster greater understanding of issues related to Islam.

Suggested Time Frame:
- 60 minutes to view
-30+ minutes of discussion



Create a Peace Tree

Peace Tree Day is celebrated in cities, organizations, hospitals, classrooms, homes and through school boards. The festival inspires children and youth to take pride in their heritage and to share it with others, while also discovering the vibrant cultures, traditions and festivals of every culture and faith. This website also includes examples of peace symbols from all different languages and traditions.

Ideas for Implementation: Coordinate with clubs and teachers at other schools and see if you can create a community-wide Peace Tree. Hold an event (with others or just your school) where students (or families or community members) gather to participate. Give a piece of paper or fabric to everyone and ask them to design what "peace" means to them. Ask local art stores to donate materials with which to decorate their squares. Collect them all and fasten them together (either on a large paper tree or in a quilt style) and then present it to your school, community, etc. at a dedication assembly.

For more information on Peace Tree Day, visit:

<http://www.peacetreeday.com/peacetreedaykit.htm>

Suggested Time Frame:
DAY OF:
-10-15 minute presentation on project
-45-60 minutes to complete peace square
-15 minute wrap up, putting together of complete peace tree



Pennies For Peace Drive

'Pennies for Peace' is an international service-learning program with tens of thousands of participants around the globe. The Pennies for Peace service-learning program includes: a K-12 curriculum, linked to standards with an assessment tool; an implementation guide; fact sheets; printable maps, postcards, stickers, and poster components; remarkable videos that open the world of Pennies for Peace; and much more!

For more information and the Pennies For Peace Toolkit, visit:

<http://www.penniesforpeace.org/>

Suggested Time Frame:
- 1 week preparation
-2-3 week collection period



Plan a “Global Debate”

This toolkit can help a club put together a debate, either within a small group or in assembly format for an entire school. ThePeopleSpeak organization can aid in the development of topics and debate formats.

Suggested Time Frame:
- 1 week preparation
-45 minute debate
-15 minute discussion

Ideas for Implementation: Ask people to volunteer to debate an issue relating to global peace efforts. Design a question and give it to them one week in advance. Hold a public debate, then discuss afterwards how the audience reacted to the issues and ideas brought up.

For more information on ThePeopleSpeak, visit:

<http://www.thepeoplespeak.org/assets/files/public-debate-2010.pdf>

Sports for Peace Program

The Sports for Peace Program was designed by the Universal Peace Federation for the International Day of Peace. The program consists of educational and physical elements designed for kids and students to draw from the program on several levels. Their website provides sample interactive exercises, guidance for a group discussion, a PowerPoint presentation, and a collection of resources for organizers.

Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants.
-We suggest: 3-6 hours for play, discussion, team bonding, and down time between games

Ideas for Implementation: This event will necessitate pre-planning of events, time schedules, and brackets—it may be fun to coordinate it with an Elementary School in your area. Try to get the whole school involved. Make teams comprised of students from mixed age and grade groups. Hold a soccer tournament or school Olympics where students can compete in a fair and fun competitive environment (perhaps coordinate events so students of similar ages compete against each other). Ask school administrators if one day or block of class periods could be used for these activities. Have teams choose colors and dress accordingly. Have fun with it!

For more information on the Sports for Peace Program, visit:

<http://www.upf.org/programs/sports/2935-upf-sport-for-peace-program-description>

RESOURCES:

UN Promotional Video: <http://www.youtube.com/watch?v=OZjbzYi8d5U>

UN Official “Peace Day” website: <http://www.un.org/en/events/peaceday/2010/>

UN-Seattle Chapter Student Alliance: <http://unaseattle.org/programs/student-alliance/>

US Institute of Peace: <http://www.usip.org/>

Voices of Youth: <http://www.unicef.org/voy/index.php>

Housman’s World Peace Database: <http://www.housmans.info/wpd/>

Resources for Peace: <http://www.givewings.com/peace/>

United Nations Charter: <http://www.un.org/en/documents/charter/index.shtml>

RELEVANT ARTICLES:

“This Year’s International Peace Day Dedicated to Youth, Peace and Development”

Written by: Cleophas Tsokodayi

<http://www.examiner.com/united-nations-in-washington-dc/this-year-s-international-peace-day-dedicated-to-youth-peace-and-development>

“One Goal for Peace” Marking International Day of Peace in Kosovo

Written by: World Vision Middle East/Central Asia

<http://www.alertnet.org/thenews/fromthefield/wvmeero/706b5e94do24e47fb567e16b6228fce3.htm>

“Veterans Call for an End to War, World Peace”

Written by: The Jakarta Post, Surabaya

<http://www.thejakartapost.com/news/2010/09/29/veterans-call-end-war-world-peace.html>

World Food Day (October 16)

World Food Day, October 16th, is a worldwide event designed to increase awareness, understanding, and informed, year-round, action to alleviate hunger.

POSSIBLE CLUB ACTIVITIES:



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Food Force

<http://www.food-force.com/>

Educational Issues: World Hunger, Poverty

Description: Food Force is an educational action computer game that teaches kids about the problem of global hunger and the importance of humanitarian aid work. **The website also provides additional sources

Developer: United Nations World Food Programme

Water Quiz

<http://cyberschoolbus.un.org/waterquiz/waterquiz4/index.asp>

Educational Issues: Water, Poverty

Description: Interactive image and quiz on the topic of water and water usage

Developer: UN CyberSchoolBus

Free Rice

<http://freerice.com/>

Educational Issues: Poverty, Question topics range from vocabulary, world geography, language, learning, science, and math.

Description: Free rice is a free online vocabulary game that donates 10 grains of rice to the World Food Programme (WFP) for every correct answer. WFP distributes the rice to hungry people all over the world.

Developer: United Nations World Food Programme (WFP), Berkman Center for Internet & Society at Harvard University

Did You Know...

In a given week an American family spends, on average, **\$341.98** on food.

In Chad, a family spends about **\$1.23** on food per week.

http://www.rustylime.com/show_article.php?id=1497



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion



A Seat at the Table

<http://www.oxfamamerica.org/multimedia/flash/a-seat-at-the-table>

This situational game is from Oxfam. Participants choose a character, are given a basic scenario, and then are asked to make choices, based on the life and options available for that character. For example, one character is a widow with three children, living in Mozambique, and trying to grow crops on a small plot of land. She has to make choices such as whether to take her sick child to the doctor, whether to allow an investor to lease her land (the only thing of value she owns), whether to move to the city, etc. Each choice comes with a (positive or negative) consequence. There are also little factoids about the culture and circumstances of the characters.

Suggested Time Frame:
-40 minutes to play
-20 minutes discussion



Fill the Cup

Porridge, rice or beans -- it takes just 25 cents to fill one of the Red Cups that World Food Programme uses to give hungry kids regular school meals. US\$50 feeds a child for an entire school year. In February 2008, FIFA World Soccer Player of the Year Kaka, Ghana's President, and the Mayor of Milan joined Josette Sheeran to announce the "Fill the Cup" campaign in Milan's Piazza Duomo. Join Kaka in helping to make the dreams of the world's poorest children come true by filling the "Red Cup."

Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants.

For more information on the Fill the Cup campaign, visit:

<http://www.wfp.org/how-to-help/individuals/fill-cup>



Volunteer at a Food Bank

Seattle has a variety of Food Banks and provision programs. Get a group together and volunteer on a Saturday or Sunday morning.

Suggested Time Frame:
- 2-4 hours volunteering at food bank
- 30-60 minute wrap up discussion and evaluation

For more information, visit:

Ballard Food Bank: <http://www.ballardfoodbank.org/volunteer>

Northwest Harvest: <http://www.northwestharvest.org/Volunteer.htm>

University District Food Bank: <http://www.udistrictfoodbank.org/volunteer.php>

Rainier Valley Food Bank: <http://www.rvfb.org/action.html#volunteer>

Seattle's Table/Food Lifeline: <http://www.foodlifeline.org/help/volunteer/Volunteer.html>

Seattle Emergency Feeding Program:

<http://www.emergencyfeeding.org/volunteerOps.html>



Empty Bowls

Empty Bowls is an international grassroots effort to raise money and awareness in the fight to end hunger. The basic premise is: someone invites guests to a simple meal of soup and bread. In exchange for a cash donation, the guests are asked to keep their bowl as a reminder of all the empty bowls in the world.

Suggested Time Frame:
- 1-3 month preparation and advertising
- 1-2 hours set up, on-site preparation
- 2 hours for actual event
- 1 hour clean up
- 1 hours discussion and evaluation

Ideas for Implementation: This event could be done in a number of ways. One idea is to contact a local business like Paint the Town (located in the University District), that offers group parties and discounts, and coordinate with them concerning the actual bowls. Perhaps you could hold an event in the school cafeteria where families come and pay a fee to decorate a bowl as a family. In conjunction, a dinner of simple soup and bread is served to symbolize the average meal of a needy family. A speech or presentation could be given

about efforts to ebb world hunger, and then Paint the Town could fire and glaze the bowls in order for the family to keep them as a reminder.

For more information on Empty Bowls events in Seattle, visit:

<http://www.emptybowls.net/blog/2009/11/05/empty-bowls-seattle-2/>

For more information on Paint the Town and their resources, visit:

<http://www.ceramics-painting.com/main/>



Giving a Microfinance Loan

In 1974, Muhammad Yunus lent \$27 to a group of impoverished villagers. Thirty years later, he won the Nobel peace prize and his idea “microfinance” has become the world's favorite development idea. Through microfinance, impoverished people without the financial capital to sustain their own businesses are given small loans which they are expected to pay back over a certain period of time. Donors can pick who they lend to, and watch the progress as their money is repaid. This project would involve fundraising (FOR IDEAS SEE FUNDRAISING IDEAS SECTION).

Suggested Time Frame:
– 1-2 weeks fundraising
-1 hour discussion and selection of loan recipient
-6 months of follow-up

There are a number of organizations that facilitate microfinance loaning, here are two:

<http://www.careinternational.org.uk/how-you-can-help/lend-with-care>

http://www.lendwithcare.org/info/how_it_works



Sponsoring a Child through WorldVision

As a sponsor, you will help provide a child with sustainable access to appropriate life-changing basics like nutritious food, clean water, healthcare, and education. Child sponsorship also helps families and communities lift themselves out of poverty by providing job training, business coaching, and small loans, along with training, to help poverty-affected farmers learn new ways to irrigate and grow crops.

Suggested Time Frame:
– 1-2 weeks fundraising
-1 hour discussion and selection of sponsored child
-6 months of follow-up

Ideas for Implementation: Sponsoring a child through World Vision requires a \$35 per month commitment. Clubs could commit to holding one small fundraiser per month (something like a bake sale would do) and always allocate that money to the World Vision program (FOR IDEAS SEE FUNDRAISING IDEAS SECTION).

For more information on sponsoring a child, please visit:

<http://www.worldvision.org/content.nsf/pages/sponsor-a-child?open?open&campaign=1193519&cmp=KNC-1193519&mboxSession=true&rd=1#>

RESOURCES:

Hunger Facts from Freedom From Hunger: <http://www.freedomfromhunger.org/info/>

Feeding Minds, Fighting Hunger Resources:

<http://www.feedingminds.org/handouts/info.pdf>

World Food Programme Hunger Stats: <http://www.wfp.org/hunger/stats>

Ending Child Hunger Video: <http://www.lamberspublications.com/schoolfeeding.html>

Teens Fighting Hunger: <http://teensfightinghunger.org/waystohelp.html>

National Geographic's Xpeditions:

<http://www.nationalgeographic.com/xpeditions/lessons/18/g68/tghunger.html>

World Food Day Website: <http://worldfooddayusa.org>



RELEVANT ARTICLES:

"We Can End Hunger: 10 Ways to Feed the World"

Written by: Josette Sheeran

http://www.huffingtonpost.com/josette-sheeran/we-can-end-hunger-10-ways_b_746997.html

"U.N.: World Hunger To Fall 9.6% in 2010"

Written by: Scott Kilman

http://online.wsj.com/article/SB10001424052748703376504575491392992740462.html?mod=googlenews_wsj

"Does Geography Limit Compassion?"

Written by: Mark Hanlon

http://www.huffingtonpost.com/mark-hanlon/squinting-at-reality_b_751329.html

World AIDS Day (December 1)

World AIDS Day is observed every year on December 1st. The World Health Organization established World AIDS Day in 1988. World AIDS Day provides governments, national AIDS programs, faith organizations, community organizations, and individuals with an opportunity to raise awareness and focus attention on the global AIDS epidemic.

POSSIBLE CLUB ACTIVITIES: (in order from short to long term)



HIV/AIDS Quiz Game

<http://www.avert.org/hiv-aids-game.htm>

Play this game to test your knowledge and skills, while learning new facts. See how much you know about HIV/AIDS.

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

The Red Ribbon Project

The red ribbon is an international symbol of AIDS awareness that is worn by people all year round and particularly around World AIDS Day to demonstrate care and concern about HIV and AIDS, and to remind others of the need for their support and commitment.

Of the 33 million people living with HIV/AIDS across the world, 27.7 million are in Africa.

www.dosomething.org

Ideas for Implementation: All you need for this project is red ribbon and safety pins. Have your club cut and assemble the ribbons into loops that can be pinned to a shirt or jacket. Then, sell the ribbons at school (with permission from the principal) for \$1.00. Donate the money raised to an AIDS-fighting charity organization.

Suggested Time Frame:
- 1 hour preparation (cutting ribbons, buying safety pins)
- 1 hour group work time to make ribbons
- 1 week distribution and awareness

For more information, visit:

<http://www.avert.org/world-aids-day.htm>

<http://www.fundraisingforacause.com/wholesale-fundraising-merchandise/red-ribbon-wholesale.html?gclid=CNeHv6eExKQCFSp1gwod-QWi1A>



Suggested Time Frame:
- 30 minutes to explore
- 30 minute discussion

Visit the Online World Vision: AIDS Experience Exhibit

http://media.worldvision.org/getinvolved/aids_experience/index.html

The World Vision Experience is an interactive exhibit that combines stirring audio and captivating photography, transporting you to the heart of Africa. You'll see, hear, and experience stories of tragedy and triumph lived out by real children in AIDS-affected communities. And you'll gain a completely new perspective on the greatest humanitarian crisis of our time.



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with pre prepared questions

Host a Viewing of an HIV/AIDS Documentary

- "*The Fire Within*" is a documentary following the life of American Bob Bowers, a man who has survived over 20 years with the HIV/AIDS virus. It shows with brutal honesty the daily struggles he encounters. The documentary can be rented from Netflix, or Bob can be contacted directly at bob@hivictorious.org to arrange an educational screening.

For more information, visit:

http://www.hivictorious.org/aids_documentary_the_fire_within.htm



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with pre-prepared

- "*A Closer Walk*" is the first film to depict humankind's confrontation with the global AIDS epidemic. For the film, more than 50 women, men, and young people have been interviewed or profiled in the following regions and locations: Uganda, South Africa, Haiti, Switzerland, India, Nepal, Ukraine, Cambodia, and various locations in the United States including New York City, Kansas City, San Francisco, and Cambridge.

A copy of this film can be purchased for \$19.95 at:

http://www.acloserwalk.org/request_a_copy/



Suggested Time Frame:
- 2 months advance: send out letters to businesses
- 1 week advance: begin fundraising
- 2 hours for assembling kits

Assemble a World Vision Caregiver Kit

World Vision distributes Caregiver Kits to family members and local volunteers in Africa, Asia and Latin America who are caring for those living with AIDS. These kits supply the materials needed to safely and effectively prolong lives and relieve suffering.

Ideas for Implementation: As a club, write letters to local businesses asking for donations for your Caregiver supplies. Alternatively (or in addition) host a fundraiser to buy the appropriate supplies. Then, once all the supplies are collected, have a pizza night where all the supplies can be assembled and appropriately packaged.

For more information and a Step-By-Step event plan, visit:

<http://www.worldvision.org/content.nsf/getinvolved/cg-stepbystep>



Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants

Sponsoring a Child through WorldVision

As a sponsor, you will help provide a child with sustainable access to appropriate life-changing basics like nutritious food, clean water, healthcare, and education. Child sponsorship also helps families and communities lift themselves out of poverty by providing job training, business coaching, and small loans, along with training, to help poverty-

affected farmers learn new ways to irrigate and grow crops. World Vision helps children born with AIDS receive the proper health care.

Ideas for Implementation: Sponsoring a child through World Vision takes a \$35 per month commitment. Clubs could commit to holding one small fundraiser per month (something like a bake sale would do) and always allocate that money to the World Vision program (FOR IDEAS SEE FUNDRAISING IDEAS SECTION).

For more information on sponsoring a child, please visit:

<http://www.worldvision.org/content.nsf/pages/sponsor-a-child?open?open&campaign=1193519&cmp=KNC-1193519&mboxSession=true&rd=1#>



RESOURCES:

Worldwide AIDS & HIV Statistics: <http://www.avert.org/worldstats.htm>

AIDS in America Information: <http://www.avert.org/america.htm>

Basic Information about HIV and AIDS: <http://www.cdc.gov/hiv/topics/basic/>

Joint Action for Results, UNAIDS Outcome Framework:

http://data.unaids.org/pub/BaseDocument/2010/jc1713_joint_action_en.pdf

Information on HIV/AIDS for Teens:

http://kidshealth.org/teen/sexual_health/stds/std_hiv.html

World Health Organization on AIDS: <http://www.who.int/features/qa/71/en/index.html>

RELEVANT ARTICLES:

“HIV/AIDS Attention Has Faded, But Not Epidemic”

Written by: Jose Antonio Vargas

<http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2010/10/07/EDE31FPF1Q.DTL>

“AIDS Fight Sees Decline in Global Support”

Hosted By: Michael Martin, “Tell Me More” – National Public Radio

<http://www.npr.org/templates/story/story.php?storyId=130377718&ps=rs>

“Developing Countries May Need Up to \$700 Billion to Battle AIDS Pandemic”

Written By: Joe DeCapua

<http://www.voanews.com/english/news/africa/decapua-aids-funding-8oct10-104575799.html>

World Human Rights Day (December 10)

The date was chosen to honor the United Nations General Assembly's adoption and proclamation, on 10 December 1948, of the Universal Declaration of Human Rights (UDHR), the first global enunciation of human rights. The day is a high point in the calendar of the UN headquarters in New York City, United States, and is normally marked by both high-level political conferences and meetings and by cultural events and exhibitions dealing with human rights issues



POSSIBLE CLUB ACTIVITIES:

Suggested Time Frame:
- 20 minutes to brainstorm and discuss
- 1 hour to decorate poster
- 20 minutes wrap-up discussion

Write Your Own Declaration of Human Rights

The United Nations passed the Universal Declaration on Human Rights in 1948, citing 30 specific rights natural and inherent to mankind. As a class, design your own Declaration. First, formulate a list of rights that you have as a member of your school and community. Then, pick your top 10. Assign each right to a different person or small group, and have them design a poster representing it. Hang these posters throughout the hallways of your school under the title "Universal Declaration on Human Rights at _____ High School." Back as a group, try and guess all 30 rights outlined in the UN version, and compare.

For information and resources about the Universal Declaration of Human Rights, visit:

<http://www.un.org/en/documents/udhr/>



Human Rights Squares

This activity reveals what participants already know about human rights and the issues that are of concern to them. It also stimulates discussion about the Universal Declaration of Human Rights (UDHR) and categories of rights. Using the handout provided in **APPENDIX 7**, have members of your club try and fill out as much as possible by walking around and asking each other questions. Then, as a group, ask: Which were the easiest squares to find answers for? The most difficult? Why? Which squares had global answers? US answers? Local or community answers? Let the discussion flow into the UDHR and how it addresses issues of global inequality and interdependence.

For more information on this activity, visit:

<http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-3/Activity4.htm>



Ayiti: The Cost of Living

http://www.unicef.org/voy/explore/rights/explore_3142.html

What is it like to live in poverty, struggling every day to stay healthy, keep out of debt, and get educated? How does one balance and choose between which rights to fight for? Find out now in this challenging role playing game created by the High School students in Global Kids with the game developers at Gamelab, in which you take responsibility for a family of five in rural Haiti.

Suggested Time Frame:
- 15 minute tutorial/explanation of game
- 1 hour of play as group



Suggested Time Frame:
 - 1 month advance email SHRC
 - 1 hour for presentation
 - 30 minutes for discussion

Host a Discussion/Presentation by a Seattle Human Rights Commissioner

The Seattle Human Rights Commission consults with and makes recommendations concerning the development of programs which promote equality and justice. It works to end discrimination based upon race, religion, creed, color, national origin, sexual orientation, political ideology, ancestry, age, marital and parental status, etc. As a club, invite a Commissioner to come talk about Human Rights issues in the Seattle community.

For more information on the Seattle Human Rights Commission, visit:

<http://www.seattle.gov/humanrights/about.htm>



Suggested Time Frame:
 - The time frame for an event like this will vary according to the number of events and participants

Become a part of the Global Atlas of Student Action

The principle objective is to create a Global Atlas which would contain descriptions of actions taken by students in the field of human rights. There are two parts to the project, though schools can choose to only participate in one. The first part focuses on rights that are well-respected in your community. The second part requires students to carry out a community-based human rights project. This activity will give your club the chance to be a part of a global movement!

For more information on the UN CyberSchoolbus project "Global Atlas of Student Action," visit:

<http://www.un.org/cyberschoolbus/humanrights/activities.asp>



Suggested Time Frame:
 - The time frame for an event like this will vary according to the number of events and participants

Habitat for Humanity – Seattle/South King County

Article 17 of the Universal Declaration of Human Rights states that all people have the right to "own property alone as well as in association with others." As a club, get permission from parents and teachers to volunteer with Seattle's Habitat for Humanity chapter. They run work sites every Wednesday-Saturday and need help on a variety of levels. This is a concrete way to think globally and act locally.

For more information on Seattle's Habitat for Humanity chapter, visit:

<http://www.seattle-habitat.org/volunteer/index.shtml>



Suggested Time Frame:
 - The time frame for an event like this will vary according to the number of events and participants

Sponsor a Project or Child through the Pearl S. Buck International Foundation

For only \$25 per month, you can sponsor a child, giving them the opportunity to break the cycle of poverty through education and healthcare OR become a Project Partner by making a one-time or recurring gift in any amount towards a specific project or country that is close to your heart.

Ideas for Implementation: This activity could be a year-long commitment or a one-time contribution. To sponsor a child, make a commitment as a club to host one bake sale (or like-minded fundraiser) per month. Elect one club member to manage that money and be in charge of submitting it to the Buck Foundation each month. Otherwise, donate the lump sum all at one time to the project of your choice!

For more information about the Pearl S. Buck International Foundation, visit:

http://www.psbif.org/site/PageServer?pagename=PSBI_Child_Sponsorship



**Suggested
Time Frame:**
- 2 hours to
watch
- 30 minute
discussion
with pre-
prepared

Present a Film Screening from the Human Rights Video Project

Participation in this event will take collaboration with your school's librarian. *The Human Rights Video Project* is a national library project created to increase the public's awareness of human rights issues through the medium of documentary films. To that end, they have curated a collection of 12 documentary films on human rights issues. The project also encourages collaborations between public libraries and human rights advocacy organizations to present film screenings and discussion programs.

For more information on how to participate in the Human Rights Video Project, visit:

<http://www.humanrightsproject.org/content.php?sec=contact>

For a list of libraries in Washington state that already partner with the HRVP, visit:

<http://www.humanrightsproject.org/content.php?sec=others&sub=libs>

RESOURCES:

What are Human Rights?

<http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>

Human Rights Resource Center: <http://www1.umn.edu/humanrts/edumat/activities.shtm>

UN Human Rights Day Website: Ideas on Bringing the Campaign to Your Local Community:

<http://www.un.org/en/events/humanrightsday/2010/publicize.shtml>

UN Human Rights Day Website: History of Human Rights Quiz:

<http://www.un.org/en/events/humanrightsday/2010/test.asp>

Teachers Without Borders: Peace Education (Video):

<http://teacherswithoutborders.org/programs/core-programs/peace-education>

Institute for Humane Education: http://humaneeducation.org/sections/view/human_rights

Amnesty International's Human Rights Education Teaching Guides:

<http://www.amnestyusa.org/educate/teaching-guides/page.do?id=1102179>

Human Rights Watch Website: <http://www.hrw.org>

RELEVANT ARTICLES:

"Globalizing the Local: Activism to Promote Human Rights in the United States"

Written By: Margaret Huang, Director of the U.S. Program, Global Rights - Partners for Justice

<http://www.humanrightsproject.org/content.php?sec=essay&sub=global>

"Human Rights in Various Regions"

Written By: Anup Shah, globalissues.org

<http://www.globalissues.org/article/138/human-rights-for-all>

"Secretary of State Clinton Pushes Central Asia on Human Rights"

Written By: Andrew Quinn, Reuters

<http://www.reuters.com/article/idUSTRE6AT4LS20101130>

Indigenous Peoples' Month (January)

Indigenous populations are communities that live within, or are attached to, geographically distinct traditional habitats or ancestral territories, and who identify themselves as being part of a distinct cultural group, descended from groups present in the area before modern states were created and current borders defined. They generally maintain cultural and social identities, and social, economic, cultural, and political institutions separate from the mainstream or dominant society or culture.

POSSIBLE CLUB ACTIVITIES:



Peace Corps Challenge Online Game

<http://www.peacecorps.gov/kids>

Students navigate through the tiny town of Waznunu to solve problems of water contamination, sanitation and disease, microfinance, agriculture, agroforestry, education, and women's issues.

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Cultural Bias in Intelligence Testing

It is extremely difficult to develop a test that measures innate intelligence without introducing cultural bias. These tests draw on experiences found in many cultures. Many students have a middle-class background and may have difficulty appreciating the biases that are part of standardized intelligence tests because their own background does not disadvantage them for these tests. See how you and your friends perform on a test designed to measure intelligence (administered in an Australian indigenous community). What do you think—are "civilized" societies more intelligent? Or are the tests asking the wrong questions?

To take the Original Australian Test of Intelligence, visit:

<http://wilderdom.com/personality/intelligenceOriginalAustralian.html>

Suggested Time Frame:
- 20 minutes pre-discussion
- 20 minutes to take test
- 20 minutes to wrap up, discuss lessons learned



Host a Viewing of a Documentary concerning Native American groups and their rights

- "For the Generations: Native Story and Performance" is told through original performance footage and the artists' own words. The program explores health and fitness issues that plague Native youth on and off the reservations. Part performance, part behind-the-scenes footage and interviews, the documentary profiles the personal stories of the artists in their own words--weaving a narrative through the performances that lends gift and personality to the beautiful artistry showcased.

For more information, visit:

http://visionmaker.semkhon.com/product.asp?pf_id=FTGS-og-H&s=visionmaker#more

Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with pre-prepared





Suggested Time Frame:
 - 2 hours to watch
 - 30 minute discussion with pre-prepared

- The Native American Public Telecommunications organization has a number of educational documentaries available on their website for purchase. Alternatively, these documentaries periodically appear on Seattle’s PBS affiliate KCTS Channel 9. For a listing of films currently in broadcast, visit http://www.nativetelecom.org/napt_programs.

For KCTS broadcast schedule, visit: http://www.nativetelecom.org/napt_programs (this can be used to plan the date of a viewing event ahead of time)



Suggested Time Frame:
 - 2 hours to watch
 - 30 minute discussion with pre-prepared

- “Babies” is a documentary that simultaneously follows four babies around the world – from birth to first steps. The children are, respectively, in order of on-screen introduction: Ponijao, who lives with her family near Opuwo, Namibia; Bayarjargal, who resides with his family in Mongolia, near Bayanchandmani; Mari, who lives with her family in Tokyo, Japan; and Hattie, who resides with her family in the United States, in San Francisco. This video provides the opportunity to directly contrast cultures from around the world.

For more information, visit: <http://www.focusfeatures.com/babies>, sells for \$19.98; also available from OnDemand and Netflix



Suggested Time Frame:
 - 1 month advance make reservation
 - plan for a 4 hour block that includes transportation both ways and back

Tour the “Pacific Rim Cultures” exhibit at the University of Washington Burke Museum of Natural History

Guided tours are available for every age and intellectual interest. Museum docents offer the inside story on the collections, the museum’s fascinating history, and the many treasures on display. A docent-guided tour is a wonderful way to augment your study of the history of Indigenous groups in the Pacific Northwest, compare ideas, ask probing questions, and see the natural world from a different perspective.

For more information on Guided Tours, http://www.washington.edu/burkemuseum/education/tours_higher.php



Suggested Time Frame:
 - 2 weeks preparation/advertising
 - 2-3 hours for celebration itself

Indigenous Food Celebration

Every tribe has its own identity and culture, and a huge part of the formulation of that culture is food. Have each person in your club choose a tribe, specifically one indigenous to your particular area (or alternatively from cultures spanning the globe). Pick a day to have a food faire, and have each participant prepare a dish common to their tribe.

For information on specific tribes and their food selections in the state of Washington, visit: <http://www.nativetech.org/recipes/index.php>



RESOURCES:

WHO: Health of Indigenous Peoples:

<http://www.who.int/mediacentre/factsheets/fs326/en/index.html>

Health and Human Rights:

http://www.who.int/hhr/activities/indigenous_peoples/information-sheet-english-rev.pdf

Native American Public Telecommunications: <http://www.visionmaker.org/>

Indigenous Peoples in International Law, written by S. James Anaya available at:

<http://www.questia.com/read/90314443?title=Indigenous%20Peoples%20in%20International%20Law>

International Work Group for Indigenous Affairs: <http://www.iwgia.org/sw617.asp>

United Nations Economic and Social Council Resolution 1982/34 : APPENDIX 8

RELEVANT ARTICLES:

“Indigenous Day”

Written By: David Moyle

<http://www.indiancountrytoday.com/opinion/letters/Indigenous-Day-104713839.html>

“Saving North America's Sacred Sites”

Written By: Jordan Schertow

<http://www.guardian.co.uk/commentisfree/2010/oct/18/sacred-sites-native-american>

“Self Determination in Western Democracies: Aboriginal Politics in a Comparative Perspective”

Written By: Guntram F. A. Werther

<http://www.questia.com/PM.qst?a=o&d=6835964>

International Women’s Day (March 8)

Each year around the world, International Women's Day (IWD) is celebrated on March 8. Hundreds of events occur not just on this day but throughout March to mark the economic, political, and social achievements of women. Organizations, governments, and women's groups around the world choose different themes each year that reflect global and local gender issues.



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

POSSIBLE CLUB ACTIVITIES:

Women’s History in America Quiz Game

<http://quizzes.familyeducation.com/womens-history/suffrage/55545.html?detoured=1>

Find out how much you know about these fabulous females by taking this quiz from the **National PTA®**.

Every Mother Counts Toolkits

<http://everymothercounts.org/education>

Learn about maternal health issues worldwide, using the

"It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union." ~ Susan B. Anthony



Suggested Time Frame:
- 30 minutes to watch short video and discuss

toolkits available from Every Mother Counts. Fact sheets, film clips, and study guides are available for free online. Choose from four modules. After learning about the issues, students may choose to fundraise or do an awareness campaign on maternal health.



GumBeat

<http://gambit.mit.edu/loadgame/gumbeat.php>

Educational Issue: Human Rights

Description: In the world of GumBeat, players take the role of a defiant teenage girl who musters the courage to stand up against the oppressive government.

Developer: GAMBIT-MIT Lab

Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Paper the World, Poster your School!

Many of the most exciting events in history were initiated or aided by women. Put up posters around your school to educate the student body of some of these amazing women!

Ideas for Implementation: Hold a club meeting at which every person (or small groups of people) picks a famous or important woman in history. Provide poster board and pens, pencils, etc. and allow time for each person or group to complete their poster. This can also be done over numerous club meetings. When everyone is finished, have everyone find a visible spot on your campus to hang their posters for all students to see.

For basic information on various famous women, visit:

<http://teacher.scholastic.com/activities/women/>



Suggested Time Frame:
- 1 day before shop for necessary supplies
- 1 hour for poster design
- 14 minutes to put up posters

Host a Viewing of a Documentary Featuring a Global Female Role Model

- “Taking Root” tells the dramatic story of Kenyan Nobel Peace Prize Laureate Wangari Maathai whose simple act of planting trees grew into a nationwide movement to safeguard the environment, protect human rights, and defend democracy—a movement for which this charismatic woman became an iconic inspiration.

For more information, visit:

<http://takingrootfilm.com/purchase-institutional.htm>



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with pre-prepared questions

- “Mrs. Goundo’s Daughter” is the story of a young mother's quest to keep her baby daughter healthy and whole. It is also the story of the African tradition of female genital cutting, which dates back thousands of years—and how it affects people's lives in just two of the many places where the practice is being debated today.

For more information, visit:

<http://www.wmm.com/filmcatalog/pages/c757.shtml> (prices are negotiable for educational institutions and showings)



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with questions

- “A Powerful Noise” takes you inside the lives of three women - a girls' education crusader from Mali, an HIV-positive widow from Vietnam, and a peacemaking



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with questions

survivor of the war in Bosnia - who each overcome seemingly insurmountable odds to bring lasting solutions to their communities.

For more information, visit:

<http://www.apowerfulnoise.org/index.html>



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with questions

- “A Girl’s Life” is a new PBS documentary which takes viewers inside the lives of four teen girls as they face personal struggles with body image, cyber-bullying, gang violence and education. Girls entering adulthood in the next decade will see more opportunities than today’s women ever imagined. Will these girls stride confidently through newly opened doors, or are they destined to be stunted by societal messages that tell them females should be constantly agreeable, impossibly thin and sexy above all else? Rachel interviews parents, psychologists, teachers and social workers who are helping nurture girls into capable, resilient adults.

For more information, please visit:

<http://www.rachelsimmons.com/books-and-articles/a-girls-life/>



Suggested Time Frame:
- 2 hours to watch
- 30 minute discussion with questions

- Pray the Devil Back to Hell” chronicles the remarkable story of the courageous Liberian women who came together to end a bloody civil war and bring peace to their shattered country. A story of sacrifice, unity and transcendence, *Pray the Devil Back to Hell* honors the strength and perseverance of the women of Liberia. Inspiring, uplifting, and most of all motivating, it is a compelling testimony of how grassroots activism can alter the history of nations.

For more information, please visit:

<http://www.praythedevilbacktohell.com/index.php>



Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants

Eastside Domestic Violence Program

As a voice against domestic violence and an advocate for victims for more than 25 years, EDVP’s programs and services have provided more than 100,000 victims of abuse with a path from domestic violence to self-sufficiency. There are opportunities both to volunteer and to make donations (of both money and supplies).

Ideas for Implementation: Working in a domestic violence shelter in the state of Washington requires a certain amount of pre-arrival training. If that is an impossibility, host a fundraiser at your school to help offset costs for the EDVP Shelters. Alternatively, host a “necessities” drive where students can bring in toothbrushes, shampoo, and other healthcare products needed by the shelter to provide to their residents.

For more information, visit:

<http://www.edvp.org/GetInvolved/default.aspx>



Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants

United Nations Foundation Girl Up - Invest in a Girl Program

The United Nations Foundation’s Girl Up campaign gives American girls the opportunity to channel their energy and compassion to raise awareness and funds for programs of the United Nations that help some of the world’s hardest-to-reach adolescent girls. Through

Girl Up's support, more girls will become educated, healthy, safe, counted, and positioned to be the next generation of leaders. Campaign supporters are encouraged to give a "High Five" to girls in developing countries by donating \$5 or more to provide girls with such basic needs as access to school supplies, clean water, life-saving health services, safety from violence, and more.

For more information, visit:

<http://www.girlup.org/donate/>



RESOURCES:

UN Gender Equality News Feed: <http://www.un.org/womenwatch/ungen/>

UN Cyber School Bus IWD: <http://www.un.org/cyberschoolbus/womensday/index.asp>

The UN Works for People and the Planet:

<http://www.un.org/works/sub4.asp?lang=en&id=11>

United Nations Girl Up Program: <http://www.unfoundation.org/press-center/press-releases/2010/united-nations-foundation-launches-girl-up.html>

RELEVANT ARTICLES:

"World Bank Initiative Supports Adolescent Girls"

Hosted By: United Nations Radio

<http://www.unmultimedia.org/radio/english/detail/103385.html>

"Maternal Health Care in Ecuador's Amazon Saves Lives"

Written By: The UN Works

<http://www.un.org/works/sub3.asp?lang=en&id=67>

"Sex Survey for D.C.'s Middle Schoolers" (BLOG)

Written By: Aaron Morrissey

http://voices.washingtonpost.com/local-opinions/2010/10/sex_survey_for_dc_middle_schoo.html



World Read Out-Loud Day/ Children's Book Day (March 9, April 2)

World Book Day was designated by UNESCO as a worldwide celebration of books and reading, and is marked in over 100 countries around the globe. Since 1967, on or around Hans Christian Andersen's birthday, 2 April, International Children's Book Day (ICBD) is celebrated to inspire a love of reading and to call attention to children's books.

POSSIBLE CLUB ACTIVITIES:

Plan a Visit with a Local Elementary School

Communicate with Elementary School teachers in your area and see if you can bring a group of high school students to a younger class to read aloud. Perhaps even make it a weekly or monthly event. That way, the high school students can develop a relationship with a few of the younger students, and perhaps form a mentorship.

For a list of children's books to read, visit:

<http://www.worldbookday.com/pages/content/index.asp?PageID=41>

For a list of reading-themed online games, visit:



Suggested

Time Frame:

- 1 month
advance
contact school
- day of: plan
for 2-3 hour
block for
transportation
and event

<http://www.worldbookday.com/pages/content/index.asp?PageID=82>



Suggested Time Frame:

-1 month advance coordinate speaker
-30-60 minutes for presentation
-20-30 minutes of questions and discussion

Coordinate a Professional Author or Illustrator to Speak at Your School

Need a Speaker? Welcome to the Find a Speaker page. Search this database of speakers by Author Name, Illustrator Name, Book Titles, and Geographical Area. Some of the speakers may have uploaded video of their presentations so be sure to check them out!

Ideas for Implementation: Speakers can be appropriate for all ages, but your club could also combine this idea with the one above and have a speaker come present during a visit to an elementary school!

For information on how to locate speakers for school visits, visit:

<http://www.scbwi.org/Pages.aspx/Speaker-Bureau>

Did You Know...

...that in the United States, kids aged 9 to 14 spend only 1 percent of their time reading?

...and that annual health care costs are four times higher for individuals with low literacy skills?

www.hpb.com



Suggested Time Frame:

-allow 1-2 months for contact and development of relationship with HL, then make specific volunteering plans

Volunteer for HopeLink in Seattle

Hopelink offers an integrated array of programs that enable families in crisis to make progress toward and achieve self-sufficiency. Hopelink is one of 30 community action agencies in Washington State and over 1,000 in the nation. Washington State Community Action Partners (WSCAP) works to build healthy communities and eliminate poverty through a unified network of Community Action Agencies across Washington State. Through HopeLink, your club can make a direct connection with children with disabilities and aid them in their goal for self-sufficiency.

Note: only people 16+ can work directly with clients.

For more information, visit:

http://www.hope-link.org/about/community_action/



Suggested Time Frame:

-allow 1-2 months for contact and development of relationship with LS, then make specific volunteering plans

Volunteer for The Literacy Source in Fremont

Literacy Source – A Community Learning Center has provided adult literacy services since 1986. Our mission is to build a literate community and promote self-sufficiency by providing learner-centered instruction to adults in English literacy and basic life skills. We offer Adult Basic Education, English as a Second Language (ESL) tutoring and conversation classes, computer literacy, workplace skills, citizenship and civics classes, and an individualized adult high school diploma program.

For more information on volunteering with the Literacy Source Learning Center, visit:

<http://www.literacysource.org/volunteer.html> (donations are also accepted)



Suggested Time Frame:

-1-2 weeks preparation
-35 minute presentation
-allow 10 minutes for questions

Give a Presentation in Government (or History, etc.) classes on Goal 2 of the Millennium Development Goals: Universal Primary Education

While celebrating the benefits and joys of reading, it may also be appropriate to highlight the number of children in the world who do not have access to primary education and thus

remain illiterate. Ask your teacher if you can give a presentation to class about the current efforts to highlight this issue in the world and move towards equal access to education.

For background information on Goal 2 of the MDGs, visit:
<http://www.un.org/millenniumgoals/education.shtml> (Also See Appendix 9)



Suggested Time Frame:
- Preparation should begin 2 months in advance by talking to school administrators and sponsors

Hold a Book Drive at Your School

Talk to your school administrators about holding a competition between classes to see who can bring in the most books to donate. Keep track daily of classroom totals and maintain posters around the school grounds to keep kids motivated. At the end of the allotted time, announce the winner to the school. (Thought: perhaps design a prize of some kind for the winning class). When finished, donate the books to a worthy cause.

For information on donating books to "Books for Africa," visit:
<http://www.booksforafrica.org/books-computers/donate-books.html>
For information on donating books to organizations operating within the United States, visit:
http://www.pageahead.org/donate_current-book-drives.php



Suggested Time Frame:
- advertising and fundraising should begin 1 month in advance

Donate to the International Board on Books for Young People Children in Crisis Fund

The purpose of this fund is to provide support for children whose lives have been disrupted through war, civil disorder, or natural disaster. The two main activities that will be supported by the Fund are the therapeutic use of books and storytelling in the form of bibliotherapy, and the creation or replacement of collections of selected books that are appropriate to the situation.

For more information, visit:
<http://www.ibby.org/index.php?id=813>



Help Coordinate a Book Fair at your School or a Local Elementary School

To plan and coordinate a Scholastic Book Fair at a local school, visit:
<http://www.scholastic.com/bookfairs/contact/index.asp> and
<http://www.scholastic.com/bookfairs/contact/email.asp?mthyear=Dec2010>



Raise Funds to Donate to an Education-Themed Charity

You can choose from the following list of charities:
<http://www.compassionbb.org/solittle.html>
<http://www.literacysource.org/>
<http://worldvision.org/content.nsf/learn/ways-we-help-education>



Suggested Time Frame:
- This project will take considerable time and energy. Planning meetings should begin as soon as possible

Apply for a Youth Literacy Grant and Put It Into Action

Dollar General Literacy Foundation Youth Literacy Grants provide funding to schools, public libraries, and nonprofit organizations to help students who are below grade level or experiencing difficulty reading.

Ideas for Implementation: Try and develop a program in the Seattle area in which students can come for tutoring and/or reading help. Work with your teacher sponsor to coordinate

logistics, and when you have completed your plan—apply for the grant. See how many students you can help at one time!

For more information, visit:

http://www.dollargeneral.com/dgliteracy/Pages/youth_grants.aspx



Suggested Time Frame:
- 1 hour to watch documentary episode
- 30 minute discussion with pre-prepared questions

Host a Viewing of a Documentary on Access to Education

Part of PBS' WIDE ANGLE series, "Time for School" is a documentary that explores the challenges faced by seven children attending school in Afghanistan, Benin, Brazil, India, Japan, Kenya and Romania. The 12-year-long project offers viewers a glimpse into the lives of these extraordinary children and the economic and social obstacles they overcome to obtain an education.

For more information about the "Time for School" series, visit:

<http://www.pbs.org/wnet/wideangle/episodes/time-for-school-series/introduction/4340/>

RESOURCES:

Scholastic Global Literacy Campaign: <http://www.scholastic.com/readeveryday/index.htm>

United Nations Education for All: <http://www.unesco.org/en/efa>

Eg Initiative: <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all>

Global Literacy Foundation: <http://globalliteracy.org/>

Society of Children's Books Writers and Illustrators: <http://www.scbwi-washington.org/302/regional-programming.html>

List of further references: <http://www.tufts.edu/talloiresnetwork/?pid=135&c=60>

We Give Books Campaigns: <http://wegivebooks.org>

RELEVANT ARTICLES:

"Four Reasons We Need to Read to Our Kids"

Written by: Pam Allyn, *View from the Bay*

http://abclocal.go.com/kgostory?section=view_from_the_bay/parenting_babies&id=7297850

"Issues in Literacy Development"

Written by: John J. Pikulski and J. David Cooper

<http://www.eduplace.com/rdg/res/literacy/>

"Why Education?"

Global Campaign for Education, United States Chapter

<http://www.campaignforeducationusa.org/about/why-education>

World Health Day/ World Malaria Day (April 7, April 25)

Each year on April 7th, the world celebrates World Health Day. World Malaria Day is commemorated on the 25th of April. During this month, thousands of events around the globe mark the importance of health for productive and happy lives and work to reduce child mortality, improve maternal health and combat HIV/AIDS, malaria and other diseases are among the Millennium Development Goals, which all Member States have pledged to meet by the year 2015.

*World Health Day can be commemorated in a number of ways, especially as "health" incorporates so many factors. The following is a list of activity ideas that deal with one or more of the many definitions of "health."

POSSIBLE CLUB ACTIVITIES:



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Food Force (Virtual Games)

<http://www.food-force.com/>

*Need to download game

Educational Issue: World Hunger, Poverty

Description: Food Force is an educational action computer game that teaches kids about the problem of global hunger and importance of humanitarian aid work.

Developer: United Nations World Food Programme (WFP)



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Free Rice

<http://freerice.com/>

Educational Issue: Poverty, Vocab games (includes Spanish and other languages)

Description: Free rice is a free online vocabulary game that donates 10 grains of rice to the World Food Programme for every correct answer. WFP distributes the rice to hungry people all over the world.

Developer: United Nations World Food Programme, Berkman Center for Internet and Society at Harvard University

Every year, malaria causes
African countries
\$12,000,000
in direct economic losses.

<http://www.who.int/mediacentre/factsheets/fs094/en/>



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Peace Corps Challenge Online Game

<http://www.peacecorps.gov/kids/>

Educational Issue: Water Contamination, Sanitation and Disease, Microfinance, Agriculture, Agroforestry, Education, and Women's Issues

Description: Students navigate through a tiny town of Wazunu to solve problems

Developer: Peace Corps



Suggested Time Frame:
- 45 minutes to play
- 15 minute discussion

Stop Disasters – International Strategy for Disaster Reduction (ISDR)

<http://www.stopdisastersgame.org/>

Educational Issue: National Disasters and Evacuation Planning, Urban Planning, Climate Technology

Description: The game aims to teach children how to build safer villages and cities against disasters. They will learn how location and construction materials for houses can make a difference when disasters strike and how early warning systems, evacuation plans, and education can save lives.

Developer: PlayerThree



Suggested Time Frame:

- 45 minutes to play
- 15 minute discussion

Nothing But Nets

<http://nothingbutnets.net/>

Educational Issue: Malaria in African Countries

Description: This game aims to help reduce and stop malaria in Africa, and provides education on social issues, malaria, and bed nets in Uganda, Sudan, Kenya, and Tanzania.

Developer: Nothing But Nets Campaign

Suggested Time Frame:

- Approach administrators 2-3 months in advance
- Organize committee, hold weekly coordination meetings

Plan a "Day of Exercise" at Your School

Ideas for Implementation: Health is measured by a number of factors, one of which is physical well-being. With the help of school teachers and administrators, plan a day at your school that is dedicated to being physically healthy. Hold classes outside, organize class sports games, or coordinate lesson plans that involve physical activity. Ask your social studies teacher if your class period that day can be dedicated to a walking tour of the neighborhood and discuss the history and evolution of the area. Plan a run/walk-a-thon and ask students to gather monetary pledges or donations to be later donated to the health-themed charity of your club's choice (or even your own school's health and fitness programs).



Suggested Time Frame:

- Book the school auditorium 2 hours to watch
- 30 minute discussion with pre-prepared questions

Host a Viewing of a Health-Related Documentary

"King Corn" is a feature documentary about two friends, one acre of corn, and the subsidized crop that drives our fast-food nation. In "King Corn," Ian Cheney and Curt Ellis, best friends from college on the east coast, move to the heartland to learn where their food comes from. With the help of friendly neighbors, genetically modified seeds, and powerful herbicides, they plant and grow a bumper crop of America's most-productive, most-subsidized grain on one acre of Iowa soil. But when they try to follow their pile of corn into the food system, what they find raises troubling questions about how we eat—and how we farm.

For more information on renting, purchasing, or viewing this film, visit:

<http://www.kingcorn.net/>

Plan a Field Trip to the Gates Foundation Visitor Center

The new campus will feature an 11,000-square-foot visitor center open to the public. The center will be a window through which the public can see and learn about the foundation's work and its efforts to help people around the world live healthy and productive lives. Visitors can expect: interactive exhibits that tell compelling stories of the work of our grantees and partners, an experience that is optimistic and encourages both reflection and action, and access to information about causes that match the passions and circumstances of visitors

For more information, visit:

<http://www.gatesfoundation.org/500-Fifth/Pages/visitor-center-of-our-new-campus.aspx>

(**the center should be open by the start of the 2011 school year)

Suggested Time Frame:

- Send out flyers 2-3 weeks in advance
- Day of: Plan on arriving 1-2 hours early for set up and staying an hour late for clean up



Suggested Time Frame:

- Hold a planning meeting to discuss fundraising ideas, then allow a month to execute before donating profits

Plan a Healthy Potluck

America has a growing obesity problem. Plan a day or meeting when everyone brings in something healthy to munch on together.

Ideas for Implementation: Assign everyone a different vegetable and challenge them to design and bring in a tasty, healthy dish involving that vegetable. Offer prizes for the best dishes! For ideas and recipes for vegetable dishes, visit:

http://www.eatbetteramerica.com/Recipes/sides/vegetables.aspx?WT.mc_id=paid_search_200300_636117&WT.srch=1&esrc=11214&gclid=CKr7-r7co6UCFQdMgwodDk3jHA
or: <http://www.bellybytes.com/recipe/vegetable/>

Donate to NetsforLife Africa

NetsforLife® successfully brings together the comprehensive and complementary strengths of corporations, foundations, NGOs and faith-based organizations invested in Africa.

NetsforLife® works to instill a “net culture”—a community-wide understanding of the protective value of nets and the right way to use and maintain them.

Ideas for Implementation: Host a fundraiser that focuses on health issues in Africa, specifically malaria. Perhaps have an OpenMic night, where different people perform versions of the song “Redemption Song,” by Bob Marley. Charge for admission, collect the profits, and donate them to NetsforLife.

For more information, visit:

<http://www.netsforlifeafrica.org/who-we-are>

RESOURCES:

World Malaria Day Site: <http://www.rbm.who.int/worldmaliaday/>

CDC Helps Count Malaria Out: <http://www.cdc.gov/features/worldmaliaday/>

World Health Day 2011 Facts & Previous WHD Programs:

<http://www.who.int/world-health-day/en/>

1000 Cities – 1000 Lives Campaign: Examples of what cities can do to promote World

Health Day: <http://1000cities.who.int/page/what-can-a-city-do-for-world>

WHO World Data and Statistics: HIV/AIDS: <http://www.who.int/hiv/data/en/index.html>

RELEVANT ARTICLES:

“The State of the World’s Children”

Written By: United Nations Children’s Fund

<http://www.unicef.org/sowc/index.html>

“The Global Spread of Malaria in a Future, Warmer World”

Written By: David J. Rogers and Sarah E. Randolph, *SCIENCE Magazine*

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.76.2033&rep=rep1&type=pdf>

“The Global Distribution and Population at Risk of Malaria: Past, Present, and Future”

Written By: Simon Hay et. al, University of Florida

http://www.clas.ufl.edu/users/mbinford/GEOXXXX_Biogeography/2010_literature_summaries_by_students/Paper_5/Flakner_paper.pdf

Earth Day (April 22)

Earth Day marks the anniversary of the birth of the modern environmental movement in 1970. It is a day intended to inspire awareness and appreciation for the Earth's natural environment. Earth Day was founded by United States Senator Gaylord Nelson as an environmental teach-in first held on April 22, 1970. While the first Earth Day was focused on the United States, an organization launched by Denis Hayes—the national coordinator in 1970—took it international in 1990 and organized events in 141 nations.

POSSIBLE CLUB ACTIVITIES:



Suggested Time Frame:

- Book the school auditorium 2 hours to watch
- 15 minute introduction and pre-discussion
- 20 minute discussion after with pre-prepared questions

Host a Viewing of The Story of Stuff Project's Films

The Story of Stuff Project was created by Annie Leonard to leverage and extend the Story of Stuff film's impact. It amplifies public discourse on a series of environmental, social, and economic concerns and facilitates the growing Story of Stuff community's involvement in strategic efforts to build a more sustainable and just world.

Ideas for Implementation: As a club, watch all five videos. Then break into five groups and divide up the films. Each group should identify the most important facts of their respective film, and then design a poster representing it. Put these posters up around the school to share the information with fellow classmates.

For more information about The Story of Stuff and its films, visit:

<http://storyofstuff.com/>



Suggested Time Frame:

- 30 minutes to explore website, sign petition
- 30 minute discussion

Electronics Take Back Coalition

Even though some electronics companies market "green" products, this industry has a long way to go before it can be called "green." We need to let these companies know that we expect them to do better, and to give us genuine "green" options. Through this website you can send an email to two computer giants - Acer and Lenovo - and tell them you want them to redesign their products to make them safe, make them last, and take them back for responsible recycling.

For more information, visit:

http://org2.democracyinaction.org/o/6882/p/dia/action/public/?action_KEY=4550

Suggested Time Frame:

- The time frame for an event like this will vary according to the number of events and participants

Participate in a Conservation Project with Teens for Planet Earth

A service-learning project can really help your local environment and the Earth. It could inspire others to take action, too, especially if you receive one of the many awards that are available to you. If you haven't decided what your project is, use the fun interactives available on this website to help you choose a project and then create an action plan. Join Teens for Planet Earth and get started saving the planet!

For more information and help choosing a conservation project, visit:

<http://teensforplanetearth.ning.com/page/choose-one>

Suggested Time Frame:
- contact EarthCorps and ask for a list of volunteer dates
-Day of: allow 4-5 hours total, including transportation and activity

Volunteer with EarthCorps

Volunteering is a great way to get involved in your community and to make new friends. EarthCorps provides volunteer opportunities for individuals and/or groups to work on trails, remove invasive plants, and plant native species. EarthCorps supplies gloves, tools, water, light refreshments and a talk that covers safety, the park you are working in, forest structure, environmental restoration, and the overview of the project.

For more information on volunteering, visit:

<http://www.earthcorps.org/volunteer.php>

**To add an international component, ask an EarthCorps International Environmental Leader to come speak at your event! Visit for more details:

<http://www.earthcorps.org/international.php>

Suggested Time Frame:
-contact Tilth to ask about potential volunteering dates
-Day of: Plan for 4 hours of activity, including transportation

Volunteer for Seattle Tilth as a Children's Garden Volunteer Naturalist

Volunteer with groups of children as they engage all their senses through exploration and hands on activities in the Seattle Tilth Children's Garden at the Good Shepherd Center. On Earth Steward Garden Tours, we taste herbs and flowers, touch the soft and the prickly, dig in the soil to discover compost critters and create opportunities for children to discover the unexpected delights of gardening.

For more information and an online volunteer application, visit:

<http://seattletilth.org/get-involved/volunteer/childrens-garden-volunteers/CGvolunteer>

Plan an "Appreciating the Earth" Field Trip

For Earth Day this year, take your club somewhere where they can be inspired by what the Earth has to offer. Here are some ideas:

Suggested Time Frame:
- contact in advance for ticket deals
-plan for 4 hour trip, including transportation

- **Pacific Science Center's Tropical Butterfly House:** Their goal in creating this 4,000 square foot exhibit was to build an immersive exhibit that would provide a glimpse into a part of the world very unlike Seattle -- a warm, sunny place where colorful butterflies are active 365 days a year. They are proud to participate in the positive economic, cultural, and environmental impacts butterfly farming makes throughout the world.

For more information, visit: <http://www.pacsci.org/butterflies/>

Suggested Time Frame:
- contact in advance for ticket deals
-plan for 4 hour trip, excluding transportation

- **Earth Sanctuary:** Visit Earth Sanctuary on Whidbey Island. It is open every day of the year, rain or shine, during daylight hours. Earth Sanctuary combines exemplary ecology with art and spirit to create a sanctuary for birds and wildlife and a peaceful place for personal renewal and spiritual connection. There is normally a \$7 fee but it could be lowered for school groups.

For more information, visit: <http://www.earthsanctuary.org/>

**Suggested
Time Frame:**
- 15-20
minutes of
screening
- 20-30
minutes of
crafts
- 10 minutes
for clean up

Visit a Local Elementary School and Help Teach About Earth Day and Conservation

Team up with a local Elementary School class, perhaps the 3-5th grade. Together, watch Disney Pixar's Wall-E or clips from it. Afterwards, in small groups or as one large group, try and discuss what the movie's message is about the Earth. Then, split into table groups and do a recycling themed art project to keep the kids engaged. In addition, look through the "Portraits of Consumption" photos presented by Chris Jordan. Talk about the implications of waste in America, and what students as individuals can do about it.

For Chris Jordan's photographs, visit:

<http://fastcompany.com/pics/portraits-consumption-visualizing-statistics-waste-america>

For ideas on Earth Day Arts and Crafts, visit:

http://crafts.kaboose.com/holidays/earth-day/earth_day_crafts.html

RESOURCES:

Oil Spill in the Gulf Curriculum: http://www.eeweek.org/oil_spill.htm

Environmental Education Curricula Library:

http://www.eeweek.org/resources/curricula_library.htm

Teens for Planet Earth: <http://www.teensforplanetearth.org/>

Environmental Protection Agency Earth Day Site: <http://www.epa.gov/earthday/>

EnviroLink Earth Day Resources: <http://earthday.envirolink.org/organizers.html>

Earth Day Network Lesson Plans: <http://files.earthday.net/lessonplans>

Earth Day Television: <http://earthdaytv.net/>

RELEVANT ARTICLES:

"10 Simple Things You Can Do to Make the Puget Sound a Better Place Right Now"

<http://pugetsound.org/act/citizen/simplethings>

"Forest Monitoring Team Helps Shape the Future of Seattle's Urban Forest"

Written By: Patrick Robinson, *West Seattle Herald*

<http://www.westseattleherald.com/2010/09/18/features/forest-monitoring-team-helps-shape-future-sea>

"Sustainism: It's Got A Name, Now Do It"

Written by: Alice Rawsthorn, *New York Times*

http://www.nytimes.com/2011/01/10/arts/10iht-design10.html?_r=1&ref=environment

Suggested Time Frame for all GYSD Activities:
- Contact organization 2-3 weeks in advance
- 2-4 hours of volunteering on site
- At next club meeting, each member gives a short presentation on what they did and how the experience affected them

Global Youth Service Day (April 15-17)

Global Youth Service Day (GYSD), originally launched and known as National Youth Service Day in the United States, is a coordinated annual event which gathers young people around the world in conducting community service, service learning, and youth voice activities that benefit their communities, their countries, and the world.

POSSIBLE CLUB ACTIVITIES:

**Note! Any activity listed previously in this packet would also work for Global Youth Service Day, but here are a few more to try! Visit: <http://gysd.org> to register your project and be counted. You will also find ideas and resources for planning a service project. Students can also "like" GYSD on Facebook to get updates and ideas.

Volunteer for Art With Heart

Art with Heart creates and distributes therapeutic books and offers supportive trainings that are aimed at helping high-risk children and youth learn to manage their emotions and stress, and express their needs in healthy ways. Connect with your local community and represent Art with Heart by visiting nearby children's hospitals, clinics, youth organizations, schools, and bookstores.

For more information, visit:

<http://artwithheart.org/help/>

Be a Warehouse Assistant for Treehouse

Help out in The Warehouse, a free store where foster kids and families shop for new and like-new merchandise (clothing, books, toys, accessories, and more). Volunteers sort, tag and organize donations; help at the register; stock the store; and work on special projects. *Must be contacted in advance.

For more information, visit:

http://www.treehouse4kids.org/get-involved/volunteer/current_opportunities

Tutor an Elementary School Student with Team Read

Team Read's mission is to deliver a proven replicable K-12 model to ensure reading success for struggling readers through the use of peer tutors. Team Read is an innovative after-school tutoring program that develops the reading skills of at-risk 2nd and 3rd grade students through year-long tutoring by teen tutors.

For more information, visit:

<http://www.teamread.com/index.php?p=Volunteers&s=6>

Volunteer for Northwest Harvest

As the state's first food bank distribution center to focus on fresh produce, Northwest Harvest has decades of experience in promoting healthy eating while reducing hunger. You'll take fresh product and clean it, cut it, cook it, and can it. A brief training on safety, sanitation, and canning will be provided. They will supply all of the materials needed and lunch.

For more information, visit:

<http://www.northwestharvest.org/Volunteer.htm>

Work With the Seattle Youth Volunteer Corps on a Current Project

YVC, a program of Camp Fire USA, engages teams of youth age 11-18 in service opportunities that meet community needs and are educational, challenging, and fun. All YVC projects are free. Learn about issues in your community. Whether it's painting a mural or organizing a canned food drive, you can always find a project you're interested in or create your own.

For more information, visit:

<http://www.campfire-usa.org/YVC/>

Volunteer as a Club for Solid Ground

Solid Ground is dedicated to achieving a just and caring community free from poverty, prejudice, and neglect. Solid Ground has more than 25 different programs that rely on volunteers. They can accommodate any schedule or commitment length.

For more information, visit:

<http://www.solid-ground.org/GetInvolved/Volunteer/Pages/default.aspx>

Volunteer with Seattle Lighthouse

The Seattle Lighthouse is a private, not-for-profit agency providing employment, support, and training opportunities for people who are blind, Deaf-Blind, and blind with other disabilities. Help with our garden restoration effort. We are in the fourth stage of rejuvenating our fragrant garden designed expressly for people with visual disabilities.

For more information, visit:

<http://www.seattlelighthouse.org/volunteer.html>

Volunteer with TeamWorks

Lend a helping hand in your community and meet new people while learning about the issues impacting your community and the organizations that address those issues. You can do something to make a difference. You can sign up individually or in groups.

For more information, visit:

http://www.seattleworks.org/AboutUs/index.php/TW/tw_intro.html

RESOURCES:

Global Youth Service Day Resources: <http://gysd.org/resources>

Go To Service Learning: <http://www.gotoservicelearning.org/>

Learn and Serve America in Washington:

http://www.learnandserve.gov/about/role_impact/state_profiles_detail.asp?tbl_profiles_state=WA

Seattle.gov for Teens: <http://www.seattle.gov/parks/teens/programs/servicelearning.htm>

The Rainier Valley Neighborhood Web Portal:

http://www.therainiervalley.com/community_services.html

King County's Online Referral Database:
<https://volunteer.truist.com/uwkc/volunteer/news/seattle-works>

RELEVANT ARTICLES:

"Lebanon's Young People Encouraged to Participate in Global Youth Service Day"

Written By: Simina Sikimic, The Daily Star Lebanon

http://www.dailystar.com.lb/article.asp?edition_id=1&categ_id=1&article_id=124632#axzz1E98YaTnj

"Groups Receive Funding to Deal With Childhood Obesity"

Written By: News Release, Inside Indiana Business

<http://www.insideindianabusiness.com/newsitem.asp?ID=46116#middle>

"Seattle University Students Collaborate with International Community Members"

Written By: Cameron Drews, Seattle University Spector

<http://www.su-spectator.com/features/seattle-university-students-collaborate-with-international-community-members-1.1958291>

World Fair Trade Day (May 14)

World Fair Trade Day (WFTDay) is an initiative of the World Fair Trade Organization and is being supported by thousands of citizens, Fair Trade Organizations, social and environmental movements, producers, and consumers all around the planet. Local authorities, national governments, and multilateral institutions have been supporting Fair Trade for several decades now.

POSSIBLE CLUB ACTIVITIES:

Suggested Time Frame:
- 30 minutes to play
- 15 minute discussion



Suggested Time Frame:
- The time frame for an event like this will vary according to the number of events and participants

Bonkers for Bananas!

<http://www.oxfam.org.uk/coolplanet/kidsweb/banana/index.htm>

Educational Issues: Free Trade

Description: Bananas are eaten all over the world. Follow a banana from the Windward Islands in the Caribbean to a supermarket in the UK (and more!)

Developer: Oxfam

Hold a Fair Trade Coffee Sale or Fundraiser at Your School

In the past, Seattle has hosted a "Coffee Hour" to celebrate WFTD—you can create a mini Coffee Hour in your school! You can hold a fundraiser in which you sell fair trade products, either in advance or on-site! There are a number of ways to go about this and organizations that can help. Here are a few:

- Grounds For Change: <http://www.groundsforchange.com/learn/index.php?>
- Equal Exchange Coop: <http://www.equalexchange.coop/fundraiser>

The vast majority of fair trade consumers are women ages 30-50, and college students

<http://www.handmadeexpressions.net/pages/fair-trade->



- Buy Well Coffee: <http://buywellcoffee.com/giving.html>

Suggested Time Frame:
Take orders 2 weeks in advance of delivery. Make posters and campaign around school to raise awareness

Host a Fair-Trade Fundraiser by Selling Chocolate

A CRS Raise Money Right Fair Trade chocolate fundraiser helps your community raise funds while helping cocoa farmers around the world have a better life. Selling Divine Chocolate (\$1,000 worth), your fundraising margin could reach 40%. Donate the proceeds to an organization that supports Free Trade cocoa farmers.

For more information, visit:

<http://www.crsfairtrade.org/products/chocolate-overview/fundraise-with-chocolate/>

Suggested Time Frame:
-Coordinate with teachers
1-2 weeks in advance
-Plan for 3 hours total activity time

Visit a Local Elementary School and Help Teach About Fair Trade Chocolate

Some folks at NYU have put together this picture book that helps 3-5th graders understand the process of making chocolate and the issues facing cocoa farmers. Speak to a teacher in advance and coordinate curriculum.

For a PDF file of the picture book, visit:

<https://files.nyu.edu/fm812/public/documents/ChocolateBookK2.pdf>

Suggested Time Frame:
- The time frame for an event like this will vary based on coordination and research

Prepare a Presentation for a Social Studies, Geography, or International Relations Class on the Issues Associated with Fair Trade in the Pacific Northwest

The 1999 World Trade Organization Conference in Seattle put Washington at the center of a growing debate on international trade issues. Prepare a Power Point presentation on the background of the idea and its current implementations. How is Seattle involved? Why is it important?

For useful background information, visit:

<http://www.globalissues.org/article/46/wto-protests-in-seattle-1999>

Suggested Time Frame:
- 1 hour to watch
- 30 minute discussion with pre-prepared questions

Host a Viewing of a Fair Trade-related Documentary

- “Black Gold” follows Tadesse Meskela, the leader of an Ethiopian coffee cooperative, on his travels through Africa and around the world seeking a fair price for the coffee grown by cooperative members before they are forced to declare bankruptcy. Meskela travels to London and Seattle in an attempt to find a coffee buyer willing to pay a fair price, while the film documents the enormous power of world coffee traders and the double-dealing of trade ministers during World Trade Organization talks.

For more information about “Black Gold” and how to attain it, visit:

<http://www.blackgoldmovie.com/>

Suggested Time Frame:
- 1 hour to watch documentary
- 30 minute discussion with pre-prepared questions

- “The Dark Side of Chocolate” goes undercover to Mali and Cote d’Ivoire to document child trafficking, forced labor, and other forms of child labor that should have been eliminated under the Cocoa Protocol signed by major chocolate industry groups in 2001. It also shows footage of major chocolate company executives in Europe uninterested in the transgressions and solutions presented by the film.

For more information, visit:

<http://www.greenamerica.org/programs/fairtrade/MovieScreening.cfm>

Suggested Time Frame:
- 1 hour to watch
- 30 minute discussion with pre-prepared questions

Suggested Time Frame:
- The time frame for an event like this will vary based on coordination and research

- “China Blue” follows 17-year-old Jasmine and her friends as they work around the clock in a blue jeans factory in southern China. The documentary exposes the harsh conditions Jasmine and other factory workers face and the meager wages they earn compared to their counterparts in developed countries.

For more information, visit: <http://www.pbs.org/independentlens/chinablue/>

Research Free Trade and its Connection to Modern Slavery

Free Trade discussions often bring up the issue of modern slavery or forced labor. Using Amnesty International’s “Human Rights in Curriculum” packet, prepare a short presentation that can be given to Social Studies classes in your school. Follow it up with a Free Trade chocolate sale.

For more information on Amnesty International’s resources, visit:

http://www.amnesty.org.uk/uploads/documents/doc_18561.pdf

RESOURCES:

Fair Trade School Activities Suggestions: <http://www.fairtradeschools.org/activities/>

Fair Trade Resource Network: <http://www.fairtraderesource.org/link-up/events-calendar/>

List of Fair Trade-Related Films: <http://www.fairtraderesource.org/learn-up/fair-trade-films/>

Fair Trade Federation Facts and Figures:

<http://www.fairtradefederation.org/ht/d/sp/i/197/pid/197>

World Fair Trade Organization: <http://www.wfto.com/>

Sports-Themed Fair Trade Curriculum:

<http://fairtradesports.files.wordpress.com/2010/12/curriculum-secondaryschool-public-teachersnotes-fairtradesports.pdf>

Charter of Fair Trade Principles:

http://www.wfto.com/index.php?option=com_content&task=view&id=1329&Itemid=293

RELEVANT ARTICLES:

“10 Easiest Ways to Cut Your Energy Use in Half”

<http://www.greenamerica.org/pubs/greenamerican/articles/NovDec2010/10Ways.cfm>

“Free Trade and Globalization”

<http://www.globalissues.org/issue/38/free-trade-and-globalization>

“How Fair is Fairtrade?”

Written by: Brandon O’Neill, BBC News UK Online

http://news.bbc.co.uk/2/hi/uk_news/magazine/6426417.stm

Fundraising Ideas

1) GENERAL FUNDRAISING:

Here are a couple of websites that might help with general fundraising ideas. They will give you links to companies that help you do things like candy sales, discount card sales, etc. as well as ideas like bake sales and carwashes. Just do a Google search for “high school fundraisers” and you will discover many sites like these. Check with a teacher to be sure any company you choose to work with is reputable. You can also ask the World Affairs Council and we can give input about specific websites or companies.

<http://www.fundraiserhelp.com/top-five-fundraisers.htm>
<http://www.easy-fundraising-ideas.com/>

You can also take advantage of any skills or talents that you and your friends or club members have. For example, do you like art projects? Try making and laminating bookmarks to sell. Endangered animal bookmarks could help raise a bunch of money for World Wildlife Fund. If you like cooking, have a soup supper or a bake sale. If you are athletic, have a walk-a-thon or some other sporting event. Think about what you and your friends like to do so that you can make it fun. I would also suggest talking to teachers, especially club advisors, at your school since they will likely know some of the specific pros and cons of different ideas within your school context.

2) FUNDRAISING FOR A SPECIFIC CHARITY OR CAUSE:

If you want to raise funds for a charity or a cause, then I would encourage you to be creative and think about how the activity can relate to the cause. For example, on the Water 1st website, they have some ideas like: **Drink Water Day** – Give up all drinks apart from water for the day and donate any money that you would have spent on tea, coffee, or carbonated drinks to Water 1st. http://www.water1st.org/involved/curriculum_project_ideas.html

These types of fundraisers are particularly effective because you can educate people about an important issue while simultaneously raising funds. The World Affairs Council can help by photocopying Fact Sheets that you might hand out to people who participate or donate (such as “Facts about World Hunger”).

REMEMBER: You don’t have to have a huge event or raise a large sum of money. Every little bit counts! And, perhaps more importantly, you will be gaining leadership experience that you can build on in college and beyond. For more information on how to mount a fundraising campaign and SPECIFIC ideas for fundraisers, visit <http://www.delicious.com/gyli>.

What steps do you need to take to hold an event or fundraiser?

Steps to Holding a Successful Fundraiser or Event:

1. *Purpose:* Before holding any event, you must first decide what the goal is. Do you want to fundraise for an organization? What organization or cause are you fundraising for? Do you want to raise awareness about an issue? Maybe you want to do both.
2. *Set a Goal:* How many people do you want to bring awareness to? What is the dollar amount you want to raise? This is a key step. Setting a specific goal can energize your team!
3. *Select a Method:* How will you raise funds or awareness? Will you use ticket sales, donations, or food sales? Will you pass out flyers, book marks, or show a film? Remember that if you want to host a speaker, the World Affairs Council can help, but be sure to plan months in advance (see next section).
4. *Set a Budget:* Most events have start-up costs, whether it's a car wash, bake sale, or run/walk. How much money are you and those you are working with willing to initially put in? What will it cost to hold and to advertise the fundraiser? Does your school provide any funds? Remember to consider the cost of food, printing and photocopying, making or purchasing items to sell, etc.
5. *Organize:* Now it's time to plan the event. This includes setting a date, time, and location. Will there be food? Do you need any technology such as a projector? Write an agenda or plan that outlines how much time you will use for each part of your event.
6. *Market:* Time to spread the word! How will you advertise your event? Facebook? Flyers around school? Will you contact local news agencies or newspapers? Choose multiple methods! Remember to use word-of-mouth. Telling friends you're going and would like them to come, too, is the most powerful method.
7. *The Event:* The day is here! If you're doing a fundraiser, it's a good idea to pass out flyers about the cause you are raising money for. This can be as simple as passing out half sheets with quick facts or statistics about the issue. If you are raising awareness about an issue, be sure to let people know how they can help. Lastly, don't forget to thank all those who attend!
8. *After the Event:* Be sure to clean up thoroughly and return any borrowed items. Write thank you notes to people who helped make the event happen. Let them know they made a difference by going back to your goal. An example would be: "We surpassed our goal of raising \$300 for clean water, and we couldn't have done it without you!" Make sure to revisit your goal for the event as well as your personal leadership goals. As a team, reflect on what you learned, what you would do the same/differently if you were to do it again, and what challenge you'd like to take next.

NOTE: Be sure to get feedback from your teacher or club advisor for various steps as you plan your event.

NOTE: Some organizations such as Oxfam and Nothing But Nets provide tools & resources for events and fundraisers. Look online and E-mail Laura for links (ladriance@word-affairs.org).

APPENDIX 1 PEOPLE BINGO

I have volunteered in a peace effort before	My family has been personally affected by a global conflict	I have citizenship in a country other than the United States	I think peace is possible
I have a friend who was born in another country	I speak more than one language	I voted (or plan to vote) in the (next) election	Global affairs are very important to me
I know how many active wars are going on in the world right now	I love to travel, my favorite country is _____	I think soccer (futbol) will someday bring the whole world together in peace	I have a passport
The global issue I know the most about is...			

APPENDIX 2

WE THE PEOPLES

PART ONE: Start this activity by asking everyone to write down the first 5 words that come to mind when they hear the words “**United Nations**.” Then, ask them to write down the five words that come to mind when they hear the word “**peace**.” Discuss how the United Nations is related to world peace, and what it should or should not be doing to facilitate it.

When finished, read this selection from the UN Charter, Article 1:

We the peoples of the United Nations determined:

To save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in equal rights of men and women, and of nations large and small, and

To establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and

To promote social progress and better standards of life in larger freedom

Discuss: How does the United Nations view its role in peacekeeping as compared to yours?

PART TWO: Give everyone a blank piece of paper. Then read aloud:

“Adlai Stevenson, who was governor of Illinois, a candidate for president, a diplomat, and the United States permanent representative to the United Nations once said: “We do not hold a vision of a world without conflict. Conflicts shall always bug the human race. We do hold a vision of a world without war. And this inevitability involves an alternate way of dealing with conflict.”

Each person should write down or draw his or her vision of a world without war. Be specific. Don’t worry about consequences. The words to be used are: “I can see _____, I can imagine _____.” Title these drawings “A Vision for Peace” and have people present if comfortable, then display around the room.

APPENDIX 3

MAP INSTRUCTIONS

- 1) Each student's name will be put into a hat.
- 2) An instructor will pick students names from the hat in pairs. Please go and sit next to your partner.
- 3) Once everyone is paired up, you will have 5 minutes to introduce yourselves. Please learn at least the following things about your partner:
 - a. Their name
 - b. Their school
 - c. One country in the world that your partner feels connected to. It could be a place they have visited, a country their family is from or has lived in, a country they would love to visit, etc. Remember both the country they chose, and why they chose it.
- 4) After the 5 minutes are up, pairs will take turns introducing each other to the rest of the class. You will state your partner's name, their school, and what country they feel connected to and why. Find your partner's country on the world map and mark it with a pushpin that has your partner's name written on it.
- 5) Listen respectfully as the other students are introduced.

APPENDIX 4

HELLO IN DIFFERENT LANGUAGES INSTRUCTIONS

- The goal of this activity is to heighten cross-cultural awareness, celebrate cross-cultural knowledge, and to say "hello" in many different languages.
- This can be used a fun, warm-up, get-to-know-you activity with a cross-cultural theme.
- Within a group, you may be surprised how much knowledge there is of different languages for basic phrases.
- Optional: Ask participants to see if they can guess how many people there are in the world and how many different languages are spoken. (There are ~2800 languages and ~6 billion people. If an equal number of people spoke each language, that would be ~2 million people per language. You might relate this to local city/town size.).
- Challenge the group to come up with as many different languages for "hello" as possible. When somebody volunteers (e.g., Bonjour!), make sure they say it or repeat it clearly for the rest of the group who then repeat.
 - Alternatively: Break into small groups and compete to see how many forms of "Hello" each group can brainstorm. They must know the language they are referencing as well.
- Optional: Before people start making suggestions, ask the group to have a guess how many collective languages the group will be able to come up with. Don't allow discussion - just do a quick whip around each person's guess and take a rough average - that's the group's estimate.
- The group leader writes all forms of "Hello" on the whiteboard/chalkboard
- Was the final number of "hellos in different languages" close to the group's guess? If the group underestimated, they may not realize the knowledge within the group that might be used to their advantage. If the group's guess was an overestimate, why did they overestimate their knowledge resources? Discuss.
- Optional - to make more difficult or to add variation, try asking for these basic phrases:
 - Hello...Goodbye
 - Hello, My name is...?
 - Hello, How are you?
 - Yes...No
 - Please...Thankyou
 - Do you speak English?
 - Numbers 1-5 or 1-10
- Optional, but recommended - have a list of hello in lots of different languages from which you can read out. This is especially useful for groups who don't know many different languages, as well as to learn, have fun, and illustrate the range of different languages.

Taken From: <http://wilderdom.com/games/descriptions/HelloInDifferentLanguages.html>

Arabic a'alaykum ah ah-LAY-koom	Al Salaam Ahl sah-LAHM	Hebrew Sha-LOHM	Shalom	Polish Chesht	Czesc
Armenian Bar-ev	Barev	Hindi Nah-mah-STAY	Namaste	Portuguese Oy	Oi
Bulgarian ZZ-DRA-veyt	Zdraveite	Hungarian ZEE-yah	Szia	Romanian BOO-nuh ZEE-wa	Buna ziua
Cantonese Nay Hoe	Nei Hou	Icelandic Hal-lo	Hallo	Russian ZzDRAST-voyt-yah	Zdraustvuite
Cherokee Oh-see-YOH		Indonesian kum Ahl sah-LAHM ah-LAY-koom	Assalamu alai	Samoan Tah-lo-fa la-va	Talofa lava
Croatian BOhk	Bok	Italian Bwohn JOR-noh	Buon giorno	Serbian ZDRAH-vo	Zdravo
Czech DO-bry den	Dobry den	Japanese Kon-NEE-chee wah	Konnichiwa	Slovak Dobree den	Dobry den
Danish Go dah	Goddag	Korean shimnikka HASHim-ni-kah	Annyong ha An-YOH	Slovenian ZDRAD-vo	Zdravo
Dutch Hal-low	Hallo	Lithuanian Lah-bahs	Labas	Spanish OH-la	Hola
Estonian TER-e	Tere	Mandarin Knee how	Ni Hao	Swahili JAM-bo	Jambo
Finnish TER-vey	Terve	Mayan BAH-ah shko-WAH al-LEEK	Ba'ax ka wa'alik	Swedish Goo dag	God dag
French Bohn-ZHOOR	Bonjour	Mohawk SHE-goh	Sekoh	Tagalog tanghali po tang-HA-lee	Magandang Ma-gan DANG
German GOOT-en Tahk	Guten Tag	Navajo YAH-AHT-AY	Ya at eeh	Taken From: http://wilderdom.com/games/descriptions/HelloInDifferentLanguages.html	
Greek Kah-lee-MEH-rah	Kalimera	Norwegian Goo-dagh	God dag		
Hawaiian Ah-LOH-hah	Aloha	Persian She-lam	Selam		

APPENDIX 5

HUMAN RIGHTS WARM-UP ACTIVITY

Overview

Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs.

- Time:** 1 hour or 3 separate 20-minute activities
- Materials:** Blackboard or chart paper, chalk or markers
Optional: Copies of Part I, A Short History of Human Rights.
- Setting:** Preschool - Adult groups
Fits well with Activity 10, Windows and Mirrors. Introduces the
- Links:** more technical Activity 5, A New Planet. See Part IV, Taking Action for Human Rights, for action ideas.

Procedure

PART A: What Does It Mean to Be Human? (20 minutes)

1. Write the words "HUMAN" and "RIGHTS" at the top of chart paper or a blackboard. Below the word "human" draw a circle or the outline of a human being.

Ask participants to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

2. Next ask participants what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask participants to explain them. For example, "education," "friendship," "loving family." (Note: Save this list for use in Part B)

3. Discuss:

- What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
- Based on this list, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
- What would happen if you had to give up one of these human necessities?

4. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

Read these sentences from the Universal Declaration of Human Rights (UDHR) and explain that this document sets the standard for how human beings should behave towards one another so that everyone's human dignity is respected:

...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of the freedom, justice, and peace in the world...

Preamble
Universal Declaration of Human Rights

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 1
Universal Declaration of Human Rights

PART B: What Is a Right? (20 minutes)

1. Brainstorm for the many meanings "right" can have (e.g., "correct," "opposite of left," "just.") Consider common expressions like "We're within our rights" or "You have no right to say that." Record these different meanings on the board. What is the meaning of "right" when we speak of a human right?

2. In small groups or all together, brainstorm a definition for human rights and write these possibilities on the board. Try to evolve a definition that everyone can agree upon and write it on a chart sheet by itself.

3. Write on the board this definition of human rights:

Human rights belong to all people regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent.

- What is meant by universality? By inalienable? By indivisible? By interdependent? Ask participants to look up these terms in a dictionary and explain their meaning to the group.

4. Look back at the list of qualities that define a human generated in Part A.

5. Write "SURVIVAL/SUBSISTENCE," "HUMAN DIGNITY," and "CONVENIENCES AND LUXURIES" on another chart or blackboard. Discuss the meaning of these terms.

Consider the chart made in Part A. Place each item listed as necessary to fully develop human qualities under one of these headings. For example, is education necessary to survival? To human dignity? Is education a convenience or a luxury?

6. Discuss:

- Should human rights address only what a human being needs to survive? Why or why not?
- Should human rights also protect those things you classified under "conveniences and luxuries"? Why or why not?
- Some people in the world have only what is necessary to survive while others have luxury and convenience. Is this situation just? Is it a human rights violation?
- Can something be done to equalize the enjoyment of human dignity? Should something be done? If so, how? And by whom?

PART C: What Is a Universal Right? (20 minutes)

1. Read the comments of Eleanor Roosevelt, Chair of the UN commission that drafted the UDHR, on the importance of universal human rights standards:

Where, after all, do universal rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

Eleanor Roosevelt
The Great Question, 1958

2. Discuss this passage:

- What do you think Eleanor Roosevelt means by "universal rights"?
- Some people feel that universal values or standards of behavior are impossible. What do you think?
- Why do you think the UN chose the word **universal** instead of the word **international** when naming the UDHR?
- Paraphrase the final sentence of the quotation. What does it say about individual responsibility for human rights? What do you think Eleanor Roosevelt means by "concerned citizen action to uphold" rights close to home?

Going Further

1. Introduce the UDHR, explaining that this document was intended to offer all people in all situations the equal justice, opportunity, and dignity of which Eleanor Roosevelt spoke. Then give a brief history of the UDHR. See Part I, A Short History of Human Rights for background information or use this as a reading.
2. Introduce the concepts of moral, legal, and natural rights. Are human rights necessarily legal rights?
3. Pose the question "What does it mean to be alive?"
 - When does life begin? When does life end?
 - Should the right to be living ever be taken away by the state?
 - Is the right to live a human right?
 - When do human rights begin and end?
4. Discuss the relationship between human dignity, human rights, and the concept of "humane treatment."

Adaptation for Younger Children –

1. Ask children sitting in a circle to think of a quality about themselves that they consider a good quality. Using a talking stick or simply speaking in turns, ask each to describe that quality briefly.
 - Note that everyone has good qualities.
 - If children have difficulty generating qualities about themselves, ask "What are some qualities we admire in people?" and write a list of responses on the board. Have each child pick one that is true for her or him.
2. Ask some of these questions:
 - Do you respect in others the quality you like about yourself?
 - Do you respect good qualities in others that you do not have?
 - Do all human beings deserve respect? Why?
 - How do you show respect for others?
3. Ask children if they can remember a time when they felt hurt because someone did not respect them.

- Did someone say something insulting or hurtful to you?
- Why do people sometimes say bad things to each other?
- What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you?

4. Ask the group how human beings differ from other living creatures. Emphasize that human beings communicate with words, not just sounds, and that they decide many things about their lives.

- Use the outline in Part A.

5. Ask "What does it mean if we say that all human beings deserve respect because they all have human dignity?"

6. Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights.

- Read the quotations given in Part A, Step 4.

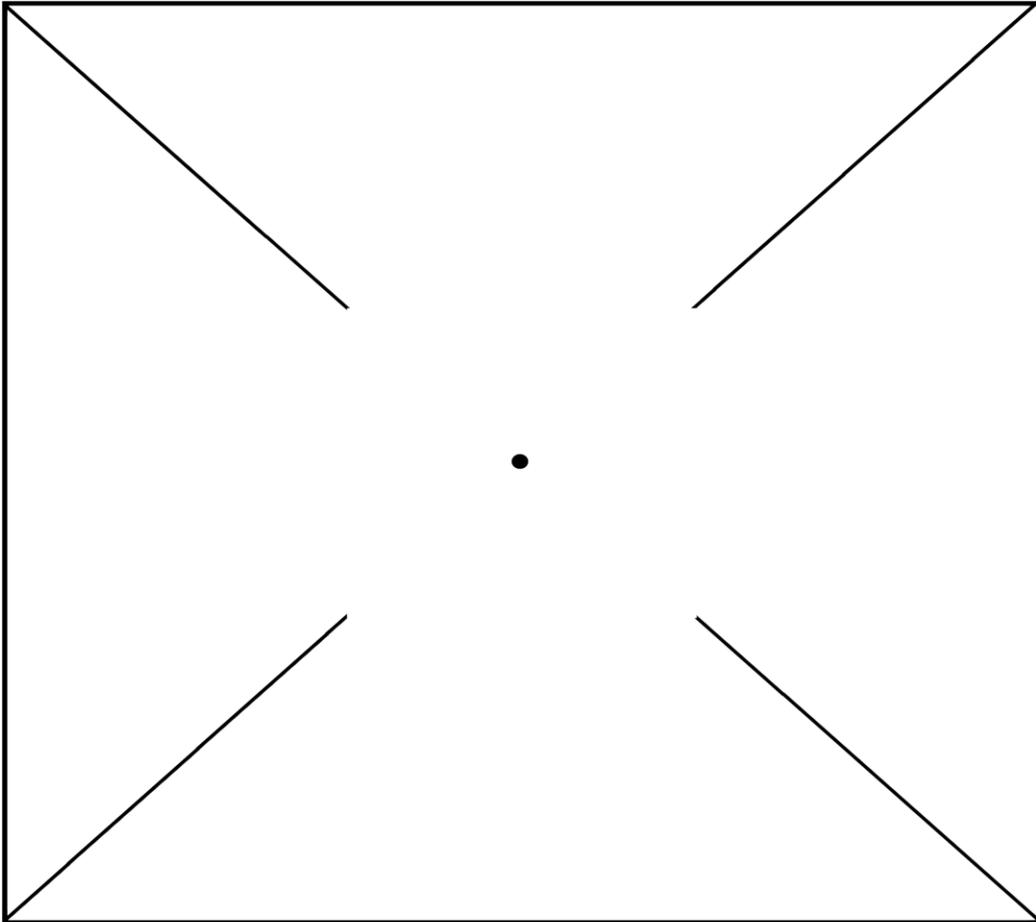
7. Ask children to think of one example of how life in their community could be more peaceful if people showed greater respect for each other.

8. Have children work in pairs or alone to illustrate one way they could show respect to someone. Share these ideas with the rest of the class.

Sources: Adapted from *The Bells of Freedom* (Addis Ababa, Ethiopia: Action Professionals Association for the People, 1996) 15-17; Ralph Pettman, (*Teaching for Human Rights: Pre-School and Grades 5-10*) 30; Betty Reardon, *Educating for Human Dignity* (Philadelphia: Pennsylvania Studies in Human Rights, University of Pennsylvania Press, 1995) 25-28; Felice Yeban, ed., *Human Rights Education Pack* (Bangkok: Asian Resource Center for Human Rights, (1995) 67-68.

APPENDIX 6 PINWHEEL TEMPLATE

for more information, visit <http://pinwheelsforpeace.com>



What you need:

Scissors
Straight pin
Pencil with eraser
Colored pencils or markers to decorate

Pinwheels for Peace

How to get started:

Cut out the pinwheel square on this page. On one side of the paper, write down your feelings about war/peace/tolerance/living in harmony. On the other side of the paper, use markers, colored pencils, paint, or other art media to visually express your feelings. Following the lines on the template, cut in from all four corners, leaving about 2 inches of center uncut.

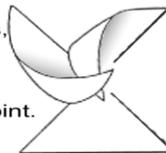
To create the pinwheel:

Gently bend (don't fold) one of the cut corners to the center point. Skip the next cut corner, and bend the next one. Skip and bend until four points meet in the center. Then stick the straight pin through all four points AND the back of the pinwheel. Stick the pin into the pencil eraser. Find some wind to test it out.

Save your pinwheel in a safe place until September 21st (which is International Day of Peace) then take it to a public place and "plant" it into the ground to send a message of **world peace!**



Cut out this peace sign and put it in the center of your pinwheel before you put the pin in it.



**APPENDIX 7
HUMAN RIGHTS SQUARES**

Country where human rights are violated	Document that proclaims human rights	Group in your country that wants to deny rights to others	Country where people are denied rights because of their race or ethnicity	Organization which fights for human rights
Film/Video that is about rights	Singer who sings about rights	Right your parents have/had that you do not	Country where human rights situation has improved recently	Type of human rights violation that most disturbs you
Book about rights	Right sometimes denied to women	Right all children should have	Country where people are denied rights because of their religion	A human right
Human right not yet achieved by everyone in this country	People denied right to establish their own nation or homeland	Human right being achieved around the world	Right of yours that is respected	Someone who is a defender of human rights

APPENDIX 8
UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL RESOLUTION 1982/34
Study of the Problem of Discrimination Against Indigenous Populations

The Economic and Social Council,

Recalling its resolution 1589 (L) of 21 May 1971, resolutions 22 (XXXVII) of 10 March 1981 and 1982/19 of 10 March 1982 of the Commission on Human Rights and resolutions 8 (XXIV) of 18 August 1971, 5 (XXXIII) of 10 September 1980 and 2 (XXXIV) of 8 September 1981 of the Sub-Commission on Prevention of Discrimination and Protection of Minorities,

Recognizing the urgent need to promote and to protect the human rights and fundamental freedoms of indigenous populations,

Bearing in mind the concerns expressed in this regard at the World Conference to Combat Racism and Racial Discrimination in 1978,

Believing that special attention should be given to appropriate avenues of recourse at the national, regional and international levels in order to advance the promotion and protection of the human rights and fundamental freedoms of indigenous populations,

Mindful of the conclusions of the Sub-Commission on Prevention of Discrimination and Protection of Minorities and of the Commission on Human Rights that the plight of indigenous peoples is of a serious and pressing nature and that special measures are urgently needed to promote and protect the human rights and fundamental freedoms of indigenous populations,

1. Authorizes the Sub-Commission on Prevention of Discrimination and Protection of Minorities to establish annually a working group on indigenous populations which shall meet for up to five working days before the annual sessions of the Sub-Commission in order to review developments pertaining to the promotion and protection of the human rights and fundamental freedoms of indigenous populations, including information requested by the Secretary-General annually from Governments, specialized agencies, regional intergovernmental organizations and non-governmental organizations in consultative status, particularly those of indigenous peoples, to analyse such materials, and to submit its conclusions to the Sub-Commission bearing in mind the report of the Special Rapporteur of the Sub-Commission;
2. Decides that the Working Group shall give special attention to the evolution of standards concerning the rights of indigenous populations, taking account of both the similarities and the differences in the situations and aspirations of indigenous populations throughout the world;
3. Requests the Secretary-General to assist the working group on indigenous populations and make all necessary arrangements to enable it to carry out its functions.

Resolution 1982/34
28th plenary meeting
7 May 1982

We hope this packet will aid educators, youth leaders, and club advisors in encouraging and furthering involvement in, and discussion of, events and ideas of international significance. This packet includes a variety of materials based on the United Nations Awareness Days, as well as information on fundraising and club building. However, this is not meant to be an exhaustive compilation. We encourage any and all to visit the United Nations website and continue the search for ways to improve our world.

We leave you with one last thought:

“Where, after all, do universal human rights begin? In small places close to home...Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity, without discrimination.”

– Eleanor Roosevelt

