



OPPORTUNITY

ELEMENTARY LESSON PACKAGE

AN INITIATIVE OF



■ RATIONALE

Alternative income programs can help women gain the skills they need to become independent earners and generate enough income to support themselves and their families. When mothers have the education, tools and skills to earn a living, they are in a position to provide for their children, serve as role models to the younger generation of girls and improve the financial and health outcomes of their community.

Free the Children's WE Villages is a international development model that provides access to the Pillars of Impact—Education, Water, Health, Food, and Opportunity—to empower a community with the means to forever lift itself from poverty. Why these Pillars? Because together they can achieve a greater impact. All the Pillars of the WE Villages model are owned and maintained by the community, and designed to be self-sustaining after the initial project implementation.

Since we initiated the Opportunity Pillar, 30,000 women have gained the tools for economic self-sufficiency. And this has had a direct impact on the health and welfare of their families and their communities.

In this lesson package students will be introduced to the Opportunity Pillar, discuss the meaning of livelihood, explore the importance of gender equality and learn about alternative income projects. The lessons are grounded in the WE Learning Framework, ensuring students develop the core skill sets that help them achieve the learning goals and outcomes that contribute to becoming a global citizen.

Core Skill Sets

Look for these icons at the top of each lesson. The icons identify the most relevant core skills being developed. Learn more about the WE Learning Framework at weday.com/weschools.



■ DETAILS

Level: Elementary

Themes: WE Villages, economy, global action, global issues, human rights, international development, reflection

Estimated time: 290 minutes

Learning goals:

Students will:

- Reflect on their spending habits
- Determine their needs versus wants
- Explore gender as a major cause of poverty
- Explore the facts about income inequality
- Engage in a fundraising initiative to support the WE Villages Opportunity Pillar

Course connections: Language, History, Social Studies, the Arts

Resources required:

- Front board
- Paper and writing utensils
- Computers with Internet access

Assessment:

- Appendix 1: Assessment Rubric

■ INTRODUCTORY LESSON: LIVING ON \$2 A DAY



Purpose: Students will reflect on their spending habits and imagine what it may look like to live on \$2 a day. In this lesson students will create a financial plan to determine what their necessities are to survive on a budget of \$2 a day.

Instructional method(s): Group work, class discussion, charting exercise, independent work

Differentiated instruction:

- Create a word web for poverty as a class
- Provide younger students with an example of each type of poem

Course connections: Language, Social Studies

Estimated time: 75 minutes

Special materials:

Steps:

1. To begin, organize the class into groups of three to four students. Explain to the class that they will participate in a game of *The Price is Right* where they will guess the price of each item displayed at the front of the classroom. (See Educator's Note). The group that guesses the price closest to the original price of the item gets a point. Through this activity students will gain a better understanding of the cost of everyday items.
2. Instruct each group to write down their guesses on separate pieces of scrap paper before revealing them. Facilitate the game by choosing one item and calling on each group one by one to reveal their guess.

Educator's Note: To set up for the activity, display five to seven items that your students would be familiar with, such as: a pack of cookies, a soccer ball, a chocolate bar, etc.

3. Explain to students that nearly half of the world's population, 2.8 billion people, live on less than \$2 a day. These people have barely enough money to survive from day to day, which robs them of the freedom to be able to decide how to live their life.
4. Ask students to think about the amount of food they eat, the clothes they wear and the items they use on a day-to-day basis. Make a list of these items on the board.

5. Tell students to guess how much they think these items cost. Write the prices beside each item.
6. Organize the class into groups of two students and distribute an 8.5" by 11" blank sheet of paper to each group. Tell students to imagine that all they have are the clothes on their backs, a roof over their heads and \$2 they earned from working. Their task is to create a financial plan based on a \$2 a day budget.
7. On their sheets of paper students will write down the food and items they need or want for the day and the cost of each item. Share with students that they can combine their money to cover their costs as a family or create an individual budget. They can also choose to save some of their money or spend it all in a day. The purpose of this activity is for student to plan their expenses accordingly and to be resourceful.
8. Have students share their budgets with the rest of the class. Once presentations are done hold a class discussion with the following questions:
 - Do you find it easy or difficult to live on \$2 a day? Explain.
 - What was your biggest expense?
 - Were there any basic items that you could not afford? What were they?
 - Did you have to make any sacrifices? What were they?
 - Were you able to save money? If so, what are you saving your money for?
 - Can you afford to go to school on your budget? What sort of expenses do you have to consider (school supplies, uniform, transportation, etc.)?
 - If you got sick, could you afford to see a doctor on your budget? What sort of expenses do you have to consider (cost of medicine, appointment fee, etc.)?
9. Write the word poverty in the centre of the board. Ask students to provide words or thoughts that come to mind when they think of the word poverty. Write down their ideas on the board creating a word web for poverty.
10. Explain to students that the words on the board are far from being just words to people in impoverished communities. These words are their reality.
11. Tell students they will use the power of their words to create a poem, spoken word poem, song or a journal that reflects one or more of the following:
 - How life looks on a \$2 budget
 - What they have learned about poverty
 - How they feel about poverty
 - How to help those living in poverty

For younger students:

Provide younger students with examples of different types of poem: spoken word, haiku, acrostic, rhyming.

Educator's Note: Provide students with a list of literary devices such as rhyme, alliteration, personification, imagery and simile to incorporate into their writing piece.

12. For the students who decide to do a spoken word poem, show the following spoken video performances:
 - Mustafa the Poet: youtu.be/2itJ05aNR8k
 - Chris Tse: youtu.be/gxTZLSOLYRU
13. Hold a poetry slam in your classroom for students to share their written work. A poetry slam is a competition at which poets read or recite original work. Poets usually have three minutes to recite their poems or written work. No costumes, props or musical instruments are required.

■ CORE LESSON: BREAKING THE CYCLE OF POVERTY



Purpose: Students will explore gender as one of the major causes of poverty. They will discuss the ripple effect of gender equality and women's empowerment in developing communities.

Instructional method(s): Brainstorming, graphic organizers, class discussions, group work, independent writing.

Differentiated instruction:

- Young students can create a collage to compare gender characterizations

Course connections: Language, Social Studies

Estimated time: 75 minutes

Special materials: Chart paper, magazines

Steps:

1. Organize the class into groups of two to three students and provide each group with a sheet of chart paper. Have each group draw a T-chart to compare masculine and feminine characteristics. Instruct students to take turns writing down what characteristics they believe represent feminine and masculine traits.

For younger students:

Provide younger students with magazines. In groups of two to three students have them create two separate 8.5" by 11" collages. One will represent images they believe represent masculine characteristics and the other with feminine characteristics. Once students complete their collages, hold a class discussion about the stereotypes of men and women through images.

2. Write the definitions on the board.

Gender: Refers to the masculine and feminine qualities or characteristics that a given society attributes to each sex (male and female).

Stereotype: An oversimplified image or idea that all people, or things with particular characteristics, are the same.

3. In their groups, ask students to write down what comes to mind when they think of feminine and masculine characteristics.

Encourage students to consider gender representations in history, film, magazines and social media. Once each group has generated a list, hold a class discussion using the following questions:

- Based on what you listed, where does your understanding of feminine and masculine characteristics come from?
 - Would you consider these characteristics as stereotypes? Why or why not? Are these characteristics reinforced by society and culture? If so, how?
 - Do these characterizations affect gender roles in our society? Why or why not?
 - Have you ever felt excluded or unable to do something because of your gender?
4. Explain to students that perceptions of gender are deeply rooted, vary widely (both within and between cultures), and change over time. In many cultures, gender determines power and resources available for females and males.
 5. Provide each group with two 8.5" by 11" blank sheets of paper. On one sheet, groups will illustrate what gender equality looks like in their society. On the other sheet, groups will illustrate what gender inequality looks like in their society. Allow students five to 10 minutes to complete their drawings and then ask each group to share their visuals.
 6. After the presentations, choose a few students to respond to the following:
 - What types of gender inequality exist in our society? How might it compare to gender inequality experienced in developing countries?
 - What factors might cause gender inequality in our society or in developing countries?
 7. Next, label the four corners of the classroom with signs reading: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Write the following statement on the board and give students about 30 seconds to quietly consider their response. Then, ask students to move to the corner of the room that best represents their opinion.

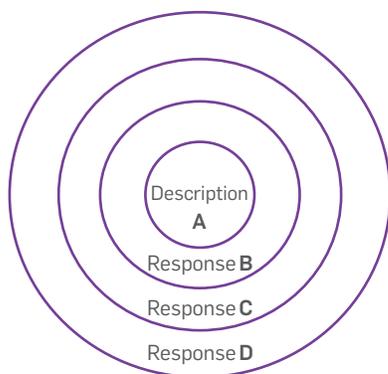
Statement: Gender inequality is one of the major causes of poverty.
 8. Once students are in their places, ask for volunteers from each corner to explain their position. Encourage students to switch corners if someone presents an idea that causes a change of mind. Allow students to also question each other's evidence and ideas.
 9. Have students return to their seats and provide each group with a copy of the *Global Voices* article, "Look to women to lead economic growth in the face of poverty." Give groups five-10 minutes to read the article. Then, ask students to highlight what the main idea or key message of the article is.

10. Next, provide each group with two sheets of chart paper. Using the first sheet of chart paper tell students they will create a ripple effect wheel that will illustrate the impact of a woman who is not empowered/educated. Through this activity students will understand how a lack of education or opportunity can affect a woman, her family and her community.
11. Provide students with steps A through B to create their first ripple effect, also known as a consequence wheel.
12. Give students a few minutes to share the responses on their consequence wheel with the rest of the class.
13. Next, provide students with the second sheet of chart paper. Tell them they will create another ripple effect, but this time they will illustrate the impact of an empowered woman. Through this activity, students will gain a better understanding of how women's empowerment can develop into a lifetime of opportunity and gender equality in their communities.

First Wheel:

- A) To begin, draw a circle in the center of the sheet. Write the following case study inside, "Sandra has lived in the same rural town her whole life. Being the eldest of four children she always had to take care of her younger siblings while her parents worked to provide food and shelter for the family. Sandra wasn't able to attend school, and as a result, she didn't learn how to read or write. Eventually Sandra started a family of her own and found herself struggling to provide her family with basic needs and still have enough to send her three children to school.
- B) Next, have students draw a second circle around the centre circle. Have them write their response to the following question inside the circle:
How does Sandra's lack of education affect her and her family?
- C) Then, have students draw a larger circle around the last one. Have them write their response to the following questions inside the circle:
How can a lack of education and empowerment affect Sandra's role in her community?
- D) Finally, have students draw the last circle and have them respond to the following question in this space:
How can the lack of empowerment affect Sandra's impact in her country?

Below is an illustration of how the ripple effect should be displayed on students' chart paper.



Second Wheel:

- A) Have students draw a circle in the centre of their sheets and write the following case study inside, " Sandra has lived in the same rural town her whole life. Being the eldest of four children, she had to take care of her younger siblings while her parents worked to provide food and shelter for the family. Sandra wasn't able to attend school. After she had her three children, she decided to attend a financial literacy workshop that was being taught by the older women in her community. Sandra learned how to apply for a loan and start up a small business selling handcrafted jewellery.
- B) Inside the second circle give three examples of how Sandra can directly help her family with her new business. For example, with the money Sandra is making from selling jewellery, she is able to send her children to school.
- C) Inside the third circle, give two examples of how Sandra can create an impact in her community from starting her business. For example, Sandra has motivated other mothers in her community to start their own small business and help lift themselves and their families out of poverty.
- D) In the fourth circle, give two examples of how Sandra's empowerment can create an impact in her country through her actions. For example, Sandra's decision to send her children to school will affect the country because her children will become educated citizens that can make a difference in their country.

■ CONCLUDING LESSON: ANIMAL HUSBANDRY AND ALTERNATIVE INCOME



Purpose: Students will gain an understanding of the Opportunity Pillar in the WE Villages model through a series of videos and engaging assignments.

Instructional method(s): Mapping, class discussion, use of educational videos, independent writing, group work

Differentiated instruction:

- For younger students read the children's books *Beatrice's Goat* by Page McBrier or *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway
- Allow an extra period for research assignment

Course connections: Language, Social Studies

Estimated time: Two class periods

Special materials:

- *Beatrice's Goat* by Page McBrier
- *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway
- Access to Internet and video projector

Steps:

1. Write down the following list of livestock animals:

• Cattle	• Pig	• Sheep
• Goat	• Guinea pig	• Chicken
2. Ask students to write down in their notebooks words that come to mind when they think of each animal. Have students share their thoughts with a classmate.
3. Write on the board the definitions below:

Livestock: Farm animals regarded as an asset.

Asset: A useful or valuable thing or person.
4. Now, tell students to imagine they live in a rural community where there is little access to clean water, health care and education. Fortunately, their family owns three goats, which provide them with nutritious milk. Have students brainstorm with a partner how their family's livestock can become an asset and help lift them out of poverty. Allow students to brainstorm for five to 10 minutes and then ask them to share their ideas with the rest of the class.
5. Explain to students that an estimated one billion of the

world's most impoverished people live in rural communities and approximately two-thirds of them rely on some type of livestock for food and income.

6. Hold a brief class discussion using the following questions:
 - How can livestock improve the livelihoods of impoverished people living in rural communities?
 - If the health and welfare needs of these animals are neglected, how does that affect communities that are dependent on their livestock?
7. Introduce students to the WE Villages model. Tell them that WE Villages is a holistic development model designed to eliminate the obstacles preventing children from accessing education and to help break the cycle of poverty. WE Villages has Pillars of Impact that provide the support an entire community needs for long term sustainability and development. The Pillars of Impact are:
 - i. Education
 - ii. Water
 - iii. Health
 - iv. Food
 - v. Opportunity

Show the following video to help students gain a better understanding of the WE Villages model:

player.vimeo.com/video/71444171.

8. Post a map of the world for all students to see. Point out and place a sticky note on top of each of the following countries. Tell students that these are the eight countries WE Villages currently works in:

○ Kenya	○ Sierra Leone	○ Ecuador	○ Haiti
○ India	○ Nicaragua	○ Rural China	○ Tanzania
9. Inform students that the Opportunity Pillar focuses on providing mothers with the resources they need to earn a sustainable income, increase their savings and even start their own business. Animal husbandry is just one of the projects offered by this pillar which includes the milking/breeding of animals to generate income.
10. Show students the following clip of Hedley, who got a firsthand look at how an alternative income project can help women and their families in Kenya:

player.vimeo.com/video/77157268
11. After viewing the video, ask students the following questions:
 - Why did Hedley go to Kenya?
 - How much does it cost to buy a goat in Kenya?
 - How can a goat empower a woman living in a rural community in Kenya? How can her empowerment affect her family and community?
 - What was your favourite part of the video and why?

12. Tell the class to imagine the UN is holding an international development contest called “Empowering Women.” In their groups students will come up with an idea that can help women in rural communities generate income, provide for their family and essentially live better lives through animal husbandry.

For younger students:

Following the Hedley video, as a class read one or both of the following stories as further examples of animal husbandry and alternative income:

- *Beatrice’s Goat* by Page McBrier
- *One Hen: How One Small Loan Made a Big Difference* by Katie Smith Milway

Then, have students create their own mini story in which a livestock animal (of their choice) helps provide for a family. Students can create a story line similar to the books or the video as well as draw their own pictures or find images online. At the end of this activity, all stories can be collected and binded together to create a classroom book illustrating alternative income and animal husbandry.

13. Organize the class into groups of two to three students. Assign each group a WE Villages country from the list below and tell them they will need to research their country and determine which livestock would be a good asset for women living in rural communities. Advise students to take factors such as climate and geography into consideration when choosing livestock.
- Kenya ○ Sierra Leone ○ Ecuador ○ Haiti
 - India ○ Nicaragua ○ Rural China ○ Tanzania
15. Groups can choose to present their research through a PowerPoint or Prezi presentation to the rest of the class.

Educator’s Note: Allow groups a whole class period to conduct research and complete their presentations.

For younger students:

The following is an alternative activity to learn more about WE Villages.

Divide students into eight groups and assign one WE Villages country to each group. Tell students that they have been chosen to be ambassadors for the respective WE Villages country. As WE Villages ambassadors students will provide the class with the following:

- Why did WE Villages begin working in your country?
- What are WE Villages objectives in your country?
- What does the WE Villages program look like in your country?

Students can find all of the information they need for their presentations at:

freethechildren.com/what-we-do/where-we-work/.

Connect with your WE Schools Coordinator or contact weschools@we.org for fundraising posters and more information on the Opportunity Pillar.

Let us know what you think. We are always working to make our educational resources better for teachers and students. Answer the short survey and help shape the educational content we offer.

Opportunity:

surveygizmo.com/s3/2477142/AIL

■ ADDITIONAL RESOURCES

In addition to the lesson plans, share these resources with your students:

- Free The Children's WE Villages Story: freethechildren.com/what-we-do/adopt-a-village/
- WE Villages Opportunity Pillar: freethechildren.com/what-we-do/adopt-a-village/alternative-income-and-livelihood/
- HeForShe: heforshe.org/
- International Centre for Research on Women: Economic Empowerment: icrw.org/what-we-do/economic-empowerment
- One.org: Issues one.org/us/issues/
- The World Bank: Poverty worldbank.org/en/topic/poverty
- UN Millennium Development Goals: Eradicate Extreme Poverty and Hunger: un.org/millenniumgoals/poverty.shtml
- UN Women: Progress Towards Meeting the MDGs for Women and Girls: unwomen.org/en/news/in-focus/mdg-momentum
- We Are Rafikis campaign: weday.com/we-schools/campaigns/we-are-rafikis/
- Women's Empowerment Principles: weprinciples.org/

■ Appendix 1

ASSESSMENT RUBRIC

This assessment rubric is based on Bloom's taxonomy, a multitiered model to classify cognitive levels of complexity to evaluate students' comprehension of issues and participation with the lessons.

	Level 1: 50-59%	Level 2: 60-69%	Level 3: 70-79%	Level 4: 80-100%
KNOWLEDGE AND COMPREHENSION	Demonstrates limited knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates some knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates considerable knowledge and understanding of the relationships among facts, ideas and concepts	Demonstrates thorough knowledge and understanding of the relationships among facts, ideas and concepts
APPLICATION AND ANALYSIS	Uses critical and creative thinking processes and develops examples with limited effectiveness	Uses critical and creative thinking processes and develops examples with some effectiveness	Uses critical and creative thinking processes and develops examples with considerable effectiveness	Uses critical and creative thinking processes and develops examples with a high degree of effectiveness
SYNTHESIS AND EVALUATION	Demonstrates knowledge and makes connections with limited effectiveness	Demonstrates knowledge and makes connections with some effectiveness	Demonstrates knowledge and makes connections with considerable effectiveness	Demonstrates knowledge and makes connections with a high degree of effectiveness
ORGANIZATION AND COMMUNICATION	Expresses and organizes information while using appropriate language for different audiences and purposes with limited effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with some effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with considerable effectiveness	Expresses and organizes information while using appropriate language for different audiences and purposes with a high degree of effectiveness