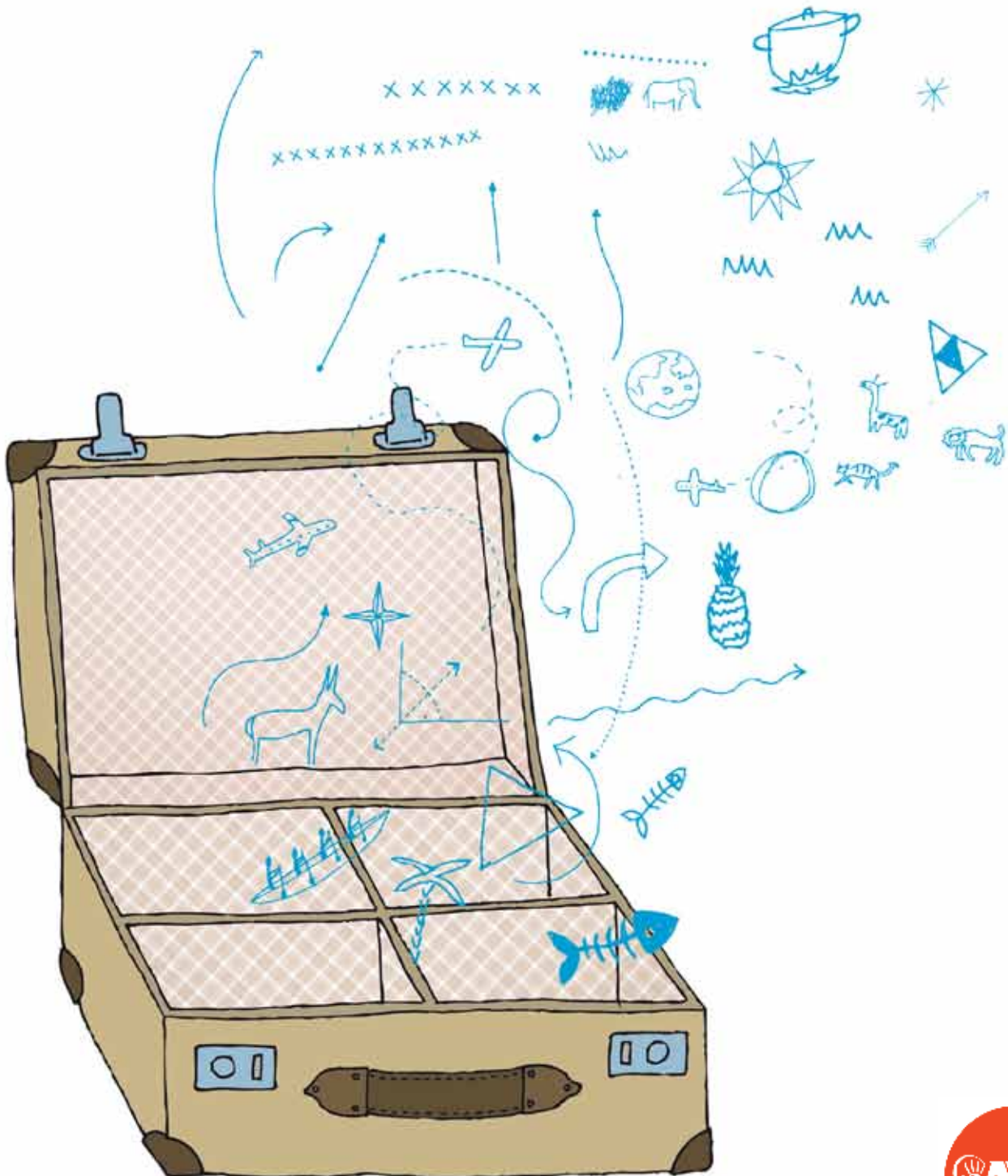


TEACHING GUIDE

# YOUR DREAM TRIP

A different way of discovering the world by sharing the dreams of people like you





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# INTRODUCTION

This proposal forms part of the framework of the Ayuda en Acción project “**Discovering other lives, defending the same rights,**” supported by the **Asturian Agency for Development Cooperation**, who endeavour to focus their full attention on the impact of the following core aspects: Human Rights, Gender Equality, promoting Unifying Links and a special focus on children. These themes and focal points are transversal in our interventions and their main lines of implemented action are: the Right to Food/the Right to Education/the Rights of Women and the Rights of Children.

The project is based on the premise that the fight against poverty is not only upheld in the field where it is demonstrated, but that there is also a need to involve societies, both in the North and South, with the aim of demanding that governments, companies and multilateral organisations are committed to fulfilling Human Rights and applying policies that promote development processes to overturn poverty.

There is also a need to bring about reflection and change in the global population concerning the causes generated by injustice. All of us have something to do and say for the world to be an increasingly fairer place, advocating attitudes that range from responsible consumerism to citizens that are more active in their demands to our representatives in order for them to gain a greater awareness of their obligation to achieve a less unequal society and with rights for everyone, both men and women.

Within the development **Ayuda en Acción's** work has undergone since its beginnings, the biggest constant in the organisation has been its strong ties children and adolescents. Therefore, it places special emphasis on the recognition of all children and teenagers as active subjects in development, thus facilitating spaces for reflection and the exchange of good work practices with this collective. As a result, we aim to make children and adolescents visible as social subjects, with rights, and their own initiative to participate in the decision-making processes that affect them in their families, communities and municipal environments.

Since 2008, at **Ayuda en Acción** we have set out from a **Policy for Children and Adolescents** as the core part of our work. Its aim is to promote the defence and exercise of rights, as well as children and teenagers taking a leading role and participating effectively in their own development and their surroundings.

The teaching unit "**Your Dream Trip**" has been designed for the classroom and is based on participation, the awareness of different rights (the right to food, women's rights, the right to education) and offers a reference point that is devoid of stereotypes on the real situation in communities from the South. Consequently it uses a positive tone that strengthens EMPATHY with the recipients.

Different activities, both individual and group, encourage pupils to think and form their own opinions, based on the philosophy that the best tool for social change is the generation of ideas and proposals by the main people involved, the active agents of transformation.

The common thread of these proposed activities is a trip to different places in Nicaragua, India and Ethiopia – where **Ayuda en Acción** has a number of projects – which can be used as a starting point for working on the different themes put forward.

This teaching unit is supported by an exhibition with the same title "**Your Dream Trip**", conceived with the aim of addressing the themes of FOOD, GENDER and EDUCATION from a transversal perspective, by virtue of real projects implemented by **Ayuda en Acción** in three specific geographical areas: Kukra Hill in Nicaragua, Orissa in India and Janamora in Ethiopia. The exhibition visits all of these destinations with a suitcase. Both the exhibition and the teaching unit are mutually enriched in such a way that both can either be developed as separate activities, or as a complement to one another to become jointly enhanced.

# METHODOLOGY

This teaching unit is made up of four proposals to be developed with different groups of pupils, depending on their stage of education: Infants, and Key Stages One, Two and Three of Primary Education.

Teachers implementing these teaching proposals must take the following methodological INDICATORS into consideration, with the aim being to encourage children's participation and the collective construction of learning:

- Each proposal in this teaching unit is designed as a two-hour class, approximately, although should this time frame not be viable they can be divided into two one-hour sessions.
- The content of each proposal follows the structure below:

- Title
- Target age group
- Objectives
- INDICATORS: This reflects certain issues, theories and practices to take into account
- Activities: Different actions and dynamics developed
- Materials: Necessary resources for carrying out the proposal.
- Connection to the exhibition: Should the centre feature the exhibition "**Your Dream Trip**", a proposal will be drawn up to connect it to the activities in this teaching unit. This can be modified by teachers, depending on their knowledge and experience.
- More information: There are links to the website with information to broaden knowledge. This information was updated on the date this material was published, although given the changing nature of the network it's possible that updates will have to be made in the future.
- Files: Required for carrying out some activities.

- Although the different proposals are designed for a specific age bracket, they can be adapted and used with other age groups or can be adapted to the specific circumstances of the group.
- As an introduction to the sessions and after each activity, the introductory paragraphs in italics can be read out. They they serve as a guide for each professional to adapt to their own methods and the target pupils at any given moment. The aim is to generate curiosity in the group and create the fantasy that they are going to travel to discover the real situation in the session's target country.
- Many activities are designed for small groups, which means that efforts must be made to ensure they work in cooperation. The purpose is to advocate the participation of the whole group through an atmosphere of trust, where all opinions count. Therefore, they are recommended for groups with a maximum of 5 children.
- Before beginning each session, a small introduction is recommended as a lead-in and to motivate the group, who will answer the following questions: What are we going to do in the workshop? How are we going to do it?
- In many of the activities the space needed must be taken into consideration given that some require pupils to move around the classroom and, on occasions, it will have to be free from furniture.
- There are two sections at the end of this unit: the first is a recommended evaluation to carry out at the end of each proposal, if deemed necessary; the second involves boarding cards used in the exhibition "Your Dream Trip", which can be given out – each one corresponding to each country and the particular right dealt with – at the end of the session.
- To conclude there should be a repeated emphasis on the fact that although the unit is linked to the exhibition, the proposed activities can be carried out independently. Equally, the exhibition can be visited without using this unit as complementary material. If the exhibition is held in the centre, the recommendation is that all pupils, regardless of their age group, can see and move all of the suitcases, which will enable them to get a clearer idea of the real situation, and the similarities and differences, in the countries focused on.

TEACHING PROPOSAL 1:

# THE OUTSIDE WORLD AND BEYOND

## PUPILS

Infants

## OBJECTIVES

To think about children's rights

To promote attitudes of cooperation

To collect the children's proposals for a world with greater social justice.

## KEY CONCEPTS

Children's rights: Play, Food and Water, Housing. Equality between men and women.

## INDICATORS

A child is anyone under the age of 18 and the Convention on the Rights of the Child acknowledges, among others, the right to compulsory and free education, and the right to play, the right food and housing, the right to healthcare, and the right to security and protection. The place in which children live has to respect the rights of both boys and girls, whether they have a disability and regardless of the language they speak or the colour of their skin, their country, their ideas... Nothing can be an excuse for children not having a home, a school, food, and everything they need to live a healthy and happy life.



Every child is also a unique human being; that is, different from other people in many respects: their appearance, gestures, opinions, family, name, the country they live in, etc. Therefore, children have the right to have respect for everything that makes them unique and incomparable.

Although all children around the world have the same rights, they are not always respected and there are places where many of them lack the necessary means to live a healthy and happy life.

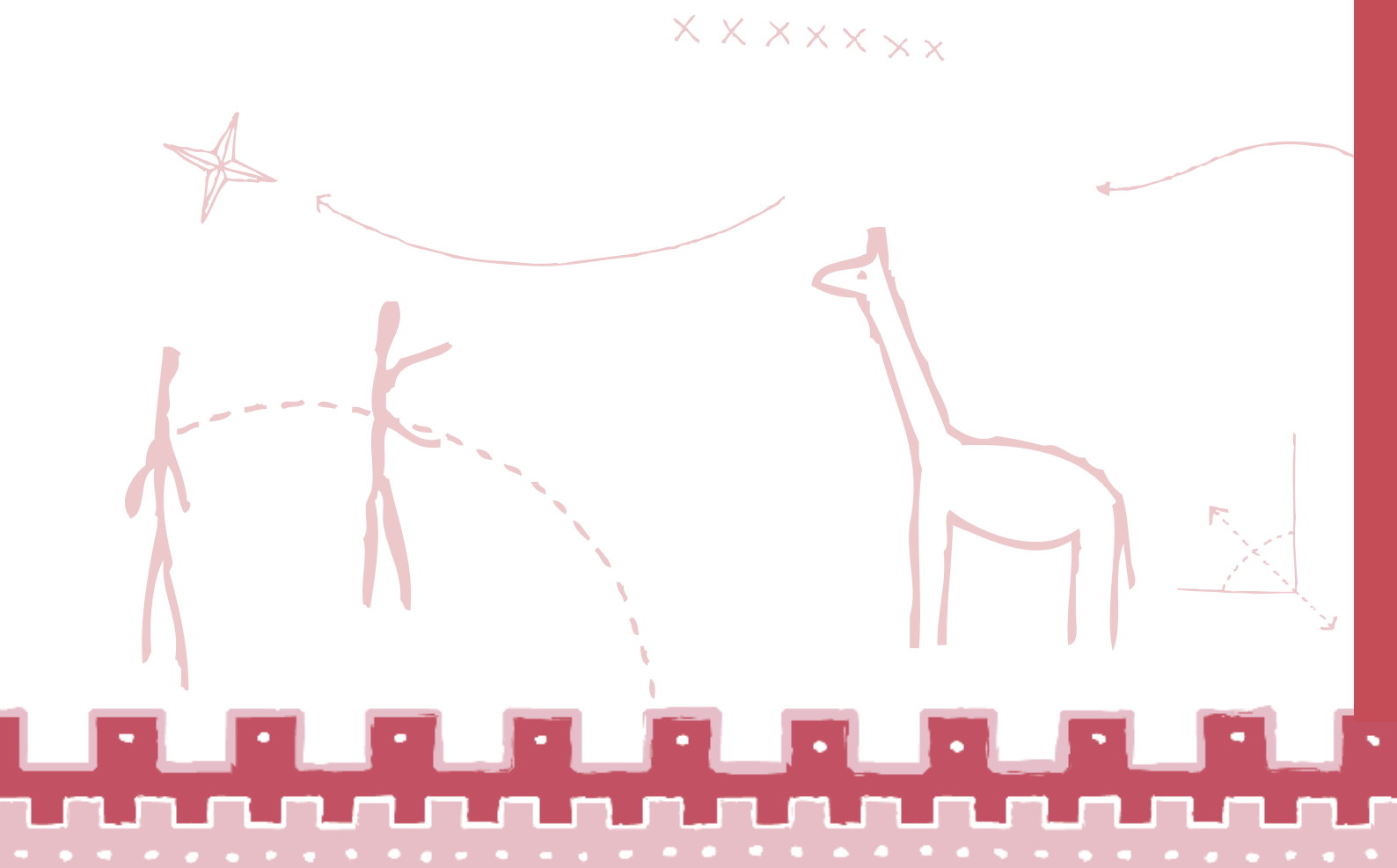
For that reason, there is an international initiative, promoted by the United Nations, to do everything possible to ensure a world with greater social justice and respect for people and the environment. As a result, 192 countries have signed the Millennium Development Goals, which establish a series of objectives for 2015 that include, among others:

- The eradication of extreme poverty
- The reduction of child mortality
- Access to food, safe drinking water and uncontaminated air for everybody
- The access of children everywhere, boys and girls alike, to universal primary education.

Some of the rights for children are outlined below:

**The right to healthcare:** Children have the right to be as well as possible, to be healthy and able to receive healthcare and the appropriate treatment when they are ill. The right to healthcare also means that a medical centre has to be close by and easily accessible and equipped with everything needed to provide care and treatment.

In order to guarantee health it is important to live in a clean home, have good **food** to eat and have uncontaminated air to breathe, as well as access to **safe drinking water**. Health also means having time to play and go to school, not having to be subjected to wars or any other type of violence and being surrounded by **love** and **laughter**.



**The right to education:** children have the right to free education in order to develop all skills, to build relationships with others and learn many things. All children have the right to a school close to where they live: a place to learn, meet other children, express themselves and participate.

There are many children in the world that do not go to school and, therefore, cannot learn. It's not because they don't want to go, but because there aren't schools where they live or they are far from their homes, because education is not free and because they don't have the money to pay for enrolment or a school uniform, or because they live in countries at war or ones that have suffered an earthquake...

In the face of this situation, the Millennium Goals for 2015 acknowledge, among other issues, the safeguarding of the access for all minors, in particular those in disadvantaged situations and girls, to quality, compulsory and free primary education

**The right to play:** girls and boys alike have the right to relax and enjoy themselves, the right to play and participate in all activities related to art and culture. There are situations where not only do minors not have toys, but they don't have time

to play with them because they have a series of obligations, for instance helping around the house, looking after brothers and sisters or working.

Two other important issues in the right to play are that it encompasses children's diverse capacities and it is free from sexism. For instance, there is a strongly defined social pattern that establishes games and toys for boys and games and toys for girls, producing inequality and in some cases discontent.



# ACTIVITIES

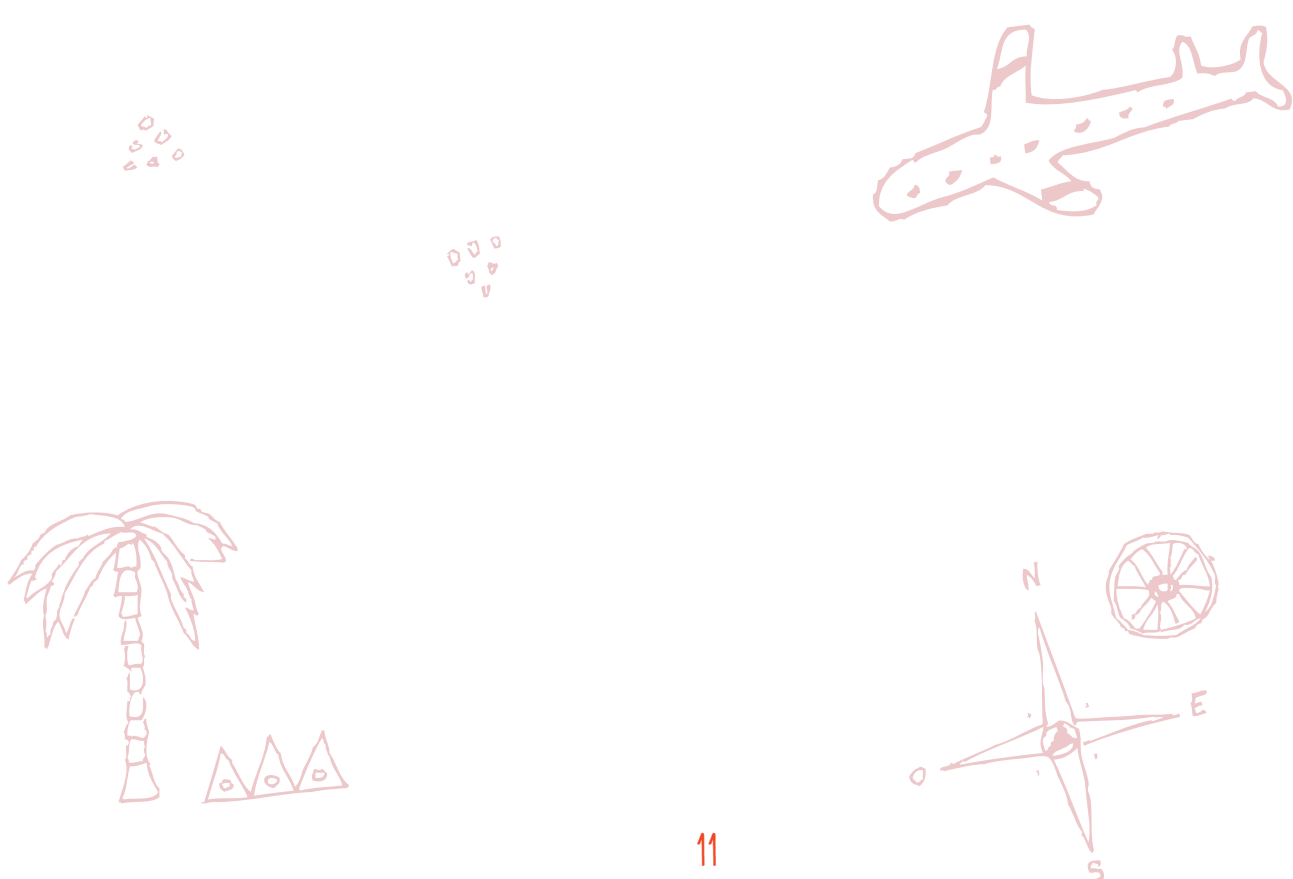
## ACTIVITY 1: DESTINATION

*"Come and discover unknown destinations, remote landscapes you don't see in any guides and people that live amazing lives in the hidden ends of the earth. We invite you on Your Dream Trip... When we travel, we have to know where we're travelling to, so in this case we are going to travel to a world with rights, where all children are very happy because they have everything they need... What do you think children need to be happy...? (Let pupils answer so that different ideas emerge, without the need to give answers, as this will be dealt with in this proposal)... Let's set off on our dream trip to visit a delightful location, a place where both boys and girls are very happy."*

## ACTIVITY 2: THE TRIP

*"We're going to set off on our dream trip and we have to decide on the way we are going to travel. We have to make sure no-one feels dizzy or sick so we are going to try out different types of transport to see which ones we prefer for our trip."*

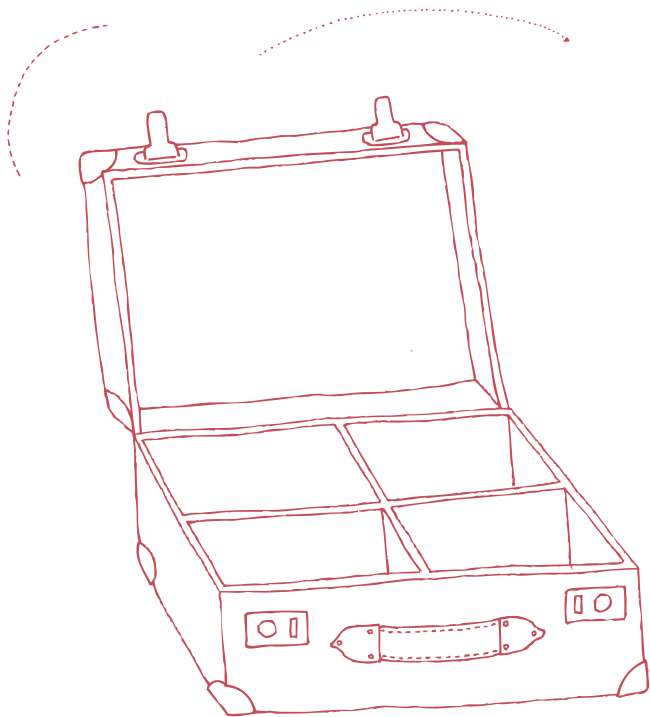
Pupils form a line. The idea is to dramatize different means of transport with movements and sounds while the line moves forward through the space in the room. The children could be asked to say which types of transport they can think of and then they can act them out one at a time. The teacher can also prompt them so that more forms of transport are elicited: train, boat, bicycle, airplane, space ship, submarine, inside a bottle, dragon, horse, skateboard, skis, etc.



### ACTIVITY 3: THE SUITCASE

*"Now we've tried the different methods of transport and know where we're going, it's time to grab our suitcases and start our trip!"*

Every child receives a file with a drawing of a suitcase split into four parts (file 1), which they will complete after each activity. At the end of the session they will have a game, a food-type, a hygiene product and a type of housing in the suitcase.



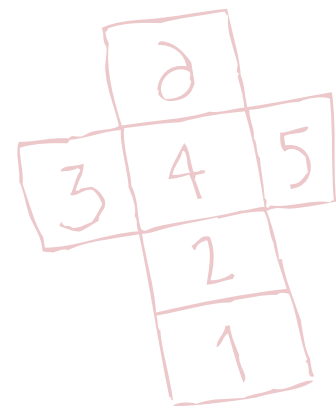
### A toy in the suitcase: The right to play

*"Great, we've arrived! This place is full of children like us. The best way of getting to know each other is by playing so we're going to see what toy we've brought in our suitcase."*

Ask the children to draw their favourite game or toy in the first square in the suitcase. When they have finished ask them to show what they have drawn and focus on the results: do the children's toys share similarities? Do boys and girls play the same things? Conclusions can be drawn from their ideas, emphasising the importance of playing, enjoying with other people, sharing spaces and the fact there are not toys exclusively for boys and girls – we can all play with everything.

*"They are very lucky in this place because boys and girls have time and space to play. In other places children cannot play and sometimes have to work instead, but here there are many games and not just ones for boys and girls, but for everyone. You're going to have a great time playing, and you can even learn new games!"*

This activity can be finished by playing games from other countries (in file 2 there are various suggestions).

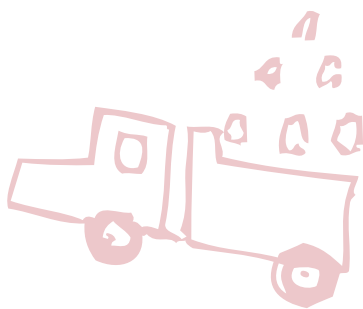


## An afternoon snack: The right to food

*"After playing we normally start to feel hungry because we've burnt so much energy. Of course, you are probably aware that in some places people don't have much to eat, but we've been lucky: in our dream place all children feel great because they eat very healthy food that makes them feel good and strong".*

Divide the class into small groups. Ask each group to make a list with three types of food they normally eat and another three they have heard about but never tried. Brainstorm their ideas and comment on the types of food and how, depending on the country we are in, diets can differ. Give some examples: some of the most common types of food in India are rice and different types of pulses not found in Spain (Indian chickpeas, black lentils and green soybeans), along with numerous spices (bell peppers, black mustard, cumin, turmeric...); in Ethiopia, vegetable and spicy meat dishes, served on a large flat bread, are popular; in Nicaragua part of the diet is based on white corn, red beans and rice.

Taking into account all of this diversity, each pupil will select a food type to take on their trip and will draw it in their suitcase. Brainstorm ideas in order to explain the reasons behind their choices, whilst also reflecting on the different foods in certain countries and the inequalities that exist in the access to food.



## A shower: The right to health and water

*"In the place we're travelling to children are very healthy. Besides playing and eating healthy food, they can drink clean (good) water, clean their things, use the bathroom, clean themselves to prevent illnesses and go to the doctor if they feel unwell. We all love to clean ourselves, which means we must remember to pack a product we use to wash ourselves every day in our suitcase."*

After this introduction, pupils draw their hygiene product in the corresponding space in the suitcase. Next, mime having a shower for the whole class, with the objective being not to waste any water: mime undressing, getting in the shower, taking the soap, opening the tap for a minute and standing under it, closing the tap, lathering up, not forgetting to clean behind our ears, and then turn on the tap again, shower off the soap and switch off the tap again when finished. At some point during the shower, ask them to use the hygiene product they have packed in their suitcase by miming. The group can watch their classmates and guess the product.

As an alternative, the group can get on the classroom floor to wash themselves, guiding the shower while they make soap bubbles and remembering they must close the tap when the water is not needed.

The activity ends with a reflection on the importance of daily hygiene and its relationship to health, reviewing the different actions necessary (washing our face and ears, brushing our teeth...) and the importance of using water properly, given that in many countries this resource is either scarce or not drinkable.



## A Nap: The right to housing

*"This journey is taking ages. Let's have a rest, shall we? To rest we need a house so we're going to see what types of houses there are in our dream place".*

Show pupils photographs of different types of housing (file 3) and get them to choose which one they would like to visit. Split them into groups, each one with one of the types of housing. Each group will be asked to use their bodies to dramatize the shape of the houses and then pretend to go to sleep. Help the groups represent the houses with their bodies; if the house is circular they can make a circle with their bodies, if it's a building they can come together by standing on tiptoes and lifting their arms upwards; if it involves an igloo they can make a circle and stretch their arms out towards the ceiling, joining their hands in the middle. If it's a pagoda they can make two rows, one higher than the other, and hold hands.

Everyone wakes up and discusses the importance of having a house, why houses can be different depending on the place, and to see whether they know that some people don't have a house, both in Spain and in other countries.



## A hug: The right to care and protection

*"They know how to lead a good life in this place. They're very happy because really look after themselves and love each other a lot. They even have different ways of hugging that they're going to teach us!"*

Split the class into pairs to practice the different types of hugs and teach them how they are done:

- One person with both arms up in the air and the other with both arms down below. The pairs then change roles.
- Both people with one arm up and one arm down.
- Hugging by shaking hands
- One person hugged from behind. The pairs then change roles
- As in Ethiopia, they hug by bumping right shoulder against right shoulder.
- Finish up with a big community hug.

## ACTIVITY 4: THE RETURN

*"It's been a lovely trip and we've discovered an amazing place...! But it's getting late and we have to go home".*

Explain to the group that we have to catch a train to return home. They get into two lines and move around the classroom, led by one pupil, who pretends to be an engine driver, guiding the lines and making certain movements the rest copy. Put on some music and when it stops, so too does the train in order that the first person in the line, the engine driver, has to go to the end and let another person take over. Put the music back on, set the train back in motion and start a new movement that the rest copy... and so on and so forth until everyone has been the engine driver.

At the end of the journey sit everyone in a circle and elicit some of the things people liked in this dream place, this place where children are happy because all of their rights are fulfilled. Close the session by saying that everyone together has to do everything possible to ensure that the place we live in becomes our dream place.

Pupils take their suitcases with them to show at home and talk about what their trip was like.

## MATERIALS

- ➔ File 1: The suitcase
- ➔ File 2: Games from around the world
- ➔ File 3: Housing around the world
- ➔ Paintings
- ➔ Music

## CONNECTION TO THE EXHIBITION

A visit to the exhibition can be made at the beginning of this proposal, after activity 1, so they can discover the diversity in the world and then carry out the work, imagining the different people and places they have seen. Likewise, the exhibition can be visited at the end, as a concluding exercise, and can be used to motivate and support all the ideas they have worked on.



## MORE INFORMATION

[www.unicef.org/spanish/education/index\\_access.html](http://www.unicef.org/spanish/education/index_access.html)

[www.ayudaenaccion.org/hacemos/derechos-de-la-infancia/](http://www.ayudaenaccion.org/hacemos/derechos-de-la-infancia/)

[programaeducativo.ayudaenaccion.org/uno-mas-en-clase-derechos-de-la-infancia/](http://programaeducativo.ayudaenaccion.org/uno-mas-en-clase-derechos-de-la-infancia/)

[www.enredate.org/](http://www.enredate.org/)

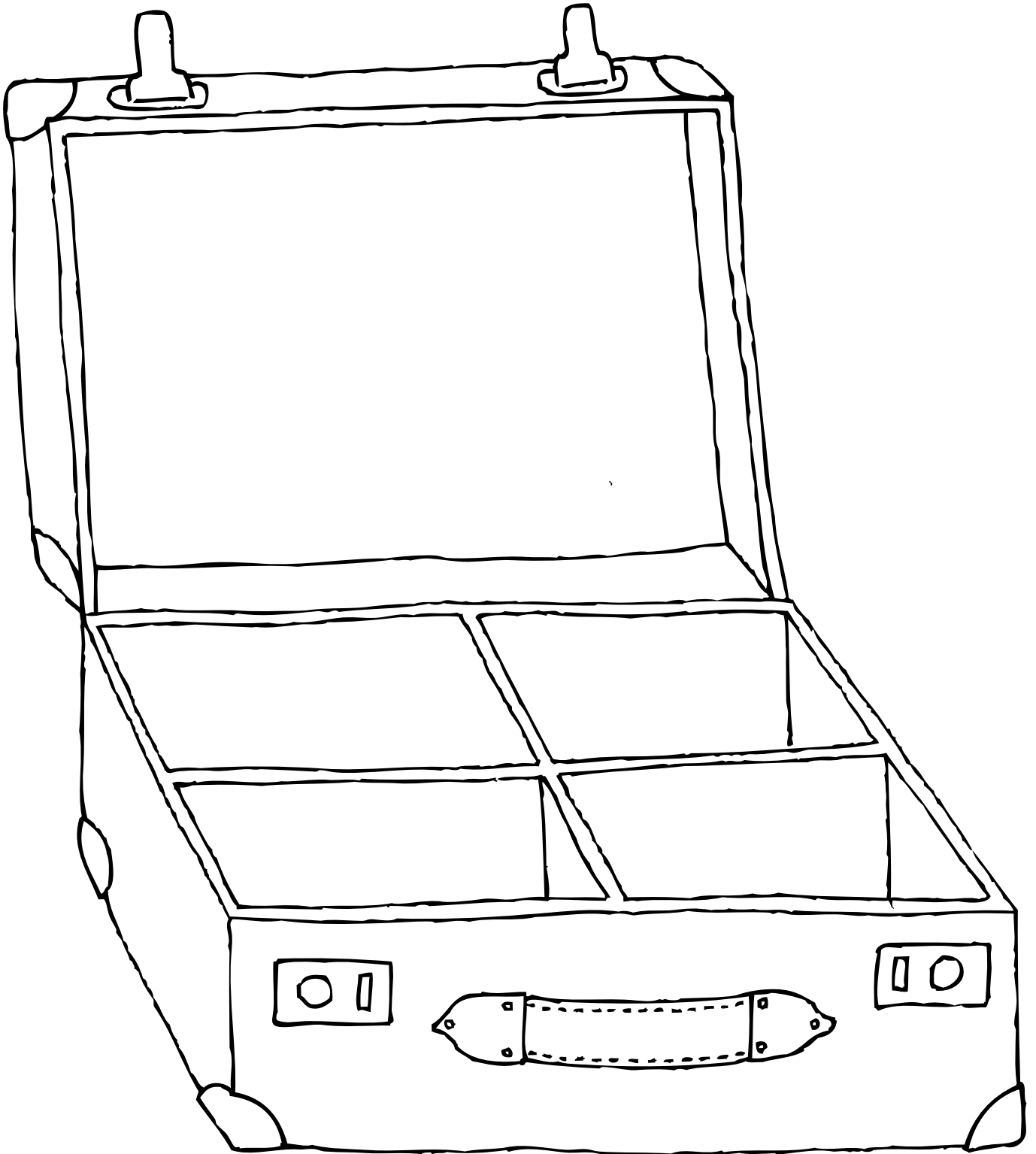
[www.rayuela.org](http://www.rayuela.org)

[www.educacionenvalores.org](http://www.educacionenvalores.org)

[plataformadeinfancia.org/](http://plataformadeinfancia.org/)

[lavozdelainfancia.org/web/](http://lavozdelainfancia.org/web/)

[unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/](http://unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/)

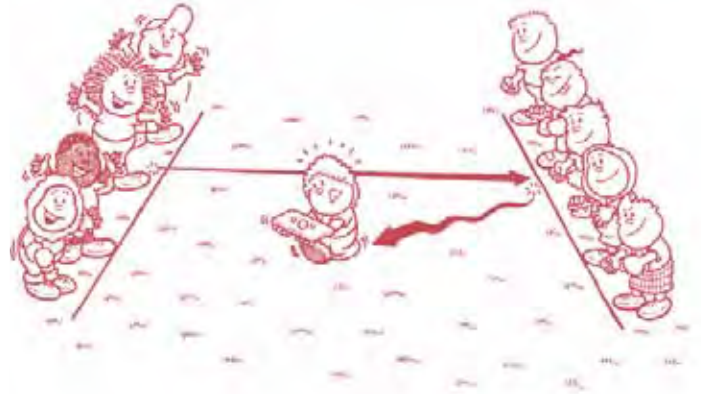


Four games from around the world are recommended:

### 1. Mozambique: Tluva holwana

Pupils make two lines in both sides of the classroom, with three on each side. The teacher shouts 'now!' and the idea is, in the trial time available, to get to the other side as many times as possible with a piece of card, held by the base with the palms of both hands, and a tennis ball balanced on top, making sure it doesn't fall. One pupil makes the journey and hands it over to someone else to do the return. When the time is up the number of times they "crossed the river" is counted and they swap over with someone else.

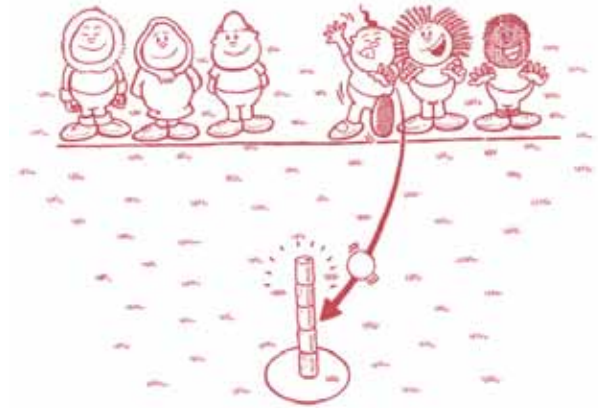
*Points system:* 1 point per group for the number of times they have crossed the river.



### 2. Lebanon: Seba tizra

Place the players 5 metres from a hoop behind a line (they can be placed on both sides to make it flow better). Five cans are stacked up in the middle of the hoop. A tennis ball is thrown to try to knock over the cans.

*Points system:* 1 point for any can knocked over, 2 if all of them go down.





#### 4. Australia: To ground

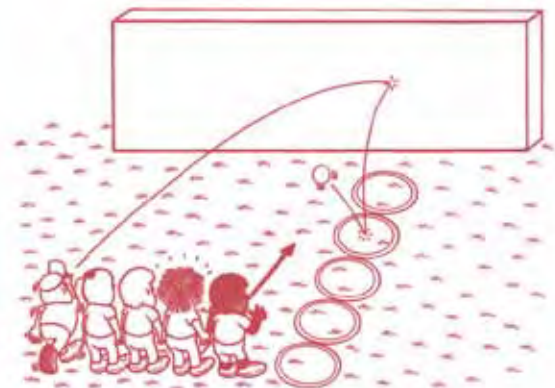
The players get in a circle. One of them starts the game by passing a tennis ball to their teammates, making sure it doesn't fall on the ground. Players can touch the ball with any part of their bodies, except their hands.

*Points system:* 3 points if all 6 group members ensure the tennis ball doesn't fall (you can also establish half points).

#### 3. France: Under inequality

Place the group in front of a wall and 3 hoops in front of them, the first 1 metre from the wall, the second 2 metres and the third 3 metres. Divide a group of 6 people into two blocks. The first 3 throw first and then the other three. The idea is that within each block the first person throws a ball off the wall so it falls inside the first hoop. Then the second has to do the same in the second hoop and the third person in the third hoop.

*Points system:* Each successful throw (each time a player puts the ball in the correct hoop) means one point. If the whole block is successful they win 4 points. If both blocks are successful it is 10 points. It can be made more difficult by changing the distances.



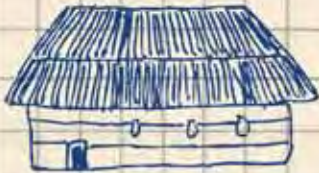
North America



Mongolia



Alaska



Rwanda

Estonia



Ivory Coast



Turkey



Brazil



Japan



United Arab Emirates

Romania

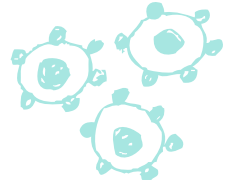


World



Vietnam

# NAMITA'S EDUCATION



## PUPILS

Key Stage 1 in Primary Education.

## OBJECTIVES

- To think about the right to education and the rights of women and girls.
- To gain awareness of the inequalities that exist in the rights of the world population through a specific case in Orissa, India.
- To become aware of the factors that cause these inequalities.
- To develop a responsible attitude regarding these rights from our sphere of action.

## KEY CONCEPTS

The right to education, women's rights.



## INDICATORS

Education is not only another human right, indispensable for the development of people and societies, it is also a tool for social change.

In some countries, such as India, the cost of going to school, and in particular unsatisfactory education programmes, especially in rural areas and marginalised urban neighbourhoods, where there is a lack of schools, qualified and well-paid teaching staff and basic equipment, makes it impossible for families to send their children to school.

Low-quality education, child labour and gender discrimination that hinders education for girls and teenagers, discrimination due to disabilities or illness and the unsatisfactory or non-existent regard for adults' learning needs are also real situations that must be exposed.

Education is a fundamental right, yet at present, of the 650 million children around the world enrolled in primary education, 250 do not know how to read and write, either because they do not go to school, because they have dropped out or because they do not receive a high-quality education.

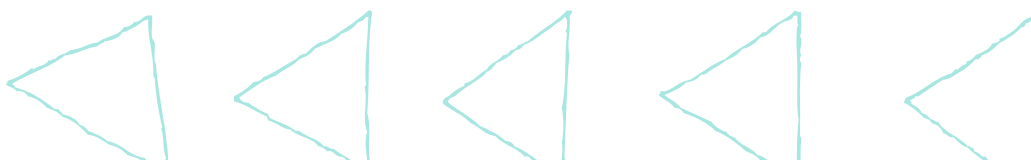
Education is:

- A value in itself as a right for everybody, recognised in the Universal Declaration of Human Rights.
- Essential for the fight against poverty and to achieve sustainable development.
- A key responsibility for States.
- A goal that can be met if governments have the political volition and mobilise the necessary resources.

Therefore, there is a need for education that develops personal and social skills that enable people to discover how societies work in order to interact in them on a daily basis and to positively question and recreate their own roles and institutions.

Moreover, there is a pressing need for education with gender equality; not only one that is free from discrimination and inequalities in access and continuity for girls, young women and women, but also education that advocates the redefinition of gender roles and relationships in terms of respect and dialogue.

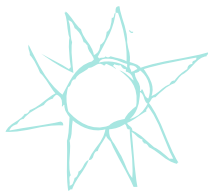
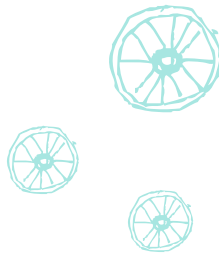
It is essential that education promotes and teaches democratic governance that sees economic development as an instrument for people's development, but not as an end in itself.



# ACTIVITIES

## ACTIVITY 1: DESTINATION

*"Come and discover unknown destinations, remote landscapes you don't see in any guides and people that live amazing lives in the hidden ends of the earth. We invite you on your dream trip... Let's go on a trip to meet Namita, a girl who lives in Orissa, in India. What do you say?"*



## ACTIVITY 2: PREPARATION

*"There are only a few days to go until we set off... Before we go there are a few things we need to get ready. Let's start with the travel arrangements! What things do you think we need to do before starting our trip? Why are they important? One of the things you always have to do before travelling is get to know something about the destination country: its location, customs, what it's like..."*

Project an image of a world map (or show them a world map) and ask: Where do you think India is? Can anyone find it on the map? When they have located it, ask them where they think Orissa might be, and then identify it on the map (Orissa is a state located on the east coast of India, in the Bay of Bengal). If the classroom resources allow it, the route from Spain to India could be traced by using Google Earth.

*"Now we know our destination, we're going to look at more things about India that will help us get to know Namita's customs and her friends better".*

Divide pupils into small groups and give each one facts about India, some true and some false. Each group has to decide whether the information is valid or invalid. To share ideas with the rest of the class, draw, either on the board or on a large piece of paper, a silhouette of India. Each group has to stick true information inside the silhouette and false information outside. If sticking this information is not possible pupils can write them inside the drawing. There is a file on India, with data ordered in two columns (True/False) to cut out and give to the groups.

In terms of the false information, mention that Mombay is not the capital, but the most highly populated city; that the cow is a sacred animal and that the film industry is in Bollywood. Also mention that the national flower of India is the Indian lotus (*nelumbo nucifera*), a sacred flower that holds a unique position in art and mythology from ancient India and has symbolised a good omen in Indian culture for time immemorial.

In the brainstorming session clarify these concepts by using images to visualise the content of the previous sentences (file 2). Furthermore, to bring us closer to Orissa, our final destination, and to see how children study this place, there are photos in file 3.

### ACTIVITY 3. OUR FRIENDS THERE

We're starting out on our journey and we're a bit nervous. We're finally going to meet Namita and her family! We're going to see what they're like and what type of things they dream about.

#### Watching a video about Namita

<http://www.youtube.com/watch?v=0NAgFXrvGuY>

Once they've watched the video ask the group: What did you think? Is that the way you imagined Namita and her family? Do you remember what Namita dreamed of?

If pupils don't remember Namita's dreams, you can play the video again, asking them to pay close attention to what she says.

As a whole group, talk about how one of Namita's dreams is to be a teacher then ask the class what they would like to be when they're older, what professions they would like to do.

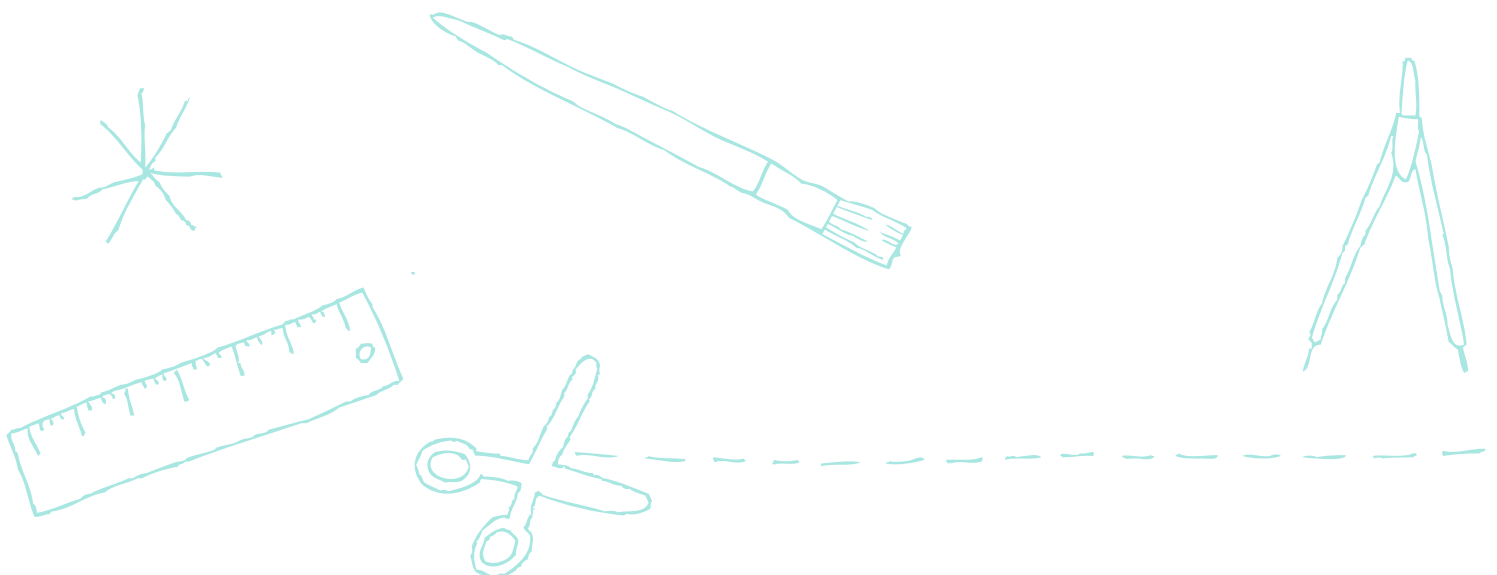
#### School around the world

Ask the group what they think any child around the world has to do to be able to have a profession when they're older. Collect their ideas and stress: go to school, learn to read, write, work in a group... and numerous other things.

Relate their answers to Namita's situation: if Namita's parents aren't able to put rice (mentioned in the video) on the table, do you think Namita can carry on studying? What do you think will happen? Does that happen to us?

In our country education is compulsory and free, but in other countries there are still many boys, and particularly girls, that cannot go to school: almost 70 million boys and girls, who represent 10% of the children in the world.

Draw a circle on the board and then, using data on school enrolment around the world, draw a pie chart with the percentage of children that don't go to school: 10%. Explain that the circle represents the total number of children in the world and the pie chart represents the total number of children that still can't go to school. Another option is to draw a circle (or the shape of a house/school – a floor, two walls, a roof –) on the floor with chalk



and transfer the percentage of children at school or not in education to the size of the class, doing so in such a way as, proportionally, there are as many boys and girls placed inside that represent the percentage of those that go to school and outside the circle those that don't have access to education.

Ask them to think of reasons why these children cannot go to school. Listen to their ideas and make a list of the reasons the group comes up with on the board. Afterwards, ask them if they believe that some of these reasons could also affect Namita's dream of becoming a teacher.

As a final consideration, one possibility is to talk about inequality in the world due to the unfair distribution of wealth and resources.

### **Namita's path towards her dream**

We're going to think about some of the issues that will affect Namita accomplishing her dream.

Move the group to one side of the classroom. Explain to them that where they are positioned is now, the present, and that all of them are Namita with her dream. The other side represents the future, where Namita has accomplished her dream of becoming a teacher. Read the different parts of the text out loud, which coincide with aspects that are either easy or difficult for Namita. In each one pupils decide as a group (representing Namita) whether to take one step forward, moving closer to fulfilling her dream, or one step back, moving

further away from it. The sentences we suggest are the following:

1. Namita's parents have bought pencils and a new notebook.
2. To get to school Namita has to walk for two hours.
3. Namita loves going to school and on many occasions the teacher praises her work.
4. Namita's mother has found a job sewing at home and can pay the school fees.
5. Namita has many friends. They walk to school together every day and have lots of fun.
6. Namita has got very good marks in her last exams and she tries hard.
7. Namita's teacher has fallen ill and during this period there is no replacement teacher, which means there is no school.
8. The rain has damaged the school roof and there has been no school for 3 months.
9. Namita's mother has fallen ill and Namita has to stay at home to do things around the house while her younger brothers go to school.
10. Namita's parents are speaking to another family to decide her future wedding.

At the end of the game the group goes back to where they started, far from fulfilling the dream. Ask the group what they think and look at the differences with their school. Also introduce the theme of equality between boys and girls and whether they think it's easier being a boy or a girl. This activity enables us to look at the difference between North and South, in terms of issues such as education and those related to equality between men and women. Therefore, explain the difficulties that arise from living in a country with these characteristics, particularly for girls, taking the opportunity to mention point number 10 and the repercussions of arranged marriages in the schooling of young girls and their future life as adults: Did you know that there are still countries that follow these practices? What do you think?



## ACTIVITY 4. THE RETURN

*"It's time to go back home. We've had a great time, and we've met different people and learned a lot. Although it's a pity, we have to say goodbye to Namita, but hopefully we'll see her soon. Once we're back we can still think about Namita and how we can help her make her dream come true".*

Ask pupils to sit in small groups and draw the things they could do to help Namita fulfil her dream. When everyone has finished, get pupils to show their drawings and explain them to the rest of the class. On the board, write all their ideas on the things they could do in green, next to the graph on school attendance.

The session can be concluded by highlighting how, by working together, we can make it possible. Everywhere around the world people can fulfil their dreams and receive a suitable education.

### MATERIALS

- ⇒ World map, projector or digital board
- ⇒ Date file on India/Orissa
- ⇒ Scissors and glue
- ⇒ Paints
- ⇒ Paper
- ⇒ Black board and multi-coloured chalk

### CONNECTION TO THE EXHIBITION

After watching the video about Namita, check the suitcase that corresponds to India, which will facilitate an approach to subsequent activities. Likewise, in the final activity, the return home, music can be used to create an atmosphere while the pupils are drawing.



### MORE INFORMATION

- [www.ayudaenaccion.org/hacemos/derecho-a-la-educacion/](http://www.ayudaenaccion.org/hacemos/derecho-a-la-educacion/)
- [www.cme-espana.org/](http://www.cme-espana.org/) (Campaña mundial por la educación)
- [www.cme-espana.org/materiales](http://www.cme-espana.org/materiales)
- [www.uis.unesco.org/Education/Documents/fs-25-out-of-school-children-sp.pdf](http://www.uis.unesco.org/Education/Documents/fs-25-out-of-school-children-sp.pdf)
- <http://www.unesco.org/new/es/education/ayudaenaccion.org/blog/decimos/noticias/2013/02/04/corazon-valiente-y-el-despertar-de-india/>
- [revista.ayudaenaccion.org/articulos-asia/queremos-contarte-derecho-a-la-educacion-en-india](http://revista.ayudaenaccion.org/articulos-asia/queremos-contarte-derecho-a-la-educacion-en-india)

## TRUE

## FALSE

India is the second most populated country in the world

The capital of India is New Delhi

The official language is Hindi

A typical food in India is Rice

The sari is one of the typical items of clothing worn by women in India.

The cow is a sacred animal.

In India people normally eat with their right hand.

The most important river in India is the Ganges.

A famous man in India was Gandhi: Ask pupils if they know who he is and explain, if necessary, that he was an Indian nationalist leader that brought independence to his country with a passive revolution. Popularly called "mahatma" (great soul), he was leader of the non-violent resistance movement against British colonial rule.

A famous woman in India is Vandana Shiva: She is one of the most dynamic and provocative thinkers in the world and one of the most prestigious international ecologists, feminists and philosophers of science that fights for earth rights and women's rights.

The capital of India is Bombay.

Chorizo is a typical type of food in India.

In India people normally eat standing up.

The dog is a sacred animal in India.

India is the country with the biggest film industry in the world, which is called Hollywood.

The biggest river in India is the Ebro.

The daisy is a sacred flower in India.



*New Delhi, the capital of India*



*Bombay, the most populated city in India.*



*Bollywood, India's film industry.*



*Rice, a typical type of food in India.*



*Sari, a typical item of clothing in India.*



*The national flower in India is the Indian lotus.*



Image: ActionAid



Image: ActionAid, Tom Pietrasik



Image: The Community of Orissa, CIRTD



Image: Inside a school in India, ActionAid



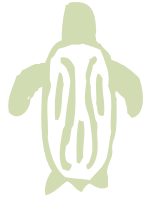
Image: A traditional well in Orissa, CIRTD



Image: A mode of transport. Orissa, CIRTD

TEACHING PROPOSAL 3:

# A POSTCARD FOR ABICHI



## PUPILS

Key Stage 2 of Primary Education.

## OBJECTIVES

- To consider the right to food, water and sanitation.
- To be aware of the inequalities between these rights in the world population through the specific case of Janamo-ra (Ethiopia).
- To gain an awareness of the factors that cause these inequalities.
- To develop a responsible attitude to these rights from our sphere of action.

## KEY CONCEPTS

The right to Food. Water. Sanitation.



## INDICATORS

The right to food is the right to have regular and permanent access, individual or collective, to food that is quantitatively and qualitatively suitable and adequate, along with other resources required for its production in order that it corresponds to the cultural traditions in each population and guarantees a satisfactory and dignified physical and psychological life.

According to FAO, the Food and Agriculture Organisation, in 2009 there were over a billion people suffering from hunger and approximately another 2 billion enduring what is known as "hidden hunger", that is to say, severe micronutrient deficiencies that hinder the development of their capacities and vital functions. This represents 40% of the world population that do not have this fundamental right guaranteed in the manner it should be acknowledged, respected, protected and guaranteed by all States.

The right to food involves levels of food production as well as production methods and issues related to distribution. The final goal is to guarantee that

each person has permanent and safe access to diets that are adequate in nutritional terms, produced sustainably and culturally acceptable. This access can be guaranteed through three channels that normally combine:

- a) Self-sufficiency: the case for people that farm and produce their own food.
- b) Access to activities that generate income; that is, obtaining financial resources or similar through employment that, for instance, allows food to be purchased.
- c) Social protection in such a way that when people are not self-sufficient or cannot generate income, their food needs are covered by community support or by the State.

Therefore, the right to food is closely linked with the right to access resources such as land, water, forests and seeds, essential for those that produce food for their own consumption; the right to work, to be able to find employment and resources to satisfy food needs; the right to social security in order to guarantee this right when the others break down.



# ACTIVITIES

## ACTIVITY 1. DESTINATION

*"Come and discover unknown destinations, remote landscapes you don't see in any guides and people that live amazing lives in the hidden ends of the earth. We invite you on your dream trip... Let's go on a trip to meet Abichi, a girl who lives in Janamora, in Ethiopia. What do you say? She's also invited us, we've received a postcard! I'm going to read it to you"*

Read the postcard received from Abichi to the whole class:



## ACTIVITY 2. THE ROUTE

*"How exciting, the departure day is nearly here! We have to pack our suitcases and get everything ready for our trip. There are many ways of getting to our destination – some are quick, while others are slower but more exciting... The first thing we have to find out is where we're heading. It's time to get out the maps and plot our journey. Where is Janamora? What are all the possible ways of getting to Janamora?"*

Divide the class into small groups and give them a blank world map with 2 different projections i.e. some groups will receive one and some the other (file 1). Ask pupils to locate the place they are in now and then ask them to guess where Ethiopia is. Afterwards, point out where Janamora is and get them as a group to decide and draw the travel route they would like to carry out on the map, drawing the modes of transport they would use to arrive.

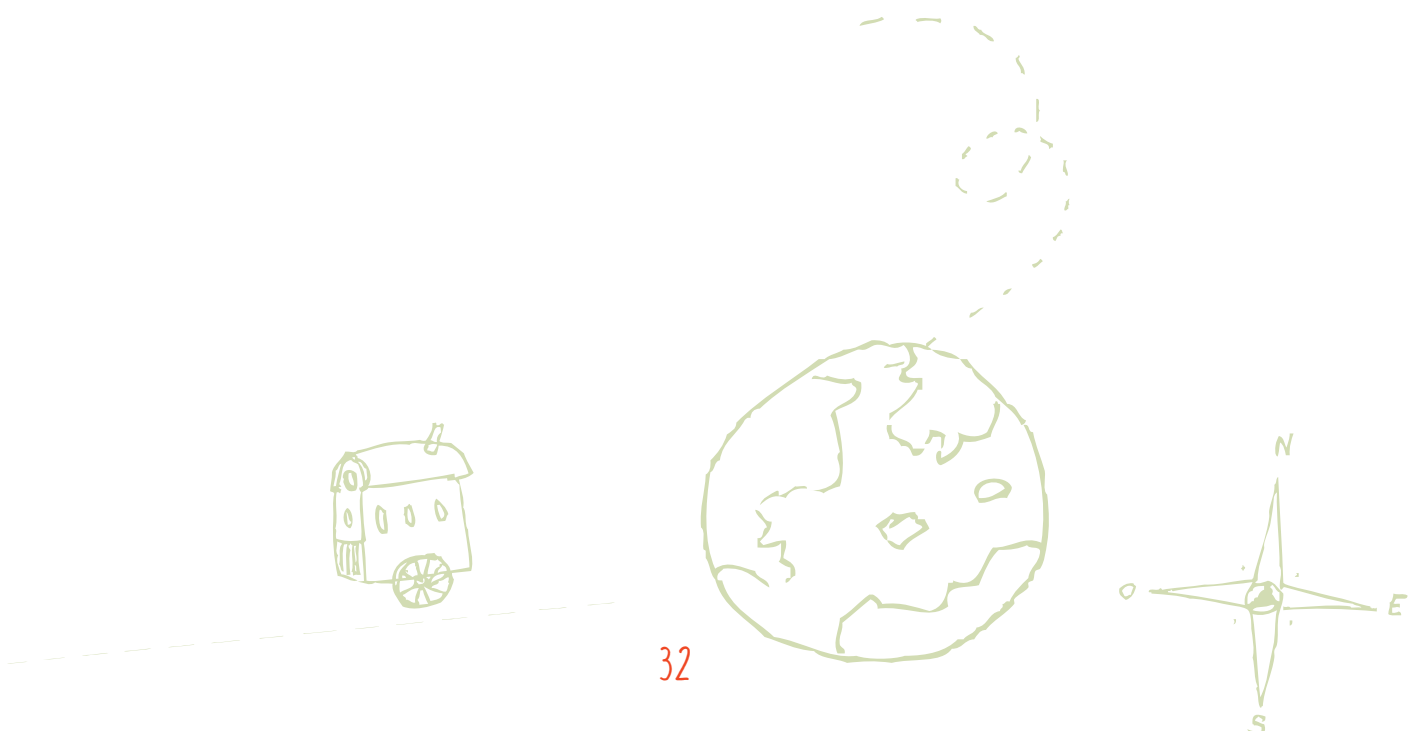
When all of the groups have finished, share the chosen route on the map with the rest of the class.

To conclude, you could explain the difference between the world maps used. Our planet is a sphere flattened by two poles and a geoid. To represent it projections are used that aim to reflect the area, shapes and distances. There are over 400 but none of them are absolutely accurate.

The most popular and common map is known as the Mercator, although it also has its critics, including UNESCO and many NGOs, primarily because it doesn't reflect the real size of the continents and magnifies Europe and North America compared to the rest. For instance, Europe and South America appear similar in length when South America is actually a great deal bigger than Europe, almost double. Another example is Africa and Greenland, which look almost the same, when in actual fact the former is fourteen times bigger than the latter. Critics believe that this disproportion creates prejudices and perpetuates a Eurocentric or Western-centric concept.

The historian Arno Peters introduced the idea that this world map is not particularly fair so he published his own projection (1974), bringing in a series of corrections to a previous projection by a nineteenth-century cartographer called James Gall. His drawing, although still distorted, more faithfully reflects the sizes, but with shapes that are not exactly as they seem given that Africa and South America appear much more elongated.

In truth no projection is 100% faithful, but it is important to recognise these differences in order to avoid distorted ideas.



## ACTIVITY 3. THE ARRIVAL

*"Finally you can see our destination on the horizon. Will what we imagined be real? What will the people there be like? How will their streets smell? What will their food taste like? We're here so open your eyes wide. We want to take in everything!"*

As a whole group, ask the children: How do you imagine Janamora? How do you imagine Abichi? How do you imagine Abichi's house and her family?

If pupils are unable to imagine it, tell them that's normal because it's a place they don't know and we're going to discover now.

### TRUE CUSTOMS

- ✓ Both women and men wear a headscarf on their heads.
- ✓ Everyone washes their feet before going to bed... there is a lot of mud and dust.
- ✓ To greet each other, people shake hands and bump right shoulders.
- ✓ People eat "injera", which is like a giant pancake, and put food on top of it.
- ✓ Friends hug or shake hands.
- ✓ People drink a lot of coffee and take a while to prepare it because of its importance.

### TRUE INFORMATION

- ✓ The capital is Adis Abbeba
- ✓ There is a volcano that never sleeps called "Erta Ale".
- ✓ The "Ethiopian Birr" is the currency
- ✓ The official language is Amharic
- ✓ The main religion is Orthodox Christianity
- ✓ It's the 14th most populated country.
- ✓ The Simien Mountains can be found in this country
- ✓ It's one of the hottest countries in the world

## Details about Janamora

Use the list of data on Janamora. Ask pupils to make a line in the centre of the classroom and mark one side as TRUE and the other as FALSE. Read out the different facts (related to customs, gastronomy, religion, etc.) and ask the group to go over to the true or false side, based on their opinion of the validity of our statements. Given that there will probably be a variety of opinions, ask them to argue their position with those that think it is TRUE and those that think it is FALSE. After they have given their ideas, give them the answers and tell them to move back into the centre of the room. This activity is repeated with the rest of the information.

The sentences to use are:

### FALSE CUSTOMS

- ✗ People eat doughnuts with drinking chocolate for breakfast.
- ✗ People wear kimonos.
- ✗ To greet each other, people rub their noses together.
- ✗ People eat a lot of pizza and spaghetti.
- ✗ They are nomads: they live in caravans and move from one place to another.

### FALSE INFORMATION

- ✗ The capital is New York
- ✗ The capital is Madrid
- ✗ The capital is Paris
- ✗ The main religion is Islam
- ✗ The currency is the dollar
- ✗ The Niagara Falls can be found in this country
- ✗ It's a sparsely populated country
- ✗ It's normally cold
- ✗ The official language is Russian

## Photos of Ethiopia

Divide the class into small groups and give each group a photo of Ethiopia. Ask them if it's what they had imagined. The images can be passed around the groups so they get a more complete idea. These images are in file 2.



## ACTIVITY 3. OUR FRIENDS THERE

*"We're starting to feel at home. Some situations and smells are becoming familiar. We're becoming great friends with Abichi and her family."*

### Watching the video about Abichi

Mention to the group that they're going to meet Abichi and hear about her dreams. Play the following video.

<http://www.youtube.com/watch?v=zJubKU1DUKU>

Pose the following questions to the whole group: What do you dream about? What does Abichi dream about? Why do you think she dreams about this? If you were in Abichi's shoes, do you think your dreams would be the same or similar to hers?

If it's not possible to watch the video, teachers can tell the class that Abichi is a girl from Janamora who "dreams about swimming in a large bath, dreams about smiling with her grandmother and about her sisters having time to play with her. Abichi's parents look after the baby and dream about water not being so scarce."



## Abichi's life

*"Now we've got to know the place where Abichi lives and her people a little better, and even learned something about her dreams, we're going to think about the things we like about her life, the good things she has there and the problems experienced."*

Draw two columns on the board, one with a smiley face at the top and the other with a serious face. Fill in the columns according to the group's answers with positive things about Abichi's life and her family's life and with the challenges she faces: In your opinion, what are the good things in the lives of Abichi and her family? What do you think are the difficulties they face?

Help pupils by guiding them with questions on the issues that affect Abichi's daily life:

- Do you think she always has enough food? Where do you think they get it from?
- And clean water? Do you think not having well-channelled pipes and toilets is dangerous? Why or why not?
- And Abichi's sisters, do you think they have the same life as her? Why?
- Can Abichi and her sisters enjoy school in the same way you can? What differences are there?

## Getting to know Abichi's family

Mention to the group that they are going to find out more about the life of Abichi's family through stories and postcards received from different members of the family. Divide the class into 3 groups. Each group receives a postcard from a member of the family explaining a specific part related to the right to food (the stories are in file 3). Each group reads the story.

Afterwards, each group has to come up with a slogan/phrase that summarises what they have read or is a criticism of an injustice they have picked up on. Therefore, they can also use images from magazines to construct a collage, using photos and letters they find in them and that catch their eye.

Brainstorm as a whole group and explain the work carried out.



## ACTIVITY 4. THE RETURN

*"We have to say goodbye to Abichi and her family, a real pity because we've had such a great time with them. On the return journey we lean our heads against the headrest of the seat and fall asleep. Of course, we all dream about Abichi and her family! Her life in our dreams is both easier and fairer!"*

Invite the class to have a think with their eyes closed. While the pupils "drift off to sleep" and dream about a better life for Abichi, ask them the following questions: What do you dream about for Abichi and her family? What's her life like in your dream? What dreams do you have that make her life better?

Next, in small groups, ask them to write Abichi a postcard, telling her about their dreams for her life and taking into account the different areas addressed in this proposal in terms of the right to food and water.

## MATERIALS

- File 1: World map
- File 2: Images of Ethiopia
- File 3: Stories about Abichi's family
- Pencils and coloured paints
- Brown paper
- Used magazines

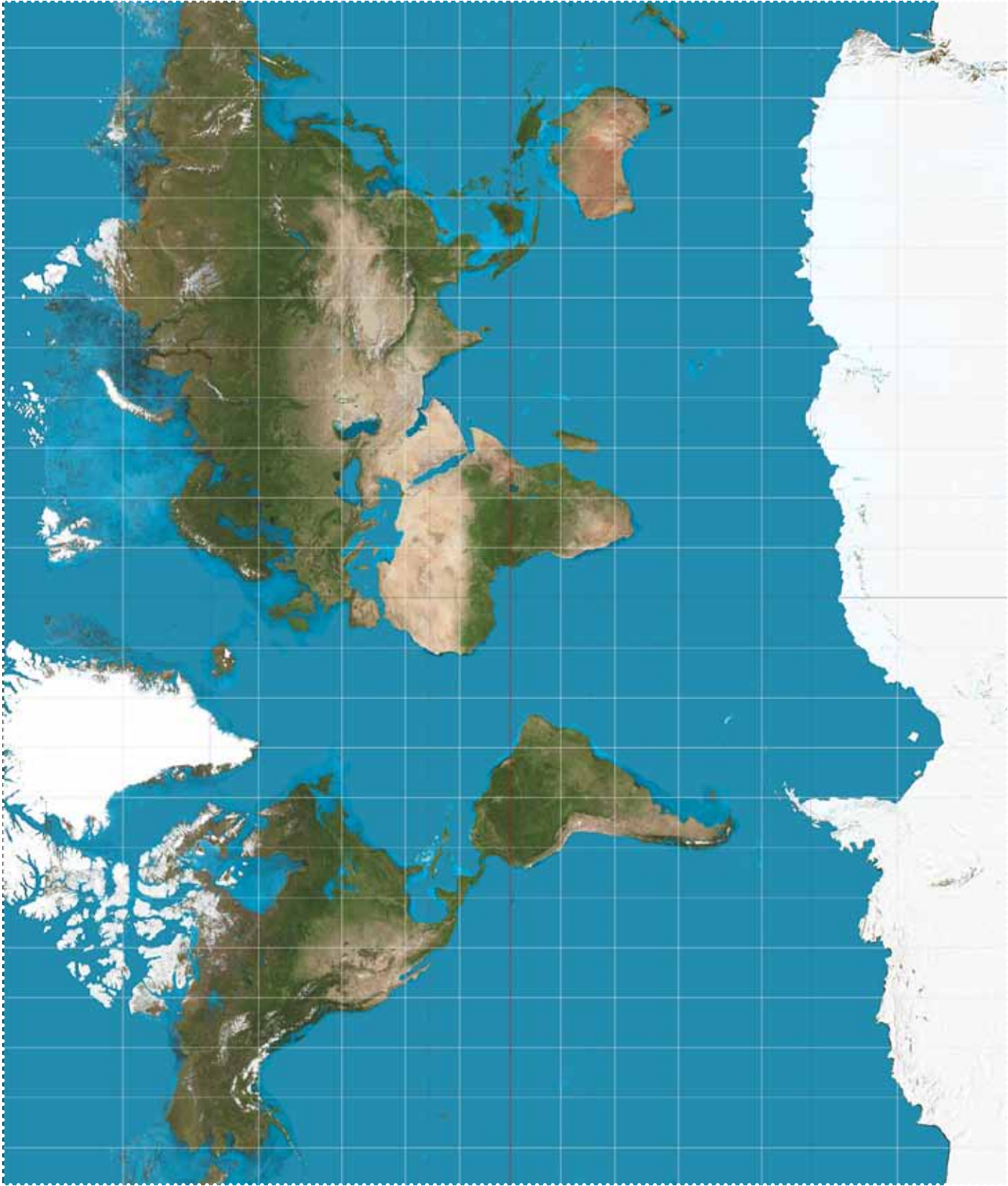
## CONNECTION TO THE "YOUR DREAM TRIP" EXHIBITION

The exhibition **Your Dream Trip** includes a suitcase from Ethiopia. The music found inside can be played while pupils work on some of the activities, for instance number 1 or 3. Equally, upon finishing some of the activities, they can visit the suitcase to pick up some of the products inside, which will give them a better idea of what they have learned about the country up until now.



## MORE INFORMATION

- [www.ayudaenaccion.org/hacemos/derecho-a-la-alimentacion/](http://www.ayudaenaccion.org/hacemos/derecho-a-la-alimentacion/)
- [www.blog.endoethiopia.com/harar-mas-alla-de-burton-y-el-hombre-de-las-hienas/](http://www.blog.endoethiopia.com/harar-mas-alla-de-burton-y-el-hombre-de-las-hienas/)
- <http://www.ayudaenaccion.org/blog/decimos/noticias/tag/etiopia/>
- <http://www.youtube.com/watch?v=4R1znFfOjM>
- [www.minorityrights.org/?lid=3928&tmpl=printpage](http://www.minorityrights.org/?lid=3928&tmpl=printpage)
- [www.derechoalaalimentación.org](http://www.derechoalaalimentación.org)
- <http://www.fian.org/es/>
- <http://www.fao.org/righttofood/es/>
- <http://ieham.org/html/tecnologias.asp>
- <http://www.srfood.org/es>



*Mercator map*



*Peters map*



Image: ADDIS ABEBA. Fernando López Del Prado. AeA



Image: Market day in ADT SERU, Jose Luis Santana



Image: Emily Taylor. ActionAid



Image: Janamora. AeA



Image: Janamora. Fernando López del Prado. AeA



Image: Community drinking fountain. Janamora. AeA.

# Post Card



Hello!

I'm Mulatu, Abichi's father. Although there are good things in my life, I have suffered a lot because of a shortage of food. My country is one of the countries with the most hunger in the world. Throughout the whole world there are one billion people who do not eat enough to be healthy and lead a normal life; the majority of people without enough food live in small villages or poor neighbourhoods on the outskirts of big cities. There are more women that don't have enough food than men.

I would really like this to change: Together we can do it!

Kes be Kes, Mulatu

# POST CARDE



Hello! I'm Kalkidan, Abichi's Mum. I'm very happy with my family but sometimes I wake up worrying about whether we are going to have enough food to survive this year. Having enough to eat is difficult. Just a few people in the world accumulate so much wealth, while the vast majority of us share out very little between us. My grandparents grew their own vegetables. Now it is very difficult to have land, and seeds to cultivate on it, because it is owned by big companies; more and more land is taken up by huge companies that use it to plant soya and sell it to make biodiesel (gasoline) or to feed cows that feed people with money in Spain. Then there is the lack of water because of climate change - the land is bad and plants do not grow. There are less and less forests, water sources, fertile land, fish in the sea and rivers and companies fight to own it all, which means poor people can't use them. This is very unfair, but I know that together we can change it!

Kes be Kes, Kalkidan

Correspondencia

Tarjeta postal

Carte postale

Union postale universelle



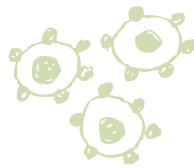
Hi!

We are Ayaná and Zenha, Abichi's sisters. We loved going to school. Now we have to spend the day going to get water at the nearest source, which is a looong way from home. We like helping our family by bringing water, it is very important. But it is a real shame we cannot continue learning. What we would like the most is for every family from our village to have a few animals and some land so they can farm their own food and sell it or exchange it at markets. We also dream about everyone from our religion enjoying water, the land, the forests, the sea, the rivers... to live and eat, looking after them to make sure they are not destroyed. We would love it if the seeds our parents use in their small plot of land were not so expensive and didn't have to be bought from big companies. We would love them to be natural and ones that grew better on our land because they were the ones our ancestors used.

Even though at the moment this is just a dream, we know that soon, if we all do something, it will become a reality.

Kes be Kes, Ayaná and Zenha

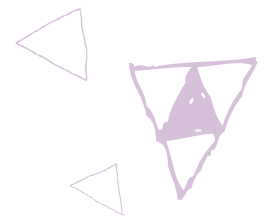
X X X X X X X X X X X X X X X X



*"Kes be Kes": In Ethiopia a very common expression in Amharic (official language) that means "step by step"*

TEACHING PROPOSAL 4:

# GLADYS TAKES ACTION



## PUPILS

Key Stage 3 of Primary Education.

## OBJECTIVES

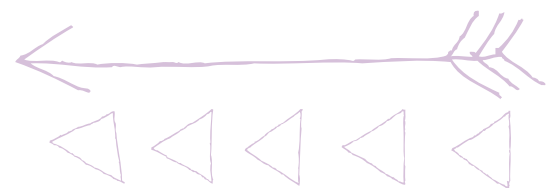
- To consider rights for women and girls.
- To make the situation of women and girls in Kukra Hill visible.
- To compile positive proposals for gender equality and link them to our sphere of action.

## KEY CONCEPTS

Gender equality. Sexism. Patriarchal society. Women's rights.

## INDICATORS

In every country around the world there is inequality between men and women, according to reports by the United Nations. In some countries it is more apparent, for instance where women cannot access education, employment, private property... even traditions and customs that put their physical integrity at risk (female genital mutilation, arranged marriages, rapes...). In other countries inequalities are perhaps less obvious, but they still exist, for example in Spain: salary disparity, despite doing the same job, more time devoted to domestic work and care with the same rate, limited presence in managerial positions or in political posts, etc.



Women suffer conditions of inequality, and while they differ depending on their birthplace, the social class they belong to or the colour of their skin, they share similarities because in all cultures they have worse living conditions compared to men, less possibilities to access, and control, resources and participate in decision-making processes. Both in international organisations and social organisations, there has been an emphasis on this situation and obtaining equal rights and opportunities has been deemed necessary.

Behind this reality is the cultural and social construction of what men and women are like and how they must behave; in other words, gender. This means society establishes one pattern for men and another for women, giving rise to gender roles and stereotypes (masculine and feminine). It must be noted that this is constructed culturally and socially, not biologically or regarding men's and women's capacities. If it is related to a sexist model it establishes power relations and inequality between men and women and generates suffering for many people (from both sexes).

Together with gender, it is important to clarify another two terms that occasionally cause confusion: sexism and feminism, treated as if they were antonyms. This is not the case as sexism establishes a situation of subordination and subjugation of men over women, while feminism looks to achieve true equality of rights and opportunities for men and women.

Working for the rights of women and girls, as well as for gender equality, involves women and men being able to benefit from the same economic, social, cultural, civil and political rights in all aspects of human development and with the same level of respect, the same chosen activities, and with independence and the capacities to develop the results of these elements. Therefore, the idea is to raise awareness of equality for women and men as a right and as an indispensable tool for improving results in the fight against poverty.



# ACTIVITIES

## ACTIVITY 1: DESTINATION

*"Come and discover unknown destinations, remote landscapes you don't see in any guides and people that live amazing lives. We invite you on your dream trip... Let's go on a journey together to meet Gladys, a woman who lives in Kukra Hill, a town in Nicaragua".*

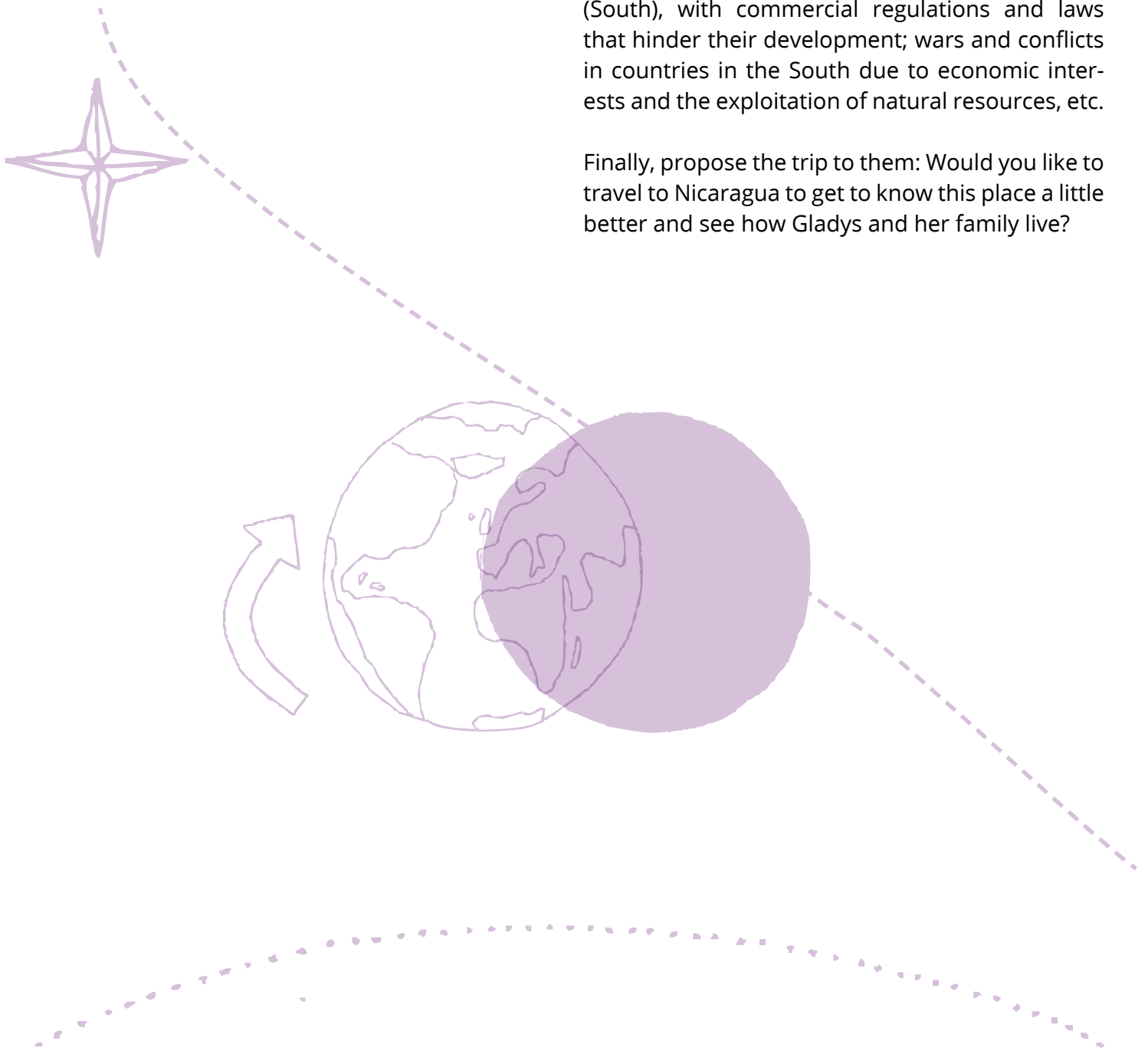
### Watching a video about Gladys

The video can be watched through the following link:

[www.youtube.com/watch?v=Ejj4Hr8OL74](http://www.youtube.com/watch?v=Ejj4Hr8OL74)

Ask pupils the following question: What do you think "the hidden ends of the earth" means? The answers that come out of this could provide the next step for introducing issues related to the inequality that exists in our world: the unequal distribution of wealth, with 20% of the population controlling 80% of the resources; the relationship of dependency that exists between rich countries (North) and countries in situations of poverty (South), with commercial regulations and laws that hinder their development; wars and conflicts in countries in the South due to economic interests and the exploitation of natural resources, etc.

Finally, propose the trip to them: Would you like to travel to Nicaragua to get to know this place a little better and see how Gladys and her family live?



## ACTIVITY 2. JOURNEY AND ARRIVAL

*"When we travel to a new place it's a wonderful experience because there are things we've never seen, never smelt... many things are different. To live things more intensely you have to experience them with all five senses so you can get a better idea. A place is not just an image, it is a smell, a taste, a sound, etc. For example, what would X smell and taste like (say the place we find ourselves in)".*

Explain that we're going to travel to a place called Kukra Hill, located in a country called Nicaragua (this can be shown on a world map). This is where Gladys lives. We're going to discover Nicaragua in five senses. Give each group one of the materials corresponding to one of the senses so they can experience them. Pass them around all the groups.

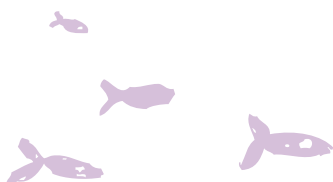
### MATERIALS

- ➔ A smell: cinnamon, vanilla.
- ➔ A taste: beans
- ➔ A texture: clay soil (to remind us of the roads in Kukra Hill, an area that is very rich in vegetation, with a Caribbean climate – hot and humid)
- ➔ A sound: Nicaraguan music
- ➔ An image: photos of Kukra Hill (there are different ones in file 1).

These materials are found in the suitcase corresponding to the exhibition Your Dream Trip. If these materials are not available, each sense and corresponding material can be written on a sheet of paper (an image can be selected from one of those in file 1). Give a sheet of paper (with a sense and material) to each group, who will have to mime and describe them to the rest of the class so they can guess the sense and the material (with the photo they can discover the image they have been given by miming).

In the brainstorming session, mention the difference between Spain. What smell, taste, texture, sound and image would they have chosen for the place they live in? Are these differences enriching? What more would they like to know about Kukra Hill and Nicaragua...?

To conclude and to get a more accurate idea of what the place is like, show them images of file 1 and play a video that summarizes the experience of Ayuda en Acción in Kukra Hill. The video can be watched through the following link: <http://www.youtube.com/watch?v=4PdtXbw9h4>



The video lasts 13 minutes but it doesn't need to be shown in its entirety – teachers can assess it, bearing in mind that the idea is for pupils to get to know the place we have travelled to better.

If you cannot watch the video, you can mention that the municipality of Kukra Hill is located in a region called the South Atlantic of Nicaragua, located more than 400 kilometres from Managua, the country's capital. Kukra Hill is a small municipality, with just over 13,000 inhabitants, the majority of which are mixed race. This area has a humid, tropical climate, which means there is a lot of rain, favouring plantations and farming. There is also very fertile soil and the main economic activity is stockbreeding, followed by agriculture.

### ACTIVITY 3. OUR FRIENDS THERE

*“Do you remember the things Gladys dreamed about? Why do you think they were her dreams? Together we're going to build a picture of Gladys' daily life, which will perhaps give a better explanation of why she dreams about such things”.*

Gladys' dreams are (if the group doesn't remember the video can be played again):

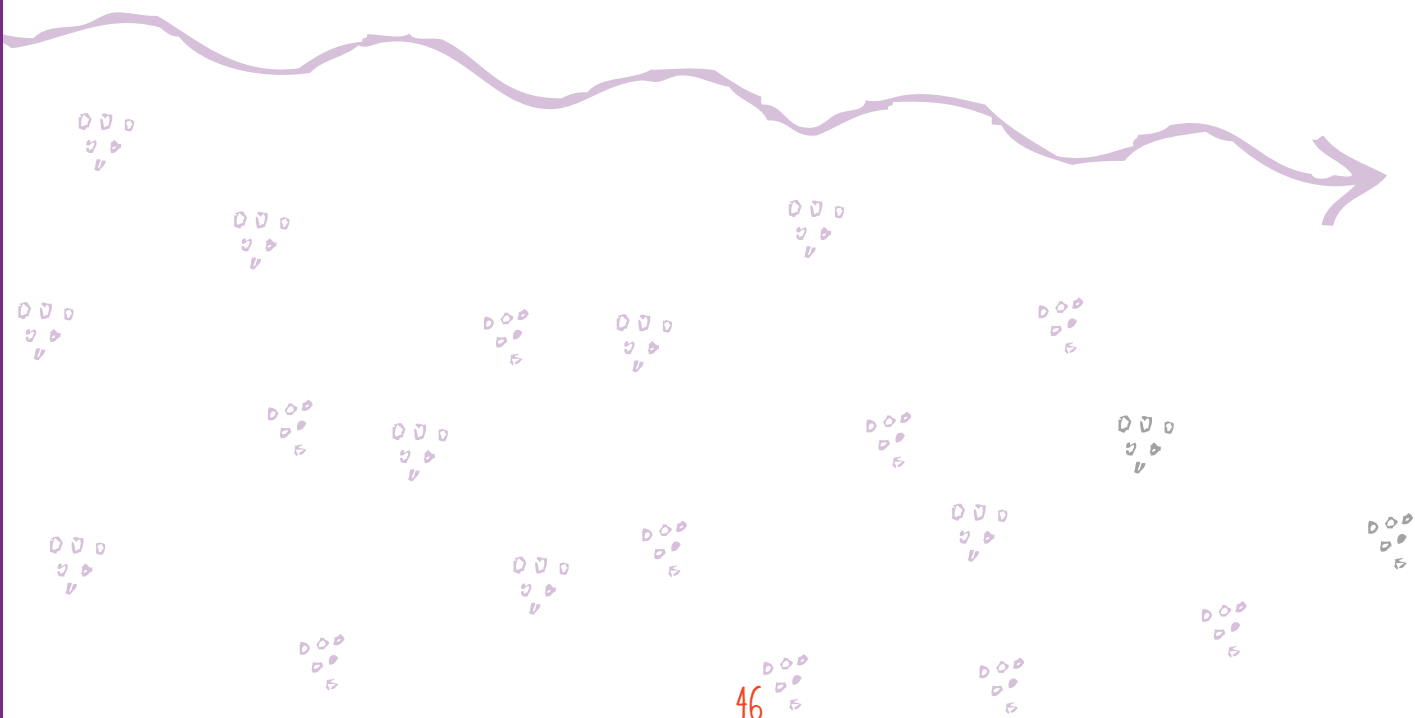
- To go on a cruise to New York to visit the Statue of Liberty.
- To have land to earn money from and so that Blossom can eat juicy tomatoes.

#### Gladys's life

Divide the class into four groups. Each group is given a file that tells part of Gladys' life story (file 2).

After reading her file, each group creates a portrait of Gladys on a large piece of paper to reflect the things they have discovered about her life. When they have finished, the groups, in chronological order, show their drawings and share what they have learned about Gladys. As more portraits of Gladys are created a more complete image of her will be formed, about her life, achievements and challenges.

For a final consideration, bring up the theme of



equality and see if there are any differences in Gladys' life because she is a girl. Pupils' answers can be guided by thinking about the following areas: relationships at home, school, domestic and care tasks, emotional relationships, work...

Conclusions can be drawn with the group about how there are inequalities between men and women in every country all over the world, including Spain. Start a brainstorming session to elicit situations of inequality they believe exist: at school, at home, in the media, in society... This activity could finish with an explanation of the definitions of gender, sexism and feminism, with pupils previously being asked if they know what it is.

### Gladys Takes Action

As already outlined in Gladys' story, she now participates in an association for women in Kukra Hill to defend equality and women's rights. Ask pupils if they know of any similar association and get them to explain what it is, what it is for and what they do...

The conclusion we can draw is about the importance of citizen participation (and student participation) in issues that affect their lives and the multiple actions they can contribute with: an extensive list ranging from setting up an associa-

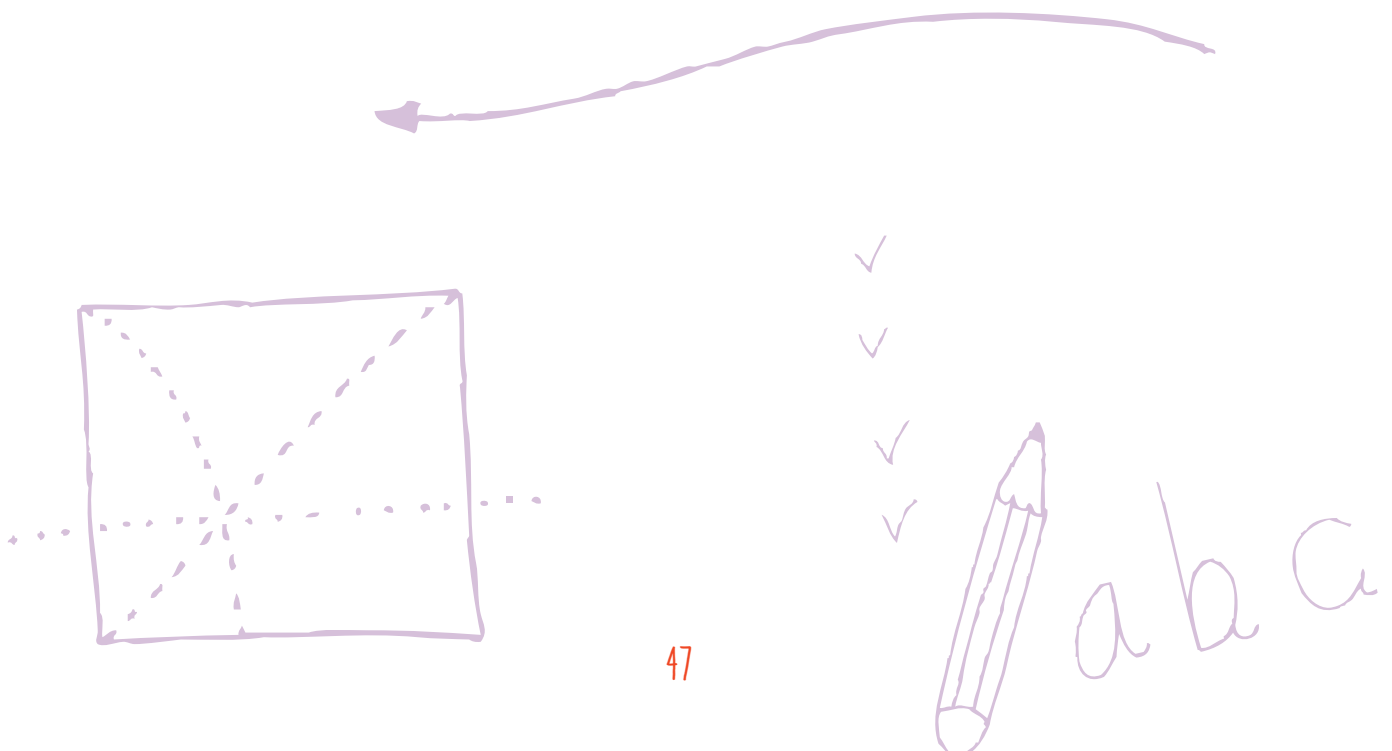
tion to organising a protest in order for our ideas to be heard. Setting out from these premises, bring the groups together to reflect on the type of things they feel Gladys' and the Women's Association Kukrahileñas can do to ensure equality for women and men. Each group can be given a different environment:

- Education
- The home
- Work
- Society in general

### Imagining Blossom's future

*"On the board we've made a list of the rights Gladys and the women of Kukra Hill are fighting for. Let's imagine, as a result of their work, all these rights have been achieved. What do you think Gladys' life and her daughter Blossom's life would be like then? What things could she do differently from her mother?"*

In the same groups, pupils consider what Blossom's life would be like if all the rights were obtained and create a collage to reflect it. When the groups have finished they can present their collages and put them up around the classroom.



## ACTIVITY 4. THE RETURN

*"It was great to meet Gladys and her family. We've learned so much we'll never forget, but now it's time to go home... Once we get back we're going to think about the steps that have to be taken to make sure we all have the same rights, regardless of whether we are male or female".*

Give each student a sheet of paper so they can make a footprint with their own feet. On this print, they can describe things they can do to make sure children also have the same rights in Spain.

The resulting steps can be laid out in a row on the floor, with the end a sheet of paper with the word EQUALITY.

## MATERIALS

- Video of Your Dream Trip: Kukra Hill
- Files 1 and 2.
- Materials for the five senses from the exhibition "Your Dream Trip" (optional)
- Paper, coloured paints, brown paper, images from magazines...

## CONNECTION TO THE EXHIBITION "YOUR DREAM TRIP"

In the exhibition **Your Dream Trip** the suitcase from Nicaragua can be used for activity 2 as it contains the materials for the exercises. Once the materials have been used, take the opportunity to review all the contents of the suitcase.



## MORE INFORMATION

- [www.ayudaenaccion.org/hacemos/derechos-de-las-mujeres/](http://www.ayudaenaccion.org/hacemos/derechos-de-las-mujeres/)
- [www.mueveteporlaigualdad.org/n\\_public\\_matedu.asp](http://www.mueveteporlaigualdad.org/n_public_matedu.asp)
- [www.mueveteporlaigualdad.org/n\\_public\\_informes.asp](http://www.mueveteporlaigualdad.org/n_public_informes.asp)
- [programaeducativo.ayudaenaccion.org/canguro-24-horas/](http://programaeducativo.ayudaenaccion.org/canguro-24-horas/)
- <http://www.unwomen.org/es>
- <http://www.wedo.org/>
- <http://www.americalinagenera.org/es/>
- <http://www.fundacionkirira.es/>
- [http://www.who.int/topics/female\\_genital\\_mutilation/es/index.html](http://www.who.int/topics/female_genital_mutilation/es/index.html)
- <http://www.youtube.com/watch?v=4PdtXbw9h4>
- <https://www.facebook.com/aenicaragua>



Image: AeA Technical Team. Typical cuisine.



Image: III Children's Council, R. Alvarado.



Image: G. Estrada and R. Rostrán AeA



Image: R. Alvarado, Boys and Girls from CDI. The little ducks. Kukra Hill



Image: Kukra Hill. Ana García. AeA.



Image: R. Alvarado, a collection of messages

## Childhood

Gladys is a very active and happy child. She lives with her six brothers and her father and mother in a small house without a bathroom and with just one bedroom for everyone. Her father works from dawn to dusk in an American-owned palm oil plantation. He arrives home very late, tired and often angry, which means Gladys spends very little time with him. Gladys' mother barely leaves the house, working all day cleaning, cooking, washing clothes and going to fetch drinking water. Ever since she was little Gladys has enjoyed playing in the street with her brothers and sisters and all the other children in the area. And what she likes most of all is to jump in puddles barefoot!

## Youth

For a few years now, as soon as she's finished helping her mother with the household chores Gladys goes to the market square to sell roasted peanuts. The money she makes helps her family a little and if there's anything left she saves it to buy books. There are very few paid jobs that women can do in Kruka Hill, with the majority selling small things or farming their own land to make a little money. At 16 she meets Alexis, an 18-year-old boy that works in a palm oil factory. At home things have become increasingly strained: the money coming in doesn't stretch for everyone and one of her sisters has fallen ill. When Alexis asks her to come and live with him she doesn't hesitate.

## Adolescence

Gladys is the second of six children. As she is the oldest girl, from a young age she has helped her mother to look after her younger brothers and sisters, cook, clean, go to fetch water and clean the house. Her teacher says she is a very clever girl because of her reading and writing skills, but at 12 she has to leave school, like many girls her age. Her brothers and sisters are learning many new things, whereas she, because she is the oldest girl in the house, has to help her mother with all the chores. When it makes her feel sad she goes down to the river to wash clothes with her best friend, and, by laughing and joking, everything is forgotten quickly.

## Adulthood

On turning 18 Gladys gives birth to Blossom, a little girl with one of the biggest smiles in Kruka Hill. It was a home birth with complications, but in the end, with the help of a neighbour, everything went well. Gladys has started to work in the palm oil factory and, although it's a tough job, she's happy because it allows her to save so that Blossom can attend school until she is older. That said, Alexis sometimes gets angry because he wants Gladys to devote more time to the housework. Finally, after various days spent arguing because Alexis wants Gladys to give up her job, she decides to leave him. She plucks up the courage and asks for help from a women's association in Kruka Hill. Now she is happier: she works in the factory, looks after the house and her daughter Blossom and belongs the Women's Association Kukrahilleñas, where they fight for women's rights.

## ATTACHMENT 1:

# EVALUATION AFTER EACH PROPOSAL

### Option 1: Body

Ask the group to use their bodies in their chairs as a thermometer for the questions they are asked. If the answer is “definitely” they stand as tall as they can. If the answer is “absolutely not”, get them to crouch on the ground. Ask them the following questions:

- Did you enjoy this adventure?
- Have you learned new things?
- Do you think we should try to make sure everyone has rights?

### Option 2: Charts

Draw a target on the board which can then be split into three wedges. Each wedge represents the following question:

- Did you enjoy this adventure?
- Have you learned new things?
- Do you think we should try to make sure everyone has rights?

Ask each person to draw a point on each of the wedges. A point that is close to the centre means a very positive answer while one that is further away represents a negative answer.

# BOARDING CARDS

## YOUR DREAM TRIP

Orissa (India)

### Destination country information

- Capital: New Delhi
- Surface Area: 3.287.500 km<sup>2</sup>
- Population: 1.025.096.000 people
- Population growth rate: 1.5%
- Life expectancy: 63.3 years
- Adult literacy rate: 58%
- Child mortality rate: 6.47%
- Under 5s with inadequate weight: 47%
- Percentage of the population without access to drinking water: 16%
- Percentage of the population with access to sanitation: 72%
- Percentage of the population living on less than \$1 a day: 34.7%
- Position on the Human Development Index: 127 de 175

### Recommendations before embarking on your dream trip

- ★ Orissa is a state located on the east coast of India, outside the main tourist routes in this vast country.
- ★ There is not an abundance of food in Orissa and the poorest families depend on food aid from the Public Distribution System, which does not always arrive due to the poor condition of the transport routes and the corruption of local civil servants.
- ★ A touch of colour is given by the women in their saris, but they are barely seen because they work long hours in mud brick factories and finish the day covered in dirt. Seeing children work is not a strange occurrence – families are so poor that sometimes they have no other option but to send them to work. Therefore, if you're going to buy bricks as a souvenir think about the weight, not the price (they are extremely cheap).

Still your dream trip?

Check the back

### What is Ayuda en Acción?

Ayuda en Acción is a Spanish organisation for development cooperation with presence in the Americas, Africa and Asia since 1981.

We have been working for over 30 years to improve the living conditions in the poorest communities and transform millions of people's lives in the process via self-sustainable development and awareness-raising and policy-making campaigns. We have over 150,000 contributors, which enables us to work on 122 development programmes in 22 countries that almost four million people benefit from.



Leave us your details and we'll send you updates on our projects.

Name\*:

Surname(s)\*:

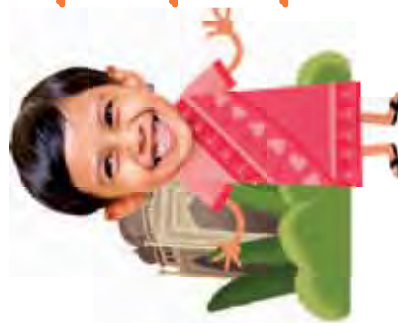
Telephone number\*:

Postcode:

Email:

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\* Details required to process your information request. According to the LOPD 15/1999 the Ayuda en Acción Foundation, with domicile in c/ Enrique Jardiel Poncela 6, 28016 Madrid, informs you that your details will be added to a file under our responsibility with the aim of processing the requested information. If not stated otherwise, in a period of 30 days it will be to our understanding that you wish to receive promotional information from Ayuda en Acción. If you do not wish to receive advertising by email please fill in the box at the bottom of the form. Should you wish to modify any details please do so in writing. You can exercise your rights to access, rectify, cancel or oppose at any time by contacting Ayuda en Acción.



➤ Dream that you travel to Orissa in 2007 with Ayuda en Acción, the year that we began to cooperate with the Indian associations that work in the area.

➤ Dream that you are a family that can have nourishment because, thanks to the work and policies of Ayuda en Acción, the government has given you a small plot for self-cultivation.

➤ Dream that you are a girl that can go to school because Ayuda en Acción has formed teachers in your village to educate you and because of the scholarships offered to your parents so that you don't have to work.

➤ Dream that you are a mother that doesn't have to fear for the life of your children because, thanks to the support of Ayuda en Acción, you have been able to create a health fund for being assisted in the case of an emergency and in medical health consultations in the villages.

➤ Dream that you have the things that are important with the work of Ayuda en Acción.

Your dream trip is...  
SHARING OTHER DREAMS

# YOUR DREAM TRIP



**Janamora (Ethiopia)**

## Destination country information

- **Capital:** Addis- Ababa
- **Surface Area:** 1.097. 900 km<sup>2</sup>
- **Population:** 64.459.000 people
- **Population growth rate:** 2.5%
- **Life expectancy:** 45.7 years
- **Adult literacy rate:** 40.3%
- **Child mortality rate:** 11.48%
- **Under 5s with inadequate weight:** 47%
- **Percentage of the population without access to drinking water:** 76%
- **Percentage of the population with access to sanitation:** 88%
- **Percentage of the population living on less than \$1 a day:** 81.9%
- **Position on the Human Development Index:** 169 de 175

## Recommendations before embarking on your dream trip

- ★ You will reach Janamora after travelling through the Simien National Park. Make yourself comfortable, there are a few hours by car ahead on dirt tracks with potholes.
- ★ In Janamora the soil is not very fertile and water is scarce; 180.000 people live in small villages scattered around and do not have running water and have to walk miles to reach the nearest well. Remember to gather together mineral water and purification tablets. Leave the ones you have left over behind because people often consume water that is not suitable for drinking.
- ★ Women and girls take charge of domestic tasks, and going to fetch water is only one of those. As well as spending hours walking, there is also a high risk that they will be attacked. It's not unusual for girls to leave school at an early age. Would you like to learn how to read after spending the whole day carrying heavy loads?

Still your dream trip?

Check the back

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• Dream that you travel to Janamora in 2006 with Ayuda en Acción, the year in which we start to build the first fountain for safe drinking water.

• Dream that you are a boy who no longer has to drink nor wash in the same puddle where the cattle does, because you are working together with Ayuda en Acción in the excavation of a fountain where potable water has been found.

• Dream that you are a girl who has the time to go to school because Ayuda en Acción together with the local population have constructed a water canal for your village, which also passes through and provides water to other villages.

• Dream that you are a mother who no longer has to fear that your small children won't survive because of infections and diarrhoea. Dream that you are an old woman with the hope of seeing your grandchildren grow.

• Dream that you have the things that are important with the work of Ayuda en Acción.

Your dream trip is...

SHARING OTHER DREAMS



# YOUR DREAM TRIP

**Kukra Hill (Nicaragua)**



## Destination country details

- Capital: Managua
- Surface Area: 130.000 km<sup>2</sup>
- Population growth rate: 2.7%
- Life expectancy: 67.7 years
- Adult illiteracy rate: 66.5%
- Child mortality rate: 3.95%
- Under 5s with inadequate weight for their age: 12%
- Percentage of the population without access to drinking water: 79%
- Percentage of the population with access to sanitation: 84%
- Percentage of the population under the poverty line: 50.3%
- Position in the Human Development Index: 118 de 173

## Recommendations before embarking on your dream trip

- ★ Kukra Hill is a Nicaraguan region on the Caribbean coast, but it's not your typical idyllic destination with diving and mojitos.
- ★ Kukra Hill is still a very poor rural area, mainly subsisting from the industrial monoculture of palm oil, run by North American companies that bought the land for next to nothing from big landowners a century ago. If you choose a palm tree to have a nap under, it will probably be theirs and, what's more, the high level of pollution produced by their processing plants will probably put you off.
- ★ Kukra Hill lacks basic infrastructures because the industry still doesn't invest its assets fairly in the community. It won't be easy for you to reach your destination by land because the only paved road has not been finished yet.

Still your dream trip?

[Check the back](#)

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- Dream that you travel to Kukra Hill with Ayuda en Acción in 1998, the year that we began our work in the area.
- Dream that you are a mother who will be able to give birth safely because Ayuda en Acción has promoted the construction of a hospital to combat the high rate of infant and maternal mortality.
- Dream that you are a boy or a girl that can go to school and perhaps one day to university thanks to the scholarships that Ayuda en Acción offers for families with little resources.
- Dream that you are a farmer and landowner that can create cooperative fair trade with other farmers, thanks to the funds that Ayuda en Acción gives to promote micro-credits and communal banks.
- Dream that you have the things that are important with the work of Ayuda en Acción.

Your dream trip is...  
**SHARING OTHER DREAMS**

# YOUR DREAM TRIP

An education proposal by:



Developed in collaboration with:



And with funding from:

