

2010 project mafia



nine: science/ language a/ humanities



Unit ?:

What are the ingredients of a successful humanitarian project?

Significant Concept:

"The best way to find yourself is to lose yourself in the service of others." - Mahatma Mohandas Gandhi (1869-1948)

AOI:

Community and Service

- involvement through service

in terms of being an active contributor—including showing willingness and the skills to respond to the needs of others, coming up with solutions to actively resolve issues within communities.

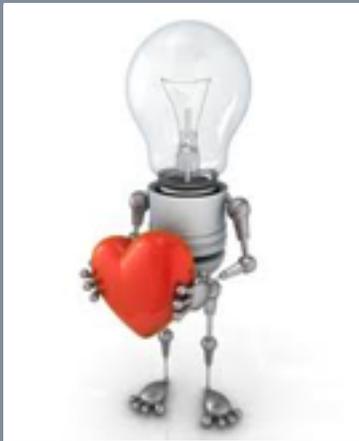
What needs to be done?
What can I do?
How is my involvement helping me develop?

**Humanities,
Language A &
Science**



What does it mean to say that humanitarianism is impartial?

altruistic: unselfishly concerned for or devoted to the welfare of others



/hyu,mæni'tɛəriə,nɪzəm

What is humanitarianism?

“An ethic of kindness, benevolence and sympathy extended universally and impartially to all human beings.” - Wikipedia

/fɪ'lænθrəpi/

What is philanthropy?

“altruistic concern for human welfare and advancement, usually manifested by donations of money, property, or work to needy persons, and by generosity to other socially useful purposes.” - Dictionary

Reflect: Why is impartiality and altruism so important to our project? How will we reflect these qualities?

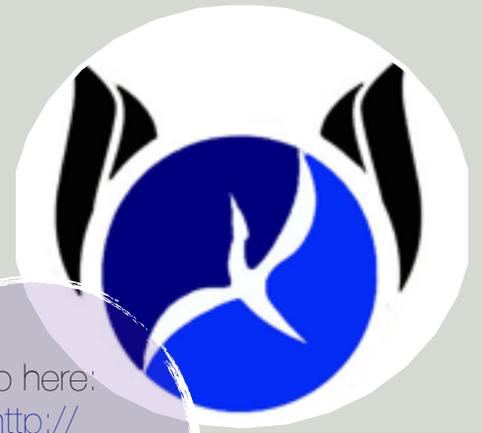


Humanities

wikiHow

: How to be a Humanitarian

What are the 5 steps outlined on the Wiki?

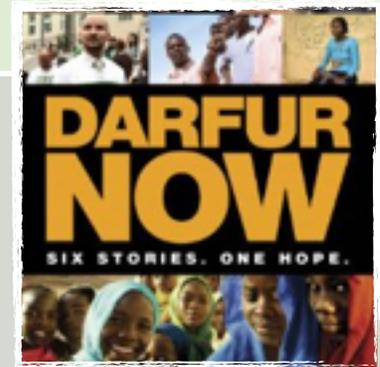


Go here:
[http://
www.wikihow.com/
Be-a-
Humanitarian](http://www.wikihow.com/Be-a-Humanitarian)

Do you agree or disagree with any of them? Why?

Watch "Darfur Now".

The documentary follows six stories which reveal the plight of Darfur and different ways of responding to this humanitarian tragedy.



i.

ii.

iii.

iv.

v.

vi.



2 years ago "deeky deeky dusty" asked this question on YahooANSWERS. Brainstorm some advice for him/her.

"How to become/prepare to become a humanitarian?"

I've been really interested in poverty, injustice, hunger, the climate crisis, and the genocide in Darfur. It saddens me to hear about these things and I want to dedicate some of my life to putting an end to these things. I am fourteen and am going to be a freshman next year. When I am older I want to study law, psychology, or anthropology and become a humanitarian and activist. What can I do now to volunteer? I would be willing to help directly and travel during the summer and spring break. Does where I can volunteer during these times? Also what literature and films should I look into to learn more about this?"

Check this
website for some ideas:

<http://www.aolnews.com/philanthropy>

Humanities

With a partner, brainstorm 3 goals for this project. Try to come up with 3 guiding **principles** which will define our humanitarian project.

Goals

Find out from G10 what goals they developed last year. What do you think of them? How can you improve on these?

ACTION PLAN

Area of Focus:

Juani Island School

What are the major problems facing Juani Island students?

Welcome Grade Ten as they tell you from first-hand experience what types of problems are faced by Juani Island inhabitants.

JUANI ISLAND SCHOOL	PROBLEM 1	PROBLEM 2	PROBLEM 3	PROBLEM 4
				



Which of these is most important?
Why?

Humanities

Brain



Storm

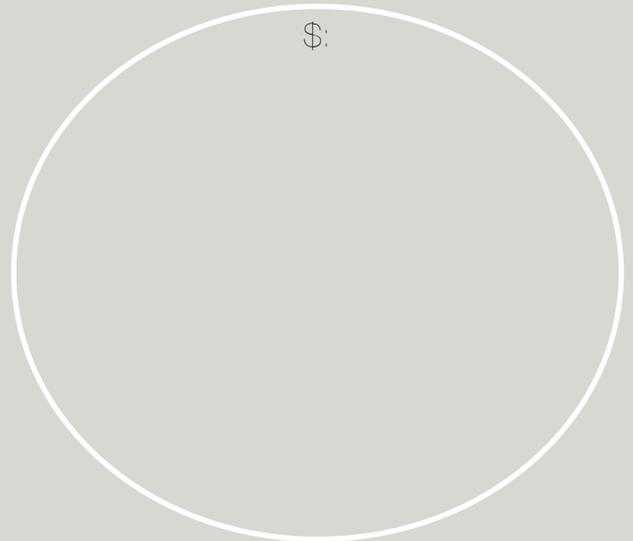
GOALS:



Target population:
Juani Island School



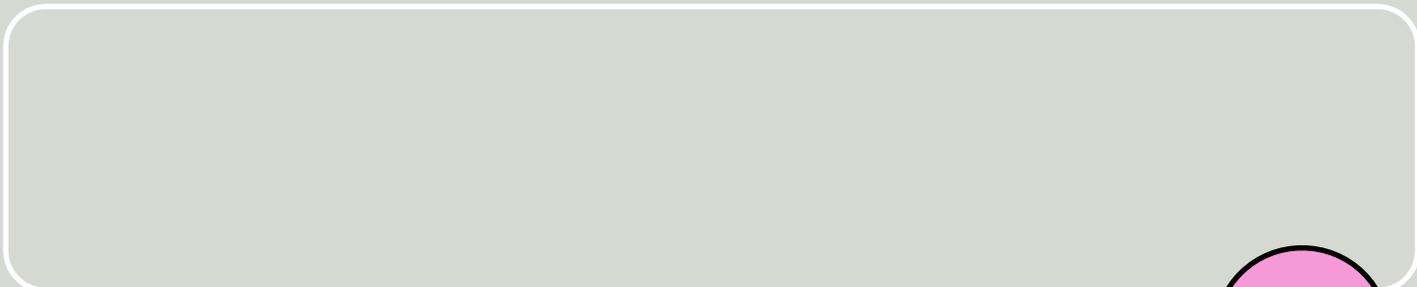
\$:



Remember, when we organize, it is good to create committees and distribute responsibilities to ensure everything gets done properly. . .



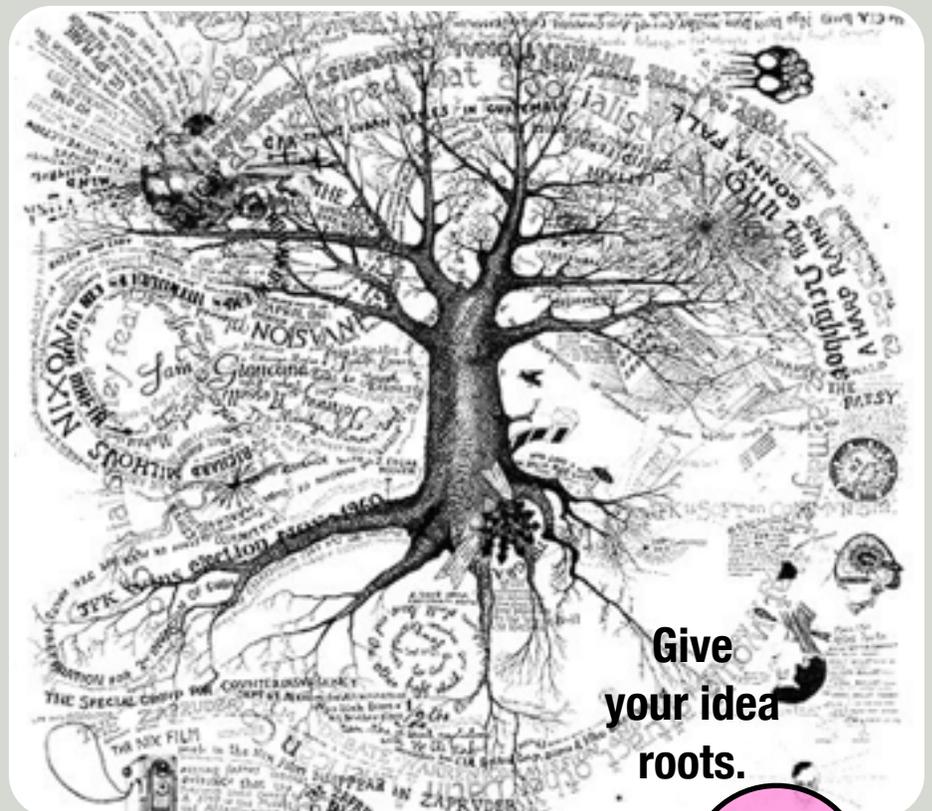
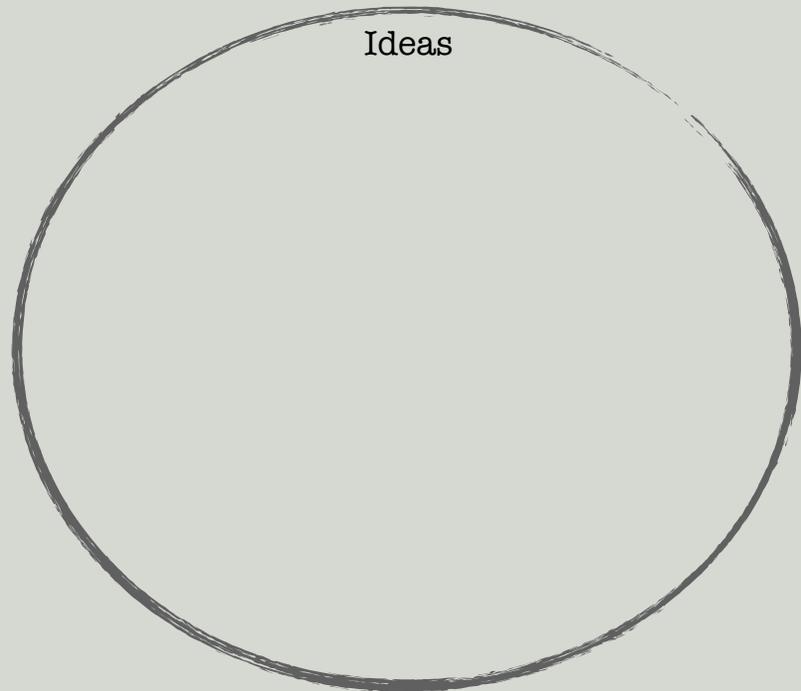
What
is the money
going to be
used for?



Humanities

Check out a few options:

What sustainable solutions can we provide to the students in Juani Island?



LifeStraw Q & A



Q1. What is LifeStraw? LifeStraw is a portable water purification tool that cleanses surface water and makes it safe for human consumption. It is just 25 cm long and 29 mm in diameter and can be hung around the neck. LifeStraw requires no electrical power or spare parts.

Q2. What does LifeStraw do? LifeStraw filters up to 700 litres of water and effectively removes most of the micro organisms responsible for causing waterborne diseases.

Q3. Which diseases will LifeStraw prevent? LifeStraw kills disease causing micro organisms which spread diarrhoea, dysentery, typhoid, and Cholera.

Q4. Which disease-causing micro organisms are filtered by LifeStraw? LifeStraw filters bacteria such as Shigella, Salmonella, Enterococcus, Staphylococcus Aureus and E.Coli

Q5. Are there any tests to prove this? LifeStraw has been tested by independent and qualified research laboratories.

Q6. How does LifeStraw function? LifeStraw contains PuroTech Disinfecting Resin (PDR) - a patented, extraordinarily effective material that kills bacteria on contact. Textile pre-filters are used in the LifeStraw to remove particles up to 15 microns. Active carbon withholds particles such as parasites.

Q7. What do the tests and research studies indicate? The studies indicate the following:

The level of bacteria in the water will be reduced to levels that will provide water safe for human consumption. 'Safe' implies water from which any health risk is minimal. The particulate removal suggests that the number of any parasitic ova in raw water will also be reduced significantly. The released amount of iodine in water treated from LifeStraw is not normally damaging to human health. However, people having thyroid problems and allergic reaction to iodine must seek medical advice before using this tool.



More ideas for clean water here: <http://www.gizmag.com/go/4418/>



More on LifeStraw from the maker: <http://www.vestergaard-frandsen.com/lifestraw>

Q8. What is the life expectancy of the LifeStraw? One year from the start of usage (calculation based on consumption of 2 litre water per day) or 700 liters. Use beyond expiry will not deteriorate existing water quality.

Q9. What is the required daily water consumption? The WHO default levels for the quantities of drinking water (reference to WHO drinking water quality guidelines Third edition 2004, Annex III), are: For a 10 kg child, 1 litre water per day - thus 700 days tool For a 60 kg adult, 2 litre water per day - thus a 350 days tool

Q10. Who can use the LifeStraw? Adults and children of any age can use the LifeStraw, provided they have capacity to suck water

Q11. How should LifeStraw be used the first time? First time users are advised to spit out the first couple of mouthfuls (40 ml) as a small amount of harmless black carbon water will be expelled on initial use. First time users may find it difficult to start sucking. This is because a natural brake on the flow of water has been put into the LifeStraw, as a controlled flow between 100 ml to 150 ml per minute is needed to get the maximum benefit of the bacteria killing effect.

Q12. How can LifeStraw be effectively utilised? At regular intervals, it is recommended to blow out the last mouthful of water as well as some air through the LifeStraw. This will clean the pre-filters of whatever sand, silt and debris that might have got stuck in the textile filters.

Q13. Does LifeStraw filter arsenic, iron, fluoride and other heavy metals? No.

Q14. What is the impact of saline water on the lifetime of LifeStraw? It is expected that continuously drinking saline water through the LifeStraw would reduce effective life to 350 litres.

Q15. Can I share my LifeStraw with other people? It is not recommended that you share your LifeStraw with others. Any outside contamination of the LifeStraw will not be compensated by inside purification." Hanlen

Could the LifeStraw be used in Juani?

How could we get the LifeStraw?

Are there other more viable solutions?

HW:
Browse the LifeStraw e-brochure.

Write a report on the usefulness of LifeStraw for people in developing nations.

How to Organize a Fundraiser

To organize a successful fundraiser, you need to consider the demographics of the target group, that is, **who** they are, **what** they enjoy, and **how** you can appeal to them. Based on this information, and a review of your groups resources, you will need to form a plan and follow it to succeed.

An example would be a car wash. Cost would include soap, washcloths, and use of a facility to hold the event at. Sponsorship could be someone or some company willing to let you use their resources to hold the event. Participation is getting the members of your club or group to be at the location, willing to work, as well as having them help spread the word prior to the event.



Tips

- Look at the resources you or your group have, and use them to the best of your ability. If you have a lot of potential labor, but little money, you may want to organize a cleanup team to do lawn work or house cleaning for contributions.
- Look at other groups who have held fundraisers in your community, and see which type are most successful.
- Talk to local businesses and see if they are willing to donate facilities or products to help you with your efforts.
- Use team work and organization, and plan the event from start to finish.
- Form a committee to make sure all the planning and gathering of materials is accomplished.
- **REMEMBER TO TELL PEOPLE WHY YOU ARE RAISING MONEY!**

STEPS

1. Choose your target group.

By picking the best possible "product" for your fundraising effort, you will increase your chance to succeed.

2. Think about cost.

Think about cost, sponsorship, and participation.

3. Pick a suitable time and date.

Pick a time that has your target audience in the mood for participating.

4. Find a good location.

Where will we fundraise?

5. Advertise.

This can mean placing signs around town and at community bulletin boards, word of mouth, or talking to broadcast media to see what type of advertising they offer.

6. Get your supplies together and plan what you will need to pull your event off successfully

Recipe for
Success

What
are the
ingredients of a
successful
fundraiser?



Go here for
FRESH ideas:
[http://www.wateraid.org/
splash_out/fundraising/
5022.asp](http://www.wateraid.org/splash_out/fundraising/5022.asp)

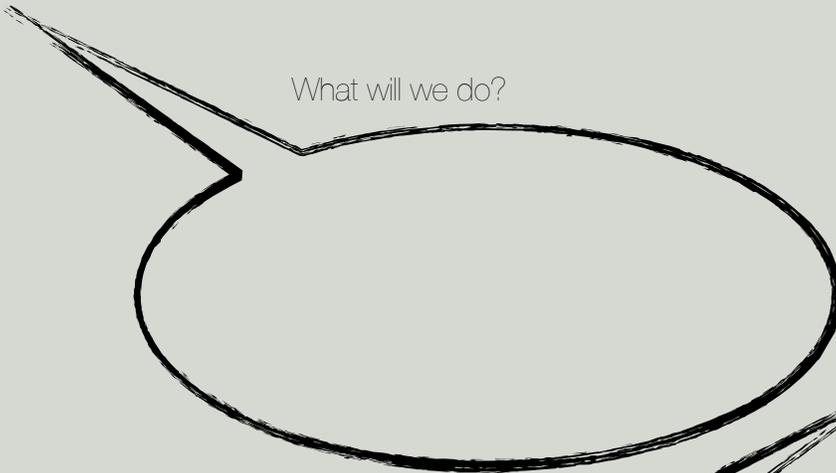
. . . and here:
[http://
www.uwsummit.org/misc/
studentfundraisingideas.htm](http://www.uwsummit.org/misc/studentfundraisingideas.htm)

Ingredients:

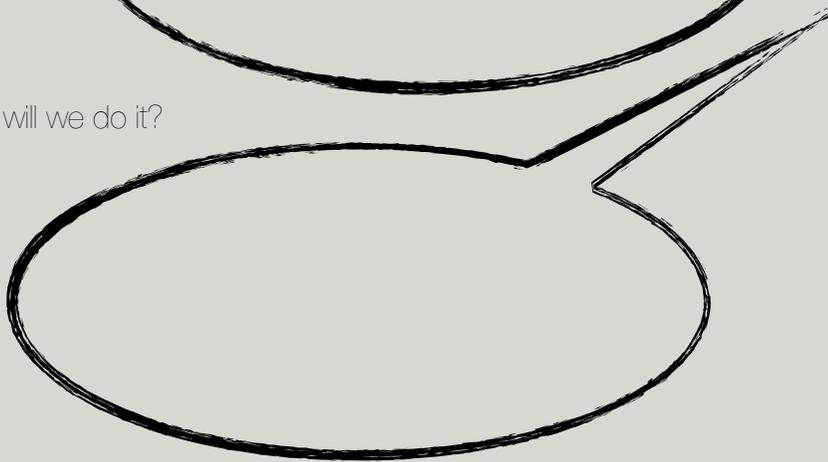
Directions:

Fundraiser Ideas

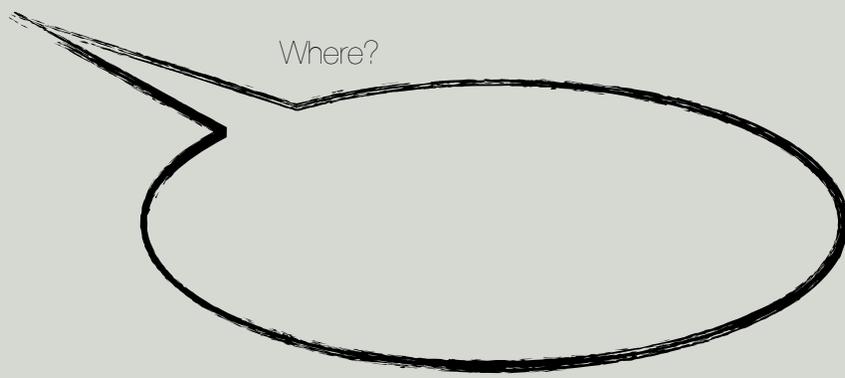
What will we do?



When will we do it?



Where?



How much will we earn?



How will we incorporate awareness into our fundraisers? Why will this be

Remember
\$ Goal:



IN RETRO- SPECT

...

reflect

How did the fundraiser go?

Did we meet our target goal?

Was it informative?
Organized?

How did people respond to our cause?

Did this make the project seem more real to you?

Create a chart like this one to record the funds raised.

FUNDS RAISED	BAKE SALE	CAR WASH	DONATIONS	PIE THROW
	50,000 TSH	40,000 TSH	200,000 TSH	1,000,000 TSH

Assessment Task

Pretend you are a rich humanitarian (Like George Clooney or Angelina Joli). You have the opportunity to design your own grassroots humanitarian project or movement (like in *Darfur Now*).



Come up with a proposal for your project. Think of the steps we took to organize and steer Project Mafia.

You will need to do research to find a legitimate issue in need of addressing. You will have to decide if you will tackle the problem politically or socially (will you try to change a law, boycott a good, raise awareness?). Hand in the Project Proposal as a report.

You will need to come up with:

- A Cause
- A Name
- A Plan: What are you going to do to help solve the problem you are targeting?
- Awareness (Brochure, Blog, Website, Commercial)

Concepts:

In your PLAN section, include a section which explains how you intend to create a change. What specific actions will you take to make substantial changes towards your cause?

Skills:

In your AWARENESS Section, explain the cause and the plan. How does your plan address the cause? Explain the issues to your audience in a reasonable way; don't be overly emotional or idealistic. Show that you have specific strategies to promote change.

Marking

Criterion B: Concepts CHANGE

- establish and explain links between causes, processes and consequences
- understand that as people interact with their environment, both change
- understand and explain how environmental, political, economic and social interactions can change levels of sustainability.

Criterion C: Skills DECISION MAKING SKILLS

- develop appropriate strategies to address issues
- formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
- make well-substantiated decisions and relate them to real-world contexts.

Step 1: Research your cause

Who

Why

What

Where

Resource List:

Part ii: Name your
NGO!



What's in a name?

Choose a name that represents
your principles, and the goals of the
project.

Make it short and sweet!

What are my goals?

What kind of message do I
want to send?

Step 4: Awareness
Recruit support by educating!



Pamphlet



Blog



What will you tell the public to rally their support?

How can you keep the message short yet informative?

Decision-making skills: How does your plan address the cause? How will you communicate your decisions effectively?

Finally . . .
Make a
report

INCLUDE

NAME

CAUSE

PLAN

ADVERTIZEMENT

Samples

Type to enter text



Make it attractive, well-organized, and representative of your efforts.

After reading the report, I should fully understand your project.

HUMANITIES RUBRIC

Concepts:
In your PLAN section, include a section which explains how you intend to create a change. What specific actions will you take to make substantial changes towards your cause?

	1-2	3-4	5-6	7-8	9-10
Concepts: Change	Application of concepts is inappropriate. The student does not explain how they will create change with their NGO. Specific details about how they will act for change are missing.	Application of concepts is not always appropriate. The student begins to describe how they will create change with their NGO. Details about how they will act for change are vague.	Application of concepts is appropriate but superficial. The student describes how they will create change with their NGO. Details about how they will act for change are provided, but weak. The student attempts to discuss change in other situations but is not always clear.	Application of concepts is appropriate and shows some depth. The student explains how they will create change with their NGO. Specific details about how they will act for change are provided. The student discusses change in other situations to demonstrate understanding.	Application of concepts is appropriate and sophisticated. The student explains in detail how they will create change with their NGO. Specific details about how they will act for change are provided and thoughtful. The student discusses change in other situations, providing examples, to show deep understanding.
Skills: Decision-Making Skills	<ul style="list-style-type: none"> - The student's arguments, decisions or judgments to address their cause are irrelevant, or may be absent. - The student does not explain decisions and strategies to promote change. 	<ul style="list-style-type: none"> - The student makes some relevant arguments, decisions or judgments to address their cause, though these are unsupported. - The student begins to describe decisions and strategies to promote change, though they are vague. 	<ul style="list-style-type: none"> - Arguments, decisions and judgments to address their cause are supported and balanced but superficial. - The student describes decisions and strategies to promote change, though solutions proposed are sometimes weak. 	<ul style="list-style-type: none"> - Arguments, decisions and judgments to address their cause are well supported and balanced. - The student explains relevant decisions and strategies to promote change. 	<ul style="list-style-type: none"> - Arguments, decisions and judgments to address their cause are fully supported and well balanced. - The student fully explains creative and effective decisions and strategies to promote change.

Skills:
In your AWARENESS Section, explain the cause and the plan. How does your plan address the cause? Explain the issues to your audience in a reasonable way; don't be overly emotional or idealistic. Show that you have specific strategies to promote change.



Bibliography

Hanlen, Mike. "The Life Straw Makes Dirty Water Clean". [Online] Available <<http://www.gizmag.com/go/4418/>> October 15, 2010. Web.

Roberston et al. "How to Organize a Fundraiser". [Online] Available <<http://www.wikihow.com/Organize-a-Fundraiser>> October 15, 2010. Web.

Find out...

What is an awareness campaign?

What are the benefits of a campaign?

How can an awareness campaign link to humanitarianism?

AWARENESS CAMPAIGNS

aware |ə'we(ə)r|

adjective [predic.]

having knowledge or perception of a situation or fact : most people are aware of the dangers of sunbathing | I am well aware of the problem.

[with adverbial] concerned and well-informed about a particular situation or development : unless everyone becomes more environmentally aware, catastrophe is inevitable.

campaign |kam'pān|

noun - an organised course of action to achieve a particular goal : an advertising campaign | the campaign for a full inquiry into the regime.

verb - work in an organised and active way toward a particular goal, typically a political or social one : people who campaigned against child labor | [with infinitive] the services he had campaigned to protect.



On our own we're only human. Together, we're Humankind.

advocacy |'advəkəsē|

noun

public support for or recommendation of a particular cause or policy

activism |'aktə,vizəm|

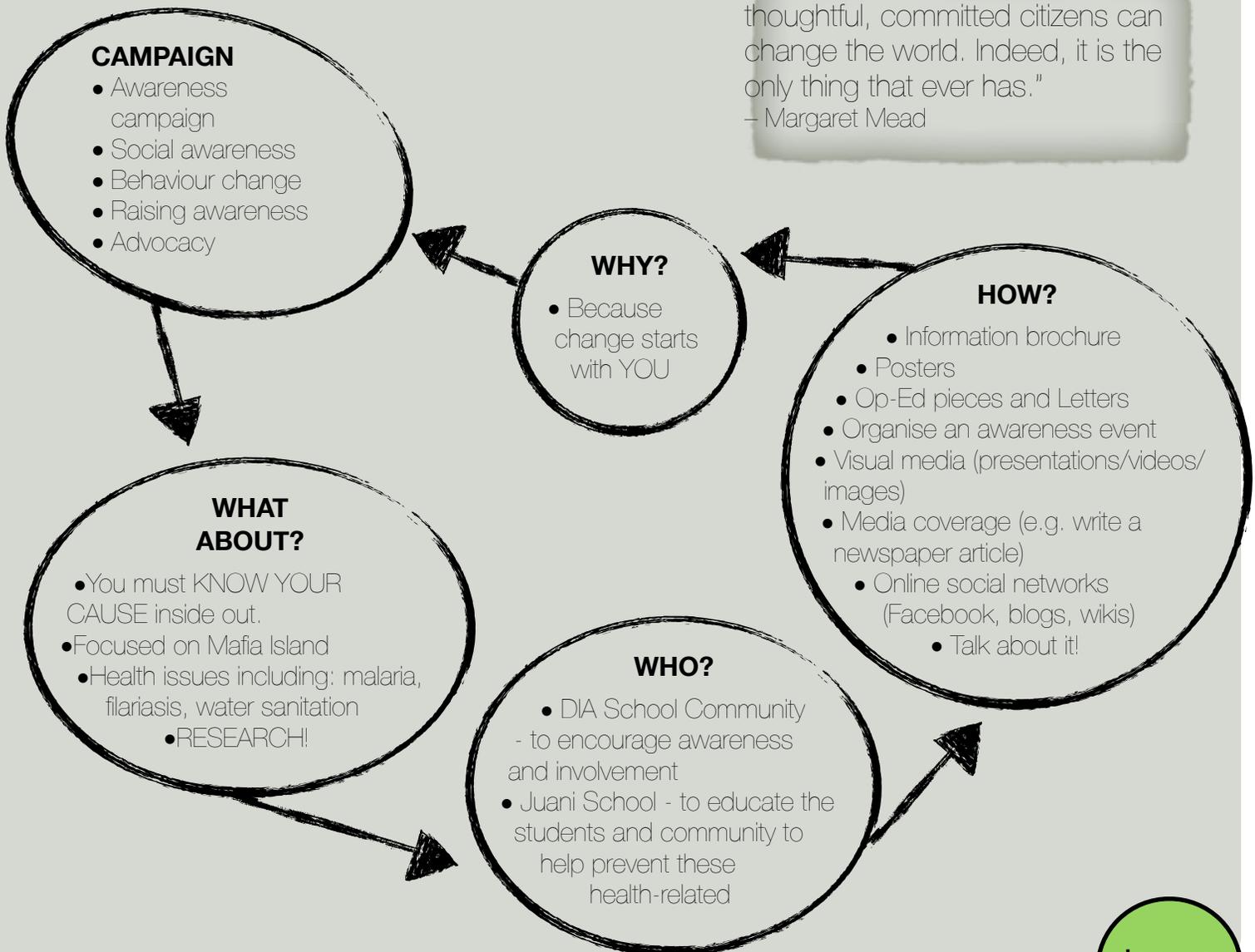
noun

the policy or action of using vigorous campaigning to bring about political or social change.



change begins with you

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



Language A: English

Read the text below and answer the following questions:

- 1) Who are the campaigners in the article?
- 2) What were they campaigning for?
- 3) What event did they organise?
- 4) What other features were part of their campaign?
- 5) Was their campaign successful? Explain.
- 6) According to Lucy Coen, what kind of experience is being a chair of a university society?
- 7) What organisation were they link with?
- 8) Describe the organisation.

**What other
campaigners
say**

Manchester and Liverpool Oxfam University Societies

59 students from the Manchester and Liverpool Oxfam University Societies and one polar bear who wants to save the humans joined together in December 2009 to make an epic hitchhiking trip to Copenhagen...

This really great project was co-organised by the Manchester and Liverpool University societies to raise awareness and funds for climate change. The work was done over a six-month period and involved 'adopting' an MEP who members met with multiple times, including at the big climate change march in Copenhagen. Lots of media work culminated in a small group of the hitchhikers interviewing Ed Miliband on the BBC.

A multitude of small teams hitchhiked for three days to Copenhagen raising awareness for climate change as they went along. It was a great event that filled the groups with energy and enthusiasm (despite the lack of a decent climate change deal) and really strengthened the university groups. The success of the project led to the Liverpool Oxfam group winning a university societies award for their work, and the bonds between the two university groups are now really strong.

Lucy Coen (one of the volunteer organisers) said: 'Being a chair of the Liverpool university society and organising the hitchhike to Copenhagen has really made my university life special. I can't imagine what uni would have been like without being in the Oxfam society – it has taught me so much and given me opportunities to do things I never would have imagined before going to uni. I'm now going on to become an Oxfam school speaker and feel so passionate about Oxfam as an organisation that does so much good in the world and gives volunteers such an opportunity to really get stuck in and take action on poverty!'



**Language
A: English**



DoSomething.Org

This is a great website with ideas of issues you might want to raise awareness about and loads of tips to get your campaign started. Post your project on the site and you might win \$500 towards Project Mafia!

Browse DoSomething.Org and write down the awareness campaign and non-political activism tips and advice...

awareness
campaigns and
activism

Language
A: English

KNOW YOUR CAUSE

Before you start planning your campaign you must become an expert in your cause. So....you need to write a research essay!

You must collect information from various reliable resources.

You can write about:

Malaria

or

Water Sanitation

in Sub-Saharan Africa.

Find out:

- 1) What is the problem? Who does it affect?
- 2) How/why does it happen?
- 3) How can it be prevented/reduced?

You need to write a 5-paragraph essay with an introduction, 3 body paragraphs and a conclusion. Remember it is a research essay so you must include quotations, in-text citations and a bibliography.

Use your DIA Writer's Handbook to help you, and refer to the rubric on the following page.



become the expert

Remember to use PQD (point, quote, development)

Beware: Use RELIABLE sources!

Research Essay

Introduction

- Catchy opening sentence
- Thesis statement (the main point of the essay)
- State what you will discuss in your essay

Body paragraphs

- Topic sentence
- Include evidence to back up your point (1-2 quotations)
- Develop your point/explain the evidence.
- Transition sentence (introduce reader to next point)

Conclusion

- Stress the importance of the thesis statement
- Give the essay a sense of completeness.
- Leave a final impression on the reader.
- You can also include your opinion or a call of action.

PLAN

Introduction

Catchy opening sentence:

Thesis statement:

What essay will cover:

Body paragraph 1:

Topic sentence:

Explain point:

Evidence:

Development:

Transition sentence:

Body paragraph 2:

Topic sentence:

Explain point:

Evidence:

Development:

Transition sentence:

Body paragraph 3:

Topic sentence:

Explain point:

Evidence:

Development:

Transition sentence:

Conclusion:

Summarize key points

Restate thesis statement

Opinion/call of action

	1-2	3-4	5-6	7-8	9-10
Criterion A: Content	<ul style="list-style-type: none"> I have demonstrated very limited understanding of the text and topic, and little or no awareness of the author's choices. There is little or no detail, development or support. 	<ul style="list-style-type: none"> I have demonstrated limited understanding of the text and topic, and sometimes shows an awareness of the author's choices, although detail, development and/or support are insufficient. 	<ul style="list-style-type: none"> I have demonstrated a sufficient understanding of the text and topic, and an awareness of the author's choices, using adequate detail, development and support. 	<ul style="list-style-type: none"> I have demonstrated a good understanding of the text, topic and the author's choices, using substantial detail, development and support. 	<ul style="list-style-type: none"> I have demonstrated a perceptive understanding of the text, topic and the author's choices, consistently using illustrative detail, development and support.
Criterion B: Organisation	<ul style="list-style-type: none"> I have rarely used organisational structures and/or language-specific conventions, or use those that do not serve the context and intention. The work is generally disorganised, unclear and/or incoherent. 	<ul style="list-style-type: none"> I have sometimes used organisational structures and/or language-specific conventions that serve the context and intention. The work shows the beginnings of organisation but lacks coherence. 	<ul style="list-style-type: none"> I have usually used organisational structures and language-specific conventions that serve the context and intention. The work is generally organised, clear and coherent. 	<ul style="list-style-type: none"> I have consistently used organisational structures and language-specific conventions that serve the context and intention. The work is usually well-organised, clear and coherent and the ideas being expressed build on each other. 	<ul style="list-style-type: none"> I have consistently used sophisticated organisational structures and language-specific conventions that serve the context and intention. The work is consistently well-organised, clear and coherent and the ideas being expressed build on each other in a sophisticated manner.
Criterion C: Style and Language	<ul style="list-style-type: none"> I have used a very limited range of appropriate vocabulary and sentence structure. There are very frequent errors in grammar and syntax, which persistently hinder communication. There is little or no evidence of a register and style that serve the context and intention. There are very frequent errors in punctuation and spelling, which persistently hinder communication. 	<ul style="list-style-type: none"> I have used a limited range of appropriate vocabulary and sentence structure. There are frequent errors in grammar and syntax, which hinder communication. There is some evidence of a register and style that serve the context and intention. There are frequent errors in punctuation and spelling, which hinder communication. 	<ul style="list-style-type: none"> I have generally used a range of appropriate vocabulary and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes hinder communication. I have often used a register and style that serve the context and intention. Punctuation and spelling are generally accurate; occasional errors sometimes hinder communication. 	<ul style="list-style-type: none"> I have used a range of appropriate vocabulary and sentence structure. Grammar and syntax are accurate; occasional errors rarely hinder communication. I have consistently used a register and style that serve the context and intention. Punctuation and spelling are accurate; occasional errors rarely hinder communication. 	<ul style="list-style-type: none"> I have used a wide and effective range of appropriate vocabulary and sentence structure. Grammar and syntax are accurate; very infrequent errors do not hinder communication. I have demonstrated a mastery of a register and style that serve the context and intention. Punctuation and spelling are accurate; very infrequent errors do not hinder communication.

Rubric Clarifications:

Organisational structures: Features that are appropriate for the type of writing. Organisational structures include introduction, body paragraphs, conclusion, linking ideas together.

Language-specific conventions: including paragraphs, transitions.

Context: is the events which were taking place when the text was written and the way the situation influences the writing.

Intention: is the author's reason/purpose for writing the text (to entertain, persuade, inform, describe, present an opinion)

Register: is the type of language used in a text, for example formal or informal. You should use formal language for an essay.

Style: is the way you use language. It varies depending on the type of writing and includes literary techniques such as point of view, tone, word choice, imagery (metaphors, similes, hyperbole etc).

Creative Activism

What ways can we make our campaign more appealing. Do you think art could be an effective medium to encourage activism?

Watch How-to Create ACT:S to End Malaria T-shirts:

http://www.worldvisionacts.org/?q=howto_create_art



Reflect: Do you think music is a good way to raise awareness? Why?

Listen to Hope is the Light a RollBackMalaria song: http://www.rollbackmalaria.org/audio/HopeIsTheLight_JSampson.mp3

What about footballers raising awareness? Check out these public service announcements:

<http://olyset.net/resourcecenter/projects/footballers/englishvideo/>

Who is this campaign aimed at?

Ignored: the biggest child killer

The world is neglecting sanitation - read our latest report



ACTIVISM



There are many ways to raise awareness of an issue:

petition
organise a rally/march
campaign letters
fact-sheets
op-ed pieces
posters
brochure
t-shirts
videos
songs
online social networking
presentations/speech
sponsored walk/activity
organise an event



AND MORE!!

Language
A: English

CAMPAIGNS



There are many campaigns around the world to help improve water sanitation and malaria...visit these sites to collect ideas and advice.

✓ www.watercan.com

✓ www.wateraid.org

✓ <http://www.endwaterpoverty.org>

✓ www.oxfam.org.uk

✓ www.rollbackmalaria.org

✓ <http://www.actstoendmalaria.org>

✓ <http://olyset.net>

✓ <http://www.worldvisionacts.org>

✓ www.dosomething.org

✓ www.who.int

✓ <http://www.wateryear2003.org>

✓ <http://www.oxfam.org/en/campaigns>

✓ <http://www.rollbackmalaria.org/multimedia/video.html>

✓ www.endmalaria.org

✓ <http://www.one.org/international/issues>

And you will find many more too!

Add any website address you find useful here:

Watch and share 'Africa's Deadliest Predator' with your community

http://www.endmalaria.org/resources.php?open&lpos=day_txt_resources

Reflection:

- 🎧 Did you learn any new information about malaria while watching 'Africa's Deadly Predator'?
- 🎧 What shocked or surprised you about this video?
- 🎧 Do you think it is an effective awareness-raising video? Why/why not?
- 🎧 What is it about the video which might compel the audience to join the fight against malaria?

Language
A: English

November 19th

WORLD TOILET DAY

the **big squat**



go to:
www.worldtoilet.org
to check out the
campaign

What
can we do to
raise awareness
about water
sanitation on
WTD?

November 19th is World Toilet Day. A day to celebrate the importance of sanitation and raise awareness for the 2.5 billion people (nearly half of the world's population) who don't have access to toilets and proper sanitation.

WATCH

'A Luxury Item' video
by WaterAid: [http://
www.wateraid.org/uk/
about-us/video/?
vidId=BCBB5E8D-4EA6-
8C09-
BF51-6AAC4BE930BC](http://www.wateraid.org/uk/about-us/video/?vidId=BCBB5E8D-4EA6-8C09-BF51-6AAC4BE930BC)

WATCH

'Dancing In The Loo'

[http://
www.youtube.com/
watch?
v=o7JgcbqW1LO](http://www.youtube.com/watch?v=o7JgcbqW1LO)

THINK! What is the message in these
videos? Who is the target audience?

WATCH

SaCH 'Dance'

[http://
www.youtube.com/
watch?
v=ug5CLSV5PZA](http://www.youtube.com/watch?v=ug5CLSV5PZA)

Language
A: English



Sponsored event ideas

From walking to swimming, staying silent (not a squeak!) to carrying a bucket of water, there's heaps of things you can get sponsored to do. See if you can carry a bucket of water (not too heavy) without spilling any. Get sponsored by friends and family for every kilometre you walk! For sponsored swims you need to make sure there's a lifeguard and that everyone involved can swim at least 50 metres.

Raise Awareness in the DIA Community

As a class you must do the following to ensure that the DIA Community are aware of Project Mafia, your aims and how to get involved:

- Organise a sponsored event
- Presentation/speech
- Poster and brochure

Every student must have clear roles and responsibilities.

Individually you need to write a newspaper article explaining your cause, campaign and what people can do to help.

Raise Awareness in Juani School, Mafia

You must educate the students in Juani school about the health issues that they might face and what they can do to avoid them.

- Posters
- Brochure
- Presentation
- Interactive Activities

Remember to keep your message clear, simple and above all USEFUL.

Refer to the rubric at the end of the booklet.

Refer to the Oxfam toolkit available in the classroom

Oxfam toolkit for local groups and student societies.

ASSESSMENT RUBRIC AND CRITERIA

A (Content)

- ✓ Analyse the effects of the author's choices on an audience
- ✓ Compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention

B (Organisation)

- ✓ Create work that employs organizational structures and language-specific conventions throughout a variety of text types
- ✓ Organize ideas and arguments in a sustained, coherent and logical manner
- ✓ Employ appropriate critical apparatus.

C (Style and Language)

- ✓ Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- ✓ Use language accurately



**Refer to
your rubric to get the best
grades!**

What will be graded and how?

- ✓ Speech writing (for DIA Community)
- ✓ Poster (DIA and Juani)
- ✓ Brochure (DIA and Juani)
- ✓ Presentation for Juani School
- ✓ Plan and create materials for interactive activities for Juani School
- ✓ Newspaper article about the cause

These tasks will be graded against the **rubric** on the next page.

You should show:

- ✓ awareness of the cause
- ✓ keep the target audience in mind
- ✓ consider the effects your choices will have on your audience
- ✓ that you have followed the guidelines provide to write a speech, newspaper article and plan a campaign
- ✓ organise your work clearly
- ✓ include references when necessary (e.g brochure)
- ✓ use language effectively (varied vocabulary, word choice etc)
- ✓ passion and involvement

Good luck!

**Language
A: English**

Awareness Campaign Rubric

Level	Criterion A: Content (Receptive and Productive)	Criterion B: Organisation	Criterion C: Style and Language
1-2	<ul style="list-style-type: none"> The campaign demonstrates very limited understanding of the cause. There is little or no detail, development or support. The campaign shows very limited imagination or sensitivity. The speech, newspaper article and educational awareness activities are not appropriate for a campaign on the topic. The campaign is not informative. 	<ul style="list-style-type: none"> The campaign is very disorganised and confused which make the information unclear. I have not included headings, quotations, a bibliography or in-text citations when necessary. 	<ul style="list-style-type: none"> I have used a very limited range of appropriate vocabulary and sentence structure. I have made many errors in grammar and syntax, which make the information unclear. I have not kept my target audience in mind. I have made many punctuation and spelling errors.
3-4	<ul style="list-style-type: none"> The campaign demonstrates limited understanding cause. Detail, development and/or support are insufficient. The campaign shows limited imagination and sensitivity. I have attempted to create a speech, newspaper article and educational awareness activities that are appropriate for a campaign on the topic and to make the campaign informative. 	<ul style="list-style-type: none"> The campaign is poorly organised and the information is sometimes unclear. I have sometimes included headings, quotations, a bibliography and in-text citations with limited success. 	<ul style="list-style-type: none"> I have used a limited range of appropriate vocabulary and sentence structure. I have often made errors in grammar and syntax, which makes the information unclear. I have sometimes kept my target audience in mind. I have often made errors in punctuation and spelling, which hinder communication.
5-6	<ul style="list-style-type: none"> The campaign demonstrates a sufficient understanding cause using adequate detail, development and support. The campaign shows some imagination and sensitivity. I use speech, newspaper article and educational awareness activities well as part of an informative campaign. 	<ul style="list-style-type: none"> The campaign is basically organised expressing the information clearly. I sometimes included headings, quotations, a bibliography and in-text citations correctly, when necessary. 	<ul style="list-style-type: none"> I have generally used a range of appropriate vocabulary and sentence structure. Grammar and syntax are generally accurate; occasional errors sometimes make the information unclear. I have kept the target audience in mind and selected appropriate information. Punctuation and spelling are generally accurate; occasional errors sometimes hinder communication.
7-8	<ul style="list-style-type: none"> The campaign demonstrates a good understanding cause, using substantial detail, development and support. The campaign shows substantial imagination and sensitivity. I use speech, newspaper article and educational awareness activities very well as part of an informative and interesting campaign. 	<ul style="list-style-type: none"> The campaign is consistently organised and the information is presented very clearly. I have included headings, quotations, a bibliography and in-text citations correctly, when necessary. 	<ul style="list-style-type: none"> I have used a range of appropriate vocabulary and sentence structure. Grammar and syntax are accurate; occasional errors rarely make the information unclear. I have always kept my target audience in mind, selected appropriate information and adjusted the message accordingly. Punctuation and spelling are accurate; occasional errors rarely hinder communication.
9-10	<ul style="list-style-type: none"> The campaign demonstrates a perceptive understanding of the cause, consistently using illustrative detail, development and support. The campaign shows a high degree of imagination and sensitivity. I use speech, newspaper article and educational awareness activities effectively as part of an informative, interesting and thought-provoking campaign. 	<ul style="list-style-type: none"> The campaign is consistently well organised and the information is presented in a sophisticated manner. I integrate headings, quotation, a bibliography and in-text citations correctly and effectively, when necessary. 	<ul style="list-style-type: none"> I have used a wide and effective range of appropriate vocabulary and sentence structure. Grammar and syntax are accurate; very infrequent errors do not make the information unclear. I have shown an excellent awareness of target audience, register and style and I have selected appropriate information and adjusted the message accordingly. Punctuation and spelling are accurate; very infrequent errors do not hinder communication.

Promote your Campaign



Campaigning using video. Search these titles in YouTube

Choose a Different Ending
Into Darfur: A Young American's Journey
The story of human rights
Free Hugs
Oxfam activists in Copenhagen
It's Hard Being Green

Planning effective publicity

Before designing any materials such as posters and leaflets, think about exactly what you want to achieve. Make sure you can answer these questions before going ahead.

1. What is the objective of this piece of communication?

- What do you want to advertise or promote?
- What do you want your audience to know or do as a result of seeing it?
- Will it be used in conjunction with any other materials?

2. Who are your target audience(s)?

- How much do they know?
- Where and how will they see the materials?

3. What is your key message(s)?

- How will these messages be expressed; visual or written?
- What is the appropriate style and tone of voice (eg, fun, engaging, businesslike)?

4. What information do you need to include?

- For example, the date and location of an event, contact details, an explanation of your event or group.

5. What is the best medium of communication?

- How much money do you have for materials?
- Where will you be advertising?
- Consider posters, leaflets, business cards, or online

Remember the environmental impact of producing campaign materials. Always print your materials double sided and on recycled paper if possible.

Creating print materials

- Share drafts with others for comment before you put a lot of effort into the finished product. Keep checking that the designs you create match the original criteria.
- It doesn't matter whether your materials are hand-made or produced on a computer, although using a design package will help you create a more professional-looking result.
- Make sure that the materials are proof-read by a fresh pair of eyes. There's nothing worse than discovering errors when you've already produced multiple copies.
- Above all, keep your materials bold, simple and to the point, for maximum impact.

Read this
before you
start!

Language
A: English

Advocacy Talking Points: Malaria

- In many developing nations, malaria is one of the leading threats to the life of a child, resulting in some 750,000 child deaths per year globally. That's more than 2,000 children a day. Malaria is the fourth leading cause of child mortality around the world and second in sub-Saharan Africa.
- Malaria endangers pregnant mothers and babies. It is responsible for as many as 10,000 maternal deaths a year and results in maternal anemia, spontaneous abortions, neonatal deaths, and low birth-weight babies.
- Malaria can be prevented and treated using inexpensive, proven interventions. Sleeping under a treated bed net, spraying insecticide inside homes, and using the right anti-malarial drugs dramatically reduce the impact of malaria. Unfortunately, for the hundreds of millions of people on less than \$2 per day, these life-saving interventions remain unaffordable and inaccessible.
- Malaria and HIV and AIDS are a deadly duo. Malaria makes AIDS or HIV+ status worse. People infected with HIV are more likely to transmit the virus or become seriously ill when infected with malaria.
- The international community must do more to combat malaria. Ending malaria is not possible without greater resources and strong coordination from everyone. Governments must enhance their responses to malaria and prioritize solutions aimed at and involving local communities.

Who do you think these advocacy talking points should be aimed at?

**END
MALARIA**

AWARENESS POSTERS

What makes a poster stand out?

**DEADLIEST
PREDATOR
in Africa**

Here are some examples of World Vision EndMalaria posters

to a child
this is a **lethal injection.**

Every day, malaria kills more than 2,000 children. No one should die from a mosquito bite.

**WEAPON OF MASS
DESTRUCTION**

Transmitted by mosquitoes, malaria kills more than 2,000 children daily.

**child
predator**

Malaria-infected mosquitoes threaten children while they sleep.

Without protective bed nets, more than 2,000 children die from malaria each day in the developing world. **Act now!**

endmalaria.org World Vision

this **bedtime
monster**
is real

Malaria-infected mosquitoes threaten children while they sleep.

Without protective bed nets, more than 2,000 children die each day. **Act now!**

endmalaria.org World Vision

weapon of mass destruction

This WMD kills more than 2,000 children every day.

4.25.10 WORLD MALARIA DAY

endmalaria.org World Vision

Language
A: English

POSTER DESIGN

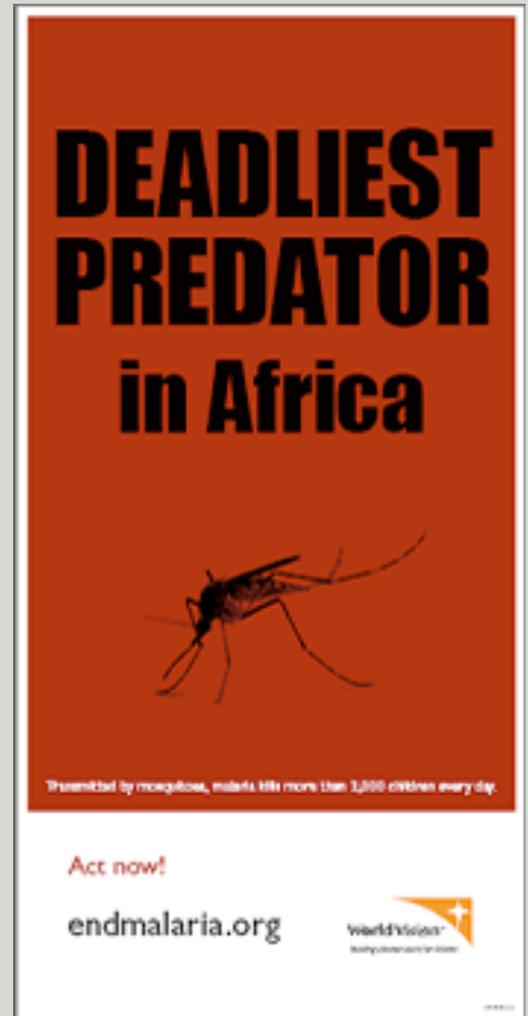
Now it's
your turn to
create

Poster Images, Icons

Large poster printing provides an efficient and attractive way to spread awareness and inspiration. Posters are collectible materials that become a visual focus for any room or space. Poster images tend to be iconic images. Objects, people, places and events have all been painted and today, printed on posters to be immortalized forever. What better way to convey a message about social awareness than through large, full color posters.

Compelling Poster Design

Poster images as still life images need to convey a powerful message. Posters can be a perfect medium to stir emotion or movement for a cause such as environmental degradation, social injustice or community awareness. Through powerful imagery such as exotic and rare marine life, rare flora and fauna, or a natural heritage site such as mountain region or lake. It can also feature images of children benefiting from social services such as healthcare, clean water, education or food supplies. These images, combined with a target message, can make for great poster design. Often, symbolic images can also convey the message effectively. Symbolic images become logos of the cause or event. Symbolic images include circles, interconnecting lines, directional lines, spheres, squares, and hearts.



Your task

Your task is to create **TWO** posters raising awareness about malaria/filariasis/ water sanitation **BUT** for different target audiences and purpose.

Your school community

- Informing them about Project Mafia and the issues facing people on the island
- Encouraging them to support the project (tell them how they can do this).

Juani Island School

- Informing them about the various issues you have learnt about.
- Telling them what they can do to avoid these problems.

REMEMBER

- 1) Keep your target audience and purpose in mind.
- 2) Focus on **ONE** aspect of the campaign (e.g. water)
- 3) Make your poster eye-catching and attractive (see next page for tips).

Language
A: English

Some Poster Advice...

Summarize your content to its shortest

possible form: The first thing that you should concern yourself with for your campaign posters is the content. Since posters are a largely visual medium, the text that is printed in them should be kept at the shortest possible form. This does not mean though that you must cut your content. This only means that you should phrase your information as concise as possible. Do not linger with your descriptions. Instead use bare and direct facts with only a hint of passionate leaning for the awareness cause. By doing this, you should keep your color posters as clean as you can have it without sacrificing your content.

Outline your major concepts: Do not forget to organize your content into major concepts. By writing your campaign content in useful chunks under descriptive headings and subheadings, people can read your awareness posters easily and quickly. Moreover, if people want to read the poster again as a reference, they can easily find the information that they want quicker by reading the headings as well.

Use only one or two major images: Now, in terms of the images for your awareness poster, the best tip is to use only one or two major images. Since your main focus for your posters is the distribution of information, using a lot of images will only distract people to that goal. So it pays to have only a couple of major images in your color poster. You can have one main one that spans your whole poster, while one or two smaller images can support your text.

Use large and clear fonts: Besides the images, you should also be concerned with the font style of your text. In most cases using large and clear font styles is recommended for an awareness poster. Try to use modern and simple styles which are easy to read and recognize. You do not have to go too creative with this style since you want to make the delivery of information as fast as possible even with your posters.

Print large posters: Now, for the poster size, it is highly recommended that you print them as large as you possibly can. This accomplishes two things. It maximizes the exposure value of your posters, making it more noticeable to a wider range of people. Secondly, it also gives you a bigger area for your content, letting you pack as much information as possible for the color poster.

Print as many as you can: Also, do not forget to print as many posters as you can with your budget. In an awareness campaign, you would want to reach as much people possible. By printing a lot of posters for your awareness campaign, you can distribute them to more types of places where there are a lot of people.



Language
A: English

Awareness Brochure: Malaria

the big deal about a little bite



Every year, nearly 1 million people die as a result of a mosquito bite. **Four of every five of them are children under 5 in sub-Saharan Africa.**

malaria's grip

Malaria is a major threat to children. Though preventable and treatable, it is a leading cause of death and illness—mostly among young children and pregnant women.

Malaria is transmitted by a common mosquito that flourishes in more than 100 countries. Forty percent of the world lives with the routine threat of malaria.

malaria's impact

Malaria largely affects the poor. It slows economic development, perpetuating the cycle of poverty. And malaria becomes exponentially more deadly when accompanied by malnutrition and AIDS.

Thanks to concerted efforts by the U.S. government, malaria was eliminated from this country in 1951.

Now it's time for the rest of the world.



Malaria-endemic areas

World Vision is a leader in the fight to end malaria.

We are scaling up our malaria prevention and treatment efforts, including:

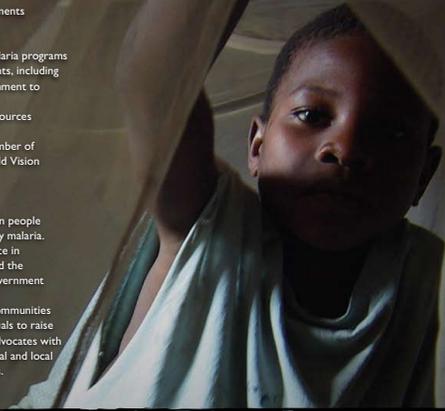
- Distribution of insecticide-treated bed nets (shown here)
- Community health education
- Provision of anti-malarial drugs and other treatments

We have launched a bold initiative to:

- Significantly increase private funding for anti-malaria programs
- Advocate for increased government commitments, including at least \$1 billion per year from the U.S. Government to combat malaria
- Develop corporate partnerships to leverage resources like bed nets and medication
- Contribute to a 50 percent reduction in the number of malaria deaths by 2015 in countries where World Vision operates

We are committed to ending malaria.

- **Reach** World Vision serves close to 100 million people in nearly 100 countries—including 57 affected by malaria.
- **Expertise** With close to 60 years of experience in emergency relief and development, we've earned the trust of donors, churches, corporations, and government agencies in the U.S. and worldwide.
- **Partnership** World Vision works alongside communities to prevent and treat malaria, empowers individuals to raise awareness of and act to stop the disease, and advocates with international agencies and U.S. and other national and local governments to respond effectively to this crisis.



the declaration to end malaria

add your name today

We believe no child should die from a mosquito bite. Malaria is easily preventable and can be eliminated using inexpensive, proven measures.

When the threat of malaria is eliminated, millions of needless deaths will be prevented. Economic productivity will be able to flourish in some of the poorest places on earth. And countless children will have a future filled with hope.

We commit to ending malaria in our lifetime—and we call upon the U.S. Government, the international community, churches, businesses, and individuals to join us.

(over for more info)

I want to help end malaria.

I will: Sign the Declaration to End Malaria Advocate Give Pray

First name _____ Last Name _____
 Address _____
 City _____ State _____ ZIP _____
 Email _____

World Vision 34834 Weyerhaeuser Way S.
P.O. Box 9716
Federal Way, WA 98063

www.endmalaria.org

SOURCE CODE: 138130

act to end malaria

join Sign up to join a movement to stop this child-killer in our lifetime.

advocate Send a message to Congress to increase U.S. efforts against malaria. Increase action by involving your family and community—visit www.endmalaria.org for details.

give Treated bed nets can dramatically reduce malaria infections. Your gift of just \$20 provides one family with bed nets and critical malaria prevention education.

pray Pray for wisdom for those in power. Pray for health and fullness of life for those vulnerable to malaria. Pray for the collective will to eradicate malaria, once and for all.

See attached response card for details.

Postage
Required.
Post Office will
not deliver
without proper
postage.

WORLD VISION
MS334
PO BOX 9716
FEDERAL WAY WA 98063-9716

malaria facts

- Malaria is the #4 killer of children under 5 worldwide; in sub-Saharan Africa, it is a leading cause of death.
- Nearly 800,000 children under 5 die from malaria each year.
- Without treatment, a child with acute malaria may die within 24 hours.
- Every year, malaria causes as many as 10,000 maternal deaths and results in spontaneous abortions, neonatal deaths, and low birth-weight babies.
- Life-saving preventive measures, such as treated bed nets, are very inexpensive and have proven successful.

You can help stop this killer.

World Vision
Building a better world for children

34834 Weyerhaeuser Way S.
P.O. Box 9716
Federal Way, WA 98063

Learn more.
www.endmalaria.org

World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. Motivated by our faith in Jesus Christ, we serve alongside the poor and oppressed as a demonstration of God's unconditional love for all people.

end malaria

Today, more than 2,000 children will receive a **lethal injection.**

Take action now!

World Vision

- ✓ What are the key features of this brochure?
- ✓ What is effective about this brochure?
- ✓ Who is this brochure aimed at?

Task:
Design your own brochure as part of your awareness campaign to encourage your school community to get involved in Project Mafial!

Language
A: English

Gaining Public Support: Presentations and Speeches

How I gained public support in my community

In the run up to the Copenhagen summit 2009 activists took local campaigning to another level. Here's an email from Freya Tringham, an activist who went out to the Copenhagen Climate Conference during her local campaign:

"Campaigning has been going really well! I've been round all the guide/brownie/youth groups etc, doing climate change quizzes and making posters. At the end of next week I'm going to put up all of the posters on this fence where people advertise (I've got about 50) with a big sign saying something along the lines of: 'Your children are worried about climate change, shouldn't you be too?' plus lots of bits and pieces about Copenhagen and what people can do.

"I found out Hampton has it's own eco group (which consists of three retired ladies and the vicar!) and we joined forces to put on a screening of The Age of Stupid a couple of weeks ago. We had about 60 people and lots of discussion. I've also done lots of leafleting and had a stand at the Christmas Parade, car boot sales and fireworks night.

"Last week I had a meeting with my MP Vince Cable, which wasn't exactly lobbying as he pretty much agreed with everything I was saying but he agreed again to raise the issue of raiding existing aid budgets and pretending it's new money with Simon Hughes. He's also writing an opinion piece in the local paper.

"I had a collection at the train station where I managed to convince the station manager that climate change isn't a government conspiracy. I've also been running a mini advertising campaign. I borrowed the Tck Tck Tck idea from Oxfam. So on one pavement slab it says Tck, then you walk a bit and it says Tck again, and this carries on all the way to the station where I wrote 'BOOM' in big letters, and then: 'Copenhagen 2009: If we don't act now it'll be too late', with some posters up around the station too. That definitely got people talking as I did it in the middle of the night and no-one seems to know who it was.

"Next week I've got a class of 30 7-11 year-olds for an entire morning, as my local primary school has eco ambassadors – 2 kids from each class who have taken environmental pledges. So I'm holding a mock UN conference with some pretty special props i.e. a snorkel for the Maldives. Then I'm also planning a quiz, some more poster-making and lots of discussion (hopefully!)."



Preparing a presentation or speech.

Ask yourself: who, why, when, how, where?

Who?

To ensure your talk is relevant and interesting you need to consider your audience.

Some useful questions to ask about your audience are: What is their knowledge of the issue? What are their interests? Are they predominantly male/female? How many people are you speaking to? How old are they?

Why?

What do you want your audience to think and do after your talk? In other words, what are your objectives?

For example, if you want them to take a campaign action focus your talk on: What needs to change? Why their action will make a difference How fun and easy it can be.

Decide on your key messages

There are many things you could say about your cause. If you try to say too much however you will simply overload your audience with information. Decide on three or four key messages and concentrate your presentation on these.

Making a presentation or speech

Just present in a way that makes you feel comfortable. Be passionate about your subject – if you're passionate your audience will get fired up. Every speaker develops his or her own style, but here are some tips to help you communicate with your audience more effectively:

- Introduce yourself and say what you intend to talk about.
- Take a few moments to look at all the audience before you start speaking.
- In smaller groups, make eye-contact with everybody. In large groups, slowly scan the room. Also smile.
- Relax – take deep breaths or even yawn before going on stage.
- Do something to grab your audience's attention at the start. Experienced speakers will often use jokes, anecdotes, analogies or questions.
- Avoid jargon, clichés, technical language and confusing figures or statistics.
- The pause can be very powerful. Pausing helps to highlight a point and gain attention. Pause regularly throughout your presentation.
- Emphasise key words or phrases with your voice.
- Avoid repeating words (eg, "OK", "you know", "isn't it") constantly.
- If you can, try not to use notes. If you have to use them, keep to a few short prompts, rather than writing down every word.
- Be prepared for questions and be honest. Don't try to bluff if you don't know the answer – you can't know everything.

**You're
already
experts!**

**Think back
to 'The Pitch'
in the Power of
Persuasion
unit.**

**Language
A: English**

HISTORICAL SPEECHES



What makes a speech go down in history? Think about the words below. What is the message? What is powerful about the way the message is delivered?



Nelson Mandela 'Our Deepest Fear'

"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, Who am I to be brilliant, gorgeous, talented, fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in everyone. And as we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others."

The above speech by Nelson Mandela was originally written by Marianne Williamson who is the author of other similar material.

President John F. Kennedy's Speech Calling for a Nuclear Test Ban Treaty

So, let us not be blind to our differences—but let us also direct attention to our common interests and to the means by which those differences can be resolved. And if we cannot end now our differences, at least we can help make the world safe for diversity. For, in the final analysis, our most basic common link is that we all inhabit this small planet. We all breathe the same air. We all cherish our children's future. And we are all mortal.

American University, Washington D.C., June 10, 1963

Message:

Language
A: English

NEWSPAPER ARTICLE

Where to start...

You will also find <http://www.dosomething.org/actnow/actionguide/write-article> useful.

Use this guide to help you write your newspaper article and get Project Mafia in the media!



Oxfam explain how to successfully spread your message in the media.

Press Release (newspaper article)

Heading The heading should be typed in bold and centred. Keep it short, snappy and to the point.

First paragraph Start with a bang. Get the five 'W's in straight away – Who, When, What, Where, Why.

Following paragraphs Make your points in order of importance. The second paragraph should elaborate on the first. You are essentially telling a story, so you must give the reader the full picture. Spell out the facts, give statistics, and quote names and numbers of people involved.

Quotes Include a direct quote from the most relevant person involved: it will humanise the story. It can be you! Keep the quote brief, providing an overview of the event. If writing a quote for somebody else, get their approval before using it. Remember to give the person's full name and job title.

'More follows...' If the press release spreads to a second page, type 'more Follows' at the bottom right hand corner and 'continued' at the top of the second page. Never split paragraphs or sentences.

'ENDS' Make sure it is clear where your story ends.

'Contact' Give names and telephone numbers of people a journalist can contact for further information.

'Notes to Editors' This is your last chance to give journalists background information, and links to photographs, photos, websites etc.

Task:

Find and cut out two newspaper articles which display these features.

Do

- Give it a date and a snappy headline.
- Keep it short, simple and preferably on a single sheet. Use approximately three sentences per paragraph.
- Number the pages if using more than one. Try to get all the crucial information in the opening paragraph.
- Include a sensible, hard-hitting quote. Oxfam will often provide you with celebrity or Oxfam quotes, or you may have a minor local celebrity you can use. Journalists won't change a quote. Quotes can be emotional, whereas the text of press release must be factual.
- Where you have them, include telling statistics – but not too many. The focus should be on human interest.
- Provide contact name(s) and phone number(s) – make sure at least one person is available outside office hours (with a copy of the release and any background info).
- If the story is photogenic, give details of what, when and where photographs can be taken.
- Follow up with a phone call: if it hasn't been received, email or deliver another copy at once.

Don't

- Never assume the reader will know anything about your concerns.
- Rambling prose and irrelevant details detract from the impact.
- If you use both sides of a sheet of paper, the second side is likely to be ignored.
- Avoid repetition, clichés, jargon and abbreviations.
- Never make claims you cannot prove, and avoid exaggeration: overstating your case is more likely to wreck than to win your argument.
- Sloppy presentation, mistakes and bad grammar damage credibility: get someone else to check for sense, accuracy and spelling.
- Ignore media interest in your press release at your peril: you sought their attention, so return their calls.
- Wit may win a smile, but irony seldom works, especially on strangers.
- Never assume your release has been received until you've spoken to someone in the newsroom who's seen it.

Language
A: English

EDUCATIONAL AWARENESS CAMPAIGN



What are the benefits of an educational awareness campaign as well as giving donations?



Your responsibility is to pass on the knowledge you have gained in Science and provide the students of Juani School with the information they need to protect themselves against malaria and water-borne diseases.

**Brainstorm
your ideas
here**

Education empowers individuals and communities with the ability to make informed decisions. Education is the key to reducing malaria and water-borne diseases.

Ask grade 10 about their awareness campaign last year. What were their challenges and successes? What can you learn from them to help make your campaign as effective as possible?

**Language
A: English**

EDUCATIONAL CAMPAIGN PLANNING

Key message:

We Can Do It!



Target audience (who, where, facilities):

Use this page to organise your ideas

Print materials needed (posters, brochures, flyers etc):

Presentation/speech:

For help with Multimedia presentations go to: <http://eolit.hrw.com/>

Interactive activities:

Language
A: English

Awareness Campaign Reflection

Explain:

- What you enjoyed about organising this awareness campaign.
- What challenges you faced.
- What knowledge and skill you learnt.
- Do you think your campaign will make a difference to the people of Juani Island?
- What was the difference between the awareness campaign for DIA community and Juani School?
- What the ingredients for a successful awareness campaign are.

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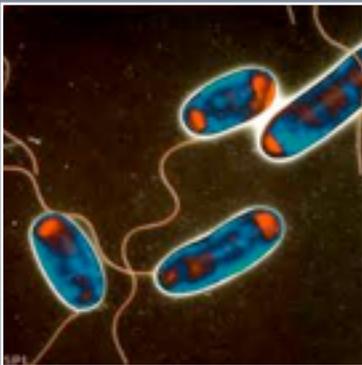
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“Powering Offline Action.” [Online] Available <<http://www.dosomething.org/>> October 15, 2010. Web.

Sampson J, “Hope Is In The Light” [Online] Available <http://www.rollbackmalaria.org/audio/HopelsTheLight_JSampson.mp3> October 15, 2010

“World Vision Resource” [Online] Available <<http://endmalaria.org/resources>> October 15, 2010

HEALTH & DISEASE



http://en.wikipedia.org/wiki/Health_and_disease
and
Life Science Voyages text

What is your understanding about health and disease?

infectious

pathogens

disease

contagious

micro
organisms

health

Watch
the video presentation on
"DISEASES"

What are the main sources of contracting a disease?

I think some of the source can be:

Air-

W..

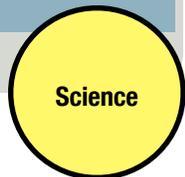
Whatever may be the source of contracting infection, the main cause is the micro organisms. They are on the surfaces of everything we touch. So you get a job. You are a detective and your job is to investigate how do micro organisms cause infection???????? and present your findings in a lab report format. For more clues refer to next page.....

Task: - Design an experiment to investigate how do micro organisms cause infection?
 Criteria assessed: B, D, E and F

Reference- Life
 Science Text



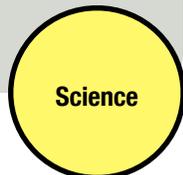
LEVEL	B COMMUNICATION	D SCIENTIFIC INQUIRY
1-2	<ul style="list-style-type: none"> You used some scientific language You presented some information using appropriate formulae, graphs, tables, diagrams You presented some information using appropriate lab report format You presented some information using world wide web, spreadsheets or software for plotting graphs 	<ul style="list-style-type: none"> You needed frequent teacher assistance to complete this investigation. You wrote a simple purpose of your investigation. You wrote a simple method. You suggested some possible improvement to the method. 
3-4	<ul style="list-style-type: none"> You used many relevant scientific language You presented most of the information using appropriate formulae, graphs, tables, diagrams You presented most of the information using appropriate lab report format You presented information using world wide web, spreadsheets or software for plotting graphs 	<ul style="list-style-type: none"> You wrote an aim and hypothesis. You identified some of the variables. You planned an experiment and used proper materials. You discussed the reliability of your method. You discussed the outcome of your investigation supported by arguments based on sound reasoning. You suggested a possible improvement.
5-6	<ul style="list-style-type: none"> You used range of relevant scientific language You presented all of the information using appropriate formulae, graphs, tables, diagrams You presented all the information using appropriate lab report format You presented information appropriately using world wide web, spreadsheets or software for plotting graph 	<ul style="list-style-type: none"> You wrote a focused aim. Your hypothesis can be tested and you explain it using scientific understanding You identified the main variables-independent variable, dependent variable, control and constant. You planned a fair experiment and used proper materials. You discussed the reliability and validity of your method. You discussed the outcome of your investigation supported by arguments based on sound reasoning. You suggested sensible and practical improvements to your method.



Task: - Design an experiment to investigate how do micro organisms cause infection?
 Criteria assessed: B, D, E and F



LEVEL	E PROCESSING DATA	F ATTITUDES IN SCIENCE
1-2	<ul style="list-style-type: none"> You collected and recorded some raw data in organized form. You presented some data in a table/ or graph. You could draw a simple conclusion. 	<ul style="list-style-type: none"> You require assistance while using lab equipments You require guidance to work responsibly with regards to living and non living environment. You need frequent reminders to cooperate with others in team work.
3-4	<ul style="list-style-type: none"> You collected and recorded sufficient raw data in organized form. You presented raw data in a table form. You performed some relevant calculations You could draw a graph of the raw data. You look for patterns or relationships in the data. You draw a conclusion that relates to the data. 	<ul style="list-style-type: none"> You require some assistance while using lab equipments You can work responsibly with regards to living and non living environment. You need some reminders to cooperate with others in team work.
5-6	<ul style="list-style-type: none"> You collected and recorded sufficient raw data in a organized form. You presented raw data results in a fully enclosed ruled-up table which includes all quantity headings and units You performed all appropriate calculations You described the pattern or relationships in the data and give your opinion on the reliability of your data. You could draw a appropriate graph based on the information You draw a clear, concise conclusion that links aims and data You explained the conclusion based on scientific knowledge / understanding / reasoning 	<ul style="list-style-type: none"> You are competent in using lab equipments and require no assistance. You work responsibly with regards to living and non living environment. You work effectively and cooperate well with others in team work. 



AIR BORNE DISEASE

Powerpoint presentation- choose one airborne disease

Expectations:

- work in groups of two
- define air borne disease
- causative agent
- history of the disease
- signs and symptoms
- prevention of disease
- how could the disease be cured?

Use the website:

http://www.iaff.org/HS/Resi/infdis/What_is_an_airborne_disease.htm
<http://www.drgreene.com/azguide/airborne-transmission>



Write notes after every presentation in the box below :

A large, empty rectangular box with a dark blue border, intended for students to write their notes after each presentation.

WATER BORNE DISEASE

Powerpoint presentation- choose one water disease

Expectations:

- work individually
- define air borne disease
- causative agent
- history of the disease
- signs and symptoms
- prevention of disease
- how could the disease be cured?

Write notes after every presentation in the box below:

Use the website:

http://en.wikipedia.org/wiki/Waterborne_diseases

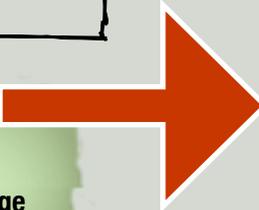
http://www.who.int/water_sanitation_health/diseases/en/

http://www.medindia.net/patients/waterborne/waterborne_types.htm



VECTOR BORNE DISEASE

Watch the video



Use the website:

Video:
http://www.youtube.com/watch?v=8GPn9rqg_HA
<http://www.youtube.com/watch?v=0iBF6nuVRBQ>

Read the story below and answer the questions in the next page

Day 0, 23:00 Village near Siem Reap, Cambodia

As dusk fades into twilight, a female *Anopheles* mosquito flies over the rice paddy near the forest's edge. Only a few days before she emerged as an adult from the stagnant water. She heads toward the stilted huts of the village searching for a blood meal. She needs the protein-rich liquid to feed the eggs she is carrying.

Even in the darkness she knows there is a boy sleeping in the bed by the wall. Her impressive array of sensors picks up the CO₂ in his breath, the odour in his sweat and the heat from his body.

She lands undetected on his arm and plunges her proboscis (part cutting tool, part straw) through skin and fat into his bloodstream. Before she can begin to suck his blood she makes sure this puncture wound will not get clogged by injecting an anti-clotting agent contained in her saliva. Hidden in this spray is a deadly cargo of a dozen or so tiny malarial parasites which get into the boy's bloodstream. Within minutes they have taken up host in his liver and have begun to multiply.



Day 10, 07:00, A Stilted Hut in the Village

The boy has a hard time waking up and soon he starts to have waves of fever and chills. His body is wracked with pain. The parasites in his liver have multiplied many tens of thousands of times and are now on the loose in his circulatory system. They attack red blood cells and drain them of hemoglobin. They continue to multiply until they burst out of the cell to seek new victims.

His mother has seen these fevers rampage through the village, sometimes lasting several days. In this case however, things are more severe. Unless the boy gets some medical attention soon, his life is in danger.

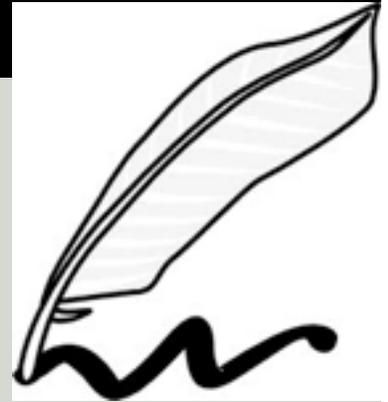
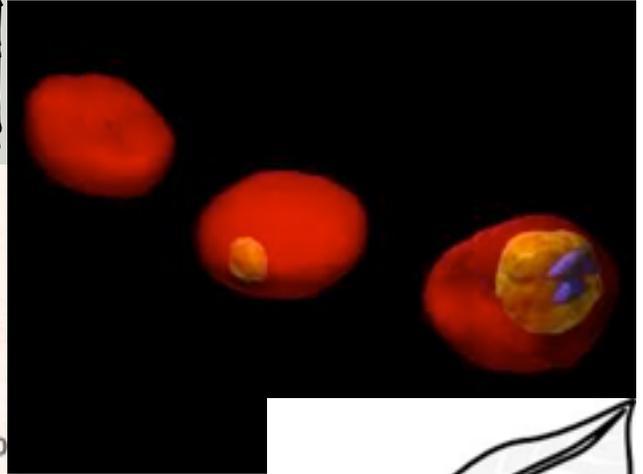


Science

VECTOR BORNE DISEASE

Day 11, 18:30 Local Clinic

The boy's brain and other organs are now under attack. His breathing is difficult since so many blood cells have been destroyed. In trying to burn away the attackers, his fevers are literally cooking him from the inside. He has had several seizures and his back is now permanently arched, arms tensed, toes extended. A nurse administers something to help with the pain and it appears to bring some comfort. Without the correct medicine however, he is likely to become one of the almost one million children who die from malaria every year. He will add to the gruesome tally of one dead child every 30 seconds - four since you began reading this page, every hour, every day, with no end in sight.



Answer the following:
What is a vector?

What is being transmitted?

To whom it is being transmitted?

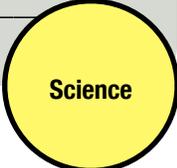
From whom it is being transmitted?

Where does the parasite that causes malaria do its multiplication/ reproduction?

Shallowed or labored breathing is a symptom at end point of the disease, however the parasite only attacks the circulatory system- specifically the blood. How are the two interconnected?

Mosquitoes are said to have poor eyesight, yet the mosquito in the story was able to find the boy easily in the dark.

List the ways mosquitoes are able to detect humans



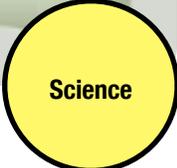
DEET is the most effective mosquito repellent in the world- do some research and explain which of the detectors listed in your previous answers, it interferes with.



Which property of blood requires mosquito to spray their saliva into the wound it has inflicted before filling up with a meal?

How has the parasite taken advantage of this step?

Create a life cycle for the disease from the point of infection to end point. Be sure to make distinctions between parasite, vector, and host tissue

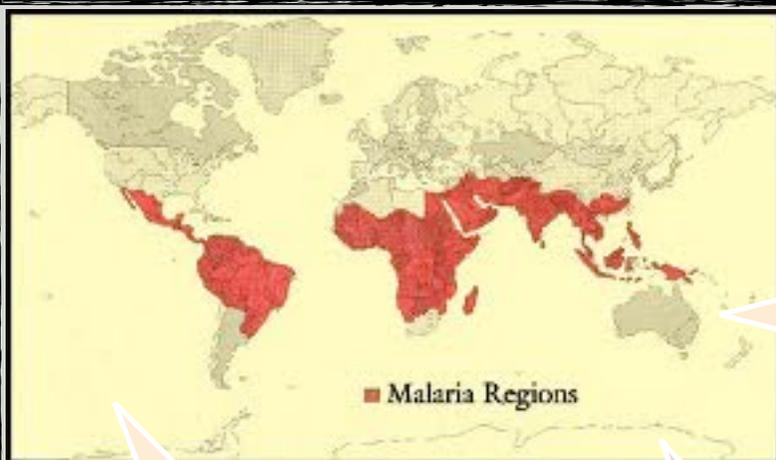


Not everyone who contracts malaria dies of the disease. There are in fact four related parasites globally, each of which causes symptoms of varying degree. Using the internet to research:

i. Name the four parasites:

ii. Indicate which of the parasites are most dangerous:

iii. Indicate which parasites have begun to develop immunity:



Is your country in any of these malarial regions? Have you visited any of the countries in these regions?

Can you suggest three or more different ways to prevent people from getting malaria?

In your opinion, which of your remedies would be most effective at saving lives? Rank them in order of most effective to least effective (include your reasoning)

Global Warming and Malaria:

Here's what the United Nations Development Report (2007/08) has to say about climate change and malaria: Rainfall, temperature and humidity are the three variables that most influence transmission of malaria- and climate change will affect all the three.

Research the inter relationship between climate change and rise in malarial infection.....

Interesting facts:

Did you know?

The Chinese described the qinghao plant as early as the second century BCE as a remedy for fevers. The active ingredient artemisinin is today's most powerful antimalarial drug when used in combination

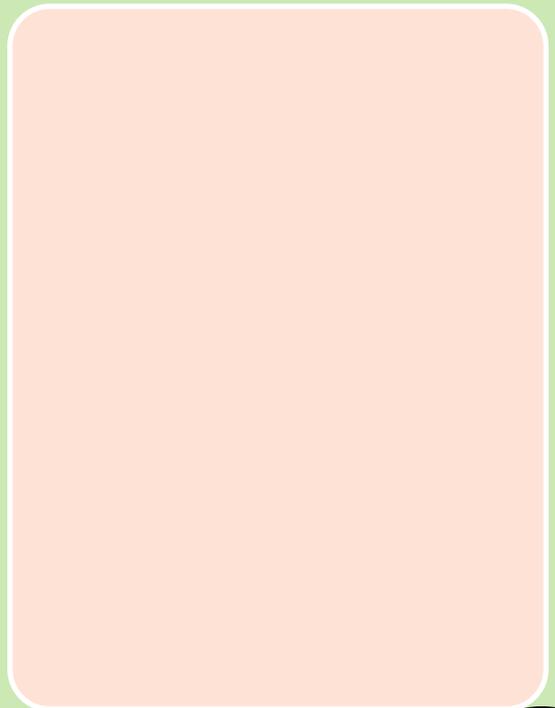


Crysanthemums are valued for their insecticidal properties. The active ingredient pyrethrin is used today to treat mosquito nets.



Add to the list of-

Did you know?



Moving on.....

No culture, civilization or empire has been untouched by malaria, including the Egyptians, Greeks, Romans and Incas. Many of today's most powerful measures and treatments for malaria have their basis in ordinary plants. Quinine is one such treatment and its discovery, development and distribution have a long and varied history. Create a timeline for the antimalarial treatment quinine. A checklist of some of the more important events are given below and you may add as many details as you like.

Major events in the development and history of quinine:

- i. Incan pre-history in regards to cinchona tree
- ii. Introduction of malaria to the New World (South America)
- iii. "Jesuit bark"
- iv. Isolation of active ingredient from the bark
- v. Cultivation of cinchona tree outside of Peru
- vi. Axis occupation of Java, crises of allies
- vii. Use of quinine in colonization of Africa and India by British
- viii. Use of quinine in Suez canal
- ix. Rise of resistance to quinine
- x. Identification of malarial parasite and mosquito as malarial vector.

You should do your best to put a date (time-tag) on each event and sort these in order of when they happened (chronologically). Each event should contain a brief but detailed explanation. A list of sources of your information should be included. Any photos/diagrams/figures that you include should also be referenced.

Event: 1

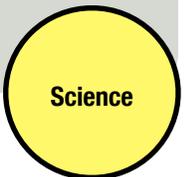
Event: 2

Event: 3

Event: 4

Event: 5

Event: 6

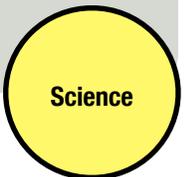


Event: 7

Event: 8

Event: 9

Event: 10



Define ?

Causative
agents?

NON COMMUNICABLE DISEASE

How can
one contract a non-communicable
disease?

Give
examples?

What do you understand by chronic non communicable disease?

Think Critically:

Joel has an ear infection. The doctor prescribes an antibiotic. After taking the antibiotic, Joel breaks out in a rash and has difficulty breathing. What is happening to him? What should he do?



Think Smart!

HIV AND AIDS



<http://www.healthscout.com/ency/68/101/main.html>
<http://www.nlm.nih.gov/medlineplus/ency/article/000602.htm>
Life Science Text

Useful links.....

What is HIV virus?

How could one contract HIV virus?

How could HIV infection lead to AIDS?

How could one prevent HIV contraction?

Now that you are familiar with different types of disease, their causes, sources, treatment and prevention. Here's some health issues in Mafia Island. Follow the links to find more information.

Health problems and projects on Mafia Island

The major health problems on Mafia are connected with poverty:

- Malaria (see Centers for Disease Control and Prevention: CDC/IHRDC Malaria Program in Tanzania <http://www.cdc.gov/malaria/cdcactivities/tanzania.htm>)
Malaria can be prevented by the use of treated mosquito-nets, but not all Mafians have these.
- Gastro-intestinal infections: these arise particularly from the consumption of dirty water: most Mafians are dependent up on well-water for their needs
- Nematode infections (especially hookworm - see M. Albonico et al. 2002 'Soil-transmitted nematode infections and bedendazole treatment in Mafia Island schoolchildren' library.filariaasis.net/media/pdf/journals/atmp/202/atmp_2002_96?717.pdf)
People are particularly vulnerable to hookworm, which is a major cause of anaemia, if they do not wear shoes. Many women and children on Mafia walk with bare feet.
- Filariasis is a threadworm infection which obstructs lymphatic vessels, leading to the debilitating and disfiguring condition known as elephantiasis.
- Upper respiratory tract infections.
- HIV/AIDS : The prevalence rate of HIV/AIDS at around 6% on Mafia is lower than in many parts of Tanzania, but it is increasing, although the only figures available are those from blood donors and women who give birth in hospital. It is thought that the rate is higher in the district capital than in the villages. The district hospital (see below) can test for HIV/AIDS, as can many of the village clinics, and women giving birth who are HIV-positive receive Niverapine to prevent the infection passing to their children. In addition to the prevention advice given by radio, schools, and government hospitals and clinics (see below), there are a number of locals NGOs which work to raise awareness.

Some useful websites about HIV/AIDS:

- www.tanzania.go.tz/hiv_aids.html
- www.tanzania.go.tz/government/tac aids.htm
- www.worldbank.org/afr/aids
- www.ded-tanzania.de/hivaids/page5.html
- www.unaids.org/en/geographical+area/by+country/united+republic+of+tanzania.asp
- www.cdc.gov/nchstp/od/gap/countries/tanzania.htm
- www.oxfam.org/eng/programs_deve_cen_ea_africa_tanz_aids.htm

Medical facilities on Mafia

Each village has a health centre (zahanati) and staff usually include at least a paramedic, midwife, and nurse. Drugs are supplied monthly, paid for with a mixture of government and donor funds (e.g. UNICEF). Treatment and medication is free. All children are vaccinated against the major childhood diseases and receive polio, measles, tuberculosis and DPT jabs. There are also regular baby clinics where progress is checked mainly by monitoring weight/growth.

There is also a government hospital in Kilindoni part of which has recently been re-furbished with outside funding (see pictures on <http://www.remotemedicine.org/PLKilindoni.htm> for hospital prior to rebfurbishment). Patients have to pay for both treatment and medicine, which for many is very difficult.

Chole Island has a particularly good private clinic funded mainly by foreign donors:

[Clip 1 - \(QuickTime - 775K\)](#)

[Clip 2 - \(QuickTime - 1.1MB\)](#)

[Clip 3 - \(QuickTime - 2.3MB\)](#)

Most government-funded villages clinics are rather less well-equipped than that of Chole.

[Clip 4 - \(QuickTime - 2.7M\)](#)

PROJECT MAFIA

ONE WORLD ESSAY

In class we have studied different types of diseases, source of contraction of disease, curation and preventive measures. Some of the major health issues in Mafia island are malaria, gastrointestinal infections, respiratory tract infections, filariasis and HIV infection.

TASK: To what extent has medical advancement contributed to the quality of life of the people in Mafia island?

Expectations:

Explain the major health issues in Mafia island

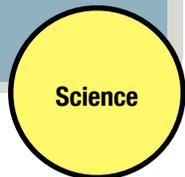
How will you use science ideas to address the issue in Mafia

What could be the benefits and limitations of science in addressing the issue

How could your technique to raise awareness interact with society, economics, politics, culture, ethics and environment.



LEVEL	A ONE WORLD	B COMMUNICATION
1-2	<p>You describe how science is applied to a local or global issue. You state some of the benefits and limitations of science in addressing the issue.</p> 	<p>You try to communicate scientific information using some scientific language. You make mistakes in the format of your information. You acknowledged sources of information, but with mistakes.</p> 
3-4	<p>You describe how science is applied to address a specific local or global issue. You describe some benefits or limitations of science in addressing the issue. You describe how science and its applications interact with at least one of the following factors: social, economic, political, environmental, cultural or ethical.</p>	<p>You communicate scientific information using scientific language. Most of your information is presented in an appropriate way. You acknowledge your sources of information, but with mistakes. You have used in-text referencing.</p>
5-6	<p>You explain how science is applied to address a specific local or global issue. You describe and explain some of the benefits and limitations of science in solving the issue. You describe and explain how science and its applications interact with some of the following factors: social, economic, political, environmental, ethical, cultural and ethical.</p>	<p>You communicate scientific information correctly and accurately. You present all the information in an appropriate way. You use a variety of sources and you reference these accurately. You use in-text referencing and a properly formatted bibliography.</p>



Unit Reflection

What I enjoyed about this unit, and why.

What aspect I didn't enjoy, and why.

What I did really well.

What I did less well.

What I could improve next time.

What are the ingredients of a successful humanitarian project?