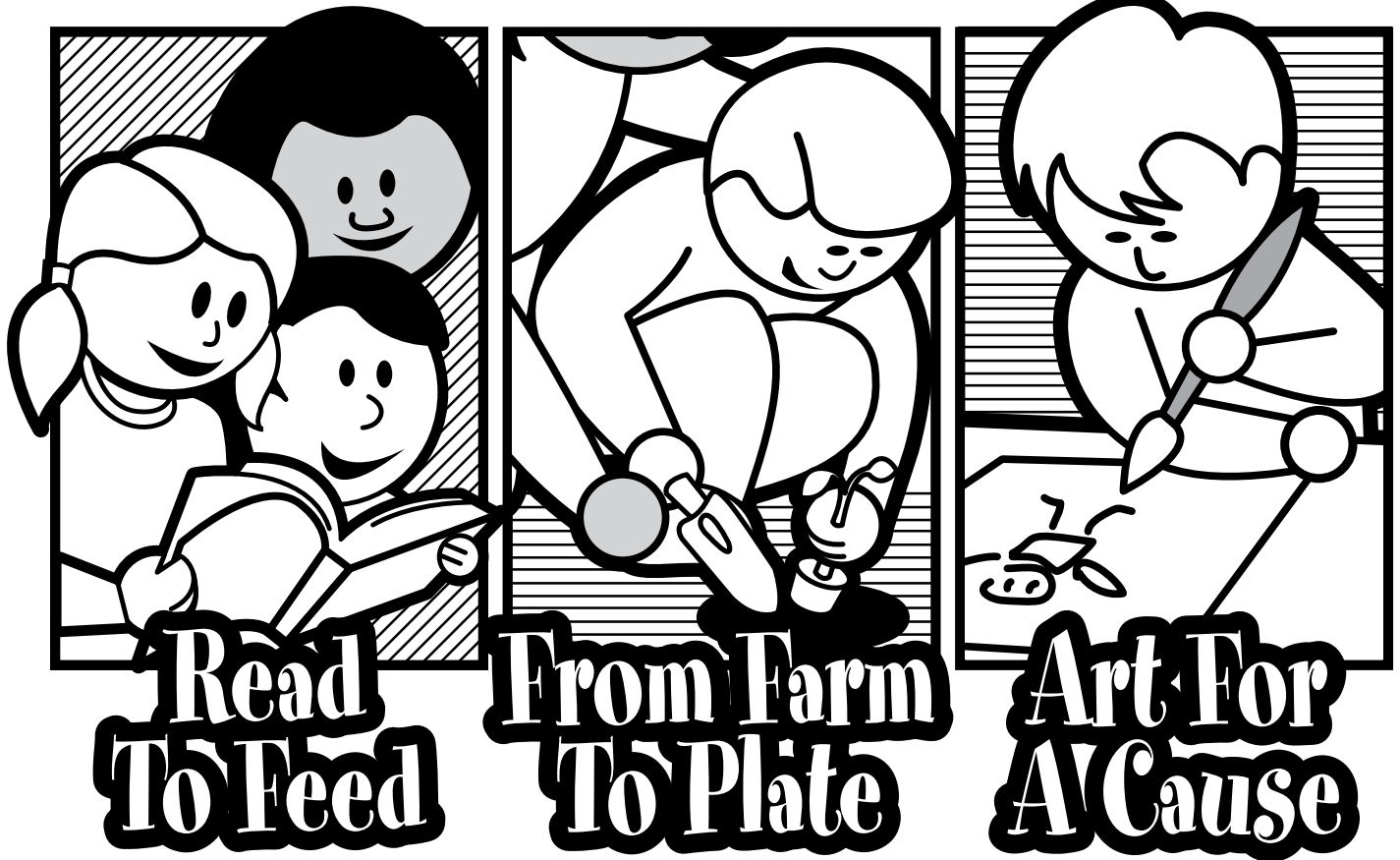


# You Can Change The World



Young people can do incredible things! You see it every day in the classroom. We see it again and again at Heifer International as inspired students act to improve the lives of individuals and families around the world.

We invite you and your students to join these efforts and offer this guide, full of great ideas for all grade levels, to get you started. Some of the suggested activities are quick and easy, while others require greater amounts of time and commitment. Some teach about hunger and poverty; others encourage students to interact with their environments, their communities and those less fortunate than themselves. Suggested fund-raising projects offer students the chance to directly help Heifer International and other organizations that work to end world hunger and poverty.

Among the hundreds of exciting ways you can help, perhaps the most interesting to you as an educator (not to mention the most rewarding) is participating in Heifer's Read to Feed program! In addition to detailed plans for three specific activities, you will find here a menu of fun and educational exercises for you and your students. New activities are also posted regularly on [www.HeiferEducation.org](http://www.HeiferEducation.org). HeiferEducation.org is also a great place for you to share with other educators your own ideas and special projects as well as your success with these materials.

Have fun getting your students involved in their communities and making a difference in the lives of others!

Visit [HeiferEducation.org](http://HeiferEducation.org) for additional resources and activities.

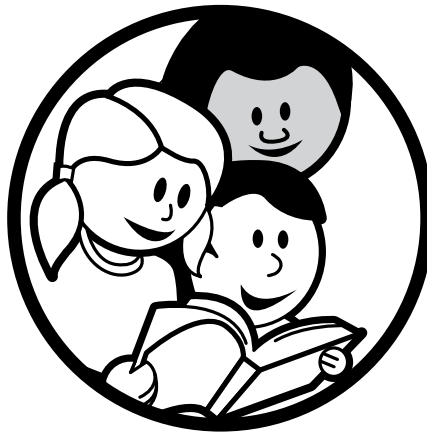




# Read To Feed

## Introduction

Read To Feed is a reading incentive, global education and service-learning program. With Read To Feed, students obtain sponsorships from parents, friends and relatives based on the number of books the students read. Once students secure sponsors, they set about reading as many books as they can. At the end of the program, the class pools its funds and donates them to Heifer International.



## Objectives

- Build reading comprehension skills and develop an array of strategies to interpret and understand a variety of fiction and non-fiction texts.
- Read books about life in other regions of the world to acquire an understanding of, and respect for, the world's cultures.
- Examine sustainable development and the diversity of people and environments of the world, and how human actions impact those environments.
- Empower students to participate actively in civic life and realize that their actions can affect their communities.
- Utilize an array of mathematical concepts in a "real life" context.

## Procedure

As a group, view the DVD and follow up by reading the story book included in this packet. You can help satisfy your class and its curiosity by supplying books about life in other parts of the world, environmental issues and sustainable development, or any books of the students' choosing.

Have students start reading and participating in group discussions about hunger, world population, global food distribution, cultural diversity, sustainable development, the environment and other important issues. Visit [www.heifer.org](http://www.heifer.org) to learn more about Heifer International and its work around the world.

## Action Ideas

Educating the public about sustainable development is an important goal that fits naturally with Read To Feed.

When students talk to adults about sponsoring the students' reading progress, have them take the time to educate these adults – parents, relatives and family friends – about how Heifer

## National Standards Addressed



### GEOGRAPHY

- Identify and compare the cultural characteristics of different regions and people.
- Describe and compare patterns of culture across the world.



### LANGUAGE ARTS

- Read a wide range of print and non-print texts to build an understanding of the texts themselves and of the world's cultures.
- Read a wide range of literature from many periods in many genres to build an understanding of the multi-dimensional human experience.



### MATHEMATICS

- Compute fluently and make reasonable estimates.
- Apply and adapt appropriate problem solving strategies.
- Communicate mathematical concepts and ideas to others clearly and coherently.



International's model of sustainable development works, what type(s) of animal(s) the class is hoping to donate and how this particular type of livestock animal can make a dramatic difference in the life of a family.

### **Here are some ideas for educating students and others on sustainable development:**

#### **Share Knowledge:**

- Have students write about the ways in which a livestock animal can help improve a family's life and also help the environment. Have the class create important presentation points and practice giving a short presentation on the subject.
- Invite parents to a kick-off presentation to educate them about sustainable development and have the students offer their presentations. You may consider showing the DVD, "Everyday Heroes." Also pass around copies of the materials included in this packet so parents can peruse their contents.
- Have students write a story for the school newspaper, the school newsletter or the school's Web site. Students may also create a video segment for their school's news program.

#### **Create a Reading Buddies Program:**

- Pair up older students with younger ones who are learning to read, e.g., fifth grade students with first grade students.
- Have the pairs of "Reading Buddies" meet once a week throughout the school year. The older students encourage the younger students to learn to read either by reading aloud to them or by helping them decipher words and sentences. This relationship provides younger students with mentors and gives older students an opportunity to feel that they are making a difference in the younger students' lives.
- The student pairs can get adults to sponsor every book (or every 30 minutes) they read with their buddies.
- Hold beginning- and end-of-year ceremonies of "Passing on the Gift." At the beginning of the year, the older students pledge to pass on the gift of reading, while at the end of the year, first graders pledge to pass on the gift of reading to younger children.
- Hold a Read To Feed "Reading Buddies" party at the end of the year. Announce how much money was raised for Heifer programs. Be sure to print out certificates of participation for all students. Certificates can be found at [www.HeiferEducation.org](http://www.HeiferEducation.org).

#### **Partner with a Local Senior Citizens Center:**

- Create a buddy system with a senior center; match a senior citizen with a younger reader.
- Arrange for the buddies to meet on a regular basis so the young reader can practice reading aloud to the senior citizen.
- Give certificates to participating seniors for "Passing on the Gift of Reading". Also, have the students create "thank you" gifts for their senior partners.
- As with the "Reading Buddies" program above, you could choose books here that center on a theme of animals or sustainable development, and you could also incorporate a fund-raising component.
- Due to logistics of transporting students to and from a senior center, this program may work best for extracurricular groups.

#### **Create Audio Books for Charity:**

- Using whatever technology is readily available to you and to your chosen charity, have students record themselves reading aloud their favorite books. The books they read could be any of their choosing, or could be based on a theme such as "children around the world" or "animals helping people."
- Donate the books and the audio recordings to a charity where children are present. Possible charities include:
  - Children's hospital
  - Women's shelter
  - Childcare center in a low-income neighborhood

Students could solicit pledges for the number of books they record. The funds raised could be used to donate an animal through Heifer International.

#### **Fund-raising Ideas:**

All of the activities above have simple fund-raising components. Decide on a unit of measurement you will use to solicit pledges (i.e., number of pages read or number of minutes read), and then have students consider how much money they think they will be able to raise, and what type(s) of animal(s) they would like to donate. Set a period of time for your fund-raiser and let the fun and learning begin.

#### **Read To Feed is a great way for students to practice their math skills. Students can:**

- Estimate the number of pages, minutes etc. they can read during the fund-raising period.
- Calculate their pledges per unit of measurement to estimate a total amount the class may be able to raise.
- Compute different combinations of Heifer International animals the class may be able to purchase, based on funds raised.
- Create a graphic display of the monies the class hopes to raise, or how many units the class hopes to read. Fill in the graphic display as you progress through your fund-raising period.

# From Farm To Plate

## Introduction

Challenge your students to think about how the food we eat travels from its source to our plates. Many students don't look past the grocery aisle or restaurant when they think about where food comes from, if they think about it at all. In this activity, students are challenged to discover the origins of their food and investigate the extensive transportation systems that facilitate food delivery to consumers around the world. Students also examine the pros and cons of consuming both locally grown or harvested foods and non-local foods while exploring issues of environmental sustainability.



## Objectives

- Think about how food is produced and how it gets to your community.
- Comprehend the role of economics in the raising, harvesting, shipping and selling of food; understand how your choices as a consumer affect these markets.
- Understand how human actions can impact the environment.
- Utilize an array of mathematical concepts in a “real life” context.

## Procedure

Discuss the types of food students commonly eat. Ask them if they know where those foods come from. Bring up the many facets of food origins. What animal or plant does each food come from? Where and how is the food harvested or grown?

Choose a common food such as table grapes<sup>1</sup> and ask the students to track its source.<sup>2</sup> The source of grapes changes depending on the season. Between July and December, most table grapes sold in North America come from California. However, between January and June, most table grapes come from Chile. On a world map, label your school's location and the food's points of origin (for grapes, use Watsonville, California, and Santiago, Chile).

Explain that transporting grapes to your community is a complex process and that each step adds hidden costs (the burning of petroleum to transport the food, the creation of air pollutants, etc.) Compile a list of different types of transports involved in moving grapes from their point of origin to your community (air, rail, truck). Find out the approximate mileage the grapes travel with each type of

## National Standards Addressed



### ECONOMICS

- Understand that effective decision-making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of some thing; few choices are all-or-nothing decisions.
- Understand that markets exist when buyers and sellers interact. This interaction determines the allocation of goods and resources.



### GEOGRAPHY

- Compare and contrast regions, e.g., climate and types of food that can be cultivated in a particular location.



### MATHEMATICS

- Use mathematical models to represent and understand quantitative relationships.
- Solve problems that arise inside and outside of mathematical contexts.
- Communicate mathematical concepts and ideas to others clearly and coherently.



HeiferEducation.org

transport. Explain that the distance traveled relates to the amount of petroleum needed to transport the food. Explain that the different types of transport require different amounts of petroleum and other resources.

Locally grown foods benefit both people and the environment in many ways, but consuming foods from distant places can have its advantages.<sup>3</sup> Help students weigh the pros and cons of both locally and non-locally grown foods. Ask students to consider in what instances the pros might outweigh the cons, and vice versa, and when this would affect their choices as consumers.

Discuss the important role of consumers. As consumers, your preferences and choices can influence the items that stores and restaurants carry. If customers demand certain imported items, retail outlets will try to carry those items. If customers request locally grown items, stores and restaurants will try to fulfill those requests as well. Being an informed consumer is important not only because it helps you make good choices for your own nutritional needs, but also because your shopping and consumption patterns are one of the strongest ways to voice your opinions and put your values into action.

## Action Ideas

Challenge students to continuously think about how the food they consume reaches their plates. Does thinking about the source of their food make them want to change any of their eating habits? Here are some ways for students to take what they have learned and put it into concrete action:

### Educate the Public:

- Have students develop educational materials about what they have learned regarding geographical sources of food and transportation to the consumer. Some ideas include:
- Create a flow chart or a set of posters depicting the different stages of transportation used to get the food to your plate. You can also include information about the mileage logged during the different stages of transportation.
- Create a “travel diary” for the food. Have students write the diary in a first person narrative in the voice of the food, e.g., a bunch of grapes. Have the food explain where it is grown and describe its journey from the farm to someone’s table.
- Encourage students to raise questions about the sources of their food. For example, in restaurants they can ask whether any of the ingredients are locally produced. In grocery stores, they can inquire if the stores carry local foods and discover the reasoning behind those decisions.

### Challenge to Eat Locally:

- How realistic is it to eat only locally grown foods? Have students attempt to consume as high a percentage of local foods as possible in their meals for a set period of time. Brainstorm places to find locally grown and produced food, e.g., farmers’ markets, consumer supported agriculture (CSA) groups or grocery stores with labels/displays indicating a locally grown food. Have students keep track of the types of foods they can easily find local sources for and what foods they cannot.
- Have students also keep track of any difference in cost. If there is a high cost differential, ask the retail location the reasons for it.
- Finally, ask students to consider whether or not they will change their eating or shopping habits based on the information they have gathered.

### Host a Local Lunch Day:

- Make arrangements with local farmers or producers to supply locally produced food for one school day or a special event. Your students can host the event and create displays that explain how the food was produced and transported to the site. The displays can compare the locally produced and non-locally produced versions of a food item and record the effects transportation has on human nutrition and the environment.
- Older students can do most of the organizing themselves and include more complex themes like the “economic effects of buying locally produced foods.”

### Grow Your Own:

- A school or community garden offers so much more than fresh fruits and vegetables. It gives students a chance to connect with the earth and to understand the importance and intricacy of soil as a resource. It also provides the excitement of growing and caring for living things. Tips on creating such a garden can be found at [www.HeiferEducation.org](http://www.HeiferEducation.org).

### **Create a Farm to School Program:**

- By pairing schools with local farms, farm to school programs seek to improve student nutrition and nutrition education while supporting small farmers. Creating a farm to school program requires a significant amount of commitment and, if it is to be student led, is better suited for secondary school students. Information regarding farm to school can be found at [www.HeiferEducation.org](http://www.HeiferEducation.org).

### **Fund-raising Ideas:**

Creating a sustainable development cookbook is a fun way to raise awareness and funds. Be sure to choose a theme for your project. For example, students could create a cookbook highlighting locally produced foods in different seasons. They could include information about sustainable development or food transportation systems. Another idea is to create a general resource guide with directions on how to tell if food is locally produced. Students can sell the cookbooks or guides and donate the proceeds to Heifer International.

### **Fund-raising also provides a great opportunity to apply mathematical skills to real situations. Have students use their mathematical skills to:**

- Estimate costs of creating a cookbook or guide.
- Determine different price points at which they might sell the book, either to make different levels of profit or to recoup costs.
- Create a graphic display of the monies the class hopes to raise or how many books the class hopes to distribute. Fill in the graphic display as you progress through the fund-raiser.

<sup>1</sup>Table grapes are grapes used for direct consumption, as opposed to grapes used for making wine or juice.

<sup>2</sup>You can focus on any basic food for this activity. Other suggested foods include salmon, apples and strawberries.

<sup>3</sup>For example, if the raising of sheep in New Zealand requires dramatically fewer resources than the raising of sheep in Britain, then (even accounting for the transportation costs) it may be less harmful to the earth for Britons to consume New Zealand sheep.



# Art For A Cause

## Introduction

Employing creative arts to communicate a message is an intellectually challenging and stimulating activity. Challenge your students to use the fine arts as a tool to educate others about issues related to sustainable development. Your work can address issues such as interconnectivity between people and environments around the world, agroecology and the importance of livestock animals. All of these topics are an important part of the work Heifer International promotes around the globe. By participating in an Art For A Cause Project, students will learn respect for the earth, gain respect for living creatures, and build familiarity with visual art materials and techniques.



## Objectives

- Explore the relationships among people, animals and the environment.
- Gain exposure to a variety of visual arts media and techniques.
- Use art to understand human society.
- Utilize an array of mathematical concepts in a “real life” context.

## Procedure

Choose a particular topic as a theme for your art: for example, you might focus on animal art. Expose students to a variety of visual art forms depicting your theme or focus, i.e., livestock animals. Try to find pieces of art from different cultures and, if possible, different time periods. Ask students what they can guess about the humans who created the artwork in terms of their lifestyles and how they depended on the livestock. Examples of such art, including the work of painter Betty LaDuke, can be found at [www.HeiferEducation.org](http://www.HeiferEducation.org).

**For animal art, discuss how people rely on animals in different ways**  
**Discuss the 7Ms that animals provide to humans:**

Muscle ■ Milk ■ Meat ■ Money ■ Motivation ■ Materials ■ Manure

### Other ideas for themes include:

- Caring for the earth
- Community development
- “Passing on the Gift”
- Gender equality
- Use of integrated farming techniques

Visit [www.HeiferEducation.org](http://www.HeiferEducation.org) for more theme ideas related to sustainable development and Heifer Cornerstones.

## National Standards Addressed

### VISUAL ARTS

- Understanding and applying media, techniques and processes.
- Choosing and evaluating a range of subject matter, symbols and ideas.
- Understanding the visual arts in relation to history and culture.
- Reflecting upon and assessing the characteristics and merits of their work and the work of others.
- Making connections between visual arts and other disciplines.

### MATHEMATICS

- Compute fluently and make reasonable estimates.
- Use mathematical models to represent and understand quantitative relationships.
- Communicate mathematical concepts and ideas to others clearly and coherently



Using one or more media, e.g., clay, paint or charcoal, have students design and create a piece of artwork that depicts the theme. You could also challenge students to make sculptures from recycled materials. Have students present their final work product to the class, discussing the ideas that inform the design of the piece and the forms that the ideas eventually took.

## Action Ideas

### Share Knowledge:

Help your students organize an art show featuring the pieces of artwork they have created. Below are several different types of art shows your class can choose from. After selecting a theme, follow the steps under each subheading.

### Host an Art Show:

- Create student displays about each piece of artwork, explaining what the piece represents and why they chose to represent it in this manner.
- Invite parents and other students. Have a few students introduce the art show and its theme.

### Create Community Art:

- Contact your local government to determine where you can hold a public art display or create a permanent piece of artwork, e.g., a mural. This could be an awareness-raising activity or a neighborhood beautification project depending on the venue. Some city councils loan public wall space to groups (particularly youth), and some private businesses or groups will rent or donate space.
- Create art that emphasizes different aspects of Heifer International's work, for example:
  - Caring for the earth
  - Livestock and their relationships to human societies
  - Gender equity
  - Community development

### Host a Sidewalk Art Festival:

- Following the tradition of European sidewalk artists, have students host a sidewalk art festival. First, have students practice using pastels on the sidewalk. They should experiment with shading, perspectives and the blending of colors with sponges. Small teams of students should then create designs following the festival's theme. These designs can be in any artistic genre.
- Using tape, represent canvases on the sidewalk. We recommend marking off a 3' x 4' area for each design, but be sure to leave room for walkways between the canvases so visitors can wander among the artists.
- Instruct the students to create gridlines on both their small-scale design and their sidewalk canvas. The grids will help them transfer their designs to the larger-scale canvas. Using the grids as guides, the students should use white chalk to sketch their design's major elements.
- Advertise your sidewalk art festival within the school and in the community. Sidewalk art festivals are vivacious, fun events that can attract people of all ages.
- On the day of the festival, have the teams show up early in the morning. They should tape a picture of their final design next to their blank sidewalk canvas, and start drawing and filling in their designs with the color pastels. All day, visitors can walk by and watch their progress.
- At the end of the event, you can give awards in different categories.

### Fund-raising Ideas:

Students can choose to use their artwork to raise money for charity in several ways. For example, you can add an auction component to a school art show. If you host a sidewalk art festival, you can ask spectators to "vote" for their favorite paintings by placing a quarter in a see-through vertical pipe (place one of these pipes next to every team's painting). Explain that the money will be donated to charity and encourage spectators to vote often. (Remember: the point is to raise money, so spectators can vote for paintings as often as they like.)

If your students create a public mural, one fund-raising option would be to solicit donations per square foot. Donate the funds that you raise to Heifer International.

### Fund-raising is a fantastic way for your students to apply mathematical skills in "real life" context. During the process of organizing your fund-raiser(s), have students use mathematical concepts to:

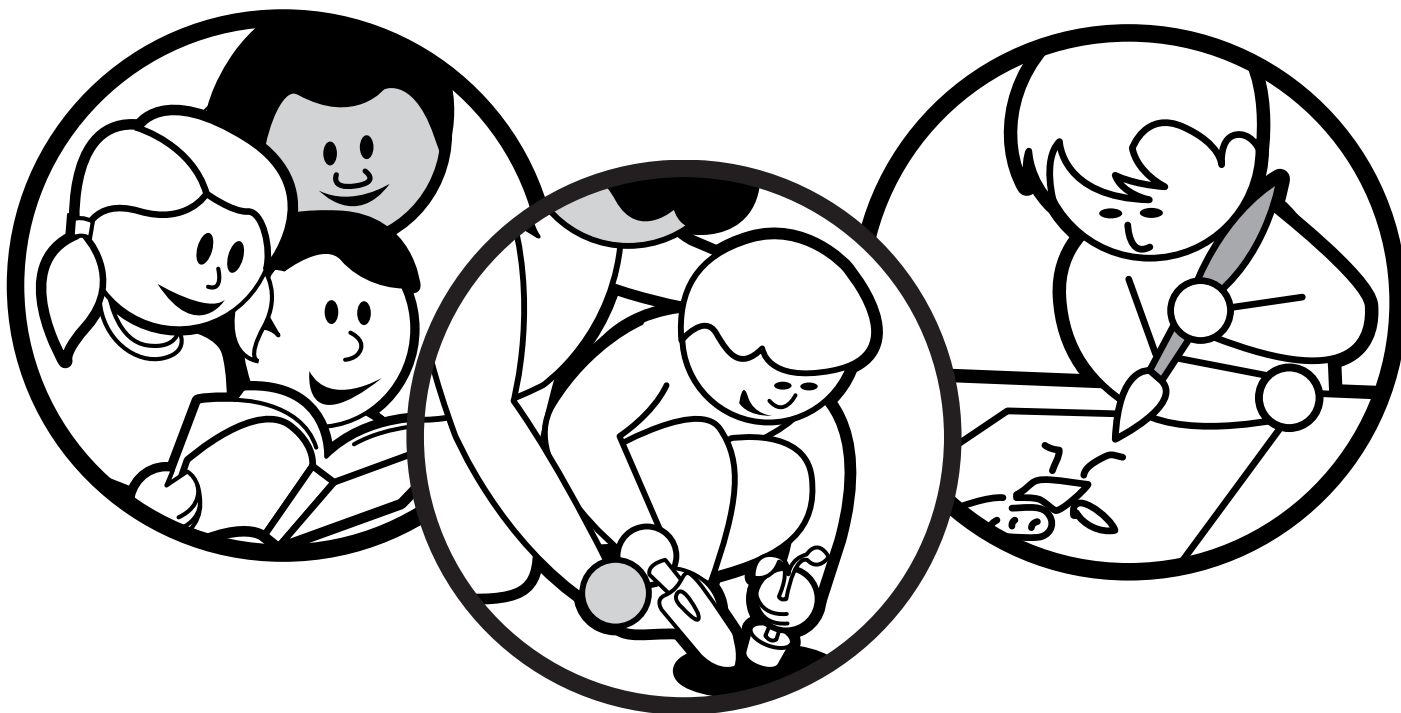
- Decide what amount of money you would like to raise and then calculate the amount per item (artwork, square foot of mural, etc.) you will need to charge to reach that goal.
- Estimate the amount of money you have raised at different points during an event (i.e., during the art auction or during the chalk festival). Communicate this information to your attendees through a graphic display and verbal announcement. Periodic updates on how your fund-raiser is doing can create excitement at a live event, encouraging attendees to donate more.

# More Brilliant Ideas

## Introduction

When you and your students decide to help others in your community and around the world, the results can be bountiful. All you need is creativity, planning and some hard work. Benefit your community, gain a sense of accomplishment and empower students with the knowledge that their actions can truly make a difference.

Below is a list of activities for you and your students that relates to the work of Heifer International and sustainable development. You may choose to implement some of these ideas, or just refer to them as inspiration for your own. Below, we outline other potential activities for your class in greater detail.



## Action Menu

### Hunger Challenge

Classes challenge each other to see which can raise the most money – or most animals – for Heifer over a period of time. Each class is responsible for creatively designing the way it will raise funds. Another class can track the tallies for each and announce them over the intercom each week, and the student newspaper can write stories on the fund-raising efforts. A community business may be recruited to offer a prize to the winning class, or students may be rewarded with some sort of extra credit, etc.

### Culture Day

Each grade level or class picks any region or country to study (as long as it is home to one or more Heifer projects). The students then research this country, paying attention to its demographics, clothing, religion and other points of interest, as well as Heifer's work within it. The school can have a Culture Day during which the different regions or countries are presented and the students share what they have learned. This could be a schoolwide event during school hours only or be an event held after hours and open to the community. Students can accept donations for Heifer as admission, or the day can serve as purely an educational experience.

### **Local Heifer Challenge**

Motivate and excite young people in your school or community by challenging a political figure or local celebrity to kiss a pig or milk a goat if students raise a certain amount in donations for Heifer.

### **Animal Tree**

For the holiday season, students could create an animal tree instead of the usual angel tree. The students can design and sell animal ornaments to raise money for Heifer.

### **Heifer International Festival**

The school or grade hosts a festival with food and music from around the world and a silent auction to which local businesses donate items.

### **Heifer 5k Run/Walk. Run for Hunger. "Jog for a Hog"**

Students pick a course and a date and then advertise their race, with proceeds going to Heifer. Funds can be raised through sponsors, the selling of T-shirts or the collecting of entry fees from runners.

### **End Hunger Flea Market**

Students bring in items to sell at a "flea market" with proceeds going to the sponsorship of a Heifer animal.

### **Book Exchange**

Students bring an old book to school and have a "bookstore" where students can purchase used books. Proceeds go to Heifer to purchase an animal.

### **Cans 4 Cows**

If the local recycling center pays for recyclable materials, encourage students and families to gather recyclables for cash. Proceeds can be used to purchase animals through Heifer.

**Good luck with these ideas. Enjoy them and use them  
to inspire your students and community!**

**FEED YOUR MIND.  
TAKE ACTION.  
END HUNGER.**

