

**A Simulation of
an International Land-Use Conflict**

West Africa ALIVE!

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the Canadian International Development Agency (CIDA).
A project of School District #54
in collaboration with One Sky



The Canadian Institute for Sustainable Living



Canadian International
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*School District No. 54
(Bulkeley Valley)*

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Information for teachers

West Africa Alive! is a classroom-based project that brings to life a West African village. Students take on specific roles, role-playing stakeholders in a mock international development simulation. The village is created by introducing dress, music and other props, and assigning characters. Stakeholders include youth, women, natural resource users and community leaders. The scenario posed is a land-use conflict modeled after a real-life development challenge. Various activities lead the students through the scenario.

Learning Objectives

By having students explore and develop positive approaches to long-term environmental concerns, **West Africa Alive!** will:

- foster global responsibility and environmental literacy;
- develop a deeper understanding of natural systems and the impact of decisions and actions on those systems at personal, community, societal and global levels;
- develop awareness, knowledge of cultural systems and global issues while also leading students to action;
- help students to understand the relationship between human rights, justice, race, gender equity and the environment;
- strengthen critical thinking and problem-solving skills in order to identify sustainable solutions to long-term natural resource management; and
- develop the ability to work co-operatively.

Mandated curricula and specific learning outcomes

The following are the British Columbia prescribed learning outcomes for Grade 6 Social Studies¹ and Drama² and are consistent with the project's objectives. It is expected that students will:

Identity, Society, and Cultures

- Assess diverse concepts of Canadian identity
- Compare Canadian society with the society of another country
- Describe how a society's artistic expression reflects its culture
- Describe daily life, work, family structures and gender roles in a different country

Skills and Processes of Social Studies

- Interpret graphs, tables, aerial photos and various types of maps

¹ http://www.bced.gov.bc.ca/irp/ss_6.pdf (p.30).

² <http://www.bced.gov.bc.ca/irp/fak7/apadra.htm>

- Evaluate the credibility and reliability of selected sources
- Deliver a formal presentation
- Apply critical thinking skills—including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues
- Implement a plan of action to address a selected local or global problem or issue

Governance

- Compare the federal government in Canada with the national governments of other countries
- Describe key characteristics of the justice system in Canada
- Assess equality and fairness in Canada with reference to the Canadian Charter of Rights and Freedoms
- Compare individual and collective rights and responsibilities in selected countries
- Describe the role of Canada in the world

Economy and Technology

- Describe Canada's changing economic relationship in global trade
- Analyze the development of communications technologies in Canada
- Evaluate effects of technology on lifestyles and environments
- Compare Canada's economy, technology, and quality of life with those in one or more selected countries

Human and Physical Environment

- Assess the relationships between cultures and their environments
- Describe factors that affect settlement patterns and population distribution in selected countries

Drama - Exploration and Imagination

- Express ideas and emotions using verbal and non-verbal communication
- Demonstrate social and group skills in dramatic work
- Apply constructive feedback to refine their dramatic work
- Demonstrate the ability to collaborate when combining ideas in dramatic work

**Please note: A kit with costumes and props (including wall coverings, character cards and Krio vocabulary cards) will be available for future use at the One Sky office in Smithers for teachers who wish to present the simulation day on their own. Contact One Sky at 250-877-6030 or info@onesky.ca.*

Prior to **West Africa Alive's** educational team visiting classrooms,
we recommend teachers work through the following activities with their students:

Pre-simulation Day Activities



Lesson A: Know-Wonder-Learn (KWL)

Time: 45 minutes

Learning Objectives

- To access knowledge that students may already have about West Africa
- To identify similarities between Canadians and West Africans
- To determine key ideas and relationships

Procedure

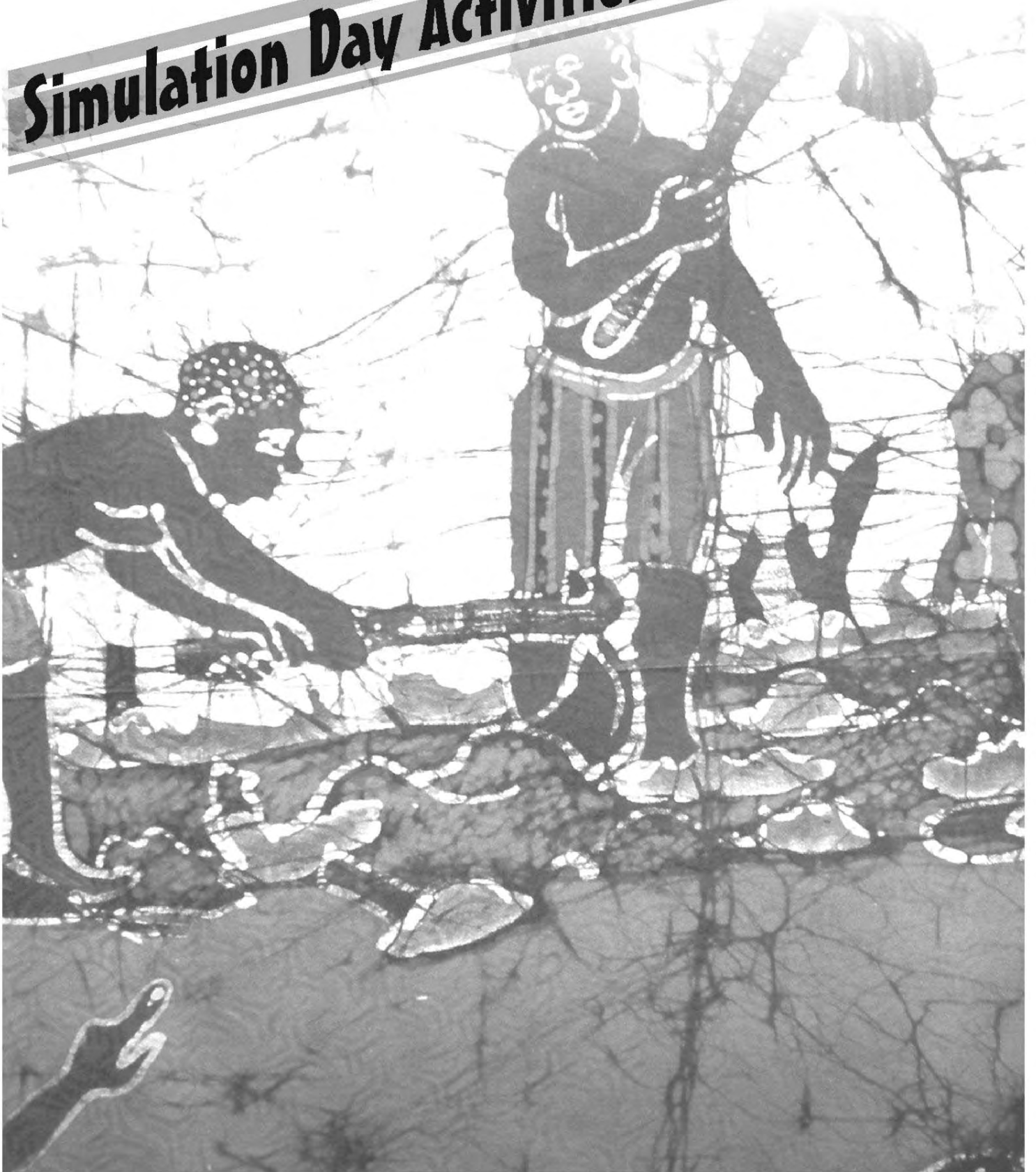
1. Students share what they know (K) about West Africa and how Canadians contribute to progressive international development.
2. Students then state what they want to find out in column W (wonder).
3. The L (learn) column will be filled in after the simulation day.

Materials/resources needed:

Flip chart paper with 3 columns (KWL)

Marker

Simulation Day Activities





Outline: Simulation Day Activities

Pre-activity set-up

Activity 1: Greeting

Activity 2: Introduction

Activity 3: Krio Language Lesson

Activity 4: Daily Life in Mangey Bureh Village

Activity 5: Reader's Theatre

Recess

Activity 6: Land-use conflict part 1: presentations and deliberations

Activity 7: African Music and Dance

Activity 8: Debrief 1

Activity 9: Reflective Journal-Writing, Entry 1

Lunch

Activity 10: More Krio!

Activity 11: Cooperative game

Activity 12: Village plan in cooperative groups

Activity 13: Debrief 2

Activity 14: Sierra Leonean game: 'In the boat'

Activity 15: Reflective Journal-Writing, Entry 2

Activity 16: Slideshow

Celebration!

Pre-activity Setup

Time: 60 minutes

Preparation

Borrow kit from One Sky

Procedure

Set up the classroom to look like a West African village.

Key areas:

1. There are 6 villager group home bases. Each home base has a mini-puzzle of West Africa and the following centerpieces:
 - a. Forest harvesters have a bowl with fruit
 - b. Farmers have root vegetables
 - c. Youth have books and a school bag
 - d. Loggers have a pile of wood
 - e. Hunters have animal skin and bow and arrow
 - f. Chief and elders have special African chairs
 - g. Common area for meeting, dancing/drumming, listening to instructions
2. Walls are covered with batik, and other African art is in the classroom.

Materials/resources needed:

Home base centerpieces

Mini-puzzle of West Africa for each home base (kit)

Batiks and African objects (kit)

Drums and other rhythm instruments

CD player

LED projector and computer for slideshow

Computer

Flip chart paper

Markers

Students' social studies journals or notebooks and pencils

Activity 1 Greeting

Time: 15 minutes

Preparation

Have African music CD in the CD player ready to be played

Have character cards and African clothing ready to be distributed

Procedure

1. While African CD is playing, greet students and hand them a character card and African clothing. (*Note: teacher will have read the Reader's Theatre script in advance and may choose to select certain students for certain roles. Some students may prefer non-speaking roles.*)
2. Help students put on the African clothing.
3. Send students to their home bases. Mention to students not to touch any props.
4. Instruct students to complete the West African puzzle in their home base group.

Assessment

None

Materials/resources needed:

African music CD

Character cards (kit)

African clothing for the stakeholders (kit)

Mini West African puzzle (kit)

Activity 2 Introduction

Time: 15 minutes

Preparation

Write day's agenda on the board or on flip chart paper

Write ground rules on flipchart paper

Write new vocabulary words on board or flip chart

Procedure

1. While students are in their home bases, introduce the day using the written agenda of the day.
2. Introduce the ground rules.
3. Use KWL chart from pre-simulation day activity to review what students discussed.
4. Introduce new vocabulary (batik, land-use planning, allies, cutlasses, teak, mahogany). Include these new words in the L column on the KWL chart.

Assessment

On-going participation (See participation assessment tool)

Materials/resources needed:

Agenda of the day (teacher reproducible 1)

Ground rules (teacher reproducible 2)

KWL class chart from pre-simulation day lesson

Activity 3 Krio Language Lesson

Time: 15 minutes

Overview

Krio is a form of 'pidgin' or broken English, widely spoken in West Africa. Krio is English-based with some French and some traditional languages woven in. Krio was called a "plantation language" because it started during slavery time. It arose because Africans and European traders needed a language to speak to each other.

Learning Objectives

1. Compare Canadian society with the society of another country.
2. Describe how a society's artistic expression reflects its culture.

Procedure

1. Give students a brief overview of Krio.
2. Teach students a Krio dialogue using a written dialogue (teacher reproducible 3, pg 50).
3. Say the dialogue once and the group repeats. Repeat the dialogue twice with students repeating each time.
4. Separate the class in half and have one half be the A part and the other half the B part.
5. With a student, demonstrate how to introduce yourself in Krio.
6. Instruct students to take 3 minutes to mingle and introduce themselves to at least 3 different villagers in their new roles as Africans using the Krio dialogue just learned.
7. After 3 minutes, prompt students to stop with drum rhythm.

Assessment

On-going participation

Materials/resources needed:

Krio dialogue written with A and B parts (teacher reproducible 3, pg 50)

Activity 4 Daily Life in Mangey Bureh Village

Time: 15 minutes

Learning Objectives

1. Compare Canadian society with the society of another country.
2. Assess the relationship between cultures and their environment.
3. Describe daily life, work, family structures, and gender roles in a different country.

Procedure

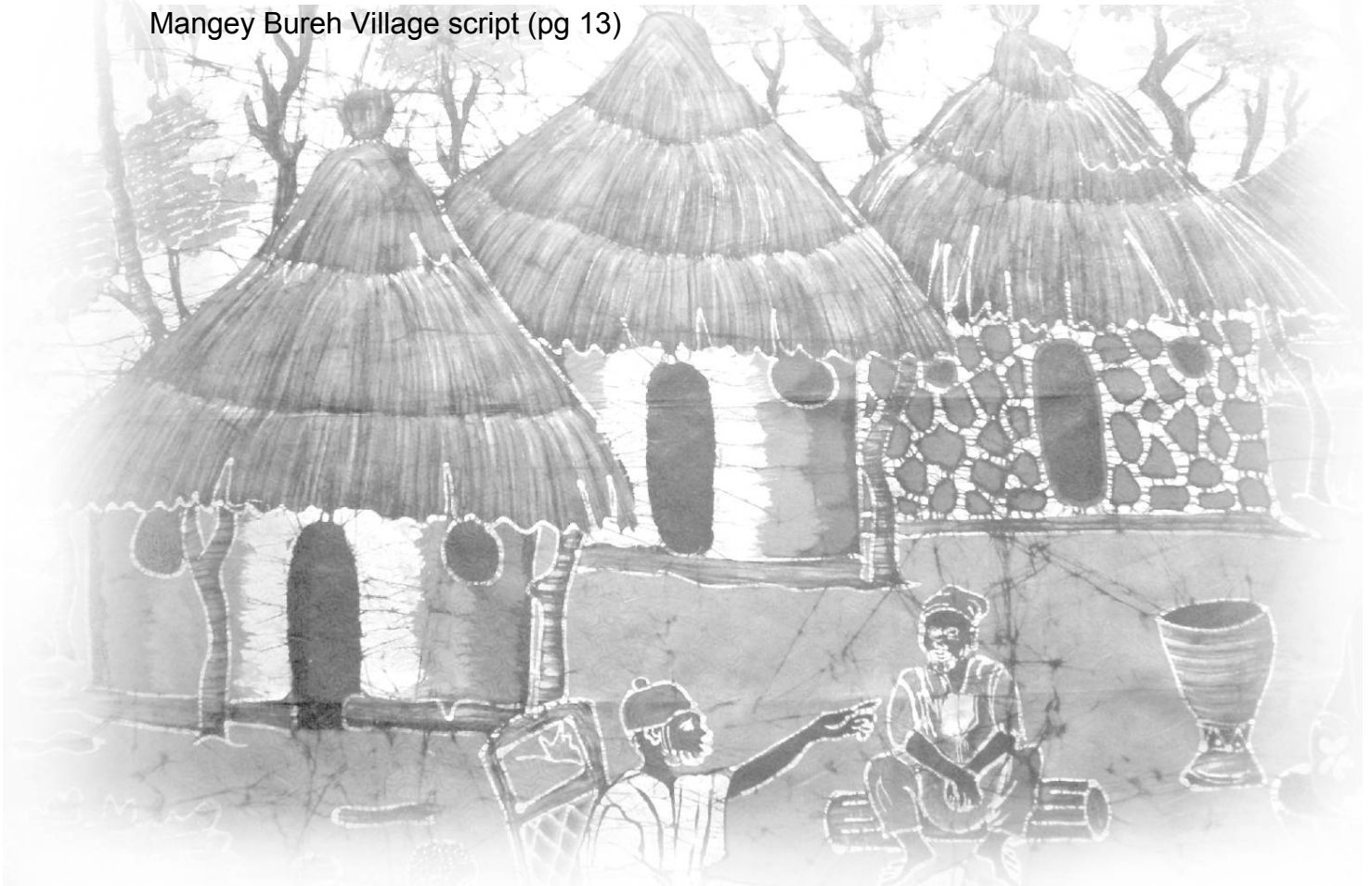
1. Tell the students that when their character is mentioned in the Mangey Bureh village story, they should stand and act out what is being said. Ask students to listen very carefully.
2. Read the story of Mangey Bureh village from the script.

Assessment

On-going participation

Materials/resources needed:

Mangey Bureh Village script (pg 13)



Greetings, people of Mangey Bureh. All that we want, Mother Nature is providing for us. We should take great care of our village. Mangey Bureh is a beautiful place.

In our village there is no telephone to communicate. We still use the old traditional ways to communicate and to call people from far distances, which is the “talking drum.” People gather from far and near when they hear the sound of the drum. There are no computers to keep records in our village; our way of keeping records is through the wisdom and knowledge of our ancestors, which has been handed down from generation to generation through oral teachings and stories.

As town crier of the village, I’m the messenger of the chief. My role is to carry out the orders of the chief by making announcements about what is going on in our village. In this village, we have people of all walks of life. Let us meet some of them now: the chief and the council of elders, farmers, the youth group, loggers, hunters, and the local women who harvest fruit from the forest.

In the morning time, the **harvesters** get up before the sunrise. They pick up their baskets and put them on their heads and walk on the bumpy paths of the village that lead to the forest. It is a long walk from town to the forest, so the women who harvest in the forest do it early in the morning before the rising of the hot, burning sun.

When they reach the forest they use a stick with a bag attached to reach high up in to the trees to pick the mangos and grapefruits, and then put them into their baskets. They walk through the forest checking beneath trees to look for fruits like papayas and oranges that have fallen on the ground because of the wind overnight. After collecting fruits and nuts, they walk down the path that leads to the market. They arrange their fruits and nuts on the table to sell or trade for other things they need. After selling in the market they go to the meeting place and sit down together to talk about the events of the day.

In the evening the **hunters** get themselves ready by making and packing their food, getting their bows and arrows ready, packing good batteries and a flashlight to find their way at night. After the sun sets, they travel down the path to the forest and up into the mountains. They stay there overnight, keeping quiet to observe the movements of the animals in the forest. They spend the whole night looking and hunting for animals. After they kill an animal, two hunters will tie the animal to a pole, and each will carry one end of the pole. They walk down the winding paths of the forest to go to the market to sell or trade for things they need to support their families. After the market place, they go to the meeting place and sit down together to talk about the events of the day.

The **youth** in Mangey Bureh wake up early in the morning. They put on their uniforms, tuck in their shirts, put their schoolbooks into their school bag and walk five kilometers to go to school in the next village. After walking home from school,

they are so tired that it's hard for them to help their parents do work around their home. But their parents send them to the forest to collect firewood. They pick up pieces of wood lying on the forest floor. They make a bundle, tie it with a piece of rope, put the bundle on their heads and walk home. At the end of the day, the youth go to the meeting place, sit down together, gossip and listen to discussions about the events of the day.

All around the village **farmers** are working hard to take care of their tools. The farmers save seeds for the upcoming growing season; before the growing season farmers go around the village to meet with other farmers to trade seeds.

Each morning, the farmers gather together and walk down the pathway to their farms. They cut the bushes with cutlasses and plant seeds to grow different types of crops that they know will grow well there. After three months, the farmers harvest their crops. They put the potatoes, peanuts, melons, onions, pineapples and cucumbers into their baskets, put the baskets on their heads and walk to the market. At the market they put their crops on the tables to sell. After the market they walk to the meeting place and sit down together to talk about the events of the day.

The **loggers** travel from the city to the village of Mangey Bureh. They walk through the forest, looking for valuable trees. They are happy and excited when they find trees like teak and mahogany. They know that they can sell the wood from these trees for lots of money in the city. At the end of the day, they go to the meeting place to talk to the chief and elders of the village about getting the right to log a piece of land.

Generation after generation, the village of Mangey Bureh has been governed by a **Chief**. The Chief is guided by the wisdom of the **Elders**; the Elders are there to help the chief govern their people and the village. The Chief and Elders gather together every day at the meeting place under the shade of a cotton tree. They have special seats because of their position in the village. The council of elders and the people of the village make decisions on what they want and what they don't want in the village. Each Elder takes a turn to talk, to convince others of their views, while the others listen respectfully. But the Chief can over-power everyone in the village because he or she has the honour and respect as a chief.

Oh, people of Mangey Bureh! You can see that each of you has a role to play to make this village a good place to live. The future lies in our hands!

Activity 5 Reader's Theatre

Time: 30 minutes

Overview

Reader's theatre is an interpretive oral reading activity. Students use their voices, facial expressions and hand gestures to interpret characters. This reader's theatre script introduces the students to land-use conflict and further introduces them to their roles as Mangey Bureh villagers.

Preparation

Print reader's theatre scripts for each student (pg. 16 – 17)

Highlight a script for each specific role

Learning Objectives

1. Express ideas and emotions using verbal and non-verbal communication.
2. Demonstrate the ability to collaborate when combining ideas in dramatic work.

Procedure

1. Tell students that they will participate in a story about the village of Mangey Bureh. One or two villagers from each group will be reading from the script.
2. Explain that some students might end up supporting a position that is different from the one they would normally support.
3. Distribute highlighted scripts to the appropriate villagers. Not all villagers have a role in the reader's theatre, so teacher hands out scripts without highlighting to the rest of the students.
4. Explain the reader's theatre tips as listed in the script.
5. Give students 5 minutes to browse through the script to find their lines.
6. Ask students to follow the reader's theatre script attentively. Tell students that when they hear the drum prompt, the drama will begin.
7. Prompt students with a drum roll. The teacher is the narrator and begins.

Assessment

See Reader's Theatre Participation Assessment Tool in Appendix

Materials/resources needed:

Reader's theatre script

Tips

- Stand up when it is your turn to speak
- Read loudly
- Occasionally look up from your script and try to make eye contact with the audience
- Use hand gestures and facial expressions when reading
- If you are not reading aloud, listen carefully

Setting: *The town square on a Sunday afternoon. Everyone is relaxing and exchanging gossip with their neighbours under the shade of a giant mango tree.*

Town Crier (teacher): "Gossip is flying around the village of Mangey Bureh! There are rumours that a logging company called **Modern Trees** is coming to town! Will they steal the land? Will they bring wealth? Everyone has a different opinion. No one is silent. Listen to what your fellow villagers are saying."

Yusef (youth): *(with lots of expression!)* "Have you heard the news? A logging company is coming to town! This means jobs and money for us young people!"

Mr. Victor Massaquoi (elder): "You young people! You are always rushing after money and jobs. My great-grandmother and great-grandfather met in this town. Their initials are carved in that old mango tree. So don't think for a minute that you will touch one leaf on any of those trees."

Bami (youth): "Yes, yes. We respect your voice and wisdom in this village. But it's not just about money. The logging company promised us a **school**. These logging company people sound like they really want to help us."

Lansana (farmer): "I don't see why we have to build a school here at all. There is a school just five kilometres away. I walked **TEN** kilometres to school when I was a child!"

Mariatu (harvester): "We need this school, and we need it now! My little Sia is so tired by the time she gets home from school, she can hardly stay awake for dinner. That walk is just too long. In this modern day, our children need an education. I say, if the logging company promises a school, we should let them come!"

Sahr (hunter): "But what about the forest? We know what happened in the next village when the logging company went there. Now there are no trees and no animals! How can I feed my family if I don't have animals to hunt?"

Mrs. Sia Tengbe (elder): "Don't worry, don't worry. The logging company won't cut down **ALL** the trees! You'll still have wildlife to hunt. There is plenty of forest for everyone here. In order to feed our kids and get what we all seem to want, we

need action! We need more jobs! We need money coming into this village! And that's what Modern Trees will give us."

(All youth cheer in unison and say: "Yay for Modern Trees! Yay for Modern Trees!")

Hawa (harvester): *(seeming upset)* "You youth, be quiet and show respect for your elders! What about the trees that give us fruits and nuts? I need those trees for food for my family. I am worried that if we give the logging company land, they won't let us go there to harvest fruit and nuts."

Mohammed (farmer): "I too am worried. What if the land that they want is where my farm is? I need the crops from my farm to feed my family!"

Lansana (farmer): "I agree. The logging company keeps talking about the school. But us farmers use the money we make from selling our crops to pay for our children's school fees. If my land is taken away, how will I pay for school fees?"

(All farmers in unison say: "We need our land! We need our land!")

Mr. Momodu Kargbo (elder): "All your worries will be taken care of. If your land is affected, we will give you new land. And the money that the logging company gives us can help us develop our village. Then we can bring electricity to the village and improve the road. You will be building a future for your children. Don't you want that?"

Mrs. Mabinty Siaffa (elder): "Shame on you! Listen to your people. Our forests give so much to us. The forest gives mangoes and nuts to the harvesters. The forest provides animals for the hunters to hunt. The trees and plants give us medicines for when we are sick. The rivers give us clean water for drinking and washing. We shouldn't be too quick to give our land away."

Chief: My people! Obviously, you all have different opinions, but you do have certain things in common: you all need to earn a living and provide for your families. As your Chief, I assure you that the village council will make the best decision for our village. The Chief and Elders will listen to all the voices in the village. We will hear the logging company's wants. And then we will decide what to do.

Town Crier: People of Mangey Bureh! You have important choices to make for your futures. You must talk, and listen. Your fate is uncertain.

Activity 6 Land-use conflict part 1

Time: 30 minutes

Overview

This land-use conflict simulates a commons dilemma, derived from *The Tragedy of the Commons* written by William Forester Lloyd in 1833. A commons is any publicly owned or shared resource, such as a forest, an aquatic area, or the air we breathe. A dilemma results when population growth or multiple users place pressure on the commons through overuse or misuse of a resource, causing the resource to become threatened or damaged.

In this simulation, students act as community members to demonstrate their responses as consumers of the forest resource. In small groups, students will assess potential uses of the land, then make presentations to the whole group while role-playing different interests found in land management. The role-play teases out issues of competing uses of land, long-term vs. short-term benefits, self-interest vs. cooperation, questions of sustainable resource use and the balance between environment and development.

Preparation

Write presentation question on the board: *Should the Chief and Elders give the logging company land? Why or why not?*

Print Chief and Elders Worksheet (pg 22, 1 copy)

Print Background Information on the Village (pg 20 - 21, 6 copies)

Learning Objectives

1. Apply critical thinking skills—including comparing, classifying, inferring, imagining, verifying, identifying relationships, summarizing, and drawing conclusions—to a range of problems and issues.
2. Express ideas and emotions using verbal and non-verbal communication.
3. Demonstrate the ability to collaborate when combining ideas in dramatic work.

Procedure

1. Explain that each village group (farmers, hunters, loggers, etc.) will present their views to the village Chief and Elders who will decide whether or not to give land to the logging company.
2. Ask students to go to their home bases to read Background Information on the Village, and to review the information on the character cards around their necks. This information will help them develop arguments to help convince the Chief and Elders to give or not give land to the logging company.
3. Present “presentation tips” (teacher reproducible 4, pg 51) and the following presentation question:

Should the Chief and Elders give the logging company land? Why or why not?

4. Direct groups to appoint someone to write down the group's arguments for and against, and one or two spokespeople who will present the case on the group's behalf.
5. Give students 10-15 minutes in their village groups to read and to brainstorm arguments that support their position. Walk around and help groups as needed.
6. When most groups have had time to write down their arguments, Chief and Elders tell the stakeholders to begin.
7. Ask one village group spokesperson at a time to present. Each group has 3 minutes to present.
8. Remind Chief and Elders to listen and take notes using the worksheet provided (pg 22).
9. After the presentations, ask Chief and Elders to exit the room with their worksheet and notes from the presentations. Tell them they have 10 minutes to make their decision and develop an explanation of why they decided what they did, and that when the time is up they will be let back in the classroom.

(While Chief and Elders are deliberating, all the other villagers participate in Activity 7: African dance).

10. After 10 minutes, invite chief and elders to re-enter the classroom. Assemble all groups at the meeting place.

Town crier (teacher) says: "People of Mangey Bureh! Your Chief and Elders have made a decision!"

11. Prompt Chief to read his decision. Chief reads from worksheet.

Chief: "We, the Chief and Elders of Mangey Bureh have decided to: _____"

The chief should also explain why that decision was made.

12. **Town crier (teacher) says:** "Are the farmers happy? What? I can't hear you? *(get each group to yell loudly after each group is called)*. Are the loggers happy? Are the harvesters happy? Are the hunters happy? Are the students and youth happy? "

Assessment

Presentation participation (see Reader's Theatre and Presentation Assessment Tool)

Materials/resources needed

Background information on the village (pg 20 - 21)

Presentation tips (teacher reproducible 4, pg 51)

Paper and pencil to jot down arguments for presentations at each home base

Chief and Elders worksheet (pg 22)

Welcome to the village of Mangey Bureh! Your people have been living here for a very long time—hundreds and hundreds of years. The village has gone through some hard times, but you and the other villagers know that you will always be able to survive because of the richness of your land and forests. The village is a long way from the capital city, and most of you villagers depend on the rainforest to make your living.

The village

- There are approximately one thousand people living in Mangey Bureh.
- Families live together in houses; most of the houses are made of mud bricks and have thatched roofs.
- Other landmarks inside the village include the town hall, a community meeting area under a nice shady tree, a public well, the chief's house, a church and a mosque, a small store for provisions (candles, matches, some medicine, bread) and the market area.
- You have no school in the village right now – the nearest elementary school is five km away at the next village.

Community land

- Outside of the village is the community land. Some of the land is rainforest, and some has been cleared for agriculture.
- Farmers from the village have pieces of land just outside of village, in the community land area.
- The community land belongs to the chiefdom of Mangey Bureh. This is where people go to do farming, logging, mining, hunting, and to collect water. Other things are gathered from the forest such as:
 - palm nuts to make palm oil for cooking;
 - medicinal herbs and roots;
 - trees for building houses and palm leaves to make roofs;
 - fruits and nuts for food and to sell at the market; and
 - firewood to cook food and heat water.
- There is one big road leading to the next biggest town, and many smaller footpaths that people use to get to the rivers, to their farms, to hunting areas, etc.

The streams and rivers in the community land are also very important. People use the streams to collect water for the house and to bathe and wash clothes. Rivers are also used for fishing and for collecting sand and clay for building.

Chief and elders

The chief and elders are the custodians of the land. They grant farmers their land in the community forest. If an individual or company wants to use the land in any way, they have to get permission from the chief and elders.

Modern Trees

Modern Trees is a small logging company with headquarters in the capital city. The company has a lot of experience logging. Other villages have welcomed Modern Trees because it has provided jobs and development. The company wants a piece of land in the Mangey Bureh chiefdom for its logging operations. In return, it will build a new school and give a percentage of the money it makes from selling the trees that it cuts. It also promises to create 15 jobs in the village. Representatives from Modern Trees have been invited to the village by one of the Elders. Modern Trees representatives are very impressed by the amount of valuable trees around the village of Mangey Bureh and are eager to start operations. They have come to the village to convince the Chief and Elders to grant the company a piece of land.



Chief: “We, the Chief and Elders of Mangey Bureh have decided to:

(Please check the appropriate box!)

☐ Give land to the logging company because:

☐ Not give land to the logging company because:

Activity 7 African Music and Dance

Time: 15 minutes

Overview

In West African culture, the rhythmic interlocking of drum, song and dance produces a collective energy. The drummers and dancers are responsible for the growth and direction of the collective energy. The dancers also become aware that when they are really listening to the music and the drums, they create an "echo" of the drumming. Also, even though they are all doing the same movements, each individual has her or his own self-expression that colours the movements. This lesson introduces students to African culture through music and dance. African dance is a popular communal entertainment performed whenever the community finds a reason to celebrate life.

Preparation

CD in CD player

Learning Objectives

1. To give students a basic understanding of various elements in West African culture through the medium of traditional music and dance from West Africa.

Procedure

1. Using the CD player, suggest to students that they can dance to the music, take an instrument and play along, or just listen. Ask them to focus on trying to identify different instruments and voices.
2. Ask the possible discussion questions after listening to the African music:
 - What did you like about the music you heard?
 - How is it different from the music you hear everyday?
 - Could you hear the different types of instruments used?
 - Did you hear single voices and group voices?
 - Can you name some of the instruments?
3. If the students were dancing, have them do a quick cool-down session so they can be in a more peaceful state to listen to the Chief and Elders' decision.

Assessment

On-going participation

Materials/resources needed:

CD player or drum
African music CD
Drums, other rhythm instruments

Activity 8 Land-use Conflict Part 1 Debrief

Time: 10 minutes

Learning Objectives

1. Compare Canadian society with the society of another country.
2. Compare individual and collective rights and responsibilities in selected countries.

Procedure

1. Start a first debrief session by asking students 3 or 4 of the following discussion questions:
 - Chief and Elders: How difficult was it to make your decision? Did you have enough information when planning your group's presentation? Where would you be able to find more information on these topics?
(Point out that this is one of the most important parts of this activity because it emphasizes that we need a variety of information before we can intelligently make a land management decision to best meet the needs of people and their environment).
 - Everyone else: How do you feel about the decision?
 - Who did the decision benefit? Who 'lost'?
 - How did you find that the other groups' presentations affected the Chief and Elders' decision?
 - What are the long-term impacts of the decision that was made?
 - How was this process of making presentations to Chief and Elders different from the one in Canada? How is it similar?
2. Spectrum line: Ask students who felt they were 'heard' by the Chief and Elders to stand and place themselves on the right side of an imaginary line. Ask students who did not feel 'heard' to stand on the left and students who were partially heard to stand somewhere between the two opposing poles.
3. Teacher asks 1 or 2 students from each pole why they feel they were heard, not heard or partially heard.

Assessment

On-going participation

Materials/resources needed:

None

Activity 9 Reflective Journal Writing Entry 1

Time: 15 minutes

Preparation

Write journal entry questions on flip chart

Learning Objectives

1. Reflect and respond.
2. Make inferences and draw conclusions.
3. Express opinion and emotions.

Procedure

1. Ask students to take out their social studies journals and a pencil.
2. Provide students with the following reflective questions and sample journal entry:
My character made me feel
I didn't like it when...
I was happy when...
3. Walk around and help students as needed.

Assessment

See journal entry rubric in Appendix (pg 55)

Materials/resources needed:

Students' social studies journal
Pencils and erasers
Journal entry sample on flip chart (teacher reproducible 5, pg 52)

Activity 10 More Krio!

Time: 10 minutes

Overview

Krio is a form of ‘pidgin’ or broken English, widely spoken in West Africa. Krio is English-based with some French and some traditional languages woven in. Krio was called a “plantation language” because it started during slavery time. It arose because Africans and European traders needed a language to speak to each other.

Learning Objectives

1. Compare Canadian society with the society of another country.
2. Describe how a society’s artistic expression reflects its culture.

Procedure

1. Teach students another Krio dialogue (teacher reproducible 3, pg 50), this time having students introduce their specific role in the village.
2. Say the dialogue once and the group repeats. Repeat the dialogue twice with students repeating each time.
3. Separate the class in half and have one half be the A part and the other half the B part.
4. With a student, demonstrate how to further introduce yourself in Krio.
5. Instruct students to take 3 minutes to mingle and introduce themselves to at least 3 different villagers using the Krio dialogue just learned.
6. After 3 minutes, stop students with drum rhythm prompt.

Assessment

On-going participation

Materials/resources needed:

Krio dialogue written with A and B parts (teacher reproducible 3, pg 50)

Activity 11 Cooperative Game

Time: 10 minutes

Overview

Cooperative games emphasize participation, challenge, and fun rather than defeating someone. Cooperative games help to promote the growth of trust and problem-solving skills in groups. This activity aims to prepare the group for the cooperative decision-making activity that follows. Another purpose of this activity is to get students to think together as a team, so that everyone in the group has input and shares ideas.

Learning Objectives

1. Prepare students for group decision-making.
2. Practice cooperative skills as a group while working on a task.

Procedure

1. Explain that students will need to work together to accomplish this activity.
2. Have students make a circle.
3. Starting with one ball, catch and throw it establishing a pattern. Teacher tosses the ball to someone on the other side of the circle, saying the name of the person; he or she tosses the ball to a third person and on and on until everyone in the group has caught the ball. The last person throws it to the first person and you do it again for practice—throwing to the *same* person as the first round.
4. When one ball is on its way through the pattern another ball is added. Attempt to get as many balls going as possible. (Note that the balls should be tossed underhand.)
5. Once all the balls are in play, try doing the pattern in silence.

Assessment

On-going participation

Materials/resources needed:

5 balls

Activity 12 Land-use Conflict Part II

Time: 45 minutes

Overview

In Africa there are many local and international organizations that work in communities to help them solve land-use issues. Some of these efforts are supported by Canadians and the Canadian government through the Canadian International Development Agency, or CIDA (see their website at www.acdi-cida.gc.ca/index-e.htm). Poverty is a real problem – as in the example of villagers in Mangey Bureh wanting a school and jobs – but there is also a need to manage forests and land sustainably because people need to benefit from resources for a long time. There is often a real temptation to harvest natural resources for short-term gain – but some of the villagers may lose out, and all may lose in the long run as natural resources are depleted. The next part of the land-use conflict is conducted in cooperative groups, instead of a win-lose scenario where competition for land exists. The aim is for students to come up with a sustainable land-use plan.

Preparation

Photocopy Land-Use Plan worksheets for each group

Learning Objectives

1. Express ideas and emotions using verbal and non-verbal communication.
2. Demonstrate the ability to collaborate when combining ideas in dramatic work.
3. Apply critical thinking skills to address a land-use conflict.
4. Implement a plan of action to address a local or global problem or issue.

Procedure

1. Explain that there are many local and international organizations that work in communities to help them solve land-use issues when conflicts involve different interests and views. Instead of working in competition for the land, why not try to work together to solve the land-use conflict?
2. Ask students to form a mixed group of villagers using the coloured dots on their character cards. All the same coloured dots become a new group.
3. Explain that each mixed group must decide how to divide the village land so all the villager groups are 'happy'.
4. Direct students to different home bases. Pass out copies of the land-use plan worksheet (pg 30).
5. Explain that each group is composed of the different villager groups who still represent different positions and opinions. Remind students that they are still in character. Ask students to discuss the situation and work together to fill out the land-use plan worksheet. To do this, they must review the village information sheet and the information on the back of their character cards so that all the

members of the group know what will satisfy their village's needs, protect the natural systems and continue to maintain peace.

6. Give students 10-15 minutes to discuss the problem and fill out the worksheet. Walk around the classroom and assist students with the plan as needed.
7. When mixed groups have completed their plans, ask each group to select one person to come up and share with the rest of the class, taking no more than 3 minutes each.
8. After the students have had a chance to listen to the other proposals, ask which one they think would work best and why.
9. Ask students to 'step out of their roles' and discuss the pros and cons of each proposal.
10. Teacher congratulates all groups and students and begins debrief.

Assessment

See land-use planning scenario assessment rubric in the Appendix (pg 56)

Materials/resources needed:

Land-use plan worksheet (pg 30)



To make sure all the villagers in Mangey Bureh village have the land and resources they need, we present the following proposal:

1. We will make sure the forest harvesters are happy by:

2. We will make sure the hunters are happy by:

3. We will make sure the loggers are happy by:

4. We will make sure the farmers are happy by:

5. We will make sure the youth are happy by:

6. We will make sure the Chief and elders are happy by:

Signed (signatures of the proposal team): _____

Activity 13 Land-use Part 2 Debrief

Time: 30 minutes

Learning Objectives

1. Express opinion and emotions
2. Compare Canadian society with the society of another country
3. Compare individual and collective rights and responsibilities in selected countries

Procedure

1. Start a second debrief session by asking students 3 or 4 of the following discussion questions:
 - Does everyone feel satisfied with the plans you came up with?
 - What do you notice is different and similar in the different plans? Did all the groups sacrifice (or not) the same things?
 - Whose needs did you think were most important to consider when you developed your plan?
 - Did you find cases in your planning process in which the wishes of an individual or small group became more important than those of the whole group? In which cases?
 - In a situation where women are not heard or don't have the right to speak, how different would the plans be?
 - How did you consider the future generations of Mangey Bureh? Discuss sustainability. How do you make sure that the land is not over-used? How did you make sure there was enough forest for the animals to survive – have homes and food? What happens when the trees are all gone? What do you need to make sure there are ALWAYS animals to hunt and fruit to harvest?
 - Which situation did you prefer: having the Chief and Elders make the decision or cooperating with the group to make the decision? Why?
 - How does this exercise relate to your town? How do you think compromise and/or decisions are reached in your town?

Assessment

On-going participation

Materials/resources needed:

None

Activity 14 “In The Boat” Game

Time: 10 minutes

Overview

“In the boat” is a game that school children in Sierra Leone like to play. This simple game requires no equipment, and has a rhythmic flow that appeals to children.

Learning Objectives

1. Compare Canadian society with the society of another country.
2. Describe how a society’s artistic expression reflects its culture.

Procedure

1. Have students make a circle.
2. The teacher says ‘in the boat’ and all students must jump in the circle. The teacher says ‘out of the boat’ and all students must jump out of the circle, with the teacher jumping in and out as well. The teacher keeps repeating ‘in the boat, out of the boat’ in a rhythmic pattern that can speed up or slow down.
3. The trick is that the teacher can say ‘in the boat’ or ‘out of the boat’ twice in a row.
4. Students who jump in when they should stay out, or who jump out when they should stay in, are ‘out’. These students can either sit and watch or form a circle of their own and play the game.

Assessment

On-going participation

Materials/resources needed:

None

Activity 15 Reflective Journal Writing Entry 2

Time: 15 minutes

Learning Objectives

1. Reflect and respond.
2. Make inferences and draw conclusions.
3. Express opinions and emotions.

Procedure

1. Ask students to take out their social studies journals and a pencil.
2. Provide students with the following reflective questions and sample journal entry:
 - a. *The most surprising thing I learned was...*
 - b. *Something I would like to know more about is...*
 - c. *What I liked the most about today was...*
 - d. *What I would have liked to see today was....*
3. Walk around and help students as needed
4. Come back to big group to complete the L column in the KWL

Assessment

See journal entry rubric in the Appendix (pg 55)

Materials/resources needed:

Students' social studies journal
Pencils and erasers
Journal entry sample on flip chart (teacher reproducible 5, pg 52)

Activity 16 West Africa Alive Slideshow

Time: 20 minutes

Preparation

Get LED projector
Set-up computer to project on screen
Insert CD with slideshow (provided in the kit)
Print slideshow script from the CD

Learning Objectives

1. Compare Canada's economy, technology, and quality of life with those in the one or more selected countries.
2. Develop awareness, knowledge of international development cooperation issues and how Canadian organizations and CIDA are working in West Africa.
3. Describe the role of Canada in the world.

Procedure

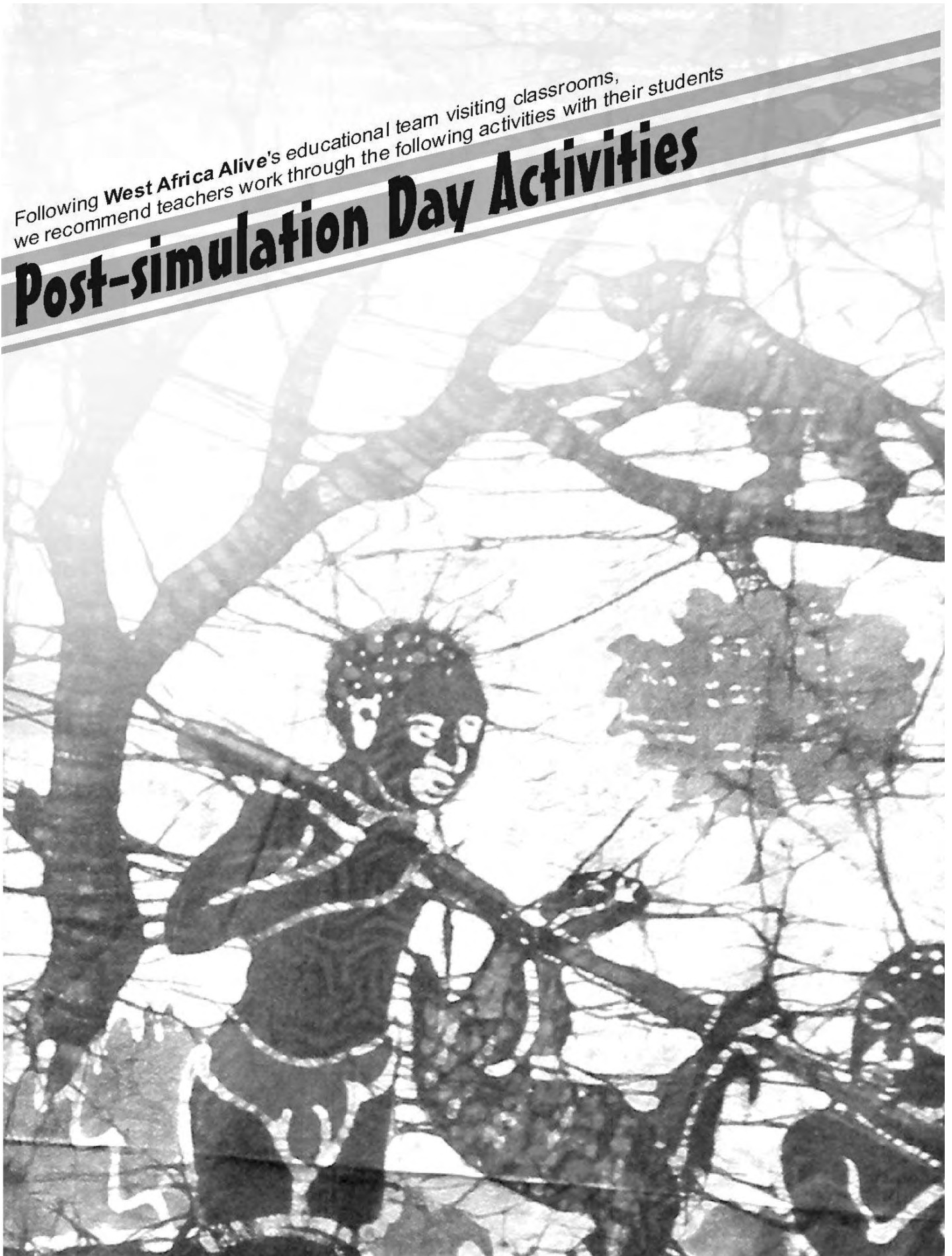
1. Put on the slideshow that showcases different Canadian organizations and how they are working in West Africa with African people and the support of the Canadian International Development Agency (CIDA).
2. As the slideshow plays, read the script provided on the slide show CD.
3. Ask students specific questions to verify their understanding of the concepts presented in the slide show.
4. Answer any questions the students may have at the end of the slideshow.

Materials/resources needed:

LED projector
Computer
CD with slide show and script

Following **West Africa Alive's** educational team visiting classrooms,
we recommend teachers work through the following activities with their students

Post-simulation Day Activities



Activity 17 Four Corners Debate of a Commons Dilemma In Your Community

Time: 120 minutes

Preparation

Select a commons dilemma from your community or region (see pg 18 for a description of a commons dilemma).

Learning Objectives

1. Identify and clarify a problem, issue or inquiry.
2. Support a position on a local issue by considering competing reasons from various perspectives.
3. Demonstrate understanding of global citizenship.
4. Implement a plan of action to address a selected local problem also leading students to action.

Procedure

1. Each corner is a statement that relates to a commons dilemma in the class's community. Students move to the corner of the class that represents their position: 1) I am strongly for; 2) I am somewhat for; 3) I am somewhat against; 4) I am strongly against.
2. Write the number of students in each corner on the board or flip chart. Next, separate students into two groups: Against and For. In separate corners, each group of students has 3 minutes to come up with as many arguments as they can that supports their position. Tell each group to pick a secretary responsible for writing down these arguments and a spokesperson who will share their arguments with the rest of the class.
3. Reconvene the group and have both 'For' and 'Against' groups present their arguments.
4. Ask the students to re-do the four corners to see if any have changed their minds.
5. Record the new position results (numbers of students in each corner) next to the initial results.
6. Discuss with students the different stakeholders that would be affected by this commons dilemma.

Assessment

Participation

Materials/resources needed:

None

Activity 18 The Global Citizen

Time: 30 minutes

Overview

This activity encourages students to first reflect on our rights and responsibilities with regard to different types of communities to which we belong, and then to discuss the meaning of 'global community'.

Learning Objectives

1. Raise awareness on and instill a sense of belonging to the global community.

Procedure

1. Separate the students into groups of three or four.
2. Explain that we all have a role as members of the community we live in. For example, within the family we have defined roles as sons, daughters, or parents. At school, teachers have a defined role and students have another.
3. Also explain that each of those roles is supported by a number of duties, responsibilities and rights.
4. Draw a mid-size circle on the board and write 'family' within it. Explain that this is the smallest and first community we belong to.
5. Draw a second circle around the first, and then several others until you have a good number of circles, one inside the other.
6. Ask students to copy the circles. In their groups, ask them to discuss which communities are represented by the circles (for example, school, nation, tribe, groups of friends, city). Then write each group within each circle.



7. Ask them to define what they think their duties, rights and responsibilities are as members of each of those communities. Ask them to write these next to each circle.
8. Each group takes a turn to share their results with the class. Encourage contributions from other groups.
9. Now draw a large circle around all the circles on the board and write on top 'global community'.
10. Elicit the students' ideas on the following questions:
 - What does it mean to be a member of the global community?
 - What is the relationship between our global community responsibilities and, for example, the pollution of the world's rivers, the greenhouse effect, and the destruction of the rainforests?
 - What are your responsibilities towards other members of the global community?
11. In their groups, students make a list of principles they think should govern our global community.
12. Conduct a full-class discussion.

Assessment
Participation

Materials/resources needed:
None

Activity 19: Disappearing Land Game*

Time: 60 minutes

Overview

In West Africa the quality and quantity of land and marine ecosystems is deteriorating due to a number of factors. These include harvesting of resources at unsustainable levels, over-grazing of pasture-lands, 'slash and burn' agriculture to clear formerly forested land, clearing of natural vegetation for other development purposes (urban growth, hotels, livelihood activities) and over-application of chemicals such as pesticides and fertilizers. The ever-increasing population continues to put pressure on natural ecosystems. As a result, natural resources and ecosystems that people depend on for their well-being are disappearing quickly. Students will participate in a game similar to musical chairs that will demonstrate the loss of ecosystems.

Learning Objectives

1. Think critically, evaluate information and practice effective communication skills.
2. Compare use of resources and conservation practices in Canada and in other countries.

Procedure

1. Divide the class into two or three groups with a minimum of six students in each group.
2. Provide each group with scenario cards (pg 41). There are three sets of six scenarios included. Students will write the scenario name on large pieces of paper that will be used as pieces of land.
3. Get students to stand in a circle and lay the pieces of land down on the ground in the middle of the circle.
4. Play African music while the students walk around the different pieces of land. When the music stops, everyone must quickly find a piece of land to 'live' on. Pieces of land may be shared, however each student must have two full feet on the piece of paper to be able to live there. If students cannot find a place to live they must sit out of the game.
5. Each time the music stops, one student from each group reads the scenario card and explains how this piece of land has been threatened and how it is now uninhabitable. Then this piece of land is taken away and the game continues. The game is over when the last piece of land is destroyed— leaving nowhere to live.
6. Once the game is completed, use the teacher notes to help debrief the activity.

**This lesson was adapted from Janet Sondresen and Natalie Charlton's educational resource called "A Day in the Life of a Child in Sierra Leone", CIDA, 2005.*

Discussion questions

1. How did this game make you feel?
2. Was it easy to find a place to live? At the beginning of the game? At the end of the game?
3. What were the causes of the land destruction? How could they have been prevented?
4. How do the scenarios in this game relate to your own home environment? How can you work in your community to manage or protect your environment?

Teacher notes

Most participants end up struggling to fight for land. This is a good example to draw the link between the destruction of natural resources and resulting conflict when communities strain to live. Often it is even noted after the game that someone was telling everyone playing not to fight, to be careful and not be too rough. However, none of the participants were able to listen because they were too busy scrambling for a place to live. Most of the examples of land destruction used are a result of human activities. This highlights the importance of properly managing the environment that we have: once it is gone, it is gone forever.

Materials/resources needed:

- Scenario cards (kit)
- Flip chart paper
- Markers for each group
- African music CD
- CD player

Scenario cards should be printed on cardboard, 3 times the print size.

Scenario Card – The Mangrove Swamp

Developers are building a large brand new hotel on the mangrove swamp. The mangrove trees are being chopped down, and the swamp is being filled in with soil. Fish and other marine organisms no longer have anywhere to breed. The mangrove swamp – a valuable marine habitat and breeding ground as well as a source of wood for the surrounding communities – has been destroyed.

Scenario Card – The Beach

Sand trucks have been coming and taking sand for years. The beach has reached its limit – all the sand is gone. Erosion from offshore winds and powerful waves are eating away at the land. Animals and villagers alike no longer have their beautiful beach environment. Tourists have stopped coming, and will never come again.

Scenario Card – Farmland

A company promoting chemical fertilizers came to your farmers 20 years ago and started giving away and selling chemical fertilizers, convincing farmers that they needed the fertilizer to grow their crops. Now the soils are tired and no longer productive to crops. The farmland has been spoiled – it is no longer useful.

Scenario Card – Water

The practice of throwing garbage into streams has reached its limits. The water is so polluted that three of the five village taps have had to be locked. Villagers must wait in long line-ups at the remaining two taps. Excessive use of water means the taps are running dry. No water at all runs during the daytime. When the water comes late at night, it is only a slow trickle.

Scenario Card – Forests

Farmers use fire to clear forest for new farmland. Hunters also use fire to flush out wild animals to hunt. Sometimes these fires have grown out of control, sweeping through important forest habitats. These forests—a home for many birds and animals, important for maintaining biodiversity, and a valuable resource for the people—have been destroyed.

Scenario Card – The Village

Diamonds have been found in the heart of the village. Miners come and start digging – tearing down homes, re-routing streams, ripping through gardens – destroying topsoil and cutting down trees. The villagers can no longer live in the village and are forced to find somewhere else to live.

Activity 20 Your Footprint on Earth

Time: 40 minutes

Overview

Humanity's current impact on the planet far exceeds the Earth's capacity. In this activity, students reflect on the impact of various daily activities, and think of ways of reducing their 'footprint on the Earth'.

Learning Objectives

Understand individual impact on the Earth.

Procedure

1. Explain the concept of 'our footprint on the Earth': the impact that our activities have on the planet in terms of resources used and waste produced. Ask the students for a few examples of how we can reduce this impact, for example, traveling by train instead of by car, or recycling bottles rather than throwing them away.
2. Explain that there are different ways to measure this footprint and that they are going to assess their own impact on the Earth in four major categories: transport, food, waste, and energy.
3. Give each student a copy of the worksheet.
4. Ask them to think for a moment about these four categories and how they relate to their daily lives: the kind of food they eat, how they travel to school or other places, what they do with the waste they generate, what energy resources they use unnecessarily, etc. For further ideas you can refer to the following prompts:
 - Transport: How do I go to school—what method of transportation do I regularly use?
 - Food: Do I eat a lot of products of animal origin? Do I eat a lot of vegetables? Do I eat locally produced fruit and vegetables or exotic fruits grown on the other side of the world? Do I eat free-range eggs? Do I eat a lot of processed food?
 - Waste: Do I buy things in bulk? Do I buy things with a lot of packaging? What do I do with the waste I generate? Do I reuse things? Do I throw away many re-usable things? Do I recycle on a regular basis?
 - Energy: Are the home appliances and the light bulbs I use energy-efficient? Do I turn off the lights and other appliances when I don't need them? Do I turn the heating down at home?
5. Ask them to write their daily activities in each of the four categories in either the OK or the Heavy Impact column, according to how much of an impact they feel the activities have on the planet (for example, 'turning off the lights when nobody is in the room' should go under 'OK' while 'leaving the lights on' should go under the 'Heavy Impact' column).

6. Ask them to discuss their results in pairs and to try to list a few ideas on how to reduce their footprint on the planet.
7. Ask the students for suggestions, and make notes on the board.

Assessment

Participation

Materials/resources needed:

One copy of the worksheet for each student



Transport	
OK	Heavy Impact

Food	
OK	Heavy Impact

Waste	
OK	Heavy Impact

Energy	
OK	Heavy Impact

Activity 21 Letter to an Elected Official

Time: 60 minutes

Learning Objectives

1. Identify and clarify a problem, issue or inquiry.
2. Support a position on a local issue by considering competing reasons from various perspectives.
3. Implement a plan of action to address a selected local problem also leading students to action.
4. Support a position on a local issue by considering competing reasons from various perspectives.

Procedure

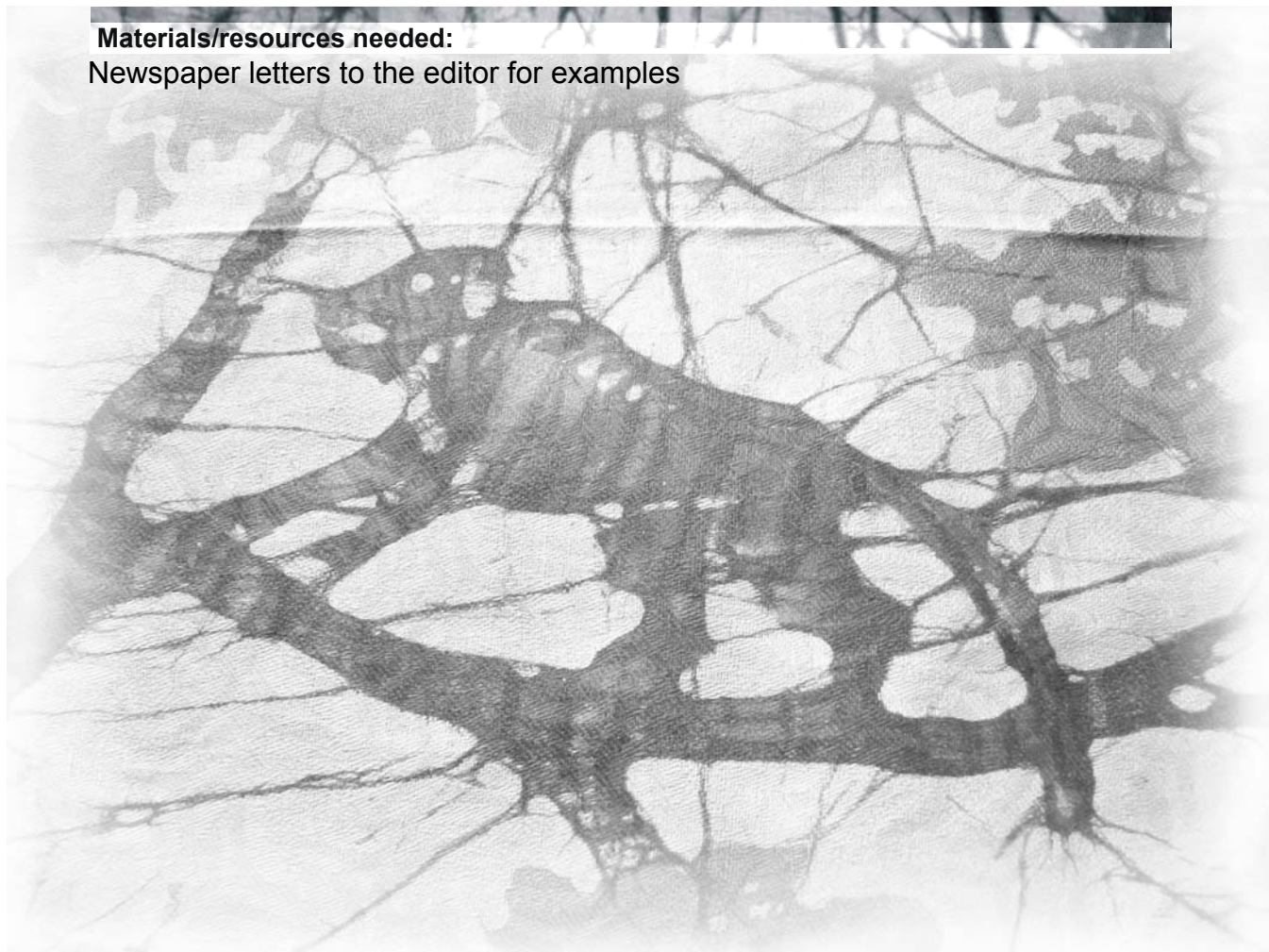
Students write a letter presenting their point of view to an elected official on a commons dilemma in their community.

Assessment

See journal entry/letter-writing rubric in Appendix (pg 55)

Materials/resources needed:

Newspaper letters to the editor for examples



Activity 22 Yummy West African Food Recipe

Time: 1 hour

Overview

Food is very central in West African culture. There are traditions around what food is eaten, and how it is eaten. For example, in many countries food may be served on large communal plates; who eats from which plate depends on age and status. The 'choice' parts of the meal – the best cuts of meat, for instance – are often reserved for elders. The recipe below is for jollof rice. Variations on jollof rice can be found all across West Africa. Here is a version that has been adapted for North American ingredients. For a real authentic West African taste, add lots of cayenne pepper!

Learning Objectives

Describe daily life, work, family structures in a different country.

Procedure

1. Gather and prepare all the ingredients:
 - 1/4 cup oil
 - 6 medium onions, chopped
 - 4 bell peppers, chopped
 - 3 carrots, chopped
 - 1 cup string beans, broken into pieces
 - 3/4 cup peas
 - 6 tomatoes, chopped
 - 1/2 teaspoon black pepper
 - 1 teaspoon dried thyme
 - 4 cups medium grain brown rice, cooked (cold)
 - 1/2 cup tomato paste
2. In a heavy pot large enough to hold everything, sauté onions and peppers over medium heat, approximately 5 minutes. Add remaining vegetables, black pepper and thyme, and cook for about 5 more minutes.
3. In a separate dish, combine rice with tomato paste and add to pot.
4. Continue to simmer, adding water sparingly to avoid burning. When vegetables are tender, it's ready to serve.

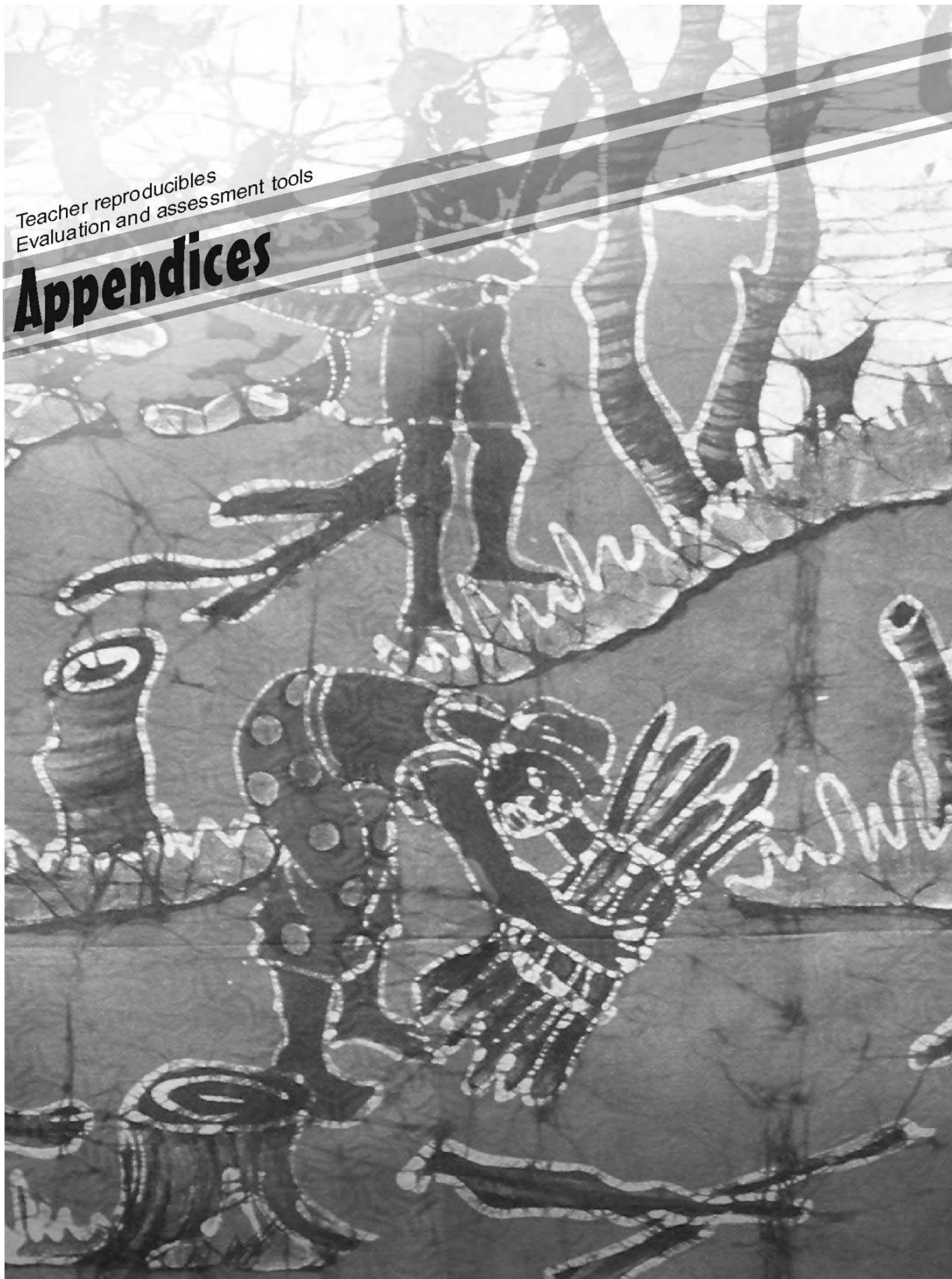
Note: You can add chicken, fish, or shrimp for a heartier, non-vegetarian alternative. Add fried plantains for a true West African feast – diagonally slice very ripe plantains, sauté in vegetable oil over medium heat for about two minutes on each side, until browned but not burnt. Add salt and cayenne as desired!

Materials/resources needed:

Printed copies of recipe

Teacher reproducibles
Evaluation and assessment tools

Appendices



Teacher reproducible 1: Simulation Day Agenda

Day's agenda

Greeting

Introduction

Krio language

Daily Life in Mangey Bureh Village

Reader's theatre

Recess

Presentations

Deliberation

African dancing

Debrief & spectrum exercise

Journal writing

Lunch

More Krio!

Cooperative ball game

Village plan in cooperative groups

Discussion

Sierra Leonean game "*In the boat*"

Journal writing

Slideshow

Celebration!

Ground Rules

Stop and listen when you hear the drum rhythm

Raise your hand if you want to speak

Listen to hear rather than listen to speak

Take turns to speak

Respect others while listening and speaking

Respect clothing and props

Participate -- every individual voice counts!

Krio dialogue 1

A: Ow di bodi?

B: Di bodi fayn.

A: Ow di fambul dem?

B: Di fambul dem well.

A: Wetin na yu name?

B: Mi name na _____.

Krio dialogue 2

A: Ow di bodi?

B: Di bodi fayn.

A: Wetin yu de do?

B: Me na _____ (farmer, hunter, etc.).

Presentation tips

Make your most important points first.

Speak slowly and clearly so others can understand what you are saying.

Make sure your arguments are clearly stated, and give examples to support your arguments.

Journal entry 1

My character made me feel...

I didn't like it when...

I was happy when...

Journal entry 2

The most surprising thing I learned today was...

Something I would like to know more about...

What I liked the most about today was...

What I would have liked to see today was....

Teacher evaluation and assessment tools:

Participation assessment tool

The following participation rubric may assist in assessing student participation and co-operative skills. Students may also use this as a self-evaluation tool.

[illegible]

0=no, 1=poorly, 2=somewhat, 3=well, 4=very well

Teacher evaluation and assessment tools

Reader's theatre and presentation assessment tool

The following tool can be used to evaluate reader's theatre and presentation participation:

Student name _____	Excellent effort and focus	Good effort	Could be clearer	Not focused
Voice interpretation and projection				
Character				
Concentration				
On task				
Dramatic, full of energy				
Creative				

Teacher evaluation and assessment tools

Journal writing rubric

Activity	Mastery	Competent	Developing	Not Demonstrated
Journal entry Maximum grade: 10/10	(10) The journal entry communicates clear, detailed information	(7)The journal entry communicates relevant, easy-to-follow information	(4) The journal entry communicates loosely connected ideas and information	(0) The journal entry communicates little information, is brief and illogical

Teacher evaluation and assessment tools

Land-use planning scenario assessment rubric

Activity	Mastery	Competent	Developing	Not Demonstrated
Land-use planning scenario Maximum grade: 25/25	(25) Clear understanding of the complexity and sensitivity of the multi-stakeholder situation. Effective use of research by providing credible arguments and positions of the given stakeholder character and their roles and responsibilities. Sensitive to the community that they work in with competent collaboration with other stakeholders. Interaction is effective, expressive, and shows spontaneity.	(17) Somewhat clear understanding of their given stakeholder character. Some collaboration with and sensitivity to other stakeholders. Interaction is sustained and expressive, but may be hesitant.	(10) Unclear demonstration of understanding of the multi-stakeholder situation. Interaction with and sensitivity to other stakeholders is limited, with little or no expression and extremely hesitant.	(5-0) Demonstration of understanding is incomplete or nonexistent. There is very little interaction with others