



Guide for Bringing ONE to the Classroom

Even though K-12 students cannot yet vote, it's not too early to show them that we live in an interconnected world and discuss our responsibilities as citizens of the global world. Students, young and old, talk to their parents about what they are learning about in school and are great advocates for the fight to save other children's lives in the developing world.

ONE developed this guide to help teachers begin to introduce the ideas of extreme poverty and global disease into their classroom or after school activities. Depending on the school you teach at and state you teach in, you may have a great deal of flexibility in your curriculum, or you may not. With that in mind, many of these ideas can be implemented in 10-15 minutes as a way to keep the students thinking about global issues throughout the year. ONE members have already started sharing ideas about how to implement these ideas in the classroom. Sign up for the ONE Parent/Teachers Group to learn more: <http://groups.yahoo.com/group/ptONE/>

Social Studies Concepts

Ensuring that every lesson includes relevant social studies concepts is important to a social studies teacher. Lessons on extreme poverty and global disease could include any of the following concepts:

citizenship • civic responsibility • community • competition • conflict • compromise • corruption • debt • democracy • developed world • developing world • economic development • economic policy • education • elections • empathy • empowerment • equality • exploitation • famine • free trade • gender equality • globalization • global warming • government • health care • humanism • humanitarianism • hunger • international organization • industrialization • inequality • interdependence • justice • labor • legislative process • lobbyist • market economy • multiculturalism • multinationals • nonpartisan • partisan • peace • poverty • scarcity • social class • social movement • social welfare • subsidization • supply/demand • technology • trade • underdeveloped world

In the Classroom and After School

In the classroom, it is easy to incorporate global poverty into any of the following subjects/topics: Conflict Resolution • Current Events • Diplomacy • Economics • Geography • Government • Sociology • Social Studies • World Cultures • World History

Here are examples of after-school student groups that can easily incorporate ONE and global issues: Amnesty International • Debate • Model Congress • Model United Nations • National Honor Society • Save Darfur. For enthusiastic students interested in global issues, have them start a ONE group. Contact your ONE Field Organizer for details.

General Ideas

- Check out the 100 People project at <http://www.100people.org/>. This site will help you introduce the state of the world to students – if the world were only 100 people. It's a great way to get started and the site has many different resources for teachers.
- Explore the website at your local university, especially the medical, global, and area studies programs (Africa, Asia, South America). Many of these schools have teaching resources on the culture and living conditions in these regions that are already developed for a variety of grade levels. Some of them have speakers that will come to your classroom.
- Adopt one of the eight Millennium Development Goals (MDGs) each month of the school year. Use the ninth month for the class to prepare presentations for the school or community on extreme poverty and global disease and ask others to join the cause.
- Encourage your students to create a poverty blog where they can share their thoughts about what they have learned with the community at large.
- Connect to a classroom in another country through the Peace Corps World Wise School Program: <http://www.peacecorps.gov/wws/>. Your students can learn about living conditions in other countries from the students themselves as well as hear from a Peace Corps volunteer for an American perspective of the situation. Check to see if there are any Peace Corps groups in your area that are able to speak to your classroom.
- Check out www.one.org/partners - many of our partners have fully developed lesson plans on the issues.
- Current events days are a great way to keep students engaged—assign students a continent at the beginning of the year to ensure that the news they are sharing is global. Have students change continents every quarter.
- Simulations are the best way to explore concepts if you have the time available. Search the internet for key words such as “poverty simulation”, “hunger banquets,” “M&Ms and matchsticks,” “share a loaf of bread.”
- Check out ONE's website for a list of books and movies on extreme poverty and global disease. http://www.one.org/documents/onecampus/book_and_movie_lists08292007.pdf
- Use “International Days” to introduce the issues (see sample list below).
- Give a ONE presentation to your colleagues at a teacher institute day. Getting other teachers involved or at least knowledgeable about extreme poverty will make it easier to work with students.

Elementary Level

- Read a book and discuss it with the children. Consider *Nets are Nice* by Laura Bush that discusses the malaria problem. A lesson plan is available at <http://content.scholastic.com/browse/lessonplan.jsp?id=677>.
- Instead of a lemonade stand in your neighborhood, consider a ONE stand with your students to let people in your neighborhood know your kids care about helping others. This is a great way to educate your community and collect signatures for the declaration. Give away a bracelet with every signature!
- Introduce ONE to other groups the students are involved with, the Scouts for example.

Middle School Level

- If your middle school uses the “team teaching” approach, talk to the other teachers in the team and see how ONE can be incorporated into the social studies, science, math, and literature curriculum. For example – social studies (the political process, world studies, global concerns), science (basic health care, water scarcity, environmental concerns), math (proportions, ratios, percentages, comparisons – use the facts from ONE’s website), literature (poems and short stories from developing countries).
- ONE Days – use the 1st day of the month to set up a table in the cafeteria to tell other students about the issues. Consider a “thermometer” to track which grade gets the largest proportion of signatures on the ONE Declaration.
- Have students carry around a gallon jug of water for a day so they can experience how difficult it is to have to carry water to and from a well.
- When doing country reports in the classroom, ensure that the students don’t all pick developed countries, but set it up so the number of developed, developing, and underdeveloped countries they choose is proportional to the world’s population.

High School Level

- Government classes are not just about memorizing the constitution, but about how citizens and elected officials interact to make decisions. ONE campaign action alerts and the results are both timely and concrete examples of how a few people calling and writing their elected officials can make a difference in policy decisions. Keep your students updated and provide them with the opportunity to get involved in the process – take a class trip to talk with your legislators, make a classroom call to your legislators, write letters to your legislators. See ONE’s “Take Action” page for details on current legislation: <http://www.one.org/takeaction/>
- Many schools are beginning to require a community service project from seniors before they graduate. Encourage the students to hold a movie night to education people on the issues, sign people up on the ONE declaration, and write letters to their congressmen.
- Encourage essay contests on ONE issues or persuasive papers on current legislation; essays/persuasive papers could be used in government and/or English classes and then be submitted to legislators.
- Work with other organizations within the schools like environmental or peace groups to get the word out about ONE.
- Career days – Use ONE and what ONE members do to demonstrate a career in advocacy and organizing.
- Have students write Letters to the Editors for your local newspaper on why the issues are important.
- Find out what the extreme poverty level is in your state and have students try to plan a month’s budget on this amount. For example, the 2006 extreme poverty level at the federal level was \$10,000/year for a family of four – or \$834/month.

Getting Parents Involved

- Ask an engaged parent to give a presentation at the local parent-teacher association. You will likely be surprised at who else in your community is interested in the issues and looking for someone to work with to get the word out.

“International Days”

- Jan – MLK (21)
- Feb – Valentines “Have a Heart”
- March – Woman’s (8); Water (22); TB (24)
- April – Earth (20); Malaria (25)
- May – Mother’s (11); Intl AIDS Candlelight Memorial (18)
- June – Father’s (15)
- July – Independence; G-8 Summit (7-9)
- October – Stand Up (17); United Nations (24)
- November – Children’s (20); Thanksgiving
- December – AIDS (1)