



# CHRISTIAN AID

## Introductory notes for school speakers

This workshop contains up-to-date facts (as of 2013) and the most recent stories from Christian Aid's partners around the world, as well as ideas for interactive activities for older and younger pupils. You can adapt the material and the activities to suit the needs of the school you are visiting, the age and ability of the pupils, the timings and format of the session, and your own preferences. The age group appropriate for each activity is indicated, and suggestions are given for how activities can be adapted and extended.

### The topic: Christian Aid

Christian Aid is a Christian organisation that wants everybody in the world to be able to live a full life, free from poverty. It works to bring about changes that will end the causes of poverty and achieve equality, dignity and freedom for all people, regardless of their faith or nationality. Christian Aid is part of a wider movement for social justice. It also provides urgent, practical help in emergency situations – after a natural disaster, for example. It therefore tackles the effects of poverty as well as its root causes.

#### Key facts

- Christian Aid works with people of all faiths and none.
- Christian Aid works through partner organisations.
- Christian Aid is part of a worldwide movement for global justice.
- Christian Aid works to stamp out poverty, wherever the need is greatest.

**Countries featured in the workshop:** Brazil, Afghanistan, Israel and the occupied Palestinian territory, Sierra Leone, Zambia, Jamaica.

### PowerPoint presentation

There is an optional *Christian Aid* PowerPoint presentation to accompany this workshop, but it is not essential to use it – most of the stories and activities can be adapted to leave out the PowerPoint elements. The PowerPoint presentation is available to download from the volunteer teachers' Dropbox.

### Film

This workshop makes use of film footage, which can be downloaded in advance. All the suggested films are available to download from the volunteer teachers' Dropbox, or you can ask your local Christian Aid office for help with this. If there are no facilities available for playing films (check with the teacher first), or if you prefer not to use them, you can adapt the activities to leave them out, or in some cases show PowerPoint slides instead.

### Session planner

The table overleaf provides an overview of suggested activities and approximate timings. It also lists materials, worksheets and film required for each activity. You can tailor your own session plan from this list, and add or adapt activities to suit your needs.



Age group	Activity	Approx. timing (mins)	Materials	Worksheet (available to photocopy at end of this pack)	PowerPoint slides	Film
All ages	Warm up	15	Sticky notes, pencils/pens	x	✓ (optional) Slide 2	x
All ages	The story of The Good Samaritan	15	x	x	✓ (optional) Slide 3	x
Primary	Tug of war	10	A length of rope	x	x	x
Primary	<i>Transformers</i> film	10	x	x	x	<i>Transformers</i>
Primary	The right tools	10	A selection of tools, eg: pencil, compass, scissors, stone, spoon/trowel, hairbrush, pot of compost/three small cakes, icing sugar, water, icing bag, fork, string	x	x	x
Primary	Inspiring people	10-15	x	x	✓ (required) Slides 4-8	x
Primary	Poverty over	5	x	x	✓ (required) Slide 14	x
Primary	Draw the world you want	15	A1 paper, pens	x	x	x
Secondary	Values	15	'Values' sorting cards (six sets)	'Values pyramid' worksheet (six copies)	✓ (optional) Slides 9-13	x
Secondary	Real-life heroes	15	x	'Real-life heroes' worksheet	✓ (optional) Slides 4-8	x
Secondary	<i>God of Justice</i> film	10	x	x	x	<i>God of Justice</i>
Secondary	Make the right choice	10	x	'Make the right choice' worksheet	x	x
Primary	Concluding activity	3	x	x	x	x
Secondary	Concluding activity	10	x	x	x	<i>Poverty Over</i> animation

## Aims of the workshop

### For younger pupils:

To understand how and why Christian Aid works to overcome poverty around the globe.

### For older students:

To understand the distinctive values and approaches that make Christian Aid different from other aid organisations.



### Learning outcomes

By the end of this session, **younger pupils** should be able to:

- explain what is Christian about Christian Aid
- identify that Christian Aid exists to challenge poverty and injustice
- understand some of the inspiring work of Christian Aid partners
- reflect on their own hopes for the world.

By the end of this session, **older students** should be able to:

- identify some of their own core values and explain Christian Aid's values
- reflect on the power of global campaigning
- relate to some inspiring stories of Christian Aid partners
- understand Christian Aid's distinctive approach and ways of working.

### Warm up activity for all ages

Hand out sticky-notes (one per pupil) and ask pupils to write the name of someone that they admire/their hero on the note – it could be a fictional character or a real person, but it should be someone that other people will know. Without showing their sticky-note to the person sitting next to them, they should stick it to their partner's forehead.

Ask pupils to walk around the room, asking 'yes or no questions' about the identity of the person on their forehead, with the aim of guessing who it is. After a few minutes, get everyone to sit back down and go round the class to see if people have worked out their secret identity. (They should say what they think their sticky-note says and then check if they're right by looking at it.) If you have time, ask the pupil who chose that hero the reason for their choice. See if there are any commonalities between the types of people the pupils chose: they might be strong (sports people) or talented (singers) or brave (action heroes) or clever (writers).

### Explain:

*It is interesting to hear about all your heroes and to reflect on the qualities about them that you admire. I've come to talk to you today about the work of the charity Christian Aid. Now, Christian Aid has lots of heroes, some of them well-known, and some of them not well-known at all – we'll be hearing about some of them later. But the person that inspires Christian Aid's work most of all is... can anyone guess? Jesus Christ.*

### Questions:

- What was Jesus like?
- What qualities did he have?
- Why might he have inspired Christian Aid?

### Explain:

(There is an image of Jesus on slide 2 of the *Christian Aid* PowerPoint presentation.)

*Jesus lived around 2,000 years ago, in the Middle East. He spoke out on behalf of the poor and the vulnerable, and he preached that people should treat each other with love, kindness and forgiveness.*

*To Christian Aid, it doesn't matter if you believe in God or not – the charity works with people of all faiths and none – but it does matter to Christian Aid that everyone is treated with kindness and love, and that people stand up for the rights of poor people.*

### The story of The Good Samaritan (For all ages)

*In the Bible, Jesus gives a very important message: 'You shall love your neighbour as [you love] yourself.' (Luke 10:27). The 'love your neighbour' message is a central message in Christianity, but what does it mean?*

### Questions:

- What do we think 'a neighbour' is?
- Who are our neighbours?

**Explain:**

(There is a depiction of The Good Samaritan story on slide 3 of the PowerPoint presentation.)

*Jesus went on to explain what he meant by 'a neighbour', in the famous story of The Good Samaritan (Luke, 10:25 – 37). You could ask pupils up to the front of the class to act this out as you tell it. If you want to do that, quickly assign one pupil the role of the traveller, two pupils the role of robbers, one the role of the priest, one the role of the Levite, and one the role of the Samaritan.*

*In this story, a man is travelling along a road from Jerusalem to Jericho when he is attacked by some robbers, who viciously beat him and leave him for dead. He lies badly injured at the side of the road, and eventually a priest wanders by. But the priest does not stop to help, he crosses the road to avoid the man. Next, another man, a Levite (someone who worked in a temple), passes by – he is the same faith as the injured man, but he does not stop either. Finally, a third man comes along; he is a Samaritan – from a group of people who do not get on well with the group of people the injured man belongs to. So what does the Samaritan do? Does he walk on by, like the priest and the other passer-by did? No he stops and helps the man.*

*This is the story of The Good Samaritan, and it contains a very important message.*

**Questions:**

- What is the message?
- Why is it surprising?

*Jesus told this story when he was asked 'who is the neighbour we should love as much as ourselves?' His point was that it doesn't matter how close you live to someone, how well you know them, or if you are alike – what is important is that you extend love and kindness to everyone.*

*Many Christians take this message to mean that we should love all people in the world as if they are our neighbours, and it is on these principles of kindness, love and compassion that Christian Aid is founded.*

**Question:**

- Why is that story still important today, around 2,000 years later?

*The world today is very different in lots of ways, but Jesus' message about loving your neighbour is no less important. We are all much more interconnected than we were then, and this means that our neighbours are... everyone on the planet!*

You could ask pupils to look at the labels in their clothes and tell you where they were made. This should clearly demonstrate that we are connected to people in other countries in ways that we don't even think about, such as through the clothes we wear.

*Although the world has never been richer, nearly half of all people living in the world today are living in poverty. Christian Aid believes that this is wrong. Like Jesus, Christian Aid stands up for people who are poor and unfairly-treated.*

**Taking it further for older students**

You could share the following quote from Martin Luther King, in which he explains it is important not just to help your neighbour, but to challenge and change the whole system that creates poverty and injustice:

*'On the one hand, we are called to play the Good Samaritan on life's roadside, but that will be only an initial act. One day, we must come to see that the whole Jericho road must be transformed so that men and women will not be constantly beaten and robbed as they make their journey on life's highway. True compassion is more than flinging a coin to a beggar. It comes to see that an edifice [a system] which produces beggars needs restructuring.'*

**Martin Luther King, 1967, Riverside Church, New York City**



### Activity: Tug of war (For younger pupils)

This is a good activity to demonstrate injustice, but permission should be sought from the teacher first, and it should be carefully monitored from a safety aspect. Set up a very unequal tug of war. Have just a few pupils on one side, and allow them to stand up and use both hands. Have many more pupils on the other side, but they must all sit down and put one hand on their head.

#### Questions

- How did this make the different groups feel?
- Was it fair?

- What would have happened if both sides had been allowed to stand up and use both hands?
- What would have happened if both sides had been equally matched?
- What would have happened if, instead of pulling against each other, the two sides had decided to work together?

#### Explain:

*Christian Aid believes that the way the world is set up now is very unfair: most of the money, power and resources are controlled by the rich and powerful minority, while so many people in the world live in poverty and have little say in the way things are done.*

### Activity: Transformers film (For younger pupils)

Show pupils the film *Transformers*, which explains the range of Christian Aid's work, and its history, in more detail. Please note, this film gives an excellent introduction to Christian Aid for young people, but it was produced in 2008 and some of the information should be updated (for example, there are now 7 billion people in the world, not 6 billion).

### Activity: The right tools (For younger pupils)

You could be as imaginative as you like with this activity. The aim is to demonstrate how difficult life is if you don't have the right tools. Here are some examples of ideas that might work well:

- Ask three pupils to come up to the front, and present them with the challenge of drawing and cutting out a perfect circle. Give one student a pencil, compass/round stencil and scissors; give another a stone; give the other a spoon.
- Ask for two volunteers. Give them each a small pot of compost. Give one person a clean trowel and the other a clean hairbrush. Tell the first that you'd like them to comb their hair with the trowel and the second that you'd like them to move the compost between the pots using the hairbrush.

- Split the class into three groups and hand out three small cakes and some icing mixture. Give one group an icing bag, another a fork, and the last some string. Ask the groups to ice the cakes using their tools and then present the results.

#### Explain:

*People in poverty are not lazy or helpless, they are just facing difficult challenges and they might not have the tools to deal with them. Christian Aid understands that supporting people who are living in poverty is all about helping them to get the right means to overcome the challenges they face. To do this, the charity works through partners – local organisations that really understand the needs of people living in poverty and how they can be helped best. Sometimes this help might be through practical things – such as farming tools, or seeds, or water – but it might be through training in new ways to do things, or through supporting them to get people in power to listen to their views.*





### Activity: Inspiring people

#### (For younger pupils)

Show pupils slides 4-8, which feature some real-life heroes. Descriptions of what each person does are available in the notes for each slide and also on the 'Real-life heroes' worksheet. (note: the worksheet is designed for older students, but can also be used as notes for volunteer teachers.)

#### Explain:

*All of these real-life heroes have worked with Christian Aid's partners. They are making a*

*huge difference to people in their countries/communities. They all do very different things, but they have something very important in common: they all speak out with courage, hope and inspiration, and each of them is changing the world in their own unique way.*

#### Questions:

- Where do the featured people live? (You could get pupils to identify countries on a map.)
- What differences have they made/are they making?

### Activity: Poverty Over

#### (For younger pupils)

Show the Poverty Over graphic to pupils. It is available on slide 14 of the PowerPoint presentation.

#### Questions

- What does it say?
- What does it mean?

#### Explain:

*Christian Aid believes that poverty can be ended in this century. In the last sixty years, great progress has been made in fighting poverty. Far fewer children die than they used to, many more people go to primary school, and people all across the world are living longer. But there is still a lot of work to be done.*

### Activity: Draw the world you want!

#### (For younger pupils)

Present pupils with sheets of A1 paper and ask them to work individually, or in pairs or larger groups, to draw the world they want to live in.

#### Questions:

- What is different about the world you want from the world as it is now?
- What is the same?
- What needs to change?
- How can you be part of that?

#### Explain:

*Christian Aid knows that young people can make a big difference to the world. You would probably be quite surprised if you knew how much people in power – like politicians and the people who run big companies – care about what you think. Why do*

*they care? Because you are the next generation of voters and consumers! So, if you are all committed to growing up in a fairer world, then you can all play a part in creating that better world – both now and in the future. You can do this through the choices you make, the products you buy, the things you say and the ideas that you believe are important.*

You could share this quote from the famous anthropologist Margaret Mead:

*'Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.'*

#### Other activities for younger pupils

The workshop on poverty for school speakers contains lots of facts about poverty and activity ideas for communicating these to younger audiences.



## Activity: Values (For older students)

Before the session, print out/photocopy six 'Values pyramid' worksheets and six sets of 'Values' sorting cards. Cut out the words on the sorting cards sheets so that you have six sets of words to hand out. In class, divide students into approximately six groups of five and hand each group a set of 'Values' sorting cards. Ask them to spread these out and have a good look at them. They should discuss the meaning of any words they don't fully understand. Then, share the 'Values pyramid' worksheet with them, for promoting the values they think are most important. Ask each person in the group to select four values that they feel are particularly important to them. They should then arrange these in their order of importance on the pyramid. Then go around to see what values the groups selected.

### Questions:

- Was it easy to agree on values, or did people disagree on core values?
- Are these values that are universally important, or are they particularly important in our own culture?
- What do you think Christian Aid's values might be?

### Explain:

There are slides to illustrate these values: slides 9-13 of the *Christian Aid PowerPoint* presentation.

*Christian Aid's core values are:*

**Love and solidarity.** *We are called to love and care for one another as we stand alongside all those who struggle against poverty, powerlessness and injustice.*

**Dignity and respect.** *We are convinced that every human being has innate dignity. All people are of equal worth, which is why we place respect for others at the heart of what we do.*

**Justice and equality.** *We fight injustice and inequality with courage, hope and determination, challenging the structures and systems that prevent people from rising out of poverty.*

**Cooperation and partnership.** *Our work is rooted in a spirit of cooperation and we work through partners.*

**Accountability and stewardship.** *We are accountable (answerable) for how we use resources, such as the money that people donate to us, so we make sure that we behave in ways that are always honest and open. We are also committed to being effective stewards of the planet's scarce resources and caring for the earth for the sake of future generations.*

*All these values are based on our identity as a Christian organisation and our commitment to end poverty.*



### Activity: Real-life heroes

#### (For older students)

Split pupils into groups and share the 'Real-life heroes' stories from the worksheet (one story per group), and ask them to think through the following questions. (These people are also featured in the presentation on slides 4-8.)

#### Questions:

- What differences have these people made/are they making?
- What do they have in common?
- How are they living out Christian Aid's values?

You could ask students to select some values that they think are demonstrated by these people.

#### Explain:

All of these real-life heroes have worked with Christian Aid's partners. They have each made a difference to the lives of other people in their countries/ communities. They all do very different

things, but they have something very important in common: they all speak out with courage, hope and inspiration, and each of them is changing the world in their own unique way.

Note: each of the featured people demonstrates a key area of Christian Aid's strategy to end poverty. You do not need to share these focal areas with students, but it is good for you to be aware of them:

1. **Power to change institutions**  
(Raquel Rodrigues Ferreira, Brazil)
2. **The right to essential services**  
(Kelezo Nganga, Zambia)
3. **Fair shares in a constrained world**  
(Lloyd Lovindeer, Jamaica)
4. **Equality for all**  
(Shinkai Karokhail, Afghanistan)
5. **Tackling violence and building peace**  
(Dr Eran Kozer, IOPT)

### Activity: God of Justice film

#### (For older students)

The *God of Justice* film can be downloaded from the volunteer teachers' Dropbox account. It is a reflective piece set to music and touches on many different areas of Christian Aid's work, especially our campaigning. Scenes of campaigning in the UK and overseas are intercut with scenes from the work of our partners and beneficiaries, and with verses of the Bible that reflect Christian Aid's core beliefs.

#### Questions:

- What is the main message of the film?
- Can students suggest three important areas of Christian Aid's work? (for example, campaigning, helping people cope with disasters, helping in practical ways to lift people out of poverty).
- What did they notice about the images that were used in the film?

#### Explain:

*Christian Aid believes that poverty is an outrage. It also believes that poverty can be ended – soon. It*

*works with people of all faiths and none to stamp out poverty, wherever the need is greatest.*

*The charity works in around fifty different countries, supporting partners who are working in many different ways to help people out of poverty.*

*As is demonstrated in this film, Christian Aid believes that all people should have dignity. It therefore chooses to show images of people that are empowering, in order to communicate the fact that people in poverty are not helpless, hopeless victims, but are real people in difficult situations who use all their strength and ingenuity to deal with the challenges they face.*

*Christian Aid recognises that lack of power is at the heart of poverty, and so it works hard to put power back in the hands of those living in poverty. Sometimes that means challenging people who have too much power or who are misusing it, through campaigning for governments and big businesses to change the way they do things. And sometimes that means helping people in poverty to speak up for their rights.*

*All of this work reflects the core messages of Jesus' teaching: love, compassion and solidarity with the poor.*





## Activity: Make the right choice

### (For older students)

Share 'The right choices' worksheet, which outlines a scenario in which students play the role of a Christian Aid worker who must decide on an appropriate course of action to respond to a food crisis in east Africa. Students are asked to decide whether the course of action listed would be the right decision for a Christian Aid worker. Once they have filled in the worksheet, you can go through the answers, as listed below.

- a. Fly out to the region immediately to tell people what to do.

#### Disagree

***This is not the way that Christian Aid works! It works through partners, which are local organisations whose staff best understand the needs of local people and are best placed to support those people to overcome challenges.***

- b. Contact Christian Aid's local partners to find out what they think the priorities are, what they are already doing, and how you can support that.

#### Agree

***This would be a much better first step. Local partners will already be in the region and will be able to communicate most effectively with the people there and advise on the best ways forward.***

- c. Arrange a collection of food parcels in the UK and ship it over to east Africa as soon as possible.

#### Disagree

***Although it might seem like a good idea to collect items to send overseas, shipping food and other material can sometimes be a waste of valuable time and resources. It can also disrupt the supply systems that are already in place within a country and make the situation worse.***

- d. The needs of women and children should be a particular priority.

#### Agree

***Christian Aid recognises that women and children are often the most vulnerable in a crisis, as they are usually the worst affected by poverty because of financial and power imbalances. Any support plan should consider how the particular needs of women and children might be met.***

- e. Collect lots of pictures of starving people to publicise the crisis.

#### Disagree

***This is a difficult one! Communicating the crisis to the rest of the world helps to raise awareness and vital funds to support people in need. But Christian Aid recognises that it is easy to create negative stereotypes, and that all people should be treated with dignity and respect, so it tends to avoid images that might be considered degrading.***

- f. Consider setting up an emergency appeal to raise funds.

#### Agree

***Fundraising is the way that Christian Aid raises money to fund its partners' work. At times of emergency, extra funds are often needed to scale-up that work to meet the urgent needs of people in crisis.***

- g. Continue campaigning for the UK government to cut carbon emissions and tackle climate change, which is contributing to lower rainfall in some areas.

#### Agree

***As well as fundraising to help people around the world to lift themselves out of poverty, Christian Aid works hard to try to change things so that they are fairer. Climate change affects people in poor countries most, and Christian Aid campaigns for governments to reduce carbon emissions in order to limit climate change.***



h. Pray for the people affected by the crisis

### Agree – where appropriate!

***Christian Aid is a Christian organisation, and many of its staff and supporters are Christian. Therefore, many people feel it is appropriate to pray for those in need. But Christian Aid works with people of all faiths and none, so while the charity expresses Christian values, it never imposes faith on anyone – and faith is never a requirement for Christian Aid's support.***

### Other activities for older students

The workshop on poverty for school speakers contains lots of facts about poverty and activity ideas for communicating these to secondary school audiences.

### Concluding activity for younger pupils

Ask students to close their eyes for a moment and imagine that they are wearing a magic cloak. In their magic cloak then can fly up into the sky. Ask them to take off in their magic cloak and fly up high above the school. What can they see? What would they like to change about the school? What would they change about their community? What would they change about the world?

### Concluding activity for older pupils

Show the *Poverty Over* animation and ask pupils to suggest ways in which they think they themselves could help to end poverty. (Possible suggestions might include: prayer, campaigning, fundraising, helping to challenge stereotypes.)

You could share/adapt this reflection (suggested earlier for younger pupils) as a closing point:

*Christian Aid knows that young people can make a big difference to the world. You would probably be quite surprised if you knew how much people in power – like politicians and the people who run big companies – care about what you think. Why do they care? Because you are the next generation of voters and consumers! So, if you are all committed to growing up in a fairer world, then you can all play a part in creating that better world – both now and in the future. You can do this through the choices you make, the products you buy, the things you say and the ideas that you believe are important.*

You could also share this quote from the famous anthropologist Margaret Mead:

*'Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.'*

### Other resources you could use to explore Christian Aid with younger pupils:

#### Global Explorers

This interactive whiteboard resource is a great tool for volunteer teachers. Most schools will have an interactive whiteboard, so check with the teacher prior to a visit. The following countries contain films featuring children: Kenya, Sierra Leone and Bolivia.

#### Fair Play

This resource was produced for children in church, but it is appropriate for use in church schools. It includes stickers and activities.

#### Assemblies

Every month, we produce a new assembly on a topical global issue that relates to Christian Aid's work.

**Please note: all these resources can be downloaded from [christianaid.org.uk/learn](http://christianaid.org.uk/learn)**

**Other resources you could use to explore Christian Aid with older students:****Christian Aid website: [christianaid.org.uk](http://christianaid.org.uk)**

This website is packed with the latest news, stories and updates, as well as information on how to get involved with our latest campaigning and fundraising initiatives.

**Christian Aid Collective website: [christianaidcollective.org](http://christianaidcollective.org)**

Christian Aid's website for young people (aged 16-25) is a great place for young people to find out more about the issues that we work on.

***Do Not Tiptoe***

Our youth magazine, from the Christian Aid Collective, comes out twice a year and is a good resource for relating directly to young people. Please note that it has distinctly Christian content. Copies can be ordered from [orders@christian-aid.org](mailto:orders@christian-aid.org)

**Assemblies**

Every month, we produce a new assembly on a topical global issue that relates to Christian Aid's work.

**Please note: all these resources can be downloaded from [christianaid.org.uk/learn](http://christianaid.org.uk/learn)**



## Values SORTING CARDS

Acceptance

Accountability

Achievement

Adventure

Affection

Ambition

Amusement

Appreciation

Being the best

Belonging

Bravery

Brilliance

Calmness

Care

Challenge

Change

Charity

Cheerfulness

Cleverness

Closeness

Comfort

Community

Competition

Confidence

Conservation

Coolness

Cooperation

Courage

Creativity

Daring

Decisiveness

Determination

Dignity

Empathy

Encouragement

Energy

Enjoyment

Entertainment

Enthusiasm

Equality

Excitement

Exploration

Fairness

Faith

Fame

Family

Fascination

Fearlessness

Fitness

Freedom

Friendliness

Friendship

Fun

Generosity

Gratitude

Happiness

Harmony

Helpfulness

Honesty

Hopefulness

Humour

Imagination

Independence

Individuality

Inspiration

Intelligence

Joy

Justice

Kindness

Knowledge

Love

Loyalty

Neatness

Optimism

Originality

Partnership

Patience

Peace

Perfection

Playfulness

Pleasantness

Pleasure

Popularity

Power

Pride

Respect

Responsibility

Rest

Sharing

Simplicity

Sincerity

Solidarity

Status

Stewardship

Strength

Success

Support

Sympathy

Thoughtfulness

Trust

Truth

Warmth

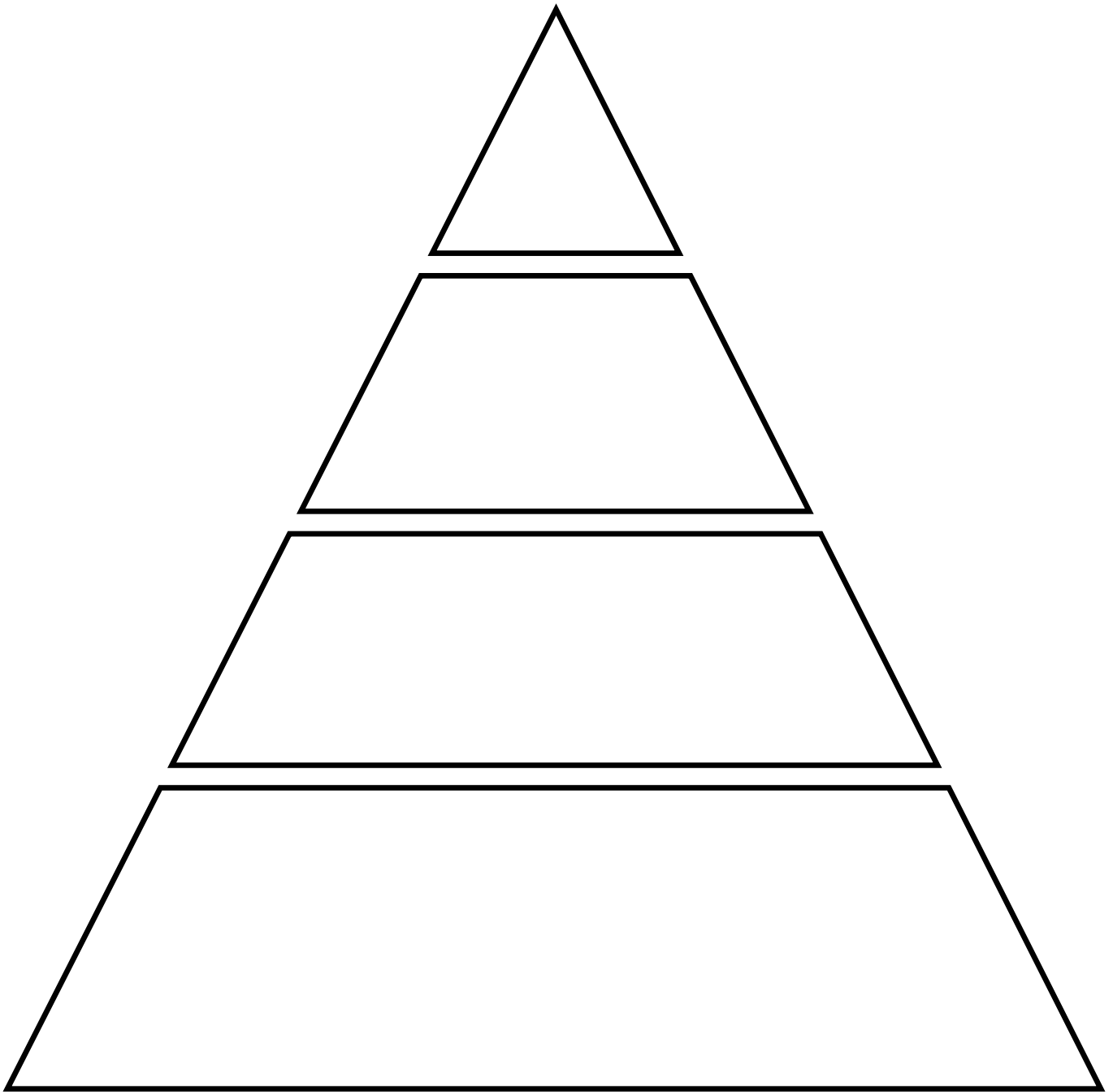
Wealth

Wisdom



# Values pyramid WORKSHEET

Use this sheet to promote the values that you think are really important.







## Real-life heroes WORKSHEET

### **Raquel Rodrigues Ferreira, schoolgirl, Brazil**



Raquel's school building was over 30 years old and falling apart. When the roof collapsed on a teacher's head during class, it was the final straw. Armed with newfound knowledge about budgets and political lobbying, which she'd got from training with a Christian Aid partner organisation, Raquel and her classmates went along to a public budget meeting, took the microphone and argued their case. As a direct result, the city council's budget included an extra million dollars for maintenance work in all the city schools!

### **Shinkai Karokhail, member of parliament, Afghanistan**



In a recent global survey, Afghanistan was voted the most dangerous place to be a woman. Violence, poor healthcare and desperate poverty are features of life for many Afghan women. But in this difficult environment, courageous Afghan MP Shinkai Karokhail speaks up for women's rights. Shinkai set up the Afghan Women's Education Centre, which is committed to promoting the human rights of women and children and challenging violence and discrimination.

### **Lloyd Lovindeer, singer, Jamaica**



Lloyd Lovindeer is a well-known reggae singer, songwriter and music producer. He is part of a group of artists who came together to perform songs to raise awareness of climate change. The group was supported by Christian Aid partner Panos, in Jamaica, to write songs and perform in schools and communities to raise awareness about climate change. Some of the effects of climate change in Jamaica include a decline in fish stock and threat to the fishing industry, as well as more intense hurricanes and storms.

### **Kelezo Nganga, mother and community health volunteer, Zambia**



Ten years ago, Kelezo's son Denny died from malaria, an illness carried by mosquitoes. When Denny first got ill, Kelezo did not realise that it was malaria, or that he was dangerously ill. The nearest clinic was four hours away, and by the time Kelezo carried him there, it was too late. Now, Kelezo works with one of Christian Aid's partners to educate other parents in her area about the signs and symptoms of malaria, as well as testing them for the disease and referring them to the health clinic for immediate treatment. Kelezo says that, despite losing her first son, she now feels confident about keeping second son Eric safe: 'now young children's lives in my community will be saved... and that makes me very happy indeed.'

### **Dr Eran Kozer, doctor, Israel and the occupied Palestinian territory**



Dr Eran Kozer (centre) is a doctor in Israel and the occupied Palestinian territory, a region where there has been conflict between Israelis and Palestinians for many decades. Dr Kozer is an Israeli and he volunteers with Christian Aid partner Physicians for Human Rights Israel to provide medical help for Palestinian children who are ill. Providing help for people on the other side of a conflict takes great courage and determination. He says part of the reason he volunteers is: 'because for some of these children this is their only opportunity to see an Israeli without a uniform. To see an Israeli who is kind to them. It is an opportunity for us to show something different.'



## Make the right choice WORKSHEET

You are working for Christian Aid's humanitarian division. You receive news that a food crisis is developing across east Africa and that large numbers of people are suffering from malnutrition. You need to make some decisions about the best course of action – but will you make the same choices that Christian Aid would make?

- |  |   |
|--|---|
| <p><b>a)</b> Fly out to the region immediately to tell people what to do.<br/><b>Agree/Disagree</b></p>  | <p><b>e)</b> Collect lots of pictures of starving people to publicise the crisis.<br/><b>Agree/Disagree</b></p>   |
| <p><b>b)</b> Contact Christian Aid's local partners to find out what they think the priorities are, what they are already doing, and how you can support that.<br/><b>Agree/Disagree</b></p> | <p><b>f)</b> Consider setting up an emergency appeal to raise funds.<br/><b>Agree/Disagree</b></p>  |
| <p><b>c)</b> Arrange a collection of food parcels in the UK and ship it over to east Africa as soon as possible.<br/><b>Agree/Disagree</b></p>   | <p><b>g)</b> Continue campaigning for the UK government to cut carbon emissions and tackle climate change, which is contributing to lower rainfall in some areas.<br/><b>Agree/Disagree</b></p> |
| <p><b>d)</b> The needs of women and children should be a particular priority.<br/><b>Agree/Disagree</b></p>  | <p><b>h)</b> Pray for the people affected by the crisis.<br/><b>Agree/Disagree</b></p>  |



Christian Aid/Mike Goldwater