

TURN THE WORLD AROUND

A Guide for Teachers and Facilitators to accompany the film:

JOURNEY TO KAPASSENI: **A REFUGEE'S GIFT**

TURN THE WORLD AROUND (Lyrics and Music by Harry Belafonte)

*We come from the fire, living in the fire,
Go back to the fire, turn the world around*

*We come from the water, living in the water
Go back to the water, turn the world around*

*Do you know who I am, do you know who we are?
See we one another clearly, do we know who we are?*

*We come from the mountain, living on the mountain
Go back to the mountain, turn the world around
Oh, so is life,
Oh, so is life...*

*We are of the spirit, only of the spirit
Only can the spirit turn the world around
Do you know who I am...?*

*We are from the people of the global village
Go back to the summit, turn the world around
Oh, so is life...*

*Water makes the river, river wash the mountain
Fire makes the sunlight, turn the world around
Heart is of the river, body is the mountain
Spirit is the sunlight, turn the world around*

*Oh spirit, Oh spirit, Oh Spirit
Turn the world around*

*Oh people, O village, Oh summit,
Turn the world around*

*Oh River, Oh Mountain, Oh River
Turn the world around*

Objectives

To:

- *inspire community partnerships*
- *teach students about international co-operation*
- *increase knowledge about Africa and its current challenges*
- *provide a model for project building*
- *facilitate simulations for project development*
- *increase awareness about the benefits of cooperation*
- *generate interest in sustainable development*
- *encourage students to believe they can make a difference*
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- *turn the world around....*

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A Guide for Teachers and Facilitators to accompany the film: *JOURNEY TO KAPASSENI:* *A REFUGEE'S GIFT*

Introduction

This guide has been developed to accompany the film *Journey to Kapasseni: A Refugee's Gift*. We enthusiastically invite you to join us here in exploring some of the issues in the film in more depth. If you are a teacher (Grades 8 to 12), a facilitator or a student, we encourage you to use this site as an educational tool or a jumping-off site for further study on related issues. Please explore it as a means of generating discussion and promoting involvement in activities and projects related to social action, such as the building of community-to-community partnerships and the development of greater awareness on other important global issues.

A Note to Teachers & Facilitators

With both the film and the website, we have taken an interdisciplinary and experiential approach to learning. Here we focus on the issues raised by the film's participants as they make the *Journey to Kapasseni*, Mozambique. It is our sincere hope that this site will be used to stimulate further thought and action on the issues raised and to inspire both children and adults to reflect on the needs of their own communities. In addition, we hope that it will inspire others to generate projects of their own, which result in other community-to-community partnerships such as that created between Kapasseni in Mozambique and Victoria, B.C., in Canada.

To assist teachers and facilitators to develop materials and to help students to do their research and conduct their investigations, discussion questions, activities and projects have been included in the website. We encourage educators to feel free to adapt, change or modify activities according to the needs and ages of your students. Teacher-specific sections are identified by a giraffe icon, and student-specific sections by a rhino icon. Included in the site, you will find:

- exercises on issues facing immigrants and refugees

- material on the experience of crossing cultures
- work on international co-operation: building a community-to-community project
- information on the effects of war on a community
- examples of youth participation in international community development
- the story of the miraculous transformation of a village through co-operation, good will and a focus on education

Curriculum Connections (Grades 8 – 12)

Career Planning
 Personal Development
 Social Studies
 Geography
 Global Studies
 Africa
 Sustainable Development
 Community Development
 Education
 English

The Film

Journey to Kapasseni: A Refugee's Gift is the story of Joseph and Perpetua Alfazema, two Mozambican refugees, now Canadians, who are, in the truest sense, examples of people who are 'thinking globally and acting locally.' For some years now, Joseph and Perpetua have been mobilizing citizens of their newly adopted country to help those in need in their homeland. In the year 1999, with the physical and financial support of their community in Victoria, B.C., they went back to Africa and built a school in Kapasseni, Joseph's childhood village. Kapasseni is in one of the poorest, most remote and most devastated regions of Mozambique. Yet, the Alfazemas managed to overcome the many obstacles in their path to achieve their goal of assisting the community which had asked for their help. The film profiles the Alfazemas, their goals and successes, and documents how these two former refugees with large hearts and sensitive spirits, have profoundly affected the lives of three Victorians who travelled with them on their *Journey to Kapasseni*.

The Participants: From Inspiration to Fruition

Joseph Alfazema fled Mozambique as a teenager in the early days of a war that was to last 30 years. He found refuge in a series of camps in Kenya before making his way to Victoria, B.C., where his wife Perpetua eventually joined up with him. In Canada, they have eked out a living: Joseph as a night janitor in a hospital; Perpetua as a cleaner. Ever since arriving in their new country, they have sent money back to Mozambique, helping to put several of Perpetua's siblings through school. Though they are very active in their Victoria community, the Alfazemas retain a fierce commitment to their country of origin, keeping alive the memory and traditions of their homeland through Victoria's Mozambique Choir, which they founded with their children. Their choir played a central role in the community-wide effort to raise funds to build a school in Kapasseni.

Initially, the Alfazemas had no idea how they could possibly raise funds to help those in need in their homeland. At first, they approached the elders of their church in Victoria, the Grace Lutheran Church and received a very favourable response. Then Perpetua raised the question with Shivon Robinsong, founder and co-director of another community choir, Victoria's renowned *Gettin' Higher Choir*. As Perpetua recounts in the film, Shivon responded with unbridled enthusiasm and the wheels were set in motion. Within months, a benefit concert, involving Ann Mortifee, the *Gettin' Higher Choir* and the Mozambique Choir played to a packed audience. This single event raised well in excess of \$10,000, all in aid of furthering the vision of building a new school in Kapasseni, Mozambique.

Along came Ben Fox, the twenty-year-old son of one of the members of the *Gettin' Higher Choir*, Heather Fox. With his artist's eye, youthful enthusiasm and video camera in hand, Ben Fox chose to join Shivon Robinsong, the Alfazemas and others on the *Journey to Kapasseni*, chronicling the experience and setting the stage for the making of this film. On their return from Africa, Ben showed his footage to Shivon's husband, filmmaker Bill Weaver. It was quickly apparent that a film had been borne.

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JOURNEY TO KAPASSENI:

A REFUGEE'S GIFT

1. WELCOME TO THE GLOBAL VILLAGE

“It felt as if a bridge of compassion was being built between Victoria and this little village on the other side of the world.” (Shivon Robinsong, Journey to Kapasseni)

Background:

In the 1960s, Marshall McLuhan, a Canadian academic studying communication and the mass media, coined the expression "global village." He used the term to explain how rapid advances in communications technology were going to shrink the vast distances that used to separate us, reworking the entire planet and its citizens into the kind of close and interdependent network of human beings formerly found only in a village.

The development of technological marvels such as the Internet have borne out McLuhan's predictions. Right round the globe, billions of people are now able to communicate at the speed of light, emailing distant relatives and learning instantaneously of events happening many thousands of miles away from their homes.

Yet, tiny 'unwired' villages of yesteryear still exist on planet earth, and they take many forms. One such village is Kapasseni, Mozambique, in southeast Africa. It is a village located in a region recently ripped apart by decades of war and only now beginning to recover. From the other side of the world, people in the city of Victoria, B.C. came to lend a hand to the people of Kapasseni, helping them to reconstruct their lives. Inspired by song and a love of community, Shivon Robinsong and Denis Donnelly and their Gettin' Higher Choir responded to a call for assistance from Joseph and Perpetua Alfazema and proved that small voices, singing together, can touch and transform the lives of people living on the other side of the earth.

Activity 1: Learning about Africa & Media Stereotypes

Time Needed: 30 to 60 minutes (depending on grade level)

Materials Needed: Large world map, chart paper, magazines and markers

Map 1

Repatriation to Mozambique



(UNHCR, 1995. In *The State of the World's Refugees*)

Procedure:

Note: If your students have access to computers, you may want to have them respond to an online true/false questionnaire about Africa, following which you could have them compare and discuss their answers. The questions are available at the following site:

http://www.sas.upenn.edu/African_Studies/K-12/Perceptions_16165.html

Initiate a class discussion about Africa by asking students to locate the continent on the world map. Then have them locate Mozambique and the surrounding countries that border Mozambique. Invite the class or group to break into small groups and have each group brainstorm what this part of east Africa makes them think about. Ensure that one member of the group writes down all the words and phrases generated from this exercise.

Bring the class back together for a group discussion using the lists generated by all the groups. Invite the students to organize their words and phrases into groups. For example, they might choose: ‘words with negative associations’ (war, drought, starvation); ‘words with positive associations’ (freedom, music, culture); ‘animals that are members of the cat family’; ‘other animals.’ Group the related words together on the board and ask the students to consider where these images have come from: TV? newspapers? parents? videos? the Internet?

Discuss the meaning of the words “stereotype” and “preconception.” Examine the origins of some of the students’ images of Africa. Find out where the majority of these images originate.

Write the following quote from the film on the board: “I went to this place that I thought would be so frightening and so impossible to be in . . .” (Shivon Robinsong). Invite the students to imagine what Shivon thought about Africa before actually going there. Then ask them if any stereotypes they had about Africa were changed by watching the film.

Background: Considering Misconceptions

6 dividing Africa

In which the European countries divide Africa into bits and share out the pieces

Most of the European countries got into the act. Everyone wanted to have a bit of Africa!

Finally, in 1884-85, they had a conference — The Berlin African Conference. They drew up guidelines on which European country could have which bits of Africa. By 1914, all of Africa had been parcelled out to European countries, except for Ethiopia, which won a major battle against Italy in 1896, and Liberia, which was inhabited by freed slaves.

"I am determined to get my share of this magnificent African cake."



King Leopold of Belgium

"We have embarked on a gigantic steeplechase into the unknown."



Jules Ferry, Prime Minister of France

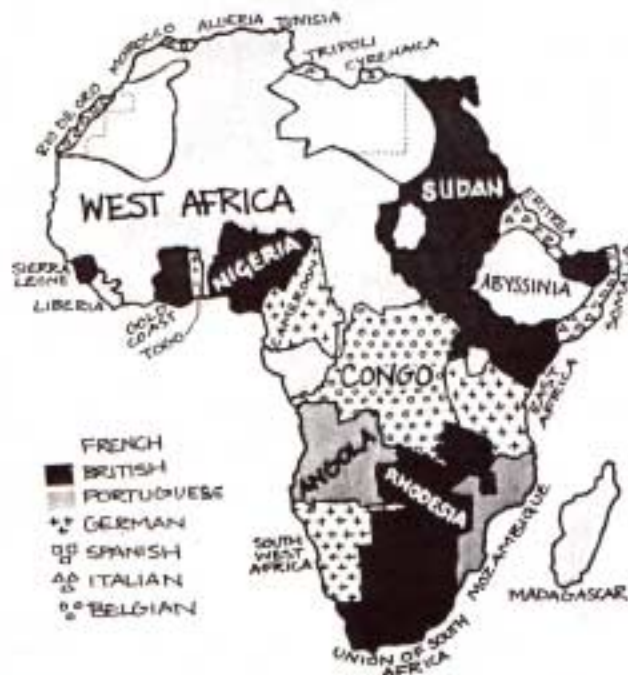
Africa in 1914:

How Much Belonged to Whom

Square miles

France	4,086,950
Britain	3,701,411
Germany	910,150
Belgium	900,000
Portugal	787,500
Italy	600,000
Spain	79,800
Independent (Liberia, Ethiopia)	393,000
TOTAL	11,458,811

Africa after the Scramble



(In Gage, S. 1991, *Colonialism in Africa: A Critical Look*)

What Africa Do You Know?

Many people in North America and Europe think of Africa in stereotypical terms. A first step in exploring our preconceptions about Africa and Mozambique is to consider any stereotypes we have, learn why we have them and try to gain a more informed and accurate view of Africa as it really is today. Discuss the following misconceptions about Africa.

1) Lions, Jungles and Snakes?

Thanks to Tarzan and Hollywood movies, some people think of Africa as a big jungle stretching from one end of the continent to the other and filled with lions, elephants, monkeys and giraffes. In fact, most of Africa is grassland or desert. Most of its people are farmers who live in the countryside or in modern cities. Much of the countryside is too agricultural to serve as habitat for wild animals. As in North America, the animals are mainly protected in large parks or wildlife reserves.

2) The Uncivilized Continent?

There is a widespread misconception in North America that Africans are an “uncivilized people” who believe in witchcraft and live a so-called primitive life. The prevalence of this belief is largely the result of early missionaries who held this view. However, as one would find anywhere in the world, Africa has many scientists, engineers, professors, poets, musicians and artists. Most Africans have lived in highly organized societies for a thousand years or more - unfortunately we rarely hear about this. Africa also has a long tradition of poetry, music, sculpture and very developed native religions in addition to Christianity and Islam.

3) War, Famine and Starving Children?

The images of Mozambique that we have seen on TV are generally those of starving children and groups of men with guns and military equipment. Although these images do exist, they portray only one side of life in East Africa. The film *Journey to Kapasseni* tells another side of the story.

These are three examples of the stereotypes about Africa that the world has long entertained. After centuries of colonization by European countries

(Mozambique was colonized by Portugal), followed - in many cases - by wars of independence, many newly independent African countries are trying to establish themselves as nations much faster than their resources permit. However, there are many promising stories. In the film, we see one such example, a village where agriculture is being improved, schools are being built and people are creating positive change in their communities.

Activity 2: Understanding Stereotypes

Time Needed: 15 to 30 minutes

Materials Needed: Paper and pens.

Procedure:

Invite the class to divide into small groups. Suggest that they discuss the above stereotypes and consider why they have developed. Then ask the students to brainstorm for common misconceptions about Canada and the U.S. (held by people from other places). Why might these ideas exist?

Ask the students to recall some news stories about natural disasters, political problems or other dramatic events that have occurred in their province or state. Suggest that they write newspaper headlines about each event, and then pass them to another group to read and consider.

Ask the students to then carefully read the list of headlines their group receives. Encourage them to pretend they live in a country far away from North America and that they know nothing about it. Ask them to take note of the images that come into their minds as to what Canada and the U.S. might be like. Recommend that students reflect on their findings within their small groups.

Activity 3: Interviewing Project

Time Needed: Three sessions (approximately 30 minutes each)

Materials Needed: Paper and pens

Procedure:

In small groups or pairs, plan and conduct an interview using the following steps as a guide:

- Who in your group knows someone who immigrated to your area from Africa? What do you know about their country of origin?
- Ask this person if you can interview them to learn about the differences in culture and lifestyle between their newly adopted country and their country of origin.
- Make up a list of ten to twenty questions to ask during an interview.
- Edit the list and decide on the best order for the questions.
- Set up and conduct the interview.
- Reconvene as a group and discuss your findings.
- Invite one of the African people you interviewed to speak to your class about modern day Africa.

1. REFUGEES OF ALL KINDS

“It’s the only hope they have seen.” (Joseph Alfazema, Journey to Kapasseni)

Background:

In 1986, Joseph and Perpetua Alfazema fled the civil war that had ravaged their native country of Mozambique for more than thirty years. They came to Canada, seeking and obtaining refugee status. Once there, the Alfazemas had to adjust to the new language and culture of their new country and find work to support themselves and their growing family. Like many immigrants, they found that they had to take any job they could find; the skills and training they had developed in their home country were undervalued in their new one. And like many immigrants, they continued to maintain close ties with their country of origin. For years, they held onto their dream of giving something back to Kapasseni, their village in Mozambique that had been devastated by years of war, famine and, most recently, flooding.

Background on Refugees:

Except for approximately 860,000 aboriginal people, Canada is a country made up of immigrants, refugees and their descendents. Given its vast underpopulated regions, a major preoccupation of governments from colonial times to the present day has been the question of how to fill those regions with people willing to settle there. To fulfill these policy objectives, successive governments have often used immigration as their primary tool.

Consequently, the early years of this century were characterized by a massive influx of Europeans. Most were drawn to Canada by the government's promise of plentiful and fertile farmland, available in abundance on the prairies. During periods of rapid economic growth, the government has encouraged immigrants to ease labour shortages.

The United States accepts more 'refugees' for permanent settlement than all other countries combined – approximately 75,000 in the year 2000 - and spends \$500 million bringing them to the U.S. and helping them resettle. For its population, Canada accepts a proportionate number of refugees; approximately 7,300 arrived in the year 2000 under government sponsorship, and several thousand more will come by other means, supported by churches and private sponsors.
(*Refugee Magazine*, Issue 119, Year 2000)

Activity 1: Who Are the World's Refugees?

Time Needed: 20 to 30 minutes

Materials Needed: Paper and pens

Procedure:

Suggest that students work in small groups or pairs. Invite them to look over the data in the following two tables and to try to answer these questions as they do so:

- 1) The Webster dictionary defines 'asylum' as "protection from arrest or extradition given especially to political refugees." Generally speaking, an 'asylum seeker' is someone who is afraid to stay in his or her own country of origin, for one reason or another, and seeks refuge in another country. What reasons can you think of to explain why someone might become an asylum seeker?
- 2) Look at Table 2. How many refugees came to the U.S. and Canada in the 1990s to resettle there? In addition to the reasons for seeking asylum which you discussed in question 1, what other reasons can you think of to explain why some people choose to leave their country of origin to come to the U.S. or Canada?

- 3) Go through the lists of countries in Table 1, one by one. Share any information you have about the current political, social or economic situation in each country with a mind to understanding why people from that country might be seeking to resettle in the U.S. or Canada.
- 4) In the lists for ‘Top Ten Countries of Origin of Asylum Seekers’, Canada and the U.S. have only two countries in common. Which countries are they? Can you think of any reasons why asylum seekers from those two countries might choose Canada and the U.S.?
- 5) In the film *Journey to Kapasseni*, what do we learn about Joseph and Perpetua Alfazema’s reasons for leaving Mozambique to come to Canada?

Table 1: Top Ten Countries of Origin of Asylum Seekers

In Canada and in the USA in 1999 as percentage of totals*

Canada		USA**	
Sri Lanka	10%	China	10%
China	8%	Somalia	8%
Pakistan	8%	Haiti	6%
Hungary	5%	Indonesia	6%
India	4%	Mexico	5%
Mexico	4%	El Salvador	4%
DRC	3%	India	3%
Russia	3%	Ethiopia	3%
Iran	3%	Guatemala	2%
Colombia	2%	FR Yugoslavia	2%
Others	50%	Others	49%

*All percentages rounded to the nearest whole number.

**U.S. figures reflect the fiscal year 1 October 1998 – 30 September 1999, and refer to first instance claims filed with the INS only.

From *Refugees* UNHCR, No. 119 – 2000

Table 2: Number of Refugees Resettled in Canada and in the USA by Year

Year	Canada	USA
1990	31,889	122,066
1991	24,998	113,389
1992	14,726	132,531
1993	11,527	119,448
1994	10,105	112,981
1995	10,919	99,974
1996	10,609	76,403
1997	10,193	70,488
1998	8,698	77,080
1999	17,077	85,006
TOTAL	150,741	1,009,366

*The 1999 figure for Canada includes 9,777 refugees resettled under the annual program, and 7,300 Kosovars admitted under UNHCR's Humanitarian Evacuation Program from the FYR Of Macedonia (5,051 persons) or under Canada's Special needs and family reunification program For Kosovars (2,249 persons).

**For the USA, the year means the fiscal year, October 1 – 30

From *Refugees* UNHCR, No. 119 – 2000

Activity 2: Round Table Role Play

Time Needed: 30 minutes

Materials Needed: None

Procedure: Divided the class into the following three groups:

Group One: Refugee children from Africa who are currently displaced into refugee camps in neighbouring countries. (Include various scenarios such as: 1) A child whose parents have both been killed in a war 2) A child whose father is dead and who is at risk of becoming a child soldier; his mother wishes to emigrate)

Group Two: Panel of students to act as immigration officials.

Group Three: The rest of the class will act as immigrant judges.

Have the students in Group Two interview the children posing as refugees. After all of them have been interviewed, suggest that the remainder of the class vote to decide who they believe ought to be given permission to resettle in Canada. Encourage the class to consider what might become of those rejected.

Activity 3: Citizens of the World: Art Exhibit

Time Needed: Variable – could be several classes

Materials Needed: Art supplies

Procedure: Discuss Ben Fox’s statement with the class. Encourage the students to probe the meaning of his comment.

“I’m very thankful to Joseph and Perpetua. They’re citizens of the world; good citizens of the world.” (Ben Fox, *Journey to Kapasseni*)

Now create an art exhibit using this theme: “We are citizens of the world.” When it is completed, display it in your school or elsewhere in your community.

Extension Activity 1: Walk a Mile in My Shoes

Time Needed: 30 – 50 minutes

Materials Needed: Paper and pens

Background: Cultural Adaptation

Integration into a new culture is seldom easy. For many refugees and involuntary immigrants, it can be a daunting experience. If immigrants are to integrate successfully into a new culture, there must be ‘adaptation’ on their part and ‘accommodation’ on the part of the host culture, both of which take time. Immigrants go through many stages and transitions. In the case of the Alfazemas, they have been successful in adapting to Canadian

life, and they have now reached the stage of acceptance by and integration into their new country.

Procedure: Ask the students to read the following background material on ‘The Stages of Cultural Adjustment.’ Then have them discuss the questions that follow in small groups.

Stages of Cultural Adjustment

DIAGRAM OF STAGES OF ADJUSTMENT



Honeymoon Stage:

Many people are initially fascinated and excited by the fact that everything is new. The newcomer is often elated by the differences between his country of origin and his or her newly adopted country.

Period of Culture Shock

Emigrants to a new country face many problems such as language, housing, transportation, employment, unfamiliar food and customs. They normally experience a great deal of mental fatigue, from the constant strain of struggling to understand the foreign language and customs while endeavouring to meet their daily needs.

Initial Adjustment:

During this phase, everyday activities no longer pose major problems. A basic grasp of the language enables the individual to express some of their feelings and ideas.

Mental Isolation: A recurring problem for many people adjusting to life in a new homeland is a lack of intimate friendships. This can make people yearn for their homeland; it can lead to loneliness, frustration and a loss of self-confidence. Some individuals get stuck in this stage of adjustment.

Acceptance and Integration: At this stage, a person transplanted to a new culture comes to accept its way of life – the food, daily habits and accepted norms. He or she feels at ease with the new language, as well as with friends and coworkers.

Guiding questions:

As a class or in small groups, discuss the following questions:

What is a refugee? Why do refugees leave their countries? Who helps them?

Have you ever had an experience in your life when you felt like an outsider?

Have you ever lived in a non-English or non-French-speaking community and tried to learn a new language?

Have you ever been the object of discrimination? What happened? How did you feel?

How many refugee families have settled in your community? What countries did they come from? What resources exist in your community to assist newcomers?

What are the gifts the Alfazemas brought to Canada? What are some of the “gifts” that refugees have brought to your community?

Extension Activity 2:

Discuss how you could build bridges of understanding in your neighbourhood for newcomers from other countries.

Brainstorm ways that your school or community could provide opportunities for newcomers to tell the stories of their countries of origin or their journey to their newly adopted country.

Extension Activity 3:

Invite the librarian at your school to put up a display of 20th century books which focus on people who have been uprooted or persecuted. Encourage your students to read two or more of them. Titles such as the following might be appropriate:

The Diary of Anne Frank by Anne Frank

Roots by Arthur Haley

A Farewell to Arms by Ernest Hemingway

The Grapes of Wrath by John Steinbeck

Exodus by Leon Uris

Freedom at Midnight by Larry Collins and Dominique Lapierre

The Boat People by Bruce Grant

3. PROJECT BUILDING

“We didn’t know where to start, and we didn’t even know who to ask.”
(Perpetua Alfazema, *Journey to Kapasseni*)

Background:

At some point in their lives, many people feel inspired to do something to help others outside of their own family. At such a time, the impulse to engage in social action sometimes begins with a question such as: “How can I help?” This question is too often left unanswered. Many well-intentioned people have no idea how to go about harnessing their energy to ‘do good’ and they soon become discouraged. They fear that they are powerless and that their actions can make very little difference in this world. Even if they do decide to get involved in a worthy cause, they often don’t know where to begin or who to speak to for advice. They may assume that only ‘big organizations’ can assist others in a faraway land.

The story of how Joseph and Perpetua Alfazema began their project to build a school in Kapasseni is inspirational for this very reason. It all began with a simple request from an African chief, an elder in the village Joseph had grown up in years ago. As Joseph recounts in the film *Journey to Kapasseni*, “The chief said, ‘Could you go and ask friends in Canada to help us to have a school here, because we need a school for kids. Kids without a school – there’s no life in the future.’”

Neither Joseph nor Perpetua had any idea how to go about honouring such a request. The only thing they knew was that they had to try. At the outset, they had nothing but their faith that it might be possible and their determination to do their best to make it happen. As it turns out, those were the very qualities they needed to get their project started and to carry it through to fruition.

Activity 1: Building a School in Mozambique

Time Needed: 20 to 30 minutes

Materials Needed: Paper and pens

Procedure: Have the students work in small groups. Ask them to carefully review the steps the Alfazemas took in seeking to generate support for their

project and then implement it. With one person serving as notetaker, suggest that they answer these questions:

- Who did the Alfazemas first approach? What was the response?
- When Perpetua then approached Shivon Robinsong, what was her response to the idea of a benefit concert?
- Who helped them to make this happen and what did they do to help?
- What was the outcome of the concert?
- As the group prepared to go to Mozambique, who came forward with donations? What kinds of things were donated?
- What obstacles did the project members have to overcome just to get to the village of Kapasseni from the town of Beira?
- With many projects, ‘unexpected’ problems come along and have to be dealt with. The *Journey to Kapasseni* was no exception. Once the project members had arrived in the village of Kapasseni, it seemed for a time as if the ‘Old Chief’ might prevent the school from ever being built. Why was he upset? How did Joseph go about laying the chief’s fears to rest?
- What role did Joseph play in the actual building of the school?

As a class, work through the questions, inviting various notetakers to explain their group’s answer. Conclude by asking the students if they could imagine building a project ‘from the ground up’ as they Alfazemas did. What project would they select?

Activity 2: Brainstorming a Project

Time Needed: 30 to 45 minutes

Materials Needed: Large sheets of paper and felt pens

Procedure:

At one point in *Journey to Kapasseni*, Ben Fox says, “It’s like a direct thing that we did. We raised money. We went over. We built the school.”

Get the students to form small groups and designate one person as a scribe. Tell the students that you will later ask the scribes to report on their group’s work to the class. Ask them to brainstorm in their groups on the following questions: What group of people in your community currently needs help of some kind? (A number of groups may be suggested: agree to focus on one of them.) What kind of help do they need? How could money be raised to help them? What would you need (that you don’t currently have) if you were to really go ahead and undertake a project to help this group? What doubts do you have about your ability to build such a project and see it through to completion?

Bring the class together again. Ask the scribes to report to the class on their group’s discussion. On the board, make a list of the various groups in need of help which were chosen by each small group of students. Elicit information from each group regarding the details of their discussion.

**Extension Activity: Building a ‘Simulated’ Project from the Ground Up
(Some classes may decide to implement the project)**

Time Needed: Five class sessions (variable time) + outside class activities

Session One: Phases One and Two

Session Two: Phase Three

Session Three: Phase Four (A week after Phase Three)

Session Four: Phases Five and Six

Session Five: Phase Seven

Materials Needed: Pens and notepads

Procedure: Elicit from the class the results of Activity 2 (i.e. the various groups in your community in need of help). Write them on the board. As a class, discuss the feasibility of actually building a project to help one of these groups. Encourage the students to discuss which project seems as if it would be easier to undertake and which would be more difficult. Examine the reasons why this is so.

Briefly discuss the fact that the members of teams working on projects of this kind are often brought together randomly. That is to say, they haven't chosen to work with each other. They have been selected to work on a project and, oftentimes, meet for the first time when the project begins.

To illustrate this in a practical way, get a deck of cards. Randomly divide the class into groups of four by having the students draw cards. For example, everyone drawing a Queen will work together, everyone drawing a King will work together, and so on. (Depending on the size of the class, reduce the size of the deck accordingly.)

Once the students are in small groups, suggest that they work through the following phases together in order to build their project from the ground up:

1) *Warming up*

Get to know and trust each other. Allow enough time for each person to speak so that group members can 'warm' to each other. This is an essential first step, given that the group will be working together for some time. Difficulties and differences are likely to arise along the way. This phase lays a foundation of mutual trust and respect which pays dividends when the 'going gets rough.'

2) *Developing the major focus or theme* of the work they are undertaking.

Group members need to discuss, at length, the various projects under consideration. They need to examine the pros and cons of choosing one project over another. Finally, they need to agree on which project they are going to undertake and why.

3) *Practical application*

This phase of the project involves setting goals, making plans for follow-up and action. (E.g. It may be agreed that phone calls need to be made and interviews arranged, in order to conduct a kind of 'community needs analysis' and feasibility study for this simulated project.) This calls for a dividing up of duties. It may mean that one person assumes a leadership role and begins to delegate tasks, or the group may operate in a more egalitarian mode, with no particular person emerging as leader. Group dynamics will vary from group to group; therefore the approach that one group takes may be dramatically different from another group. At a later

stage in the process, these differences will be invaluable for stimulating class discussion on small-group process.

4) *Checking in*

In this phase, the results of the actions undertaken in Phase Three will be discussed. Is the project feasible? What challenges have become evident? Could you actually imagine making this a 'real' (rather than 'simulated') project? The group members need to compare notes: Are you encouraged and excited by the prospect of making this a real project? Or have the limitations of your project become daunting?

5) *Rounding off*

Dealing with any unfinished business and unresolved feelings or conflicts that have arisen during the process.

6) *Evaluation*

During this phase, the group members need to stand back from the work they have done together and objectively examine what has transpired. What was easy? What was difficult? How were the difficulties handled? How could the process be improved next time?

7) *Closing* with something positive and unifying.

Bring the class together and hear about each group's process.

4. YOUTH PARTICIPATION

"Going to Mozambique was a huge eye-opener for me." (Ben Fox, Journey to Kapasseni)

Background:

This film was shot by Ben Fox, a young man from Victoria with a passion for travel, skateboarding and photography. With an open mind and a desire to understand another culture, he joined the group travelling to Mozambique armed only with a borrowed video camera. Along the way he documented the trip - and on his return, the producers at *Across Borders* realized that his footage was so awesome that there was a film in the making. Ben's contribution is a great example of youth participation and it illustrates how

young people can make a real difference and contribute to a successful project.

Participation is one of the general principles of the Convention on the Rights of the Child, an international convention signed by most countries around the world (except the U.S. and Somalia) to protect and support children and youth.

Activity 1: The Wheel of Participation

Time Needed: 20 – 30 minutes

Materials Needed: None

Background:

Participation is the best vehicle for promoting a child's healthy development and integration into his or her culture. The Convention on the Rights of the Child defines the objective of participation as 'helping children to grow into strong contributing community members by fostering their active participation in family and community matters.' The family guides and informs children in this process. As a result, children learn how to make healthy, informed choices and decisions.

THE WHEEL OF PARTICIPATION



(In Hood, R.J., 1999, *Growing Strong*)

Procedure: As a group, study and discuss the wheel of participation (See above). Consider some of the relationships between the words on the wheel. For example, 'trust' is opposite 'respect'; 'play' is opposite 'work', etc.

Divide the class into small groups and have each group consider:

- What do children need to receive from their families, schools and communities in order to develop in healthy ways?
- What do children give to their families, schools and communities?
- What activities or things could be done in your school to increase youth and child participation?

The wheel of participation is based on the idea that all things are connected, and that we all depend on the web of life for our survival and well-being. Participation involves giving to and receiving from this web, a network of interdependent connection. The themes shown on the wheel are the gifts that young people can give and receive as they participate in the lives of their communities. Each gift has a corresponding gift directly across from it. For example, *expression* corresponds to *listening*, and *acceptance* corresponds to *challenge*.

Activity 2: Getting Involved in World Development

Time Needed: Variable, several classes

Materials Needed: Telephone & phone directory

Procedure: Direct the class to research the youth activists in their community. To get started, have them call the local agencies working in international development (e.g. Oxfam, Cuso, Canada World Youth, Katimavik) or in immigrant and refugee resettlement organizations. Suggest they ask questions such as the following:

- Are there young people in your community who have worked toward world development, sustainable development or community development?
- Are there any young people from Africa in your community?

Have the students organize a special event with a speaker, or a group of speakers who can engage in a panel discussion. Suggest that they prepare questions for the speaker(s) such as:

- What got you started in this work?
- In what ways has your work been successful?
- Why do continue being involved with this kind of work?
- What have you learned from doing this kind of work?
- How could other young people get involved?

Activity 3: Keeping informed & Monitoring for Biases

Time Needed: Variable, ongoing

Materials Needed: Library and Internet access

Invite the students to keep a bulletin board of world events (either on the web or on a corkboard in the classroom). Instruct them on how to divide the news into categories of “good news” and “bad news.” Read through some articles with the students and show them how to detect signs of First World biases. Ask them to consider the following: Are the events or phenomena reported from a First World perspective? How can you tell? Is a developing world perspective included in the reporting?

Extension Activity 1: Facilitating Change

Invite the students to form a circle. Encourage them to speak about their visions for change. Suggest that they start with the stem:

“If I could change anything in the world, I would change . . .”

After each student has spoken, go around the circle again and ask each student to speak about the issues they feel most strongly about. How would they go about implementing positive change in this area?

5. WAR AND ITS EFFECTS

“While watching the women do their work, like going to the well, I suddenly realized that it was a safe journey only if they stayed on the path. But as soon as they stepped off the path to gather firewood or do other things, it became an act of great courage. You never knew where a landmine might be.” (Carol Newell, *Journey to Kapasseni*)

Background:

Africa is one of the world’s poorest continents, yet its leaders are currently spending massive amounts of their resources on war. In the 1980s, Africa imported more military armaments than food, even though certain regions were in the middle of a drought. War is a major cause of famine in Africa, and long term solutions to drought are difficult to implement when bombs

are being dropped. Civil wars, such as the one which just ended in Mozambique, have destroyed much of Africa's agricultural base, killed millions of its farmers, displaced millions of others and turned many men and boys (some as young as 8 years of age) into soldiers. When large amounts of money are spent on war, less food is produced for communities caught up in the conflict. The resulting poverty and hunger create huge social problems. In addition, health and education are neglected and children - like those in Kapasseni before their school was built - grow up with little education or training.

The Peace Accord signed in 1992 ended the 16-year-long civil war in Mozambique, a conflict which displaced approximately four million people. During the late 1980s and early 1990s, approximately 1.7 million refugees fled Mozambique to Malawi, South Africa, Tanzania, Swaziland, Zambia and Zimbabwe. In the period 1992 to 1995, 1.6 million people returned to Mozambique from its six neighbouring countries. During the year 1994, refugees returned at the rate of 17,000 a week; approximately 880,000 returned in 1994 alone. In Mozambique, a single community such as Kapasseni may include not only *regresados* (returnees), but also *affectados* (people affected by the war), *deslocados* (those internally displaced), *recuperados* (people liberated from rebel held areas), and *soldados desmovilizados* (former soldiers from government and rebel armies).

However, by the time the Peace Accord was signed, agricultural production was almost negligible, and Mozambique had become dependent on food aid for more than 3/4 of its basic grains. Four million people had also been displaced inside Mozambique itself; many of them were farmers from rural areas. The challenge now facing Mozambicans is enormous: they must begin to rebuild their lives, reintegrate into their communities and find the means to support their families.

Activity 1: The Impacts of War

Time Needed: 20 minutes

Materials Needed: Blackboard, chalk or paper and pens

Procedure:

Have the students discuss the impact of war as revealed in the film. As a class, list some of the direct consequences of the war on the people of the

village of Kapasseni. Consider the war's impact in terms of the following:

- ~ human costs
- ~ environmental costs
- ~ economic costs
- ~ effect on infrastructure

Activity 2: Development Choices

Time Needed: 30 - 45 minutes

Materials Needed: Pens, paper

Procedure:

Invite the students to work in pairs or in small groups and have them decide on the developmental priorities for their country. They must provide the basics for their people, allocating funds for health care, social services, education, agriculture, employment, housing, roads and military defense. Tell the students that money is limited. Explain that they have 100 million dollars to spend, and that it is up to them to decide where the money should go and why. Using the categories provided (health care, social services etc.), students need to decide how to allocate the money, answering the following questions as they do so:

1. Which category is your top priority? Why?
2. Consider who will benefit the most from the choices you've made.
3. Who would *not* benefit? Why?

When they have finished the task, invite the students to compare their lists with other groups. Then, working with the whole class, make a list of the areas that were chosen as top priority categories. Discuss the tradeoffs that were made in each case.

Activity 3: Thinking about War and Peace

Time Needed: Variable, could be 2-3 classes

Materials Needed: Pens, paper, guest speaker

Background:

In Mozambique, an initiative launched by churches bore fruit because they put spiritual vitality to use. The people on the opposing sides of Frelimo and Renamo hated each other, yet little by little, they became compatriots. The churches adopted the following practical principles in their search for peace:

- look for what unites people rather than what divides them
- discuss problems step by step
- remain continuously aware of the suffering that war causes people to endure
- work with friends and supporters from both sides
- remember the deeper dimensions of peace, such as forgiveness, justice, human rights, reconciliation and trust
- observe how the power of the churches is increased through their inter-denominational cooperation.

Procedure:

Initiate a brainstorming session with the students on the concepts of war and peace. Begin by asking each student to jot down what the words ‘war’ and ‘peace’ mean to them personally. Then discuss with them what it means for nations like Mozambique to have peace, and what it would be like to live in a world at peace.

Initiate a discussion about local and regional organizations which are working for peace. Have the students develop an inventory of these organizations, and if the class shows interest, invite a guest speaker from a selected agency to make a presentation to the class about their organization’s work.

Extension Activity 2: Keeping Journals

Time Needed: Ongoing

Materials Needed: Journals & pens

Procedure:

Have your students keep journals throughout the school term. Introduce them to techniques for mindmapping, idea-webbing, and other creative methods for initiating a writing session. You may want to provide them with

a weekly ‘writing stem’ to start them off and to teach them some of the basic guidelines for keeping a journal.

Guidelines for writing from *Writing Down the Bones* by Natalie Goldberg:

- Keep your fingers moving . . . don’t lift the pen from the page
 - Begin with stems: I remember . . .
I felt . . .
 - Write in different places
 - Write the real stuff; be honest and detailed
-

Tell the class that a journals are an excellent tool for use in global education as well as for life in general. Explain that they allow students to record their experiences and to reflect on complex issues. Journals also provide opportunities for students to go beyond the surface of an issue. They help those who keep them to probe their own inner values and beliefs. Encourage your students to draw, make collages and maps, and to use photographs in their journals. Emphasize that a journal is a tool for “seeing” more deeply into things. Explain that a journal can also be used to record quotations you want to remember, poems or songs you wish to learn by heart, or books you intend to read. In addition, journals can be useful for taking notes in class and answering questions that arise during group activities. They provide an opportunity and a forum for reflections and insights of any kind.

6. COMMUNITY BUILDING AND INTERNATIONAL CO-OPERATION

“We didn’t go there only to tell them what to do, but to perspire with them to show them what to be.” (Joseph Alfazema, Journey to Kapasseni)

When Joseph and Perpetua Alfazema went to Mozambique, they understood that they needed to lead by example. In the film *Journey to Kapasseni*, we learn that Joseph worked very hard to secure the success of the project. To begin with, he played a crucial negotiating role, securing the approval of the old chief who felt uncomfortable that he had not been asked if this project could go ahead.

Later, during the construction of the school, Joseph was up every morning, leading by the example of his dedication and capacity for hard work. At one

point in the film, Shivon Robinson observes, “The only way we were able to do it as individuals was because we had Joseph and Perpetua leading the way. They knew not to take on some grandiose, elaborate task but just to start with what they could do.”

Having grown up in Mozambique, Joseph and Perpetua were uniquely positioned to understand what their fellow Mozambicans could achieve - given the time and resources available - and what would be too big an undertaking. They intuitively understood that ‘community building’ requires that all members of a community being helped be empowered by the international assistance being offered to them. In Joseph’s words, “So we gave them encouragement.”

Activity 1: The Experience of Community

Time Needed: 30 minutes

Materials Needed: None

Procedure: Ask the students to discuss what ‘community’ means. Brainstorm with the students and put some associations for the term ‘community’ on the blackboard. Then encourage the students to reflect on a particular time in their lives when they have been part of some kind of community, working together to achieve a common goal. Elicit stories from a few students so that the others get the idea. Ask those students what it ‘felt like’ to be working together with others in order to achieve a shared goal. Then ask the students to work in small groups. Encourage them to talk about this period in their lives when they felt connected with others in some kind of ‘community.’ What did they like most about the experience? What made it worthwhile? From their experience, what are the characteristics of a good community?

Conclude the exercise by bringing the class together again. Ask the whole group what the characteristics of ‘a good community’ are. Put their ideas on the board. Discuss what aspects of their own community work well. Focus also on what is lacking in their community.

Activity 2: The Woolly Thinking Game: Making Connections

Time Needed: 1 to 1 ½ hours

Materials Needed: 10 pieces of chart paper, 10 sets of labels (3 per set and each set of a different colour), markers, pins or tape, scrap paper, 10 balls of wool of colours to match the labels. A large open space in the classroom is required so students can form a large circle.

Procedure: Choose, for discussion, up to ten topics related to Mozambique, as revealed in the film *Journey to Kapasseni: A Refugee's Gift*. These could include: War and its Effects, Refugees, International Aid, Development Needs and Choices, The Educational Needs of Children, Community Decision-making, Stereotypes, Roles of Men and Women, etc.

Students choose one of the ten topics by standing next to a particular sheet of chart paper. There should be no more than 3-4 students per topic. Each student should make and wear a label identifying her as a representative of that topic. Groups first brainstorm the issues surrounding their topic using the scrap paper provided, in response to “How is your topic related to the others?” (10 minutes) They then appoint a “static” negotiator and two “mobile” negotiators. The 10 static negotiators should stand in a circle and tie the end of their ball of wool around their waists. Their role is to stay in one place but join in negotiations with any of the mobile negotiators of the other nine groups. Mobile negotiators must go out and negotiate connections, links or relationships between topics. Each time a connection between two topics is discussed and agreed, the two balls of wool are passed across the circle and around the waists of the static negotiators of the two groups concerned. Keep the wool taut and bring the ball back to the static negotiator each time.

It is important that the thinking behind each agreement is recorded by the mobile negotiators of both groups on their sheets of chart paper. As the activity continues, a web of connections between the ten issues will be produced; the web will probably be so closely woven that mobile negotiators will have to crawl underneath to pursue their tasks!

Summary: When the activity feels complete, ask the static negotiators to sit down where they were standing – this keeps the web intact. Students can be encouraged to describe the negotiations in which they were involved and to reflect upon the connections made. Discussion of the absence of

connections can also be productive. Have students summarize the connections and their thoughts on the activity in their journals.

7. SHARING THE LIGHT: FOCUS ON EDUCATION

“Now they have a school; they have hope.” (Joseph Alfazema, Journey to Kapasseni)

In the film *Journey to Kapasseni*, Joseph Alfazema quotes the Mozambican chief who asked them for help: “We need a school for kids. Kids without a school – there’s no life in the future.” As the old chief knew well, education is an absolute imperative if a society is to grow and flourish. Just as food is required for the growth and development of the body, so is education essential if children are to develop mentally, emotionally and spiritually, sufficient to grow to adulthood and take over from where the older generation left off.

But the myriad cultures of the world are now migrating, intermingling and joining together in an entirely new multicultural blend, the likes of which the world has never seen before. And in the process, we are all being educated and re-educated about the different perspectives and cultural norms of people who used to live far away, but now share this smaller and smaller global village with us. A hundred years ago, Mozambique was a distant African nation that few Americans and Canadians knew anything about, or could ever visit. Now, it’s a day’s plane journey away, and news of its wars and droughts travels to us at the speed of light. We no longer have the luxury of being able to ignore our neighbours in the global village. When they suffer, we hear about it. Whether we choose to ignore it or not is our choice. In Joseph Alfazema’s words, “My experience in Canada has taught me that it’s good to help other people who are suffering.”

Through access to education, the children of Kapasseni, Mozambique have a chance of reaching their potential, of securing some of the opportunities that are so much more readily available to children in Canada and the United States.

Activity 1: Learning from Other Cultures: Global Education

Time Needed: 30 minutes

Materials Needed: Paper and pens

Procedure: Write this quote from Ben Fox on the blackboard:

“People tend to be very critical of refugees, and it’s in the news these days. What, I think, we can get from refugees are glimpses of other people’s cultures.” (Ben Fox, *Journey to Kapasseni*)

Ask the students to reflect on the various other cultures that they have gotten ‘glimpses’ into. Suggest that for each culture that comes to mind, they can make short notes, jotting down what they know about that culture and where, or from whom, they learned it. (10 to 15 minutes)

Now, ask the students to work in pairs and to share what they discovered. (10 to 15 minutes)

Conclude the exercise by bringing the class together. Ask them to tell the class what they’ve realized about where their knowledge of other cultures has come from. Were there any surprises?

Activity 2: WebQuest

Time Needed: 1 to 1 ½ hours

Materials Needed: Internet access

Procedure: Have the students choose one or two of the following websites. Encourage them to explore and evaluate the site(s) for 1) quantity and quality of content 2) ease of access 3) visual information (e.g. maps, charts, photographs, graphs, etc. Ask them to especially look for information on Africa as well as Mozambique. Later, have them report back to the class on their findings.

Curriculum resources about Africa are plentiful on the Internet. Many (including a specific site for Mozambique) are available at:

http://www.sas.upenn.edu/African_Studies/K-12/menu_EduBBS.html

More LINKS to related sites:

SchoolNet Grassroots Program	http://www.schoolnet.ca/grassroots
ePALS Classroom Exchange	http://www.epals.com
Global Village game	http://www.unicef-kids.org/
Voices of Youth, Three Forums:	www.unicef.org/voy/
Health Canada, National Child Day	http://www.hc-sc.gc.ca/child-day/
Save the Children	http://www.savethechildren.ca
Canadian Heritage (See UN Convention on the Rights of the Child)	http://www.pch.gc.ca/
Child Rights Information Network (CRIN)	http://www.crin.org/
Senator Landon Pearson's Site on	http://www.sen.parl.gc.ca/lpearson/
Partnership Africa Canada	http://www.partnershipafricacanada.org/
CIDA	http://www.acdi-cida.gc.ca/
COCAMO (Cooperation Canada Mozambique)	http://www.cocamo.com/

