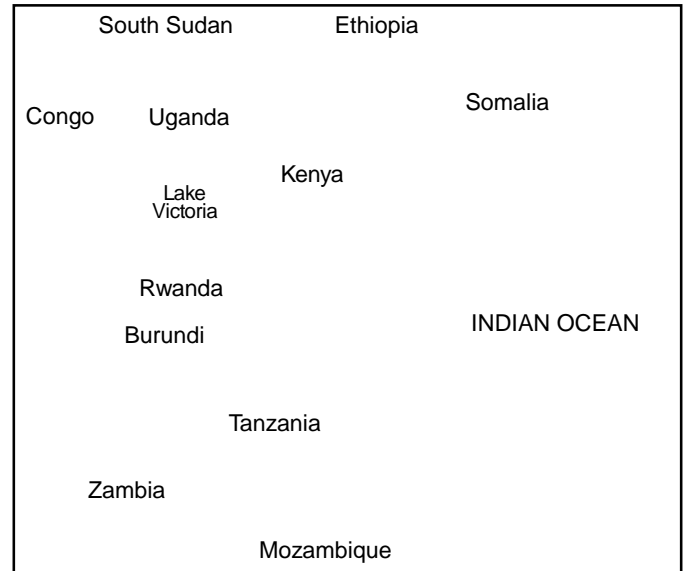


Activities and Discussions

World Connections: Where in the World?

Before reading *Mimi's Village*, *One Hen* or *The Good Garden* with your class, work with your students to locate your home country on a world map or globe, as well as the country in the story (Kenya, Ghana or Honduras). Next, ask students some of the following questions, depending upon their grade:

- Where is (Kenya, Ghana or Honduras) in relation to where you live?
- What continent is it on?
- What forms of transportation could you take to travel there?
- Is it in the Northern or Southern Hemisphere?
- How close is it to the Equator?
- What are the approximate coordinates of latitude and longitude for this country?
- What kind of weather would you expect?
- What would you pack in your suitcase if you were planning a trip there?



After reading *Mimi's Village*, *One Hen* or *The Good Garden* with your class, discuss the similarities and differences between the community in the story and your local community. Consider such facets as homes, food, clothing, schools, responsibilities of children within the family and community, etc.

Health and Wellness: Making Connections

Healthy Habits

- After reading *Mimi's Village* together, compare some of the improvements to health and wellness that take place in the story to practices that are used to help prevent illness in your community.
 - Begin by having students work in small groups to recall and list the many positive changes that happen in the story.
 - Next, ask students to brainstorm and list what we do in our community to help prevent illness (Possibilities may include vaccinations, washing hands regularly, using tissues, washing fruit and vegetables, having access to clean water, covering food outdoors, refrigerating fresh food, getting rid of standing water to prevent mosquitoes, using screens on windows, covering your mouth with your elbow when you sneeze ...)

- Share the lists as a whole class, then discuss the similarities and differences between healthy practices in our community and *Mimi's Village*.
- Have students create posters or advertisements about one of the items on the class list of illness prevention strategies. Use the posters/ advertisements to create a "Healthy Habits" bulletin board or display.
- Have students work in small groups to prepare and present a play about the importance of healthy habits in helping to prevent illness.

Community Connections

- Arrange for a visit from a community health nurse (*Mimi's Village*), a local gardening professional (*The Good Garden*) or a small-loans representative from a bank (*One Hen*). Provide the visitor with a copy of the applicable story before coming, and ask them to share with students ways in which what they do in our community have clear similarities to elements from the story. Before the visitor arrives, explain to students who is coming and why, and together as a class, create and post a list of questions students are interested in asking the local "expert."

process to ensure that it is cleaned and purified. To illustrate, explore how water is taken from local water sources such as lakes, and purified. Display a water filtration process poster or diagram to encourage discussion.

- Discuss why access to clean water is vital for people living everywhere in the world. Basic water use is different depending on where you live. What are the different ways that people around the world use water?
- Ask students to think of and share activities that humans engage in that can negatively affect water quality.
- Possible answers might include polluting through industry wastewater, automobiles, etc.; littering on beaches and from boats; oil spills; gas-powered recreational boats; runoff of manure and chemicals from farms; etc.
- Next, engage students in a discussion about environmentally friendly actions that can improve water quality. Encourage them to create a "How to Keep Our Water Clean" mural for display in the classroom, hall or library.

Science Connections

From Rain to Tap Water

- Provide students with the opportunity to explore how we get potable water in our community. Encourage discussion by posing questions such as:
 - What might happen if we drank water directly from our local pond / river / stream / lake? From the ocean?
 - Where does our drinking water come from?
 - How do the people in *Mimi's Village* ensure that their water is clean and safe for drinking? How is this different from what we do in our community?
 - How does our water get purified?
- Explain that depending where our drinking water comes from, its route is far from direct. Typically, water goes through a rigorous, step-by-step



Digging Deeper: Further Exploration of Global and Local Health Issues

- With older students, encourage further research on the topic of global or local health issues. Provide students with the following suggestions, and ask them to prepare a short written or oral presentation to share with the class as a whole.
 - Research Aqua Clara International to find out what they are doing to help developing nations acquire potable drinking water.
 - Visit the United Nations "International Decade for Action 'Water For Life' 2005—2015" website, and explore some of the activities and information provided. <http://www.un.org/waterforlifedecade/kids.shtml>
- Research a specific North American health concern or outbreak from the list below. Find information on the cause and the effect(s) on humans, and list means of prevention / cures etc.
 - the Walkerton, Canada E.coli outbreak
 - the SARS outbreak in Toronto, Canada

- West Nile virus
- influenza outbreaks such as swine flu (H1N1)
- C. Difficile (*Clostridium difficile*)
- Legionnaires' disease
- Salmonella
- Norovirus (Norwalk virus)

