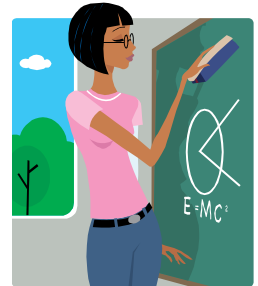


Celebrate Special Days with iEARN and make them meaningful by integrating iEARN Online Projects. Acknowledge your teachers by celebrating *World Teachers' Day* on October 5th and join the struggle to make real progress towards end of poverty on *International Day for the Eradication of Poverty*, October 17th.

Oct 5th - World Teachers Day

Brief History:

Teachers' Day is intended to be special day for the appreciation of teachers. UNESCO inaugurated **October 5th** as World Teachers' Day in 1994. According to UNESCO, **World Teachers' Day** represents a significant token of the awareness, understanding and appreciation displayed for the vital contribution that teachers make to education and development. Education International strongly believes that this Teachers' Day should be internationally recognized and celebrated around the world.



Oct 17th - International Day for the Eradication of Poverty

Brief History:

The **International Day for the Eradication of Poverty** celebrated every year on **October 17th** since 1993, when the UN General Assembly, designated this day to promote awareness of the need to eradicate poverty and destitution in all countries, particularly in developing countries - a need that has become a development priority. This day serves as an opportunity to acknowledge the effort and struggle of people living in poverty, a chance for them to make their concerns heard and for us to make a difference to their lives.

Teachers Career and Life- October 5th

iEARN *Oral History Project*

“Say thanks to a Teacher who made a difference in your life.”

Take some time out to honor your teachers and acknowledge the contributions they made to your lives by participating in.....

the World Teachers’ Day, a day set aside by the world community to celebrate teachers and the central role they play in nurturing and guiding infants, children, youth and adults through the life-long learning process.

Participation Guide for the Oral History Project - *Teachers Career and Life*

Activity Description:

- In this project you are asked to interview anyone of your teachers. You should ask them about experiences in their life and career related to teaching and growing as teachers.
- You should focus basically on the impact on career and personal growth as teachers. Following is a list of focus and corresponding suggested question for you to choose from for your interview. You need to select *some question* from this list related to the focus of what you wanted to know from them.
- Arrange the interview information in an interesting and well written *three* paragraph *essay/story/narrative*, giving it an interesting title.
- Once your story is complete, you are required to post it under the discussion “*Teachers Career and Life*” in the Oral History Projects forum, found under the category Culture and Society.



Oral History - Forum address: Submit your *essay/story/narrative* in Oral History forum under the discussion “*Teachers Career and Life*”. It can be accessed in iEARN Collaboration Centre, under the project categories ‘Culture & Society’ or can be accessed directly at:

<http://foro.iearn.org/.eea2db6/>

Oral History Questions - The Teachers Life and Career

Do early experiences influence the decision to become a teacher?

- ❖ Tell me about your first memory of school.
 - ❖ Was it in a city, small town, or country school? What was it like?
 - ❖ What did you do at recess?
 - ❖ Tell me about your favorite games.
 - ❖ What's your favorite memory?
 - ❖ What was your high school like?
 - ❖ Did you admire any one teacher? Why?
 - ❖ What were your favorite subjects? Why? What did you do for fun?
 - ❖ Tell me about any special achievement or awards you can remember.
-

How do people respond to training? Does it affect their work?

- ❖ Did you work at another job before becoming a teacher? Why did you change?
 - ❖ What do you remember most about teacher training?
 - ❖ What subjects did you take during training?
 - ❖ Do you recall any topics or subjects that were especially valuable later or of remarkably little value?
 - ❖ Did you have a practicum? Was it at a model school? What was different between your practicum and your first teaching position?
 - ❖ Did you learn how to manage a multi-grade class?
 - ❖ Were there any especially memorable instructors or friends? What were they like?
-

New experiences often make vivid memories.

- ❖ Was it hard to find your first teaching position? Did you send out a lot of applications?
 - ❖ Where was your new school? How did you get there? What was the community like?
 - ❖ Tell me about the school building and the supplies you found when you got there.
 - ❖ What were the grounds like?
 - ❖ Tell me about your first students. What was the age range? Was it a mix of ethnic groups?
 - ❖ Did anyone in the school give you special support or help? How?
 - ❖ What did you learn in later years that would have helped you at your first school?
 - ❖ What was the best part of your work day? What was the worst?
-

Does teaching develop a feeling of personal and professional growth?

- ❖ Is there one principal you admired more than others? How would you sum up her or his philosophy?
 - ❖ How did your work situation change with changes in administration?
 - ❖ Tell me about your favorite resources, textbooks, or activities.
 - ❖ How did you learn new ways to do things?
 - ❖ Did you belong to professional associations? Were they helpful?
 - ❖ Did you attend summer school? Take on summer jobs? What determined your choice?
 - ❖ Did you have student teachers or teaching assistants? What was it like to share your classroom?
 - ❖ What would you include in a scrapbook under "The Most Useful Thing I Did"?
 - ❖ What are your happiest memories of teaching?
 - ❖ What would you change if you could?
-



What are the practical and idealistic reasons for specialization?

- ❖ What made you decide to specialize?
 - ❖ How did you find your new job?
 - ❖ What goals did you have when you went into the new position? Did this change with time?
 - ❖ Think back to your daily activities. What tasks did you find interesting? Boring?
 - ❖ What were the rewards and punishments of "the system"?
-

How does the outside world affect teaching?

- ❖ What major social or political events occurred during your career? Did this affect your teaching in any way?
 - ❖ Did you ever have to deal with any physical disasters in the community?
 - ❖ What was your home life like when you were teaching? Did you ever find yourself with conflicting priorities?
-

Note: Project reports can be posted all through the months of October and November

Food for All – October 17th

iEARN Project - Feeding Minds Fighting Hunger

The **iEARN Feeding Minds, Fighting Hunger** forum will serve as a platform for “*Food for All Program*” and allow young people to be proactive to “fight hunger to reduce poverty” and plan some community action project. Teachers will encourage students to get involved in the project and reflect on their experiences to make a difference in the community.



Participation Guide for the “iEARN Feeding Minds Fighting Hunger - Food for All Project”

Step-1: Know about Hunger and Poverty:

As a preparation to the project, teachers can either give the print outs or have the students get information and have a class discussion on ‘The World Hunger Problems’.

Resource can be obtained from the following websites:

Facts and data on hunger and poverty:

<http://www.bread.org/learn/hunger-basics/hunger-facts-international.html>

<http://library.thinkquest.org/C002291/high/present/stats.htm>

Video clips on hunger and poverty

<http://millionsofmouths.com/blog/nfblog/2006/09/04/short-clip-with-facts-about-poverty/>

Step 2: Get into Action

- To start your project, first look at your community. This could be your school, your neighborhood or your city and choose a poverty stricken home/family with children that need your help.
- Collect food items for the family that you have selected. Every student in the class will bring one dry food/grocery item between Rs.50-Rs.100 and each class/section prepares a food box.

Step 3: Implement

Select a group of student from the class, visit the home of identified family and give the food box to them. Briefly interview them for their feelings and problems and share your experiences with them and take photographs if possible and allowed.



Step 4: Reflect

Ask your students to reflect on what they have accomplished and learned about Hunger and Poverty. Students should think about the impact they have had on those being served and how their own attitudes and behavior have changed

Step 5: Share

At the end of each of the projects students will share their project reports, experiences and outcomes in the form of simple reports, Power Point presentations, pictorial report or short 2 minutes videos and post on iEARN online **Feeding Minds Fighting Hunger** forum at <http://foro.iearn.org/.fa9c9aa/> under the discussion heading “**Action Projects from Pakistan**”.

Note: Project reports can be posted all through the months of October and November

iEARN username and password is required to access this forum. If you are not registered as an iEARN member this is time you should do so at <http://www.iearnpk.org/register.htm>

Direct all queries about this project and to alema@iearnpk.org

Join iEARN and Make a Difference to the World
www.iearnpk.org

The world hunger problem: Facts, figures and statistics

- In the Asian, African and Latin American countries, well over 500 million people are living in what the World Bank has called "absolute poverty"
- Every year 15 million children die of hunger
- For the price of one missile, a school full of hungry children could eat lunch every day for 5 years
- Throughout the 1990's more than 100 million children will die from illness and starvation. Those 100 million deaths could be prevented for the price of ten Stealth bombers, or what the world spends on its military in two days!
- The World Health Organization estimates that one-third of the world is well-fed, one-third is under-fed one-third is starving- Since you've entered this site at least 200 people have died of starvation. Over 4 million will die this year.
- One in twelve people worldwide is malnourished, including 160 million children under the age of 5. United Nations Food and Agriculture
- The Indian subcontinent has nearly half the world's hungry people. Africa and the rest of Asia together have approximately 40%, and the remaining hungry people are found in Latin America and other parts of the world. Hunger in Global Economy
- Nearly one in four people, 1.3 billion - a majority of humanity - live on less than \$1 per day, while the world's 358 billionaires have assets exceeding the combined annual incomes of countries with 45 percent of the world's people. UNICEF
- 3 billion people in the world today struggle to survive on US\$2/day.
- In 1994 the Urban Institute in Washington DC estimated that one out of 6 elderly people in the U.S. has an inadequate diet.
- In the U.S. hunger and race are related. In 1991 46% of African-American children were chronically hungry, and 40% of Latino children were chronically hungry compared to 16% of white children.
- The infant mortality rate is closely linked to inadequate nutrition among pregnant women. The U.S. ranks 23rd among industrial nations in infant mortality. African-American infants die at nearly twice the rate of white infants.
- One out of every eight children under the age of twelve in the U.S. goes to bed hungry every night.
- Half of all children under five years of age in South Asia and one third of those in sub-Saharan Africa are malnourished.
- In 1997 alone, the lives of at least 300,000 young children were saved by vitamin A supplementation programmes in developing countries.
- Malnutrition is implicated in more than half of all child deaths worldwide - a proportion unmatched by any infectious disease since the Black Death
- About 183 million children weigh less than they should for their age
- To satisfy the world's sanitation and food requirements would cost only US\$13 billion- what the people of the United States and the European Union spend on perfume each year.
- The assets of the world's three richest men are more than the combined GNP of all the least developed countries on the planet.
- Every 3.6 seconds someone dies of hunger
- It is estimated that some 800 million people in the world suffer from hunger and malnutrition, about 100 times as many as those who actually die from it each year.

Reference: <http://library.thinkquest.org>