

# DEV CON

Canadian Foreign Aid and Developing Countries



A group simulation for grades 8 to 12  
Social Studies, Economics, English

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Teaching Materials  
*from the*  
Stewart Resources Centre





To meet the need for instructional resources that complement new curricula, the Saskatchewan Teachers' Federation sponsored a professional development session and a unit writing workshop for teachers.

The workshops were facilitated by the Saskatchewan Professional Development Unit and teachers were assisted in their efforts to polish their units by staff from SPDU and the Stewart Resources Centre.

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## **Unit Concept**

1. This unit allows students to experience how Canada spends its foreign aid money, and how aided countries make the difficult decisions about how to spend it. Student groups work through the problem of preventing starvation in a drought stricken country helped by money from Canada. The package gives the teacher some suggestions for beginning and running the weeklong session. This version I've used as an introduction to ELA B 30, though I've also used it in grade 8 Social Studies and a colleague has used a version in Economics.
2. Student groups of four to six work well. Groups are given a country map and a package which reports on the current state of various areas of need and the cost of developing projects to meet that need. Often students come up with ideas which I had not considered and ask, "How much?" I come up with my own prices on the spot or disallow the project. Groups divide the problem into areas of responsibility to make decisions about where best to spend Canada's aid.

Groups meet daily for four days. In that time they:

- decide which projects best meet the country's needs
  - develop a three year budget
  - write out their proposal
  - create their presentation
3. On the fifth day, they present and defend their position. Presentations are limited to five minutes. Groups then defend their presentation by answering questions from the house – other groups who are sitting as the country's legislature. The teacher acts as the "prime minister—speaker." All questions are put through you.
  4. Evaluation is based on group participation, written proposal, oral presentation and defense.
  5. Unit time line.

Day 1 Intro week with "World Resources" object lesson, divide into groups, hand out packages and maps. Review assignment. Work. Mingle, listen in, participate in the discussion.

Day 2 Clear up areas of concern to the whole class. Work.

Day 3 Same as Day 2. Begin work on presentations.

Day 4 Finalize budget, write up presentation, develop presentation format.

Day 5 Presentation.

## ***Common Essential Learnings***

### **Communication**

- Students use language as a tool for learning and communicating.
- Students listen, speak, read, write, view, and represent with competence and confidence.
- Students communicate in various formats for various audiences and purposes.
- Students use the language to think, read, write, discuss, and learn about life, literature, and language itself.

### **Numeracy**

- Read, interpret and communicate facts and figures through reports, charts and graphs

### **Critical and Creative Thinking**

- Students use language as an instrument of thought.
- Students think reflectively, critically, and creatively.
- Students generate and evaluate ideas, processes, and products.
- Students listen, read, and view analytically and critically.
- Students make and justify decisions.
- Students pose questions and seek clarification.
- Students recognize bias and fallacies.

### **Personal and Social Values and Skills**

- Students learn to interact, co-operate, and collaborate.
- Students understand the importance of social responsibility and personal integrity in the use of language.
- Students recognize how stereotypical views can lead to prejudicial attitudes and discriminatory practices.
- Students explore the range of human virtues: those common or unique to different cultures, those which have remained constant, and those which have changed through the ages.
- Students understand self and society more completely.
- Students realize that literature enriches and broadens the experiences of life, including one's personal and social understanding and responsibilities.
- Students respect cultural perspectives that differ from their own.

### **Technological Literacy**

- Students understand that technology is a tool to facilitate language learning and communication.

### **Independent Learning**

- Students learn knowledge, skills, and attitudes necessary to become lifelong learners.
- Students learn to use a variety of resources to assist their learning.
- Students learn to plan, monitor, and evaluate their own learning.

# Foundational Objectives

Source: *English Language Arts (ELA) : A Curriculum Guide for the Secondary Level. ELA A10, B10, ELA 20, ELA A30, B30.*  
Saskatchewan Education, 1999.

## 1. Listen (p. 25)

### #1. Practice the behaviors of effective listeners.

- Evaluate ideas critically [A/B].
- Ask for clarification [A/B].

### #2. Activities: situation and purpose

- Listen to understand and learn [A/B] to analyze and evaluate [A/B]
- Assess the effectiveness of discussions, presentations, meetings, and speeches [A/B].
- Listen in order to assess positions on individual, community, national, or world issues [B].

## 2. Speak (pp. 20-21)

### #1. Talk is an important tool for communicating, thinking and learning

- Speak to share thoughts, opinions, and feelings [A/B].
- Recognize and adjust verbal and nonverbal presentation elements [A/B].

### #2. Practice the behaviours of effective speakers

- Adjust verbal and nonverbal presentation elements appropriately for audience.

### #3. Speak fluently in a variety of situations . . .

- Function effectively as both a group member and a group leader [A/B].
- Speak to inform and persuade [A/B].
- Deliver an explanatory presentation, supplemented with diagrams, charts, illustrations [A].
- Develop and articulate defensible positions on national, or world issues [B].
- Practice the rules and procedures that govern business or community meetings [B].

## 3. Write (pp. 26-27)

### #1. Recognize writing as a constructive and recursive process:

- develop ideas previously explored into draft form [A/B]

### #2. Practice effective behaviors

- Develop compositions with explicit thesis statements [A/B].
- Demonstrate the ability to trace a coherent thought pattern to a suitable conclusion [A/B].
- Write conclusions appropriate to the overall intent [A/B].
- Analyze and evaluate their own and others' writing for ideas, organization, sentence clarity, word choice, and mechanics (i.e., capitalization, punctuation, and spelling) [A/B].
- Assess compositions for unity, coherence, and emphasis [A/B].

**#3. Write fluently....purposes and audiences**

- Write to express understanding [A/B] persuade [A/B]
- Write a convincing argument using logical thought and persuasive language [B].

**4. Read (pp. 30-33)**

**#1. Behaviours of effective reading**

- Respond personally, critically, and creatively [A/B].
- Evaluate the accuracy and usefulness of information presented [A/B].
- Locate, assess, and summarize information from a variety of sources [A/B].

**#2. Read a Variety of Text/Purpose: Activities**

- Make and defend an informed critical response [A/B].
- Cite appropriate evidence to support responses [A/B].
- Develop and articulate defensible positions on individual, community, national, or world issues reflected in texts [B]

**5. Represent and View (pp. 34-35)**

**#1. Create nonverbal/visual aids**

- Present information on a topic with class members in a planned and focused group session using a variety of audio-visual strategies [A/B].

**#2. Recognize nonverbal/visual aids as communication/learning tools**

- Recognize viewing as an active process.

**#3. Practice effective viewing**

- Respond critically to visual representations such as charts and graphs [A/B].
- Evaluate critically information obtained from viewing visuals [A].

## ***Linkages to Curriculum Guides***

This unit could fit in a number of places. Most recently, I've used it as an intro to ELA B 30.

## ***Objectives Specific to Unit***

- introduction into the year and non-Canadian theme.
- develop some class cohesion with a group activity before other work.
- "real world" language use.
- become aware of world outside Canada before focussing on non-North American literature.
- become aware that problems are often difficult to solve and often with conflicting solutions
- learn prioritize to deal with the most important first.
- develop, present and defend a position.



## ***Teaching Strategies***

1. Direct instruction: Demonstration
  - Run a doughnut simulation to introduce the concept of the division and consumption of earth's resources.
2. Direct instruction: mini lecture to introduce student task.
3. Interactive instruction – Group collaboration
  - Groups of four to six solve the assigned problem, write the paper, develop an presentation, make the presentation and defend their solution.
4. Experiential learning
  - Simulation of a foreign aid situation.

## ***Teacher Notes: Unit Progression***

### **1. Speaker/Video**

A presentation on third world issues, the North-South dichotomy, or development philosophy and strategies. Speakers and videos are available from a number of sources -- World Vision, Mennonite Central Committee, Canadian Food Grains Bank, Lutheran World Relief, Catholic One World, CUSO, CIDA to name a few. If you go with this option, you'll need to add at least a class period to the time line. I've done this at the beginning and in the middle of the progression. Both work.

### **2. Doughnut Object Lesson**

- Before class, obtain at least one doughnut for each class member – or some other “sweet” which the whole class can eat.
- Before class, prepare slips of paper, one for each class member. Write:
  - North American on 5% of the slips
  - European on 15% of the slips
  - Latin/South American on 10% of the slips
  - African on 10% of the slips
  - Asian on 60% of the slips.
- Place slips in “hat” and have students pick one as they enter. Have doughnuts clearly visible.
- Explain that the doughnuts represent all the world's resources – all it manufactures, all the mines, oil wells and forests, all rivers and oceans, all!

- Place the following chart on the overhead or blackboard. As you write or reveal each area, divide the doughnuts up into the representative piles. For instance, write down the figures for North America, pile up the doughnuts, take 20% and dump in the garbage.

World Area	World Population Percentage	Percent Resources Used	Percent of Waste
North America	5%	60%	20
Europe	13	25	
Latin and South America	10	5	
Africa	12	5	
Asia	60	5	

- Ask a representative of each world area to come get their doughnuts. In a class of 30, the 18 Asians will have to share 1 ½ doughnuts and the North Americans will throw away 3 ½.

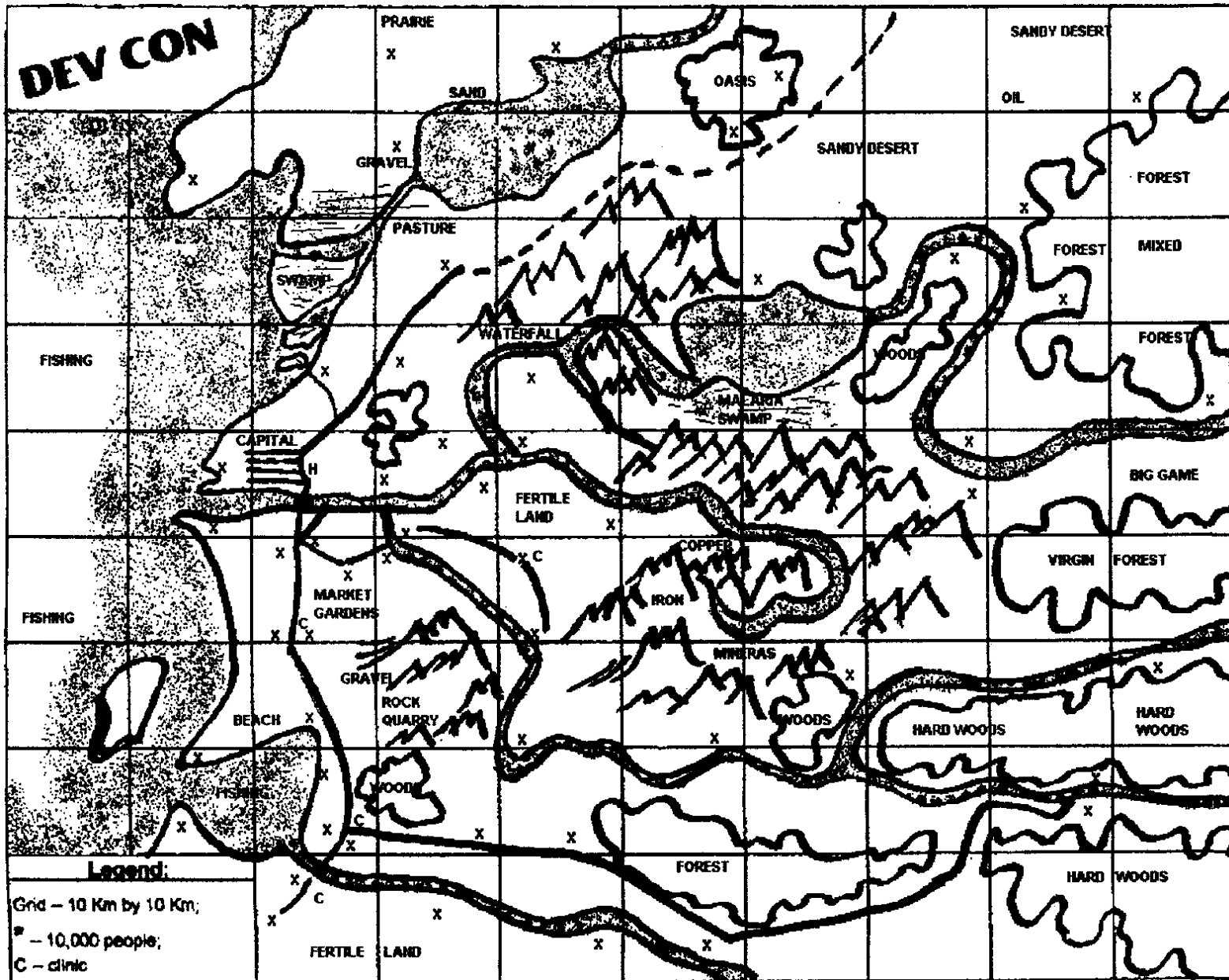
Debrief – expression of feelings on all sides. Finish by making sure everyone has a chance at a doughnut.

## ***The Unit***

Break into groups for the simulation. Hand out student packages and maps. It will be helpful to have the maps run off on some stiffer paper and laminated. This allows multiple use. The students could also use water-based markers to draw in their solutions. Making an “overhead” version for each group, or finding some way to enlarge the map can be helpful too.

- Read through “Introduction” and “Your Job” together. Questions about evaluation and end. Let the students work.
- Allow another 3 to 4 periods to work. Circulate, take part in the discussions, answer questions (you are the price catalogue for anything not in the package), prod, remind of the presentation coming.
- Oral presentations: **\*teacher becomes the “Prime Minister.”** Class becomes the Parliament. Presentations are made to the teacher. After the presentation, questions are addressed to the prime minister who directs them to the presenters. Record which group is asking the questions and note how the presenters answer.

# Dev Con



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## Introduction

The map you have could be for any developing country. This country has much potential but for many reasons, it has not been able to develop its resources. In fact, if things stay the way they are, there will be a food shortage in one year. You are to pretend that you are part of a group of economic advisors whose job it is to prevent the famine and start the development.

Every year, Canada gives aid to some developing countries. Canada has given this country 50 million dollars to help out. On the pages which follow are lists of problems, projects and prices on which you may advise the country to spend the 50 million.

## Your Job

Your group of economic advisors has been hired to create a three (3) year development plan for the country using the 50 million dollars Canada will donate in each of those years.

1. Look over the map and this financial report as a group. Get a feel for the problems and possible solutions. What needs to be done first? And then?
2. Assign areas of responsibilities for each member of the group. Prepare lists of possible projects and costs for each area.
3. As a group, decide which projects best meet the needs of the country over the three year period.
4. Prepare a report to sell your plan to the country's government. Your group will be presenting your report orally to the class which will represent the government. Your teacher will act as the Prime Minister. Your report should contain:
  - a) the essay outlining your group's priorities, approach to project choices and overall spending,
  - b) your budget for each of the three years.
  - c) you may use charts, overhead or even **PowerPoint** to make your case more convincing.A copy of your budget must be available the day before the presentations.

5. Your group is limited to no more than five (5) minutes in your presentation. At the end of your presentation, members of the "government" will question you. Be prepared to defend your report.  
Not all of your group must speak in the report, but all must have an active part.

Before you start, the following questions might help your group focus on the problem:

What are the geographical characteristics of this country? How and where would it be possible to grow more food? Which areas would be best for cattle? Where and how should crops be stored and processed? Where would it be possible to process meat and fish? What kind of transportation would be needed? Where are the harbors? Are more docks needed? Where would it be possible to produce hydro electricity? What kind of mineral wealth is available? Would you ship it out of the country or smelt it in the country? How could you improve the situation in the towns? How long will you have to depend on free food aid?

## Agriculture

### Assessment:

The country now imports one half of its food needs. It practices subsistence cropping which is very dependent on rains at the right time. Field clearing and preparation is done manually. No fertilizers or mechanization is used.

### Possible Projects.

- You can recommend that the country buy packages for market gardening, maize or grain farms, or poultry, cattle, pigs or chicken farms.
- These packages include the necessary machines, breeding stock and materials to get them going. Each package has the potential to feed 5% of the population by the **second** year it is in operation.
- Each package requires that you supply the necessary instructors and education the people need to continue the project after you leave – for instance the education to run and repair the machinery, or to use the fertilizers and sprays.
- Remember to plan for balanced diets.
- You will need processing and storage facilities for each agriculture package you purchase.
- Be careful that you place the projects in places that can support them – the right soil, the right moisture.

### Costs:

Item	Cost
Per package	\$1,500,000
Per storage/processing facility	\$1,000,000

Training: See “Education”

Remember to consider also transportation needs, the roads and vehicles to take the produce to market.

## Transportation and Communication

### Assessment:

Except for the capital, all roads are plain dirt and cannot take large trucks. The country has no freight trucks or railroads. Busses and telephones are adequate in the capital but almost non-existent elsewhere. There are no pipelines. The airport in the capital is barely adequate for small jets, not large enough to land large freight planes. The dock in the capital is adequate to unload most ocean going ships. Rivers are navigable by tug and barge but currently there are none.

### Possible Projects and Costs:

Item	Cost
Roads: gravel	\$20,000 per km
paved	\$200,000 per km plus the cost of gravel
bridges	\$500,000 each

\*\* If you build roads, you will need to develop gravel pits. If you pave, you need a source of oil.

Airports: costs 10 kms of gravel or pavement depending on the type of airplane you plan to have using your facilities.

Railroads:	\$200,000 per km
Pipeline:	\$50,000 per km
Vehicles:	
semi tractor	\$75,000
trailer	\$10,000
gravel/grain truck	\$50,000
locomotive (1 for every 30 cars)	\$300,000
box car – rail	\$30,000
bus (school bus type)	\$50,000
plane or helicopter (10 passenger)	\$1,500,000
Telephone exchange	\$5,000,000

Training: See "Education"

## Mining

### Assessment:

The country has surveyed its mineral resources as you see them on the map.

- There are proven oil and gas reserves to supply domestic needs for gas and oil and some for export. Two of every three wells are dry. No more than 20 wells are possible. From the time you drill your first well to your first oil paycheck will be two years if you ship your oil out of country. If you refine the oil yourself, you need to build a refinery. First paycheck is four years.

- b) There are commercial bodies of iron and base metal ores but no mines or smelters have been built. If you decide to mine and ship the ore, you will need to build a railroad from the mine to the capital's port. It will take three years before you see a paycheck. If you choose to smelt the ore in country, you need to build a smelter. You will earn more but, it will take five years before you see a paycheck.
- c) There are a number of rock, clay and gravel sites by none are developed. A gravel pit can be prepared within a month. You will need a gravel pit for every 50 kms of road you build.

### Possible Projects and Costs

Item	Cost
oil well	\$200,000
(Return is one quarter the cost of the well for the next 15 years.)	
refinery/smelter	\$20,000,000
(Return after set up is 10% of the cost for the next 20 years)	
gravel pit	\$10,000

Transportation needs: Consider roads, railroads or pipelines you will need to build to take these resources to market.

Training: See "Education".

## Lumber

### Assessment:

The country processes considerable quantities of hard and soft woods which could be further developed. Woodworkers cut what they need and hand split or saw the planks they use for building. Getting some portable sawmills into their hands could improve their production in the first year. A commercial sawmill won't be in production for 2 years. Some small shops make excellent furniture, but only with hand tools. Currently, there are no facilities to make commercial use of the good wood resources of the land.

### Possible Projects and Costs

Item	Cost
sawmill (portable)	\$10,000
(Return is 10% directly to the independent workers in the first year.)	
sawmill (commercial)	\$10,000,000
(Return is 10% per year after set up minus reforestation and pollution costs.)	
pulp mill	\$20,000,000
(Return is 10% per year after set up minus reforestation and pollution costs.)	
furniture/wood products factory	\$1,000,000
(Return is 10% per year after the first year.)	

Transportation needs: How would you get the products to where they would be used? Where you locate the commercial plants? How would you get raw materials there?



Reforestation and pollution control: this country's government will charge 10% of the profits of any lumber related company to clean up spills and plant trees to replace those cut.

Training: See "Education".

## Fishing and Shipping

### Assessment

Fish at the coast are plentiful, but only one group of villages has a fleet of boats to supply the country. Any fish sent to other parts of the country must be dried, salted or smoked. There are no processing plants or canneries. Other than at the capital, there are no docks capable of handling a freighter or a tanker. The rivers are capable of transportation, but no river craft aside from small boats are used.

### Possible Projects and Costs

Item	Cost
fishing boat (20 could feed 5% of population after second year)	\$200,000
processing/storage plant (not ready for use in second year)	\$1,000,000
dock (small – one for every 5 fishing boats)	\$30,000
dock (large – one for every 2 tugs)	\$300,000
river tug	see locomotive
barges	see rail cars

Training: See "Education".

## Electricity

### Assessment

Only the capital has electricity. but, it is generated by expensive imported diesel fuel. To help the country advance, electricity production must increase dramatically. Cold storage, computers, electric tools, processing plants and hospitals are some of the things that need electricity. If you don't supply electricity, you can't have these things.

Using waterfalls and dams could more than supply the country's projected needs. Look for places to place generators. Be careful what you flood when you place a dam.

## Possible Projects and Costs

Item	Cost
dam	\$30,000,000
generator (25% of country's needs each)	\$5,000,000
power lines	\$20,000 per km

Training: See "Education".

## Tourism

### Assessment

As yet, there is no tourism and only a few brave tourists. The climate is pleasant year round, especially at the coast. There are long stretches of beach south of the capital. The country has much other natural beauty: a great variety of land forms and some exotic animals, some endangered. (Poaching is a problem.) So, tourism is a definite possibility. Remember that to set up tours, hotels and parks means a lead time of 3 years before profits start.

### Possible Projects and Costs

Think about all that goes into making it possible for tourists to visit a place and all that is necessary for local people to benefit from the money tourists spend. Think about projects which will preserve the ecology as well as provide jobs.

Item	Cost
Hotel (3 star)	\$2,500,000
Park/game preserve	\$5,000,000
Promotion/ads	\$5,000,000

Transportation: See "Transportation and Communication"

Training: See "Education"

## Towns and Cities

### Assessment

The capital with a population of 500,000 is by far the largest single centre. Other villages you see marked on the map are scattered around the country. Each "house" represents a village of 10,000 people.

Fresh water is a big problem. There are no sewage treatment facilities, and only a few places in the capital have running water. At present, all sewage is dumped into the river systems, often close to where people get their drinking water. Cholera and other water born diseases are common. The water table is fairly shallow, so wells could be dug cheaply and produce clean water within a week of starting. But crews are limited. Only 100 wells a year can be dug. Basic septic fields could be developed in the villages, but

the capital will need a more expensive fix. This is a heavy investment of time (2 years) and money (see below)

In the villages, housing is usually adequate, but in the capital, 80% of the population live in quickly thrown up huts which offer little protection or privacy. Basic housing is possible at a reasonable cost, but takes a long time. Crews can get up no more than 100 houses per year.

### **Possible Projects and Costs**

Item	Cost
well (serves 2000 people)	\$1,000
sewage (per 1000 people – septic field)	\$5,000
active sewage treatment (per 1000 people)	\$10,000
housing (per house. 6 people per house)	\$10,000

Streets: See “Transportation and Communication”

Training: See “Education”

## **Health Care**

### **Assessment**

Lack of fresh water, uncertain food, poor housing, inadequate sewage disposal and soap are some of the problems facing citizens in keeping their families healthy.

Transportation to clinics for checkups or vaccinations is very difficult. Often people don't know how diet or clean water could make their lives better. Most of these health concerns could be met by developing projects from other areas.

But, there is only one hospital with doctors and that is located in the capital. Hospitals are expensive to run and staff, but needed for more complex cases and even research into local health problems.

Less than a quarter of the other population centers have clinics staffed by nurses but often they don't have the experience, training or equipment to do what is needed. A clinic for every 10,000 people would be very helpful. Nurses and health workers for 10 clinics a year (2 per clinic) could be trained.

### **Possible Projects and Costs**

Item	Cost
hospital	\$5,000,000
clinic	\$250,000

Training: See “Education”

Transportation: See "Transportation and Communication"

## Education

### Assessment

Only one quarter of the population is literate. Most people cannot read a newspaper or a contract or the instructions on their prescription. The country has made huge strides already to improve the situation. The capital has a dozen primary schools and every village has a primary school, and education is compulsory up to grade 6. But, the schools are crowded, often 100 to a room, and the teachers barely trained.

The capital has a high school, but few can afford the fees to send their children. There are no universities, and the one technical school is just being built.

Teachers for the primary schools could be trained within six months, 50 at a time. But high school and technical instructors will have to come from some other place – often Canada -- for a number of years.

Remember that any technical course you offer will take about a year to complete – maybe more if the students don't have the base knowledge.

### Possible Projects and Costs

Item	Cost
primary school (1 per 2000 people, needs 6 teachers)	\$250,000
high school (1 for every 10,000 people; find 15 teachers for each)	\$1,000,000
technical courses & teacher training (add these to the technical school being built. You need one for each project you develop. <b>For some projects the expense is yearly.</b> )	\$250,000
teachers (you need to pay experts and teachers from other countries. You pay transportation, housing, salary.	\$100,000/year of a project

## Food

### Assessment

Currently, the country can almost feed itself, except under the drought conditions it has just gone through. Many of the village people have been forced to eat their seeds. Then it must either go through the expense of importing food, or hope countries like Canada will donate food. **It needs food for half of its people very quickly.** Food aid from the Canadian Food Grains Bank can make it to the country in two weeks. Seeds and fertilizers to grow food for the next years are also needed.

The problem is that often the food, imported or local, can't get to where it is needed most. Docks in the capital can handle only two or three big ships at a time. There are no storage facilities and very few trucks to haul produce to market on the bad road. Sometimes food aid that countries like Canada give rots or is eaten by rats before it can be distributed.

### **Possible Projects**

Item	Costs
food aid	free for ¼ of the population
imported food	\$200,000/1000 people/year

Transportation: See "Transportation and Communication"

Storage: See "Agriculture"

### **Report Format Reminder**

The written report will serve as a part of the presentation of your position to class. It should include:

- a thesis introducing the task
- the general approach your group took to the problem – how did you decide which projects got priority?
- priorities itemized
- a budget / spending plan for each of the three years
- a conclusion which sums up why you feel your solution would be best for the country.

Remember that this is a presentation. Think also about how you might make your presentation. What charts, maps, overheads, PowerPoint might you use? Make them large and clear enough for the whole class to see. Make sure they actually help your case.

Remember that class members will be asking questions about your solution. Be ready to defend it.

When other groups are making presentations, look for places to question their solution.

### **Assessment tools**

#### **1. Group Work**

\*See page 71 to 76 of the ELA curriculum guide for samples of various group assessments for many helpful suggestions. My assessment was much simpler. As I circulated, participated in groups, answered questions, I noted which groups were on topic, which individuals were contributing to the solution. The mark was a 2, 1, or a 0. A possible **10 marks** for group participation.

## 2. Written Report

\* Look for:

- thesis
- general approach to problem – how did they decide which projects got priority?
- priorities itemized
- a budget / spending plan for each of the three years
- a conclusion

I didn't worry too much about mechanics on this assignment. There is little time for revision or proof reading. **Mark out of 20.**

## 3. Presentation

\*In the curriculum guide, see page 87 for a sample assessment for a group presentation, and Page 88-89 for a sample rubric for a group presentation.

\*Need to add sections for asking questions and responding to questions. My grid looked like this. Rank each area out of 5. Total for the presentation 30.

Group Area	Voice Volume & Clarity	Visuals visibility & helpful	Objective for each year	Content persuasive	Response to questions	Questions asked
1						
2						
3						
4						
5						
6						

## ***Bibliography***

What follows is a list of sources I've used or skimmed for ideas – in most cases long after I'd initially written the simulation. There are lots of resources available, often in your own communities. I noted in the Unit Progression notes a number of NGO's to contact as well as CUSO and CIDA. Most of these can be contacted through their affiliated churches. Many are listed in Regina and Saskatoon phone books. CIDA especially has a rich source of material from a Canadian perspective.

1. *A Developing World*, CIDA Public Affairs Branch. 200 Promenade du Portage, Hull, PQ. K1A 0G4. Excellent wall map of various aspects of development.
2. *A Developing World* [Kit]. CIDA, Hull, PQ. Activities for elementary, secondary and adults. Available for borrowing from the Stewart Resources Centre, STF.
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9. Zarowny, T. *Rethinking the myths surrounding 'development' and Africa: a simulation on international development*. Available for borrowing from the Stewart Resources Centre, STF.