



# Measles Initiative

*A Service-Learning Project*  
American Red Cross of Central Maryland<sup>1</sup>

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**Students, teachers, and organizations are INVITED to participate in an exciting *service-learning project* that benefits children at risk for contracting measles. By spreading awareness and donating much-needed money, you will prevent the deaths of many children across the world.**

Each year, measles, a disease that Americans are vaccinated against, annihilates one million children across the world. One-half of those children who die from this treatable disease live in Africa. So far, 60% of measles deaths in Africa have been prevented through the Measles Initiative; with your help we can do even more this year! The donation of just one dollar prevents a child from suffering complications from this devastating disease. Think how many lives you could impact with this project!

- **WHO?** Schools, businesses, community groups – anyone can help!
- **WHAT?** Raising awareness & funds for measles vaccines, by hosting an event for *Measles Eradication Week*.
- **WHEN?** March 12-18, 2006.
- **WHERE?** Across Central Maryland.
- **WHY?** To prevent death in children at high risk for measles.
- **HOW?** Start reading this packet and visiting the website, <http://www.redcross-cmd.org>



## Why participate in the Measles Initiative?

The goal of *Measles Eradication Week* is to raise awareness in Central Maryland about the worldwide measles crisis and to raise money for measles vaccines overseas. So far this campaign has been a great success! Over 200 million children in Africa have been vaccinated, preventing 1 million children from dying from measles over five years. But, there is still much work to be done, and you can make an even greater impact!

## How to use this packet:

In this packet, you will find information about the disease of measles and more information about how you can host an event for Measles Eradication Week. **The information is broken into four sections—for students (pg. 2), for community groups (p. 5), for teachers (p. 8), and general information about the disease (p. 12).**

## How to host a Measles Eradication Week

First, think about the amount of time you have and the size of your group. A week-long event with activities planned every day would be a great option for a group with resources and time to commit. However, if you do not have the time or people to commit to a full week of activities, you may consider raising awareness throughout the week ending in a one-day event, or hosting a simple one-day event.

*How will your group organize Measles Week? Pick one:*

- **Each day** of Measles Eradication Week we will offer an educational activity or fun event.
- **Promotion** of Measles Eradication Week, **leading up to a one-day event** at the end of the week.
- **One day** during Measles Eradication Week we will offer an educational activity or fun event.

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<sup>1</sup> The American Red Cross, a humanitarian organization led by volunteers and guided by its Congressional Charter and the Fundamental Principles of the International Red Cross Movement, will provide relief to victims of disasters and help people prevent, prepare for, and respond to emergencies. This project is in support of the Fundamental Principles of the International Red Cross and Red Crescent Movement—humanity, impartiality, neutrality, independence, voluntary service, unity, and universality.

## For STUDENTS

### Basic steps STUDENTS can take to initiate this project in schools or groups:

- 1) Send in the postcard to obtain more information and instructions.
- 2) Delegate 2-3 leaders for the measles project.
- 3) Recruit students who would be interested in presenting this information to your school/group.
- 4) Send your presenter volunteers to the Red Cross "Measles Initiative Kick-Off Celebration". (Check <http://www.redcross-cmd.org> for the date and time.)
- 5) Brainstorm ideas for running the Measles Initiative in your school/group during *Measles Eradication Week* – March 12-18, 2006.
- 6) Make Red Cross aware of your plans for measles week and start preparing.
- 7) Raise and collect funds and participate in activities during measles week.
- 7) Send funds and success stories to American Red Cross at 4800 Mt. Hope Drive Baltimore, MD 21215 ATTN: Youth Services.
- 8) Pat yourself on the back, thank everyone who participated, and tell the Red Cross about your accomplishments!

### An Example of a Full Week of Activities

#### Day 1:

- Hang a large sign in a public area that reads: "Measles is one of the most contagious diseases known."
- As people enter school/organization, they are given one of three kinds of colored stickers (you can find colored dots at office supply stores.) Later in the day they will discover the meaning of the sticker.
- Have a respected person announce the start of Measles Eradication Week and its purpose. At that time, reveal the significance of the stickers: (The following statistics should be calculated for the number of people in your school/organization.)
  - 50%** of the students did not contract the measles that year and lived (Green stickers)
  - 46%** contracted the measles, but lived (Red Stickers)
  - 4 %** contracted the measles, but died (Black Stickers)(Example--*In a school/organization with 2000 people, 1000 would not have contracted, 960 did but did not die, and 40 died of complications from the measles*).
- Show the first video over centralized TV channel. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
- Create and distribute flyers about the project to all teachers/ leaders of your organization.
- Place flyers all over the building.
- Collect money in the lunch area or at a specified site in the building (i.e. use change cans to collect loose change).
- Place a display about the Measles Initiative in an area with a lot of traffic like a lobby or cafeteria.



#### Day 2:

- Hang a large sign in the same area as Day 1 that reads: "Measles kills more children in Africa than AIDS."
- Place a visual representation of the number of children who would receive vaccinations from your donations on the walls of your building as a motivation tool to reach your fundraising goal (you need to decide what is realistic for your group). As each dollar is donated, paper dolls (you may be able to find

these at a school supply store, or cut out your own) are either taken off or put up on the walls of the hallways or lunchroom to signify the number of children you have vaccinated. A variation of this is to get a roll of paper and tape it up. Cut out a sponge in the shape of a person, dip the sponge in paint, and print a person for each child. Different colors can also signify classes, or groups to instigate a competition within your school to raise the most money.

- Place laminated flyers or table tents on lunch tables or in prominent areas.
- Continue walking around lunchroom/building with donation cans.
- Have all organizers wear a measles t-shirt. (to purchase t-shirts, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
- Show a video highlighting the effects of measles and how widespread it is. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org)) \*

### Day 3:

- Hang a large sign in the same area as Day 1 & 2 reading: "Measles causes blindness and brain damage."
- Continue to put up visual representations (e.g. paper dolls).
- Show the 60-second "Don't Turn Away Clip" on school TV./ to a group. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org)) \*
- Continue walking around lunchroom/building with donation cans.

### Day 4:

- Hang a large sign in the same area as the first three days reading: "Measles Vaccines cost less than \$1.00."
- Post signs highlighting items that cost between \$.80 - \$1.00. Draw items that cost less than \$1.00 to show how inexpensive a vaccine is.
- Continue to put up visual representations (e.g. paper dolls).
- Sell donated baked goods with attached Measles facts during lunch/at a group event.
- Continue walking around lunchroom/ building with donation cans.
- Put the measles display in another area of the building.

### Day 5:

- Hang another large sign in the same area reading: "1,200 kids die from the measles in Africa each day."
- Show a second video clip highlighting the impact of the Measles Program. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
- Continue to hang up visual representations (e.g. paper dolls).
- Near the end of the day, make an announcement to the whole school/group telling them the total amount that they collected and the total number of deaths they prevented through fundraising. Thank everyone for their involvement and effort.

**\*Measles videos are available for purchase by emailing [youth@arc-cmc.org](mailto:youth@arc-cmc.org)**

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about your plans and accomplishments!  
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## Sample one-day events for schools

### **“Race to Eradicate”**

Organize a race involving groups, schools, and community members. Involve local sponsors, advertise within the community, and recruit friends and families to participate in the race.

### **Sporting Events**

Use sporting events to raise awareness, focus on school spirit, and make use of competitions between schools. Use scoreboards to increase awareness and use catch phrases like “Help to fight the measles crisis!” If an event charges admission prices, you may want to raise the price as your fundraiser.

### **Host a Poetry Night**

Host a poetry evening when students will read their own poetry. Sell tickets to the event. You may also want to consider selling art created by students as a fundraiser during the evening.

### **Lotteries and Prizes**

Contact local businesses who will donate prizes. Sell raffle tickets for a dollar-a-piece for each entry. Whoever wins gets the prize(s).

### **Host a Flea Market**

Ask students and parents to donate items they no longer want, or sell table space in a parking lot or large indoor area.

### **Hold a Penny War**

A great way to foster class spirit! Come up with a reward for the class who has the most positive points at the end of the Penny War. Designate one jar for each class to collect coins. Pennies equal 1 positive point. Nickels equal 5 negative points. Classes try to put as many nickels (negative points) in the other class’ jars. Whichever class has the most positive points at the end of the designated time, wins the reward.

### **Host a Bake Sale**

Have parents and student volunteers bring in homemade baked goods. Have the sale in a public area or during an event like ‘Back to School night’.

### **Hold a Car Wash**

Make large posters and hold the event in an area with a lot of vehicle traffic. Make sure to inform the Red Cross about your plans before you do this!

### **Tie in the Season**

Measles week falls in March. Sell St. Patrick’s Day lollipops with messages that students can send to each other. Wishing others good luck will bring good fortune for those receiving a measles vaccination!

### **Host a Dance Concert**

Get sponsors and host a talent or dance concert. Charge admission. All profits go to the initiative.

### **Sell Measles Pins**

Set-up a table and display. Sell pins. (email [youth@arc-cmc.org](mailto:youth@arc-cmc.org) to receive measles pins)

## For COMMUNITY GROUPS

### Basic Steps Community Groups can take to organize this project:

- 1) Send in the postcard to obtain more information and instructions.
- 2) Read this packet in its entirety before brainstorming ideas with your group about the activities you would like to hold to celebrate Measles Eradication Week.
- 3) Recruit 1-2 volunteer presenters who can attend the Measles Initiative Kick-Off Event at the Central Maryland Chapter. Refer to our website for time and date. (<http://www.redcross-cmd.org>) There, volunteers will learn more about the Measles Initiative and how to make a presentation to a group about the project.
- 4) Log yourself and your group onto the national webpage of the American Red Cross: <http://www.redcross.org> to find up-to-date information about international crises and ARC international response and involvement.
- 5) Once you have definite plans for the week, make Red Cross aware of the activities you plan to hold and start preparing.
- 6) Raise and collect funds and participate in activities during measles week in March.
- 7) Send funds and success stories to American Red Cross at 4800 Mt. Hope Drive Baltimore, MD 21215 ATTN: Youth Services.
- 7) Pat yourself on the back, thank everyone who participated, and tell your local Red Cross about your accomplishments.

### An Example of a Full Week of Activities

#### Day 1:

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- Have a respected person announce the start of Measles Eradication Week and its purpose. At that time, reveal the significance of the stickers: (The following statistics should be calculated for the number of people in your school/organization.)
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- Show the first video. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
- Create and distribute flyers about the project to all leaders of your organization.
- Place flyers all over the building.
- Collect money in a specified site in the building (i.e. use change cans to collect loose change).
- Place a display about the Measles Initiative in an area with a lot of traffic like a lobby.



#### Day 2:

- Hang a large sign in the same area as Day 1 that reads: "Measles kills more children in Africa than AIDS."

- Place a visual representation of the number of children who would receive vaccinations from your donations on the walls of your building as a motivation tool to reach your fundraising goal (you need to decide what is realistic for your group). As each dollar is donated, paper dolls (you may be able to find these at a school supply store, or cut out your own) are either taken off or put up on hallways to signify the number of children you have vaccinated. A variation of this is to get a roll of paper and tape it up. Cut out a sponge in the shape of a person, dip the sponge in paint, and print a person for each child. Different colors can also signify classes, or groups to instigate a competition to raise the most money.
- Place laminated flyers or table tents in prominent areas.
- Continue walking around building with donation cans.
- Have all organizers wear a measles t-shirt. (to purchase t-shirts, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
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### Day 4:

- Hang a large sign in the same area as the first three days reading: "Measles Vaccines cost less than \$1.00."
- Post signs highlighting items that cost between \$.80 - \$1.00. Draw items that cost less than \$1.00 to show how inexpensive a vaccine is.
- Continue to put up visual representations (e.g. paper dolls).
- Sell donated baked goods with attached Measles facts at a group event.
- Continue walking around building with donation cans.
- Put the measles display in another area of the building.

### Day 5:

- Hang another large sign in the same area reading: "1,200 kids die from the measles in Africa each day."
- Show a second video clip highlighting the impact of the Measles Program. (to purchase videos, email [youth@arc-cmc.org](mailto:youth@arc-cmc.org))
- Continue to hang up visual representations (e.g. paper dolls).
- Near the end of the day, make an announcement to the group telling them the total amount that they collected and the total number of deaths they prevented through fundraising. Thank everyone for their involvement and effort.

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## Sample One-Day Events for Community Groups

### **International Day**

Plan a day filled with multicultural activities and food and a kick-off for the measles fundraising campaign.

### **Spaghetti Dinner**

Organize a spaghetti dinner fundraiser with proceeds going to the Measles Initiative.

### **Poetry Night/Musical Night**

Host a poetry evening when performers will read their own poetry. Sell tickets to the event. You may also want to consider selling local art as a fundraiser during the evening.

### **Host a bake sale**

Have volunteers bring in homemade baked goods. Have the sale in a public area or during an event.

### **Hold a car wash**

Make large posters and hold the event in an area with a lot of vehicle traffic.

### **Lotteries and Prizes**

Contact local businesses who will donate prizes. Sell tickets for a dollar-a-piece for each entry. Whoever wins, gets the prize(s).

### **“Race to Eradicate”**

Organize a race involving groups, schools, and community members. Involve local sponsors, advertise within the community, and recruit friends and families to participate in a race. (Interesting race ideas could include a raft race, or a 5K run)

### **Host a flea market**

Ask people to donate items they no longer want, or sell table space in a parking lot or large indoor area as a fundraiser.

### **Sell Measles Pins**

Set-up a table and display. Sell pins. (email [youth@arc-cmc.org](mailto:youth@arc-cmc.org) to receive measles pins)



## For TEACHERS

### Basic Steps TEACHERS can take to educate their students about global issues:

*You can make a difference in the lives of the children overseas by teaching your students about the impact of disease in third-world countries as well as educating them about specific countries where most of the money raised will be sent, such as Liberia, Ethiopia, Chad, Mali and areas affected by the 2005 tsunami. Measles Eradication week creates the perfect opportunity for teachers to incorporate “international affairs” into daily lesson plans.*

- 1) Send in the postcard to obtain more information and instructions.
- 2) Read this packet and look for the *Guiding Questions* and activities for different subject areas that connect the Measles Initiative to Maryland’s content standards.
- 3) Recruit a presentation volunteer from your school who can attend the Measles Initiative Kick-Off Event (check out website <http://www.redcross-cmd.org> for date and time of the event) at the Central Maryland Chapter Headquarters. There, volunteers will learn more about the Measles Initiative and how to make a presentation to a group about the project.
- 4) Log yourself and your students onto the national webpage of the American Red Cross: <http://www.redcross.org> to find up-to-date information about international crises and ARC international response and involvement.



## Guiding Questions & Activities For Teachers American Red Cross of Central Maryland

In your learning, you may wish to study a particular country or region where the Red Cross will use the money that you raise to help thousands of civilians in danger of contracting measles. The following questions were created with that in mind. The Red Cross will save lives all over the world through vaccinations with your help, but the following countries are the ones that will be especially targeted through this mission:

- |               |             |              |                                   |
|---------------|-------------|--------------|-----------------------------------|
| ●Nigeria      | ●Liberia    | ●Ethiopia    | ●Cote d’Ivoire                    |
| ●Chad         | ●Mali       | ●Zambia      | ●Democratic Republic of the Congo |
| ●Burkina Faso | ●Madagascar | ●West Africa | ●Angola                           |

### Art

- ◆ What forms of art are most common (pictures, sculpture, woodcarving etc.) in the country? Why these?
- ◆ What are the most popular themes of artwork?
- ◆ How do the art works reflect the culture and traditions of the country?
- ◆ Bring a sample (or show a picture) of artwork from the country. Discuss the artwork in terms of elements of art and principles of design.
- ◆ What are the emblems of the Red Cross? What do they mean?

### Business Education

- ◆ What types of businesses are best represented in the country? Why these?
- ◆ How are businesses typically run in these countries?
- ◆ Why are measles vaccinations “cost effective?” What does that mean?
- ◆ What was the effect of American capitalism in this country?



- ◆ How does an unstable economy and disease affect business and the health industry in this country.
- ◆ Research the price of vaccines for measles and the percent of people in these countries that can afford to visit the doctor or get a cure.
- ◆ How do incomes of citizens in those countries compare to the incomes of Americans.
- ◆ Design a product that will be stable in this region of the world. Defend your product and its design.
- ◆ How many people die from measles each year due to lack of funding for vaccinations?
- ◆ How much of United States money is given to funding third world countries? How much of our money is used to buy weapons?

### **Biology/ Ecology/Geography**

- ◆ Where is the country located?
- ◆ What is the climate in the region? How does it affect the ability of people to grow crops and/or raise animals?
- ◆ What kinds of plants grow there? What kinds of animals are found there? Why are these plants and animals there?
- ◆ Compare the country to your community. How are the natural environments of these two places similar and different?
- ◆ What major waterways (rivers, lakes, seas, etc.) are in the country's region?
- ◆ What are the different types of ecosystems found there?
- ◆ How does the natural environment impact the people in these areas?
- ◆ What are the concerns or environmental issues in this area? Why are these issues of concern?
- ◆ How have natural disasters impacted the ecology of the region?
- ◆ What are the symptoms of measles and what are the ways that it can be prevented?
- ◆ Where are measles most common?
- ◆ Can measles spread? How? What systems of the body do they attack?
- ◆ What is a vaccine and how can it help fight measles and other infectious diseases? (polio, hepatitis, meningitis)
- ◆ In how many countries does the Red Cross (American or International) assist people?

### **Cultural Studies**

- ◆ What holidays are celebrated in the country?
- ◆ Is there a dominant religion? Are there other religions present? If so, what are they?
- ◆ What special customs observed for marriages, births, funerals, and other important occasions? Why are these rituals observed?
- ◆ What are the effects of measles on families and community relationships?
- ◆ What is the size of an average family?
- ◆ What is the average population in these countries? Why?
- ◆ What are the big cities in the country? How did this area become urbanized?
- ◆ Do the majority of people live in the cities, suburbs, or rural areas? Why did they congregate in these areas?
- ◆ Do you think Red Cross societies are identical in all countries of the world? Why do some differences occur?

### **Foreign Language**

- ◆ What language(s) do people speak in this country? How did this language become the dominant one?
- ◆ What kinds and how many dialects are spoken in this region?
- ◆ What foreign languages do people from the country learn?
- ◆ Write a letter in French to children in Burkina Faso.

### **Health/Physical Education**

- ◆ What are some major health concerns in the country?
- ◆ What are some of the major causes of disease in the region? Why?
- ◆ How is measles spread through a community? What are the correlations between disease and economy?
- ◆ What assistance can residents of the country get when they are ill? Compare this to medical assistance in the United States.
- ◆ How have natural disasters affected the health of people in this region?
- ◆ Is physical education compulsory in schools? Do you think it should be compulsory? Why or why not?
- ◆ What kinds of sports are commonly played in schools? Compare this to the sports played in American schools.
- ◆ What sports are not popular among the people of the country? Explain your answer.
- ◆ How is the American Red Cross involved in health awareness? Why is this important?
- ◆ What is the role of the American Red Cross in responding to the health concerns of the most vulnerable people in the country (local/international)?
- ◆ What are the common symptoms of measles? How can measles be prevented? How do measles effect the body?
- ◆ What are the chances of dying for a person contracted with measles?
- ◆ What are some possible results after contracting measles?

### **Language Arts**

- ◆ What types of stories are told in the country? How do they reflect beliefs of the people? What were the main themes of the stories/songs?
- ◆ Discuss the oral traditions of the country.
- ◆ How did the modern culture and media affect oral traditions of this region?

- ◆ Who are the premier authors in this country? What genre is most popular?
- ◆ How do the stories told or written reflect the culture/politics of the nation?

### **Mathematics**

- ◆ Is math education available to all people in this part of the world? Why or why not?
- ◆ How does the inability to get math education limit one's opportunities?
- ◆ Do math tasks (calculations, charts, graphs, etc.) related to the size of the country, its population, literacy rates, or other demographic information.
- ◆ Conduct a research on the statistics of measles. Do pie graphs to see how many can afford to be vaccinated? How many citizens are vaccinated?
- ◆ Analyze how many children can be saved by the money you raised through measles awareness week?

### **Music**

- ◆ What style of music is popular in the country? What are their most common instruments?
- ◆ What is the main style of music younger people listen to? What do older people listen to?
- ◆ Who are the famous musicians from this region?
- ◆ Play a sample of music for the class.

### **Nutrition**

- ◆ What are some types of food or meals commonly eaten in the country? Why do they eat these foods?
- ◆ Are there any similarities between their food and American food? What are they?
- ◆ What are the major crops in the region? Why?
- ◆ What effect do natural disasters, wars, and economical crises have on people's ability to feed their families?
- ◆ How can we help those who starve in other countries? What does Red Cross do to help?

### **Social Studies**

- ◆ Where is the country located?
- ◆ What type/form of government do they have? What system?
- ◆ What are the major employment areas?
- ◆ What is the name of their currency? How stable is its value? Why?
- ◆ What kinds of trade are found inside and outside the country? With which countries do they trade?
- ◆ Is the economy of the country prosperous? Explain your answer.
- ◆ Discuss economic trends there. How is economy affected by disaster?
- ◆ What natural resources significantly affect the development of economy in this part of the world? How?
- ◆ Were there any important political uprisings? What were the outcomes? Are political uprisings frequent in this area?
- ◆ Are there a lot of freedoms and opportunities in the country? Does the government protect freedoms? Is the government able to establish and preserve the order?
- ◆ Is there poverty in this region? Why do you think so? What causes it?
- ◆ Is the country affected by war or armed conflict? What is the role of the Red Cross in responding to the needs of the people who were struck by adversity?
- ◆ When was the first case of measles discovered? By whom?
- ◆ When was the vaccine developed? Made legal? First used?
- ◆ Who developed this vaccine?
- ◆ Who are the most vulnerable groups of the country? How do the basic principles of International Humanitarian Law (humanity, impartiality, neutrality, etc.) help to provide protection to these groups?

### **Technology**

- ◆ What kind of equipment is commonly used in houses/offices?
- ◆ What technology is available for students in their schools? Why?
- ◆ Is there evidence of technological progress? Compare the availability of the Internet in the US and the country.
- ◆ Identify and discuss a connection between technological progress and economy.
- ◆ How has biotechnology helped the cause?
- ◆ What type of technology should countries with severe health problems have? Why?
- ◆ What Red Cross Fundamental Principle applies to the distribution of medical assistance and emergency relief supplies?



# Service-Learning Best Practices Project Guide

## Measles Initiative

### American Red Cross of Central Maryland



This project can be a great service-learning experience for your group. Service-learning is a method of experiential education that links academic learning with student service that benefits the community. The Maryland Student Service Alliance, in partnership with the American Red Cross and Governor's Office on Service and Volunteerism, offers the following project guide to help you prepare for, carry out, and reflect on this project. This project guide follows Maryland's Seven Best Practices for Service-Learning in an effort to help you craft a meaningful, academically and globally relevant, and engaging project.

#### **1. Meet a recognized community need**

Explore with students what educational need(s) the project will meet. For more information on measles, visit [www.redcross-cmd.org](http://www.redcross-cmd.org) and <http://www.measlesinitiative.org/>

#### **2. Achieve curricular objectives through service-learning**

Examine your course or team goals, outcomes, and indicators to identify ways to integrate the project into classroom lessons. The Guiding Questions and Activities handout can get you started.

- ◆ Does this connect to geography or science outcomes?
- ◆ Could you connect the collection activity to math indicators?
- ◆ Could you have students engage in reading, writing or researching about the project in language arts or social studies?

#### **3. Reflect throughout service-learning experience**

Assist students to engage in creative and meaningful reflection strategies by creating a video or photo documentary of the project, creating artwork or poetry to express what they have learned through the project and how they felt about it, or reading articles and stories related to the topic and discussing them. Hold classroom discussions on the project periodically to reflect. Reflection questions could include:

- ◆ How will this project impact the lives of the victims of measles?
- ◆ Do we have an obligation to help others who are in need?
- ◆ What are you learning through this project?
- ◆ Imagine that you have survived a human disaster and someone from far away tried to help you...

Refer to the Reflection Ideas for additional possibilities.

#### **4. Develop student responsibility**

As an adult sponsor of this project, your role should be to help students discover how to organize and execute the project. Encourage students to be creative and take leadership and ownership of the project. You might consider having students' form various committees to work on different parts of the project. For example, they could conduct outreach to the community to collect donations from citizens and businesses.

#### **5. Establish community partnerships**

Work with students to identify partners, in addition to the American Red Cross, who could provide information or resources for the project. Maybe a missionary from a hospital would be willing to act as a guest speaker. Students could also solicit local businesses for donations.

### **6. Plan ahead for service-learning**

Review your curriculum to look for possible links to this project. Peruse the Guiding Questions and Activities resource to stimulate your thinking of how to link the project to your curriculum. Visit our website <http://www.redcross-cmd.org/> for more details on the project.

### **7. Equip students with knowledge and skills**

Students need to be prepared to engage in the project in two ways:

- ◆ Students should spend time exploring the concepts of citizenship, civic duty, and responsibility. Students should be aware that the project they are about to engage in is a service-learning project that will address a very real global-community need while helping students develop academic and personal knowledge and skills at the same time.
- ◆ Students should develop an understanding and appreciation of the country they are studying (refer to Guiding Questions and Activities for assistance), disaster, international relief, as well as teamwork and project execution skills.

## **Reflection Ideas**

### **Measles Initiative**

### **American Red Cross of Central Maryland**

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The following questions can be used for reflecting on the project. You can also adapt them to fit other service-learning projects.

- ◆ Why do children need vaccines? Why do some people and countries have less than others do?
- ◆ What are my fears, doubts, or judgments about measles and victims of measles? What are my judgments about people who have less and more than I have?
- ◆ How is the Red Cross and its partners helping us/me by placing that money into good use? How does helping victims of measles help me?
- ◆ Under what conditions am I willing to receive? How might it feel to receive a vaccine for a disease?
- ◆ Do I believe that one form of service is superior to another? Are there better ways to help victims of measles? Do I think it is worthwhile to help others?
- ◆ What are my/our motivations for helping children through this project?
- ◆ What would I change to make measles initiative a better service-learning experience? Would I be involved in this kind of a service-learning project again in the future? Why or why not?

# Measles Information

## Frequently Asked Questions

### **Q: Why is American Red Cross concerned about measles?**

**A:** The American Red Cross charter (1905) says:

"The purpose of this corporation shall be to carry on a system of national and international relief in mitigating the suffering caused by pestilence, famine, fire, flood and other great national calamities, and to devise and carry on measures for preventing the same."

The World Disaster Report for 2000, published by the International Federation of the Red Cross, reported that while 100,000 people in Africa died of disasters and 200,000 die of famine, 13 million died of infectious diseases. Measles is the single leading cause of death due to infectious disease in Africa and is the leading vaccine-preventable cause of children's death in the world. Before introduction of the measles vaccine in 1962, essentially all children acquired measles and about 5% died from it. Measles can be particularly devastating during famines and to refugees and other displaced persons. With effective routine and mass vaccination programs, the Western Hemisphere has essentially eliminated measles cases and deaths. In Africa, there are 200 million children at risk for measles and only about half of these have access to routine vaccination services. Annually, Africa has an estimated 12 million cases and 450,000 measles deaths. African children are particularly susceptible due to poor health conditions and difficult living situations. In the 36 measles endemic African countries, one in every 100 susceptible children dies from measles.

### **Q: What is the Measles Initiative?**

**A:** The Measles Initiative is a long-term commitment to control measles deaths in Africa by vaccinating 200 million children through both mass and follow-up campaigns in up to 36 Sub-Saharan African countries. So far, 60% of measles deaths in Africa have been prevented through the Measles Initiative. The goal of the Measles Initiative is achievable but will require sustained effort to increase awareness, build capacity, and raise the necessary funds. The Measles Initiative includes partners from domestic and international organizations committed to reducing measles mortality. To harness this interest, the American Red Cross hosted the "Meeting for Measles Advocacy" in Washington, D.C. in January 2001 to bring the partners together and to formulate a strategy to turn their commitment into action. Most leading international public health agencies attended. One of the most significant results of the meeting was the formation of the US-based Measles Partnership, a group that pledged to work together in partnership to significantly reduce measles mortality, and to advocate for sufficient funding and human resources to achieve that goal.

The partnership has three main funding partners - the American Red Cross, the United Nations Foundation (UNF) and the Centers for Disease Control and Prevention (CDC). Other partners include the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and the International Federation of Red Cross/Red Crescent Societies. The partners coordinate regularly on strategies, planning and field operations. The list of partners is expected to grow.

Initially, the Measles Partnership is focusing its efforts on controlling measles deaths in Africa and areas affected by the 2005 tsunami, but hopes to take its mission worldwide in the future.

### **Q: What does measles look like?**

**A:** Children usually do not die directly of measles, but from the complications which attack their already weak immune systems in the days following. Measles attacks the body, inside and out. It is similar to HIV in the sense that when it knocks down the immune system, the child becomes susceptible to the myriad of diseases festering in poor living conditions. While the typical red spots of a measles rash in America may signal a mild disease, that same rash becomes a severe attack on all of an African child's skin surfaces including the gut, cornea and lungs. The direct damage caused by measles can be high fever, peeling of the skin, and encephalitis leading to

brain damage. The complications from measles are even more severe and can include blindness, severe diarrhea, malnutrition, and pneumonia. Measles is just one more assault on already unhealthy bodies.

**Q: How does a child get measles?**

**A:** Because measles is one of the most highly contagious diseases known and carried in the air, some susceptible children contract it in crowded places like a market or at school just by coming in brief contact with someone who has it. These children will develop measles within seven to 10 days. When these children are at home, they live in cramped quarters, many times sharing a bed with their younger brothers and sisters. Then, when their younger siblings become sick, they may be at particularly high risk of severe disease and death because of the large dose of measles virus they have contracted.

**Q: When measles was prevalent in the United States, why did American kids have a better outcome than African kids?**

**A:** Some American kids did die of measles. In 1990, more than 100 American children died of measles

1. American kids are healthier to begin with, particularly their vitamin A status
2. There are fewer exposures to the follow-on (sequelae) diseases - bacterial pneumonia and diarrheas
3. There is better access to health care - particularly antibiotics for sequelae diseases
4. American doctors are better trained and know how to recognize impending serious situations
5. The initial exposure (viral load) is lower in the U.S. because of brief exposure, for instance at a school as opposed to heavy exposure (such sleeping in the same bed as many African children do)
6. American parents are better informed and know not to do harmful ritualistic things (such as withholding food) from their sick kids
7. Even when African parents know what to do, they lack the resources to do it (such as giving their children clean water, treating fevers, transportation to hospital)

**Q: How does measles relate to HIV/AIDS?**

**A:** The measles disease can be devastating to HIV-infected kids. At the start of the Measles Initiative (2001), measles was the leading cause of death for children with AIDS who were not vaccinated. Since secondary diseases such as pneumonia and diarrhea can kill a child with measles, imagine what happens when a child with an already weakened immune system from HIV gets measles. If the Initiative can prevent children from getting measles, it removes the leading cause of death in these children. WHO and UNICEF have adopted a policy that all children living with HIV and AIDS MUST be vaccinated against measles.

**Q: How will eliminating measles from Africa help children suffering from other diseases?**

**A:** Since health resources for children are typically quite poor in Africa, diseases 'compete' for these limited resources. So, when there are measles campaigns, measles wards empty and don't fill up again, and beds open up for children suffering from other diseases including HIV and AIDS. The Initiative effectively increases hospital capacity to treat more kids. Statistics show that after measles campaigns, within three weeks, hospital bed capacity increases 10-15%, due to the decrease in measles cases. Also, since thousands of volunteers are recruited during measles campaigns, these same volunteers help provide education and social mobilization for other diseases. After measles campaigns are complete, the same successful process and strategies can be instituted for other diseases.

**Q: In the United States, children are given a combined vaccination including measles, mumps and rubella. Why does the initiative only give the measles vaccine in Africa?**

**A:** The Measles Initiative follows the recommendations given by African countries as to which vaccinations to use. The scientific reasons as to why the rubella vaccine is not used in Africa are complex, but these recommendations are endorsed by WHO and UNICEF. In these countries, rubella and mumps are much less of a problem than measles.

**Q: How do you know how many lives were saved/deaths averted based on the number of children vaccinated?**

**A:** The World Health Organization makes estimates about the number of deaths present in any country for most causes, including measles. After measles campaigns, disease surveillance in the country provides an estimate of

the decrease in deaths due to measles. Usually, this is a 100% decrease. Thus, the deaths prevented in the year following the campaign are equal to the number of deaths that WHO estimated to have occurred in the year of the campaign. Also, the impact of a particular campaign lasts for three or four years (until the next campaign). Thus, each year following the campaign, as long as in-country surveillance shows there to be a low level of cases, the 'lives saved/deaths prevented' number is equal to the WHO estimates of deaths in the absence of campaigns.

**Q: How does the American Red Cross relate to Rotary International?**

**A:** In 1985, Rotary launched the PolioPlus program to protect children worldwide from polio. In 1988, the World Health Assembly committed the world to eradicate polio. Since that time, Rotary's efforts and those of partner agencies, including the World Health Organization, the United Nations Children's Fund, the United States Centers for Disease Control and Prevention, and governments around the world, have achieved a 99 percent reduction in the number of polio cases worldwide. The Measles Initiative, that includes these same partners plus the UN Foundation and the American Red Cross as the 'Rotary' of measles, uses a similar strategy to wipe out measles - through grassroots mobilization and mass vaccination campaigns. The American Red Cross and Rotary International work closely with WHO to maximize disease control efforts for both measles and polio.

See [www.polioeradication.org](http://www.polioeradication.org) for details.

**Q: Who pays for the vitamin A doses that are given to children under five years of age during campaigns?**

**A:** The Canadian Government (Canada International Development Agency (CIDA) pays for all vitamin A used in campaigns, through UNICEF.

**Q: What is the cost of the Measles Initiative?**

**A:** The overall direct costs of the African measles campaign have been estimated at more than \$285 million. The American Red Cross has committed to leading an advocacy and resource mobilization effort to raise a substantial proportion of the overall costs. In doing so, the American Red Cross is partnering with other leading national and international organizations. Together, these organizations have set a target of raising \$200 million, which would vaccinate 200 million at risk children. It now costs approximately one dollar to vaccinate a child against measles. This includes all costs including vaccine, syringes, health worker per diem, logistics and community mobilization. Measles vaccination is the most cost-effective public health intervention available.

**Q: Why is measles such a concern during times of conflict and in refugee camps?**

**A:** Measles can be a particularly severe disease in conflict and refugee settings as victims may be nutritionally compromised and the health system may not be able to provide either prevention or treatment. The current standards of care in such situations (i.e., [The SPHERE Project](#)) identify measles vaccination as the highest priority health intervention. There has been considerable success in having "Days of Tranquility" during which conflicts have been temporarily stopped to allow health workers and the population to receive polio vaccination. Recent Days of Tranquility for polio vaccination have occurred during the conflicts in southern Sudan, DR Congo, and Ivory Coast. The UN and the Red Cross movement have been the key brokers of these events. If measles control is to be successful, such Days of Tranquility must occur.

**Q: How is the Measles Initiative funded?**

**A:** The main mechanism for funding was created following discussions between Dr. Healy, President and CEO of the American Red Cross, Tim Wirth, Director of the UN Foundation, and Dr. Jeff Koplan, Director of the Centers for Disease Control and Prevention. The UN Foundation is matching CDC and American Red Cross contributions, up to \$5 million each. Each organization has committed the maximum amount bringing the first year total to \$20 million. We anticipate that this agreement will be renewed yearly for the next several years.

**Q: What are the roles of the five core Measles Initiative partners?**

**A:** Each partner has several specific interests and competencies. For example, WHO develops programmatic policies, and provides field staff and operational support. UNICEF handles logistics such as vaccine purchase and delivery, as well as field staff. The CDC supports operations research, disease surveillance, and program

evaluation, and also funds professional staff in Africa. The Canadian government has a longstanding commitment for measles funding to UNICEF and WHO, and also provides vitamin A wherever it is needed. African Ministries of Health implement in-country activities and will provide in-kind contributions in the first year.

The American Red Cross' contributions include coordination, advocacy, and fundraising. A particular contribution of the Red Cross International Movement is social mobilization. Social mobilization is led by local Red Cross volunteers and is a grass roots community effort to educate and motivate African mothers and caretakers to bring their children to be vaccinated.

Partners recognize that the American Red Cross involvement is required to: 1) create and sustain a coalition of leading public health agencies 2) attract substantial financial and technical resources to the coalition 3) assure involvement of national Red Cross/Red Crescent societies and 4) integrate measles with other initiatives.

Without American Red Cross, the partnership would have the difficult task of identifying a prestigious private-sector partner that also has community-level operations in Africa.

**Q: What are American Red Cross' funding priorities?**

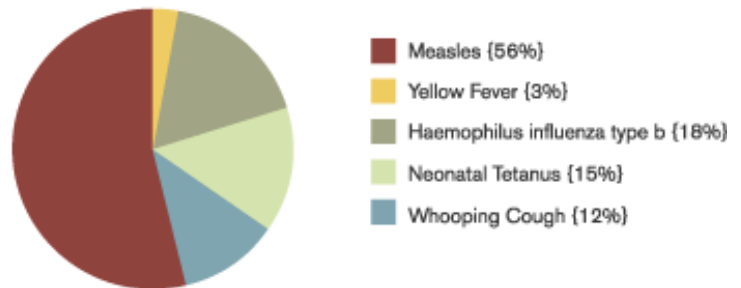
**A:** We have four priorities: 1) Assuring safety, quality and respect for persons consistent with our fundamental principles 2) Coordinating measles activities with the International Federation of the Red Cross and other African Red Cross Society health initiatives, such as the African Women's Initiative 3) Involving National Red Cross/Red Crescent Societies to participate in social mobilization for measles campaigns and 4) Conducting high quality assessments to guide program planning. Partners have enthusiastically supported these priorities.

## Interesting Facts about Measles

**The bad news:**

- Of the 1.7 million vaccine-preventable deaths among children in 2000, nearly 50% died from measles (777,000 deaths)
- An estimated 23 million children suffer from measles every year
- More than half of measles deaths every year happen in Africa (about 295,000) which translates to:
  - 1,200 children die every day of measles in Africa
  - 51 children die every hour of measles in Africa
  - one child dies every minute of measles in Africa

**Causes of Vaccine-Preventable Child Deaths in Africa {AFRO 2000}**



- In the 36 endemic African countries, one in 100 children dies of measles
- In Africa, there are 38 million children at risk for measles and only about half of these have received any measles vaccine through existing services
- Measles, spread through the air, is one of the most contagious diseases known
- Measles is one of the leading killers of children in Africa and is the leading cause of death among unvaccinated children
- Virtually every community in Africa is affected by measles
- Measles attacks skin surfaces (gut, cornea, lungs) and attacks the immune system so children die of complications from measles including diarrhea, pneumonia, blindness



- Visible signs of measles include fever, rash, running nose, cough, red eyes, red lips, peeling of the skin, and difficulty breathing
- Measles can also cause blindness, brain damage, and make a child susceptible to secondary infections such as pneumonia and diarrhea

**The good news:**

- It costs less than a dollar to vaccinate a child against measles
- As of 2005, 200 million children in Africa have been vaccinated, preventing 1 million children from dying from measles over five years.
- After 2005, the Measles Initiative will complete its original plan and be expanded through 2009 to include other countries in Africa.
- Over the next five years, partners have pledged annual funding from the Measles Initiative. There is an ongoing and growing need for financial donations and non-financial contributions to the Red Cross, such as coordination, communication, and leadership.

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*Thank you for your interest in helping youth across the world! If you need to purchase materials, or need more information, please contact the Red Cross at 410-624-2024 or [youth@arc-cmc.org](mailto:youth@arc-cmc.org)*



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