American Red Cross

Together, we can save a life

MARYLAND TO UGANDA:
AMERICAN RED CROSS SCHOOL CHEST INITIATIVE 2003[*]
SERVICE-LEARNING PROJECT DETAILS

Your school, after-school program, or youth group is invited to participate in an exciting **statewide service-learning project** with far-reaching implications through the 3rd **Annual Red Cross International School Chest Initiative 2003**. By donating much needed school supplies, students in Maryland will have an opportunity to rectify injustices which have marginalized children in Uganda.

> **WHEN**—In coordination with your local American Red Cross chapter and service-learning coordinator, Chests can be delivered to the Brethren Service Center *between* **APRIL 22 AND MAY 3, 2003**.

> **WHERE**—Contact your local American Red Cross chapter[†] and/or service-learning coordinator for information on the drop-off site for your district. The Brethren Service Center is located at 500 Main Street, PO Box 188, New Windsor, MD 21776.

> **WHY**— The school chests collected through the *Maryland to Uganda School Chest Initiative* will support ongoing efforts to vaccinate all children from measles, the number one preventable killer of children in Uganda (please see additional information attached). The school supply distribution will occur while thousands of young people congregate to receive this life-saving inoculation. As in Kenya, Ugandan families must underwrite the expense of school supplies, uniforms, and other hidden fees. School Chests help to mitigate this problem and provide further incentive for the children to attend the mass vaccinations.

> Attending school not only provides youth with academic growth and opportunity, but also centralizes students so that Red Cross volunteers can communicate life-saving messages about measles and other preventable diseases to a captive, inclusive audience.

The goal of the project is to collect **250** or more school chests—providing supplies for over 10,000 youth in Uganda. With all Maryland schools, after-school programs, and youth groups participating, this will be the largest School Chest effort in the history of the American Red Cross—surpassing last year's record of 190 chests!

What is the School Chest Program?
The School Chest Program was initiated by the Junior Red Cross, which was officially created in August 1917. President Woodrow Wilson urged American children to join in this opportunity to provide services to communities at home and abroad.

School Chests are sent to schools and youth centers in designated countries that are short on supplies. The contents of one (1) School Chests are distributed to approximately 40 students. This important program not only meets the needs of disadvantaged schools and classrooms around the world, but it also assists in normalizing the routines of children after war or natural disasters.

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[*] 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.

[†] Please refer to Chapter Contact Information for the Red Cross Chapter serving your area.

How can teachers educate their students about global issues?

The School Chest Program provides an opportunity to educate Maryland youth about prevailing issues and situations around the world. The School Chest program creates a perfect opportunity for teachers to incorporate "international affairs" into daily lesson plans.

The Red Cross encourages groups, if they see a local need, to create a school chest for a local homeless shelter, a less fortunate school, or other agency in addition to *creating chests for Uganda children. Schools must arrange delivery and agency contacts for local initiatives. Both locally and internationally shipped chests will be included in the total number of chests for the initiative and your school will be recognized for their efforts.*

The focus of this year's School Chest initiative is Uganda and the effect of preventable diseases like measles on its people. Students can learn about the impact of preventable diseases in Africa, as well as in the US and Maryland.

- Maryland educators and students created *Guiding Questions* and activities for several subject areas that connect the project to Maryland's content standards while allowing students to meet international needs..
- **In cooperation with their local American Red Cross chapter[‡],** schools or individual classrooms can arrange for speakers to come in and share information and experiences with children as well.
- The ARC web page: www.redcross.org has up to date information about international crises, and ARC international response and involvement. Teachers and students can log on and look through the material.

What does a "School Chest" consist of?

- To hold a "chest's" contents use stackable, plastic containers (30-40 gallon capacity) that are durable enough for shipping. Participating groups can purchase the chest before filling it, or choose a chest based on the space requirements of the assembled items.
- All school chests items should be new, clean, and of good quality and appearance.
- **Please DO NOT place letters or extra materials in the chest.** *Some schools have shown interest in sending additional letters or materials to the recipient school. Because* **this is not part of the School Chest Program***, please send them separately in the name of your school or organization.*
- Along with the name of the school, paint a **RED CROSS WITH A WHITE BACKGROUND ON THE CHEST OR AFFIX AN AMERICAN RED CROSS DECAL.**
- The chests are held in storage until shipped. So that a final inspection may be made at the warehouse, please **DO NOT PERMENANTLY SEAL THE CHESTS.**
- *On the front side of the chest, carefully print the following information:*

American Red Cross School Chest
Gift of Students/teachers in

_____
name of school or group
_____
city, state, USA

- Once assembled and securely packaged, deliver the school chests to a local, prearranged drop-off site. Contact your local Red Cross chapter and/or district service-learning coordinator for specific details.

<u>SCHOOL CHEST CONTENTS & ESTIMATED PRICES</u>

40 **Notebooks (college ruled)**	$40-80	spiral/composition, 70-120pgs
12 (10pk) **Pencils**	$12-24	no.2
40 sm. **pencil sharpeners**	$24	
40 **rulers**	$32-40	plastic/wood
20 **compasses**	$24	Mathematics—drawing arcs
6 boxes **colored chalk**	$3-6	(or super huge chalk in bins)
4 **blackboard erasers**	$8	
4 pks **drawing paper**	$8-36	(recycled to nice drawing paper)
40 (8pk) **crayons**	$40-60	
1 **tape measure** (metric)	$2-5	
1 **soccer ball**	$15-50	
20 **jump ropes**	$60	
1 **chest**	$9-20	(plastic, some w/ clasps to hold lid securely)
TOTAL	$280-437	

How is the chest assembled?
- Participants can determine the manner in which they assemble the School Chest. If a school is involved, participation can include one classroom or the entire school.
- The necessary items for the School Chest can be purchased and brought in by individual students, or a fundraising event can be organized to raise money to purchase the supplies. It is at the groups' discretion how to go about filling the School Chests. **All the items on the list must be included** to be considered a completed School Chest.
- **Participants should not include extra items in the School Chests.** The School Chests will be distributed among classrooms and youth centers in need throughout the designated region. It is not fair for certain classes to receive School Chests containing extra items.
- **Participants should adhere to the listed items as closely as possible** and try to keep items in one category consistent so distribution to the individual recipient is equal.
- School Chests should be inspected before shipping to Brethren Service Center (who has a storage agreement with American Red Cross), and any **items not on the supplies list should be removed.**

What happens after the School Chest is assembled?
Once the chest is assembled, several things can happen:
- Together, students and adults can reflect on the experience.
- You can hold a celebration at your site (Invite your local Red Cross!). Some groups have done all day events celebrating the project, while others have simply recognized the participants and shipped the chest..
- The chest is dropped off at the appropriate time at the designated local location or directly delivered to the Brethren Service Center between April 22 and May 3, 2003.

WHERE CAN I GET MORE INFORMATION ON THE SCHOOL CHEST INITIATIVE & SERVICE-LEARNING?

CONTACT your local American Red Cross Chapter.
Please refer to Chapter Contact Information for the chapter serving your district.

VISIT
- American Red Cross website www.redcross-cmd.org
- MSSA's website www.mssa.sailorsite.net/chest.html

Maryland to Uganda: AMERICAN RED CROSS SCHOOL CHEST INITIATIVE 2003

Maryland to Uganda: American Red Cross School Chest Initiative 2003
Uganda Facts

Background

Uganda achieved independence from the UK in 1962. The dictatorial regime of Idi AMIN (1971-79) was responsible for the deaths of some 300,000 opponents; guerrilla war and human rights abuses under Milton OBOTE (1980-85) claimed another 100,000 lives. During the 1990s the government promulgated non-party presidential and legislative elections.

Geography

Location: Eastern Africa, west of Kenya
Area: total: 236,040 sq km, land: 199,710 sq km, water: 36,330 sq km
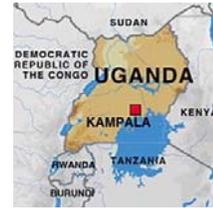
People

Population: 23,985,712
*note: estimates for this country explicitly take into account the effects of excess mortality due to AIDS; this can result in lower life expectancy, higher infant mortality and death rates, lower population and growth rates, and changes in the distribution of population by age and sex than would otherwise be expected (July 2001 est.)
Infant Death Rate: 91.3 deaths/1,000 live births
Life Expectancy at Birth: total population: 43.37 years   male: 42.59 years   female: 44.17 years
Religions: Protestant 33%, Roman Catholic 33%, Muslim 16%, Other 18%
Languages: English (official), Luganda, Swahili, Arabic
Education: 16% of school-aged children attending secondary school
Literacy Rates: (definition: age 15 and over can read and write)
        total population: 80% male: 86% female: 73%
GDP- per capita: $280
Population below Poverty Line: 55%

Measles in Uganda

Number Vaccinated in last 10 years—2,267,751 children aged 6 – 59 months, 96% of target population
Nearly 500,000 children die from measles each year in Africa - 1,200 children a day
Measles kills more children worldwide than AIDS, tuberculosis or malnutrition
In Africa, measles is **the single leading cause of vaccine-preventable death among children**.

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MARYLAND TO UGANDA—
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GUIDING QUESTIONS & ACTIVITIES

Art

- What forms of art are most common (pictures, sculpture, woodcarving etc.) in Uganda? Why these?
- What are the most popular themes of artwork?
- How do the art works reflect the culture and traditions of Uganda?
- Bring a sample (or show a picture) of artwork from Uganda. 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 Uganda? Why these?
- How are businesses typically run?
- What was the affect of American capitalism in Uganda?
- How does an unstable economy and disease effect business?
- Design a product that will be stable in this region of Africa. Defend your product and it's design.

Biology/ Ecology/Geography

- Where is Uganda 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 in Uganda? What kinds of animals are found there? Why are these plants and animals there?
- Compare Uganda to your community. How are the natural environments of these two places similar and different?
- What major waterways (rivers, lakes, seas, etc.) are in this part of Africa?
- What are the different types of ecosystems found in Uganda?
- 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?
- In how many countries does the Red Cross (American or International) assist people?

Cultural Studies

- What holidays are celebrated in Uganda?
- 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 HIV/AIDS on families and community relationships?
- What is the size of an average family?
- What are the big cities in Uganda? 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 Uganda? 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 Uganda learn?

Health/Physical Education

- What are some major health concerns in Uganda?
- What are some of the major causes of disease in the region? Why?
- How is HIV/AIDS spread through a community? What are the correlations between disease and economy?
- What assistance can residents of Uganda 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 African 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 Uganda? Explain your answer.
- How is Red Cross involved in health awareness? Why is this important?
- What is the role of the Red Cross in responding to the health concerns of the most vulnerable people in Uganda (local/international)?

Language Arts

♦ What types of stories are told in Uganda? How do they reflect beliefs of the people? What were the main themes of the stories/songs?
♦ Discuss the oral traditions of Uganda.
♦ How did the modern culture and media affect oral traditions of this region?
♦ Who are the premier authors in Uganda? 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, it's population, literacy rates, or other demographic information.
♦ Compare the number of children effected by (infected with) HIV/AIDS in Uganda to the number of students in MD and the U.S.

Music

♦ What style of music is popular in Uganda? 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 part of Africa?
♦ How did African music affect the development of American musical culture?
♦ Play a sample of music for the class.

Nutrition

♦ What are some types of food or meals commonly eaten in Uganda? Why do they eat these foods?
♦ Are their any similarities between African and American food? What are they?
♦ What is the correlation between the spread of HIV/AIDS and reduction in agriculture?
♦ 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 Uganda located?
♦ What type/form of government is in Uganda? 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 Uganda prosperous? Explain your answer.
♦ Discuss economic trends in Uganda. How is economy affected by disaster?
♦ What natural resources significantly affect the development of economy in this part of Africa? How?
♦ Does Uganda have historical ties to Europe? If so, indicate with whom, when, and for how long? How did European domination affect the development of this region? What changes have occurred since European occupation?
♦ 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 Uganda? Does the government protect freedoms? Is the government able to establish and preserve the order?
♦ Is there poverty in this region of Africa? Why do you think so? What causes it?
♦ Is Uganda 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?
♦ Who are the most vulnerable groups of Uganda? 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 of Uganda in their schools? Why?
♦ Is there evidence of technological progress? Compare the availability of the Internet in the US and Uganda.
♦ Identify and discuss a connection between technological progress and economy.
♦ 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?

Maryland to Uganda – American Red Cross School Chest Initiative 2003
Service-Learning Best Practices Project Guide

Thank you for choosing to help students in countries struck by disaster. This School Chest Initiative 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.
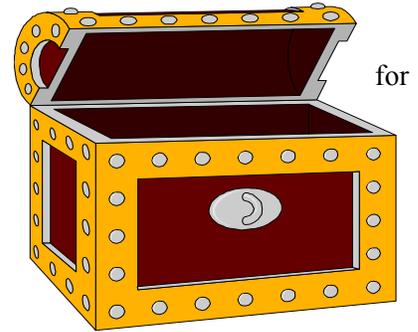
1. *Meet a recognized community need*

Explore with students what human, education, environmental, or public safety need(s) the School Chest Initiative will meet. To learn more about Uganda and the effect of HIV/AIDS on its population, visit www.Ugandaweb.com and allafrica.com/Uganda. (You can link to http://www.mssa.sailorsite.net/chest.html for a comprehensive list of Internet resources).

2. *Achieve curricular objectives through service-learning*

Examine your course or team goals, outcomes, and indicators to identify ways to integrate the School Chest Initiative 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 children in Uganda?
♦ 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 School Chest Initiative. 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 for citizens and business.

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 student or their family has a connection to Uganda and you can arrange for 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.

These websites, www.redcross-cmd.org/chapter/youth/programs.html or www.mssa.sailorsite.net/conference.html, have more details on the School Chest Initiative.

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 Uganda (refer to Guiding Questions and Activities and Uganda Facts for assistance), disaster, international relief, as well as teamwork and project execution skills.

MARYLAND TO UGANDA:
AMERICAN RED CROSS SCHOOL CHEST INITIATIVE 2003
REFLECTION IDEAS

The following questions can be used for reflecting on the American Red Cross School Chest Initiative. You can also adapt them to fit other service-learning projects.

- Why do the students in Uganda need these school supplies? Why do some people and countries have less than others do?
- What are my fears, doubts, or judgments about the youth in Uganda and myself? What are my judgements about people who have less -- and more -- than I have?
- How are the students in Uganda helping me/us by accepting these school supplies? How does helping them help me?
- Under what conditions am I willing to receive? How might it feel to receive things from students in another country?
- Do I believe that one form of service is superior to another? Are there better ways to help the students in Uganda? Do I think it is worthwhile to help others?
- What are my/our motivations for helping students in Uganda through this chest project?
- What would I change to make this chest project 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?

THE MEASLES INITIATIVE

OVERVIEW

The Measles Initiative is a long-term commitment to control measles deaths in Africa. The commitment is to vaccinate 200 million children through mass vaccination campaigns in up to 36 Sub-Saharan African countries. This is the largest non-disaster activity ever undertaken by the American Red Cross to save lives and mitigate suffering. It is estimated to prevent over 1.2 million childhood deaths and to have substantial positive economic benefits on the lives of some of the most vulnerable populations in the world. This effort will set the stage for the total global eradication of measles as a killer disease within the relatively near future.

The initiative was launched in February 2001 in partnership with the Centers for Disease Control (CDC), the United Nations Foundation (UNF), the World Health Organization (WHO), and the United Nations Children Fund (UNICEF). These partners formally requested "the American Red Cross to chair and convene a US-based coalition of measles partners." The total cost of the effort is estimated at $200 million. Of which the American Red Cross committed to a minimum of $25 million and a maximum of $50 million over five years, $10 million has already been allocated. All funds allocated by the American Red Cross are matched by UNF. Since UNF is assuming all administrative costs for the initiative, every dollar contributed to the American Red Cross for this effort goes directly to program costs. Because of the unprecedented volunteer involvement coupled with multi-agency cooperation, the economies of scale, and in kind contributions by several pharmaceutical companies, to date, the vaccination cost has been held to just $.71 per child vaccinated and approximately $140 per death prevented.

The International Red Cross and Red Crescent Movement is involved in supporting the measles campaigns. The American Red Cross leads the partnership, and provides advocacy and part of the funding. American Red Cross chapters are encouraged to advocate and fund raise for the Initiative in their communities. The Federation provides funding and technical support for African national societies in every country. The national societies work with the country's ministry of health (MoH) and other in-country partners to mobilize the population and give vaccinations. African Red Cross volunteers literally go door to door encouraging the mothers to have their children vaccinated. This "social mobilization " is the key to the success of the campaigns. Since the local people know and trust the volunteers with their local Red Cross, they are more willing to participate.

SUCCESS TO DATE

In the first year of the project (fiscal year 2001), 21 million children were vaccinated in eight African countries and 40,000 deaths were prevented. In the second year (fiscal year 2002), 43 million children in nine African countries are being vaccinated, preventing an additional 51,000 deaths. In each country, over 93% of the target population have been vaccinated. An important example of an effective campaign is in Kenya. In June of this year, 14 million children between the ages of six-months and fifteen years were targeted (40% of the entire population). The measured vaccination coverage during the campaign was 97%. This was the largest and most successful measles vaccination camping ever undertaken in Africa.

After two years, the Measles Initiative will have vaccinated 64 million children and prevented 91,000 deaths. It is on target to achieve its goal of eliminating measles deaths in Africa.